



Glen Ridge Public Schools

Final Report

Revised Report for Publication
October 1, 2021



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PREFACE

A structured process informed the findings, analysis, and recommendations put forth in this data collection report. Participation in this assessment was optional and made available to all employees, parents, and students across the K-12 Glen Ridge Public School community. The findings are the opinions, experiences, perspectives, and recommendations of those who opted to participate. As such, the results should not be disputed because of differing opinions, experiences, views, and recommendations of those who decided not to participate. The challenge remains to create space for differing perspectives as a path forward is outlined.

The administration of the Glen Ridge Public School community should be commended for providing an opportunity to ask difficult questions and for avoiding a defensive posture as they work to understand the perspectives of their varied constituencies.

Information, in particular anecdotal comments, has been presented in a manner to protect participants.

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INTRODUCTION

Olive Branch Educators (OBE) collaborated with the leadership of the Glen Ridge Public Schools (GRPS) to conduct an evaluation and assessment of the current K-12 school community as it relates to Diversity, Equity, and Inclusion (DEI). This report provides both the quantitative and qualitative results and a series of specific strategies and recommendations. These strategies and recommendations involve all stakeholders, which is necessary to achieve a diverse, equitable, and inclusive education.

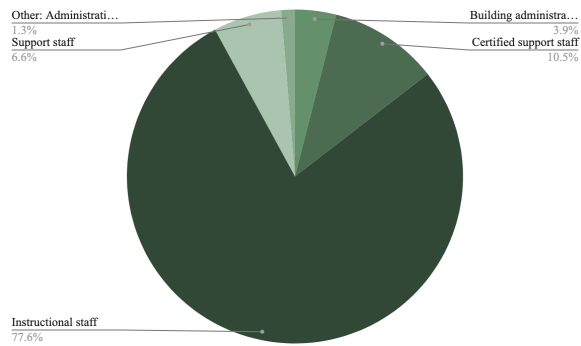
DEMOGRAPHICS

GRPS Employees

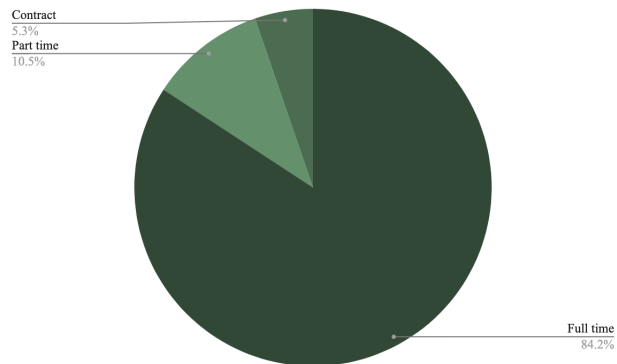
76 GRPS employees completed the survey. The majority were white female teachers. Additionally, half of the respondents maintained a tenure of over ten years, allowing for greater insight into GRPS over a more extended time.



Type of affiliation



Employment status

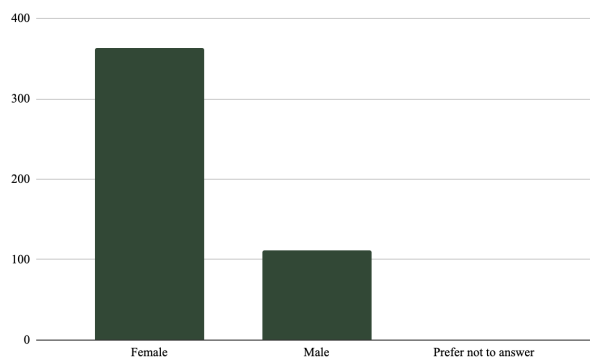




Parents

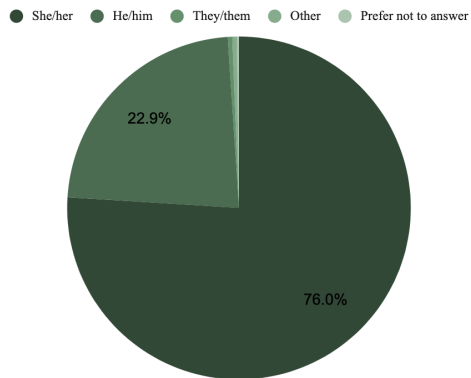
Four hundred seventy-five parents completed the survey—the majority of the respondents identified as white women. There was a diverse representation of religious affiliations among the respondents. 13% of the respondents had children in multiple grades.

Gender

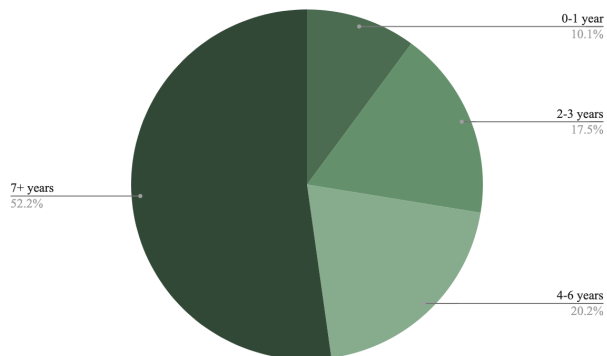




Pronouns

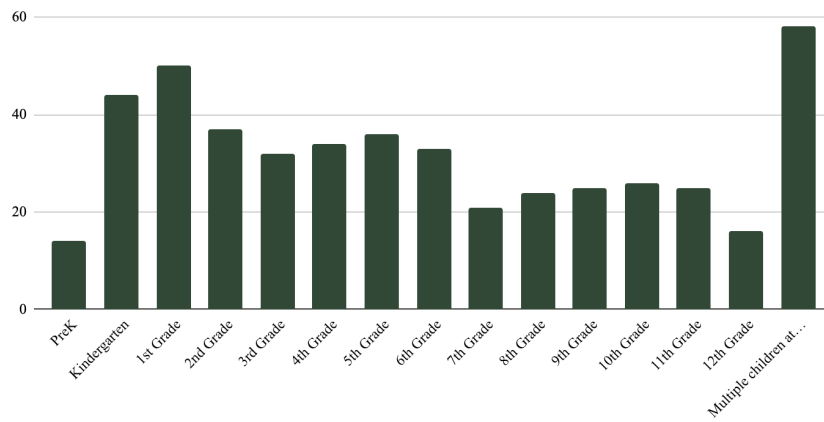


Years with GRPS community





Grades represented

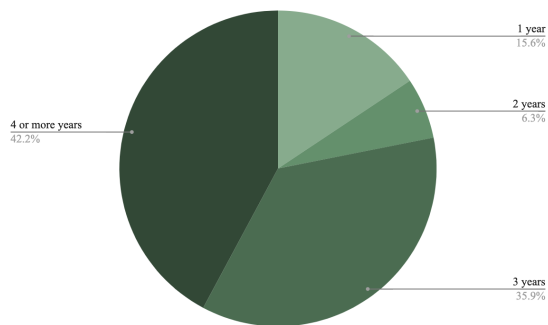




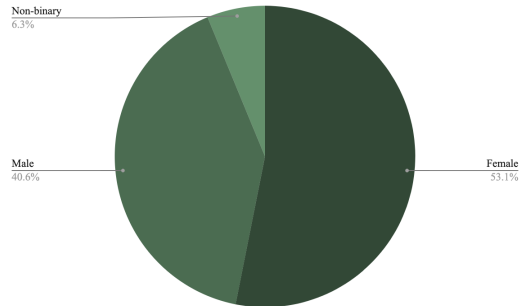
Students

Sixty-five high school students completed the survey. The majority of students who responded were White, making up 69.7% of the respondents. Other students identified as Black, Caribbean, East Asian, Latinx, Middle Eastern, Multiracial, and South Asian. 53% of the students identified as female, 27% identified as male, and 6% identified as non-binary. The majority of the students have been at Glen Ridge for four years or more. The three most frequently reported religious affiliations (in order of frequency) were Atheist, Christian, and No Affiliation.

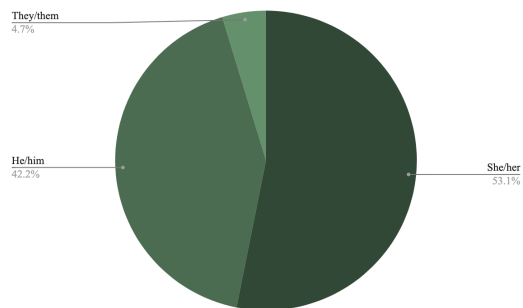
Years at GRPS



Gender identity



Pronouns





Focus Groups

We offered a series of 45-minute focus groups to collect qualitative data. Parent groups had the most attendance. We offered sessions in both the evening as well as during the workday to accommodate varied schedules. Student attendance was notably low. During the assessment, several parents contacted the OBE team to request a focus group for their demographic, which indicated a commitment of the parents to make sure that they provided varied perspectives.

Staff: (8) sessions - 4 during the workday and 4 in the evening

- Building Administrators
- Certified Support Staff
- Instructional Staff
- Support Staff

Students: (13) sessions

- Black
- East Asian
- Latinx/Hispanic
- Middle Eastern
- Multiracial
- Native American
- Pacific Islander
- South Asian
- White
- Christian



Parents: (23) sessions

- Black
- Caribbean
- East Asian
- Latinx
- Middle Eastern
- Multiracial
- Native American
- Pacific Islander
- South Asian
- White
- LGBTQ+
- Parents of children with special needs or IEPs
- Non-traditional families
- Jewish
- Christian
- Muslim
- Hindu
- Buddhist



SUMMARY

The Glen Ridge Mission Statement as listed in NJ School Performance Report of 2018-19 reads:
In partnership with a close knit community, Glen Ridge High School will maximize the potential of each individual student through a motivational and highly and highly challenging academic program. This will be accomplished in an atmosphere respectful of individuals and cultural differences, so that students can advance their post secondary education, contribute socially, and compete productively in an ever-changing, increasingly technological global society. “ This mission statement clearly highlights what many thought leaders in business, industry, non-profits, and academia view to be critical for success: the ability to collaborate, share, communicate and contribute as a member of diverse teams. The leadership at GRPS should be commended for this theoretical scaffolding which provides the support essential for attaining their DEI goals.

The assessment showed that members of the GRPS community are in support of DEI efforts:

- 97% of the staff/administrative who responded are in support of DEI efforts
- 98% of students who responded are in support of DEI efforts
- 73% of parents who responded are in support of DEI efforts
 - 12% of parents who responded are not in support of DEI efforts
 - 15% of the parents who responded have a neutral opinion about DEI efforts

The following quotes are characteristic of the feedback provided by respondents.



- Staff
 - “I think we could definitely use training in this area. I think it would be very helpful to have it come from an outside group rather than from within.”
 - “I would love to learn more about how to address these issues in a more organic way. I don't think having "diversity lessons" or "diversity day" works as well as just including a more diverse and inclusive approach to my daily lessons.”
- Students
 - “I would really appreciate it if people in my school were educated on slurs because I've seen the n-word, f-slur, and many other inappropriate words thrown around regularly. I've even had some of my peers call me the c-slur multiple times, but I didn't acknowledge it was wrong at the time.”
- Parents
 - “I would hope that this survey and consulting group can help our school system implement more diversity within both the academic setting of the school and the social setting of school. Showing the children that there are differences and people do see color which makes a huge difference. A lot of people are “color blind” in this town which helps to attribute to this notion that nothing is really going on here...”



ASSESSMENT RESULTS

The NJDOE equity plans and Amistad law are two examples of how moving from theory to practice is a significant challenge, even when clearly defined policies are in place. The heightened awareness, skill development, and competency required to implement the theoretical are often unduly assumed to exist within a community. This assumption creates a major stumbling block that further compounds the situation. The overall assessment findings confirm that this is the challenge GRPS is currently confronting.

Specifically, the challenge facing the GRPS community is how to move from theoretical principles to a realized practice that creates an atmosphere that fosters respect for individuals and cultural differences. Some sentiments offered by parents during focus groups are shared below to illustrate this roadblock:

“We are well aware that the district is operating under an extremely serious pandemic. However, SB1569 was signed into law in Jan. 2019. I am not aware of any effort on the district's behalf to implement this law. Students with disabilities are not "seen" when the district is touting the results of its latest standardized tests or the colleges to which its students have been accepted. Let us end with this: we've had to beg teachers to comply with an IEP modification. And it's extremely risky.”

“I am disappointed that I am only receiving this survey now, after an almost 10-year period in the district. Although, I appreciate the effort and hope it is not performative but real.”

“...Being different is tough in this town. Virtual Learning is preferred by [my children] because of this”



“I hope GRPS can seriously address this matter. We need to prepare children for a diverse world. We live 15 miles from one of the most cosmopolitan cities in the world. We are surrounded by diverse communities, and yet Glen Ridge remains fiercely insular and this will be to the [detriment of our] students.”

Our analysis of the data obtained via the survey and focus groups revealed that the stumbling blocks which are preventing GRPS from moving forward with DEI programming fall into seven major themes: communication, cultural competency, curriculum, diversity of people, monitoring of academic success, parental agency, and value of DEI at GRPS.

MAJOR THEMES

1. Communication

Parents conveyed a clear and consistent message about their dissatisfaction regarding communication on the part of GRPS. They feel as though confusion and miscommunication are hallmarks of their interactions with the administration. During the implementation of this assessment, some parents reported confusion and lack of direction, which they perceived to be an apt example of the ongoing communication challenges between parents and the administration. Some examples are provided below.

A common focus group topic was the lack of clarity about the intent of the assessment. While parents welcomed the opportunity to engage with the OBE team, they would have preferred to arrive at the sessions with a clear understanding of the overall goal provided by the administration. Additionally, there were requests for answers about how the administration would respond to the data. Some parents reported that communication about focus groups was shared by word of mouth rather than by the school.



In terms of the survey itself, some parents expressed frustration that all family members did not receive the link to the assessment. This oversight did not allow for the participation of members within a family who have different perspectives and different cultural identities. Co-parents who lived in separate homes were also excluded from participation.

Parents also shared that generally, there is a lack of transparency about school activities.

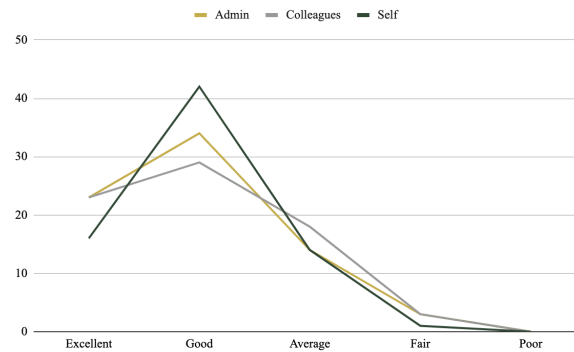
2. Cultural Competency

The results of the survey and focus group discussions indicate a concern among parents and staff about the degree of cultural competency that exists within the community.

Staff

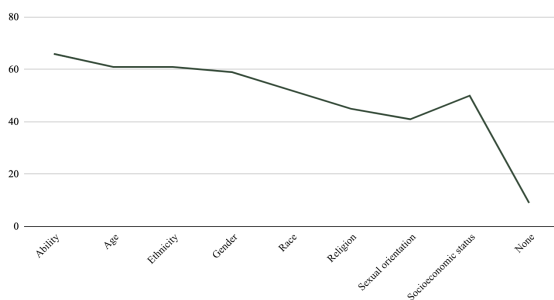
Staff had the opportunity to reflect on their competency as well as the competency of peers and administrators.

Members of the community seem to agree that there is some degree of cultural competency among staff and administrators; however, it is interesting to note that at least half of the respondents rate their competency higher than others, including administrators.



Graph A - Cultural competency

Respondents were asked to take a deeper dive and evaluate the DEI topics which are least challenging for them to discuss. 87% identified *ability* as the topic that they are most comfortable discussing. *Sexual orientation* is the topic that respondents are least comfortable discussing, followed by the issues of *race* and *socioeconomic status*.

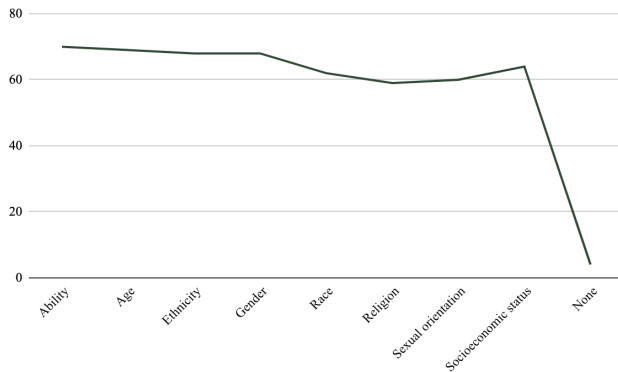


Graph B- DEI Topics

Outside of the GRPS community (Graph C), respondents have a greater comfort discussing all topics. This is an important finding which may explain the self-reports of competency. It would



seem that generally speaking, respondents can and do engage in these challenging conversations; however, something within the GRPS community negatively impacts their comfort level.



Graph - C

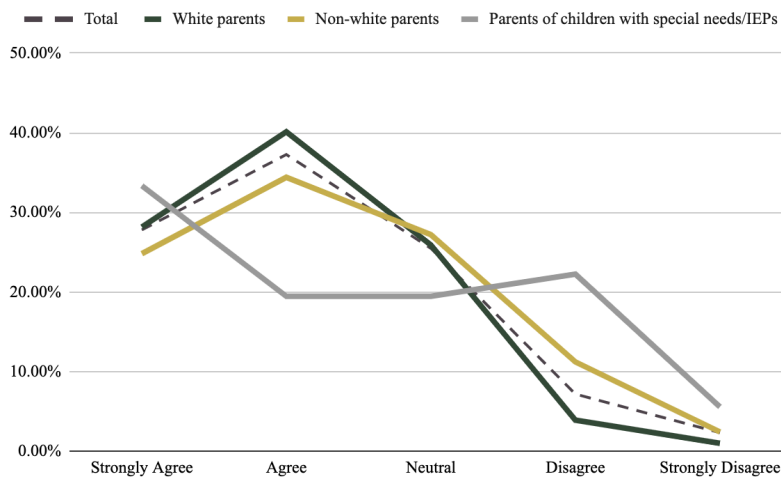


Parents

Parents do not regard GRPS staff and administrators as culturally competent. They reported their children's experiences as evidence.

While a fair amount of respondents agree that GRPS classrooms are welcoming and inclusive (Graph D), it is important to note the divergence when we control for identities. We see that the agreement with this statement is highest among white parents, followed by non-white parents, and finally parents of children with IEP's.

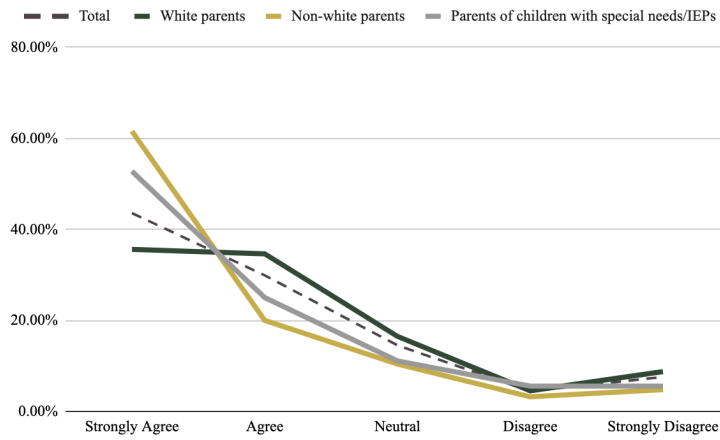
Graph D



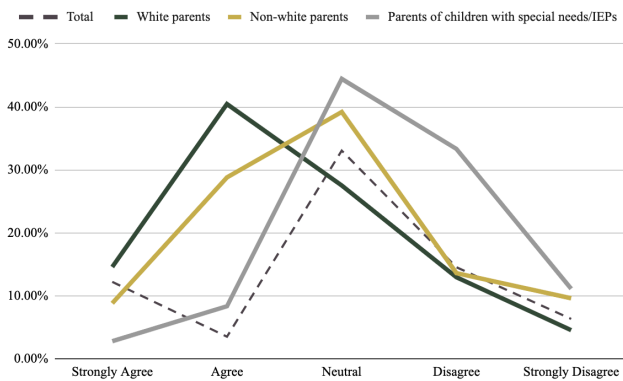
Additional support for these statements is found in the respondents' opinions about 1) the need for greater awareness of and training in DEI (Graph E) and 2) whether GRPS is living up to its DEI mission statement (Graph F). Parents of color and parents of children with special needs believe that the GRPS community would benefit from greater awareness and training in diversity and inclusion.



Graph E



Graph F





The focus group participants provided some anecdotes that communicate a lack of cultural competency:

- staff often confuse student names and academic records across all groups of color
- racist comments are overlooked, and action is only taken when behaviors escalate
- varied support for holiday observance - parents need to request Jewish holidays; other religious holidays such as Ramadan are not recognized
- repeated microaggressions, e.g., “let’s thank ___ for having the day off” (Jewish holiday)
- assumptions that all East Asians are Chinese
- shy children are viewed as “having issues”
- inconsistent response to different student needs

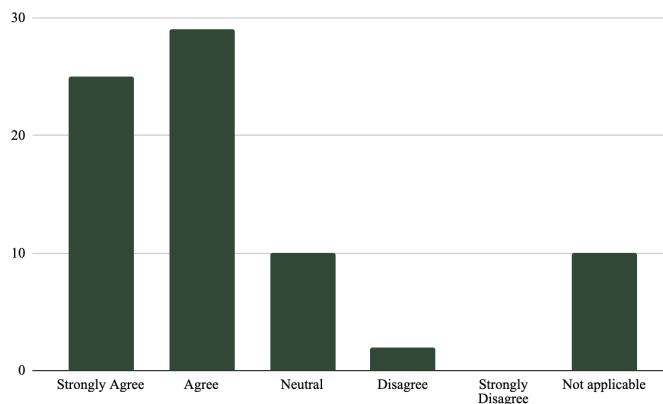


3. Curriculum

There is a significant difference between the parents' perceptions and staff's perceptions of the inclusivity of the curriculum.

Teachers agree strongly that their curriculum encourages conversation about diversity, equity, and inclusion, (Graph G). They also feel supported by the leadership and administration around making adjustments to the curriculum to better support diversity, equity, and inclusion.

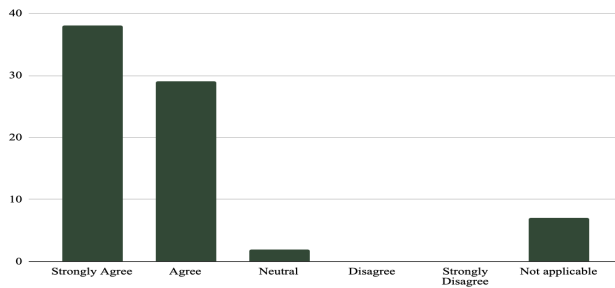
Graph G





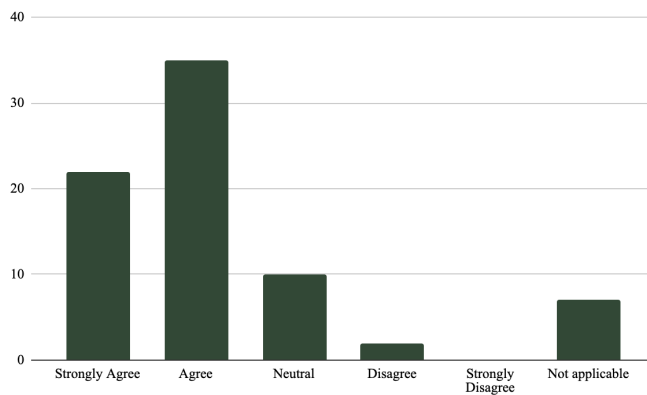
The staff agree their classroom climate encourages different perspectives.

Graph H



Teachers feel comfortable initiating and facilitating conversations about diversity, equity, and inclusion.

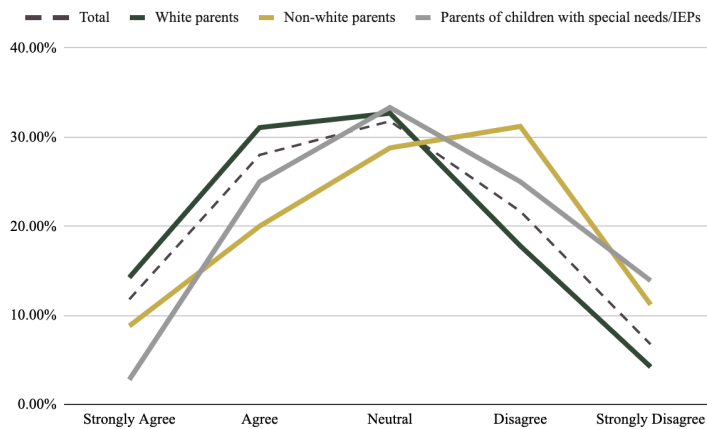
Graph I



These results are all in contrast with parent survey responses and feedback received from parents who attended the focus groups. They disagree that the classroom curriculum addresses all student identities (Graph J).



Graph J



Below are comments from the parent survey regarding the absence of diversity and inclusion in the classroom materials.

- “This area needs improvement. When almost all educators are White can they really present materials from nonwhite [perspective].”
- “Every choice of reading material skews White and Western European/US. The rich Black history in America is not taught other than as a stand-alone topic. It is not woven [into] the curriculum.”
- “There is almost no mention of non-Judeo-Christian religions.”
- “There is almost no mention of the rich history of Latinx and other immigrants in the US. “
- “Native American/American Indians are only discussed historically; current issues are not included.”
- “[It’s] bare minimum.”
- “No LGBTQ.”
- “I think that the bulk of this is relegated to February and March, which makes it seem like a novelty rather [than] inclusion. It would be preferable to have different identities woven into the daily curriculum.”

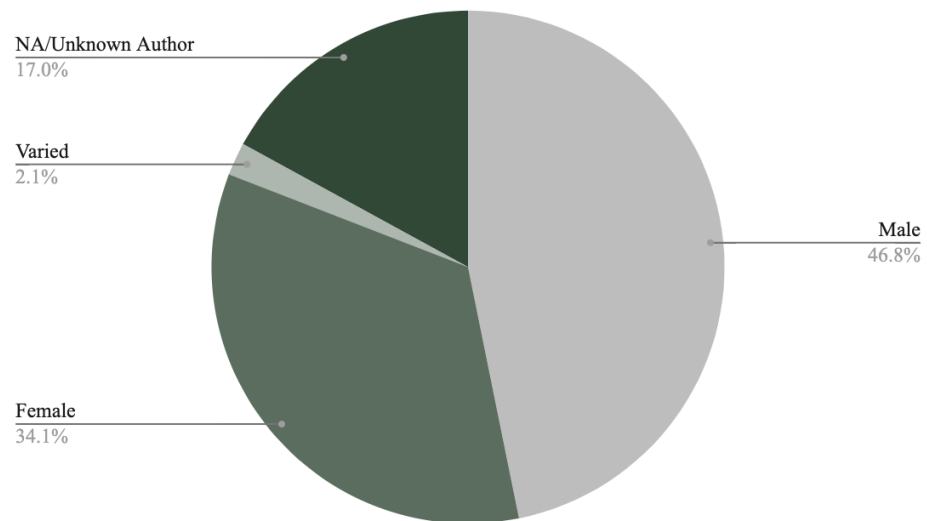


In our assessment of the language arts curriculum, we found a lack of diversity in the language arts resources. The focus reflects a bias towards a Eurocentric approach. There is a lack of exposure, across all grades, to a diverse set of literature. For example, in PreK and Kindergarten, less than a quarter of the books listed covered a topic under the larger DEI umbrella. A consistent plan for developing critical skills to process DEI material competently across the grades will provide a firm foundation for more challenging texts such as *I Know Why the Caged Bird Sings* in 9th grade or essays by Ibram X. Kendi in Grade 11 honors.

Another concern about the language arts resources is the lack of representation of authors of color. This feedback was expressed in many parent focus groups, and the data from our analysis supports their experiences. From PreK through Grade 12, there are limited books written by authors of color. Many of the books that do represent folks of color present a “struggle narrative” rather than the triumphs or “everyday experiences.” If these are a student’s only exposure to the experience of people of color their perspective could be skewed. After race and ethnicity, there is limited exposure to the other topics underneath the DEI umbrella: ability, age, gender, religion, socioeconomic status, and sexual orientation.

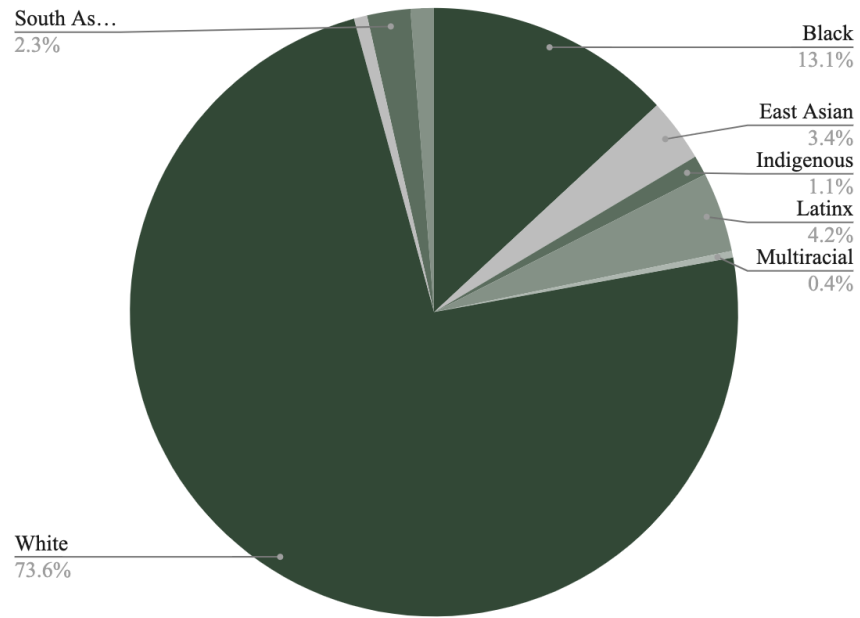


Gender Breakdown Across All Grade Levels





Race/Ethnicity Breakdown Across All Grade Levels





GRPS Summer Reading

Grades 7-12

- 26 books listed
 - 18 white authors
 - 11 have a specific DEI topic - mostly race
 - 5 are about race - black

Grade 7

- Outsiders

Grade 8

- 8th Anthem

Grade 9

- Unbroken
 - Plus one of the following
 - I Know Why The Caged Bird Sings
 - Into the Wild
- 9th resource
 - Unbroken
- 9th honors
 - Into to Wild
 - Life of Pi

Grade 10

- Choose one of the following:
 - Rules of Civility (white male author)
 - Nemesis (Jewish book written by a non-Jewish author)
 - The Plot Against America - (White male author)
 - Prayer for Owen Meany (White Author)
 - Salvage the Bones (Black female author)
 - Namesake (South Asian Female author)
 - History of Love (Jewish female author)
- 10th-grade resource:
 - Nemesis
- 10th-grade honors:
 - Their Eyes We Watching God
 - The Namesake



AP Courses

- AP Language Arts
 - The Immortal Life Henrietta Lacks
- AP Literature
 - Jane Eyre
 - Choose one of the following
 - Underground Railroad
 - The Brief Wondrous Life of Oscar Wao
 - Lincoln in the Bardo
 - The Idiot

Grade 11

- All The Light We Cannot See
- 11th grade resource:
 - Dr. Jekyll and Mr. Hyde
- 11th grade honors:
 - Atonement
 - Frankenstein

Grade 12

- White Tiger
- 12th Grade resource:
 - Tuesdays with Morrie



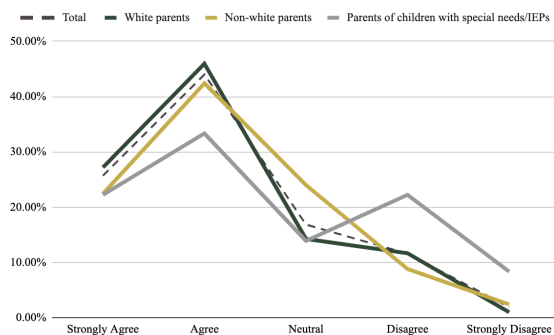
4. Diversity

The lack of diversity among the staff and administrators is of great concern for parents and GRPS employees. If the diversity of the respondents is representative of the larger GRPS, it is an undisputed conclusion that the community is not racially or ethnically diverse. 90% of the staff and administration who responded are white. There is also very little religious diversity. 78% of the respondents identify as Catholic or Christian. Research is clear that the lack of diversity in teachers has a significant impact on the classroom experience for students, which, in turn, has important ramifications for success.

5. Monitoring of Academic Success

Some parents expressed concern that the teachers are not adequately monitoring their students' academic success. This was especially true for the parents of children with special needs or IEPs.

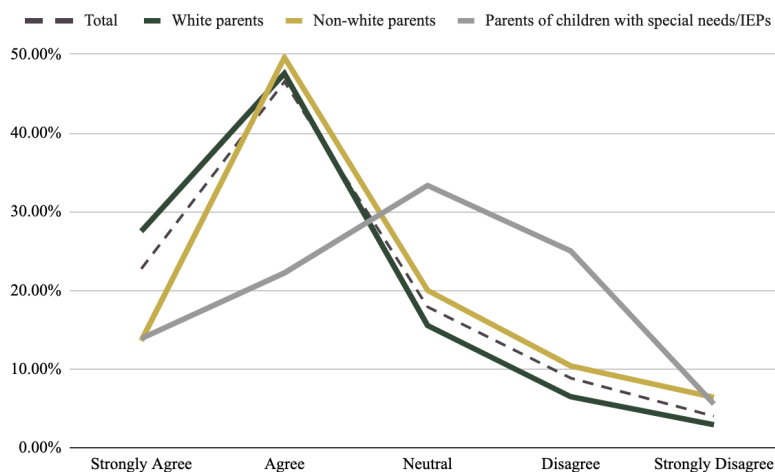
Graph K





Parents of children with IEPs and special needs are similarly dissatisfied with the feedback they receive about their children’s experiences. Parents of Black children also reported dissatisfaction with academic tracking and monitoring at GRPS. Despite having the necessary GPA, they expressed frustration that their children are overlooked for enrollment in the “gifted & talented” and honors classes.

Graph L



Some of the specific statements and feedback offered by parents include the following:

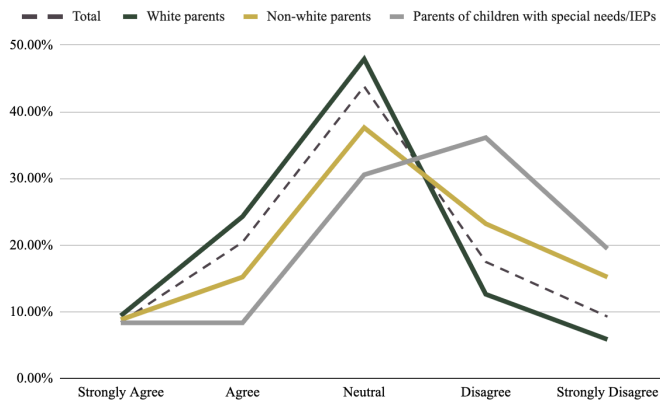
- Kids can get lost year after year as comps aren’t reviewed and discussed
- There is a stigma around IEPs and children with special needs
- Instead of properly scaffolded work, the younger children are given worksheets
- IEPs are not always individualized and often formulaic
- Parents report feeling pushed out of the district
- Students often have to choose between receiving services and other activities
- Instead of receiving the proper in-class supports, students are either taken to the resource room or given remedial work
- Not all of the teachers are skilled at executing IEPs



6. Parental Agency

The parents in attendance at all focus groups were unanimous in their feedback that participation in the Home School Association (HSA) is correlated to agency and access within the GRPS. Simply, their experience is that parents who cannot participate in the HSA will have less access to teachers and administrators. This translates to less influence over students' schedules, classroom assignments, and inclusion in extracurricular activities. Parents who work during the day are logistically unable to participate in the HSA leadership. Those parents who do have the flexibility to participate in HSA describe the process of joining as exclusive. There is a lack of transparency about roles and leadership opportunities. Parents of color and parents of children with special needs express the least amount of inclusion (Graph M).

Graph M





7. Value of DEI

Parents and school personnel disagree as to whether a clear message about the value of DEI is being communicated.

88% of the staff and administrators who completed the survey overwhelmingly agree that GRPS has a clear mission statement. They are also in agreement that GRPS cultivates an environment that allows individuals to feel supported. Different perspectives are encouraged in the classroom. While the staff highlighted the work of the past two years as evidence of the value of DEI, they also expressed some caution because:

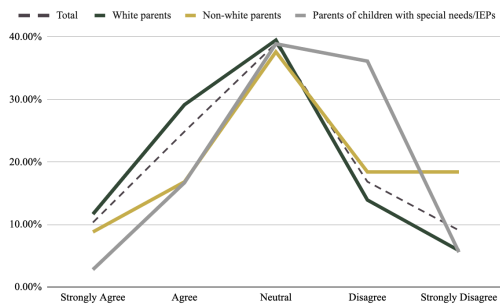
- [the work] “is vague”
- “outlining the purpose is difficult”
- “things are happening in name only”
- “no concrete items or steps for [DEI] to take place in the classroom”

Additionally, GRPS personnel unanimously highlighted the lack of diversity as a contradiction to the message of value.



Parents have a contrasting perspective about the degree to which DEI is valued at GRPS. While white parents, non-white parents, and parents of children with special needs, have expressed appreciably disparate responses, all three groups seem to converge on a neutral response in this regard.

Graph N

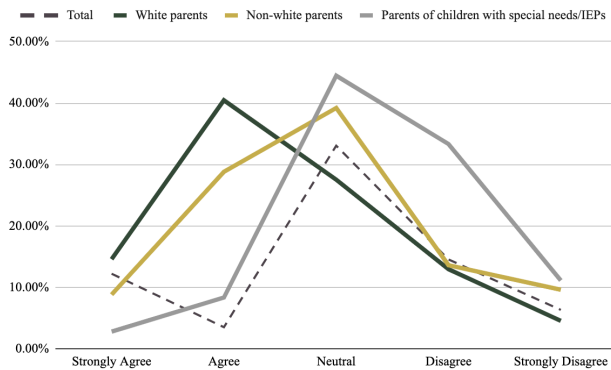


In the focus group conversations, parents clarified that the neutral responses are a result of the fact that they were unaware of a mission statement regarding DEI. Therefore they could not comment. The parents of children with special needs regard their children's experience as evidence that a mission statement does not exist.



In conclusion, contrary to the GRPS personnel, parents are not of the opinion that GRPS is living up to its mission statement.

Graph O



Some of the specific statements and feedback offered by parents include the following:

- Kids with special needs & IEP are not included / they are marginalized. eg. separate field trips, excluded from extracurricular activities
- BOE Diversity Plan on the website is incomplete
- Parents feel the need to provide a book list
- Few of the books recommended by The GRBDIA have been added to the curriculum
- Only a small number of races/ethnicities are celebrated
- Lack of transparency and consistency around programming
- Gender imbalance in the elementary classroom
- Disconnect between DEI resources listed on the GRPS website and what the school is offering



STUDENTS

Students were asked to comment on their comfort with discussing DEI topics. A range of responses were received and the comments were consistent with the feedback that we received from the staff and parent surveys and focus groups. The comments we received suggest that students are aware of the importance of language and words in their environment. The following quotes are examples of the sentiment shared by students:

“The only reason I’m not fully comfortable discussing every topic in a classroom is that I’m not educated enough to speak properly and I do not want to speak in a badly worded way or speak over those minorities in a classroom or discussion setting.”

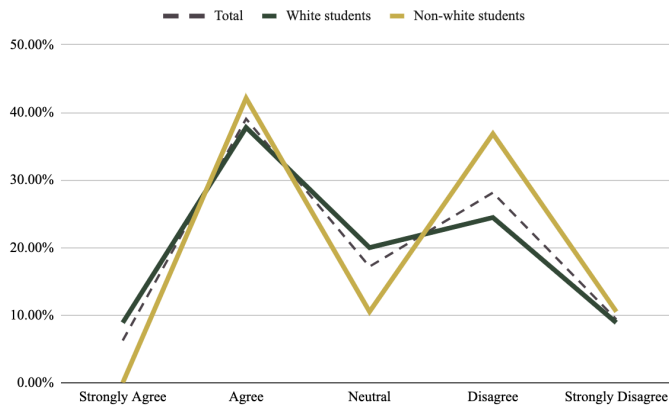
“Glen Ridge is mostly white and many of my peers are very insensitive. I don’t think they understand how hurtful the jokes can be.”

Similar to the feedback that was shared by parents in the focus group, students report that certain classes and teachers are great (Graph P), but the school environment as a whole is not the most welcoming or inclusive (Graph Q).

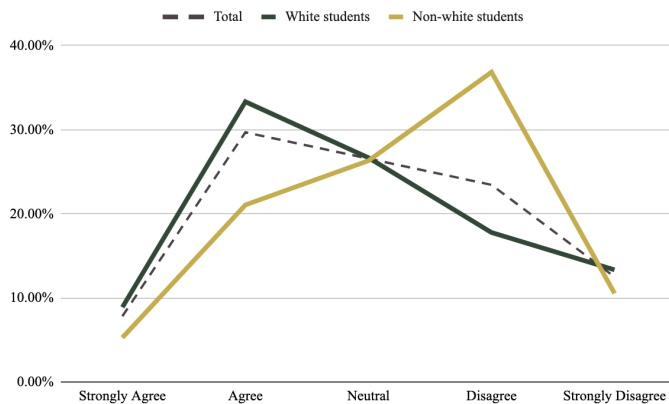
Parents shared the perception that there is only one way of thinking or behaving that is acceptable. If students fit into the mold their experience is fine, but if a student deviates from the norm, in any way, their experience can be markedly less positive. The graphs below provide a visual for how polarizing the classroom experience can be for some students.



Graph P



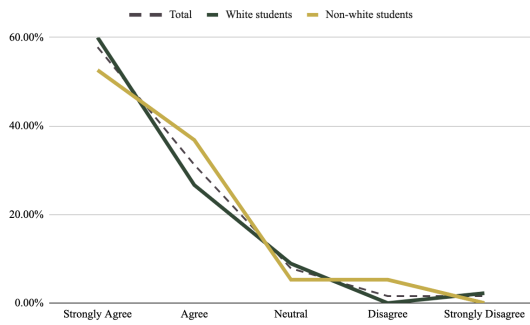
Graph Q



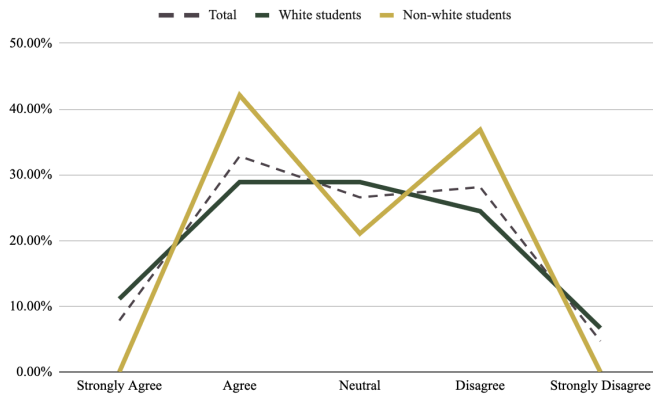
Student responses about their friend groups reveal a similar dynamic. Most of the respondents feel like they can be themselves around their friends (Graph R). However, they have a different experience outside of their friend group (Graph S). The same polarization that exists in the classroom, exists in the larger school community.



Graph R



Graph S

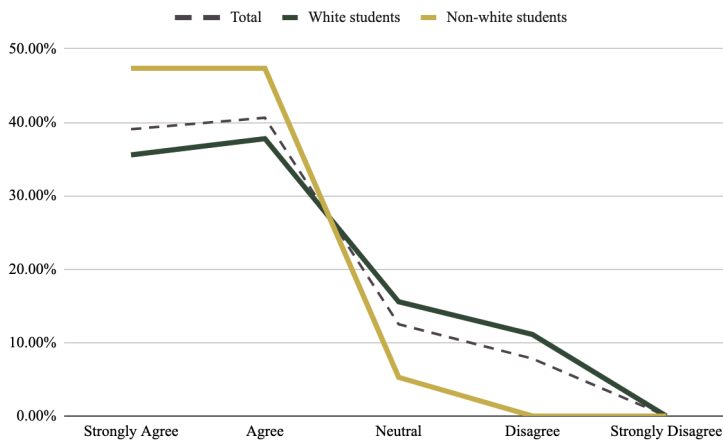




Many of the respondents report that their friend group is diverse (Graph T). Those who are thinking about friendships in this way may be more inclined to take a DEI survey than those who are not. So it follows that while we can be encouraged by these findings, we do need to be concerned about the larger student body who chose not to respond to the survey as their experiences might be drastically different. This student comment aligns with this hypothesis:

“I do have school friends in minority categories and such but being honest, most of them fall under the White Christian category. Of course, there is nothing wrong with being either of those but I would love to see more diversity in my school friends or just among my peers in general. “

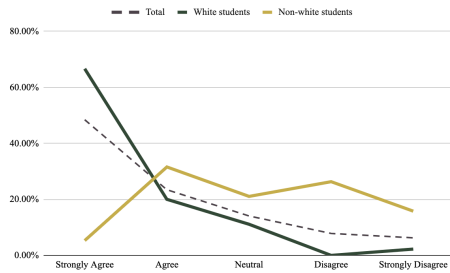
Graph T



Student respondents mirror the same concern that parents shared about the diversity of their teachers (Graph U).



Graph U



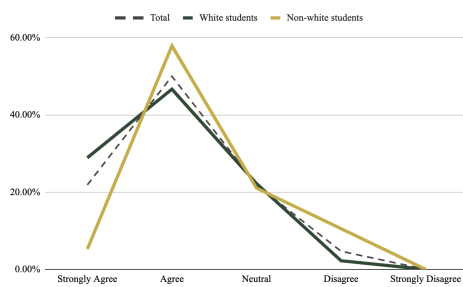
“Throughout my time at GRHS I've never had a core class teacher who was the same race as me nor a teacher of any color really...”

“I found it hard to relate or share any of my personal problems with teachers as they couldn't relate to the stuff I was going through.”

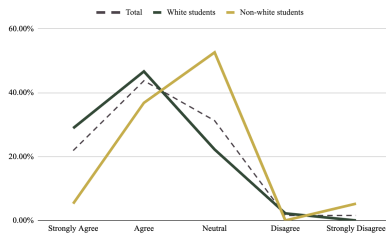
“ I definitely felt like I fit in here but at times I wished there was someone that looked like and grew up like me in the school, teacher or friend.”

Student respondents feel respected by their teachers (Graph V). However, non-white students and white students have different experiences with their coaches (Graph W).

Graph V



Graph W



RECOMMENDATION - NEXT STEPS

1. Across the GRPS community, there is a lack of consensus about and awareness of the DEI mission and related goals. There is a sound theoretical scaffolding. However, the translation to authentic and sound practice is limited.
2. The GRPS climate inhibits the ability of staff and students to bring their authentic selves. The evidence is found in both the staffs' disparate self-report of comfort discussing DEI topics within the GRPS community versus outside of the school community and the students' report that inclusion is dependent on settings within the GRPS community.
3. The strength of the community is the unified commitment to moving forward towards increased diversity, equity, and inclusion.



OBE recommends the following strategies to move the GRPS community past its current stumbling blocks:

Communication

- Share findings in this report with the larger GRPS community
- Identify inclusive and culturally sensitive communication practices:
 - More frequent reminders to the parent community
 - (i.e., two working parents)
 - Communication delivered to all adults in the household
 - Utilization of social media in addition to reminders posted on the GRPS website
 - Alternative options for school meetings
 - Provide a recording of all meetings
 - Offer evening meetings
 - Live-stream meetings

Cultural Competency

- Required DEI training for all levels of staff beginning with basic concepts:
 - Biases
 - Microaggressions
 - Gender education
- Required on going DEI professional development
- Accountability for DEI competency among teachers and administrators
- Voluntary DEI education for parents

Curriculum

- Professional development regarding curriculum design
- Create a K-12 DEI curriculum map
- More frequent curriculum revisions
- Review best practices at peer schools
 - Montclair and South Orange resources include



Diversity

- Review of hiring practices
 - Prioritize hiring staff of color
- Review support to encourage retention of staff of color
- Establish a DEI Director position - accountability

Monitoring of Academic Success

- Provide transparency about the supports at GRPS for students with special needs
- Increase collaboration with parents of students with special needs and IEPs
- Provide professional development to increase support of students with special needs
- Evaluate the process for assigning students to honors/gifted classes
 - Increase representation of Black and Latinx students

Parental Agency

- Require DEI training for HSA leadership
- Provide inclusive and culturally sensitive meetings
- Provide transparency about roles and leadership
- Collaborate with GRPS DEI initiatives

Value of DEI at GRPS

- Provide DEI training for BOE members
- Increase BOE communication about DEI goals and objectives
- Communicate a deliberate and strategic rollout of DEI initiatives
- Provide regular updates about progress regarding DEI
- Required cultural competency assessment as part of employee evaluation



ADDENDUM

Note: “#/# DEI Topics” = # number of books out of the total # of books listed center on DEI topics

Montclair - From 2017-2019 (Lastest)

Middle School:

- Grade 6 Suggested Texts:
 - Unit 1
 - DEI Topics: 5/12
 - Two books re: Braille (Topic addressed: ~ Ability)
 - Additional Books Below
 - POC Authors: 4/12
 - Mother and Daughter Ga
 - Losing the 444 Yard Dash - Weaver
 - Mother to Son Langston Hughs
 - Famous Naomi Nye
 - Next Unit:
 - DEI Topics: 8/11 - Primarily Race/Ethnicity [Next, SES]
 - Chinese Cinderella (Mah)
 - The People Could Fly (Hamilton)
 - Sun and Moon in a Box (Ortiz)
 - All Stories are Anansi's (Courlander)
 - Growing up in Darfur
- Native American Cultures (Article)
- Winter (Giovanni)
- Maps (Montilla)
- Next Unit: 2/6
 - Watson's Go to Birmingham (Paul)
 - Life in Motion (Misty Copeland)
 - POC Authors: 3/6
- Additionally Listed:
 - Courage Has No Color (Stone)
 - Stealing Home (Denenberg)
- Grade 7 Suggested Texts:
 - Unit 1: DEI Topics: 5/9
 - They Cage the Animals at Night (Burch) - Emotional Ability
 - Harriet Tubman (Petry)
 - As I Grew Older (Hughs)
 - Minstrel Man (Hughs)
 - Diary of Anne Frank (Hackett)
 - Unit 3: DEI Topics: 6/8 : Mainly Race/Ethnicity
 - Before We Were Free (Alvarez)
 - Daniel's Story (Matas)
 - The Lottery (Shirley Jackson)



- Barrio Boy (Galarza)
- My Furthest Back Person (Haley) - re: African Ancestry
- MK (Fritz) -re: Immigration
- Unit 4: 7/9 Most race, ethnicity (Walker - gender); 6/7 authors listed are POC
 - Monster (Myers) - potentially about race
 - Amigo Brothers (Thomas)
 - The Scholarship Jacket (Salinas) - Ethnicity
 - Rules of the Game (Amy Tan)
 - The Melting Pot (Quindlen)
 - In Search of Our Mother's Garden (Alice Walker) - Gender
 - Yao Ming (Handwerk)
- Grade 8 Suggested Texts:
 - Unit 1: 9/10 DEI Topic: Mainly About Identity/Coming into Racial/Ethnic Identity
 - House on Mango Street (Cisneros)
 - Sold (Patricia McCormick) re: Sexual Slavery in India
 - Mi Problem (Serros)
 - Abuelito Who (Cisneros)
 - Masks (Shel Silverstein) - could be a discussion about identity
 - Salvador, Late or Early (Cisneros)
 - Teenagers and the Struggle for Identity (Mullins)
 - Latin or Hispanic? (Fears)
 - Name That Child
 - Unit 2:
 - 0/7 Reading on DEI topics or POC Authors
 - Unit 3: 8/8
 - To Kill A Mockingbird (Lee)
 - Night (Wiesel) re: Holocaust
 - Billy (French) re: Racial Injustice
 - Weedflower (Kadohata) re: WWII/Japanese Americans
 - I will Plant you a Lilac Tree (Hillman) re: Holocaust
 - Sympathy (Dunbar)
 - My Papa's Waltz (Roethke)
 - Southern Cop (Brown) re: Black man shot
 - Unit 4: ½ Topic; ability
 - Stuck In Neutral (Truman) re: Cerebral Palsy/Ability



High School:

- Grade 9 Suggested Texts:
 - POC Authors: 2/6 DEI Topic: Race/ethnicity
 - Things Fall Apart (Achebe)
 - Kaffir Boy (Mathabane)
- Grade 10 Suggested Texts:
 - Unit 1: 2/8
 - Interesting Narrative of Olaudah Equiano (Equiano)
 - Letter from Birmingham City Jail (MLK Jr.)
 - Also: In this unit re: puritans, all books can result in discussion re: religion but not including them in DEI topic count
 - The Scarlet Letter (Hawthorne) -- could lead to discussion about Gender
 - Huswifery
 - Sinner in the Hands of an Angry God
 - Unit 2: DEI Topics 7/11 - race/ethnicity
 - I Know Why the Caged Bird Sings (Angelou)
 - The Joy Luck Club (Tan)
 - My Bondage, My Freedom (Douglass)
 - Dust Tracks on a Road (Hurston)
 - Antojos (Alvarez)
 - Mother Tongue (Tan)
 - In Search of Black America (Dent)
- Others:
 - The Great Gatsby
 - Could lead to discussion about SES, but leaving out of DEI count
 - Unit 3: DEI Topics 3/11 re: Gender
 - A Vindication of the Rights of Woman (Wollstonecraft)
 - Outside History (Boland)
 - The Lady in the Looking Glass (Woolf)
 - A Devoted Son
 - Not DEI topic but POC Author
 - Unit 4: DEI Topics 1/6
 - Defending Nonviolent Resistance (Gandhi)
- Grade 10 Honors:
 - Unit 1: Puritan Readings = 0/6 readings
 - While no readings are directly DEI related, all can be used to address religion or gender during that time
 - Unit 2: Transcendentalism 3/11
 - Nature (Emerson) re: religion
 - Man v. Men, Woman v. Women (Fuller) re: gender
 - Letters from Birmingham Jail (MLK Jr.)
- Grade 11 Suggested Texts:
 - Unit 1: 26/37 DEI topics



- Book Of Martha (Butler) re: gender/race
- Like Mexicans (Soto)
- A Worn Path (Wetly) re: race/gender
- Drown (Diaz) re: ethnicity/SES
- Woman Hollering Creek and Other Stories (Cisneros) re: ethnicity/gender
- Five-Carat Soul -(McBride) re: identity/race
- Drinking Coffee Elsewhere (Packer) re: identity (race, SES)
- Sabrina and Corina (Fajardo-Anstine) re: ethnicity, gender
- You Are Free (Senna) re: identity (race, SES, gender)
- The Lone Ranger and Tonto Fistfight in Heaven (Alexie) re: Native American stories
- On Racial Poetry (Cullen)
- On Universal Poetry (Jemie)
- Afrofuturism (Kearney)
- In the Dungeon of My Skin (Coopsammy)
- So Mexicans are Taking Jobs From Americans (Santiago Baca)
- How to Watch Your Brother Die (Lassel) re: includes gender/sexuality
- Puerto Rican Obituary (Pietri)
- A Lower Eastside Poem (Pinero)
- I am Joaquin (Gonzales)
- Bone (Daley-Ward) re: race, identity
- The Vintage Book of African American Poetry (Harper)
- The Essential Gwendolyn Brooks (Brooks)
- Teaching My Mother How to Give Birth (Shire) re: Islam & Gender
- Brown (Young) re: Brown v. Board
- The Book of American Negro Poetry (Johnson)
- Homegirls and Handgrenades (Sanchez)
- Non-Dei Topic, but POC authors
 - Sorry Please Thank You (Yu) ‘
 - In Praise of Abstraction (shankar)
 - Absolute Trust in the Goodness of the Earth (Walker)
- Unit 2: 16/17 DEI Topics re: race
 - Invisible Man (Ellison)
 - Their Eyes are Watching God (Hurstons)
 - A Raisin in the Sun (Hansberry)
 - The Bluest Eye (Morrison)
 - Black Boy (Wright)
 - The Hate U Give (Thomas)
 - The Fire Next Time (Baldwin)
 - I Am Not Your Negro (Baldwin)
 - The Souls of Black Folk (DuBois)
 - Between the World and Me (Coates)



- We Were Eight Years in Power (Coates)
- Elizabeth and Hazel: Two Women of Little Rock Nine (Margolick)
 - white Author
- The Color of Water (McBride)
- The Autobiography of Malcolm X (Haley)
- Negroland (Jefferson)
- Race Matters (West)
- Unit 3:
 - Parable of the Sower (Butler)
 - A Look into Black America (Wilson)
 - Others: Not included in DEI topics directly but can address religion and gender, for example:
 - Paradise Lost (Milton)
 - Handmaid's Tale (Atwood)
- Unit 4:
 - Fences (Wilson)
 - A Raisin in the Sun (Hansberry)
 - The Bluest Eye (Morrison)
 - The Awakening (Chopin) re: feminism
 - White author
 - A Doll's House (Ibsen) re: gender
 - Trifles (Campbell) re: gender
 - White Teeth (Smith) re: ethnicity, identity
 - Between the World and Me (Coates)
 - Drown (Diaz)
- Their Eyes Were Watching God (Hurston)
- Lemonade (Beyonce)
- Invasion of Privacy (Cardi B)
- Additional 28 on Gender
 - Feminine Mystique and the Women's Rights Movement (Friedman)
 - Persepolis (Satrapi) re: gender/identity/Islamic Revolution
 - Reconstructing Black Masculinity (Hooks)
 - Night to His Day (Lorber)
 - Ain't I A Woman (Sojourner Truth)
 - Patriarchy (Johnson)
 - Imitation and Gender Insubordination (J. Butler)
 - Story of X (Gould) re: gender identity
 - Barbie doll (Piercy)
 - How to Watch Your Brother Die (Lassel)
 - Learning to be Gendered (eckert)
 - Reading as a Woman (Culler)
 - Between Men: English Literature and Male Homosocial Desire (Sedgwick)
 - Why Class, Race, and Gender still Matter(Anderson, Collins)
 - Vindication of the Rights of Women (Wollstonecraft)



- Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color (Crenshaw)
- Confessions of a Recovering Misogynist (Powell)
- Women, Racism, and Colonialism (Pettman)
- Female Masculinity (Halberstam)
- What Makes a Woman (Burkett)
- Declaration of Sentiments (Stanton)
- Reflections on Black Women Writers (McKay)
- Highs and Lows of Black Feminist Criticism (Christian)
- How to Tame a Wild Tongue (Anzaldua)
- Tlilli, Tlapalli/The Path of the Red and Black Ink (Anzaldua)
- Grade 11 Honors:
 - Unit 1:
 - On Racial Poetry (Cullen)
 - On Universal Poetry (Jemie)
 - Not DEI related, but POC author
 - In the Praise of Abstraction (Shankar)
 - Unit 2: All Content in Sound and Sense (Arp)
 - Includes:
 - How I Met My Husband, Munro re: class, gender
- A Family Supper, Ishiguro
- Everyday Use, Alice Walker
- Sonny's Blues, James Baldwin
- Miss Brill, Mansfield re: religion
- The Darling, Chekhov re: gender
- A Worn Path, Welty
- Once Upon a Time, Gordimer re: race relations/Apartheid
- The Yellow Wallpaper, Gilman re: feminism
- A Good Man is Hard to Find, O'Connor re: gender, race
- Unit 3: 4/5 DEI topics
 - The Awakening (Chopin) re: gender
 - Pride and Prejudice (Austen) re: gender
 - As I Lay Dying (Faulkner) re: religion
 - The Bluest Eye (Morrison)
- Unit 4: 8/17 DEI topics
 - The Piano Lesson (Wilson)
 - Fences (Wilson)
 - Am I Blue (Henley) re: gender
 - Los Vendidos (Valdez) re: ethnicity,
 - Twilight, Los Angeles (Smith) re: LA riots, race
 - The Glass Menagerie (Williams) re: SES
 - Trifles (Glaspell) re: gender



- A Doll's House (Ibsen) re: gender
- Not DEI, POC author
- Tape (Rivera)

Montclair Summer 2018:

- Grade 9: A Walk in My World, Anne Mazer
 - DEI Topic: Yes; Cultural
- Grade 10:
 - Between the World and Me (Coates) and The Hate U Give (Thomas)
 - DEI Topics: Yes, Race/ethnicity
 - The Color Purple (Walker)
 - Indian Education (Alexie); This is What It Means to Say Phoenix, Arizona (Alexie)
 - DEI Topic: Yes, Race/Ethnicity
- Grade 11
 - The Things They Carried (O'Brien)
 - The Warmth of Other Suns (Wilkerson)
 - In the Time of the Butterflies (Alvarez)
 - Summary: 2 POC Authors; 3 DEI Topics
- Grade 12:
 - The Underground Railroad (Whitehead)
- POC author & DEI topic
- Rest not DEI
 - Antigone (Sophocles)
 - Frogs (Aristophanes)
 - Zen and the Art of the Motorcycle Maintenance (Pirsig)
- Additional Courses:
 - Grade 10: African American Literature
 - Include, Lucy Terry, Phyllis Wheatly, Equiano, Mary Prince, Frederick Douglas, Solomon Northrup, Harriet Jacobs, William Brown, Charles Blow
 - Grade 11+: Hip Hop as Modern Literature
 - Include, Sally Banes, Steven Hager, John Leland, Jeff Chang, Marc Lamont Hill and chapters from Gwendolyn Pough
 - Literature of the Diaspora



- Includes 18/20 POC Authors (=18 DEI topics, mainly race/ethnicity + 2 Religion)
- Includes another 16/16 (unit 2) POC Authors/Topics, mainly race/ethnicity as it relates to identity development in America
- Grade 10: Women's Literature
 - Includes Toni Morrison, Jamaica Kincaid, Zora Neale Hurston, Margaret Atwood, Leslie Marmon Siko, Maya Angelou, Audre Lorde, Alice Walker, Naimo Shihab Nye
 - All Gender Related so 100% DEI topics

Montclair Summer 2019

- Incoming 9th
 - Hands, Xiao Hong [A Short Story Taken From *A walk in my world*, Anne Mazer]
 - Holding On To Heritage, Rachel Swarns
 - The Opportunities of Adversity, Aimee Mullins
 - White author, DEI topic
 - Summer Prompt/Assignment is DEI driven
 - “As we grow up, many factors shape who we become as people. For example, the foods our families pass

down, the experiences we have, where we live and travel, and the people in our lives all greatly influence how we see ourselves and the world. You will see this reality unfold differently in each of the three texts.”

- Incoming 10th, 11th, and 12th
 - Choose between: ALL DEI TOPICS
 - If Beale Street Could Talk, James Baldwin
 - Educated, Tara Westover
- AP Lang: ALL DEI TOPICS



- The Things They Carried, Tim O'Brien (+ both readings from 10-12 grade section)
 - AP Literature: ALL DEI TOPICS There There, Tommy Orange (+ both readings from 10-12 grade section)
 - Small Learning Communities: ALL DEI TOPICS
 - Civics and Government
 - Grade 10: The Color Purple, Alice Walker (+ both readings from 10-12 grade section)
 - Grade 11: The Warmth of Other Suns, Isabel Wilkerson
 - Grade 12: There There, Tommy Orange
 - Subsections/multiple tracks of this course:
 - AP Lit: Just read There, There
 - Humanities: Antigone (Sophocles) and Frogs (Aristophanes)*
 - Philosophy: Zen and the Art of Motorcycle, Pirsig*
- *Supplemental Reading is NOT rooted in DEI*
- Center for Social Justice ALL DEI TOPICS
 - Grade 10: Indian Education by Sherman Alexis; This is What Means to Say Phenix, Arizona, Sherman Alexis
 - Grade 11: In the Time of the Butterflies, Julia Alvarez; Fences, August Wilson
 - Grade 12: The Things They Carried, Tim O'Brien



South Orange (Maplewood)

South Orange Summer Reading

K-2:

- 165 Books Recommended
- POC Protagonist: 57 books with either POC protagonist, POC author (usually both), and/or diversity theme

3-5

- 140 Books Recommended
- POC Protagonist: 55

6-8

- 79 Books recommended
- DEI Topics: 52

9-12

- 30 Books Recommended
 - POC: 26

Summer Reading:

Grade K-2:

- Biography
 1. Exquisite, Suzanne Slade
 2. Go Show the World: A Celebration of Indigenous Heroes, Wab Kinew
 3. Jump at the Sun, Alicia Williams
 4. Kamala Harris, Nikki Grimes
 5. Mary Blair's Unique Flair, Amy Novesky
 6. Paper Son, Julie Leung
 7. R-E-S-P-E-C-T, Carole Boston Weatherford
 8. Sharuko, Julio Tello
 9. Sisters: Venus and Serena Williams, Jeanette Winter
 10. The Most Beautiful Thing, Kao Kalia Yang
 11. The Oldest Student, Rita Lorraine Hubbard
 12. You Should Meet: Roberta Gibb, Laurie Calkhoven
- Chapter Books
 13. Adventures of Allie and Amy, Stephanie Calmenson [POC protagonist]
 14. Magnificent Makers Brain Trouble, Theanne Griffith [POC protagonist]
 15. Mia Mayhem Steals THE Show, Kara West [POC protagonist]
 16. Princess Truly Off I Go, Kelly Greenwalt [POC protagonist]
 17. Questionnaires Iggy Peck and the Mysterious Mansion [POC protagonist]
 18. Trouble at Table 5, Tom Watson [POC protagonist]
 19. Zoey & Sassafras Bips and Roses, Asia Citro [POC protagonist]



20. Cece Loves Science, Kimberly Derting [POC protagonist]
21. Lily's New Home, Paula Yoo [POC protagonist]
22. Ty's Travels Zip, Zoom!, Kelly Lyons [POC protagonist]
 - Nonfiction
23. The ABC's of Black History, Rio Cortez [POC protagonist]
24. Boys Dance! John Allman [POC protagonist]
25. Federico and the Wolf, Rebecca Gomez [POC protagonist]
26. The Little Mermaid, Jerry Pinkey [Gender]
27. The Power of One, Trudy Ludwig
28. Stand Up! Speak Up! Andrew Joyner [climate change activism]
29. Your Place in the Universe, Jason Chine [POC Author]
 - Picture Books
30. Acoustic Rooster's Barnyard Boogie, Kwame Alexander [POC protagonist]
31. All Because You Matter, Tami Charles [POC protagonist]
32. Black is a Rainbow Color, Angela Joy [POC protagonist]
33. Boonoonoonous Hair! Olive Senior [POC protagonist]
34. Bunheads, Misty Copeland [POC protagonist]
35. The Camping Trip, Jennifer Mann [POC protagonist]
36. Evelyn Del Rey is Moving Away, Meg Medina [POC protagonist]
37. I am Every Good Thing, Derrick Barnes [POC protagonist]
38. I Promise, LeBron James [POC protagonist]
39. Jabari Tries, Gaia Cornwall [POC protagonist]
40. Julián at the Wedding, Jessica Love [POC protagonist]
41. Lift, Minh Lê [POC author]
42. Like the Moon Loves the Sky, Henna Khan [POC author]
43. Magnificent Homespun Brown, Samara Cole Doyan [POC protagonist]
44. Me & Mama, Cozbi Cabrera [POC protagonist]
45. Milo Imagines the World, Matt de la Peña [POC protagonist]
46. Moving, Eugina Mello [POC protagonist]
47. Natsumi's Song of Summer, Robert Paul Weston [POC protagonist]
48. Ohana Means Family, Ilima Loomis [POC protagonist]
49. Outside, Inside, LeUyen Pham [POC protagonist]
50. Ruby Finds a Worry, Tom Percival [POC protagonist]
51. Swashby and the Sea, Beth Ferry [POC protagonist]
52. Time for Kenny, Brian Pinkney [POC protagonist]
53. Vamos, Let's Go Eat, Raul The Third [POC Author]
54. We are Water Protectors, Carole Lindstrom [POC protagonist]
55. What I Like Most, Mary Murphy [POC protagonist]



56. You Matter, Christian Robinson [POC author]
57. Your Name is A Song, Jamilah Thompkins-Bigelow [POC protagonist]

Grade 3-5

- Biography
 1. Little Legends, Vashi Harrison
 2. Nacho's Nachos, Sandra Nickel
 3. Shirley Chisholm is a Verb! Veronica Chambers
- Fantasy
 4. Amari and the Night Brothers, B.B. Alston [POC protagonist]
 5. Coin Slot Chronicles: Arcade and the Triple T Token [POC protagonist]
 6. Diana and the Island of No Return [POC author]
 7. Ghost Squad, Claribel Ortega [POC protagonist]
 8. The Last Mirror on the Left, Lamar Giles
 9. Love Sugar Magic: Mixture of Mischief, Anna Meriano [POC protagonist]
 10. Mr. Limoncello and the Titanium Ticket, Chris Grabenstin [POC protagonist]
 11. Paola Santiago and the River of Tears, Tehlor Kay Mejia [POC author]
 12. The Total Eclipse of Nestor Lopez, Adrianna Cueves [POC protagonist]
 13. Tristan Strong Destroys the World, Kwame Mbalia [POC protagonist]
- Fiction
 14. Becoming Muhammad Ali, James Patterson & Kwame Alexander [POC protagonist]
 15. Before the Ever After, Jacqueline Woodson [POC protagonist]
 16. The Boys in the Back Row, Mike Jung [POC author]
 17. The Cat Man of Aleppo, Karim Shamsi-Basha [POC author]
 18. Clean Getaway, Nic Stone [POC protagonist]
 19. Efredivided, Ernesto Cisneros [POC protagonist]
 20. Everything Sad Is Untrue, Daniel Nayeri [POC author]
 21. Fearless, Mandy Gonzalez
 22. Flor and Miranda Steal the Show, Jennifer Torres [POC protagonist]
 23. Fly On The Wall, Remy Lai [POC author]
 24. I'm Ok, Patti Kim [POC protagonist]
 25. Letters from Cuba, Ruth Behar [POC protagonist]
 26. The Magic in Changing Your Stars, Leah Henderson [POC protagonist]
 27. Music for Tigers, Michelle Kadarusman [POC author]
 28. Once Upon an Eid, S.K. Ali and Aisha Saeed, [POC protagonist]
 29. RICK, Alex Gino [DEI Topic]
 30. Show Me A Sign, Ann Clare LeZotte [DEI Topic]
 31. Stand Up, Yumi Chung [POC protagonist]
 32. The Startup Squad, Brain Weisfield and Nicole Kear [POC protagonist]
 33. Summer in the City, Fracaswell Hyman [POC protagonist]
 34. Take Back the Block, Chrystal Giles [POC protagonist]



35. Three Keys, Kelly Yang [POC protagonist]
36. We Dream of Space, Erin Entrada Kelly [POC author]
37. When Your Trap a Tiger, Tae Keller [POC author]
38. Avatar: The Last Airbender, Gene Luen Yang [POC author]
39. Class Act, Jerry Craft [POC protagonist]
40. HiLo: Gina the Girl Who Broke the World, Judd Winick [POC protagonist]
41. Measuring Up, Lily LaMotte [POC author]
42. Twins, Varian Johnson and Shannon Wright [POC protagonist]
43. When Stars are Scattered, Victoria Jamieson and Omar Mohamed [POC protagonist]
44. The Unexplainable Disappearance of Mars Patel, Sheela Chari [POC protagonist]
45. Plan Omar: Unexpected Super Spy [POC protagonist]
46. Finish the Fight, Veronica Chambers [DEI Topic]
47. Women's Right to Vote, Kate Messner [DEI Topic]
48. This Book is Anti-Racist, Tiffany Jewell [DEI Topic]
 - Poetry
49. Legacy, Nikki Grimes
50. Woke: A Young Poet's Call to Justice, Mahogany L. Browne
 - Sports
51. Above the Rim, Jen Bryant [POC Protagonist]

52. The Comeback, E.L. Shen [POC Protagonist]
53. Lupe Wong won't Dance, Donna Barba Higuera [POC Protagonist]
54. Who Got Game? Baseball, Derrick Barnes [POC Author]
 - Series
55. Ellray Jakes: [POC Protagonist]

Grade 6-8: 52 Books

- Fiction
1. Amal Unbound, Aisha Saeed [POC Protagonist]
 2. The Awakening of Malcolm X [POC Protagonist]
 3. Black Enough, Ibi Zoboi [POC Protagonist]
 4. Black Panther, Ta-Nehisi Coates [POC Author]
 5. The Bride Was A Boy, Chii [DEI Topic]
 6. The Bridge Home, Padma Venkatraman [POC Author]
 7. Clap When Your Land, Elizabeth Acevedo [POC Protagonist]
 8. Class Act, Jerry Craft [POC Protagonist]
 9. Concrete Rose, Angie Thomas [POC Protagonist]
 10. Dear Haiti, Love Alaine, Moulite Sisters [POC Protagonist]
 11. Dear Justyce, Nic Stone [POC Protagonist]
 12. Dragon Hoops, Gene Luen Yang [POC Author]
 13. Dress Coded, Carrie Firestone [DEI Topic]
 14. Early Departures, Justin Reynolds [POC Protagonist]



15. The Epic Fail of Arturo Zamora, Pablo Cartayo [POC Protagonist]
16. Fearless, Mandy Gonzales [POC Author]
17. Genesis Begins Again, Alicia D. Williams [POC Protagonist]
18. The Gilded Ones, Namina Forna [POC Protagonist]
19. A Good Kind of Trouble, Lisa Moore Ramee [POC Protagonist]
20. Hot Comb, Ebony Flowers [POC Protagonist]
21. I'm Not Dying With Your Tonight, Gilly Segal and Kimberly Jones [POC Protagonist]
22. Ikenga, Nnedi Okorafor [POC Protagonist]
23. Legacy and the Queen, Annie Matthew and Kobe Bryant [POC author]
24. Long Ride, Marina Budhos [POC Protagonist]
25. Long Way Down, Jason Reynolds [POC author]
26. Look Both Ways, Jason Reynolds [POC author]
27. Mad, Bad, Dangerous to Know, Samira Ahmed [POC Protagonist]
28. The Magic Fish, Trung Le Nguyen [POC Protagonist]
29. Operatic, Kyo Maclear [POC Protagonist]
30. Other Words for Home, Jasmine Warga [POC Protagonist]
31. A Place To Belong, Cynthia Kadohata [POC Protagonist]
32. Punching the Air, Ibi Zoboi and Yusef Salaam [POC Protagonist]
33. Rebel Sisters, Tochi Onyebuchi [POC Protagonist]
34. Sanctuary, Paola Mendoza and Abby Sher [POC Protagonist]
35. Sky Island, Amy Chu [POC author]
36. Some Places More than Others, Renee Watson [POC Protagonist]
37. Song for a Whale, Lynne Kelly [DEI Topic]
38. Take Back the Block, Chrystal Giles [POC Protagonist]
39. Three Keys, Kelly Yang [POC authors]
40. Where the Heart Is, Jo Knowles [DEI Topic]
41. Who Put This Song On, Morgan Parker [POC Protagonist]
42. Wings of Ebony, J. Elle [POC Protagonist]
43. You Should See Me In A Crown, Leah Johnson [POC Protagonist]
44. 1879, Marc Aronson [DEI Topic]
45. The Far Away Brothers: Two Teenage Immigrants Making A Life in America, Lauren Markham [POC Author]
46. Finish the Fight! Veronica Chambers [DEI Topic]
47. Free Lunch, Rex Ogle [DEI Topic]
48. Redbone, Christian Staebler [POC Protagonist]
49. Satchel Paige: Striking Out Jim Crow, James Strum [POC Protagonist]
50. Shout, Laurie Halse Anderson [DEI Topic]
51. Stamped, Jason Reynold and Ibram Kendi [DEI Topic]



52. We Are Power: How Nonviolent Activism Changes the World, Todd Hasak-Lowy [DEI Topic]

Grades 9-12 DEI topics include: race, ethnicity, gender, sexuality, class

1. All Boys Aren't Blue, George M Johnson
2. Almost American Girl, Robin Ha
3. Banned Book Club, Kim Hyun Sook and Ryan Estrada
4. Black Enough, Ibi Zoboi
5. The Black Kids, Christinia Hammonds Reed
6. Can't Stop, Won't Stop
7. Clap When You Land, Elizabeth Acevedo
8. A Cuban Girl's Guide to Tea and Tomorrow, Laura Taylor Namey
9. Fat Change, Charlie Vega, Crystal Maldonado
10. Fire Keeper's Daughter, Angeline Boulley
11. From Whisper to a Rallying Cry, Paula Yoo
12. Furia, Yamile Saled Mendex
13. Future Face, Alex Wagner
14. Heartstopper, Alice Oseman
15. The Hill We Climb, Amanda Gorman
16. Legendborne, Tracy Deonn
17. Love is a Revolution, Renee Watson
18. Punching the Air, Ibi Zoboi
19. Red at the Bone, jacqueline Woodson
20. Sanctuary, Paola Mendoza and Abby Sher
21. Sapiens: The Birth of Mankind, Yuval Noah Harari
22. Such a Fun Age, Kiley Reid
23. Superfake Love Song, David Yoon

24. The Beautiful Struggle, Ta-Nehisi Coates
25. We are not free, Traci Chee
26. Wings of Ebony, J. Elle

Grades: AP Lang

- Twisted: Tangled History of Black Hair, Emma Dabiri
- Minor Feelings: Asian American Reckoning, Cathay Park Hong
- How to be an Antiracist, Ibram X. Kendi
- Inconvenient Indian, Thomas King
- In Defense of a Liberal Education, Fareed Zakaria
- One additional book recommended (total of 6), not directly DEI topic
 - Outliers: The Story of Success, Malcolm Gladwell