



EQUITY LANDSCAPE REPORT



New Providence School District

2022/2023 School Year

Written & Compiled by US² Consulting
info@us2consulting.com

Table of Contents

Overview of Process & Report	2
District Report.....	5
District Themes Overview.....	37
Summary of District Recommendations/Invitations	41
Compiled District Data	45
Allen W. Roberts Elementary Report	158
Salt Brook Elementary School Report	237
New Providence Middle School Report	313
New Providence High School Report.....	385



Overview of Process & Report

New Providence School District (NPSD) has made a commitment to working toward a more equitable and inclusive environment for all the entire New Providence community, including staff, students, families, and community members. In conversations regarding many components of ensuring representation for the New Providence community, it became apparent that there was a desire to understand more about the lived experiences of people within the community, with a specific focus on the students. This Landscape is a supporting piece to understand the current reality and perception of members of the New Providence constituent base.

The conversations between New Providence School District and US² started in the early fall of 2022. During the initial conversations, New Providence engaged multiple firms to conduct interviews and determine the best fit for the Equity Landscape to be conducted alongside the New Providence community. Multiple conversations and interviews took place between US² and NPSD (with both school and district leadership as well as the Board) during the fall of 2022 before a contract was approved at the Board Meeting held on December 15, 2022.

The conversations between both US² and NPSD led the team to agree on the Equity Landscape to be conducted toward the end of the school year. By conducting the on-site visit in April, this allowed all parties to compile necessary information/data and communicate with multiple members of the New Providence community.

For off-site preparations, the US² team met with members of NPSD leadership to discuss general focus areas for the landscape, including discussing constituent participation, dissemination of surveys, school Self-Assessments, and focus group participation. Ultimately, an adult survey was crafted for caregivers/guardians/family members, staff, and community members; a student survey for K-5 students; and a student survey for students in grades 6-12. In addition to the surveys, the landscape team also finalized a Focus Group Interest Form which was distributed to adult members of the NPSD community alongside the survey to solicit interest in being part of the in-person focus groups conducted on-site during the visit.

The district was responsible for distributing the surveys, which were sent out in February with students completing them during school hours in March. Interested members of the NPSD community were also given the opportunity to complete an Interest Form to be included in a focus group. The form was used to conduct a random lottery selection process, in the instance there were multiple people interested in speaking to the team from a particular building. The lottery process was implemented in two of the schools, with all interested parties from the other two schools being invited to attend the school-based focus group. For the two schools where interest was greater than allotted availability, a waiting list was offered in the case of anyone chosen not being able to attend. The goal of the focus groups was to hear from as many members of the NPSD community as possible. In addition to surveys and focus



groups, members of the NPSD community also had access to an email address through the school system that was monitored by the landscape team.

The landscape team, consisting of four members of the US² team, was on-site with New Providence School District between April 18-21, 2023, with the team arriving on the 16th of April and prepping for the week's visit all day on the 17th. The team also spent much of the winter of 2023 reviewing materials regarding NPSD.

While on-site, the landscape team conducted focus groups and conducted classroom observations during the day before returning to the hotel in the evening to continue making connections to exemplify strengths and provide potential opportunities for improvement.

The landscape team had the opportunity to speak with 377 individuals during the on-site visit across seven constituent groups:

- 111 Students
- 14 Administrators
- 33 Parent(s)/Guardian(s)/Caregiver(s)
- 163 Instructional Staff Members
- 45 Non-Instructional Staff Members
- 4 Community Members/Partners
- 7 Board Members

Additionally, 79 classroom observations were conducted (averaging twenty observations per school building) and surveys were collected from 2,719 constituents:

- 976 K-5 Students
- 1,112 Grade 6-12 Students
- 407 Parent(s)/Guardian(s)/Caregiver(s)
- 209 Staff Members
- 15 Community Members/Partners/Board Members

The structure of the following report uses the Self-Assessments completed by district staff members (both at the building and Central Office levels) as a foundation for the landscape team to collect data, either confirming or negating, the information believed to be true by those completing the Self-Assessments. Self-Assessments were scored on a 10-point scale, with 10 being most evident. It is important to note that New Providence School District is new on their JEDI Journey and many of the scores reflect that. The Self-Assessment, nor the final rankings from the landscape team should serve as a 'pass' or 'fail' grade; rather a starting point to grow from.

After visiting all schools and reviewing all information, both quantitative and qualitative, the landscape team identified themes and recommendations for the district to potentially focus on, with explicit recommendations within each section of the district report.



All raw survey data is included within this report as well as the analysis of team findings. All names and identifying information have been redacted from survey comments to be able to stay consistent with the promise of confidentiality.



District Report

The landscape team had the opportunity to speak with 24 people (breakdown below) within the Central Office community on April 18 and 21, 2023. During the focus groups, discussions took place with staff members, both leadership and support, as well as community members and board members.

- Administrators: 5
- Board Members: 7
- Community Members: 2
- Non-Instructional Staff: 10

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by the district for all areas identified within the Self-Assessment were gathered. Information has been synthesized below to reflect the findings of the Equity Landscape Team.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity landscape process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, New Providence School District scored themselves an 8 out of 10 in Classroom Culture, noting multiple strengths, including: the use of code of conduct rubrics to determine the course of action for any discipline infractions, being consistent and fair throughout the district, due process and mentoring for students, a rigorous character education program, SEL lessons and strategies actively incorporated into expectations, and peer leadership programs at the high school and middle school. Opportunities for improvement reported on the Self-Assessment included the collection of data to assess effectiveness of the implemented strategies/ideas.

The first aspect of developing a Classroom Culture is acknowledging and valuing the unique experiences that each student brings to the learning environment. In order to create a fair and inclusive educational space, it's imperative that educators take into account the various factors that shape a student's background and identity, such as culture, race, ethnicity, language, socioeconomic status, and personal history. When reviewing survey responses, the adults seem to have a higher level of confidence regarding whether students are valued as their authentic selves. Although the self-reported negative scores are very low, there is a difference in perception. For example, when asking the adults if students are valued as unique individuals, 77.89% of parents/guardians/caregivers reported positively, at least most of the time. For the same



question, 84.69% of staff and 73.33% of community members agreed. When looking at student perceptions, only 41.9% of K-5 students reported being asked to share stories about themselves and 63.76% of students in grades 6-12 reported being encouraged to share their thoughts, at least most of the time. Student scores regarding honoring student experiences are lower than adult scores when asking comparable questions. In addition to the survey data, the landscape team, during observations, saw limited opportunities for students to share their own personal experiences. This is something to look more closely at – especially in regard to intention compared to perception. Adults may have the best of intentions (asking for feedback, having an open-door policy for conversations, etc.); however, if students do not feel as if their experiences are honored, the impact will not be positive. By making an effort to understand a student's individual experiences and perspectives, educators can effectively personalize instruction, build stronger relationships, promote equity, and cultivate empathy. In other words, recognizing and respecting student experiences plays a vital role in fostering a positive and supportive learning environment for everyone.

Classroom setup and structure are essential elements of creating a positive Classroom Culture. The way that a classroom is arranged, the procedures that are established, and the expectations that are communicated all play a significant role in shaping the learning environment. Decorations in the classroom can also play an important role in creating a positive learning environment. During observations, minimal decorations were seen across the district, as a whole. One notable exception to this was the room that the landscape team held interviews in at Salt Brook. Ceiling tiles were decorated by students in a very low-cost and creative way to honor not only the decorative aspect of Classroom Culture, but to also honor the lived experiences of students. When decorations were used in classrooms, they were mostly either monochromatic in nature or stereotypical in the depictions of diversity. On the other hand, when a diverse array of decorations is incorporated, they can make the classroom feel inviting, engaging, and supportive. Accessibility is also an important consideration when setting up a classroom. During observations, the landscape team noted a physically accessible environment in many of the classrooms, with no egregious errors in accessibility. When reviewing survey data, adult responses were slightly lower than student responses in the area of classroom setup. When asked if classrooms were set up in a way to provide for student success and accessibility, 74.2% of parents/guardians/caregivers, 77.51% of staff members, and 73.33% of community members reported accessibility, at least most of the time. 79.82% of K-5 students and 93.34% of students in grades 6-12 responded that they can move around their classroom and access necessary materials, at least most of the time. In summary, classroom setup and structure are important for creating a positive Classroom Culture because they help establish a sense of community, promote student safety, encourage student responsibility, support different learning styles, and minimize disruptions. By paying attention to the physical layout of the classroom (including decorations and accessibility) and establishing clear expectations and procedures, educators can create a supportive learning environment that fosters student success.



Shared inquiry is a teaching method that involves students actively engaging in discussions and questions to develop a deeper understanding of a particular topic centered around collaborative learning, critical thinking, and active engagement. In shared inquiry, the teacher acts as a facilitator, guiding the discussion rather than leading it. This method encourages students to think critically and develop their own ideas, rather than simply memorizing information. During a shared inquiry discussion, the teacher presents a text, image, or idea for students to analyze and discuss. The teacher then encourages students to ask questions, share their ideas, and build on each other's responses. The goal of the discussion is for students to come to a deeper understanding of the topic through critical thinking and collaboration. Shared inquiry discussions typically follow a set structure, including an opening question, follow-up questions, and a summary or conclusion. The teacher may also provide prompts to guide the discussion and keep it focused on the topic at hand. By engaging in shared inquiry, students develop important skills such as active listening, critical thinking, and effective communication. When students were asked whether they are asked to share their opinion in school, only 52.87% of K-5 students and 56.93% of students in grades 6-12 reported they are encouraged to do so, at least most of the time. The observational data collected from the landscape team aligns with student perceptions, with 51.28% of classrooms showing observable student-centered discussions. Overall, shared inquiry is a powerful teaching method that encourages students to think deeply and develop a deeper understanding of the material. By facilitating shared inquiry discussions, educators can create a dynamic and engaging Classroom Culture that promotes student success.

Social, emotional, and physical safety are all important components of a positive Classroom Culture. When students feel socially safe, they feel comfortable and accepted in their classroom environment. This creates a sense of community and fosters positive relationships between students and between students and their teacher. When students feel socially safe, they are more likely to engage in classroom discussions, share their ideas, and collaborate with their peers. Emotional safety refers to feeling secure in expressing one's emotions and having those emotions validated by others. Emotional safety supports Classroom Culture by allowing students to feel comfortable sharing their feelings, both positive and negative, in a supportive environment. This can help create a sense of empathy and compassion between students and foster a positive emotional climate in the classroom. Physical safety is crucial in any learning environment. When students feel physically safe, they are able to focus on their learning without fear or distraction. This includes ensuring that the classroom is free from physical hazards and that students feel secure in their surroundings. When students feel physically safe, they are better able to engage in the learning process and participate in classroom activities. When reviewing survey data, many of the respondents shared a higher level of physical safety than emotional safety. 92.38% of parents/guardians/caregivers, 88.52% of staff, 80% of community members, 89.75% of K-5 students, and 95.68% of students in grades 6-12 reported a physically safe environment, at least most of the time; on the other hand, 80.1% of parents/



guardians/caregivers, 84.21% of staff, 66.66% of community members, and 83.01% of students in grades 6-12 reported an emotionally safe environment, at least most of the time. Although these numbers are all fairly high, it is important to acknowledge and remember the significance of ensuring both a physically and emotionally safe environment. In speaking to staff members across the district, there seemed to be a disconnect between whether Maslow (hierarchy of needs) or Bloom (hierarchy of learning) takes precedence. This concept will be brought up in multiple areas of this report and the landscape team encourages the district to analyze the stance of the district that aligns with the mission and vision of NPSD and then communicate that clearly to all members of the NPSD community. In summary, social, emotional, and physical safety all support Classroom Culture by creating an environment that is conducive to learning and positive relationships between students and their teacher. When students feel safe in these areas, they are more likely to be engaged in the learning process, collaborate with their peers, and develop important social and emotional skills. Teachers can support classroom safety by creating a welcoming and supportive environment, setting clear expectations and boundaries, and actively working to prevent bullying and other negative behaviors.

Values-based discipline is an approach to classroom management that emphasizes teaching and reinforcing positive values and behaviors, rather than punishing negative behaviors. This approach involves setting clear expectations for behavior, teaching students about positive values such as respect, responsibility, and kindness, and reinforcing positive behaviors through praise and recognition. One example of values-based discipline is restorative practices. Restorative practices are a set of strategies and techniques that emphasize repairing harm and restoring relationships in the aftermath of negative behavior. Rather than focusing solely on punishment, restorative practices aim to address the underlying causes of negative behavior, promote empathy and understanding, and rebuild relationships in the classroom community. Restorative practices support positive Classroom Culture through values-based discipline by promoting responsibility, empathy, positive values, and a supportive learning environment. By incorporating restorative practices into their classroom management strategies, educators can create a positive and supporting learning environment that fosters student success and well-being. Ultimately, this component can support other pieces within Classroom Culture, with a strong emphasis on relationship-building. Discipline is both qualitative and quantitative in nature. It is critical to look at data to inform decisions about discipline. At the same time, it is important to consider qualitative data, such as survey feedback. When reviewing the surveys, the adults and students in grades 6-12 were very similar in their responses. When asked if discipline is fair and appropriate, 63.15% of parents/guardians/caregivers, 66.51% of staff, 60% of community members, and 71.86% of students reported that it is, at least most of the time. Overall, values-based discipline is a positive approach to classroom management that promotes positive behavior, responsibility, and positive relationships. By focusing on positive values and



behaviors, educators can create a Classroom Culture that supports student success and fosters a love of learning.

Overall, when considering all aspects of Classroom Culture across the district, the landscape team believes the Self-Assessment score of 8 is significantly higher than evidence will support. The team identified strengths as well as opportunities for improvement, ultimately leading to a score of 5 in Classroom Culture. Some of the strengths noted by the landscape team include a genuine sense of community pride and passion for the New Providence community. Staff retention is high, which speaks to the level of belonging that staff have in the district. The Character Education program has some strong merits, and the landscape team believes a strong foundation to build upon is present. The buildings are physically safe, and many honors have been bestowed upon the district for their work in building a positive culture/climate. In addition to the strengths, the landscape team also noted some invitations to consider:

- Extend Character Education program
- Implement Restorative Practices across the district
- Highlight students in the district to showcase their lived experiences
- Emphasize the importance of decorations within the buildings
- Implement Socratic Seminar in classrooms (to encourage student-driven discussion)
- Ensure communication of discipline policy across all members of the NPSD community
- Assess the SRO protocol for the district – what are the goals/expectations?
- Implement a peer mentoring program
- Incorporate more deliberate focus on mental health (beyond SEL knowledge)
- Discern between Maslow or Bloom focus (aligned to district mission and vision)

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity landscape process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, New Providence School District scored themselves a 9 out of 10 in Family & Community Engagement. Within their Self-Assessment, many strengths were self-identified and included: tours for new members of the NPSD community, Superintendent Forums, open houses at all schools, multiple partnerships, and the use of surveys to solicit feedback. In addition to the strengths, the Self-Assessment also listed an opportunity for improvement as the need to increase engagement with EL families.

Culturally sensitive communication is an approach to communication that takes into account the cultural background, beliefs, and values of the individuals and



communities involved. This also includes inclusive language; for example, when looking at materials sent home, are there references to mom/dad or is it more inclusive to look at many different family structures? Are communications sent in the home language or only in English? Is an app available that translates the communication into the chosen language? When applied to Family & Community Engagement, culturally sensitive communication can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. The adult survey found that 81.82% of parents/guardians/caregivers, 71.77% of staff, and 60% of community members believe that communication sent from the schools is inclusive and sensitive to different family dynamics; however, for both parents/guardians/caregivers and staff, those percentages were lower (79.61% of parents/guardians/caregivers and 67.95% of staff). The community members' perception increased slightly (66.67%) when asked about their perception of district communication. However, in looking closer at the demographics that reported communication not being inclusive, many of the respondents self-identified as speaking another language in the home and/or shared a comment about the communication being obstructed in some way. For example, one adult, in the survey, mentioned that communication is sent home to only one parent (in a divorced household). Another adult, during a focus group interview, mentioned the need for communication to be sent in their home language. When asking students if there is communication between the home and school, 68.65% of K-5 students and 63.76% of 6-12 students said there is, at least most of the time. In both student groups, between 15-20% of the students answered, "I don't know" to this question. The landscape team encourages the district to communicate with all constituents, including students, how often communication occurs between the school and home. Overall, culturally sensitive communication is an important component of Family & Community Engagement that can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. In addition to ensuring that communication is culturally sensitive, it is important to be transparent with that communication so that everyone understands that the path of communication is open and clear of obstruction.

The inclusion of family and community wisdom can increase engagement by creating a collaborative and supportive learning environment that recognizes and values the knowledge and experience of families and communities. When families and communities are engaged in the education process, they can contribute their unique perspectives and expertise to help improve student learning and academic success. Family & Community Engagement is important because it helps create a supportive and collaborative learning environment that promotes student success and well-being. When families and communities are engaged in the education process, they can provide valuable insights and perspectives that can help improve student learning and academic success. Additionally, Family & Community Engagement can help build trust and relationships between educators, families, and communities, creating a more inclusive and supportive learning community for all students. When asked about



whether families are encouraged to participate in school-level activities, 89.19% of parents/guardians/caregivers, 78.95% of staff, and 80% of community members said they are, at least most of the time. Contrary to the information above, the district scores were significantly lower in comparison with 77.89% of parents/guardians/caregivers, 66.5% of staff, and 66.66% of community members reporting encouragement to participate in district-level activities. This shows over 20% decrease for parents/guardians/caregivers, over 10% decrease for staff, and nearly 15% decrease for community members. It makes sense for a slight decrease to be seen between school involvement and district involvement since most members of the NPSD community will interact more with the school; however, a decrease at this level, across all constituent groups could also be signifying a need for the district to explicitly involve and engage members of the NPSD community. In looking at a different constituent group, community members, 51.6% of parents/guardians/caregivers, 41.63% of staff, and 53.33% of community members reported that community members are encouraged to collaborate on school-level projects. The perceptions of district-level involvement with community members are comparable (42.01% of parents/guardians/caregivers, 40.19% of staff, and 53.33% of community members). Although all of these numbers are low, the fact that they are comparable across both schools and the district level shows a foundation of information to build upon. Within this landscape, there were some data points that showcased a gap in perception (such as parent/guardian/caregiver encouragement) and other data points that showcased low scores across constituent groups and an overall need for additional supports (such as community engagement). When asking students if they see family members and/or community members volunteering at school, 55.53% of K-5 students reported positively, at least most of the time, and 50.18% of 6-12 students reported that their families are invited into the school to support them, at least most of the time.

Increased connections among families can help with Family & Community Engagement by creating a sense of community and shared responsibility for student learning and success. When families feel connected to each other and to the school community, they are more likely to participate in school activities, volunteer, and collaborate with educators to support student learning. Although there seemed to be a high level of involvement from the New Providence Education Fund and multiple PTOs/PTSOs across the district, there were also comments made during many of the focus group interviews that it is difficult for some members of the NPSD community to come to meetings because of the when they are held (many of them are held during the school day). The landscape team recognizes that PTOs/PTSOs are coordinated by community groups at each school separately; however, if the district shares the impact with these organizations and asks for flexibility in meeting days/times, there might be more participation, thereby providing more opportunities for families to connect with one another. Overall, increased connections among families can help with Family & Community Engagement by creating a sense of community, encouraging involvement, promoting collaboration, fostering support networks, and building trust between families and educators.



Schools can use local resources to support Family & Community Engagement in a number of ways. Schools can partner with local organizations such as libraries, community centers, and non-profit organizations to provide resources and services to families. Schools can establish volunteer programs that allow families to become involved in school activities and events. Schools can establish outreach programs that provide information and resources to families. Schools can celebrate the cultural diversity of their communities by hosting cultural events and celebrations. Schools can involve families in community service projects that benefit the local community. Schools can partner with local health providers to establish school-based health centers that provide medical and dental services to students and families. Schools can use social media to connect with families and share information about school activities and events. During observations, only 11.54% of the classrooms observed across the district included curriculum or dialogue involving local resources. NPMS had the highest level of local resources embedded, as observed during classroom visits; however, it was still very low (26.32%). Overall, schools can use local resources to support Family & Community Engagement by establishing community partnerships, volunteer programs, outreach programs, cultural celebrations, community service projects, school-based health centers, and social media platforms. By leveraging local resources, schools can create a supportive and collaborative learning environment that promotes student success and well-being.

Engaging with the community to resolve community issues and problems is an efficient way to utilize resources while building a sense of community for all constituents. In the survey, students were asked if they were taught about their local community. Only 58.61% of K-5 students and 49.55% of 6-12 students responded that they do, at least most of the time. Overall, engaging with community issues and problems can be beneficial for schools by providing opportunities for real-world learning, making learning more relevant, building community connections, promoting civic engagement, providing opportunities for service learning, and promoting cross-curricular learning.

Overall, when considering all aspects of Family & Community Engagement across the district, the landscape team believes the Self-Assessment score of 9 is significantly higher than evidence will support. The team identified strengths as well as opportunities for improvement, ultimately leading to a score of 4 in Family & Community Engagement. One of the strengths noted by the landscape team includes a strong presence within the PTOs and PTSOs (although most participants are from dominant identities and there is minimal participation from some of the most under-represented groups within the district). There is also an awareness that more work is needed when serving families that speak other languages aside from English. In addition to the strengths, the landscape team also noted some invitations to consider:

- Implement a translation platform to include more languages in communications sent to the NPSD community



- Create a bulletin board and/or central communication space to showcase volunteer opportunities within the district
- Formalize an opportunity for parents/guardians/caregivers and community members to share their stories (i.e., a central depository of people willing to come speak with students)
- Implement a newcomer family partnership program to welcome and support new families to the district, with an emphasis on new families that are coming from outside the country
- Hold meetings and/or events (i.e., Board Meetings, PTO Meetings, sporting events, academic events) on virtual platforms to allow for more attendance
- Include family members as members of the DEI Committee

Instruction

Within Instruction, there are five main concepts that are examined during the equity landscape process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, New Providence School District scored themselves a 9 out of 10 in Instruction. Multiple strengths were noted in the Self-Assessment, including teacher-created curricula with support from Department Heads and the Director of Curriculum, an updated UbD (Understanding by Design) template used to support staff in innovating their practice and addressing student needs, and an explicit opportunity and expectation to use SEL strategies. In addition to the strengths noted, an opportunity for improvement was also noted. Although there have been discussions around grading, there is still a need for more process-based criteria, rather than product-based.

Critical engagement with material refers to an approach to teaching and learning that encourages students to critically analyze and question the information presented in course materials. This approach promotes more inclusive teaching strategies by providing opportunities for students to examine and challenge dominant narratives and perspectives, and to bring their own experiences and knowledge into the learning process. To explore the concept of critical engagement within NPSD, the landscape team reviewed data from district surveys and conducted on-site visits across the district. In the team's review of survey data, there were varying levels of agreement about the implementation of this concept of Instruction among different constituent groups. Among parents/guardians/caregivers, 71% agreed that students are engaged with material and taught from multiple perspectives, at least most of the time. Staff members were slightly lower, with 68.9% of staff agreeing that students are engaged, at least most of the time. Community members exhibited the lowest agreement rate of 53.33%. When looking at student survey data, 75.72% of K-5 students report being taught how to ask questions (one element of critical engagement) and 71.49% of 6-12



students report being taught things from different perspectives (another element of critical engagement). The presence of disparity in agreement rates among different constituent groups may be attributed to various factors such as differing perspectives, expectations, and levels of involvement. It is possible that community members and staff members have distinct views on student engagement and Instruction compared to parents/guardians/caregivers. Additionally, individual experiences and interactions within the educational setting may contribute to differing perceptions. The data suggests that while a majority of parents/guardians/caregivers and staff members agree that students are engaged and taught from multiple perspectives, there is room for improvement and further alignment among all constituent groups. The high agreement rate among students regarding being taught how to ask questions and how to see things from different perspectives about what they don't understand indicates a positive aspect of instructional practices. During the landscape team's classroom observations, it was found that students were engaged in rigorous coursework, discussions, and/or tasks in 67.95% of the classrooms visited. Additionally, students were actively responding to questions that require higher-order thinking in 53.85% of the observed classrooms. The data suggests that a significant portion of classrooms in the district provide opportunities for students to engage in challenging and intellectually stimulating activities. Rigorous coursework indicates that students are exposed to content that promotes critical thinking, problem-solving, and deep understanding of the subject matter. Engaging in discussions and tasks further enhances their learning experience by encouraging collaboration, communication, and the exploration of different perspectives. It is important to acknowledge the disparities that may be evident in these observations. The fact that student engagement in rigorous coursework, discussions, materials, and/or tasks was observed in only 67.95% of the classrooms visited indicates that there is room for improvement in a considerable portion of the classrooms. This suggests that some students may not be consistently exposed to the level of rigor and engagement necessary for their academic growth and success. Similarly, the finding that higher-order thinking questions was present in only 53.85% of the observed classrooms implies a potential disparity in the level of cognitive demand across classrooms and suggests that a significant number of classrooms may benefit from more opportunities for students to engage in critical thinking, problem-solving, and analysis. Overall, promoting more critical engagement with material will help to promote more inclusive teaching strategies across the district in ways that encourage students to challenge dominant narratives, explore multiple perspectives, connect course content to their own experiences, develop analytical skills, and foster a sense of community.

Differentiation is an approach to teaching that recognizes that students have different learning needs and preferences, and therefore require different approaches to learning. When teachers employ best practices in differentiation, they consider ways to engage students through an exploration of curricular concepts in one of three ways: content (what is being taught in the curriculum), process (how students learn the information), and product (how students demonstrate what they know).



Differentiation may also be evident in the ways teachers engage students in learning through access to classroom discussions, activities, resources, technology, and support. Differentiation supports students from different backgrounds by making learning accessible, respecting diversity, providing flexibility, increasing engagement, and improving academic achievement. Differentiation was identified as a strength on the New Providence School District Self-Assessment. The team discovered a consistent trend of generally favorable responses among different constituent groups that supported the insight presented by the district. When asked whether students are provided with the opportunity to learn at their level and receive necessary support, 78.87% of parents/guardians/caregivers, 83.25% of staff, 53.34% of community members, 78.68% of K-5 students, and 74.82% of 6-12 students reported agreement, at least most of the time. While these are generally high scores, with the exception of community members, there were still many comments made both in surveys and focus group interviews reporting that differentiation is something that is still being refined and can be improved upon to ensure that students of all abilities are getting their needs met. During classroom observations, the landscape team observed differentiated learning opportunities and activities to meet the unique needs of students in 50% of the classrooms visited. The disparity between what was reported in the surveys and what was observed during classroom visits can be attributed to various factors. It is important to note that the survey responses reflect perceptions and self-reported beliefs, while classroom visits provide a direct observation of actual practices. One possible reason for the disparity is that survey responses may be influenced by respondents' understanding of differentiation and their interpretation of the questions. Differentiation is a complex instructional approach that requires a deep understanding and consistent implementation. Some respondents may have a limited understanding of differentiation, leading to a more positive perception than what is actually observed in classrooms. After further reviewing the comments from the adult survey, the team noticed a pattern that emerged. Respondents expressed concerns about students' restricted access to challenging and advanced coursework. They emphasized the need to accelerate the learning of students who have already met grade-level standards and provide more challenging coursework for those who exceed the expected level of achievement. The sentiments were similarly shared during focus group discussions with various constituent groups and survey results. For example, when asking whether students are challenged to be in advanced classes and/or reach their highest potential, 74.2% of parents/guardians/ caregivers, 81.34% of staff, 53.33% of community members, and 68.35% of 6-12 students agree, at least most of the time. Although these scores may not seem overwhelmingly low, in a district that is very high achieving such as NPSD, being able to challenge the students is critical. Another factor to consider is the possibility of communication gaps between the school district and the community. Limited engagement and communication between the district and the community might lead to a disconnect in perceptions and understanding of instructional practices. Greater efforts to involve the community and provide transparent information about instructional approaches could help bridge this gap and



align perceptions more closely with observed practices. Overall, the disparities that exist between survey responses and classroom observations suggest the need for continued dialogue, awareness-building, and ongoing professional development to ensure a shared understanding and consistent implementation of differentiation practices. By addressing these disparities, the district can work towards providing equitable and effective Instruction that meets the diverse needs of students.

Cooperative or collaborative learning and group work are often used interchangeably, but there are some key differences between the two. Group work refers to a classroom activity in which students are divided into groups and given a task to complete together. Each group member typically has a specific role or responsibility, and the group works together to complete the task. Group work often emphasizes individual accountability, and the success of the group depends on each member completing their part of the task. Cooperative or collaborative learning, on the other hand, is a more structured approach to group work that emphasizes interdependence and collective accountability. In cooperative or collaborative learning, students work together to achieve a common goal or complete a task, but they are also responsible for each other's learning. Each student is encouraged to contribute their unique skills and knowledge to the group, and the success of the group is dependent on the success of each individual member. Cooperative or collaborative learning is important within culturally responsive pedagogy because it promotes interdependence and collective accountability, which are key values in many cultures. This approach to learning also emphasizes the importance of working collaboratively and recognizing the strengths and contributions of each group member, which can be particularly valuable in culturally diverse classrooms. In addition, cooperative or collaborative learning can help to break down cultural barriers and promote cross-cultural understanding. By working together towards a common goal, students from different cultural backgrounds can learn from each other and develop a greater appreciation for diversity. This approach to learning also helps to create a more inclusive classroom environment in which all students feel valued and supported. The data collected by the landscape team regarding the implementation of cooperative learning revealed differences in agreement among various groups. For example, 78.38% of parents/guardians/caregivers, 77.03% of staff members, 60% of community members, 48.77% of K-5 students, and 61.42% of 6-12 students reported that cooperative learning occurs, at least of the time. During the team's on-site visits, it was observed that students engaged in collaborative work with their peers in 52.57% of the classrooms visited, aligning in between both student group perceptions. In the instances where cooperative learning was observed, students demonstrated a shared commitment to achieving common goals. Overall, teachers who use this approach to Instruction with intentionality place emphasis on the grouping of students based on their unique strengths, skills, and individual needs, acknowledging their significant contributions to the broader learning process. Furthermore, they foster opportunities during Instruction that support mutual learning among students from diverse backgrounds



and cultures in ways that naturally cultivate a deeper appreciation for diversity of thought.

Real-world learning makes learning more relevant and meaningful to students. By connecting classroom learning to real-world situations, students are able to see the practical applications of what they are learning. This can be particularly valuable for students who come from backgrounds that have been historically marginalized or excluded from traditional academic settings. Real-world learning can empower students by giving them the skills and knowledge they need to succeed in the world beyond the classroom. Real-world learning can increase student engagement by providing opportunities for students to connect with their communities and see the impact of their learning. Real-world learning can promote equity by providing students with opportunities to learn about social justice issues and take action to address them. By empowering students to use their learning to make a positive difference in the world, real-world learning can help to create a more equitable society. The data collected from the district's student survey provides insights into students' perceptions regarding the connection between what they are being taught in school and its relevance to the world outside. Among the student respondents, 66.5% of K-5 students and 50.36% of 6-12 students agreed with the statement that what they are being taught connects to the world outside of school, at least most of the time. Although student perceptions were somewhat favorable, when conducting classroom observations, only 34.62% of the classrooms observed explicitly connected lessons to the world outside of school. When this concept was observed during Instruction, teachers demonstrated an intentional effort to bridge the gap between classroom learning and the real-world context, fostering students' understanding and relevance of the taught concepts. By integrating relevant and meaningful content, educators can help students understand the relevance and applicability of their learning beyond the classroom walls. Additionally, ongoing communication and feedback channels between students and teachers can provide valuable insights into students' interests, concerns, and aspirations, allowing educators to tailor their Instruction to better align with students' needs and the world they inhabit. Overall, incorporating real-world learning into the classroom can support equity by making learning more relevant, empowering, engaging, and equitable.

When assessment is focused on growth, the emphasis shifts from getting the 'right' answer to showing progress and improvement over time. This approach to assessment can be particularly valuable in culturally diverse classrooms, where students may come from backgrounds that value effort and progress over achievement. Assessing students based on growth acknowledges that students bring diverse forms of knowledge and experience to the classroom. This approach to assessment recognizes that students may have different starting points and emphasizes the importance of meeting students where they are and helping them to grow and develop. Assessing students based on growth also supports the development of a growth mindset, which is the belief that intelligence and abilities can be developed through effort and hard



work. Culturally responsive instruction emphasizes the importance of helping students develop a growth mindset, as it can help to break down cultural barriers and promote cross-cultural understanding. Lastly, assessing students based on growth encourages students to take ownership of their learning and to set goals for themselves. In a review of adult survey results, the landscape team identified fairly consistent findings regarding the use of assessments to measure student growth with 76.42% of parent/guardian/caregiver respondents, 76.08% of staff respondents, and 60% of community member respondents reporting that assessments measure growth, at least most of the time. Interestingly (especially since there were no mentions of this during focus group interviews at the schools), the concept of values-based assessment within Instruction is reflected in the district's programming language and board policies. In a review of the Readers and Writer's Workshop section of the K-6 ELA program, for example, there is language that indicates ways in which the workshop model supports students' ability to reflect upon and discuss their growth in accordance with targeted indicators of performance. In addition, there is a Board policy (BP 2624) about grading systems that reflect the implementation of values-based grading.

Board Policy 2624 states:

The superintendent shall develop procedures for grading which include the following:

1. Each student should know what behavior and achievements are expected at the outset of any course of study.
2. Each student should be kept informed of personal progress during the course of a unit of study.
3. Grading should reward students for their efforts and minimize student failure.
4. Students should be encouraged to evaluate their own achievement.
5. All grading systems are subject to continual review and revision, the better to serve the purposes for grading established by the Board.

Although this is included in Board Policy, the landscape team heard very few mentions of the policy in focus group conversations nor did the team see examples of this in more than a few classrooms (37.18%). Insights shared during focus group discussions aligned more closely with data from the observations, revealing potential opportunities for growth in the area of assessment practices. One participant expressed their dissatisfaction with the current assessment system in NPSD, highlighting concerns about an overemphasis on assessment tests rather than considering a child's classroom performance. This feedback helps to reinforce the insight that was reported on the district's Self-Assessment about a need for an improved assessment system. In order to advance this concept of Instruction, careful consideration may be given to a balanced assessment framework that recognizes and values the various dimensions of a student's academic progress. By incorporating



multiple sources of evidence, such as classroom performance, projects, portfolios, and formative assessments, the district can provide a more comprehensive understanding of a student's abilities and growth. Overall, assessing students based on growth supports culturally responsive instruction by emphasizing progress over perfection, recognizing diverse forms of knowledge, supporting a growth mindset, and encouraging student agency. This approach to assessment can help to create a more equitable and inclusive classroom environment in which all students feel valued and supported.

Overall, when considering all aspects of Instruction across the district, the landscape team believes the Self-Assessment score of 9 is significantly higher than evidence will support. The team identified strengths as well as opportunities for improvement, ultimately leading to a score of 6 in Instruction. Some of the strengths noted by the landscape team include a commitment to personalized learning and having opportunities for students to engage in dialogue. In addition to the strengths, the landscape team also noted some invitations to consider:

- Define differentiated instruction for all members of the NPSD community
- Provide examples of personalized learning and connect to differentiation
- Conduct a study regarding the difference between groupwork and collaborative/cooperative learning
- Incorporate project-driven tasks more explicitly into the curriculum
- Include current events into the curriculum
- Continue the process of modifying assessment practices to be more process-based rather than product-based
- Incorporate more rubrics into the curriculum (and provide training for staff to be able to create their own rubrics)

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, New Providence School District scored themselves a 5 out of 10 in Identity within Curriculum, citing multiple strengths, including: the Transgender Identity and Expression Board Policy, the New Jersey statutes are included in district curricula, a Comprehensive Health and Physical Education curricula, Alliance Club at the Middle School funded by a Union County grant, Gay/Straight Alliance at the High School, multiple choices for clubs allowing students to express themselves, yearly character education goals, the Code of Conduct and HIB policy to protect marginalized identities by prohibiting discrimination, and the Affirmative Action Program. The Self-Assessment also identified potential opportunities for improvement, including: a need



for more curriculum materials that showcase different identities and a need to expand on ways to support students in feeling comfortable with their identities.

Identity within Curriculum refers to the inclusion and recognition of students' cultural and personal identities within the content and materials used in the classroom. It is important for students to be able to answer the question of who they are because it is a fundamental aspect of developing a sense of self, which is necessary for personal growth and socialization.

When students see their identities reflected in the curriculum, they are more likely to feel connected to what they are learning and to engage more fully in the learning process. It can also help to build their self-esteem and provide them with a sense of belonging, which can be particularly important for students who come from backgrounds that have been historically marginalized or excluded from traditional academic settings. In reviewing survey data, 38.32% of parents/guardians/caregivers, 42.11% of staff, 33.34% of community members, 38.32% of K-5 students, and 52.88% of 6-12 students report that students are able to see themselves in the curriculum. Many of these perceptions, aside from the 6-12 respondents, show very low scores. Even the 6-12 students, showing just over half positive responses, are lower than desired. The goal of Identity within Curriculum is to allow every student the opportunity to learn about themselves and identities that they can relate to. By not having that opportunity, this can impact their sense of belonging and engagement. It is crucial to consider student identity when designing and implementing the curriculum for inclusivity and relevance. On a positive note, a majority of students, 80.74% of K-5 students and 73.83% of 6-12 students, reported having a positive view of themselves. This number, based on research, would improve through more incorporation of identity into classroom materials; however, it speaks to the positive outcomes of the Character Education program that the district has been implementing. The district's character education program aims to develop positive character traits, including self-confidence, self-respect, and self-worth. By emphasizing these qualities, the program is designed to create an environment that fosters a positive self-view among students. While the district's character education program may be a contributing factor to the high percentage of students' who agreed with the survey statement, it is essential to acknowledge that other factors may also influence students' self-esteem, such as supportive families, positive peer relationships, and individual personality traits.

Identity within Curriculum can also promote cross-cultural understanding and empathy by exposing students to diverse perspectives and experiences. By learning about the experiences and perspectives of others, students are able to develop a more nuanced and complex understanding of the world around them, which can help to break down cultural barriers and promote social justice. In the adult surveys, comments highlighted areas where improvement is needed, aligning with the district's Self-Assessment findings. Respondents emphasized the importance of addressing disparities in curriculum representation, fostering understanding of diverse perspectives, and promoting inclusivity in all classrooms. When the curriculum serves



as a mirror that reflects the identities of students, a sense of pride is developed, and it helps students recognize how the traits of the dominant culture impact their own identity.

Overall, when considering all aspects of Identity within Curriculum across the district, the landscape team believes the Self-Assessment score of 5 is accurate based on the evidence gathered. Some of the strengths noted by the landscape team include the impact of the Character Education program leading to a high level of student self-esteem and the variety of student-led clubs available to students. In addition to the strengths, the landscape team also noted some invitations to consider:

- Form a speaking series focused on diverse identities to supplement curriculum materials and provide students an opportunity to see their identities represented (intended to speak about topics aside from JEDI; instead, it will simply allow students the opportunity to hear from members of the community who can relate to different students within the NPSD community)
- Enhance the rubric for text selection to include more explicit focal areas within JEDI work
- Highlight students and families within the district to showcase their stories (building a stronger sense of community and empathy)
- Expand upon career days to purposely seek out diverse identities, again allowing students to see people who ‘look’ like them and have experienced similar life situations (when students can relate to adults, their beliefs about themselves expand)
- Implement affinity groups for students (which are different from ally groups – that are currently in place)

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, New Providence School District scored themselves a 5 out of 10 in Diversity within Curriculum. The Self-Assessment identified two primary strengths: the promotion of empathy, respect, and compassion through the Character Education Program and mentor texts that encourage student choice. The Self-Assessment also noted a potential opportunity for improvement in continuing to build programs that provide students the opportunity to express curiosity about the history and lived experiences of others while also discussing diversity in social, cultural, political, and historical contexts.



Diversity within Curriculum refers to the inclusion of diverse perspectives, experiences, and cultural backgrounds in the content and materials used in the classroom. It is important for students to be able to incorporate diversity into the curriculum because it promotes cross-cultural understanding, empathy, and social justice. When students are exposed to diverse perspectives and experiences in the curriculum, they are able to develop a more nuanced and complex understanding of the world around them. This understanding can help to break down cultural barriers and promote social justice by challenging stereotypes and promoting empathy and respect for others.

Diversity within Curriculum can also promote critical thinking and problem-solving skills. When students are exposed to diverse perspectives and experiences, they are able to see issues from multiple angles and develop a more well-rounded understanding of complex problems. This can help them to develop more effective solutions to real-world problems and to become more engaged and informed citizens. Incorporating Diversity within Curriculum is also important for creating a more equitable and inclusive classroom environment. When students see their experiences and perspectives represented in the curriculum, they are more likely to feel valued and respected in the classroom. This can help to build a sense of community and belonging, which is essential for promoting academic success and well-being.

The survey data from various constituent groups within the district revealed notable similarities and differences in how people responded to the question asking if students are provided the opportunity to learn about how people are alike and different. With 65.6% of parents/guardians/caregivers, 63.16% of staff, 53.33% of community members, 73.67% of K-5 students, and 53.87% of 6-12 students responding that students learn about this, at least most of the time, the question becomes why these percentages vary and are there pockets of people that feel overwhelmingly one way or another. Comments on the surveys helped the landscape team gain additional insights into the perceptions of the various respondents. Comments suggested a range of opinions and perspectives on not only the inclusion of Diversity within Curriculum, but also the purpose of incorporating diversity into the curriculum. There were respondents who advocated for more inclusive and diverse content, while others expressed satisfaction with the current curriculum. These sentiments were similarly reflected in the team's discussions with focus groups where a need to increase diversity within the curriculum was expressed. These insights helped to highlight the importance of ongoing dialogue to hear everyone's viewpoint, engagement with the community to ensure all members of the NPSD community are aware of what is occurring and WHY, and a comprehensive approach to creating a curriculum that reflects and respects the diversity of students' backgrounds and experiences.

During the team's on-site visits, Diversity within Curriculum was evident in 33.33% of the classrooms visited. When this concept was evident in classrooms, teachers made use of materials in classroom library spaces that included diverse representations of authors and characters from various racial, ethnic, cultural, and social backgrounds. In



addition, the students were able to explore content that embodied multiple perspectives and they were able to critically analyze different viewpoints in ways that helped to foster a sense of empathy and understanding among them. These findings highlight the positive impact that incorporating Diversity within Curriculum can have on fostering inclusive and enriching learning environments. When students encounter learning in which diversity is naturally infused within the curriculum, students learn about differences in others with curiosity, empathy, respect and understanding for others. This allows students to explore content in ways that move beyond the superficial and oversimplified teachings around diversity.

Overall, Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. When considering all aspects of Diversity within Curriculum across the district, the landscape team believes the Self-Assessment score of 5 is slightly higher than evidence will support. The team identified strengths as well as opportunities for improvement, ultimately leading to a score of 4 in Diversity within Curriculum. One of the most notable strengths was the Character Education program that ties in some of the components of Diversity within Curriculum. In addition to the strengths, the landscape team also noted some invitations to consider:

- Expand upon people showcased within the curriculum
- Create a cross-reference guide that builds upon one another for all grade levels so that students are taught about people from all identities and their importance in our society
- Implement a pen pal program to expand perspectives
- Implement a podcast/interview forum that builds upon existing opportunities for students to learn about one another and others in the community

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, New Providence School District scored themselves a 5 out of 10 in Justice within Curriculum. The Self-Assessment cited strengths in the 8th grade Capstone project, the 8th grade Social Issues book clubs, and Social Studies curriculum addressing a number of justice issues. The Self-Assessment also identified a potential opportunity for improvement, citing the need to move beyond compliance when addressing issues surrounding JEDI work.

Justice within Curriculum refers to the inclusion of topics and materials that address issues of fairness, equity, and social justice. It is important for students to be able to understand justice and injustice because it helps to promote critical thinking and



understanding of social issues. When students are exposed to topics related to justice within the curriculum, they are able to develop a deeper understanding of the social, political, and economic factors that contribute to inequality and injustice. This understanding can help them to develop critical thinking skills and to become more informed and engaged citizens.

Justice within Curriculum can also help to promote empathy and respect for others. When students learn about the experiences of people who have been marginalized or oppressed, they are more likely to develop empathy for others and to recognize the importance of treating others with respect and dignity. While reviewing the survey, 56.51% of parents/guardians/caregivers, 34.45% of staff, 46.66% of community members, 68.55% of K-5 students, and 63.12% of 6-12 students reported that students are taught concepts around justice and injustice during Instruction, at least most of the time. When diving deeper into this concept with the 6-12 students, 82.92% of students reported being able to recognize unfairness and/or injustice; however, only 41.91% of students indicated being taught about the dynamics of power and/or preferential treatment within society. Although the concept of power/privilege can be quite controversial, there are ways to discuss this from a non-judgmental lens to elicit conversation and help all students better understand different viewpoints.

Understanding power structures and oppression, both at the individual and systemic levels, is crucial for students as they grow older. In adulthood, power structures pervade various aspects of society, influencing the lives of young people. Therefore, it is essential to initiate age-appropriate discussions on these topics as early as possible.

On the Self-Assessment completed by New Providence School District, many of the strengths in Justice within Curriculum revolved around the Social Studies department and/or curricula. It is imperative that JEDI work expands beyond Social Studies and will be more sustainable if, instead of being a 'subject to teach', it becomes the lens through which we look through. Once justice is integrated across subjects through cross-curricular connections, students will develop a holistic understanding of the concept. It is crucial to increase awareness and understanding among staff by providing professional development opportunities focused on how to have conversations regarding justice and injustice. This will equip educators with the knowledge and tools to effectively incorporate these topics into their teaching. By designing learning activities and assignments that encourage students to critically analyze power structures and systems of oppression, educators can empower students to question and challenge injustice. By providing opportunities for student voices to be heard and valued, such as through student-led discussions, projects, and presentations, students can explore justice issues and contribute their own ideas and solutions.

Overall, Justice within Curriculum is important for promoting critical thinking, empathy, and respect for others, as well as for creating a more equitable and inclusive classroom environment. When considering all aspects of Justice within Curriculum across the district, the landscape team believes the Self-Assessment score of 5 is higher



than evidence will support. The team identified strengths as well as opportunities for improvement, ultimately leading to a score of 3 in Justice within Curriculum. The two primary strengths noted by the landscape team were both regarding lessons that were shared: a lesson revolving around “I have a dream” speech by Martin Luther King, Jr. and a lesson about Thanksgiving (reflecting multiple perspectives). In addition to the strengths, the landscape team also noted some invitations to consider:

- Define terminology (such as justice, injustice, privilege, oppression) using age-appropriate resources and distribute among all members of the NPSD community
- Explicitly include concepts of justice and injustice (at age-appropriate levels) within the curriculum
- Provide professional development/training for staff to understand how to discuss JEDI components in the classroom
- Create a cross-map of how JEDI work can be infused into ALL subject areas so it becomes embedded, and not the responsibility of one grade level and/or content area
- Implement listening circles for members of the NPSD community to hear from one another about any injustices they have personally experienced (moving beyond historical information and into more relevant, and personal, examples)
- Integrate current events into curriculum (while encouraging the aspect of hearing all sides and acknowledging different perspectives)

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, New Providence School District scored themselves a 6 out of 10 in Action within Curriculum, noting strengths in the Character Education program, the Capstone Project, an emphasis on public speaking, and outreach programs that address poverty and homelessness. The Self-Assessment also identified potential opportunities for improvement, citing a need to, again, move away from compliance and expand upon opportunities for students to partake in.

Action within Curriculum refers to the inclusion of opportunities for students to take action on issues of fairness, equity, and social justice. It is important for students to be able to talk about actionable steps because it helps them to develop agency and a sense of responsibility to work towards creating a more just and equitable world. When students are given opportunities to take action within the curriculum, they are able to apply their learning to real-world situations and to develop a deeper understanding of the impact of social issues on individuals and communities. This can help to motivate students to become more engaged in their communities and to take action towards creating positive change.



Action within Curriculum can also help to promote leadership and civic engagement skills. When students are given opportunities to take action, they are able to develop leadership skills and to become more confident in their ability to make a difference in the world. This can help to promote a sense of agency and empowerment among students, which is essential for promoting academic success and well-being. Incorporating Action within Curriculum is also important for creating a more participatory and democratic classroom environment.

In a review of the survey results, the landscape team observed significant disproportionality between the perceptions of adults and the perceptions of students in relation to taking action. In the adult survey, 47.91% of parent(s)/guardian(s)/caregiver(s), 35.88% of staff, and 40% of community members perceive that students are empowered to take action around JEDI issues, at least most of the time. On the other hand, 79.81% of K-5 students and 68.07% of 6-12 students agreed, at least most of the time, with the statement: *I am taught to stand up for people who are not being treated nicely*. Similarly, 66.63% of 6-12 students reported taking responsibility for standing up against injustice, at least most of the time. This alignment, overall, showcases that not only are the older students within NPSD taught HOW to stand up for people, but they are also actually taking on the responsibility to take action. Although this alignment is commendable, it is critical for all students to be taught how to take action against injustice. When students are given opportunities to take action, they are able to participate in decision-making and to become more engaged in the learning process. This can help to promote a sense of ownership and investment in their education, which is essential for promoting academic success and well-being.

Overall, Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment. By implementing a district-wide strategy that promotes student empowerment, addresses apathy, and addresses misconceptions, the district can create a more actionable environment for all students. When considering all aspects of Action within Curriculum across the district, the landscape team believes the Self-Assessment score of 6 is higher than evidence will support. The team identified strengths as well as opportunities for improvement, ultimately leading to a score of 4 in Action within Curriculum. The primary strength noted by the landscape team was the plethora of experiences mentioned in the Self-Assessment. Although the landscape team did not see many of them in action, the promise of the programs is in alignment with the concept of Action within Curriculum. In addition to the strengths, the landscape team also noted some invitations to consider:

- Analyze gaps between what is being ‘taught’ and what is being ‘learned’ in the classrooms
- Expand upon action research projects (i.e., Capstone Project)
- Integrate more deliberate service learning projects



- Implement mock trials and/or case studies for students to internalize the concept of action
- Move beyond action being about ‘saving’ and into ‘empowerment’
- Craft a plan of action for curriculum that infuses all components of Instruction (Identity, Diversity, Justice, Action)

Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity landscape process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, New Providence School District scored themselves a 7 out of 10 in Teacher Leadership, citing multiple strengths, including: Professional Development (PD) opportunities anchored by district goals, the incorporation of two PD days built into the school calendar, staff-led PD opportunities, staff presentations at faculty meeting, encouraging teachers to take risks in the classroom, monies are allotted to teachers allowing them to attend out-of-district PD opportunities, administrative book talks regarding DEI, being members of NJCEE (New Jersey Consortia for Excellence through Equity), district DEI committee, and acknowledging/honoring past and present teachers. The Self-Assessment also notated potential opportunities for improvement, including the need for more time dedicated to the development of a DEI plan and the need to embed more PD into the school day.

Professional development can help educators develop cultural competence, which is the ability to understand and effectively interact with people from different cultural backgrounds. This can help educators understand the experiences and perspectives of their students from diverse backgrounds and create more inclusive learning environments that meet their needs. Professional development can also help educators develop a deeper understanding of equity and its importance in education. This can help educators identify and address inequities that exist in the classroom, such as unequal access to resources or opportunities, and work towards creating more equitable learning environments. Professional development can also provide educators with effective teaching strategies that can support students from diverse backgrounds. This includes strategies such as differentiated instruction, culturally responsive teaching, and restorative practices, which can help create more inclusive and equitable classrooms. Professional development can also provide opportunities for educators to build relationships and create communities of practice with colleagues. This can foster collaboration and support the implementation of new strategies and approaches that promote equity and inclusion in the classroom. Last, but not least, professional development can help educators identify and address their own biases and assumptions, which can impact their interactions with students and



the learning experiences they create. This can help to create more equitable and inclusive learning environments that promote student success. When looking at survey data, there seems to be a lack of assurance reported by the adults within NPSD regarding whether adults are even aware of the biases they hold. When asked if staff is aware of their biases, 43% of parents/guardians/caregivers, 57.89% of staff, and 46.66% of community members reported that they believe staff acknowledge their biases, at least most of the time. Asking the same question related to community members (including family members) and their awareness of their own biases, 47.17% of parents/guardians/caregivers, 32.54% of staff, and 60% of community members reported that they believe community members acknowledge their biases, at least most of the time. There were also a moderate number of respondents who answered 'I don't know' to both questions. If people are unable to acknowledge their own biases, the conversations can shift to being more polarizing. It is critical to start DEI/JEDI work with a foundational understanding of bias and humanizing the concept of bias as something that everyone innately has. Overall, professional development supports more equitable and inclusive classrooms by providing educators with the knowledge, skills, and strategies needed to meet the diverse needs of their students and promote student success.

It is important for educators to create a safe and inclusive environment where all students feel valued and respected. Responding to prejudicial behaviors and words is an essential part of creating such an environment. Educators can create a safe and inclusive learning environment by setting clear expectations for behavior and creating classroom norms that promote respect and understanding. When prejudicial behaviors and words are observed, educators are best able to address them in a calm and respectful manner. This can include calling out the behavior/word and explaining why it is inappropriate and how it can impact others. Educators can also engage students in dialogue to help them understand the impact of their behavior/words on others and to encourage empathy and understanding. Educators can also help students reframe negative language and attitudes by providing positive and inclusive alternatives that promote understanding and respect for all. Educators will best intercept biased and/or discriminatory behaviors when modeling inclusive behaviors and willing to apologize and make amends if they make a mistake or use inappropriate language. First and foremost, especially when responding to discriminatory behaviors/words, it is critical for staff to model this behavior. Students learn by watching those in their environment. When looking at survey data, there seems to again be a lack of assurance reported by the adults within NPSD regarding whether adults speak up and respond to prejudicial behaviors and/or comments. When asking if staff speaks up, 27.03% of parents/guardians/caregivers, 55.51% of staff, and 46.66% of community members reported that they believe staff step in, at least most of the time. Asking the same question related to community members (including family members) and their interruption of prejudicial behaviors, 33.66% of parents/guardians/caregivers, 30.14% of staff, and 60% of community members reported that they believe community members step in, at least most of the time. This pattern of behavior, not



stepping in when prejudicial behaviors are witnessed, can exacerbate the issue of inaction by creating a culture of bystanders. It should be noted, though, that there were, again, multiple “I don’t know” responses to both questions. Another point to consider when reviewing this data is whether adults don’t step in because of not knowing how or because of not experiencing prejudicial behaviors, rather than not doing so because they simply don’t want to. By providing more tools to identify and address prejudicial behaviors, this question is able to be answered more directly.

Educators need to create a safe and supportive environment where colleagues can openly discuss JEDI issues without fear of judgment or retribution. Educators can participate in professional development opportunities related to JEDI to develop a shared understanding of concepts and strategies for addressing JEDI issues in the classroom. Educators can also share resources and ideas related to JEDI to help each other develop effective strategies for addressing JEDI issues in the classroom. Educators can also provide feedback and support to each other when addressing JEDI issues in the classroom. Educators can also engage in collaborative problem-solving to address JEDI issues that arise in the classroom. Last, and definitely not least, educators can advocate for systemic change to promote JEDI work in their schools and communities. By supporting each other around JEDI issues, educators can create a more inclusive and equitable learning environment for all students.

In reviewing survey data regarding leadership, staff seems to be asking for more guidance. During focus groups, many staff members (including both leadership and teachers) discussed the autonomy that was offered to schools and individual teachers. Although this is empowering, at times, it can also cause paralysis (leading to inaction) when direction is not given to address more controversial topics such as JEDI work. To support this, when asked if central office provides direction for the schools, only 68.9% of staff respondents reported that district office provides direction, at least most of the time. More specifically, during both focus groups and in survey responses, staff expressed a lack of support when having hard conversations with students regarding race, politics, religion, gender, and other identities. Many staff members admitted to ignoring or disregarding some of these conversations fearing a negative response from parents, community members, media, and/or school administrators.

In addition to Teacher Leadership, this component of JEDI work is also inclusive of overall leadership. As will be discussed a little later, there is a need for more communication between all levels of the NPSD community (specifically the Board of Education). When providing professional development to staff, it would benefit the NPSD community to include all constituents (staff, administration, leadership – including the Board, parents/guardians/caregivers, community members, and students).

Overall, Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is



critical as it enables them to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. When considering all aspects of Teacher Leadership across the district, the landscape team believes the Self-Assessment score of 7 is significantly higher than evidence will support. The team identified strengths as well as opportunities for improvement, ultimately leading to a score of 2 in Teacher Leadership. Please note this score is not a reflection of teacher/staff skills; rather, a reflection of the professional development and training that is offered to staff to continue their JEDI Journey. The primary strength noted by the landscape team was the genuine desire to do better in this area and wanting to ensure that all members of the NPSD community are welcomed, valued, seen, and heard. An example of this is simply taking the step to conduct this equity landscape. In addition to the strengths, the landscape team also noted some invitations to consider:

- Provide opportunities for members of the NPSD community to reflect honestly on their own skillsets and biases (humanizing the concept that all humans have biases, at no fault of our own)
- Implement student-driven training opportunities (with students sharing their own stories with staff members)
- Implement a Board Listening Tour (similar to Superintendent forums) that occur outside of Board of Education meetings
- Communicate expectations and plans of action, specifically around JEDI practices, with all members of the NPSD community – and refer to it often
- Create a glossary of terms for all members of the NPSD community to have similar terminology to refer to when discussing JEDI work
- Establish a PLC (Professional Learning Community) schedule for staff that integrates JEDI conversations on a regular basis
- Implement mentoring programs (not just for new staff) to support one another and hold each other accountable
- Implement crucial conversation training to support all members of the NPSD community in having difficult discussions where all perspectives are heard
- Craft a PD calendar that integrates all initiatives and makes connections between initiatives so that nothing ‘falls through the cracks’ and people see how everything is connected

Representation

Within Representation, there are five main concepts that are examined during the equity landscape process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, potentially leading to disproportionality within certain programs and discipline numbers.



On the Self-Assessment, New Providence School District scored themselves a 3 out of 10 in Representation, noting the need for more cross-representation within personnel.

Having a diverse range of personnel can provide positive role models for students from different backgrounds. It can help students feel more represented and included in the school community. A diverse range of personnel can bring a range of cultural experiences and perspectives to the school community which can help educators develop cultural competence and improve their ability to teach diverse students. Diversity among staff can also help foster empathy and understanding among the school community, helping educators and students understand and appreciate the experiences and perspectives of people from different backgrounds. A diverse staff can also help address biases and stereotypes within the school community by challenging assumptions and promoting a more inclusive and equitable school environment. Studies have shown that having a diverse range of personnel can lead to improved learning outcomes for students from different backgrounds. It can help improve student engagement, academic performance, and overall school climate. Unfortunately, in looking at both the demographic report of staff as well as the self-identification in the adult survey, the staff presents as mostly white females. Even more interesting was that most staff identifying as a race other than white were hourly staff, rather than salaried staff (such as teachers and/or administrators). This, even if not intentional, relays a message to people in the NPSD community. When asking the students to identify whether they see an adult that looks like them at school, only 31.25% of K-5 students and 49.64% of 6-12 students shared that they do, at least most of the time. Outside of race and gender, there were minimal discussions of diverse identities among the staff – although students and parents/guardians/caregivers discussed the need for more Representation (specifically regarding religion and sexuality/family structure). Although it is important to note that the landscape team is not inferring that ONLY people of a marginalized identity can teach students from marginalized identities, it is important, for both students of marginalized identities as well as those who are not of marginalized identities, to see staff members of all races, religions, cultures, genders, and identities. Overall, having diversity among personnel within a school setting can help create a more inclusive and equitable school environment that promotes the success of all students.

When students see themselves and their identities represented in classroom materials, it can help them feel valued, included, and respected. Having classroom materials that represent multiple identities can also help expose students to a range of diverse perspectives and experiences. Classroom materials that represent multiple identities can help educators develop cultural competence and improve their ability to teach diverse students and help address bias and stereotypes within the classroom. Studies have shown that having classroom materials that represent multiple identities can lead to improved learning outcomes for students from different backgrounds. Unfortunately, when the landscape team observed in classrooms, only 33.33% of the classrooms observed showcased at least *some* diverse classroom materials. Overall, having classroom materials that represent multiple identities is important for creating



a more inclusive and equitable learning environment that promotes the success of all students. It is extremely beneficial for parents/guardians/caregivers, students, and staff to be surrounded by images that they can relate to.

Disproportionality in schools refers to the overrepresentation or underrepresentation of certain student groups in particular programs, such as gifted and talented programs, special education, and disciplinary actions. This disproportionality can be caused by a variety of factors, including implicit bias, systemic racism, and lack of access to resources. Across the district, when looking specifically at discipline, there seemed to be a disproportionality with male students getting disciplined more often and with harsher consequences, than females. This was reinforced in survey data as well as during focus group conversations.

There was, however, significant disproportionality among many of the programs in the district. First, when looking at students identified for Special Education, there was an overwhelming number of male students compared to female students. When speaking to focus groups about why they believe this may be the case, comments such as, “boys are wired differently” and “we simply screen who comes to us – if they qualify, they qualify” were made. Both of these comments provide very valuable information as to WHY disproportionality exists. For the first comment about boys ‘being wired differently’, this speaks to an inherent belief that may be perpetuated within some staff in NPSD. If people have that belief, it will inherently come out in conversations and potentially become embedded as the way ‘things are done’. For the second comment, it is important to look at what is tolerated and/or accepted within classrooms. If teachers are referring a higher number of boys to Special Education, the landscape team recommends conducting more opportunities to provide objective feedback during classroom observations that include observation points such as: Where is the teacher directing most of their time? What are they allowing as acceptable behaviors for students? Does this differ based on gender? Again, if we are not aware of how we are responding to other people (including students), we cannot move forward with addressing disproportionality.

Bridging the Special Education, English Learning (EL), and Gifted/Talented (G/T) programs is the concept of students being twice exceptional. The premise of a student being twice exceptional is that a student may qualify for Special Education services in one content area, or even an emotional concern, AND qualify for G/T services in another content area. When speaking to EL, it is imperative to separate BICS (social language) and CALP (academic language). A student may come to school with tremendous knowledge (qualifying them for G/T) AND not having a strong command of English due to being formally educated in another language other than English. When discussing this concept with the schools, it seemed to be an ‘unheard of’ concept, in one school going so far as to saying it isn’t possible. In pockets of conversation, however, some staff (and parents/guardians/caregivers) shared that not only is it possible, but they knew of students who would qualify as twice exceptional, in their opinion, but it wasn’t an option with the current qualification processes for NPSD. The



landscape team recommends reviewing qualification criteria to be more inclusive for twice exceptional students. In addition to reviewing criteria, professional development will be necessary to help all staff understand what this looks like and how to best support students who fall outside of what is 'expected' from a student receiving special education, EL, or G/T services.

More specifically with G/T services, many members of the NPSD community shared a disproportionality in access to opportunities for challenging programming. Within the survey, older students (grades 6-12) and adults were asked if students are encouraged to be in challenging classes. Of those who responded, 74.2% of parents/guardians/caregivers, 81.34% of staff, 53.33% of community members, and 68.35% of students reported that students are encouraged to be in challenging classes, at least most of the time. Although these numbers seem fairly high, of the students who did NOT feel encouraged to enroll in challenging classes, there was a disproportionate number of girls and non-white students. Even more interesting is what was shared during focus group conversations. When asking about programming, many parents/guardians/caregivers shared that there was preferential treatment for families that 'spoke up' and/or were more involved. The sentiment seemed to be that placement in programs was based on 'who you knew' rather than merit. Looking at the overall picture, especially because NPSD is a high-performing district, the landscape team recommends aligning expectations for all programs and documenting how decisions are made for enrollment/placement. Consider who is being recommended, by whom, and decisions that are made. Once identifying that information, the next step is to seek out students who are not enrolled but could be successful. When looking at the data, certain data points will showcase why there is a discrepancy between course offerings. If there are not a proportionate number of students qualified for the more challenging courses, it is critical to look at younger grades and the expectations set for students of diverse identities. If there are students qualified, but simply not encouraged to enroll, it is critical to discuss the stereotypes and/or assumptions that staff may have about certain identities and their ability to be successful. Both of these possible hypotheses seem controversial; however, once identified, they can be overcome. The first step, acknowledging the issue exists, is often the most difficult part of reducing opportunity gaps that lead to disproportionality.

Overall, Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the 'only one' in a school district. When considering all aspects of Representation across the district, the landscape team believes the Self-Assessment score of 3 is accurate based on the evidence gathered. The primary strengths noted by the landscape team were the incorporation of diverse libraries in some classrooms and the acknowledgement of needing a more diverse staff. In addition to the strengths, the landscape team also noted some invitations to consider:

- Craft a full HR plan that targets diverse identities (from recruitment to hiring to retention)



- Provide a gender neutral bathroom (that isn't isolated) in all buildings
- Educate staff about a student being labeled 'twice exceptional'
- Analyze programming placement criteria (for both Special Education and G/T)
- Continue to expand classroom (and building) libraries to include more diverse texts and authors
- Train staff on the impact of bias on program recommendations
- Implement observational strategy to support fellow staff with understanding preferences portrayed while teaching (tracking redirections, discipline disparities, etc.)

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity landscape process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, New Providence School District scored themselves a 2 out of 10 in General Findings, noting that there has been some movement and deliberate attention to JEDI work, including: reading DEI books within the administration, joining NJCEE (New Jersey Consortia for Excellence through Equity), explicit conversations at the administrative level, and the formation of a DEI committee that will develop a common JEDI mission and plans for the district. The Self-Assessment noted that opportunities for improvement will be solidified after receiving feedback from this report.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 48.65% of parents/guardians/caregivers, 50.72% of staff, and 60% of community members reported that the Board of Education makes decisions regarding inclusivity work that they agree with. When looking more broadly to assess whether the same groups believe the Board makes decisions that uphold all students, the respondents were significantly more favorable among all groups with 62.17% of parents/guardians/caregivers, 67.95% of staff, and 73.33% of community members reporting agreement. These numbers are quite low and what is even more alarming is that there is a significant number of respondents, including staff, that answered 'I don't know'. This is alarming because members of the community, especially staff, need to be aware of decisions being made by the Board of Education. This lack of awareness could be because of a lack of communication on behalf of the Board and/or a lack of interest on behalf of community members. Either way, for JEDI work to be sustainable, it is critical for everyone to be aware of decisions that are made – knowing that not everyone will agree with those decisions. During focus groups and included in some of the survey responses, there was a prevalent concern regarding the Board of Education and their communication efforts/style. To obtain more information regarding some of the claims made, the landscape team watched quite a few Board Meeting recordings



online and attended a Superintendent Forum that was occurring while the team was on-site. Information was obtained that confirmed some of the concerns reported. It is important, especially as leaders in the district, to be able to hear multiple perspectives without judgment and then to communicate in a way that shares a decision that was made so that everyone feels heard and valued. The last few years have been very strenuous for everyone and, especially when decisions impact our youth, conversations can be difficult. The landscape team recommends solidifying a structure for feedback at all meetings, but specifically for Board Meetings. Using Roberts Rules of Order outlines the meeting structure to follow; however, it seems as if those guidelines are only followed some of the time during Board meetings. It would increase trust amongst the NPSD community if all members were treated equally during meetings (provided similar amounts of time to share and provided similar follow-up). The landscape team also recommends a personal follow-up after Board meetings to anyone that speaks (and especially if they ask a question). When speaking to Board members during focus groups, it was evident that there is a desire to do good things for the students within NPSD; at the same time, those intentions are not being received by all members of the community.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect constituents to ‘buy-in’ to the concept. As will be discussed in other sections of this report, people often struggle to embrace concepts that they either don’t understand or don’t see the benefit of. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in. In the survey, adults and older students (grades 6-12) were asked if there were explicit conversations around DEI/JEDI, with consistent responses. 42.75% of parents/guardians/caregivers, 34.93% of staff respondents, 33.33% of community members, and 44.06% of students answered that explicit conversations occur on a regular basis. Ideally, seeing higher numbers here would reinforce that conversations are occurring, meaning that there is observed value in the conversations. As shared in other sections, the recommendation of the landscape team is to embed DEI/JEDI work into other areas of the school day, so it doesn’t become a separate concept for students. Also, for adults, time needs to be intentionally spent on having explicit conversations to create a foundation of understanding and to showcase priorities. That which we spend time on will improve – JEDI work is no different.

Moving forward, ensuring that this work is embedded in the mission and vision of New Providence School District will be imperative to ensuring DEI/JEDI work is prevalent in the hearts and minds of staff and students. A clear and concise direction to drive this work will guide professional development, policy and procedure, and alignment with staff and leadership. Rather than creating an additional mission/vision specific for JEDI/DEI work, it is the recommendation of the landscape team to embed much of the JEDI principles and theories into the district mission/vision – allowing DEI to be the lens through which you make all decisions. In speaking to multiple constituents,



some shared that they are concerned about defensiveness of the community (inclusive of leaders, staff, and community members/parents/guardians/caregivers) in regard to JEDI topics. This sentiment came across in some survey responses as well. If the goal of simply ensuring that everyone belongs (as the Character Education program discusses) is communicated through a JEDI lens, there will be less defensiveness. Remember that this work is only successful when it isn't attached to guilt, shame, and/or blame.

Overall, a solid understanding of JEDI work is critical for environments to be truly inclusive and equitable. When considering all aspects of General Findings across the district, the landscape team believes the Self-Assessment score of 2 is slightly lower than evidence suggests. The team identified strengths as well as opportunities for improvement, leading to a score of 3 in General Findings. The primary strength noted by the landscape team was the initiative of New Providence School District to go above and beyond the state mandate, exemplified by conducting this landscape. In addition to this strength, the landscape team also noted some invitations to consider:

- Create a decision-making framework rooted in JEDI principles
- Craft a mission/vision that exemplifies JEDI work and communicate that to all constituents within NPSD
- Determine *why* NPSD is undergoing this initiative and communicate that with all members of the NPSD community
- Engage in explicit conversations regarding JEDI initiatives
- Conduct a listening tour for all members of the NPSD community to be heard
- Analyze flow of Board meetings and create a protocol for communication (responses, procedures, etc.)
- Move meetings to a hybrid model – incorporating virtual opportunities



District Themes Overview

Through the analysis of all data gathered across all sections of the Self-Assessment, the landscape team identified the following six themes:

1. Providing a strong foundation of common vocabulary and purpose guides the work.
2. Having authentic conversations rooted in humility allows for all members of the NPSD community to be seen, valued, heard, and welcomed – leading to a sense of belonging.
3. Providing training, expectations, policies, and procedures leads to higher confidence and alignment.
4. Representation changes lives.
5. Engaging in transparent and consistent communication leads to a sense of togetherness.
6. Balancing the whole child empowers the leaders of tomorrow.

These six themes serve as an anchor to moving forward in creating an equitable and inclusive school environment for all members of the NPSD community. Over the next few pages, additional insight is offered in support of these themes and is followed by a summary of recommendations for the district to consider.

Providing a strong foundation of common vocabulary and purpose guides the work.

The first theme identified during this landscape process was the need for establishing a clear and consistent foundation for why justice, equity, diversity, and inclusion (JEDI) work is important across the district. All members of the NPSD community need to be on the same page regarding what the district stands for regarding JEDI work. This includes building a solid foundation defining the WHY for this work and then moving into crafting a mission and vision that guides the direction of NPSD. By focusing on the ultimate mission, vision, and goals, a sense of togetherness amongst the NPSD community will emerge.

Before goals can be crafted, ensuring that a common purpose exists will promote further success that is sustainable. Before discussing a common purpose (iterated through a mission and vision statement), understanding the WHY work is being done and how it benefits members of the school community provides the foundation of trust and open communication.

In addition to establishing a common purpose that will guide the work, it is important that everyone defines terms and ideas similarly. Without having common terminology and a mutual understanding of terms/phrases being used, people could inadvertently be harming others. There are also multiple definitions being used for components of this work throughout NPSD. This lack of common understanding and mutual agreement leads to confusion and, in some cases, fear. This was showcased with some



of the responses in the survey. There are distinct differences between equity and equality; however, some members of the NPSD community used them interchangeably. Also, many of the comments said in disagreement were actually based on a perception, rather than a common understanding.

There will never be 100% alignment across a community; however, with clear communication and a foundation of understanding to reflect on, there are stronger opportunities for sustainable growth.

Having authentic conversations rooted in humility allows for all members of the NPSD community to be seen, valued, heard, and welcomed – leading to a sense of belonging.

Authentic conversations start with genuine care and concern and must start with self. Implementing JEDI work requires humility and a willingness to hear different perspectives – even if you don't agree. Doing this work can be difficult; however, if authentic conversations take place, a stronger and more united community will emerge.

First, it is important to acknowledge the importance of personal connection. As the phrase says, people don't care how much you know until they know how much you care. In the educational system, this is even more poignant. Throughout the landscape, it was evident that staff members cared about the students and families cared about their children. It is important, however, for all members of the NPSD community to come together and honor one another rather than pointing fingers. Although it was minimal, there were examples of people being angry at other people within the NPSD community; however, when listening more closely, much of the anger was due to people not feeling seen, valued, heard, or welcomed.

Once the importance of personal connections are clarified, it is important to look in the mirror and acknowledge our own role in the situation. All of us have biases that are rooted within from our early years. Biases are formed through education, family, mass media, culture, and experiences. They are typically not 'taught' to us, rather they are unconsciously absorbed. Instead of blaming one another for biases that are held, if we can be humble enough to acknowledge our own role, the district will be one step closer to a stronger sense of belonging.

Providing training, expectations, policies, and procedures leads to higher confidence and alignment.

All good things take time. However, time is one of our resources that we aren't necessarily able to quite get enough of. During the landscape process, staff specifically asked for more training and professional development to address many of the difficult concepts embedded within JEDI work. This request was confirmed as a need by



reviewing evidence that was provided as well as having conversations with multiple staff (including both instructional staff, non-instructional staff, and administrators).

In order to meet the request of providing more professional development, and being mindful of the time limitations, it is critical for the district to craft a PD plan that is aligned with all initiatives and mindful of expectations before implementing it. Aligning PD plans with goals and providing enough time to adequately reflect on expectations and implementation will ultimately lead to a stronger level of confidence and alignment. Professional development is most embedded when built upon year after year – allowing initiatives to become the plate we carry things on or the lens we see things through rather than another thing to add to the already full plate.

In addition to simply offering an overall vision for PD, providing expectations that can be followed up on allows for more accountability structures to be put into place, ultimately leading to a higher likelihood of sustainability. It was noted that schools (and teachers) are providing autonomy in the classroom. Although this is meant to be more inclusive, in order to boost confidence, it is important to provide structure and expectations, especially when working with controversial, and sometimes difficult, concepts. Aligning all curriculum, resources, and training opportunities at the district level while allowing teachers the flexibility to adapt individual lessons will allow all members of the NPSD community to be more successful.

Representation changes lives.

Strong representation shifts the trajectory of our thoughts and future. It provides a space in which we can learn from one another and respect each other's differences. Students and families deserve to see themselves represented in both the people that surround them and the resources they learn from. Representation creates a sense of belonging, which needs to be a top priority within a school system. Efforts to improve representation can be reflective in things such as programming, discipline, messaging, materials, personnel, decorations, decision making, and voice.

While looking at diversifying personnel, it is important to look at the entire process (recruitment, hiring, retention). When assessing recruitment strategies, this actually starts even earlier with reviewing applicant pools. It is important to assess *who* is applying to work within NPSD. If the applicant pool is lacking diversity, consider *why*. There are many diverse candidates looking for teaching jobs (some districts are actually over-representative). If someone doesn't feel like they 'belong' in your district, they won't apply. When explicitly recruiting, consider where recruitment efforts are focused. Are you recruiting where you always have or are you considering new opportunities? For hiring procedures, what criteria are used to assess qualifications? Who is part of the hiring process? Do you lose representation at some point throughout your process (i.e., you have diverse candidates in the pool and then, after interviewing, your pool is much less diverse)? Last, but not least, when discussing the diversification of personnel, is the importance of retention. Do people



of diverse identities leave the district at a higher rate than people of dominant identities? Are exit interviews conducted to better understand why people leave NPSD?

Representation within programming is most equitable when comparable to overall population demographics. As outlined within this report, there were programming disproportionalities identified within NPSD. These disproportionalities are not uncommon, and it is important for the district to humanize the conversation around biases – which ultimately leads to identification of students for different programming opportunities. Discipline disproportionalities are often rooted in implicit bias and systemic biases that are left unchecked while programming disproportionalities are often rooted in stereotype assumptions regarding the assignment of students' worth/abilities. As a society, stereotypes inform how we navigate our communities. Schools can choose to perpetuate the stereotypes that students are exposed to or empower students to think beyond the 'box' that society often puts people in, based on their identities. To address this situation and work to eradicate the negative impact biases have on students, it is important for all staff to undergo intensive work around recognizing and understanding biases, both personal and organization-wide, unpack the impact of such biases, and take steps toward reducing the gap that exists because of societal biases.

Engaging in transparent and consistent communication leads to a sense of togetherness.

Clear consistent communication leads to a stronger sense of community and togetherness. If communication is not provided, people will create their own interpretation of a situation. Ultimately, by being consistent with communication, fears and 'untruths' are reduced, or even avoided.

It is important for members of the NPSD community to be as proactive as possible, especially with communication. Acknowledging if there are barriers and/or struggles will humanize members of the community and increase the sense of community.

Balancing the whole child empowers the leaders of tomorrow.

The youth of today are very aware of topics surrounding social justice, equity, diversity, and inclusion. Rather than avoid the topic because it is uncomfortable, embrace the fact that our youth need to be able to have difficult conversations. Employers are seeking out prospects that can communicate with people from differing perspectives. By modeling these skills for the youth, NPSD will empower the leaders of tomorrow.



Summary of District Recommendations/Invitations

Classroom Culture

- Extend Character Education program
- Implement Restorative Practices across the district
- Highlight students in the district to showcase their lived experiences
- Emphasize the importance of decorations within the buildings
- Implement Socratic Seminar in classrooms (to encourage student-driven discussion)
- Ensure communication of discipline policy across all members of the NPSD community
- Assess the SRO protocol for the district – what are the goals/expectations?
- Implement a peer mentoring program
- Incorporate a more deliberate focus on mental health (beyond SEL knowledge)
- Discern between Maslow or Bloom focus (aligned to district mission and vision)

Family & Community Engagement

- Implement a translation platform to include more languages in communications sent to the NPSD community
- Create a bulletin board and/or central communication space to showcase volunteer opportunities within the district
- Formalize an opportunity for parents/guardians/caregivers and community members to share their stories (i.e., a central depository of people willing to come speak with students)
- Implement a newcomer family partnership program to welcome and support new families to the district, with an emphasis on new families that are coming from outside the country
- Hold meetings and/or events (i.e., Board Meetings, PTO Meetings, sporting events, academic events) on virtual platforms to allow for more attendance
- Include family members as members of the DEI Committee

Instruction

- Define differentiated instruction for all members of the NPSD community
- Provide examples of personalized learning and connect to differentiation
- Conduct a study regarding the difference between groupwork and collaborative/cooperative learning
- Incorporate project-driven tasks more explicitly into the curriculum
- Include current events into the curriculum
- Continue the process of modifying assessment practices to be more process-based rather than product-based



- Incorporate more rubrics into the curriculum (and provide training for staff to be able to create their own rubrics)

Identity within Curriculum

- Form a speaking series focused on diverse identities to supplement curriculum materials and provide students an opportunity to see their identities represented (intended to speak about topics aside from JEDI; instead, it will simply allow students the opportunity to hear from members of the community who can relate to different students within the NPSD community)
- Enhance the rubric for text selection to include more explicit focal areas within JEDI work
- Highlight students and families within the district to showcase their stories (building a stronger sense of community and empathy)
- Expand upon career days to purposely seek out diverse identities, again allowing students to see people who 'look' like them and have experienced similar life situations (when students can relate to adults, their beliefs about themselves expand)
- Implement affinity groups for students (which are different from ally groups – that are currently in place)

Diversity within Curriculum

- Expand upon people showcased within the curriculum
- Create a cross-reference guide that builds upon one another for all grade levels so that students are taught about people from all identities and their importance in our society
- Implement a pen pal program to expand perspective
- Implement a podcast/interview forum that builds upon existing opportunities for students to learn about one another and others in the community

Justice within Curriculum

- Define terminology (such as justice, injustice, privilege, oppression) using age-appropriate resources and distribute among all members of the NPSD community
- Explicitly include concepts of justice and injustice (at age-appropriate levels) within the curriculum
- Provide professional development/training for staff to understand how to discuss JEDI components in the classroom
- Create a cross-map of how JEDI can be infused into ALL subject areas so it becomes embedded, and not the responsibility of one grade level and/or content area



- Implement listening circles for members of the NPSD community to hear from one another about any injustices they have personally experienced (moving beyond historical information and into more relevant, and personal, examples)
- Integrate current events into curriculum (while encouraging the aspect of hearing all sides and acknowledging different perspectives)

Action within Curriculum

- Analyze gaps between what is being ‘taught’ and what is being ‘learned’ in the classrooms
- Expand upon action research projects (i.e., Capstone Project)
- Integrate more deliberative service learning projects
- Implement mock trials and/or case studies for students to internalize the concepts of action
- Move beyond action being about ‘saving’ and into ‘empowerment’
- Craft a plan of action for curriculum that infuses all components of Instruction (Identity, Diversity, Justice, Action)

Teacher Leadership

- Provide opportunities for members of the NPSD community to reflect honestly on their own skillsets and biases (humanizing the concept that all humans have biases, at no fault of our own)
- Implement student-driven training opportunities (with students sharing their own stories with staff members)
- Implement a Board listening tour (similar to Superintendent Forums) that occur outside of Board of Education meetings
- Communicate expectations and plans of action, specifically around JEDI practices, with all members of the NPSD community – and refer to it often
- Create a glossary of terms for all members of the NPSD community to have similar terminology to refer to when discussing JEDI work
- Establish a PLC (Professional Learning Community) schedule for staff that integrates JEDI conversations on a regular basis
- Implement mentoring programs (not just for new staff) to support one another and hold each other accountable
- Implement crucial conversation training to support all members of the NPSD community in having difficult conversations where all perspectives are heard
- Craft a PD calendar that integrates all initiatives and makes connections between initiatives that nothing ‘falls through the cracks’ and people see how everything is connected



Representation

- Craft a full HR plan that targets diverse identities (from recruitment to hiring to retention)
- Provide a gender neutral bathroom (that isn't isolated) in all buildings
- Educate staff about a student being labeled 'twice exceptional'
- Analyze programming placement criteria (for both Special Education and G/T)
- Continue to expand classroom (and building) libraries to include more diverse texts and authors
- Train staff on the impact of bias on program recommendations
- Implement observational strategy to support fellow staff with understanding preferences portrayed while teaching (tracking redirections, discipline disparities, etc.)

JEDI Experience

- Create a decision-making framework rooted in JEDI principles
- Craft a mission/vision that exemplifies JEDI work and communicate that to all constituents within NPSD
- Determine *why* NPSD is undergoing this initiative and communicate that to all members of the NPSD community
- Engage in explicit conversations regarding JEDI initiatives
- Conduct a listening tour for all members of the NPSD community to be heard
- Analyze flow of Board meetings and create a protocol for communication (responses, procedures, etc.)
- Move meetings to a hybrid model – incorporating virtual opportunities



Compiled District Data

The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected within the New Providence School District Equity Landscape. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Individual survey data is also included within each school building summary. Nonsensical comments as well as comments that were blatantly harmful or discriminatory were redacted.

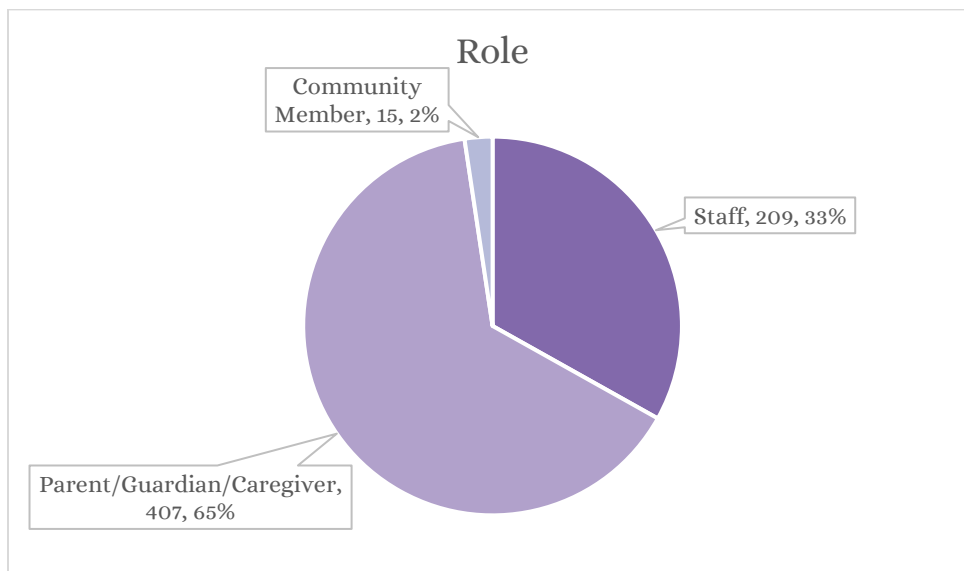
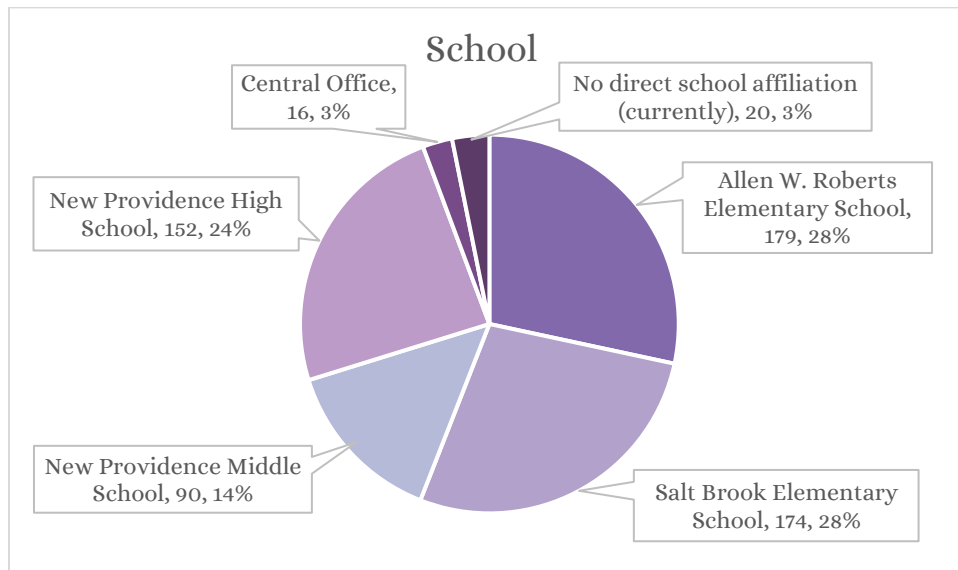


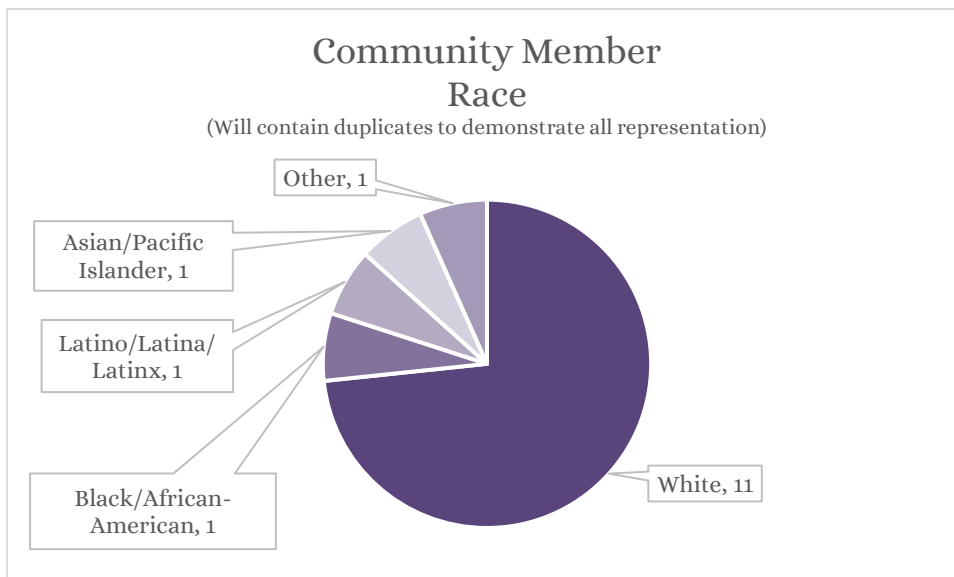
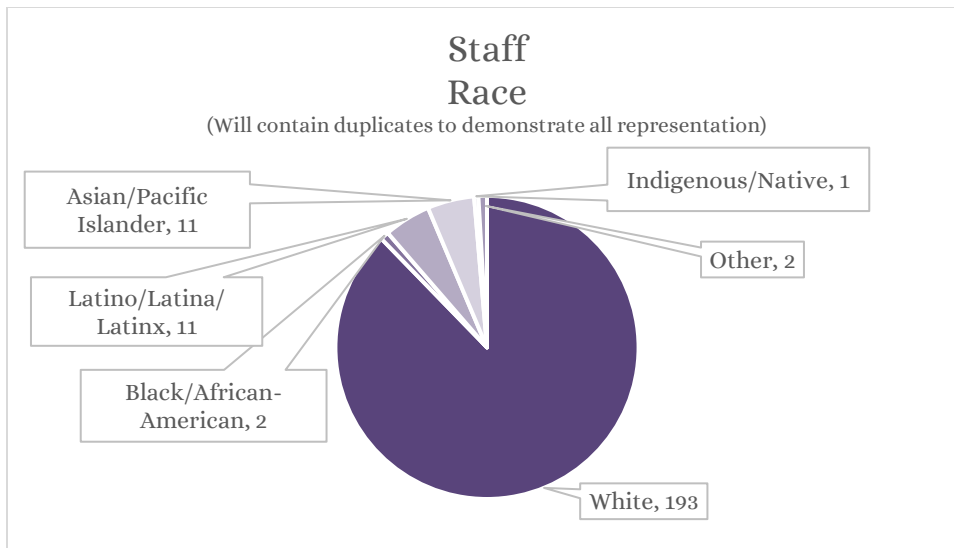
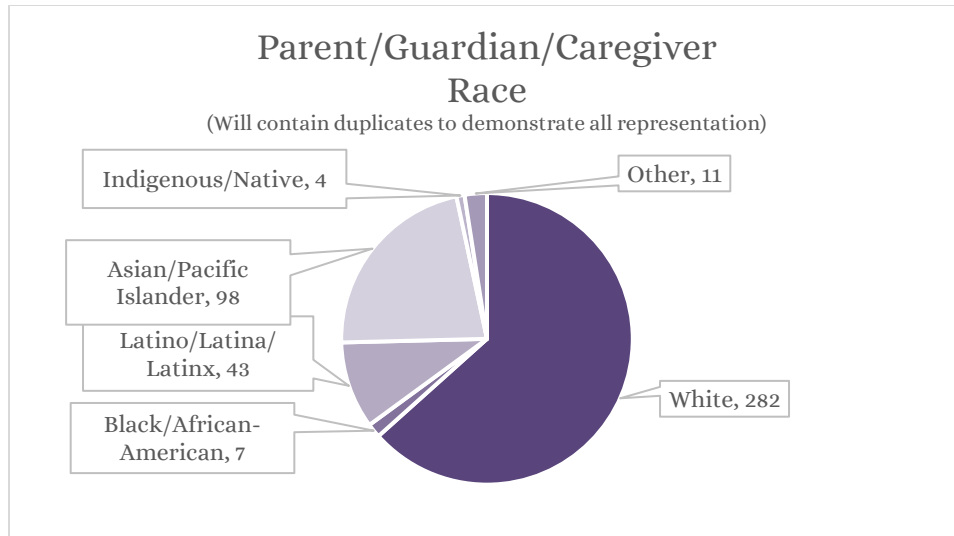
New Providence School District Overall Adult Survey

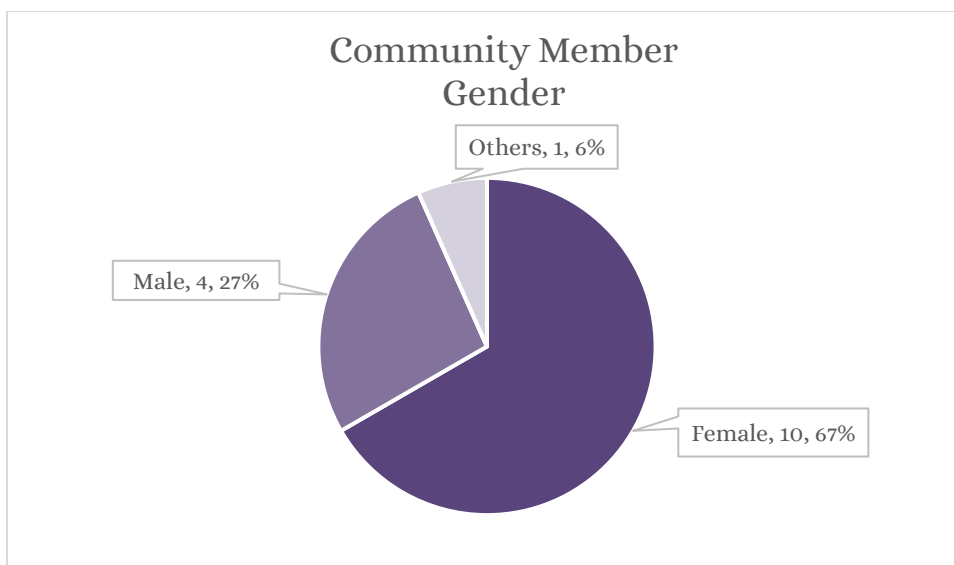
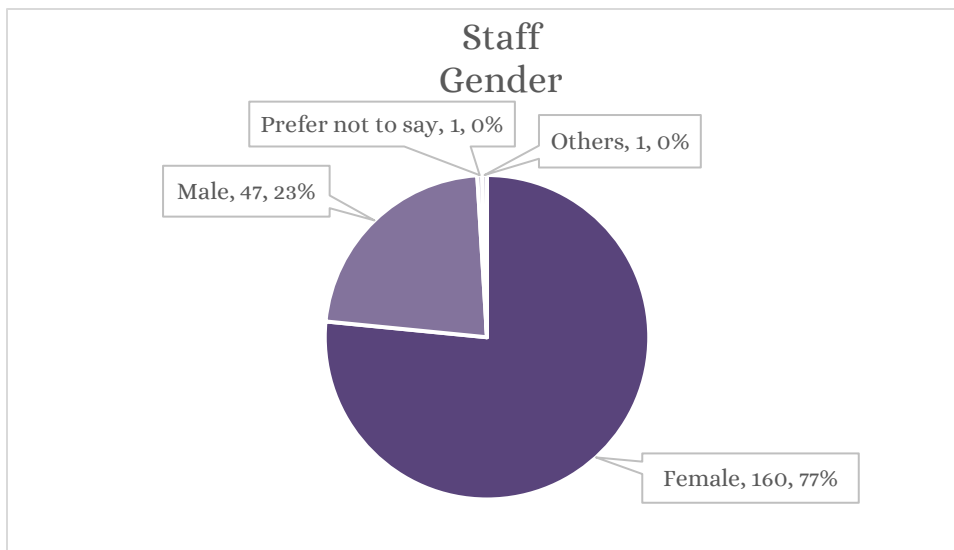
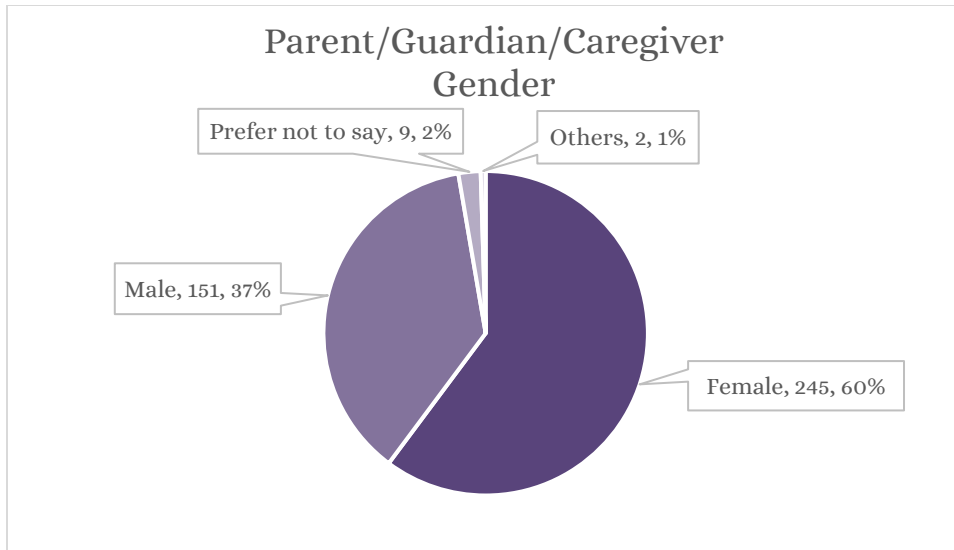
Parent/Guardian/Caregiver Respondents: 407

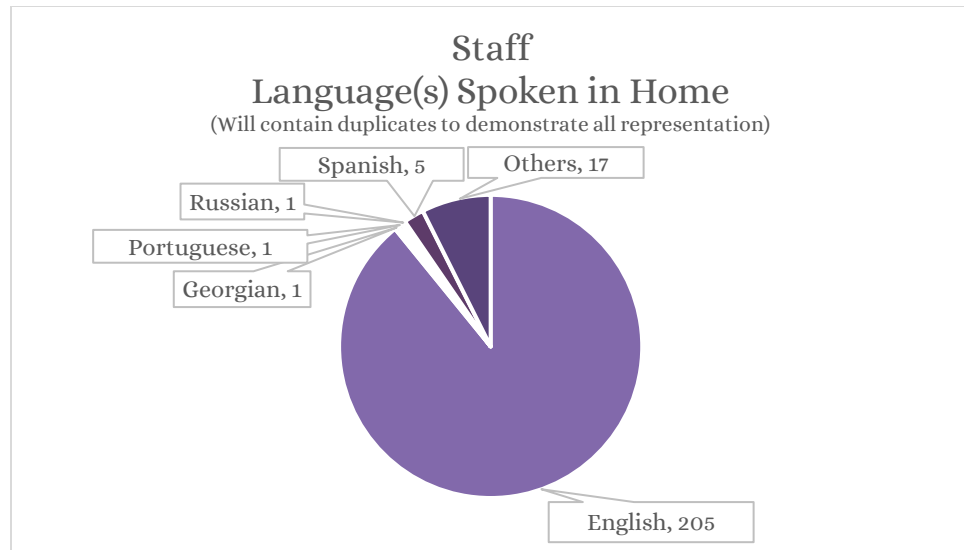
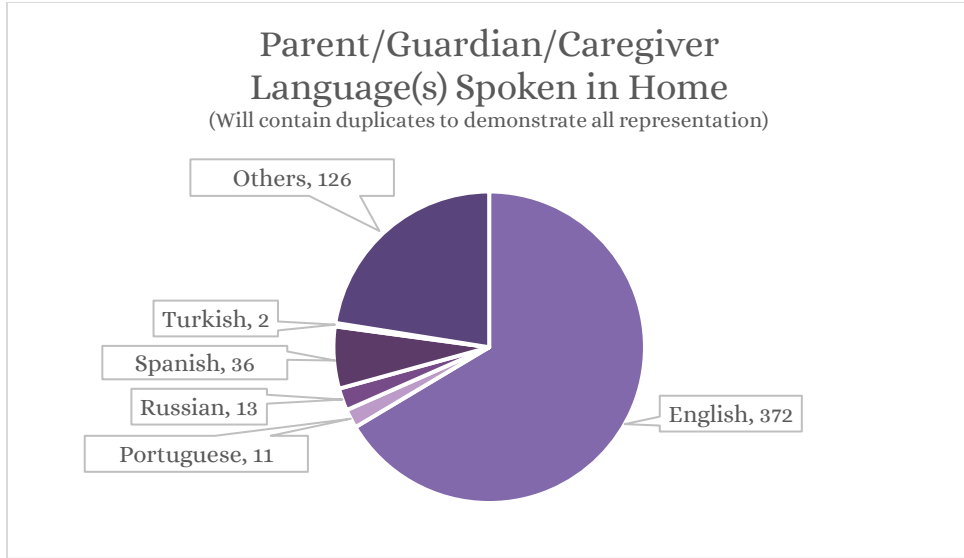
Staff Respondents: 209

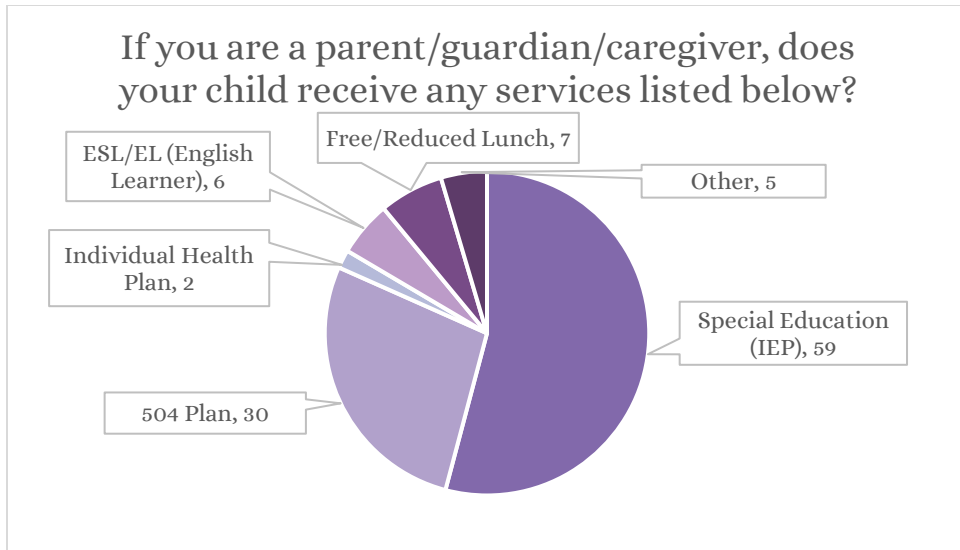
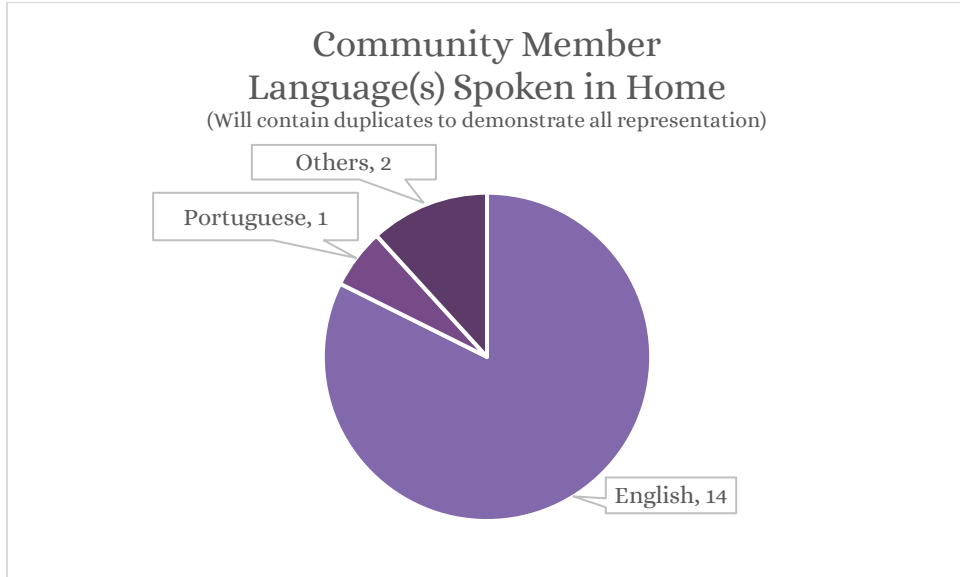
Community Member Respondents: 15





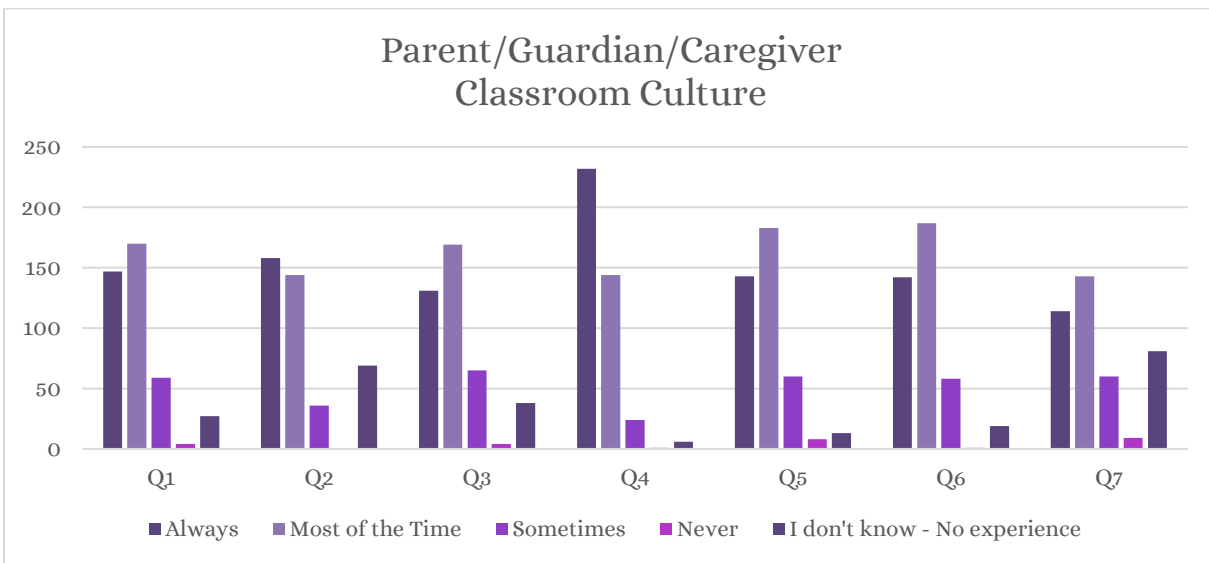






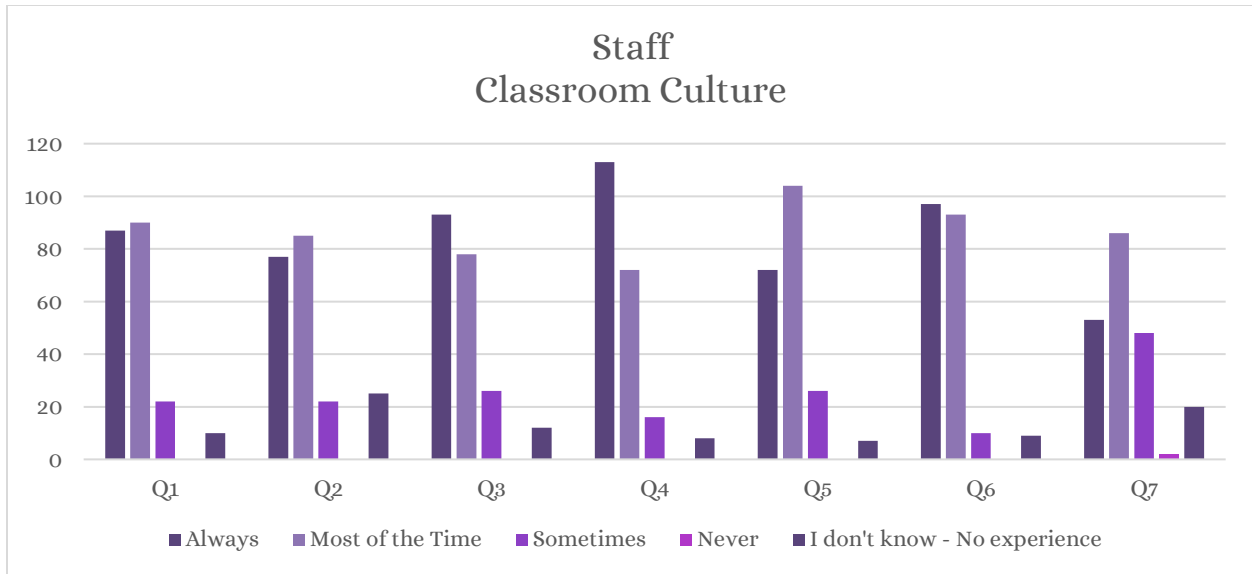
Section 1: Classroom Culture

- Q1: Students are valued as unique individuals within New Providence (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school (or district if you are answering from a district lens) provides a physically safe environment.
- Q5: The school (or district if you are answering from a district lens) provides an emotionally safe environment.
- Q6: Staff members treat students fairly.
- Q7: The school disciplines fairly and appropriately.

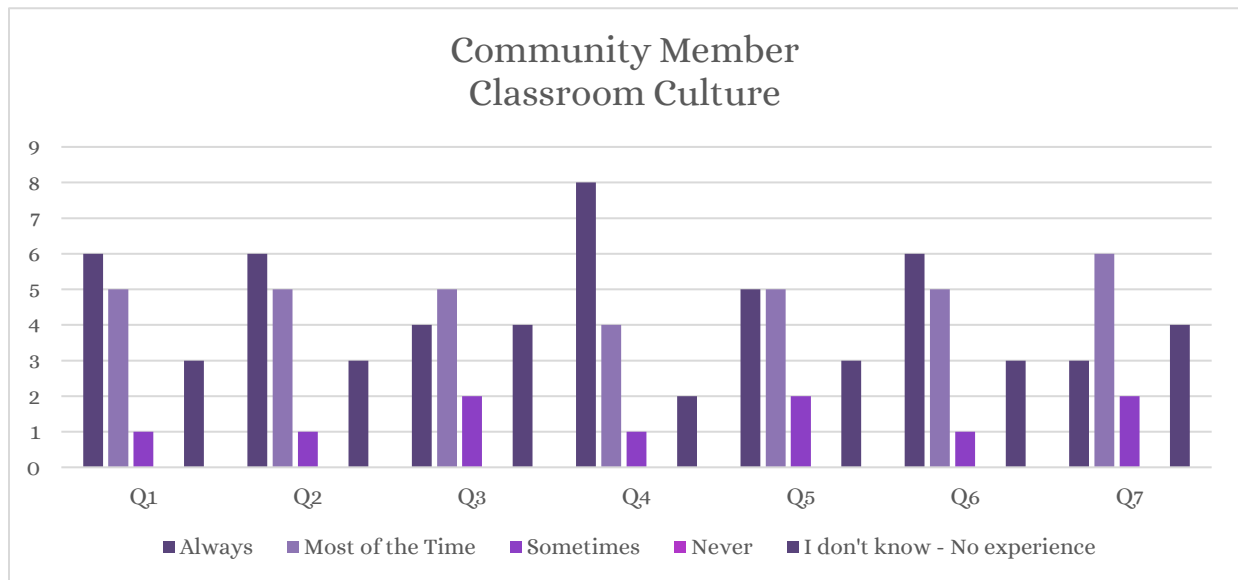


Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	36.12%	38.82%	32.19%	57.00%	35.14%	34.89%	28.01%
Most of the Time	41.77%	35.38%	41.52%	35.38%	44.96%	45.95%	35.14%
Sometimes	14.50%	8.85%	15.97%	5.90%	14.74%	14.25%	14.74%
Never	0.98%	0.00%	0.98%	0.25%	1.97%	0.25%	2.21%
I don't know - No Experience	.663%	16.95%	9.34%	1.47%	3.19%	4.67%	19.90%



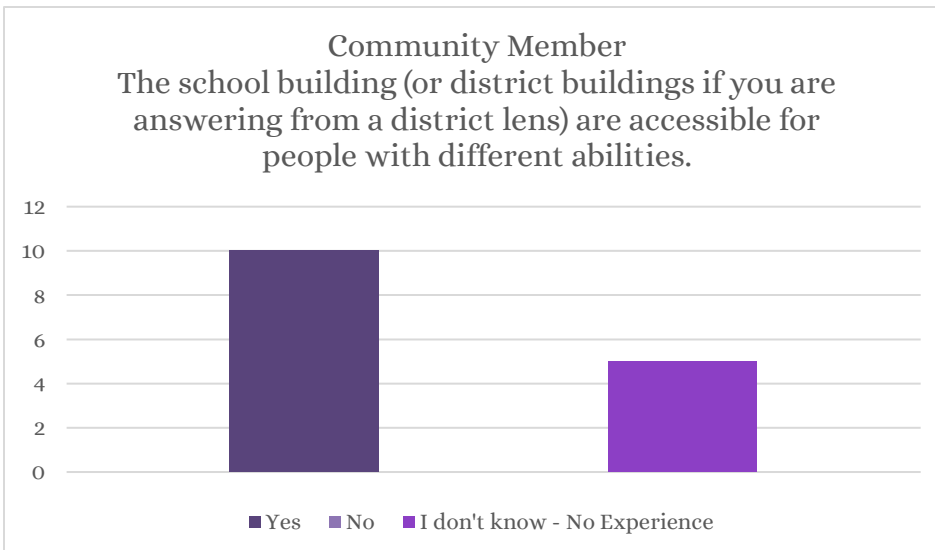
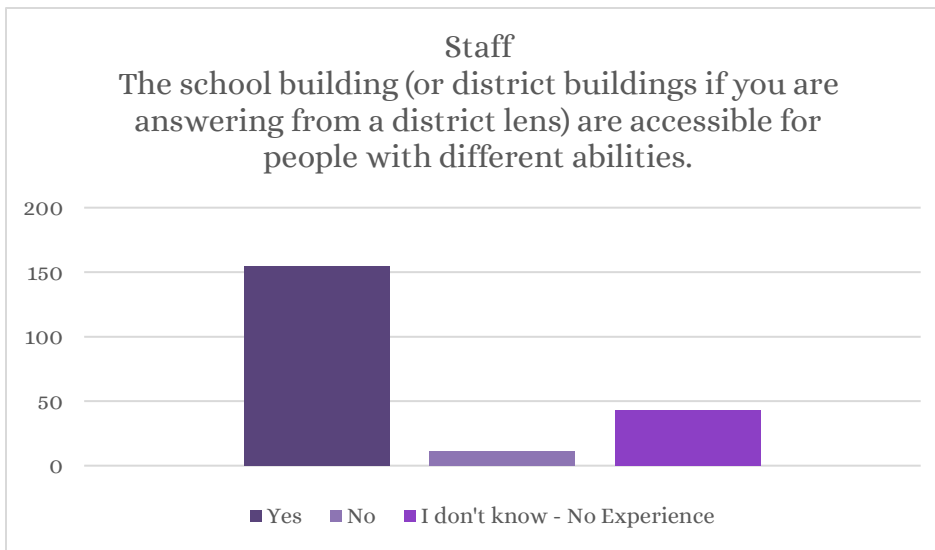
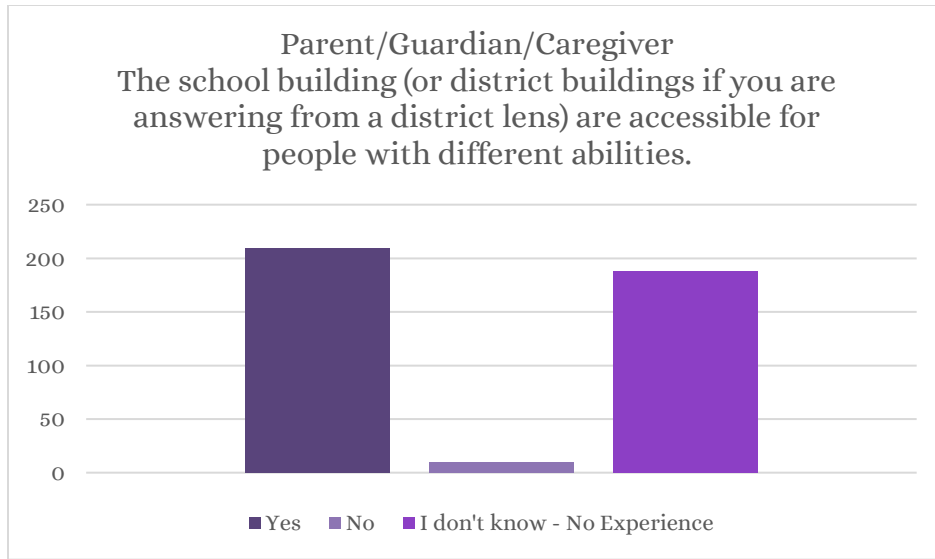


Section 1a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	41.63%	36.84%	44.50%	54.07%	34.45%	46.41%	25.36%
Most of the Time	43.06%	40.67%	37.32%	34.45%	49.76%	44.50%	41.15%
Sometimes	10.53%	10.53%	12.44%	7.66%	12.44%	4.78%	22.97%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.96%
I don't know - No Experience	4.78%	11.96%	5.74%	3.83%	3.35%	4.31%	9.57%



Section 1a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	40.00%	40.00%	26.67%	53.33%	33.33%	40.00%	20.00%
Most of the Time	33.33%	33.33%	33.33%	26.67%	33.33%	33.33%	40.00%
Sometimes	6.67%	6.67%	13.33%	6.67%	13.33%	6.67%	13.33%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	20.00%	20.00%	26.67%	13.33%	20.00%	20.00%	26.67%





If no to the above question, please provide additional information.

I'm writing specifically about Board of Education meetings. During covid, the BoE briefly allowed video participation in Board of Ed meetings. This allowed for disabled and senior residents of the town to participate directly in Board meetings and discussion. The board removed this option because it appears they do not want input, and this has an especially damaging effect on those of us that have a hard time making it to their meetings in person due to health and other protected class concerns

[Redacted]

so far these questions are difficult to answer b/c they are vague and esoteric.

Some doors may cause a problem (not sure if there's power open/close option)

stairs were very difficult for [redacted] as a pre-K student receiving services

The main entrance to Salt Brook is nothing but stairs

The school buildings seem to be accessible for different physical abilities but not different mental abilities

There are no buttons for mobility/wheelchair access to main doors or bathrooms

Way too overcrowded. Class sizes are out of control.

Desks are very tight in the classrooms. It is hard for students on crutches to maneuver, and would likely be even more difficult if we had any students in wheelchairs.

ESL and Special Education students are constantly neglected. Having one ESL teacher for a district is outrageous. Special ed teachers are routinely pulled to cover other classes and not treated with respect. Special ed teachers are also not compensated for teaching a 6th class.

I'm not sure that a student with a wheelchair could get around in my classroom with the number of desks.

many stairs and I know that sometimes the elevator is inaccessible to staff that have issues

One example is that the current program to educate our ELL population is very much lacking; teachers do not have the guidance nor the training nor the materials to give these students what they need.

Some of the faculty bathrooms have heavy doors with twist nobs that are hard to turn.

Students/Parents who do not speak english as their first language, or at all, have no ability to reach out to the administration or staff.

The entrance to the library is terrible for wheel chairs and scooters

The school does not seem wheelchair accessible at most entrances and the doors are difficult for students and/or patrons to open with more physical disabilities.

There is only one floor, the school is not very large, and there are restrooms for people with certain needs. I have not taught many students with varying physical abilities, but if I had a student in a wheel chair they would not be able to easily reach the sinks or lab benches (although lab work could be conducted on student desks). The doors are heavy (although mine is often open). I have do not have experience with a student with visual impairment or other differences that I can speak to.

We could be more understanding of children with emotional and behavioral needs.

would like to have a behavioral class

Open communication is highly encouraged at every level.

Section 1 Comments:

Administrators do a great job understanding and being open and receptive to discipline students with special needs



<p>As a new parent to Salt Brook, with my oldest in [redacted], I truly appreciated the welcoming and openness of the school before the start of the year. We were unable to attend the group open house, which concerned me since my son is very shy and reserved. With no hesitation, he was given the chance to tour the school separately. He was able to become familiar with his environment, and truly felt part of a community immediately. Additionally, his teacher took the time and care to assist him in connecting with peers in his class. I am so grateful for the care and consideration given to students and feel lucky that my children will get to experience their education careers in the New Providence School District.</p>
<p>As an “average/slightly above average” student, I feel my child “falls between the cracks.” Most of the attention/resources go to AP or special needs students while I feel my student is just “passed through” and is not challenged / pushed to improve their weaker areas.</p>
<p>As far as providing an emotionally safe environment, it's difficult for me to say because students are on their phones constantly and I don't know if what is happening on their phones causes them to feel emotionally unsafe.</p>
<p>As the mom of a child with. Learning disability, it breaks my heart when he comes home stating how a specific teacher treats him and other neurodiverse kids in a non-inclusive merely discriminatory way. Regarding to race/ethnicity, he has experienced intimidation based on his country of origin, language and values by his schoolmates. He also refers to the “same teacher above” as how he treats kids with ESL on a discriminatory way.</p>
<p>Before going out of district, my [redacted] grader eloped and was physically restrained multiple times. This does not show me the district is emotionally mature or treats students safely or fairly.</p>
<p>Child says sometimes classmates hit, has told teacher but continues.</p>
<p>Coaches and teachers at times play favorites - it is human nature, not decided by race from what I have seen; nothing is absolute - there will always be one-offs.</p>
<p>Consequences are lacking for misbehavior.</p>
<p>Disciplinary actions are not always shared with staff members, so it is difficult to say if the school disciplines students fairly/appropriately.</p>
<p>For the most part, we have been impressed with how the administration and teachers have handled situations with our son from an emotional support perspective. Unfortunately, I feel like teachers/staff in NPSD are forced to handle many situations far too harshly because they must uphold the arbitrary state HIB guidelines. While bullying and harassment shouldn't be tolerated, children are forced to go through an investigation without being told the full circumstances and many times are punished and officially labeled as a "bully," "sexual harasser" etc., without actually understanding why their actions or words were wrong. I've noticed a pattern that where our students, as they age, lack conflict/resolution skills and revert to telling teachers/staff about every and any mundane issue, which causes because they learn which words automatically trigger an investigation or dramatic response. This leads to more students being labeled and punished as opposed to learning how to work through issues or act appropriately. There are too many adults/parents that abuse the HIB system and report false claims to the school and more often than not, it is their child that is the actual "bully" and they learn how to manipulate the system. This is taking away valuable classroom time from students, teachers and staff; in addition to causing emotional issues with students. This has always been my concern since I learned how HIB laws were implemented within our school system.</p>
<p>Had 1 negative, unsafe experience with [redacted] where my child's safety and health was a concern in the [redacted]. Other than this 1 negative experience, would answer “always”. Issue was promptly addressed with solutions out into place by administrators.</p>
<p>Hard to answer for some, not being in the classroom. Safety feels strong but unknown re: risks akin to other schools that have had school shootings (do we have the cameras, processes, security staff we need?)</p>
<p>Heavy sports focus. Not a lot of understanding and acceptance and interest in students who participate in science activities. Constant focus on athlete of the week or sports game scores in TAP newspaper. Never or rare to read an article about students who excelled in music, science etc. the school thinks marching band is the only form of music the district should be proud of.</p>



I believe more support for emotional safety is needed for students with disabilities and more discipline is needed for many students who don't understand their peers with disabilities. I believe using a central detention provided daily by the high school would be extremely helpful and has helped in my experience in other districts.

I believe students at the middle school especially get away with a lot of bad behavior and do not get consequences for their actions. The school environment with many students being rude to teachers, using phones during class, being loud, obnoxious, and disrespectful is making my child dream of leaving the district for high school.

I believe that New Providence has a discipline issue. Students are often held to unknown standards that vary from teacher to teacher. In my experience, routine is not a strongly affirmed concept at NP and because there is a lack of consistent routines from teacher to teacher, you get less effective work and worse behavior. Many of the teachers I have to spend time with complain about students or complain about teaching; what a drag. I will be honest, [redacted] because I have not felt a sense of community. I cannot identify a positive thing that one of my administrators said to me in an informal way this year, everything is so rigid. [redacted] I put in my effort elsewhere like trying to create a community that students want to be a part of. It is tough working with teachers who say they don't want to do this job. Anyways, good luck with your study.

I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.

I don't think you can this school is treating all students fairly. There are certain biases that are allowed and prevalent towards certain minorities, especially Asians. There is too much expectation that "they have it good already" that they are put in more difficult situations where they have to prove themselves further than other races.

On the discipline angle, the school is blind to real physical bullying and they allow too much to happen in school property. The staff is out to lunch, especially at recess. The only cases where anything is escalated is when female students make an accusation and [redacted] is very partial to the girls in these situations.

I hear that there is hesitation from students with conservative political views to express those views.

I heard my kid told me that her grade have a boy always get into trouble — like punched the other boy's nose, kicked other kids, fight with other kids, but doesn't seem School take any action on it. Sometimes this kind of the news worries me.

I question some of the required reading requirements for appropriateness and if they are the best sample they can read.

I say most of the time in some cases only because some of what I hear is through the filter of a [redacted age] and so I never know the full accuracy of it. Some issues my child reports the handling of and the punishment may not seem harsh enough but I recognize that I do not know the full extent of the story.

I think sometimes students who don't fit into the district "box" or need extra support are at a disadvantage

I think the district does a poor job of carrying out HIB processes. The victim is often the aggressor and way too many times the wrong party is punished. And furthermore the school should do a better job of ensuring witnesses to acts are not treated as the aggressor as what seems to happen often

I think there could be stricter consequences.

I think there is an inherent fear at expressing individual thoughts for fear of being misinterpreted or not conforming to new thinking

I understand giving a whole class detention, however I think the parents should be notified.

In [redacted] grade, entire classes have been disciplined when only a handful of students have been the source of disruption. This has caused my child to feel upset and they they are being treated unfairly. My kids have a lot of fear about "sticking out" or calling attention to themselves for fear of being made fun of by other students. It seems that students are quite harsh with each other and openly make fun of one another.



In relation to discipline and an emotionally safe school, it is my opinion that some of the special education and or general education students that have the need for behavioral support are not being educated/disciplined effectively. Additionally, the behaviors of certain students are interfering with the learning of others, and they increase the stress levels of teachers, staff, and the other students in the room. I believe that part of this challenge is that appropriate behavior intervention strategies are not necessarily being created for these students and staff including aides, teachers, and administrators have little to no training on how to reduce inappropriate behavior and increase appropriate behavior. Hence, these behaviors are strengthened and become more challenging to handle and even more difficult to extinguish. This, making teaching more difficult than it already is and moreover, it actually reinforces inappropriate behavior. On numerous occasions, both privately and at Sp. Ed. meetings, I (as well as other staff members) have sincerely voiced our concerns. However, it feels as though our concerns/challenges within the classroom and about the students and staff are not valued and/or are disagreed with. Teachers are not feeling heard or understood and the morale of the staff is definitely compromised. I have literally asked for "help," given suggestions and, in essence, my requests, supports, and feelings have not been validated or addressed in any way.

In terms of treating students fairly, there are teachers at [redacted] who are open about the fact that they do not like boy students. This is treated sometimes as a joke, but I think it's actually incredibly damaging for us to allow teachers who do not treat kids equally, or who think that they can convey to any students that they are less than another type of student.

Instead of my daughter and frankly all kids saying I'm being bullied I'd rather they be taught how to deal with bullies outside of "go run and tell". More emphasis needs to be put on teaching our kids to be confident and assertive and not passive running for help all the time. The kids do not at all learn how to be self sufficient confident assertive children

It is a little difficult to judge if the classrooms are set up for student success as parents have very limited access to the building. I can only make a judgement based on back to school night and parent teacher conferences.

It sometimes appears that students receive very mild disciplines for school code of conduct infractions. This leads to more undisciplined behavior in the classroom and hallways and this causes stress for teachers and other students.

It would be helpful to have a short note from the teacher when detention is assigned so we can help reinforce appropriate class room behavior.

Many teachers do not discipline, and instead leave that to the parents. We have received a note saying that the teacher saw our student giving another answers, yet she did not address it in class or talk to us directly about it.

Most often there are little or no consequences given. Negative behavior is continued from grade level to grade level because in my opinion, some teachers ignore it or do the least possible to change it. Parents enable and coddle. Teachers are scared to discipline. Administrators are not experts at some levels of behavior.

My children have been hindered from sharing their real opinions as the teachers and administrators have differing thoughts and do not like debate or competing views. As for children being treated fairly, there have been numerous occasions where treatments have not been fair. Look into how the class officers were elected as one example.

My daughter has had a good experience at school. But I do not feel qualified to answer most of these questions. I don't know what goes on there w other children. I certainly hope everyone feels included and safe and free to share their opinions. I don't know if that is happening or not and it may vary depending on the teacher.

My most of the time selections pertain to a male student in the [redacted] grade that has been harassing some his female classmates was disciplined but is still on campus continuing to do the same.

My son and other son who graduated last year experienced numerous instances when some Teachers let their liberal bias show and they felt the need to hide their own views in fear of getting lower grades. This is



unacceptable and if you have to complain to a Teacher about this by parent or student you can expect retaliation

My son, who is an excellent student and has never been in trouble was made an example when he made a behavioral mistake in class. He received an exceedingly harsh punishment. He may have been treated more harshly because he is viewed as privileged.

nothing is absolute; answers are leading

NPHS does a very good job of delivering a quality education in a safe environment.

Our daughter has had difficult experiences with the staff, as her name and identity have been mixed with that of another [redacted] student. Even after calling it out with the staff and the office, this continued. Last year was on assignments, power school, sensitive information mailing sent home, report cards and even [redacted], which hit her emotionally.

On a separate instance, our daughter experienced clear HIB by another student, based on her protected characteristics, ethnicity and background. She called it out and we did not hear back from the school but until we sent a note asking for an investigation and a remediation plan. Investigation was opened and case was followed up. We are proud of our daughter for speaking up, but are aware that many other students reached out to her, and their parents reached out to us as they experienced the same things.

Unfortunately, there is nothing we could do to support them. School seemed oblivious until we called it out.

School discipline has been lacking in the past few years under the current [redacted]. The [redacted] treats each write up as the first attempt at discipline, disregarding any actions by the teacher or often the written rules for the school. This places teachers in an uncomfortable position as writing student up for the next level of discipline often makes the problem worse. New teachers are routinely picked on by students, and students are vocal about "getting teachers fired" they don't like.

Examples:

- Reported 4 boys who were [redacted]

- Swept under the rug a Senior Class "prank" in which students [redacted] ([redacted] was a [redacted] year teacher in the district at the time). Admin didn't notice despite being outside overseeing the prank until I reported it to the [redacted]. Despite several department heads and teachers advocating, no disciplinary action was attempted. The teacher had asked several times for help and support on issues in the classroom and was disregarded.

several occasions when discipline is relayed or diverted to the parents instead of teachers

Sixth graders are better off in middle school than in elementary. There is a huge disconnect between the behavior expectations of the 6th graders and the lower grades.

Some teachers need to be scrutinized for their treatment of kids. Some children are anxious and agitated by the teachers. Especially [redacted]

Some teachers over the years have been verbally harsh. I know my daughter avoids the [redacted] class because she heard kids being yelled at.

Sometimes response means there are more than moments where the school has shown a not safe response to things which happens. At times they feel more like sweep under the rug or yes we hear you, but nothing will be done kind of responses.

Sometimes there is no discipline for behavior that impacts students and staff

Son was disciplined appropriately. Would love to see more counseling and small group. I never hear about the school counselor visiting the [redacted] especially the boys who would benefit from it.

Student behavior can be a challenge and teachers find it difficult to find consequences that are feasible and appropriate for the offense.

Student discipline must be tougher. In-School Suspension (ISS) should be utilized more often. Students who receive a certain number of lunch detentions/after school detentions should serve an In-School



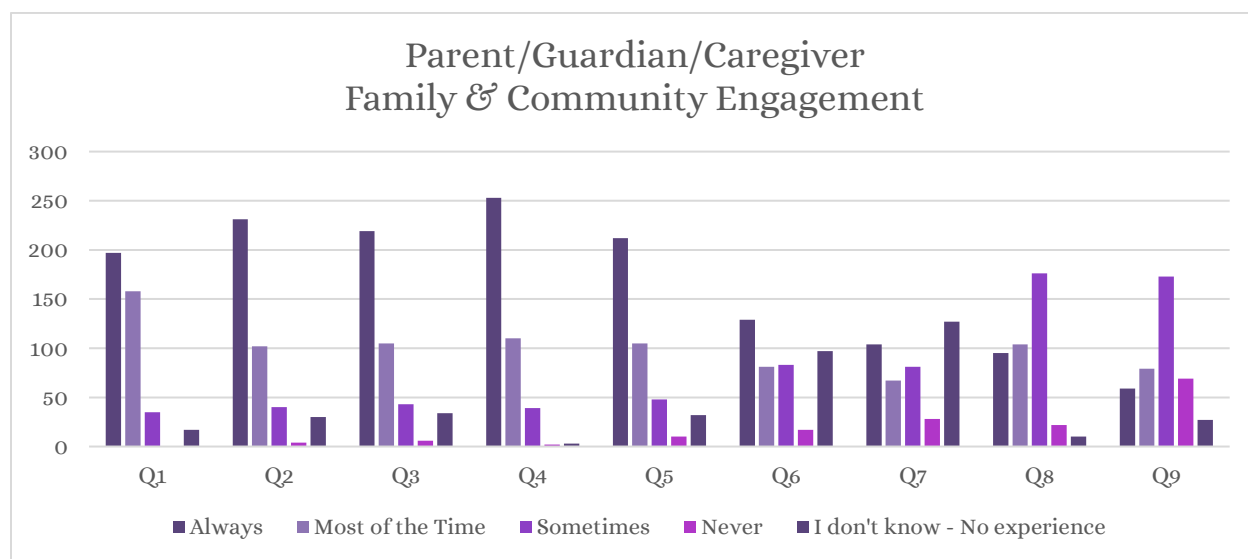
Suspension, even for one-half of a school day (including lunch) and a pause from after-school activities (while in school after the ISS).
Students are not allowed to share thoughts and opinions that threaten others.
Students are not emotionally safe when they are able to have their phones during class. Also, students are often allowed to roam the halls and go to the cafeteria, where they're unsupervised. In regards, to each student being unique, I feel that some groups of students were not considered when they ordered the new furniture.
Students with emotional outbursts pose a physical threat to both students and staff when they are kept in the classroom without repercussion. The failure of the district to respond immediately with appropriate interventions puts all students at risk, both physically and emotionally. Within the last few years that has been a rise in students with these behaviors, and the district's response has not been adequate.
The girls at [redacted] are very clique-y from at least [redacted] up and a lot of this happens at lunch and recess. Would like to see greater intervention by staff to have the kids focus on being more inclusive
The instances where my answers are sometimes - are few, but there have been situations where I believe some students should have been disciplined and were not. I also hear consistently from my children they do not feel supported when advocating for themselves academically - i.e. they don't believe going to a teacher about a grade or feedback they don't agree with will result in anything - in fact they think it will do more harm than good.
The last two questions are difficult to provide valid data for, as I am not sure how all the teachers treat all the students. I can only really answer for myself. Also, I am not always informed how disciplinary actions are imposed.
The level of discipline brought often depends on the student.
The question regarding "sharing thoughts" is dependent upon "what" is being shared and whether that is appropriate to the class subject. For example, you wouldn't address current events in math class which could be discussed in Social Studies.
the schools and district are open to new ideas and suggestions.
The teachers are worth the challenges both of my children have faced.
There is a [redacted] teacher who makes inappropriate assumptions about cultures and students from those cultures
There was a student in my son's [redacted] class [redacted] [redacted] [redacted] Due to the extreme privacy measures imposed on the school, parents of the other 21 kids in the class were completely in the dark about the reality of what was going on in the classroom and when we asked about it, they could give us zero details so we are left with the stories told to us by [redacted]. This is the same year that a 1st grader shot a teacher in Virginia. So I'm going to say that while they say that the safety of the children and the staff might be a top priority, the rules and regulations that have to be followed to a "T" do not allow the ACTUAL safety of the students and staff to BE a priority.
These questions are great...as a parent, I feel like I have no idea how to best respond to these questions. There is not so much a community or community events post-covid and post-new principal.
They should be more strict with the misbehaviors in [redacted] - [redacted] [redacted]
This year is challenging as my student is in a classroom with some behavior issues. There have been instances the entire class has been reprimanded and/or threatened with disciplinary action when the behavior is specific to a recurring group of students. Early in the year the disciplinary action impacted school work as the class was not able to work on a writing project as "punishment." This is per my young student. My student has come home many times crying and upset and asking to be moved to another class



or school. She previously loved going to school and still loves learning, but she is unhappy and very frustrated this year.
Unmonitored students during lunch are often arguing, using inappropriate language, and creating an environment that is neither emotionally nor physically safe for their classmates.
Varies by teacher
We (staff and students) are not allowed to share traditions and customs centered around holidays.
We have been disappointed with the feedback we've heard from our son regarding recess and lunchtime supervision
We have had mixed experiences at the elementary and middle school levels and in the town in general.
With such a high focus on diversity and inclusion it seems that students who are white, associate with sex born and heterosexual are discriminated against. The full concept of inclusion is missed.

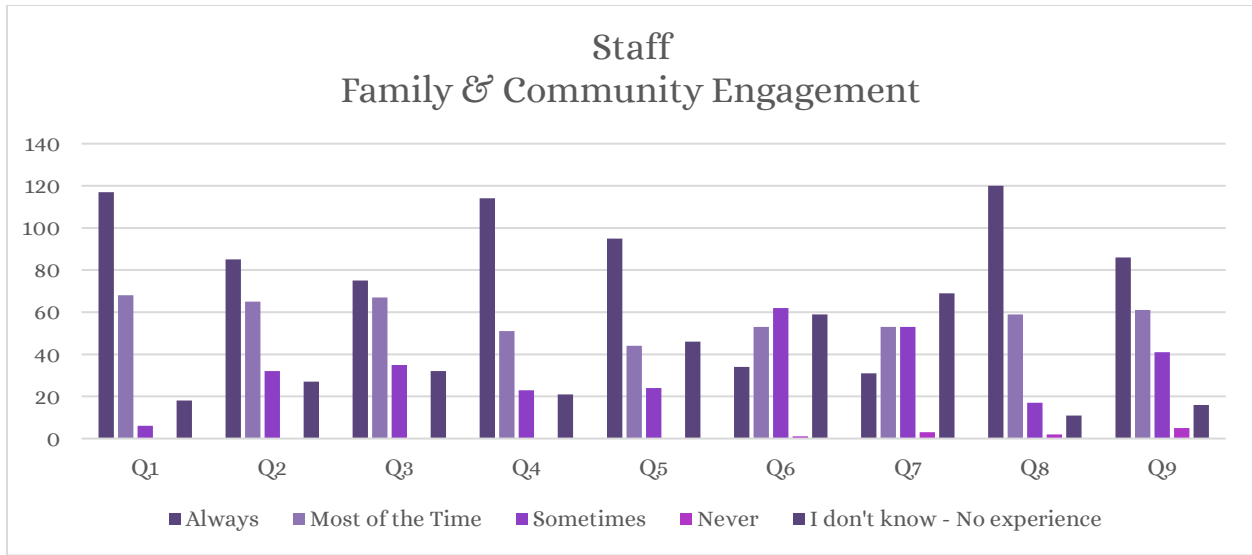
Section 2: Family & Community Engagement

- Q1: Staff members treat families fairly.
- Q2: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q3: District-level communication is inclusive and sensitive to different family dynamics.
- Q4: Families are encouraged to participate in school activities.
- Q5: Families are encouraged to participate in district-level activities.
- Q6: Community members are encouraged to collaborate with the school on projects.
- Q7: Community members are encouraged to collaborate with the district on projects.
- Q8: I am involved in the school and a part of the school community.
- Q9: I am involved in the district and a part of the district community.

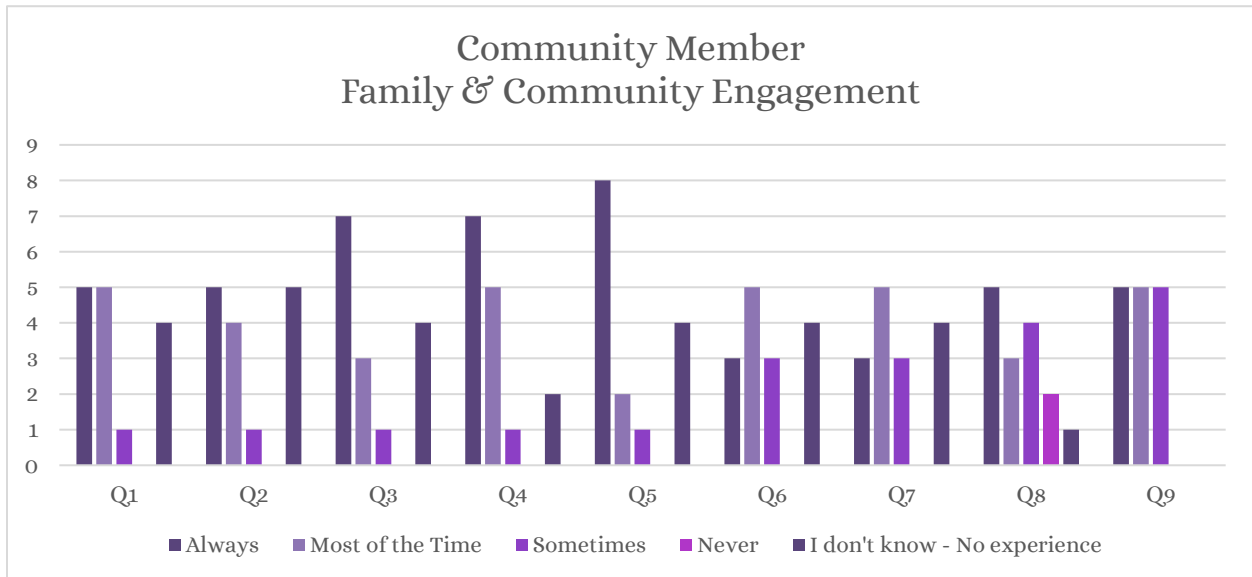


Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	48.40%	56.76%	53.81%	62.16%	52.09%	31.70%	25.55%	23.34%	14.50%
Most of the Time	38.82%	25.06%	25.80%	27.03%	25.80%	19.90%	16.46%	25.55%	19.41%
Sometimes	8.60%	9.83%	10.57%	9.58%	11.79%	20.39%	19.90%	43.24%	42.51%
Never	0.00%	0.98%	1.47%	0.49%	2.46%	4.18%	6.88%	5.41%	16.95%
I don't know – No Experience	4.18%	7.37%	8.35%	0.74%	7.86%	23.83%	31.20%	2.46%	6.63%



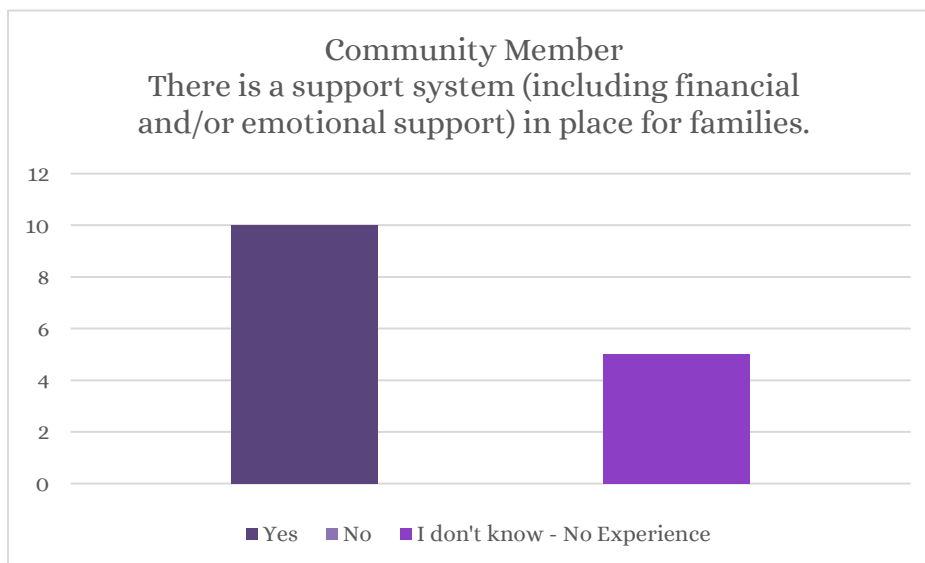
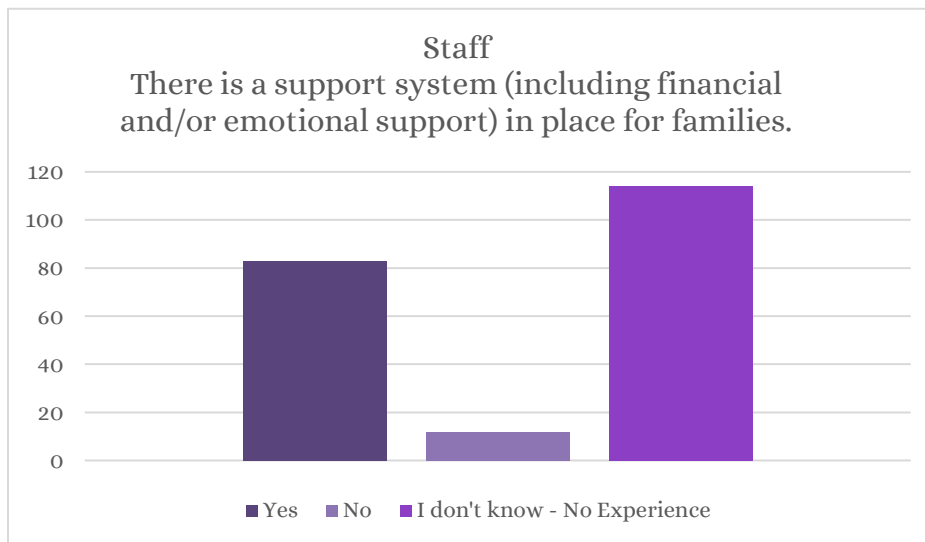
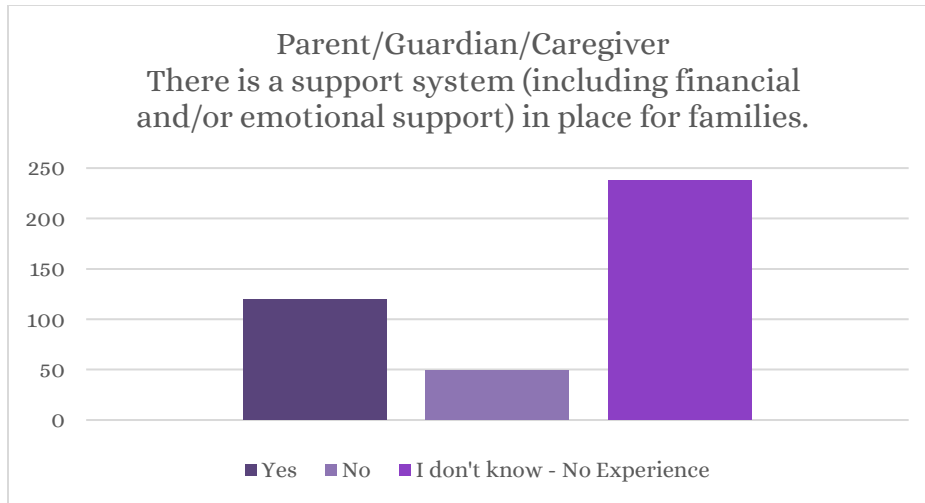


Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	55.98%	40.67%	35.89%	54.55%	45.45%	16.27%	14.83%	57.42%	41.15%
Most of the Time	32.54%	31.10%	32.06%	24.40%	21.05%	25.36%	25.36%	28.23%	29.19%
Sometimes	2.87%	15.31%	16.75%	11.00%	11.48%	29.67%	25.36%	8.13%	19.62%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	1.44%	0.96%	2.39%
I don't know - No Experience	8.61%	12.92%	15.31%	10.05%	22.01%	28.23%	33.01%	5.26%	7.66%



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	33.33%	33.33%	46.67%	46.67%	53.33%	20.00%	20.00%	33.33%	33.33%
Most of the Time	33.33%	26.67%	20.00%	33.33%	13.33%	33.33%	33.33%	20.00%	33.33%
Sometimes	6.67%	6.67%	6.67%	6.67%	6.67%	20.00%	20.00%	26.67%	33.33%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	13.33%	0.00%
I don't know - No Experience	26.67%	33.33%	26.67%	13.33%	26.67%	26.67%	26.67%	6.67%	0.00%





Referring to the question above, if you identified supports in place, what are they? If you did not identify supports in place, would you like to see any supports implemented?
504 and individual education services
Adult education in the evenings.
AFAIK - only the CST and counseling services are in place, but counseling is not for out of district students
As a parent with a child who receives speech services, there are many supports in place to assist students with individualized learning plans. Additionally, we meet annually to discuss student progress.
Assistance and forums or groups w other patients about how to navigate the curriculum of the schools, especially in middle and high school. Need more transparency in enriched and advanced language arts and math.also there should be opportunities for kids who want to advance to be able to take summer classes for credit so they can accelerate their math level. It's it not clear to parents that
Better counseling and access for students
Better understanding around US education system.
Communication with Empathy, Encouraging kids to make mistakes and learn
Counseling
Counseling and community support has been given in the past during families' time of need such as death or illness of a spouse
Counseling and webinars
Counseling Department
Counseling Department - Consortium
Counseling, access to principal/VP
Counselors have always been available to support my children in all ways.
counselors, nurses, administrators
emotional of the current counselors at AWR which have been very good
Emotional support for kids in need but more is always welcomed.
Emotional support.
Excellent School Counselors in [redacted]...
Free lunch for students that need it and counseling services for families that need it.
Good support for different kinds of learning.
Guidance counsellor team at [redacted] is very supportive and responsive
Hire more counselors & full-time behaviorists asap. Major behavior
How to study class & get organized - A Learning Strategies class.
I believe if an individual or family had a need, they could approach the school and be directed to the right location either at the school or in the community.
I believe the school counselors are there to help children - not sure how far it extends to families - and I know the SEL initiative is a big one in the district. New Providence has the Community Service Association to give financial assistance to families and sometimes the schools will refer people to that organization for assistance.
I don't know what I should even expect.



I have noted that the school and district administration have provided emotional support in times of crisis. I can speak to financial support
I see a lot of meal trains when a family is struggling or recovering from illness
I think more community events, more get togethers for kids especially during winter months.
I think that older elementary students need more social and emotional support throughout the school year.
I would like to see more SEL programs incorporated and I would like to see more inclusive celebrations or acknowledgement of different holidays celebrated by students.
I would love to see teachers given more training on how to support and compassionately discipline kids who have learning differences. Counselors should also be empowered to advocate on behalf these students when appropriate (eg if there is an issue with a teacher, or for access to a class). In a dream (if the budge were there!) it would be So helpful to have access to an executive functions coach.
If there are supports, they aren't made obvious.
It depends - I think there are some supports in place but they are not always effective, specifically in the emotional support space.
It will be nice to have a mentor system for parents with younger kids to get more first-hand info from parents with older children about requirement for homework, school projects and activities, how to improve children's reading, writing or math, and tests.
Lunch program, counseling, mental health initiatives, food pantry
Many staff members with a multitude of experience and disciplines. My child with an IEP has been overall well-cared for and the staff that work with him have been conscientious, knowledgeable and caring. They always take a team approach and have partnered with me to give him the supports he needs to make progress in his academics and find ways to make meaningful relationships at school. My child's mental health is always considered, as part of the plan. More social group offerings would be great, as the sports club program for special services has been a wonderful experience, and helped my child learn how to interact with others and play games in an environment with special needs considered. Support staff always make themselves accessible when needed, and are dedicated and caring.
Mental health is not treated well at all
MH & counseling support,
More social emotional support, especially for kids who might not have a plan in placez
[redacted] were very understanding and helpful when we had an issue with our child this year and helped us work through the issue.
My daughter feels comfortable reaching out to the school counselor.
My kid has anxiety. Efforts around supporting his treatment for this condition are coming from us reaching out to school.
Not sure if it already exists but I would like to know that there are quality counsellors available to students for all kinds of mental and emotional issues, even difficult cases.
Not sure what financial support is provided and how to be qualified
NPSD could take a page from private schools that assign a "buddy family" for new students/families entering the district. Especially if you have older children, where it's hard to break into new social groups.
redirect DEI consultant \$\$\$ into supporting local families, as needed!



reduced meals, counseling screening-referral
Reduced or free lunches for kids, school counselors available to students and parents, informational sessions for parents, school PTA open to all and ready to provide support or information about support, SEPAG group for parents of kids with special education.
School and district staff is always available
School counselor, nurse
School counselors and district staff are always available for help
School counselors and teachers
SEPAG
Sepag group
Special services
Staff and administration are very approachable.
Staff and administration is very approachable and empathetic.
Students with reoccurring behavioral challenges are in the classroom. They act out, but I'm not sure if they're receiving the proper care and assistance or if the school is creating the behavioral challenges worse by their course of action.
Students with Special needs/IEP feeling less isolated
Teachers and administrators always available to help
Teachers and nurses have time for questions and try to work with parents on visits and reading days.
Teachers are responsive and take an active interest in what's happening with our children. The counselor resources available to students are appreciated!
Teachers are very caring and proactive in outreach.
The [redacted] have been very receptive to communication about any concerns we had for our child during the course of the school year.
The guidance department steps in when necessary to help students who may be struggling with different emotional needs. The school administration works with to support students that may be exhibiting a situation where financial assistance is needed.
The guidance office is available, the [redacted] personally responds to parents' concerns.
The kids definitely need a lot more support and education on emotional social challenges.
There are financial programs to apply if needed and there are school counselors which the students do use..
There are supports in place but only certain children can access them. I was a parent of a second grader having a very difficult time at home and getting to school and was told because he was not disruptive in class he could not see the guidance counselor.
There is a community group to help with financial needs and families who might be struggling. Emotional support is something that isn't the responsibility of the school district.
There needs to be more counselors and time for students to see the counselors
While SEPAG exists, responses for assistance are extremely slow and the little information provided is often unhelpful.
With a child with behavioral health issues we know first hand there is support in place
Would like to see support in place
Yes I would like to see what kind of support is provided.



Yes, impact of covid on student's emotion state
Access to mental health resources for students
Again, using the ELL population as an example, I would not say that their families are provided with many opportunities for involvement or support systems.
Bilingual counseling has been made available although it's limited compared to access to English speaking counselors but a step in the right direction.
Cannot identify emotional supports for families
Child Study Team, School Psychologist
Counseling , Guidance,
Counseling services for students and families
Counseling supports. Funding for students to participate in activities if they are on the free/reduced lunch list
counselors and administrative team members
counselors, nurses, administrators
Counselors, School Aides, Administrative Staff, Nurse
Covering the cost for a field trip, yearbook, class t-shirt as well as free and reduced lunch.
Empathetic staff
Families can receive financial assistance through reduced-price or free lunch at school for their children. We also have 2 guidance counselors at our school as well as an extremely responsive principal and vice principal who often meet or have phone conversations with parents about specific emotional needs of students and families. In addition, our school has an I&RS (Intervention & Referral Services) team that consists of the nurse, vice principal, guidance counselor, and teachers that meets with families to discuss students that are struggling and ways to meet their academic as well as their emotional needs.
Families who struggle financially have asked for help getting an instrument for their child so they can participate in the music program. The instrument rental company also offers their enrollment packets in Spanish.
Financial support is given to families through our student activities account when they may be unable to pay for a AP test, field trip, etc. Our counseling department and administrative team offers emotional support for all parents.
Free and Reduced Lunch, Counseling Services
free and reduced lunch, guidance counselors, teachers, pta helps to pay for field trips for the students
Free/Reduced lunch applications, chains of process for students who may need special services, attentive staff and counselors, open lines of communication for parents
Free/reduced lunch, fee waivers, local support for students/families in need.
I am not sure about Financial or emotional support. However, a behavioral support or family training support program would be beneficial to EVERYONE! I used to run a program like this with [redacted] for all of the general and special education preschool families and I know how much they appreciated the suggestions and support. Additionally, I also made a huge impact on numerous families in the Full Day Pre-K Program with hands-on training, individual and group training, and classroom observations. So many of those families and students' lives had socially significant changes in both the students behavior at school, at home, and their overall quality of family life. A support program like this could help alleviate some of the challenging behaviors the



<p>students are displaying in school, especially as an Early Intervention Incentive (Pre-K - 2/3). Additionally, the positive impact it would have on the overall learning environment and atmosphere in the classrooms would be so very welcomed!</p>
<p>I am not sure about resources for families. There is a social worker for both middle and high school students but I don't know if there is a program that works with families. A counselor recently started a food bank for some of their students with food insecurity but I am not sure how it is implemented. There are programs within the town, but I am not sure if they extend from the school.</p>
<p>I am not sure. My experience is that the staff in the classroom and the office are eager to help, regardless. I have asked for help on numerous occasions and i have never felt neglected. The supports are usually reaching out to the families and/or providing direct assistance when applicable.</p>
<p>I believe that we need to provide more for students with extreme behaviors. There is no response and we constantly expose children to unnecessary stress because we don't focus on the issue at hand.</p>
<p>I do not know about financial supports, but there families are provided with supports through the guidance offices and ESL staff members.</p>
<p>I do not think we provide our under privilege students anything other than the free and reduced lunch. We could also offer a way to get school supplies and support for college related expenses. There is not nearly enough support staff for the SEL component. There are no safe spaces for these children to go when emotional support is needed and the two support staff is already in use.</p>
<p>I have not seen these supports. One support with family and community engagement that I saw in my prior school district is a newsletter sent out by the building principal each Sunday to discuss activities and events for the coming week.</p>
<p>I know that some of my students and their families have receive financial help for trips and club activities. Confidentiality keeps me from knowing more.</p>
<p>I would like to have more information about this. I know [redacted] students have certain things subsidized, but that is the extent of my knowledge on the subject.</p>
<p>I would like to see an increase in both financial and emotional supports for families</p>
<p>I've observed families being offered financial support for additional school expenses like field trips and class supplies in a private, non-judgemental way. Any student I've ever observed with emotional support needs has been supported immediately no matter the situation.</p>
<p>More mental health resources, access to ELL families (many don't know about program and extra-curriculars that are available to them and their children).</p>
<p>New Providence is an affluent town. Most of the families in town are well off and don't really need supports. However, I don't believe that we do enough for the families that do struggle financially or emotionally. I'd love to see the school district take actions through promoting a night ESL class for families that have immigrated here and are struggling to learn the language. Additionally, when it comes to our SLIFE students, we need to be more understanding of the fact that these kids have escape intense situations in their home countries, are most likely here by themselves, and are working full time ON TOP OF SCHOOL to provide for themselves and their families. I also think at bare minimum, we should be communicating with these families in their native languages.</p>
<p>Open access to information, continual communication.</p>



Our school offers free and reduced lunch; we work with the PTA to provide assistance to those families we have identified. As a school, we have purchased coats, clothing, and other essential items to support families in need. We also direct families to local support groups.
Programs for parents about emotional support
PTA and a community organization (CIA)
PTA, Community Assistance Programs, County and State Assistant Programs
School Administration, Counselors, Staff and Police provide tremendous level of support for families.
School Counseling, CST, Crisis Counselor, district website resourcescu
Subsidized lunch and school Counselor
The Parent Teacher Association and NP has a community involvement group - (I believe it is called CAI)
The PTA provides admission to events for students who need financial assistance.
There are counseling services available for families and students.
There are no funds for students to participate in NON-ATHELTIC functions such as field trips, etc. if they are able to afford them. This is also reflected in the District's inequitable bussing policy for trips. Sports and competitions are paid by the District while academic endeavors must be paid for by the students. This is not only backwards for an academic institution, but also highly inequitable,
There are supports in place, but not necessarily formalized or consistent, other than families identified for free and reduced lunch.
There are supports offered, but not on as a “system “. It seems that it occurs on an individual basis with involved staff scrambling to find what is available to support families.
There is a program for free/reduced lunch. The PTA will help students in need by donating school supplies and spirit wear. There are counseling services provided to children. Also, parents are able to seek assistance as well. We have an ESL teacher that is a facilitator to families that speak different languages. The district also belongs to a consortium with surrounding towns that provides meetings to help parents learn how to best support their students emotionally, academically, and socially. There is also a SEPAG group that helps promote inclusion, understanding, and respect for all students.
There is emotional support for families in need. The school offers financial support (free or subsidized lunch). At times, the school community raises funds for families who have experienced a setback or crisis.
translation services
My student daughter went through a difficult time with both her pphysical and mental health. The District and the school provided support structures for both my daughter and myself. There was also follow up during each step of my daughter's journey.
We do have school counselors who give parents lots of resources in terms of emotional/financial support.
We have a strong counseling department who are always willing to work with students and families. This group includes our crisis counselor and student assistance counselor. Our counselors are tremendous resources for both emotional and financial support. Beyond the counseling department, we are lucky to have a secretarial staff at the high school and middle school who are extremely knowledgeable as well and can answer a multitude of questions.



We have free or reduced lunch. We need Translated communications, we need a breakfast program, and we need a program that reaches out to the families who receive free or reduced lunch
We have incredible social workers in our building, and they do an amazing job helping our children deal with their emotions
We work with parents to help them find emotional services outside of school if needed. Other than sometimes doing a holiday drive where we donate gift cards to families in need, I'm not aware of much financial support. One thing to add, it would be nice to be knowledgeable on how to assist families with medical support.
Yes, social emotional roundtables once a month. Student surveys about changes they would like to see. Inviting parents to eat a breakfast with their students once a month.
Counseling Department /Administrators
██████████ Need more mental support
there are various supports for different scenarios; if one does not exist, open communication often leads to supports being put into action. The district also holds periodic forums for just this purpose.
Counseling services, Special services (academic, ESL, Special Needs, and financial), emotional, school nurse
Counseling Department - in school counselors - administrative staff

Section 2 Comments:
I would like to see more parent involvement. I always see the same parents raising their hands. Many families use our schools and community resources, yet they don't give back with their time or \$. This frustrates me.
In a district of this size, I am not convinced that the school enrollment process at the central office needs to be so rigid and as a result, possibly inaccessible, to immigrant families, illiterate parents or parents unable to complete the process online.
Although there are supports in place, such as bilingual counseling and reduced or free lunch, we do not provide translated documents to families that don't speak English. The documents that parents must sign (located in PowerSchool) prior to start of school indicating their pickup procedure from the elementary schools and emergency notifications are only available online in English. Many Spanish speaking parents have never completed these "required" forms and there is no followup from the district to ensure we have the information we need in an emergency situation. Additionally, the report card itself is only provided in English. Fortunately, many teachers do translate their comments. On the other hand, the school has been very supportive in providing opportunities for some of these same students to have access to extra academic support, specialized classes specific to their needs, and financial support to attend field trips or end of year activities. They even provide free instrument use for those students interested in joining band or orchestra. The also PTO is very supportive of financial needs of families by providing tickets to events at no cost, certificates for free books at the book fair, etc.
As a divorced parent, I feel that I am sometimes left out of communications and they are only sent home to my kid's mother.
As a parent of children who have successfully completed their time in the high school system, I answered in part as a retrospective and in part as a person not involved with the school system.
As a parent, I didn't really understand the need for this consultation company and had no idea what an "Equity Landscape" even meant. I also don't understand why the parents weren't



“allowed” to have the HS students survey emailed to the parents for them to review. I went to the NPBOE and read the student survey, under the watchful eye of the NPBOE staff member who had to be there with me while I read it. I read the survey (it was long and much more emotionally triggering questions than the parent survey)...but still don't understand the reasoning behind not just being transparent about the HS students survey! Why make parents go in person to read it? What's the big deal about email the students survey to all the parents? That in itself was a red flag to me as a parent. Anyway, after I read it, I said that of course! My kids know this! NPSD has been teaching “Character Education “ since elementary school. And, we teach our kids to treat others as you would like to be treated. I feel sad that this consultation company is needed. The HS Survey was fine,, if not a little sad,, for it to be necessary. My advice is to be 100 % upfront with parents and use language beaten down parents understand! If some parents can't handle the honesty, then these issues are beyond the control of the schools because these are basic human kindness behaviors and ideas that really are learned from the home and family life of children. Good luck and God Bless.

At the high school level, I don't necessarily think the parents should be as involved in student activities. I think they should support student activities (seeing games, shows, exhibits...), but I think the students should be the participants by the time they are in high school.

Although there are supports, are families made aware of them in ways that are accessible to their family? Important information/weekly communication is often sent in a singular language.

District communications are too 'old school' in their design and execution. The district website is very old and not easy to navigate and all district communications are sent via pdf files, which cannot be accessed on people's phones and are impossible to go back and search based on the subject.

During difficult times tried to access free or reduced lunch. Filled out application and sent in, never received a response. Emotional support is thought to be in place but isn't really effective in helping students.

Hard to define when and where collaboration occurs. Does the district have meetings for the district families to attend, yes. Do they take feedback and do things outside of what the districts parents provided on their own, yes too. So just because you have the meeting but have your mind made up and do what you want is not collaboration.

HS is its own beast. No fault of administration, but be realistic that it is that way.

I am an ESL teacher, and there are some teachers who will translate report card comments for families, but this is not common practice among all teachers. Also, the district does not always send home all communications to families who speak other languages in their home language.

I believe they encourage all families to become involved, but when some families do - they're assistance seems to not be welcomed - hence the same families continue to volunteer.

I do not entirely understand what is meant by collaborating with the school or district with projects. I feel we are invited to attend school run events (concerts and such) or can participate on events through the PTA, through which, funding is provided for "projects" such as the SB Library enhancements. I do not feel these "projects" are widely communicated. At this time I am not aware of any educational projects to collaborate on. There used to be school projects worked on at home such as the Family Tree project or Wax Museum but those have all discontinued. My children do not bring any projects home to work on. Nor are there any large-scale educational projects that occur in the surrounding towns, like Summit's "town project."

I do not know how other staff treats families. Some activities are student only due to space - families are not invited. Who wants their parents at the school dance with them anyway?



I do not see any evidence that the district provides a safe space for emotional or financial support. This needs to get better or more offerings have to be better communicated or advertised
I do not think there is enough open collaboration between the school / district with parents. Parents want to be involved. Aside from a few PTA events, there aren't other opportunities or opportunities for open-to-listen discussions on what else we can do to improve our schools or learning opportunities.
I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.
I don't quite understand the "inclusive" and "sensitive" for correspondence. It's factual/informative/schedule information. It would be difficult to make it "exclusive" or "insensitive" and I have never encountered any correspondence from the school I would consider as such.
I feel our district information should be translated into Spanish and other languages where we have significant populations of ELL students. I feel we should have more supports for newly arrived students in the high school.
I have never noticed anything insensitive in the school communication. But I think those questions are best answered by people w non traditional family dynamics. My family is ordinary. I may have a blind spot. The school encourages participation through its communication. I donate money or goods throughout the year.
I haven't needed this services yet (hopefully never, maybe they already exist), but there should be counseling for grief & bullying. Financial as well as this is an expensive town with minimal housing options. It would be heartbreaking for a child who's spent his whole life here to have to change schools due to a hardship.
I strongly believe that in today's world, our children need a good, quality mental, emotional, and spiritual support at all levels in order to prevent substance abuse, depression, anxiety, etc.
I'm curious what type of financial support a district would be able to provide since it is a public school system that is funded by the taxpayers.
It is difficult to become involved with the PTA as a working parent. Meetings are held during the school day.
It would be great to bring in more programs or community members to share more cultural aspects of their life to bring awareness and knowledge of different customs.
Lots of opportunities for people to get involved if they want. As far sensitivity to family differences, I'm a single parent with a bi-racial child, and we've had a great experience in the school district.
Many parents have tried very hard to be part of the district community, including and not limited to offering to volunteer, raise money, and partner directly with the Board of Education. The [redacted] and the Board of Education have been very clear that they view communication as a one-way street and have no interest in community members participating or helping. The Board of Education is happy to hear praise, but if community member provides any constructive feedback, they are targeted and discouraged from any future participation.
MH issues with teens is at an all time high. The district has made great strides in SEL but needs to do more. Students are going to nurses office when having anxiety, depression, panic attacks, avoidance, etc. and there are not enough trained therapists, psychologists or counselors to handle the volume. The counselors are great but have many other responsibilities e.g. scheduling, college



stuff, etc. and may not have bandwidth. There needs to be a WELLNESS CENTER that attends to both physical and mental health and has a safe place for kids and teachers to relax, calm down, regroup, recharge, etc. This needs Wellness Center should have connected facilities for private therapy, counseling so kids there for a band-aid are not in the middle of a MH crisis. The NPHS and MS need therapist on call at all times in case of a MH issue. Current facilities for counseling/psychology/crisis and if you are sick and need to go into a room to lay down are COLD, uninviting, feel like a jail cell with cinder block, no windows and hard furniture. MH of LBGTQ population is of concern given statistics so this recommendation would help this group but also would help all students and teachers!

My [redacted] is having emotional therapy weekly sometimes twice a week, the school and counselors have been very active in supporting our efforts to help her move forward.

No supports for single-parent with full time job. After school programs are limited spots

open communication is encourage; many changes over the years happen based on individual conversations becoming larger solutions.

redirect DEI consultant \$\$\$ into supporting local families, as needed!

School communication and events are biased towards English speaking nuclear families. Providing interpreters and childcare at school events, or holding family meetings after school hours would better serve the diverse family populations.

School communications are not routinely translated for ESL families.

Some districts include a statement that no child will be denied the opportunity due to financial constraint. This reminds all community members that we have students and families in our schools with less, and that those who can are always welcome to give a little more.

Some flyers/emails are sent to parents in other languages, but not all communication from the school is available in different languages.

Teachers do not often have an opportunity to meet and collaborate with teachers in the other buildings. Sometimes it feels isolating and like the schools are functioning as separate entities and not as part of a single district.

Test

The biggest problem with the culture of our school district is that we have a history of [redacted] behavior coming from both [redacted] and [redacted], including [redacted] [redacted]. If a community member brings up a concern that they disagree with, they quite literally shut that person down and publicly try to shame them. There's a key example that US2 consulting should know about. On February 24th, 2022, there was a Board of Education meeting, and many parents attended because the district had announced it was going mask optional. Many parents had circulated and signed a letter saying that they had serious concerns about this policy due to kids at home who could not be vaccinated legally at the time. The parents presented their concerns respectfully during the board of education meeting. Unfortunately, at the end of the meeting, [redacted] [redacted] launched into an only could be described as a tirade. [redacted] said that [redacted] expected that you "mask people" to show up. [redacted] spent the next 5 minutes yelling at concerned parents, telling them that they're concerns were invalid and that they were being grateful and that they just need to step up "and be parents". This was clearly an intentional attempt to intimidate community members with viewpoints that deferred from [redacted] and to discourage other parents from speaking up in the exact form intended for public expression to the board. This board meeting was videoed and shown on YouTube, but I see that the video has since been taken down. I suggest that you try to access the video and view [redacted] [redacted] inappropriate intimidation of parents. I also urge you to ask [redacted] about this



directly. We cannot accept the [redacted] of our district acting in a way that actively discourages the viewpoints of others and ignores the legitimate concerns of large segments of the population.

The grading process for high school without A+, A and A- differentiator puts our kids at a disadvantage when it comes to GPA.

The teachers and [redacted] program are worth the lack of diversity and small town politics.

The teachers of ELL students work tirelessly to support English Language Learners and their families. The ELL teachers go above and beyond to support families of ELL that have limited education or limited financial means. These teachers ensure that they have winter coats, attend school, work with parents that are illiterate, etc.

There has been a resistance to moving away from mother/son, father/daughter events. It's difficult to participate in PTA meetings because they are never at a consistent time/day. It would also be helpful to continue to create a zoom presence at the meetings for families who have childcare issues or who can view from home/work, but cannot attend in person. The meetings are not inclusive and/or accommodating.

There is almost zero communication from the district and home school if your child is out of district. And what little we have, we've had to request - often multiple times. Further, the after school district activities offered are limited in scope and interest, and simply not appropriate for my child to be isolated as opposed to opportunities to be integrated.

There should be common ground for all students to be treated equally by each other.

We have found that the word "racist" is used in the wrong intent and thrown around hurtfully. Also, negative remarks are made towards being white and/or heterosexual. We have had many times our child is referred to as "too white" or a loser for being in a heterosexual relationship. Everyone should be accepted and not be bullied with statements that can define them with no justification.

This survey is infuriating it saddens me that we are wasting valuable resources on this agenda.

We are working parents and it is hard to participate in school activities

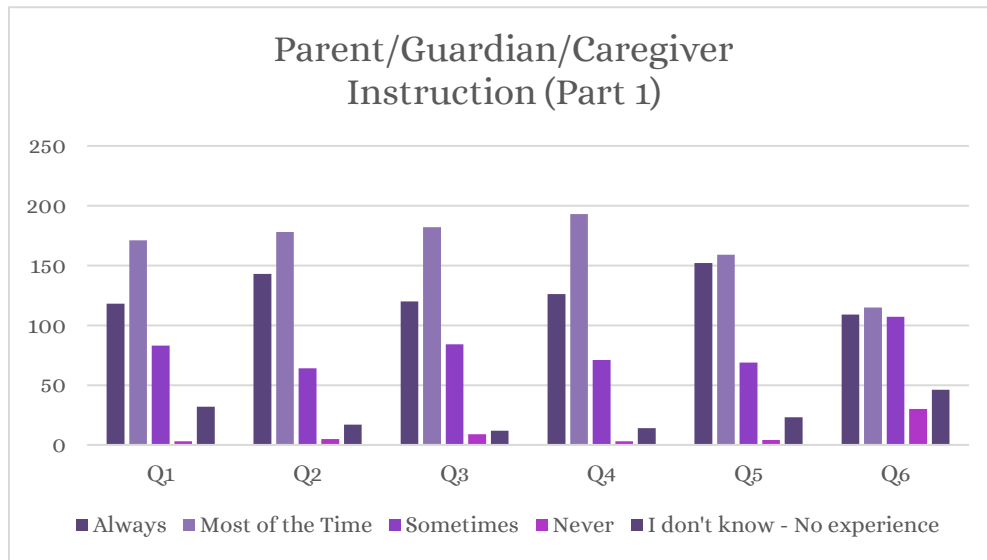
We need more programs for ESL families

With regards to divorced families, sometimes communication goes to only one household and not the other. Including both households would be preferred.



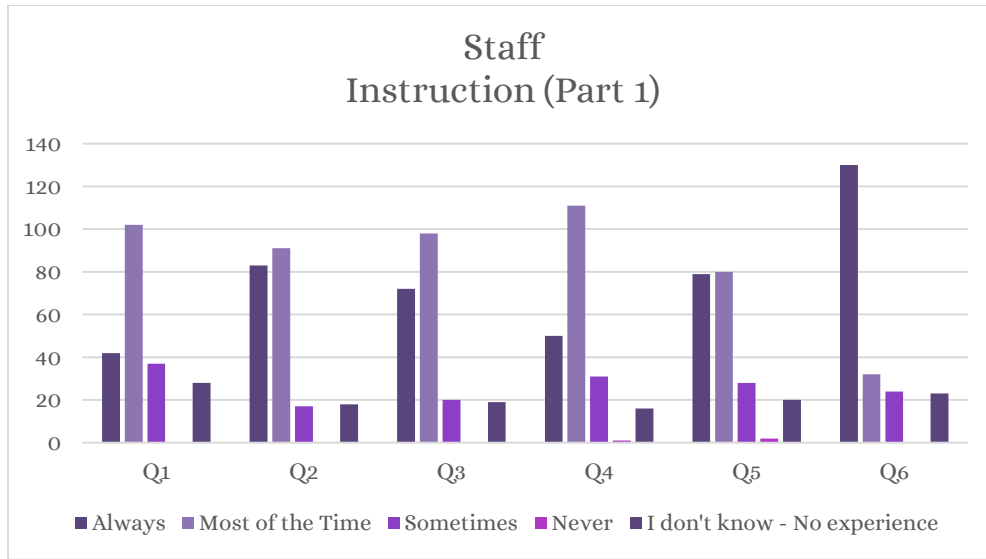
Section 3a: Instruction

- Q1: Students are engaged with material and taught from multiple perspectives.
- Q2: Students are given the opportunity to learn at their level and given supports, when necessary.
- Q3: Students are challenged appropriately to achieve their highest potential.
- Q4: Students work together in a collaborative environment.
- Q5: Students are assessed in terms of growth.
- Q6: I have the opportunity to see curriculum being used with students.

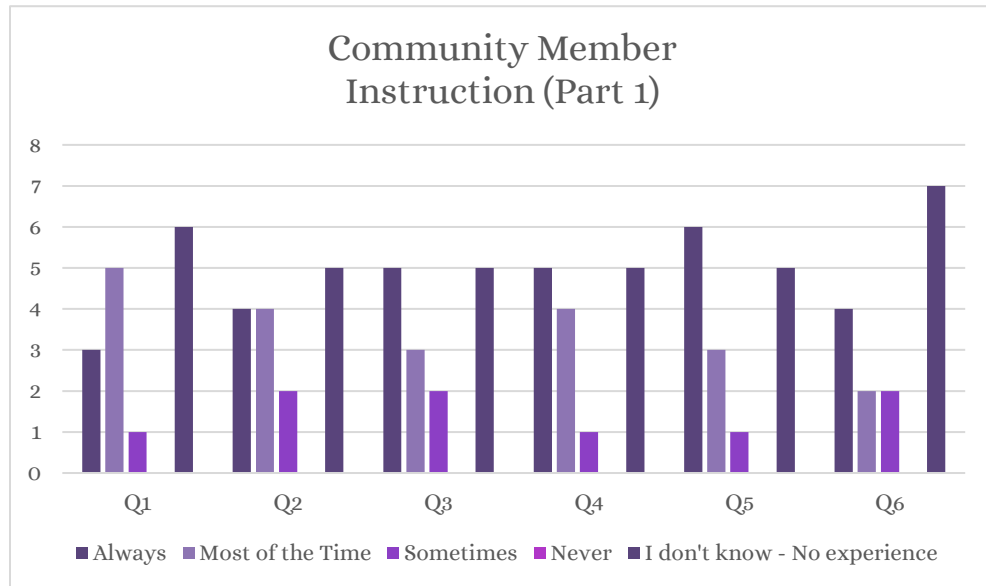


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	28.99%	35.14%	29.48%	30.96%	37.35%	26.78%
Most of the Time	42.01%	43.73%	44.72%	47.42%	39.07%	28.26%
Sometimes	20.39%	15.72%	20.64%	17.44%	16.95%	26.29%
Never	0.74%	1.23%	2.21%	0.74%	0.98%	7.37%
I don't know - No Experience	7.86%	4.18%	2.95%	3.44%	5.65%	11.30%





Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	20.10%	39.71%	34.45%	23.92%	37.80%	62.20%
Most of the Time	48.80%	43.54%	46.89%	53.11%	38.28%	15.31%
Sometimes	17.70%	8.13%	9.57%	14.83%	13.40%	11.48%
Never	0.00%	0.00%	0.00%	0.48%	0.96%	0.00%
I don't know - No Experience	13.40%	8.61%	9.09%	7.66%	9.57%	11.00%

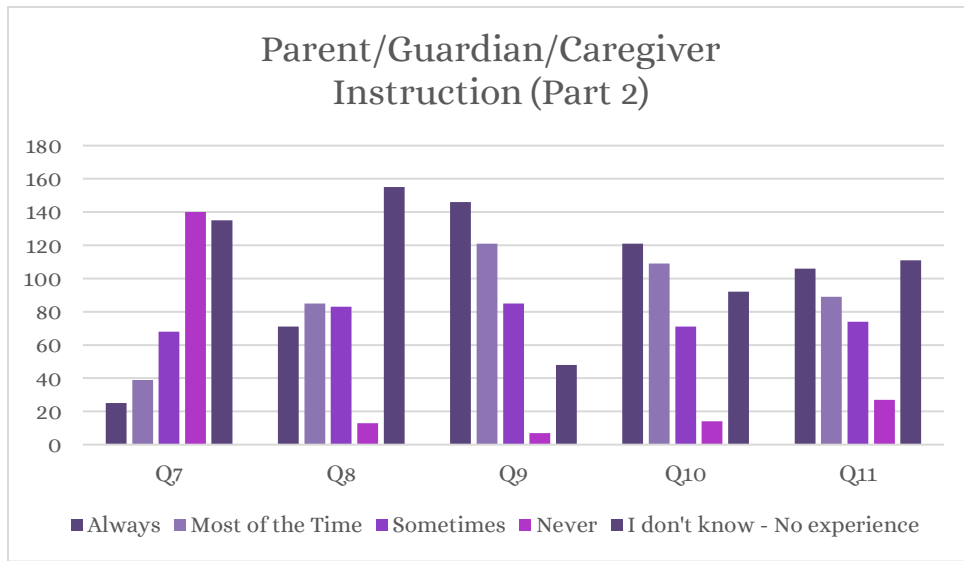


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	20.00%	26.67%	33.33%	33.33%	40.00%	26.67%
Most of the Time	33.33%	26.67%	20.00%	26.67%	20.00%	13.33%
Sometimes	6.67%	13.33%	13.33%	6.67%	6.67%	13.33%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	40.00%	33.33%	33.33%	33.33%	33.33%	46.67%



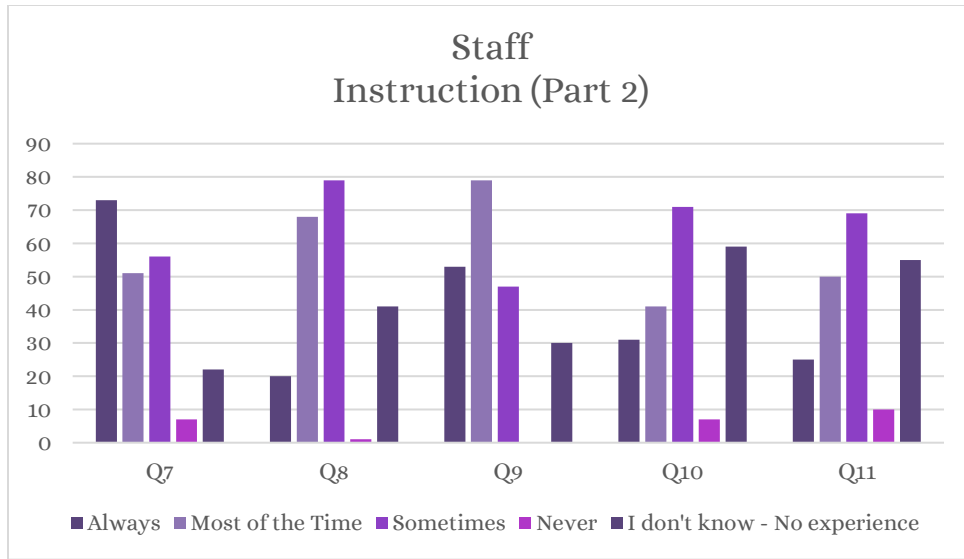
Section 3b: Instruction

- Q7: I have the opportunity to impact curriculum being used with students.
- Q8: Students are provided the opportunity to see themselves in the curriculum.
- Q9: Students are provided the opportunity to understand how people are alike and different.
- Q10: Students are taught concepts around justice and injustice.
- Q11: Students are empowered to take action around justice, equity, diversity, and inclusion issues.

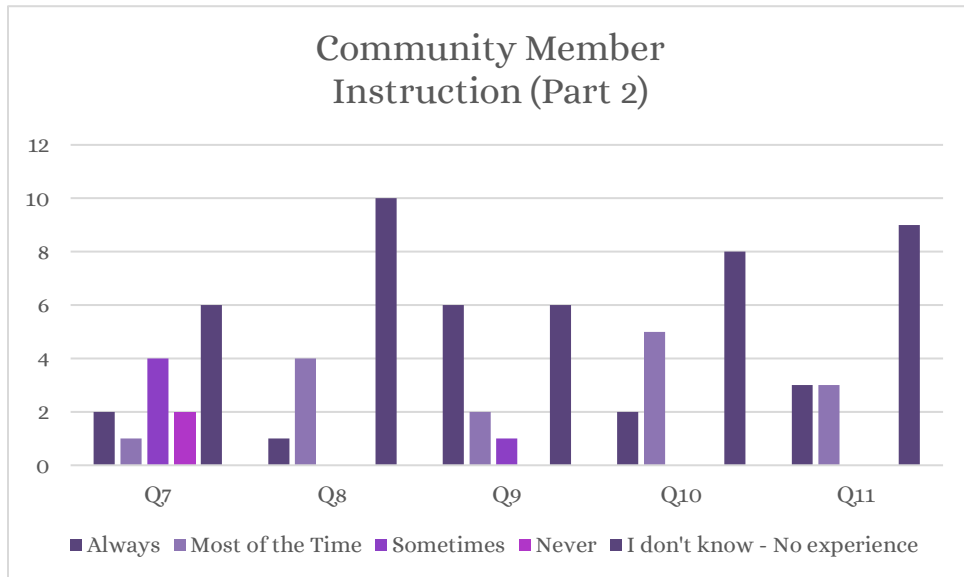


Section 3b	Q7	Q8	Q9	Q10	Q11
Always	6.14%	17.44%	35.87%	29.73%	26.04%
Most of the Time	9.58%	20.88%	29.73%	26.78%	21.87%
Sometimes	16.71%	20.39%	20.88%	17.44%	18.18%
Never	34.40%	3.19%	1.72%	3.44%	6.63%
I don't know - No Experience	33.17%	38.08%	11.79%	22.60%	27.27%





Section 3b	Q7	Q8	Q9	Q10	Q11
Always	34.93%	9.57%	25.36%	14.83%	11.96%
Most of the Time	24.40%	32.54%	37.80%	19.62%	23.92%
Sometimes	26.79%	37.80%	22.49%	33.97%	33.01%
Never	3.35%	0.48%	0.00%	3.35%	4.78%
I don't know - No Experience	10.53%	19.62%	14.35%	28.23%	26.32%



Section 3b	Q7	Q8	Q9	Q10	Q11
Always	13.33%	6.67%	40.00%	13.33%	20.00%
Most of the Time	6.67%	26.67%	13.33%	33.33%	20.00%
Sometimes	26.67%	0.00%	6.67%	0.00%	0.00%
Never	13.33%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	40.00%	66.67%	40.00%	53.33%	60.00%



Section 3 Comments:
"Empowered to take action" sounds more like indoctrination than education. I want my child educated not indoctrinated.
"Students are empowered to take action around justice, equity, diversity, and inclusion issues." Empowered by whom? What action? What issues? This is so vague as to be meaningless.
3rd grade works on cause group essays to research a current topic and write persuasively about it, ex. Climate change, endangered animals.
again - most of the time is the only answer because nothing is absolute - if you are looking for black and white answers - then I would change these to "Always". It would be less leading to use the phrase "always when appropriate" because not every situation is appropriate.
Age appropriate action. this may look very different at an elementary level than at a MS and/or HS level.
Age appropriate character education is a high priority at [redacted]
As a parent, I feel the classroom sizes are too large. I am frustrated that all of the teacher attention often goes to the top students and the bottom students. Those in the middle get lost in our school system.
As I teach predominately [redacted], it is harder to measure the teaching of justice, equity, diversity, and inclusion issues which are more commonly taught and discussed in social studies, language arts, and world language classes.
As [redacted] I am not directly connected to curriculum implementation but assist where the curriculum covers my expertise. i.e.- Classroom Visits- Criminology, Forensics, History- Local Police role in government.
Because of my role as an [redacted] teacher, I work to incorporate multicultural literature and lessons that the students can connect with on a personal level. We often share similarities and differences between the culture, holidays, school life, and family life of their home country and the United States. I don't always know if this is happening in their mainstream classes, but I know that most of the students in ESL feel supported and recognized by all of their teachers.
Certain classes have these topics embedded in them more than others. During at least some of the year within curriculum students will learn about differences and justice but some of the curriculum is core content and terminology that needs to be learned before students can understand the varying viewpoints.
DE&I can inherently prevent people from expressing their thoughts for fear of recriminations. If you don't see things exactly how someone expects you to see it, you are judged as not inclusive. I do not think we any longer allow free views
Engaging students with materials from multiple perspectives that emphasize justice and equity has become dangerous, and stokes controversy and resistance from students and parents. Many lessons have to be adjusted to be "less controversial" or "less political"
Examples of above questions would be helpful to better answer the questions.
Having your story or identity not taught is challenging. My children learn about injustices within the Jewish community, but not about injustices in their home country. In other words, the Holocaust is a very deep dive subject, but subjects on Slavery, Chinese, and Indian oppression are not touched as deeply as the Holocaust.
I am not sure that students are taught from multiple perspectives. It seems that all school curriculums now are extremely liberal.
I believe many of the many do not see the need to understand others due to their own bias and uniformity of the town. Especially understanding people with disabilities.



I believe more current books about social events and social justice should be included as part of the curriculum
I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.
I don't know these particular answers because I am not provided with a run down of the curricula. My child is in [redacted] but I know she'd has learned about some important historical figures and would have loved to know who she is learning about so I can continue the conversation at home and supplement or compliment the curricula.
I don't think I know enough about how the curriculum teaches or exemplifies equity, diversity, and inclusion issues. I think I assume and hope it does but probably very naïve of me! There is ALWAYS room for improvement. Proud of concept of Character Education in our district. Not sure I am qualified to measure or evaluate it but definitely is doing some good!
I don't think there is enough conversation about these issues in the classroom, although I know every parent in district feels quite differently about this. I fully support the district's efforts to have consultants come in to assess the landscape and, hopefully, to implement some programing around DEIB.
I feel as though our expectations at the school are quite low for the students (academically speaking). Getting an A is a standard expectation here. The students basically assume that if they show up to class, they will get an A. Some teachers promote this behavior too. It's difficult to be a teacher who tries to authentically grade students when this is the current culture. The students view collaboration as dividing and conquering on a Google Doc. It's quite sad to see them "parallel learning" (AKA, they sit next to each other, don't speak, and call that "collaboration"). I teacher [redacted]. The white students definitely see themselves in the curriculum. The students of color? Not so much. Every major work I teach is written by a dead/old white man. I have asked to rewrite the curriculum, but to no avail. I incorporate independent reading so that students can choose some texts to read in which they might feel seen. I encourage my students to take action around justice, equity, diversity, and inclusion. . . however, they are extremely apathetic to any situation that doesn't involve their grades. Overall, I feel that the students don't get excited or passionate about anything. It's sad.
I feel there should be more of a diverse offering in certain subjects that teach about the experience in the United States from other cultural perspectives.
I have little idea what goes on in the classroom every day. That being said, I don't think that parents or community members necessarily should be able to impact the curriculum (thinking about places where critical race theory is forbidden and books are banned). I trust the teachers' abilities and experience to teach the kids, as I have no background in this. Overall, I've appreciated [redacted] focus on social emotional learning.
I have not found opportunities to see the middle school curriculum as a parent. Also, I am not a fan of the assessment system in the NP schools. Too much is based off an assessment test instead of giving more to a child's classroom performance. This can apply to challenged students or gifted students.
I hear secondhand that some kids are not always supportive of classmates who are transgender. But that's about parents not the school.



I think the overall communication on these issues by the school is very weak to non-existent. the roll-out of the sexuality curriculum was an example. I don't think anyone really had an idea of what they could do at home or how they could participate.

I was pretty surprised checking out the language options on page one, given that our school district has a sizable Asian population – around 25%. Strangely, none of the Asian languages made it into the "languages spoken at home" section. Instead, the options seem to center on languages mostly spoken by Caucasians, which looks like it's overlooking the language variety among our Asian community members. It's even more unexpected since the survey is meant to tackle the issue of equality.

I will kids were given some opportunities to understand the difference amongst each other

I wish schools would focus more on academic subjects that will prepare the to be be successful in their next path in life.

I would be concerned about the lens that Social issues are being taught to encourage all perspectives - not just the "acceptable" viewpoints. Was very unhappy to hear my daughter share a class where white students had to do black students homework, while black students got candy. Not sure what this is teaching.

I would like to include more ethnically diverse literature into my curriculum. In terms of collaborative environment, I find that students in the middle and lower level classes tend to cheat off of one another or just divide up work when asked to "collaborate". Hence, I often have them work independently to truly practice a skills and to assess their growth or progress.

If there have been opportunities to really get involved with or make comment on the curriculum it has not been clearly presented. It also probably requires in-person attendance at board meeting. I have not seen anything that my son is working on that has to do with justice or DEI. We see a lot of the math and ELA work, but not much about science and social studies that comes home at this point.

I'm surprised to see these concepts - maybe it's because my child is only in [redacted], but I've never heard him mention these terms or bring home anything related to justice, equity or diversity. We talk about them at home and have stories related (Ruth Bader Ginsburg children's book, Something Happened in My Town), but I was underwhelmed by MLK Jr content and Black History Month...and now Women's History Month. It also feels like he is the only child of a single parent - though I don't think he feels othered (that's probably more my own personal feeling).

In a multi-million dollar library, there seem to be fewer and fewer books that would challenge a good reader, and/or a reader looking for varied material (few seem to be on a theme other than injustice related to physical appearance or country affiliation. The books in the classroom for our child seem to be entirely YA-level authors, with phrasing such as "all I can think about is wanting to have sex with him." This isn't an excerpt from Nabokov (who at least was less explicit), but rather an internal conversation a minor is having with himself about another child. There's no Anne Frank, no William Golding, no Brontes, no Swift, no Shelley, no James Baldwin, no Harper Lee, Steinbeck. Rather, an array of comparatively "easy reader" titles focusing largely on existence as dystopian. It's the intellectual equivalent of "give them candy, there's no point in vegetables, anyway, since they don't like them." What a shame to give up on kids so easily.

In K-3rd grade, the math curriculum was too easy for my child. There was no possibility for differentiation to teach kids at different levels of math, if they are ahead of the curriculum. There was differentiation for reading/writing which I greatly appreciate.

In terms of Justice, students are encouraged to be witnesses for HIB cases but then after giving compelling eye witness information the bully' gets off and the students are somehow lead to



believe there was not enough Info to proceed with discipline. Students learn from this that participating in a process for equity doesn't matter.
In terms of my discussions with kids I have do not see evidence that students are empowered to take action around justice, equity, diversity, inclusion.
Inclusion of more black, Latine and Native American historical individuals is important to be added to the curriculum.
Issues of justice and equity don't seem to be covered in the Kindergarten curriculum. Also seems like Black History Month got lost in the mix of a busy February. Doesn't look good for women's History so far, and I can't imagine much will come out for Pride in June...
It is hard, maybe impossible, to answer most of these questions using the format above. I don't know enough about the nuance of how issues are taught in the classroom. And while I applaud the district effort to reach out to parents I also think sometimes you can have too many cooks in the kitchen. I don't think it's necessarily good to update curriculum based on parent feedback. First, the feedback you get may not be representative of the community as a whole bc the vast majority of people don't bother. Second, the feedback could be poor. I hope kids are encouraged to take action on diversity and equity issues. I don't know whether that is happening or not.
It will be nice for parents to have timely DIGITAL access of each school test result. For example, NJSLA, iReady or InView in order to provide immediate assistance for areas children need help with.
It would be helpful to have more information on the district/school plans specifically on justice, equity, diversity and taking action. I am not sure how it is incorporated systematically into the curriculum.
Justice and injustice had no place in our school. This is for families to teach their children if they wish. Our children learn about important aspects of history such as Dr King. They are taught character education, they are taught how to treat others fairly and be inclusive through character ed. My [redacted] grader is in a club at school where he works with autistic children and brings them into his school for inclusion opportunities, he is proud of his work and enjoys having this experience. I am proud of all the hard work our school has done to teach our children to be better people every change they get. I have several children with an IEP, I have had the chance to be a community leader and work with the district on special ed and inclusion, my voice has been heard and I have collaborated with the district many times and have seen changes made and progress.
Less focus on diversity is needed. Just teach subjects. I think Nphs is fine. Don't fall for the liberal nonsense just making everything worse
Many curriculum units lend themselves to justice, equity, diversity, and inclusion issues. However, I cannot say for certain that all units support these topics.
My child comes home multiple frequently asking how he could address discrimination experienced by him and his classmates because of his race and disability. He has experienced this by some very specific staff members and schoolmates.
My child is having issues with partner projects - feels left out in the classroom
My earlier comment concerning students in the "middle" (not AP, not special needs) are not individually challenged to improve still stands. The attitude seems to be more, "student has a B/B+ average, that's good enough." Additionally, it appears to me that the students that do exceptionally well do so with the help of outside tutors as opposed to via in-school instruction.



My kids are elementary age - so “empowered” is a strong word, but more hoping they are able to discern different situations they are in and successfully generalize skills learned to use when needed

my student, who had higher academic success & experience than other classmates who were allowed in, was excluded from an important [REDACTED] opportunity. Decision made based on unclear policy, and administration would not budge to even give him the chance to fail or succeed. Now, in a lower level, he is tutoring those in the higher level, but will not get credit for this important course in the most important college-prep year of his K-12 career. This is gate-keeping students (who change and mature between 9-11th grades) from opportunities that could help them excel.

Not familiar much on the curriculum except through the work we see our don bring home, and occasional stories he shares. Wish we knew more, relayed to DEI/JIA and overall

Our family and church are we teach our children respect for all individuals. This is not the job of a teacher or school.

Our students are not aware of DEI or social justice issues. When they are brought up with them, they are usually rejected because they are different from what they know. There is significant implicit, and sometimes explicit, bias in this realm.

Posting documents on Google Classroom does not mean that curriculum of school materials were effectively shared or anyone was consultant.

There is a misconception that uploading a data-dump of documents online is "sharing" or "consulting". It isn't. It's just a data dump that few kids or parents can keep up with.

Regarding instructions, I have two thoughts. One is that I'm glad I don't have a ton of input into the curriculum. I would prefer that New Jersey educators and the powers to be and teachers impact my kids teaching. I would hope the school is receptive to including teachings, but I am extremely concerned about what is happening around the country with parents attempting to hijack what is being taught in the school and being aggressive with the school systems to omit science and history.

Secondly, it appears that everything that is taught to the children at school, including issues of respect and inclusion all comes from the lens of avoiding bullying. It doesn't really take into consideration nuances of age, maturity, culture and the human element that goes with differences. There's a lot of focus on homogenizing and having the kids all have very robotic approaches to each other so that they don't risk offending each other or saying something that is going to deem them a bully. It's really gotten over the top lately. I'm a big proponent of anti-bullying programs and very much would like my kids to learn at school what we enforce at home about respecting difference and being kind but some of the things that they tend to get reprimanded for are just downright ridiculous. Deep meaningful relationships in healthy conflicts are not necessarily encouraged. Not saying it is the school districts responsibility but having the kids constantly tiptoeing around because they might get in trouble for saying something or be accused of something prevents them from learning about healthy conflict.

Also, the inclusion is not necessarily inclusion of cultural differences. I don't necessarily feel like the school's making any efforts to infuse different cultures or teach children about the different cultures in our community.

Regarding the first question on this page, students are definitely taught from different perspectives; however, that does not mean that they are always engaged.

Regarding the first question on this page:

Students are always taught from multiple perspectives; however, they are not always engaged.



Since I am not in all classrooms, I can only answer for the ones I am in. Since I have classes of my own and provide support, I can sometimes see what others are doing.
Social Justice, equity, diversity. All woke terms that don't help society. If you want balance add conservative values and beliefs. That has been removed and replaced with this stuff.
Some teachers may implement discussions and opportunity to empower students to take action around justice, equity, diversity and inclusion, but there is no "District-wide" approach to engage students in these discussions, or action plans.
Sometimes I have the feeling that the curriculum is ahead their age (I might be a cultural thing too, I was raised in Europe)
Students are limited in what they say if they are white/heterosexual. They are labeled for who they are and not what they are doing. It stifles them in having any say and remaining quiet on things that are negatively impacting their life and studies. Some studies or events can lean towards a very liberal portrayal. It would be helpful if it remains middle ground.
Students are more often not encouraged to look for ways to take action, but instead are allowed if they insist.
Students are not empowered in the district unless it fits the school narrative.
Students are offered the opportunity to this content, but not encouraged to.
students who are advanced / highly intelligent / gifted are not given as many opportunities to excel as students who are average or below average / special needs especially in the grammar schools; public schools do not always have the opportunity to provide what the parents or district would like based on constraints imposed by the state government
Test
The Character Education program that spans grades K-12 helps foster a feeling of belonging in our community
The curriculum this year has been very focused on bringing children who are behind up to speed. But we have felt there has been little opportunity thus far for children who are advanced in specific subjects to excel above grade level.
The diversity inclusion materials in the recently updated Bio curriculum were cut from the approved version sent to the board.
The question of diversity and inclusion has many undertones of the "woke" agenda. Since when has New Providence not "included" any one. This is nothing but nonsense. Our diverse community has never been "deprived".
The school provides plenty of opportunities to students to learn about diversity of background and cultures. Different clubs and fairs are held throughout the year which support exploration of interest of the students.
the students spend too much time on WOKE [redacted] like this survey - Social Justice is a radical left-wing philosophy and should not be a guiding force in educating child - The focus should be on the 3 R's
The teachers and guidance counselors are very good and as supportive as they can be.
The teachers and [redacted] program are worth the lack of diversity in the administration, council, and small town politics. You can't really be all white republicans and teach/preach how great you are at diversity.
There are so many opportunities or low hanging fruit that our schools can do to incorporate diversity and inclusion. We seem to only want to do feel-good events that are just in passing as



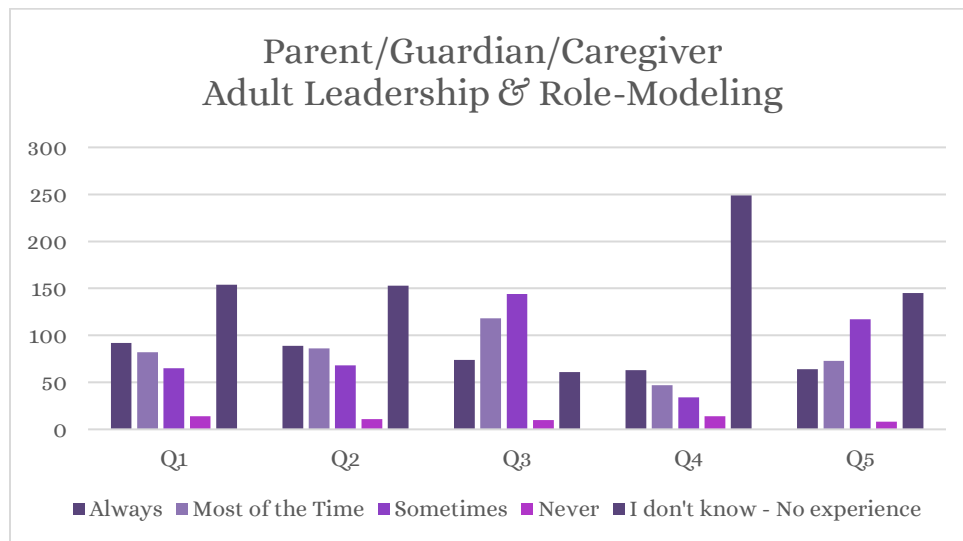
opposed to actually instilling these values and ethics into our curriculum. Parents also seem to want to politicize this when it's an emphasis on empathy.
There is very little discussion with parents regarding specific items being taught, unless they are viewed as "hot" topics (such as the new sex Ed curriculum). I have no idea what is being taught in current social studies or writing for example.
These questions are disturbing. Our district does a wonderful job for ALL students and we do not need some third party money making company to come in and tell us how we can improve in our own community.
Vague questions. "Students are provided the opportunity to understand how people are alike and different?" I hope they are taught that they should respect everyone's opinion and point of view and no matter who they are. I have no evidence that isn't happening. These questions seem like they are written with a predetermined answer or end "solution" in mind.
What is meant by "take action." Very vague question. Kids should be taught to be nice to everyone and treat everyone as they want to be treated despite any differences, no matter what they may be. Kids should also learn that everyone deserves equal opportunity, but that does not mean there will be equal outcomes.
When you have a child that needs additional support like a basic skills pullout your child is very closely monitored and helped to grow. When your child is performing at grade level there can be weeks that go by when he or she is not worked with one on one or in a small group setting. They are basically left alone and not necessarily challenged to continue to grow. When you have a child that is a fast learner/quick finisher, that child spends a lot of time doing busy work on the iPad versus being given challenges to help them grow (at least at the elementary level). Some teachers are very open about the curriculum and share with parents and some do not so you only know what your child is learning based on what they say. I have never been given the opportunity to make an impact on curriculum. I feel like from an early age the school district does a great job of incorporating character education into the curriculum so that kids are learning to be accepting of others, inclusive and kind without even using those words. My kids have a very strong sense of justice, fairness, equality and kindness from this.
Whether or not students have the opportunity to see themselves in the curriculum depends on the class being taught and the teacher.
With regards to challenging students I have been frustrated by NPSDs policies. At multiple points throughout both of my kids academic careers each was denied access to challenging classes and/or special programs. In my son's case he received 95+ grades in some classes and was denied access to advanced classes based on placement tests. If he was getting 95+, how is he supposed to know he needs to "do better"? Now that he is in standard classes, he completes all of his hwk and most of his studying in school and gets 95+ without even trying. Every year he asks to take more challenging classes and is denied for one reason or another. I do not understand the logic in preventing kids with straight A's from challenging themselves.
Would like to see my children assessed and challenged academically to their potential a bit more.
Wow! These are some leading questions. I feel the end result of this survey is already written based on the questions. Should your average 9 year old child really be empowered to take action on justice equity diversity and inclusion. Judging people by there race or gender is something I teach as a parent not to do. It seems the survey is suggesting the opposite. I see the word equity and I'm immediately turned off. Equity does not mean equality.



'Concepts around justice and injustice' pertaining to what exactly?
 'Understand how people are alike and different? What people are you referring?
 Many people can interrupt these questions in different ways.

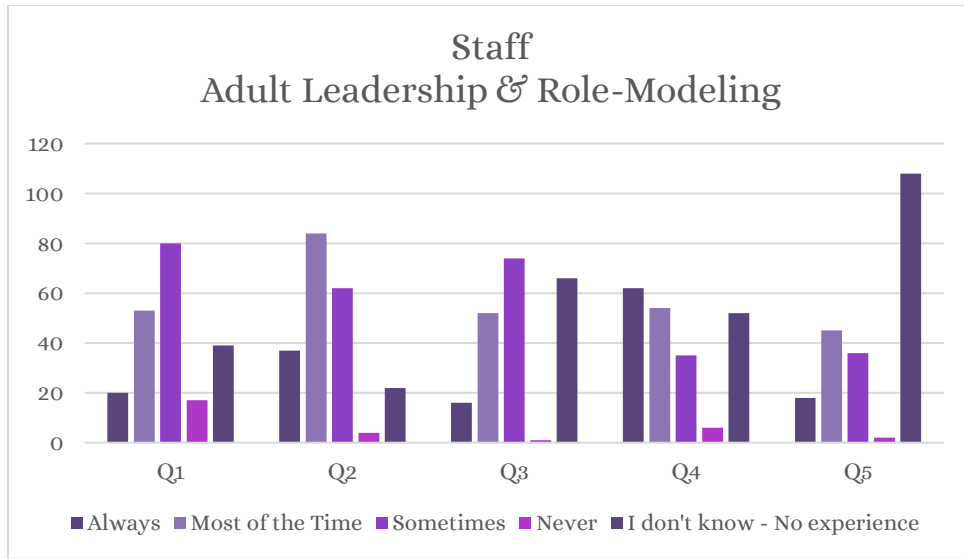
Section 4: Adult Leadership & Role-Modeling

- Q1: There are explicit conversations around equity and inclusion within the school.
- Q2: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Adults in the community (including family members) are open-minded and aware of biases (either their own and/or those found in society).
- Q4: Staff members speak up when witnessing acts of discrimination.
- Q5: Adults in the community (including family members) speak up when witnessing acts of discrimination.

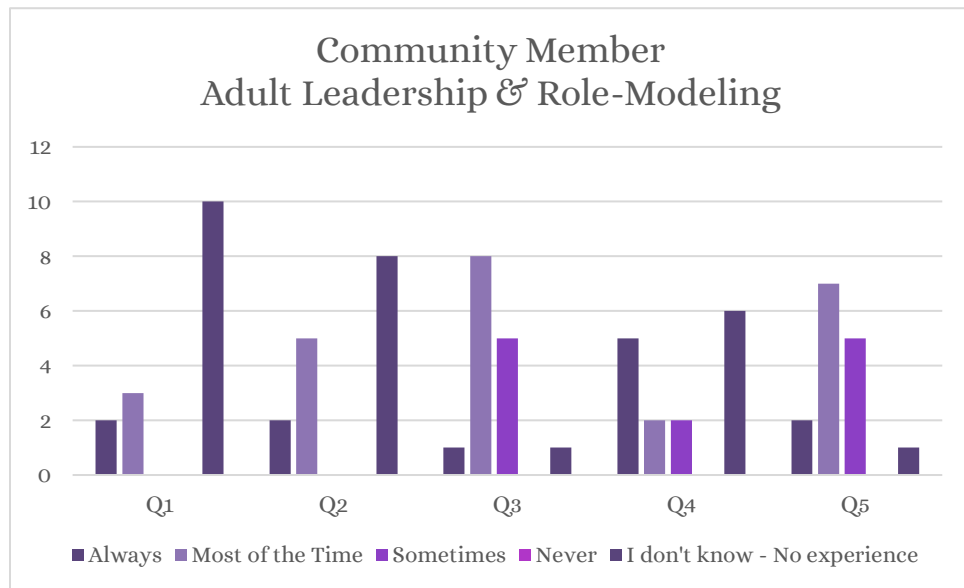


Section 4	Q1	Q2	Q3	Q4	Q5
Always	22.60%	21.87%	18.18%	15.48%	15.72%
Most of the Time	20.15%	21.13%	28.99%	11.55%	17.94%
Sometimes	15.97%	16.71%	35.38%	8.35%	28.75%
Never	3.44%	2.70%	2.46%	3.44%	1.97%
I don't know - No Experience	37.84%	37.59%	14.99%	61.18%	35.63%





Section 4	Q1	Q2	Q3	Q4	Q5
Always	9.57%	17.70%	7.66%	29.67%	8.61%
Most of the Time	25.36%	40.19%	24.88%	25.84%	21.53%
Sometimes	38.28%	29.67%	35.41%	16.75%	17.22%
Never	8.13%	1.91%	0.48%	2.87%	0.96%
I don't know - No Experience	18.66%	10.53%	31.58%	24.88%	51.67%



Section 4	Q1	Q2	Q3	Q4	Q5
Always	13.33%	13.33%	6.67%	33.33%	13.33%
Most of the Time	20.00%	33.33%	53.33%	13.33%	46.67%
Sometimes	0.00%	0.00%	33.33%	13.33%	33.33%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	66.67%	53.33%	6.67%	40.00%	6.67%



Section 4 Comments:

Additional academic support would be beneficial throughout the year, especially for the special needs students after their deep decrease in grades after COVID.

Again questions lack specifics and are vague. What constitutes a bias? Do all people of a certain race, religion or creed have certain inherent biases? If that's what we are getting at then I think this is a sham. I also doubt that elementary aged children would be able to determine whether adults are aware of any biases.

Again, I can only speak from my own experience.

Am not aware of most and kids are still young. Hard to tell. We lack diversity in some areas (ie black, Hispanic) and thus may be less exposure to bias situations in first place

Around Covid time I heard from my daughter that a teacher made comments to an Asian student that was inappropriate. I asked my daughter to tell me if that happens again because I would have gone to the principal to have a discussion even though it was not my child who received a comment. At the elementary school, certain teacher made comments that I thought were ridiculous (example: what Jewish people supposed to look like and other unintelligent comments). Made me wonder how she could possibly be an educator.

As a member of and underrepresented population and the parent of a child with a learning disability, I can say both the community and the school district have a strong unconscious bias. It would be great to see allies in this space, I spread of always the same of us looking into social justice and sustainable change towards a more inclusive community.

As a non-minority not qualified to comment on most of this. If I personally saw discrimination in our community - you better believe I would say/do something. With that said, I have not witnessed it but I may have missed it/not noticed it.

Bad question. Due to privacy issues this would never be made public.

Being a multi cultural family ourselves we have many conversations with our children about inclusion. I can not speak on whether other families are having these same kinds of conversations. My hope is is that they are.

Being involved with various community organizations I see the response in our community in reference to not accepting any discrimination no matter the subject.

Bias and information goes two ways; some groups are treated like one homogenous group even though they have very different backgrounds and experiences. A first generation Italian person is very different than a midwesterner, but they are lumped into the same category as white; hispanic has so many differences, but also lumped together.

Bias is all around us no matter where you are. I have witnessed bias first-hand within the New Providence community. Not necessarily toward me or my family but toward others.

DEI is going to be a very sensitive topic in New Prov where the Republicans lead everything and shut down anything that doesn't agree with their point of view. (Sorry to be a little political here.) New Prov is also very traditional with a strong Christian/Catholic base so moving things forwards in terms of sex ed, inclusivity, diversity, etc. is a challenge. New Providence adults, including parents, can be close minded, including former town council members who spew hate, are anti BLM, etc.

Equity and inclusion are trigger words that have been far too politicized in the world. NPSD have a very strong push for their SEL program and are always encouraging people to think with an open heart and mind, and try to be respectful of all people. There are always ways to incorporate different cultural traditions and types of people; however, this shouldn't be done at the expense of other cultures and traditions.



From our experience character ed and inclusion is a lot of talk. The schools and town officials like to say how great they are while turning a blind eye. We've had some negative experiences at all levels of the community. I know it happens everywhere.

How can i answer for what others do?!

I am not responsible for "adults in the community" therefore I can not answer or assume what they think or how they act. I am responsible for myself & my children. They are taught to treat others with respect. While I expect the school to enforce rules of conduct, I think the time spent on bias/racism/equality etc... is over the top.

I am trying to raise open minded kids who are aware of biases. It's an important goal for me.

I am unsure if "explicit conversations about equity and inclusion" are a good idea as these conversations should be ingrained throughout the curriculum.

I can only speak of our family as always being aware of biases and speaking up when witnessing acts of discrimination. I don't really know what others in the community do.

I do not believe all parents in the community are setting good examples for their own children with regard to biases. I do not know on individual levels how all the staff performs with regard to the topic but I have never seen any indication of poor behavior in my dealings with the staff who have taught my own kids

i do not know what training teachers are provided or if the school has explicit conversations around equity and inclusion. i think it would be a great thing to do.

I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.

I do t believe the school should be worried about social issues

I guess you know nothing about New Providence or our teachers or community. They already treat all members with respect.

I think it is discriminatory that the BOE uses the titles "Mrs." when referring to married females who are teachers or district staff and "Miss" when referring to unmarried females. It would simply be more fair to refer to all female teachers with one all-around title (Ms.) that does not refer to their marital status, the same way it is for all male teachers. There is no reason that that distinction should be made and of course it does not make things easy for those who may be divorced or LGBTQI+. Using titles to convey relationship status should not be used at all in this day and age, and certainly not in an inclusive setting like NPSD.

I think there is a positive movement for equality and inclusion however as we move in one direction we exclude others on the same non-substantial reasons. People need to respect each other and stop labeling people based on who they are vs what they do. Everyone should have an open environment to speak and be heard.

I think this town has a ways to go in terms of addressing issues of bias and discrimination. I think people believe they are supportive and open-minded, but I, personally, am not privy to many community conversations related to these topics.

I was able to take the Teaching the Holocaust & Teaching for Prejudice Reduction classes that are offered periodically in district (through Kean U. Center for Holocaust Studies). In an ideal world, all teachers AND central office administrators would be required to take these classes.

I would like to think the answer is always to most of the questions in this page but I can't say with certainty as I have no first hand experience.

I also think it's hard to ask parents or community members to judge whether a staff member is



<p>open minded or aware of biases. Outside of an explicit conversation how would someone truly be able to answer that? Similarly I can't speak to other adults in the community outside of myself - which is why I said sometimes. I know I am aware of these things and would speak up if I saw discrimination but would others, I can't fairly say.</p>
<p>If people speak up about things they are tend to be frowned upon</p>
<p>Is discrimination THAT much of a problem in IN school district? If yes, how come this is the first time we are talking about? If not, are we looking for a solution to the problem that may not exist?</p>
<p>It appears to me that this is a very difficult community for black students. While I am not in the classroom ever to observe, I believe I've seen some athletic situations where black students were not given a fair chance. Additionally, please see my final comment re sports.</p>
<p>It is difficult to speak for members of the community,</p>
<p>Kids should learned to help and be more kind to special needs children, maybe include EIP kids in regular classrooms, or do special events for regular Ed class children to interact with them, this will help them feel included and not excluded because there "special" or "different"</p>
<p>Many adults are unaware of their implicit biases. They may want to do better but need training.</p>
<p>minimal awareness of biases from community members</p>
<p>Our community is in a state of denial. If it never happened to them, then it doesn't exist. Teaching kindness does not equal inclusion and diversity. We need more than just feel-good awareness campaigns to teach this to our students and community. All of this affects our children's mental and emotional well-being, having others understanding how they see the world or experience the world.</p>
<p>Probably don't speak up when white people are discriminated against. But yes for all other races. NP has good people for the most part. It reflects in our schools.</p>
<p>Some Teachers left-leaning bias is predominately displayed and not checked by the administration.</p>
<p>Some teachers may engage in discussions about discrimination and biases, but the district does not provide explicit PD in these areas.</p>
<p>Sporting events are a point of issue for me. Students are free to say unkind and unsavory things and the "leaders" of the district do not address the behavior.</p>
<p>Staff are not open minded as they only propagate a singular viewpoint. Very little room for openness and discussion around alternative views and opinions - as they are labelled "discrimination" - as an example, it is not discriminatory to advocate against same sex marriage, if done respectfully. Staff do not recognize the validity of views that oppose the socially accepted norm.</p>
<p>Staff members have been shut down for speaking up about acts of discrimination</p>
<p>Test</p>
<p>The community is fairly homogenous, although this is changing year to year.</p>
<p>The community often feels overwhelmingly white and uninterested in diverse opinions and inclusion. People are scared to speak up for fear of retaliation from community members, such as the [redacted], who seems to have little conception of what diversity and inclusion really are. At a recent debate with his election opponent, he said that there are sufficient efforts to ward diversity because there is a "club." Such an out of touch, unconcerned voice is laughable and insulting. New</p>



Providence school district administrators, including [redacted], seem equally uninterested in listening to their diverse constituents.
The teachers and [redacted] program are worth the lack of diversity in the administration, council, and small town politics. You can't really be all white republicans and teach/preach how great you are at diversity.
There are conversations now about DEI because that's the next initiative. Are there usually? Not really. Many teachers try to go to bat for the English language learners in this district, but to no avail. Our school district isn't equipped to educate them. Instead, we just push them along and hope for the best.
In my conversations with staff, I've picked up on a variety of inherent biases.
There are several teachers in the district who are known for letting their biases show through in their teaching.
There are some staff members who are very open-minded and aware of biases so "Always" would fit for them. There are some staff members who are less open minded or aware of biases, which is why I put "Sometimes." The same goes for adults in the community. I have seen staff members speak up when they feel like they witness acts of discrimination but I have not been privy to every act or staff member so I did not think I should put "Always" since I can not be sure.
There are staff members that often speak in ways that are biased towards females when speaking with other staff members and students have expressed feelings that certain staff members are biased in their view. It is often unreported.
There have been cases where in a class, a boy said "look, such and such is the only brown kid in the class". And it was received with no action or discipline. There is no protection for minorities and this has been stemming in NP forever.
There was a student named [redacted] a few years ago who tried to bring awareness of bias in the curriculum but she felt like there was not much movement on her concerns (maybe this is the response?). The fact that our town clearly displays the date in which it was "settled" and that the mascots are "pioneers" reinforces a colonial mindset that erases all native history. Additionally, the mascots displayed as boys/men is not gender inclusive in any way. Having [redacted] as the representation of our schools sends a specific message to the students and creates a small town identity that is at odds with who the population really is.
These questions are very difficult to answer given 60% of the options are absolutes (Never, always, Zero experience). A 5-point Likert scale that makes the top option something like "Almost always" and an "I don't know/do not have ENOUGH experience" would provide answers I (and likely others) could feel comfortable selecting. Currently I am just selecting the answer that lies/oversimplifies the least.
This again is Woke [redacted] and the focus should be on the 3 R's
This Board of Education, and in particular [redacted] [redacted] are well known to have bias, and not be open for constructive criticism. [redacted] [redacted] last year, at a Board meeting, yelled at a group of parents who asked about mask mandates and called them "mask people", while laughing. [redacted] [redacted] This has happened mostly with [redacted]. Both instances lead to parents not being comfortable [redacted]
This is the first time action is taken on this topic, where school is heavily involved.
Training for staff is greatly needed in this area. As a whole, diversity training would enable educators to be aware of their own biases.



Unfortunately, I don't see any of this in the BOE. Even in 2020 when we had a national conversation about Race in America, our BOE leaders were very low tone compare to the BOE in Berkeley Heights.

Ask about the press release document sent to families from NPBOE and BHBOE, you'll see what I mean.

We have not explicitly discussed bias and discrimination as a staff in a group environment, so I cannot answer most of these questions because I don't know with first hand knowledge. I have discussed bias with a few colleagues one-on-one but not with enough to make a well informed answer about our staff as a whole.

We live in a diverse and changing town. Our Borough leadership is really old fashioned and conservative on a lot of issues.

We will speak up when witnessing acts of discrimination

You expect me to know if staff members are aware of their biases? Am I to assume the staff have a bias? Isn't the pre judging people - that's bad. Or do you believe everyone has a bias if so, what's the point of the survey if everyone has a bias. This is. funny.

Am I aware of the biases of the people conducting this survey? How would I answer this question?

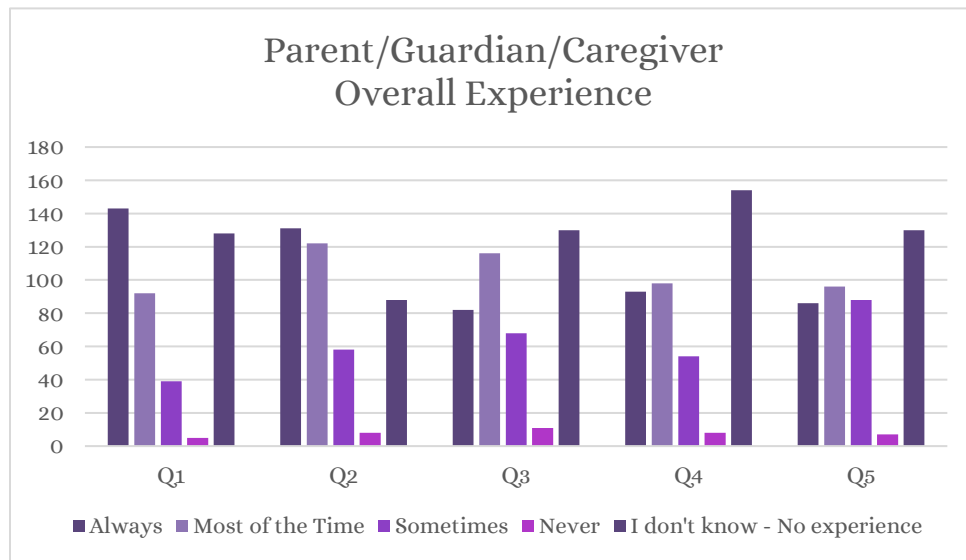
Sorry to disappoint your business of creating divisiveness but the reason you have so many people upset about this survey is because the overwhelming majority of people in 2023 don't view people based on demographics. People will focus on the few morons (of which will unfortunately always exist) to push some agenda.

These vague and biased questions are considered insulting to people who treat everyone equal. So are we really doing more harm than good by this wasteful survey. Now that I see the type of questioning I prefer my child not partake in this survey.



Section 5: Overall Experience

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit actions being taken involving equity and inclusion within the district.
- Q5: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



Section 5	Q1	Q2	Q3	Q4	Q5
Always	35.14%	32.19%	20.15%	22.85%	21.13%
Most of the Time	22.60%	29.98%	28.50%	24.08%	23.59%
Sometimes	9.58%	14.25%	16.71%	13.27%	21.62%
Never	1.23%	1.97%	2.70%	1.97%	1.72%
I don't know - No Experience	31.45%	21.62%	31.94%	37.84%	31.94%





Section 5	Q1	Q2	Q3	Q4	Q5
Always	31.58%	32.54%	18.18%	21.05%	9.57%
Most of the Time	37.32%	35.41%	32.54%	28.71%	20.10%
Sometimes	21.05%	18.18%	20.57%	26.32%	24.88%
Never	0.96%	0.00%	0.00%	1.44%	0.48%
I don't know - No Experience	9.09%	13.88%	28.71%	22.49%	44.98%



Section 5	Q1	Q2	Q3	Q4	Q5
Always	60.00%	60.00%	40.00%	46.67%	40.00%
Most of the Time	6.67%	13.33%	20.00%	6.67%	26.67%
Sometimes	0.00%	0.00%	0.00%	0.00%	13.33%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	33.33%	26.67%	40.00%	46.67%	20.00%



Section 5 Comments:

> The Board of Education makes decisions regarding inclusivity work that I agree with. This is a loaded question. Suppose the BoE does not go far enough in one's opinion-- then one disagrees with it. Suppose the BoE goes too far in one's opinion-- then one disagrees with it. It is almost impossible for the BoE to hit each parent's "Goldilocks" level of inclusivity work. The intent of this question is to produce some "call to action" result from the survey regardless of the feelings of the community. It is an egregiously poor survey question.

Again, we are doing some work, but not enough. The problem continues to be to tip-toe around this so that we do not invoke the politicized opposition that has happened in this country. Misinformed narratives have already begun in this community regarding this initiative and we need to stay the course and fully believe this change will help our children in the long term. Especially those in the fringe groups that are not the loud, outgoing students that get involved in everything. We are losing the students in those fringe groups.

Another bad question due to privacy issues.

As a family, we don't personally want/need school to explain sexual orientation/trans/gender, etc to my children. We want to introduce those mature topics to our children when we feel it's appropriate and they are ready. I want my children to enjoy childhood as long as possible, and not be burdened/consumed with these topics when they are not ready. It causes unnecessary stress for children. It's odd to have a teacher explain this to children, unless they have personal/relevant experience. Keep it simple /basic for younger children - Focus on our jobs as humans is to be kind/loving towards one another, we come in many varieties and it's not our place to pass judgements or make assumptions. The mature topics however, do have their place for older children - middle school and up as part of their character ed and health.

As a [redacted], I do not feel qualified to answer some of these questions as I'm not in the classrooms enough to gauge. My overall opinion regarding inclusivity in the school, district, and community is that I have not seen or experienced feelings of exclusivity. In fact, I have seen parents, students, and families celebrate all kinds of cultures and people. In general, I feel the staff has great sensitivity to student needs, especially in response to their social/emotional growth which has been indelibly altered by the pandemic and national/world events. The only thing I can think of at this time is more communications in Spanish for our Latin community.

As only my second year in this school district, I do not have enough of a view on the New Providence Board of Education even though I have attended approximately five (5) NPBOE meetings in 2021 and 2022 since my hiring. I cannot speak for the community of New Providence (the town) as I do not live in New Providence.

BOE has several internal biases and what I would perceive as conflicts of interest

Can the district get a refund for this survey and consulting service?

Considering the teacher ratio between Whites and People of Color (POC) in the BOE, one wonders how it can expect students of color to be free from bias since only 2% of its teachers are POC (and most of the POC teachers teach gym and Spanish).

POC students lack teachers who resemble them to encourage them that they, too, can become educators in a predominantly white neighborhood.

Diversity committee in town is trying to raise awareness! Hard to comment on some of this.

Equity and inclusion as it relates to everyone being heard, treated fairly? Then yes. White privilege? No. BLM? No. Please keep politics and social justice out of our schools. This is not the place to push your agenda.



Equity is not helpful. Equality is helpful. Equity divides and will cause racism. Socialism. All with equal outcomes is not good for society.

Events/celebrations aren't going to change people. There is more town diversity now than when we began in school. That's what will make some change

I believe Character Ed is key in the children learning about treatment of others and kindness. This is appropriate at the Elementary School age.

I believe that the district wants to make all students feel welcome. Their goal is to provide a safe and nurturing environment for everyone. It was reflected in our Character Education Theme, 'I Belong, You Belong, We Belong'. We need to recognize differences and teach to different points of view. All children should have an opportunity to see themselves in the lessons taught and the books that are shared with students.

One example of how all community members were encouraged to get involved was during the Holiday Walk. Previously it was known as the Christmas Walk. The event celebrated various customs and celebrations from around the World. It is important for all people to feel seen, heard, and represented.

i do not know what the Board/District does with respect to equity and inclusion. i would love to know more, and think it should be a separate topic addressed within the curriculum and more broadly at the school

I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.

I don't believe the school is actually teaching equality. They are teaching more of a one sided bias

I don't feel that there's any issues with equity or inclusion and I don't think we need to alter our children's curriculum to adopt social fads

I don't know the ins and outs of the district or the board. I have never had a problem with discrimination but I am white.

I have noticed a lot of growth in the New Providence community looking to support all members within our community in the last several years. There is a Community Service Association that looks to support members in many ways. Several churches have communicated about food pantries and even dropped food off regularly to some families. Athletic organizations offer scholarships for interested students so they get involved in activities outside of school.

I keep choosing "I don't know" and I think that is an important answer here. I'm a part of the community. I read all school/district emails. I talk with other parents. I attended PTA meetings during my son's elementary school years, and I volunteered often. And I don't know how the school handles issues of diversity and inclusion. (Though I notice the non-English language options on this survey did not include any of the languages of India, which is where a sizeable minority of NPSD students' families are from.)

I know school boards are under a lot of pressure and being politicized. I hope New Providence will stay as neutral as possible and allow people of a wide political spectrum feel comfortable.

I mean . . . we are spending all of this money on new furniture for the classrooms and no one was consulted about it. I'm losing my teacher desk so that the classroom can look more "sleek." What do you think of when you think of a school? I think of a place that is warm, welcoming, colorful, collaborative, exploratory. . . not really sleek.

Every year in our district, there is a new initiative. Once the latest initiative comes around, we forget about the one we worked on last. I believe a year or two ago, the district initiative was



social-emotional learning. As teachers, we implemented this in numerous ways. I even collaborated with my colleagues in creating a March Madness SEL bracket. It was great! Anyway, the year ended and we haven't touched on SEL (really) since.

DEI is a "hot topic" in schools now, so this is our next initiative. I hope the district truly takes it seriously and doesn't just drop it after the next year is over. I really hope that we can change the way we are "supporting" our English Language Learners. We don't have a full time ESL teacher in our building, nor do we have a full time ESL program. The students take 2 periods of ESL per day and then are sent to navigate through their general education classes without any support. It's hard on the teachers to know how to instruct these students. I can only imagine how it feels to be an ELL student sitting in a physics class, unable to follow what is happening, and not being able to communicate this to the teacher. I would love to see a re-vamp of this program, in which we get a full time ESL teacher at the high school who has the ability to push into certain classes to support the ELLs.

One time, I worked the summer program at the elementary school and taught ESL. All of the students had to walk 1-2 miles to school and back each day. There was a 2 week stint when temperatures were over 100 degrees. I asked if it would be possible to get these students a bus to school with the extreme weather (especially since there was a bus bringing special education students to the school for their summer program). I was told no, nothing can be done. So, the students continued to walk to school and home from school each day. The class also occurred in a non-airconditioned classroom.

I know that there are more intricacies that go into supporting these students, I really do get that. However, sometimes we need to focus our attention and efforts to a specific population. It's okay to give them an "advantage" over other populations. They need the support. I just feel that the district (or the educational system? Who knows) is set up to privilege the white, affluent, high achieving students. If you do not fit that mold, I feel that the district shrugs its metaphorically shoulders and says "good luck!"

I think the district quite frankly waited as long as they could to do something with DEI relative to the timing we have seen in others. Quite frankly I don't think they really have much interest in implementing it, but are doing so because of the state mandate. I think the board needs to engage with the district on a wholistic program that goes beyond just race (long hanging fruit) and expands to kids who feel disconnected because of learning issues, social issues, physical deformities, etc.

I think the gap between our Indian students and our white students is vast and getting wider.

I was not sure how to answer this section as it is obvious that the district is making steps involving equity and inclusion since they hired US² to consult. I am not sure how far the town or district is within their process, but I think it has been more of a focus over the last few years. I think that some people still need to understand their implicit biases when making decisions, but the intention is there.

I was pretty surprised checking out the language options on page one, given that our school district has a sizable Asian population – around 25%. Strangely, none of the Asian languages made it into the "languages spoken at home" section. Instead, the options seem to center on languages mostly spoken by Caucasians, which looks like it's overlooking the language variety among our Asian community members. It's even more unexpected since the survey is meant to tackle the issue of equality.

I would have preferred to answer "I assume so" instead of "I don't know" to most of these but that wasn't a choice. I know the town has a Diversity Committee that holds events.



If you look to solve for "equity" based only on externally visible traits, you will fail. If you aim to make school rigorous, and learning within ****aspirational**** and ****positive**** and ****uplifting to all****, you will succeed. You cannot know what defines each child if you seek to mark each as "representative" of their gender, or lack thereof, of their race, or multi-racial background. No child "represents" their race, or ethnic or national background, or religious affiliation; each child is unique, marvelous and a wondrous creation and should be challenged, and should be inspired to MEET those challenges, rather than be convinced of why certain standards should not apply to him or her. Privilege is not a trait that automatically applies to all in a non-minority group, but rather comes in many forms ***impossible*** to address at the school level: health privilege; financial privilege (very changeable, by the way); religious privilege (which is a choice and not an immutable trait); the privilege of being very attractive, or very athletically talented. This is by no means a comprehensive list, but rather for you to consider the falsehood of any school-level or community-level approach to "addressing equity." Rather than finding what causes people to fall behind in life, let's focus on how people get ahead, and let's aspire to THAT behavior. Let's find where we ***agree*** as a community, rather than the finger-pointing of where we disagree, or wrongs committed by ancestors we never knew. Let's find what we share in common, rather than simply identify and widen the divide. We are individuals and we have our wishes and dreams that are ours alone; for the ones where we share them as a community, let's turn those dreams into goals. No more top-down decision-making at school. It's a waste of time and community money, and serves no one well, least of all the kids.

I'm deeply concerned that the Board of Education and the [redacted] are only engaged in diversity and inclusion efforts because they feel they need to. It really does not feel genuine to me, or like they actually care about the experiences of individuals outside of certain norms. I'm glad we are undertaking this effort, but I'm deeply concerned that parents who object to teaching things like the actual history of African Americans put pressure the board and superintendent to fight "woke" politics. And I have no faith that the board or [redacted] will stand up and continue to promote inclusivity and diversity.

Im happy to see this survey being put in place. As a parent and a community member I've been urging for this type of interventions since we moved here.
Unfortunately... I have the sense this is something totally reactive.

In conversation with regards to inclusion, the current [redacted] always starts it with saying "because the state mandated it". It gives the impression that they do not support inclusion initiatives.

Inclusivity became a strong issue after my kids graduated

Is treating everyone nice inclusive? If so, we are good here in NP! My two nearest neighbors are culturally different than me. We are friends and help each other out all the time. We didn't need a money wasting survey or lessons in school to achieve this. We did it all on our own because we were all taught at home to be nice and respectful.

Who on the board voted for this survey? Can we stop this and get our money back? Serious question. The people that voted to have this lost my respect...and my vote. Why the hard core focus on this 'equity and diversity'? I don't get it. Treating everyone with respect wasn't good enough?

Equity or merit? We should be teaching merit. If you are reading this, were you hired on merit or on an equity criteria? If you thought for one second it wasn't merit, how did you just feel? Please stick to teaching actual subjects in school. Please! I don't care what the teachers look like, what gender they are or their sexual orientation. Just get the best people, regardless of



<p>demographics, that you can to teach my kid. Refund!!!</p>
<p>It's hard to keep up with all the activities as working parents.</p>
<p>My children are not academically challenged. School is too easy and one has progressed very little over the course of 3 years. Students are not pushed to their potential at school. This is my biggest concern with school, the academics!</p>
<p>New Providence is not an ethnically diverse community. I am not sure how much action the community takes toward making a decision to attract more diversity to the community.</p>
<p>Not enough is being done by the school district administration or within the greater community to listen to and support people who are from different backgrounds, especially those new to town and those who are non-white and non-Christian. It feels like the town is stuck in the 1950's in that only white, older male opinions are valued or considered when decisions are made for the town and schools. The people in power are predominantly white and have lived in town for many years, and there is a sense of entitlement over decision making and policies that affect all constituents.</p>
<p>NPSD has been very proactive and inclusive for years; many behind the scenes actions have been taken that the average person does not know about for confidentiality purposes.</p>
<p>Overall all of the parents and students and the New Providence Community display respect for all individuals. If anything the bias is being directed back to white males which is very unfortunate and counter-productive to race relations</p>
<p>Special education is sometimes forgotten.</p>
<p>The actions are not open to debate and inclusion of parents - ironically</p>
<p>The biggest issue that I've watch over the last few years is a lack of proper communications with the entire community - parents, families and within the town, regarding the majority of what's happening within the schools and misinformation spreading like wildfire on social media. The BOE has to make decisions within the guidelines laid out by the state and on the recommendations of the administration. Everything needs to be done with the entire student body in mind; however, with the politicization of "DEI" over the past few years, it's caused a lot of dissent within the community - predominantly with older, traditional, GOP leaning members baiting and fighting with slightly younger, liberal leaning members of the community.</p>
<p>The BOE has been tone deaf on many issues brought up by parents both at its meetings, and [redacted] to discuss their children's safety during Covid. [redacted] [redacted] has publicly insulted and intimidated parents who speak up during regular meetings who are there to voice their concerns. [redacted] and [redacted] publicly admonished a group of parents who founded a Safer Schools during Covid group to express their desire for science-based decision making. [redacted] (along with a few other parents) and, due to the lack of response from the BOE, we came together to try to engage with them and be heard. We brought a petition signed by 300 plus parents to their attention, to show that many parents were concerned and wanted to be respectfully addressed but it seemingly made no difference, and as time went on, many BOE members and [redacted] [redacted] became increasingly unavailable and eventually insulting. In numerous private conversations with other parents, we heard that quite a lot of people are nervous about approaching the BOE and [redacted] their concerns because they fear retaliation. I have a couple of friends who are non-white and they are particularly uncomfortable speaking out for fear that they and their children will be sidelined in the school district and also in the greater New Providence Community.</p>



The Borough Diversity committee strives to educate and celebrate different cultures.
The central office administrator who brings years of classroom and building level experience to the position provides good leadership.
The district has great vision, but initiatives are implemented without plans for how to support them for long term success. Teachers are not provided the time, professional development, and resources they need to successfully implement new initiatives.
The fact that these survey has come out is a step in the right direction. I think this is progress.
The issue of inclusion is much more broad than whether there are “actions being taken” to promote equity/conclusion. Without a bigger concentration of black/Hispanic students, those types of actions will seem pandering and “woke” to many of the typical white New Providence community members. In addition from an overall perspective, there are some high school sports where a huge preference / advantage is shown/ given to student’s whose parents grew up in New Providence as well. I’ve NEVER seen a sport in my own or others high school experience where the best players were not playing but instead, the players who the coach favors (mostly those whose parents grew up in town). This appears to be especially true in boys basketball.
The journey is long but it has to level set and not create same negative environment but just for another group of students. Teachers also need to teach on fact, not emotion and opinion. The passion most teachers have is fantastic and we have had a wonderful experience but sometimes some topics taught seems to be more in line with political agenda vs fact. It should not be known by students their teacher's political affiliation that can influence students in either direction.
The move to eliminate the mother/son, father/daughter parameters around school/PTO events was a great step in the right direction for inclusivity. I am not aware of any other efforts made by the Board regarding inclusivity. The NP Library does a great job of creating culturally and religiously inclusive events. The NP Education Foundation doesn't seem to focus on issues of diversity or inclusion.
The teachers and [redacted] program are worth the lack of diversity in the administration, council, and small town politics. You can’t really be all white republicans and teach/preach how great you are at diversity.
The third question asks if I agree with the district’s decisions regarding inclusion. I don’t agree with wasting money on this survey.
The town does seem to highlight diversity, equity, and inclusion. This is satisfying to know.
There is one area of weakness in regards to equity and inclusion in the New Providence School District. This area of weakness is in the special education department. When identifying students for special education, students are not given equitable opportunities to be tested for special education. ELL students need to have three years enrolled in the district before special education will test students for special education services. Their is a growing trend that families that have diagnoses from medical doctors or from neurologist are more likely to receive an IEP. However, this is not equitable to the students whose family can not afford to see a neurologist/medical professionals or is not educated enough to see a medical professional. Special education services provide a tremendous amount of related support services- OT, PT, to families that are very vocal and are vocal about suing the school district.
These statements are structured for an agree/disagree response. Without indicating a time frame other than now (“There are”/“being taken” is asking about right now) makes choosing answers based on FREQUENCY, but not agreement, very confusing.



This Survey and the company behind is promoting a radical left-wing indoctrination and should not have be done. It only wastes taxpayer money.

this survey and work is a huge amount of money

We are new to the school system with a child in primary school. So we do not have much experience to draw from in responding to these questions just yet.

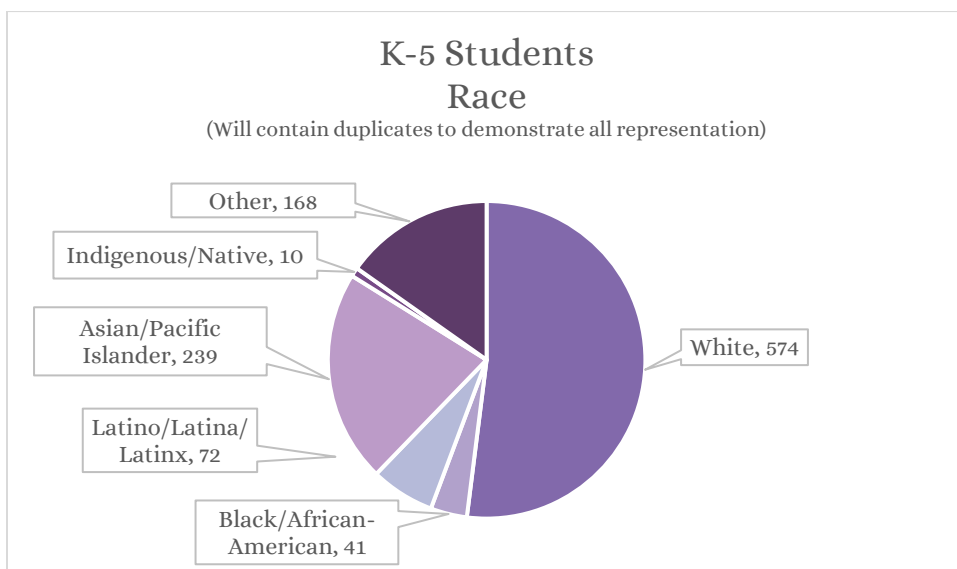
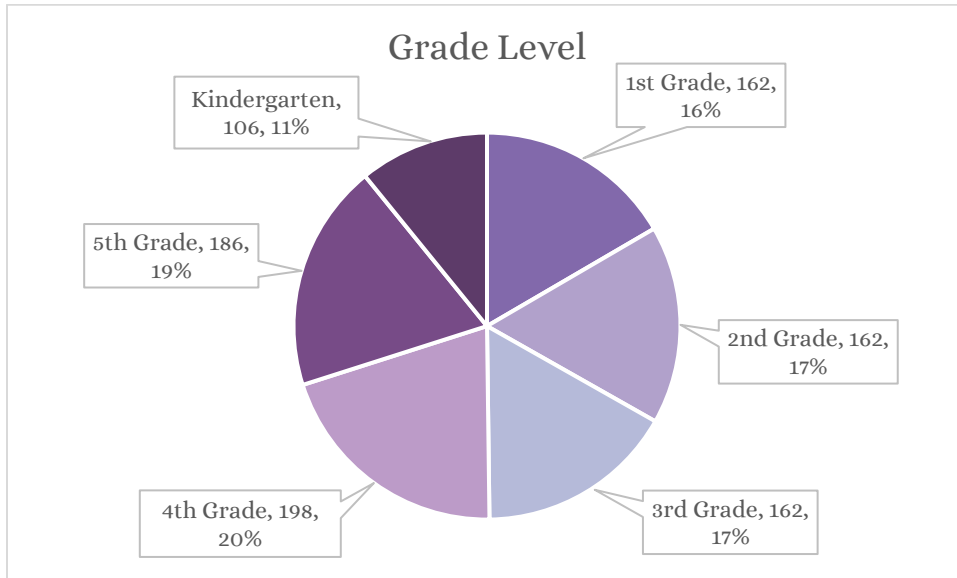
When trying to teach a lesson about discrimination I was told I couldn't teach it. Administration felt it was insensitive however, I feel it was the complete opposite. I felt it was a great starting point for a discussion. I feel leaving out this lesson was actually ignoring past discrimination and acting like it never happened. I never had a parent or student complain about the lesson. I feel the administration has the wrong idea regrading diversity and inclusion. Acting like the past didn't happen is not what diversity and inclusion is about. It is about recognizing the past and moving forward. It is actually insensitive to pretend these issues didn't occur in the past.

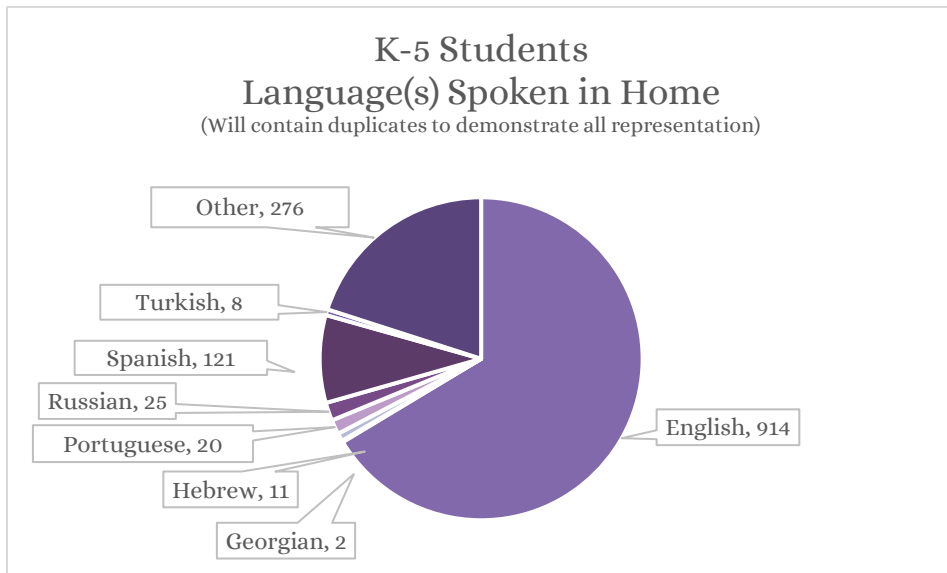
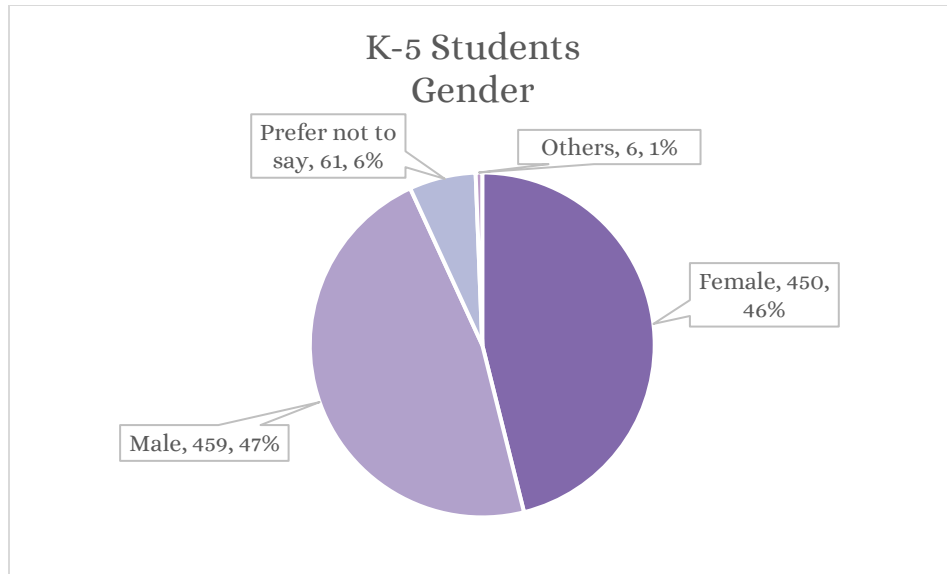
With more diversity in leadership (administrators, teachers) diversity and inclusion is more likely to reach the students and families.



New Providence School District Overall Student Survey (K-5)

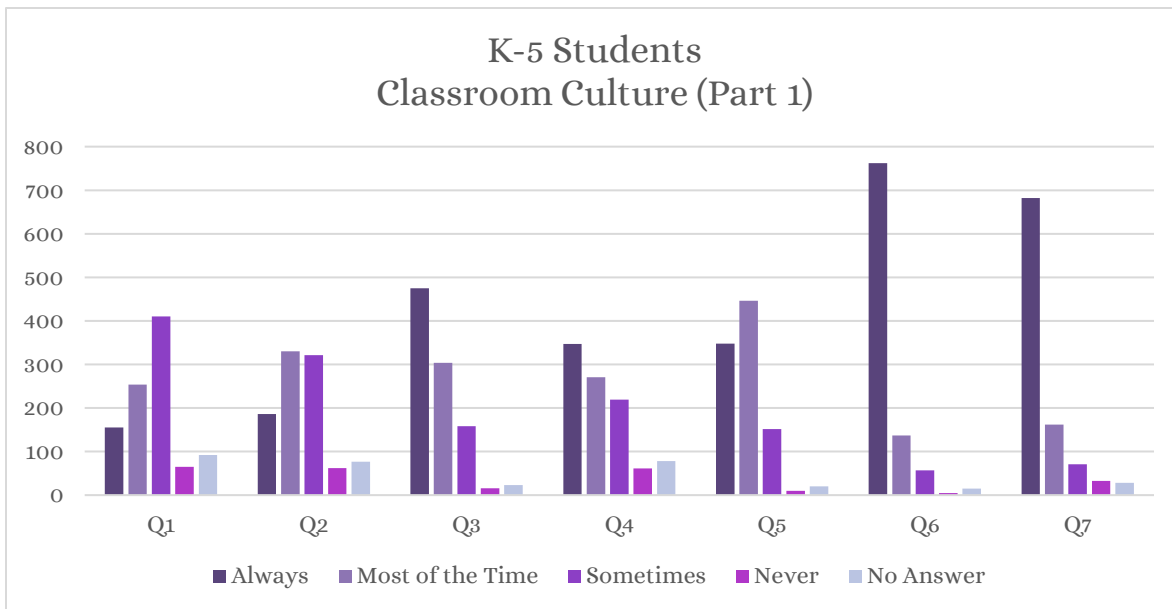
Total Respondents: 976





Section 1a: Classroom Culture

- Q1: I am asked to share stories in school about my life.
- Q2: I am asked to share my opinions in school.
- Q3: I can move around my classroom and get to everything I need.
- Q4: I can share how I am feeling with other students without being made fun of.
- Q5: Other students are nice to me.
- Q6: I have friends at school.
- Q7: I have friends outside of school.

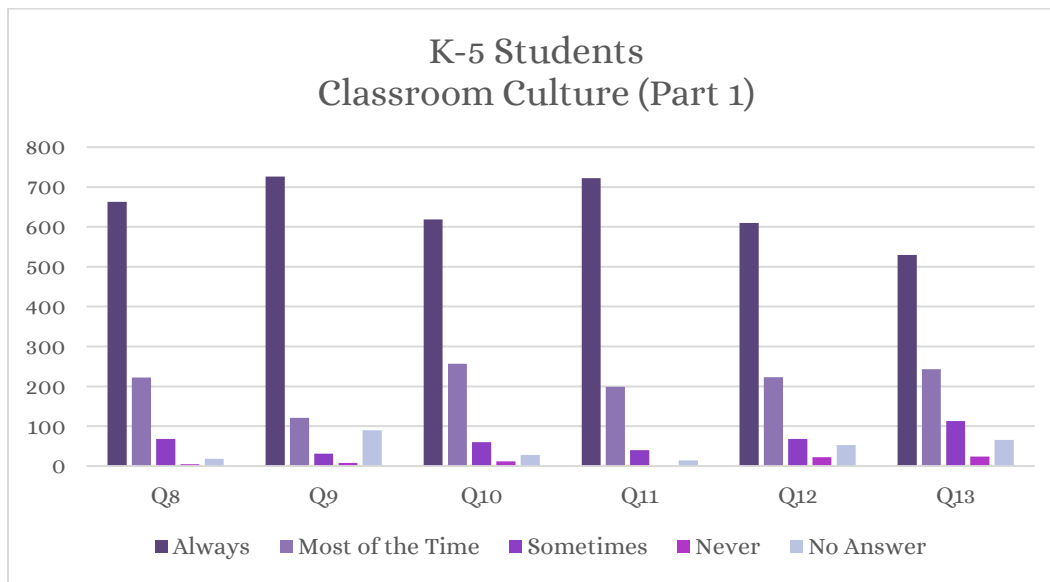


Section 1a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	15.88%	19.06%	48.67%	35.55%	35.66%	78.07%	69.88%
Most of the Time	26.02%	33.81%	31.15%	27.77%	45.70%	14.04%	16.60%
Sometimes	42.01%	32.89%	16.19%	22.44%	15.57%	5.84%	7.27%
Never	6.66%	6.35%	1.64%	6.25%	1.02%	0.51%	3.38%
No Answer	9.43%	7.89%	2.36%	7.99%	2.05%	1.54%	2.87%



Section 1b: Classroom Culture

- Q8: My teachers treat me fairly.
- Q9: My principal(s) treats me fairly.
- Q10: I am physically safe in my school.
- Q11: I know the school rules.
- Q12: I know what will happen if I don't follow the rules.
- Q13: I am an important part of my school family.



Section 1b	Q8	Q9	Q10	Q11	Q12	Q13
Always	67.93%	74.39%	63.42%	73.98%	62.50%	54.30%
Most of the Time	22.75%	12.40%	26.33%	20.39%	22.85%	24.90%
Sometimes	6.97%	3.18%	6.15%	4.10%	6.97%	11.58%
Never	0.51%	0.82%	1.23%	0.10%	2.25%	2.46%
No Answer	1.84%	9.22%	2.87%	1.43%	5.43%	6.76%

Section 1 Other Ideas:
Not really
A friend being nice to me.
all my teachers are the best because they help my big brain grow
Are you nervous? Answer: Always
Bather then other day
Can [redacted] have a class pet? Please?
Can we have less homework? :)
Do you think you have talent.
Do your Friends include you? 3- Sometimes
Does my teacher get you in trouble alot



From a rate to 1-10 I would choose 7. So not bad.
Hi I am [redacted] and I have lots of good good good good friends
I am nice to my classmates. 😊
I am nice to other students and people in the school community always!
I am respected and listened to. (My answer: 'always').
I belong
I do not really have anything to say
I do not really like sitting on the ground before the teacher calls us in in the morning.
I DONT LIKE THE sensory HOLLE WAY AND I WISH they ARE MORE helpers
I FEEL CALM
I feel like I belong here in salt brook
I feel like some teachers I have had in the past are extremely rude. In [redacted] me and another student got into a fight. We are actually very good friends now, so we are okay. I asked of my teacher could call my mom. She said "Definitely not, you are not allowed to those are the school rules. The other white student was able to call his mom. Now, I told my mom and she was mad, so that just kind of shows racism. Maybe the school could be a bit more careful when hiring teachers, especially not racists ones who give white people more priveliege over more people who have ethnicity. I thought it was messed up. I wasn't able to share the full story and got all the blame. The situation was addressed later. She also said since that happened, I had gone from a good student to a bad one, even though I had the best grades in the class. That was a rude and annoying teacher. She kind of made me hate this school, but I have h
I feel mostly safe, but not 100 percent. One time I was punched in the face by my peer, but it never happened again.
I feel protected at school
I [redacted] THE PTA (PLEASE CHANGE WHAT THEY DO) THEY HAVE PROVIDED ME WITH SOME OF THE BIGGEST LET DOWNS OF MY LIFE!!!!!!!!!!!!!!
I have a good teacher
I have the best teacher ever!!!
I just don't like to share my personal info so . . .
I know where most of the important classes are, like art, gym, home room, etc.
I like everyone in this school.
I like the classroom environment.
I love anime's ,building
I love my teacher
I love school
I mean when I'm at school this girl [redacted] is really mean. Because when we where at [redacted] she called me a [redacted]
I prefer no school it's a time waste
I really like dance and I am from [redacted]
I sometimes feel that some people mistreat me
I sometimes get mentally bullied
I sometimes have hard times playing equally among my friends like to groups of friends and i feel pressure and sometimes it makes me stressed
I think the girls 1-3 bathroom is a little dark and scary.

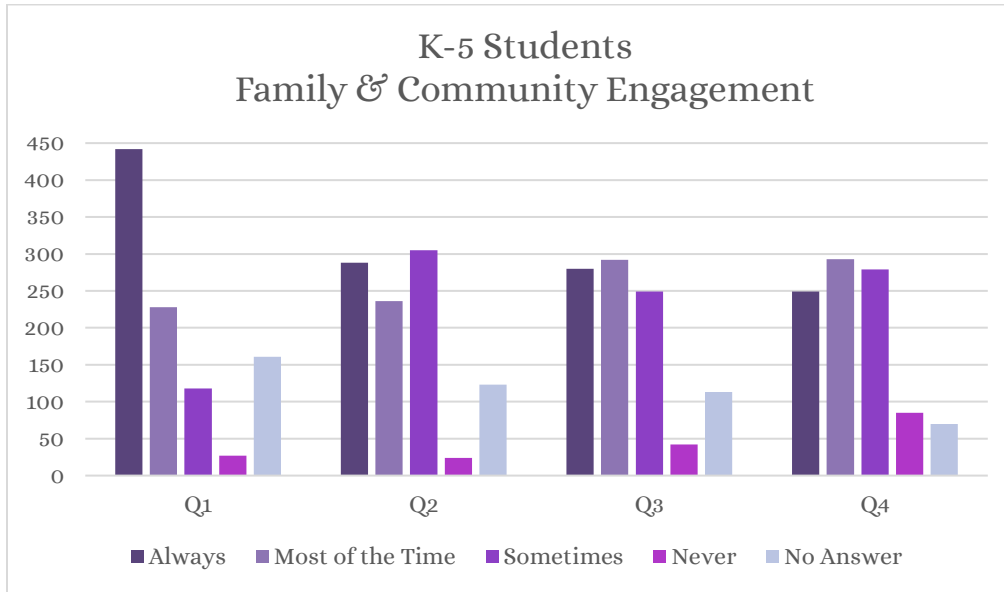


I want to go back to my old school a lot of times because I don't like some people in my class and I miss my old school
I'm following the rules
I'm not sure if I like it here.
I'm struggling with a disorder and can't control it.
If I was able to choose between going to school and not going I would definitely not go never ever I would definitely not go!!!!!!!!!!!!!!!!!!!!!!
In gym, may you please divide the people into the people who get the WHOLE class in trouble from the people who don't? Please do that, I am getting tired of not being able to keep score and immature peers.
Kids at school exclude me at recess
Most kid in my class don't treat me right and i don't like that.
[redacted] is always finding was to get girls in trouble when they do nothing wrong
My friend is kinda mean to me
My friends don't treat me that nicely.
My life is 😊 😞 😟 🤔 😬
My mother also likes me
My teachers are awesome and I love school!
New recess ades
People should be positive every day
Some people hurt me or other words some people are rude to me
Some teachers scream at us if we drop a pencil and get it or if we want a tissue. I put most of the time I feel physically safe because there were some issues in our grade that were not that safe.
Sometimes I don't feel comfortable when there are students cursing. It's annoying because I'm trying to do my work and someone next to me starts saying bad words so I can't focus like while I was doing this survey I heard 2 people curse
Sometimes I feel insecure because I know only one other kid who speaks [redacted] in my grade. I sometimes feel I'm an outsider. Also no one really talks to me that much so I feel left out. Like an outsider looking in on conversation. So I guess I don't really talk to other people because I am worried that they will reject me.
Students are often amazed by my knowledge of history, art, and physics,
There are some kids that are mean to people during recess
There is only one [redacted] techer that is very mean
Well i just feel like I'm not important cause you know i just feel like a normal student but im really just ok with that
Well, my teachers are the nicest teachers ever and the other students treat me kindly.
What is your favorite color? (Mine is Black)
When my teacher gets mad at me or screams at me i feel scared
You feel like. You belong here
You share your feelings: 2



Section 2: Family & Community Engagement

- Q1: My family is included in notes from the school.
- Q2: My family and my teachers talk with each other.
- Q3: I learn about my local community.
- Q4: I see family members and community members volunteer at school.



Section 2	Q1	Q2	Q3	Q4
Always	45.29%	29.51%	28.69%	25.51%
Most of the Time	23.36%	24.18%	29.92%	30.02%
Sometimes	12.09%	31.25%	25.51%	28.59%
Never	2.77%	2.46%	4.30%	8.71%
No Answer	16.50%	12.60%	11.58%	7.17%

Section 2 Other Ideas:
MY FAMILY IS THE BEST
.....shrek shrek shrek shrek shrek
Are you happy with you teacher.
Do the lunch and recess monitors count as community members?
Do you feel like you are a part of salt brook
Do you like the pool?
Dunkin donuts
Every time we have an a event
For my sister.
For the question I learn about my community, its not that I don't learn about it its just that we spend more time working on things like the reigions of the USA (were I live) and what other people do
From a rate from 1-10 I would choose 8 on this. Improvement!
Good



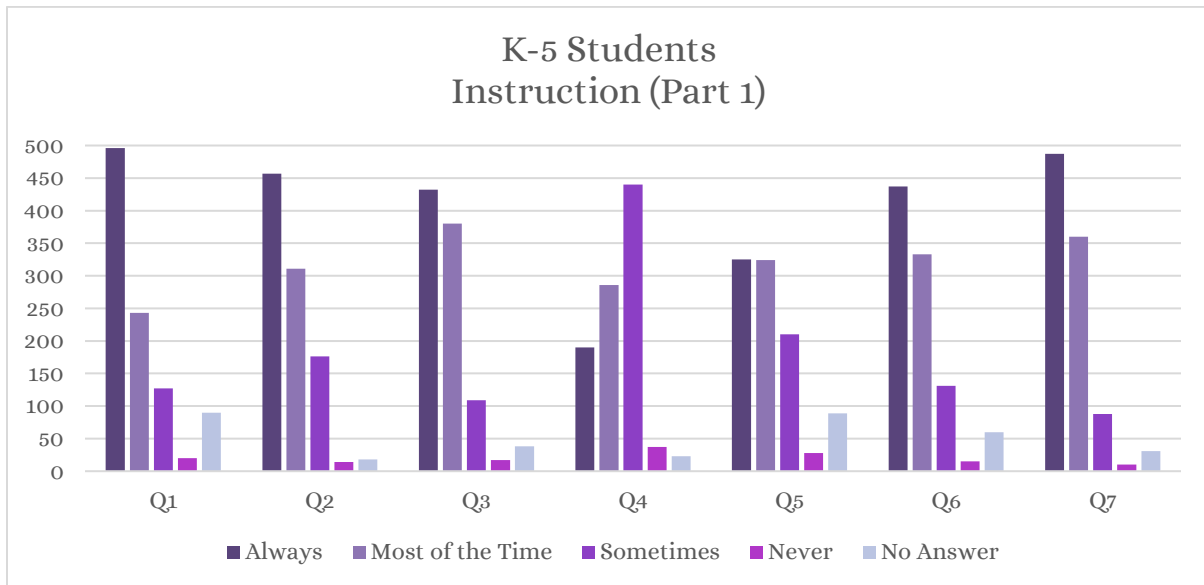
I am a swat team member
I do see community members but none of my family members.
I don't get when they ask do I learn about my local community like what about it will you learn?
I feel good at school
I go to special events after school in school.
I HATE [redacted], NOT SCHOOL JUST [redacted]
I HAVE FRIENDS
I have support
I just don't like to share my personal info so . . .
I know the schools algorithm
I like the starbucks
I love my community and I love the donut places
I LOVE school!!!
I love the play ground
I mean my mom does not come in to volunteer because she does a lot of work while school hours but I really would like her to come but its ok if she does not because i know she does not have time. But i think she really wants too
I talk to my family about my school life and problems when I'm feeling happy or sad
I think that there should be more fields
I wish my parents would volunteer more at school. I see all the other parents who come to help out. I wish my parents could be part of that.
I'm not sure if I can keep up with everyone.
In my old neighborhood people came out a lot and there is a park there
McDonald's
My family is invited to occasions like the Spelling Bee.
My freinds support me
My mom and dad [redacted] are in the PTA
My mom and dad can reach out to my teacher feeling comfortable
My mom came in for the hollo ween
My mom goes to my little sister in 1st grade to read a story sometimes, so I might see them in the hallway, my mom comes if there is a read aloud in my sister's classroom
My mom helps others at my class and gives stuff we need for the class.
My mom is a class mom.
My mom is on the Board of Eductation
My mom is the [redacted]
My mom organizes spring fling and pta
My mom sometime volunteered
People are still mean to me
Some of are moms are are class moms for class party's.
The pool
They keep me safe and its fun and I love Starbucks



Water park
We only see them at party's
Why is there one Dunkin doughnuts? When

Section 3a: Instruction

- Q1: I am taught how to ask questions about what I don't understand.
- Q2: My teachers help me with my work.
- Q3: I am successful at school.
- Q4: I work with other students to do my work.
- Q5: What I am being taught connects to the world outside of the school.
- Q6: I know how I have grown in different subjects.
- Q7: I do well in my classroom/school.

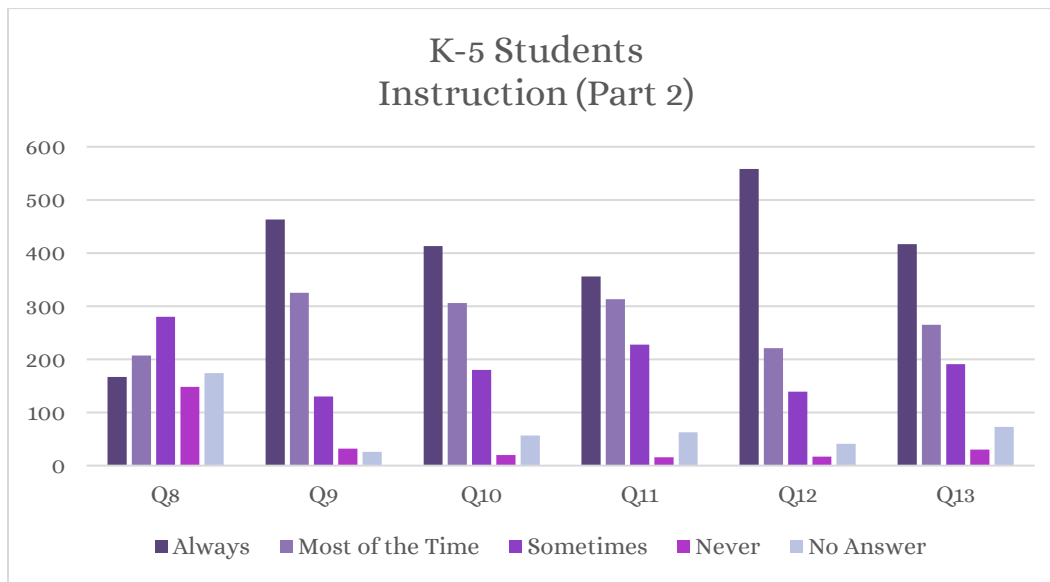


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	50.82%	46.82%	44.26%	19.47%	33.30%	44.77%	49.90%
Most of the Time	24.90%	31.86%	38.93%	29.30%	33.20%	34.12%	36.89%
Sometimes	13.01%	18.03%	11.17%	45.08%	21.52%	13.42%	9.02%
Never	2.05%	1.43%	1.74%	3.79%	2.87%	1.54%	1.02%
No Answer	9.22%	1.84%	3.89%	2.36%	9.12%	6.15%	3.18%



Section 3b: Instruction

- Q8: I learn about people who look like me.
- Q9: I feel good about myself.
- Q10: I learn about people who are different than me.
- Q11: I am taught about people being treated differently.
- Q12: I am taught how to stand up for people who are not being treated nicely.
- Q13: I learn about how other people have stood up for people who aren't being treated nicely.



Section 3b	Q8	Q9	Q10	Q11	Q12	Q13
Always	17.11%	47.44%	42.32%	36.48%	57.17%	42.73%
Most of the Time	21.21%	33.30%	31.35%	32.07%	22.64%	27.15%
Sometimes	28.69%	13.32%	18.44%	23.36%	14.24%	19.57%
Never	15.16%	3.28%	2.05%	1.64%	1.74%	3.07%
No Answer	17.83%	2.66%	5.84%	6.45%	4.20%	7.48%

Section 3 Other Ideas:
B=whys is dis always here ;0
Can you protect yourself if you get into a physical fight.
For i am taught how to stand up for people who are not being treated nicely we did learn but then we done and i learned no more
From a rate of 1-10 I choose 8. Didn't lose anything.
Have you ever been bullied
I am taught how to pay attention in class.
I am very interested in civil rights
I didn't speak English and I was at gymnastics, and 1 of the girls wasn't being nice so I used one of the only words I knew. Stop.

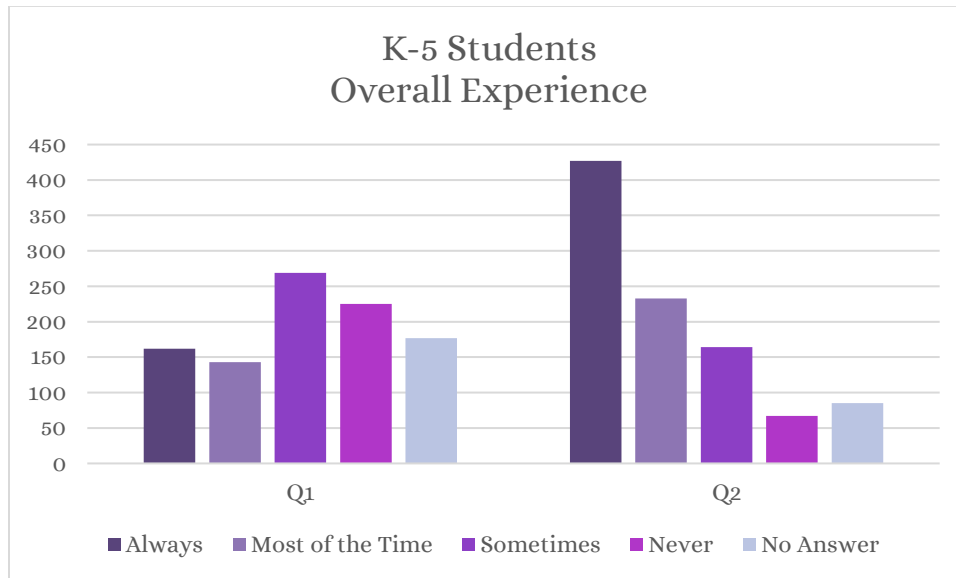


I don't get treated nicely always because of my appearance. People lie and say I don't brush my teeth but I do.
I feel smart and confident about what I have been taught. :)
I have no idea what I'm going to do.
I have stood up to my friend who was sitting on a bench at recess alone
I just don't like to share my personal info so . . .
I learn about how people are supposed to. But they don't always. They usually just let them get bullied and don't do anything about it.
I learn about how to not be a bully
I learn about money and the real world
I learn different things in every class, so I don't always learn about specific topics.
I make sure people are ok
I never have fun working with a teacher
I sometimes I feel like we could talk about bullying a bit more so we can learn how to avoid the situation.
I think school is very safe
I want harder math classes.
I WANT MORE BACK UP
I'm a person who is negative to themselves and maybe sometimes others.
I'm a shy person so it's hard to make friends and fit in
My teacher is the best and she is so fun !
My teachers are perfect! Can they move to [redacted] grade so I can have them again?
Not really. :(
People are mean
Picking on people is horrible.
PLEASE NO PTA
School is dull but it's kinda annoying
some kids in are class roam around the room.
Some people don't treat me nicely
The reason I don't know on the 5 question is because I haven't really experienced the real world yet considering I'm only in 4th grade.
Very good
We should be able to see our friends not just at recess
Your favorite teachers



Section 4: Overall Experience

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.



Section 4	Q1	Q2
Always	16.60%	43.75%
Most of the Time	14.65%	23.87%
Sometimes	27.56%	16.80%
Never	23.05%	6.86%
No Answer	18.14%	8.71%

Section 4 Other Ideas:
Have any teachers that look like you
At home i feel comfortable talking to adults but at school only some times
Do I feel comfortable at your school
For the Question I have an adult who I feel comfortable talking to at school I don't mean they are mean I just prefer to talk to a Friends, Family or peers
Good
I am good at learning but I'm not good at using the things I learn.
I can talk to my teacher
I can talk to my teachers but not about that many things, but I can talk to one teacher about those things my ESL teacher
I do not acquire an adult to speak with.
I do not like my teacher [redacted] but I liked my old teacher in my class instead of my new teacher being so friendly
I don't like talking to people about stuff i rather play sports
I don't see as much boy teachers

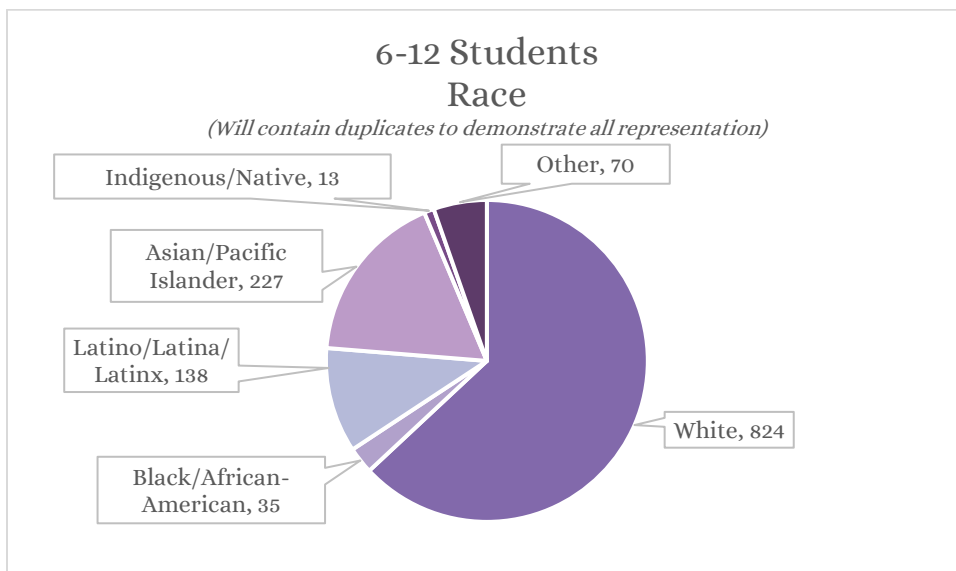
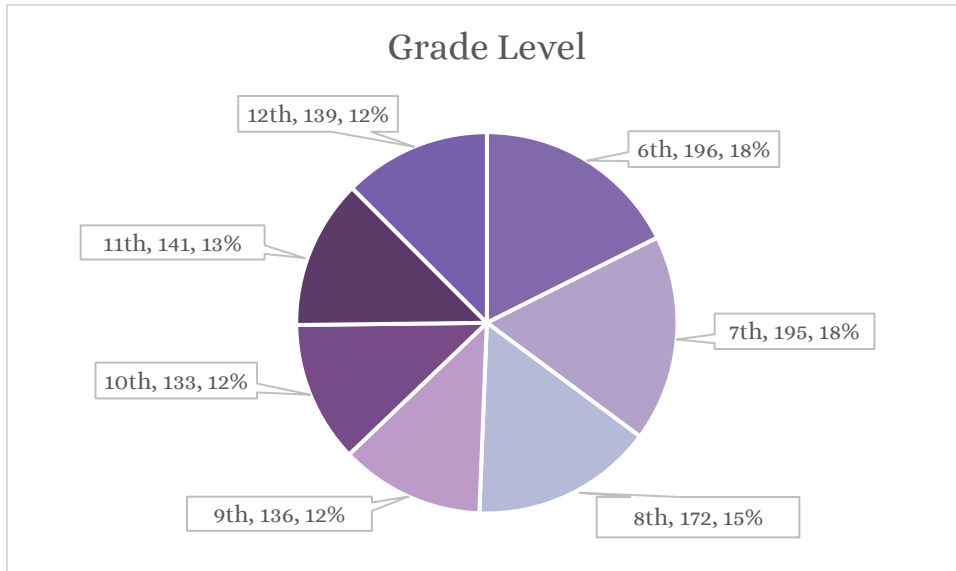


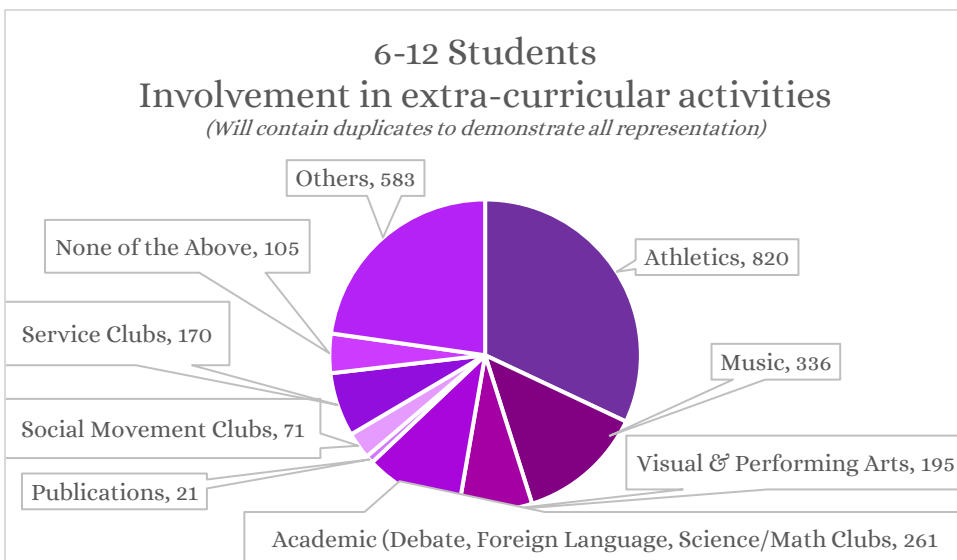
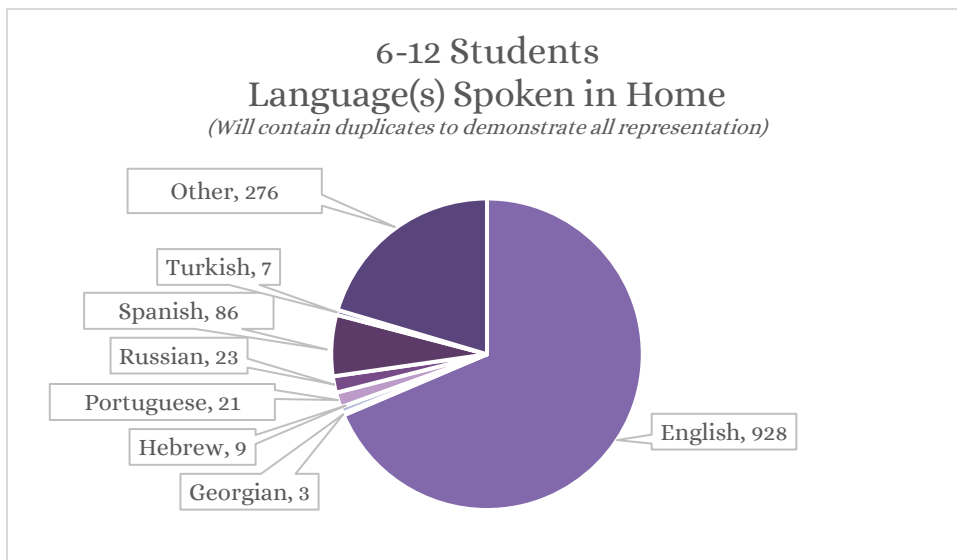
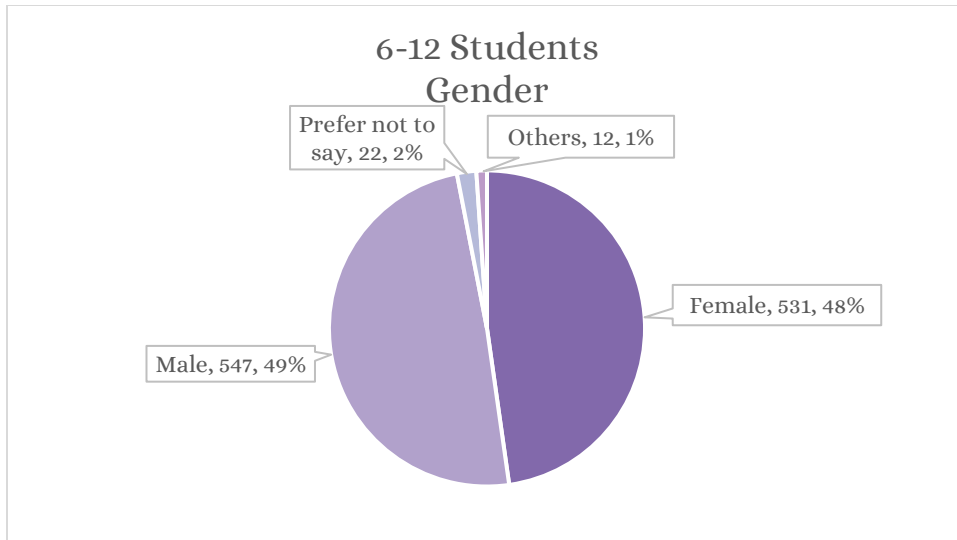
I feel comfortable talking to [redacted] because she gives me advice and i like how when I talk to her I get everything off my chest!
I feel good talk to [redacted]
I guess it would be ok if the teachers would talk to us a bit more.
I have a trusted adult i can come to if i need help
I have never spoken to anyone about anything very serious, so I don't have anyone that I know that I have to speak to.
I just don't like to share my personal info so . . .
I just want to say this but the boys bath at this school is really bad and the toilet is out of order like every other day. There is pee on the floor near the urnals and it floods once and a while. So yeah, fixit.
I need more friendly adults to talk to but NOT MY PARENTS!!
I see a someone every once and a while
I still do not know
I talk to [redacted]
I think our school is very diverse. Not only with people who look different, also everyone has a different personality
I think school is a great place
I'm kind of sad that my time at salt brook is almost over 😞
Is there any person you do not feel good being around?
[redacted] is the person I can talk to .
My school is awesome because it has so many different people and i can be friends with them!
NO PTA! NO PTA! NO PTA!
People treat everyone kindly with respect.
Sadly, overall rating is a 6. The overall rating for this whole google form is a 7.5
School is a good place to have fun
Some of the kids roam around the class
The adults are nice to me.
The teachers are really nice to me. 5-Always
When they ask you see adults woh look like me I don't know if I do because I don't see that who are Latino and white I mostly see white adults in the school but I do see other kids that are like me but not adults in this school.
Would you hit an adult who's physically harassing you.
Wow! The end of the test already? Hmm... I wonder what people are going to say about my responses... Actually, what do you guys mean by people who look like me?



New Providence School District Overall Student Survey (6-12)

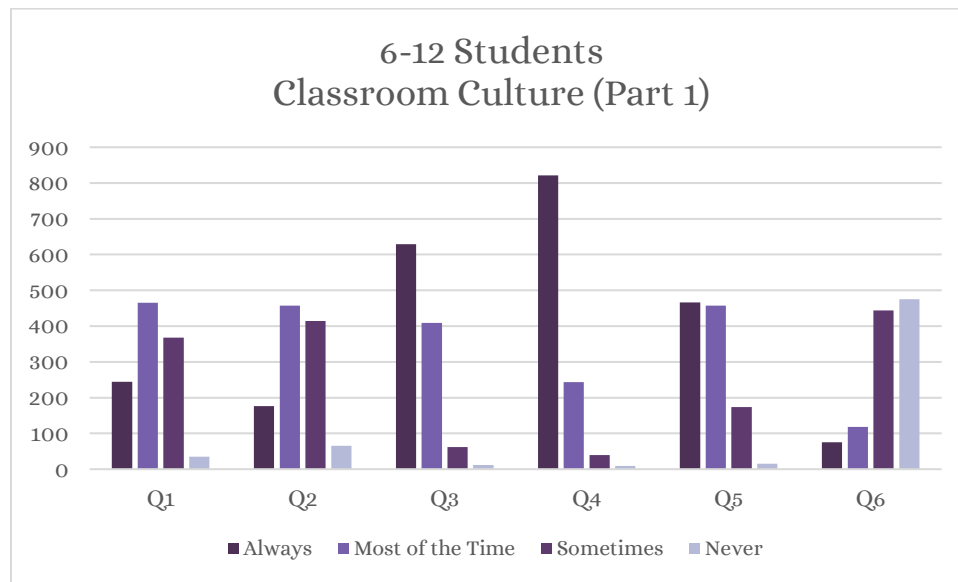
Total Respondents: 1,112





Section 1a: Classroom Culture

- Q1: I am encouraged to speak my truth and share my thoughts.
- Q2: I can share my opinions without being judged.
- Q3: I know where things are at in my classroom and have access to materials.
- Q4: I am physically safe at school.
- Q5: I am emotionally safe at school.
- Q6: I see and/or experience students not treating others with respect at school.



Section 1a	Q1	Q2	Q3	Q4	Q5	Q6
Always	21.94%	15.83%	56.56%	73.83%	41.91%	6.74%
Most of the Time	41.82%	41.10%	36.78%	21.85%	41.10%	10.61%
Sometimes	33.09%	37.23%	5.58%	3.51%	15.65%	39.93%
Never	3.15%	5.85%	1.08%	0.81%	1.35%	42.72%

If you have witnessed and/or experienced the above, please share more information about who is being treated disrespectfully.

If i do see someone being disrespected i would not care about it, Becuase i have no say in something that dose not have to do with me.

Not who

A bit of trash talk

A boy in another class

A classmate to a person in my grade

A fight about something that happen outside of school. Someone started a fight at school about something the they heard that the person did do.

A friend had a video made about her making fun of her weight by a person that has repeatedly made comments about and to her, but there was no punishment for student.

A kid named [redacted] getting pushed in the bathroom

A kid repetitively acts hypocritical/rude, and nothing much has been done about it. They have a 2-faced personality, acting nice in front of teachers, and not the greatest in front of students and my peers. Also,



many students have chalked it up as them being annoying, and don't pay any attention. However, they make a few physical educational games dull and boring when they would be fun otherwise.
A kid was spreading rude and untrue rumors around
A lot of people are not included and a group of girls are really mean to a lot of kids
A person was really mean to me and kept blaming me for things that I never did. They always said very mean things to me. They forced me to lend my materials to them when they weren't responsible in bringing them and asking for it in a very rude and disrespectful way.
A [redacted] grade student I know
A student by another student
Almost never
[redacted] is mean to me and says im whitewashed.
Anyone who is annoying
Argument
At least everybody I know has been made of, judge or hurt by another student about either the ways they look, dress or talk/act.
At the of school, my friend [redacted] gets bullied by [redacted] graders. They say some mean things and he is upset sometimes.
Being mean to other people
[redacted] is sometimes makes fun of [redacted] pushes her as a joke but she says it hurts
Boys
boys using the r word to insult others
Bullying
Certain people get treated disrespectfully by other people who seem to think they are better than everyone else.
Differs
During gym, sometimes people will be angry at people on their team.
During [redacted] class one person in my class throughs some things at me sometimes.
Everyone
Everyone is judged by who they are or what they like or how they act and I see certain people at my school being judged by those qualities.
Everyone lol this school look sucks with dealing with issues within the student community
Everyone, everywhere, always
Friends being mean to a person in their friend group. They might be joking but the person receiving the hate, dont seem to like it.
Friends to other friends
Friends will tease other friends.
[redacted] sorta fat shamed [redacted] when at lunch he was like, [redacted] So much *Insert him and [redacted] tried to defended himself* Then they kept saying how [redacted] it was and how they could never but I'm pretty sure [redacted] had more [redacted] than [redacted] ended up almost crying but I told him i was glad he was [redacted] also [redacted] made fun of me multiple times and told me sexual jokes involving me and him and I felt unsafe tho it was last year.
Haven't
Hello, in [redacted] is being treated badly, people are always mean to her, please don't tell anyone that I told you!
Honestly its just a thing you cant control, there will always be people who will treat others with disrespect. Everyone gets disrespected, basically.
I already did
I am the person being treated badly.
I can't remember an exact time but I know over the years there have been very few issues with conflicts between students.



i can't recall an isolated instance
I didn't witness anything
I don't catch who is who I just know it happens.
I don't really know who, but rarely there might be some mean words said at people. But it basically never happens.
I don't really see specific individuals be targeted and treated disrespectfully, but I have seen people (whose names I wish to remain undisclosed) make fun of specific groups of people.
I don't remember who or when it was.
I don't remember any one being treated disrespectfully.
I don't remember, but when I do see it, it seems sort of jokingly.
I experienced people not being bullied but being treated disrespectfully.
I feel like the majority of people who are treated badly are being treated badly by people that are supposed to be their friends. I've seen this happen a lot.
I found writing in the girls bathroom but I didn't see who did it.
I have been treated disrespectfully. People talk behind my back and laugh at me sometimes
I have but i will not say
I have experience people being treated unfairly. This usually happens when groups of "friends" make mean jokes or unfair comments and the rest of their group just follows along.
I have got threatened by a girl named [redacted]. She she was going to kill me if I told anyone about her secret.
I have just seen some students being disrespectful to teachers
I have never felt or seen someone hurt physically/mentally in this school building during hours.
I have never witnessed a peer not treating someone else with respect and it hasn't been dealt with already. I do not wish to share information about people I am uncomfortable being around/ being impolite at school.
I have no examples of this.
I have not experienced it.
I have not seen or experienced other students not treating others with respect
I have not witnessed anyone being treated disrespectfully
I have not witnessed anything.
I have not witnessed disrespect
I have seen a small girl tell one of my friends that he is a [redacted].
I have seen people fighting about who is better at who or teasing each other which really hurt other people's feelings. I have experienced people seeing me as competition in sports or just in general at school and treated me very wrong but I told the counselor and now I am in a awesome class and people are HARDLY EVER being mean.
I have seen some kids not being the nicest and not treating kids with respect before.
I have seen students treat each other without respect.
I have witnessed and experienced nothing.
I have witnessed people being treated disrespectfully or differently. People who treat this person differently sometimes makes fun of them.
I haven't really fully experienced like seeing a person getting disrespected but sometimes kids are just rude to others but most of the time its nothing really big and they apologize after a few days.
I haven't really seen anyone being treated disrespectful in any form of way from what i see
I haven't seen anything bad
I haven't witnessed anything like this
I haven't witnessed anything so far while I've been here.
I just see some insults but nothing too horrific.
I never really have witnessed any sort of that a lot.
I never really see anyone mistreating each other.



I never really see anyone not being respected, most of the time I think they are joking around.
I personally dont see a lot
I saw one person being called names and being mock but it might have been a joke or something to their friends.
I see and hear about fights happening sometimes, but it never has anything to do with me, so I don't really know anything.
I see people being racist a lot
I see people get made fun of when clearly they are having a bad day, and this just makes it worse. I see it about once per month.
I see people trying to make others feel bad about their choices, actions, words, or jumping to conclusions and saying things about them that they don't like. The disrespectful people don't stop when the person says to. Some people always cheat at games, blame things on certain targets, and make trouble for them.
I sometimes see people getting in arguments.
I witnessed someone not being treated fairly at lunch time. They wanted to sit at a table with other students, but the students said no disrespectfully.
I won't share their name, but sometimes people in my classes are insulted based on their ethnicity and they don't know how to respond and they just laugh. If I were to receive those insults, I would talk back, but I don't think these people know that they are being disrespected and the teachers don't realize it either.
I wont say
I've heard some comments here and there about others but nothing to their faces.
I've heard students (freshmen, sophomores, and juniors) say the n word on multiple occasions; I've heard kids use other slurs on multiple occasions
I've seen kids be ridiculed for their grades. It's a very sad experience. I've seen a girl shame her classmates and claim, "I am the only smart one," because she was enrolled in gifted and talented program. I have also seen the same girl smack one kid's head when he didn't want to, and the teachers continue to treat her well. Sometimes, it makes my blood boil.
I've seen several instances where someone is not treated the same as their peers, too many times than what can be counted, a lot of people will pretend to be their friends and laugh about them behind the rouse of it
In [redacted], many students speak while [redacted] is speaking.
In [redacted] class I have noticed that [redacted] is often made fun of or laughed at
It doesn't go farther than falling people mean names and stuff like that, someone called my friend a sped, tried to trip me, etc.
It happened at recess.
It happened at the beginning of the year when [redacted] in the 8th grade started to shove a 7th grader away from his stuff after [redacted] ended. (I don't know the 7th grader's name)
It happened earlier in the year, but was quickly resolved and has not happened again to the person.
It happens a lot, but very small things. Nothing worthy of telling a teacher, and most of the time they are just jokes. There are some times where I almost think of telling a teacher. One time I remember a student (student A) was playing tag with another student (student B) at recess. Student A was kind of tired of playing, so he told student B that he didn't want to play. It kind of went something like this: "Uh, I'm kinda tired of this game, I'm gonna go do something different." - A. "What do you mean? We were in the middle of a game? You can't just leave!" - B. "Yeah but I'm allowed to go do something else, you can't force me." - A. "No, stop being stupid. Just play the game. You are being mean to everyone else by quitting." - B. Student B starts to get a little teary-eyed (he is a bit sensitive). "What, are you gonna go cry to your mommy? Boooo-hoooo!" - B. Student A runs off.
It happens to anyone. People are judged and it is really sad. People are made fun of for their differences and not treated with respect. I feel like we are so used to this no one cares anymore. I wish we could accept differences and just be respectful. We don't all need to be friends but we have to respect others. Some people here are just pure evil and do cruel things for zero reason. I also heard of people who report things and the school doesn't do anything. That hurts to think about.



It is just stuff like kids disrupting kickball games or kicking a basketball in the middle of a game at recess. Not massively disrespectful.
It is really only minor things
It was with [redacted] at the lunch table.
It's all good pretty much
It's high school people gossip about each other there is nothing that can be stopped
It's never specific people, but people often make off comments about lgbtq+ people and those who identify as transgender.
It's not really too extreme, just like a few insults here and there along with some bad body language including rolling your eyes and being ignored.
It's not very serious but sometimes people mock others but not seriously, such as my friends making fun of each other but not in a hurtful way, and it is taken and understood as a joke.
Ive had a lot of incidents but the biggest one is when someone called me fat.
Just friends messing around with each other.
Just generally, like pranks and arguments.
Just kids have been bodyshamed at some points
Just kids making fun of other kids with learning disability's
Just mostly drama from different friend groups.
Just people saying inappropriate or rude things to each other but never anything physical that I have seen.
Kids are very mean and because nothing is confidential, I'm afraid it'll get back to me so I say nothing.
Kids being teased even though they have mental disabilities
Kids make fun of other kids
Last year, I was walking down a hallway to go to the bathroom and two older students saw me and said "[redacted]" to me. I reported this to the school administration and it was discussed for some time with me. However, for whatever reason, these contacts would soon cease. This was slightly infuriating for a few reasons. First off, I understand that sometimes it is hard to find the perpetrator and that this will cause the school to have to cease the investigation. However, I would have appreciated if I could have gotten some form of closure on this situation. I am also concerned by what some of my peers have told me. They have stated to have been objectified and stared at in a manner that they found uncomfortable. I have also heard that students who are struggling with their mental health have been called "[redacted]," and possibly other slurs. On top of that, i have heard of students in the LGBTQIA+ community being called slurs due to their orientation.
less athletic kids, quieter kids, kids who don't social climb,
Many people are disrespected, they've been told that they're bad, dumb, etc.
Many people do upsetting things in the classes im in.
Maybe people just trying to be funny
me and my friends were being verbally harassed and they didn't do anything
[redacted] got kissed by a boy name [redacted] is the worst person ever last year he was actually nice this year he is just a bully everyone in his way he ignores pushes or bully's they need to take this kid to a place that treats anger issues because this kid doesn't show anything good for later on in life.
Minorities by people who think they're better than everyone else
Mostly friends teasing and insulting each other.
Mostly I see its just rare minor clashes with friends during [redacted]. I don't think its an actual issue because it rarely happens.
Mostly just other students making fun of students and then saying it was a "joke" when they ask to stop. Like today, a guy was making fun of another guy for having freckles and although the guy sounded like he was joking, it was clear the guy with the freckles took it as an insult.
Mostly minor-ish things like name-calling, insults (as jokes), teasing, not really anything physical.
Mostly people gossiping about others and putting each other down or leaving them out.
My brother



My brother sometimes gets bullied, because he is the smallest kid in the grade.
My friend [redacted] has been teased in class sometimes by some of her classmates. They sometimes body shame her and call her ugly and stuff.
My friend was mistreated for telling the truth about a game in gym. I found her crying on the floor
My friend was not talked to nicely.
My two classmates who have special needs.
MYOB
Myself and some of my peers have been touched inappropriately by a classmate. He hits your rear end and sometimes touches one in the private parts. I have reported this to the [redacted] twice, but it doesn't really seem like anything is being changed. The person that does this still does it and no one likes it, and he doesn't care about the consequences and doesn't care what he is told.
Myself when I was younger and the recess/lunch aids.
Nah just teasing bro
No one is being treated disrespectfully.
No specific circumstance, just minor occurrences where someone was being ridiculed or something alike
No thank you. And please don't ask.
Not a witness
Not all the time but maybe like once a month I someone getting like left out but they don't seem that upset.
Not bad just a few insults
Not off the top of my head.
Not one race or gender specifically
Not saying
Nothing has happened in the last like 1 month ago. Someone wanted to fight someone
Nothing that has to do with bullying that i know of, just when someone gets another kid annoyed or mad they will say things to them.
occurrences here and there that i hear about, but do not see first hand
On recess two times, someone punched someone else.
One of my friends keeps on getting pictures taken of them. The person taking the pictures was doing it obviously. My friends kept on telling them to stop and told the teachers about it, but they never done anything to stop it according to my friends.
One time a girl was saying mean things to me and really hurt my feelings.
One time a boy put hand sanitizer in my hair. I don't really care though.
Other students
Other students and teachers
People are targeted randomly.
People being mean
People call my friend names.
People call people names in the hallways before school because of gender or race
People gossip about each other and make fun of each other a lot.
People have been very mean to each other and made fun of others.
People here are stuck up and don't have manners.
People hurt others emotionally and physically sometimes.
people make fun of each other a lot and make others feel unwelcomed
People make fun of people for things such as their interests, their group of friends and many other things, it's always happening
People open about their own sexuality when it's other then heterosexual and transgender individuals.
People sometimes make fun of students who act differently or what they call "weird".
People who make errors in gym class, or are popular enough



Pretty much everyone in the school people really have no chill and it doesn't get really reported because that's become the normal now just to be mean to everyone
Pretty much everyone is arguing with each other/making fun of each other. Especially in my [redacted] class, but also outside of it. What's weird is that other times they get along fine, even after some harsh insults.
Problems have been taken care of by principal
Racism, sexism, sexual harassment, general harassment, etc
Roasting each other
Some girls were just accusing someone that I was friends with about saying something that she didn't say.
Some kids face simple banter or people being rude to others.
Some kids put smart kids down because they are jealous.
Some of the boys don't treat the other boys nicely.
Some people are being rude and telling some kids in special ed to kill themselves, specifically [redacted]
Some people have a tendency to play around with others. I know there is likely bullying going on in ninth and tenth grade because those are usually the prime years, but these instances are generally addressed.
Some people in the hallway push each other to get to lunch quicker.
Some people just tease or just poke fun about other people's looks or something like that (facial features, height, fashion sense, etc.). Mainly it happens to people of color in our school.
Some people making fun of other people for no reason
Some people roast other. Like call names and such.
Some people say things as jokes but I think that they hurt the students feelings.
Some staff and administration fail to treat non-white students fairly. On multiple occasions student made media has been played in class that directly mock people of color/other ethnic groups. With some exceptions, staff repeatedly fails to accommodate, educate and provide a safe environment for ALL students. There is a sense of tension and contempt between some faculty that's made to belittle and hurt non-white students.
Some students are talking about teachers badly.
Some students disrespect others both inside and outside school.
Some students who are popular will tend to talk about people who aren't, but sometimes they show disrespect to their friends
Some times jokes go to far and people get impacted by that.
Someone brought a knife to school and started screaming racial slurs.
People are constantly harassed at school and nothing is done about it
People are bullied for their race, their income etc.
I heard someone in my math class sitting right next to me say, "She should just slit her wrists and try to kill herself again because there's no coming back after what she did" about some random girl in our grade
People are constantly calling others racial slurs
People make fun of other people's weight and stuff
People constantly girls "[redacted]"
(this is all about other students not teachers)
Someone brought a knife to school once and screamed racial slurs. People are harassed and emotionally insulted. People say hateful things and makes people feel bad about themselves. People constantly talk about people when they are going through rough times, for example, they say people should 'kill themselves' and made fun of someone for slitting their wrists. A girl has tried to commit suicide because of boys have done to her. Many boys take advantages over people and make sly jokes and don't get consequences. Harassment is a big problem within our school. This is directed mainly towards students at this school. Their behavior is a problem. People vape, and drink alcohol at the age of 14, which is underage. This is directed to students at this school.
Someone was being racist to my friend.



Someone was yelling at someone and they made the person really upset and they didn't stop. I don't remember who this was.
Sometimes I have seen students who will tell others that they don't care about what they are saying
Sometimes I may not know their names because they are in different grades but the sophomore boys can behave very interestingly with each other in the halls or cafeteria. There are times where students may behave inappropriately and the staff notice but either don't do anything about it or they dismiss it fairly quickly. I have also seen various occasions where students are disrespectful towards teachers and each others, and when they are confronted about it by the staff or other students they fail to stop and ignore it. There many other things and situations I can talk about that this school fails to deal with. I can fill this survey and list them all out until actual action is done. I hope that this survey was released because the administration actually cares and it means they will finally do something about various things, and not because they want to seem like they care but proceed to do absolutely nothing.
sometimes I treat others disrespectfully and regret it later
Sometimes kids do not listen to the recess aids like they should, but this is extremely rare.
sometimes kids tease eachother in class i guess
Sometimes others say things that they don't mean or are making a joke. Sometimes it is hard to tell if someone's feelings are hurt or not.
Sometimes people talk bad behind each other's backs.
Sometimes people would laugh and make fun at someone else because of the way they act or look like.
Sometimes some kids make fun of other kids because of their height but the teachers are alert and quickly get involved to assess the situation.
Sometimes some offensive teasing or bad things that hurt many people
Sometimes the boys in my [redacted] class discourage the girls when we mess up.
Sometimes the students are not treating the teachers with respect, at recess people are rude to each other and push eachother.
Sometimes there are people who are just coming to someone and telling them that they have bad clothes, and that they are stinky.
Sometimes when I am in the bathroom, the eight-graders will mock me.
Sometimes when i talk about stuff that I used to do in [redacted] some people call it weird.
Students and teachers.
Students being laughed at for their opinions; teachers disrespected by students; sometimes students talk badly of teachers or other students.
Students from different countries, racial/ethnic minority students, "weird" kids (mostly those with cognitive conditions outside neurotypical/standard parameters, such as those with autism, ADHD, and other conditions/disorders) and GSRM individuals (Gender, Sexual, and Romantic Minority)
-Students normally treat friends with disrespect face to face -Students treat non-freinds with disrespect behind there back 9 times ten -Normally if you listen to conversations the person being bashed isn't even there. Which is arguably worst than face to face.
Teacher, guidance counselor
There are a couple of jealous stupid school bullies throughout my grade and who can't be nice to people they don't like. These [redacted] need to learn a lesson.
There are a group of girls who think they are cool and go around kicking, hitting, and hurting other boys in the school for no reason. There's this one girl who kicked me off a desk for no reason and hit my friend in the head with some metal beads. These group of girls are often the teachers favorite. The people they bully often don't tell on the group of girls or the girls parents are part of the PTA or any education system. The group of girls are pretty dumb and would often talk during class and beg the smart students for answers.
There are always rumors going on and blaming kids for things they never did just so the person doesnt get in trouble.
There are some people at my school who has said offensive things to me repeatedly.

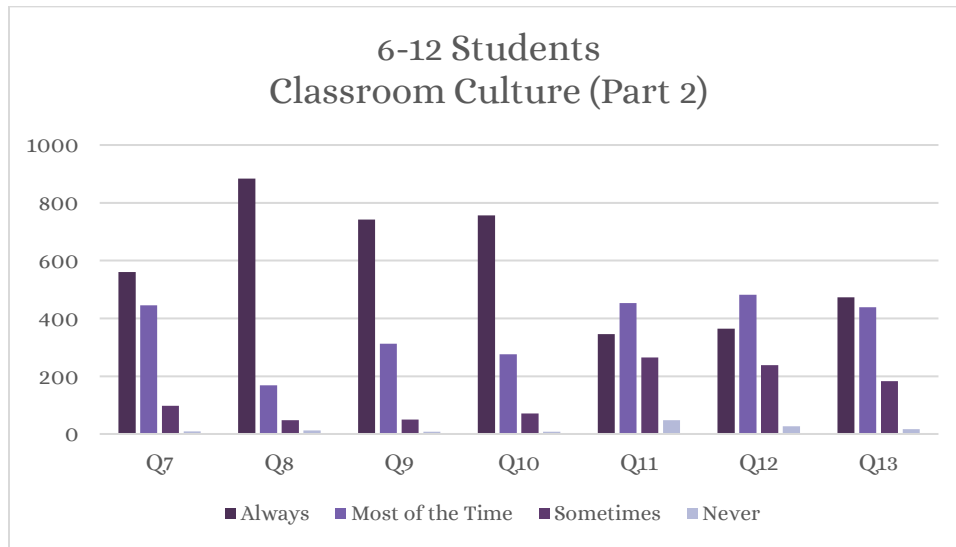


There is just general disrespect I feel.
There is never one specific time that I remember seeing someone being treated disrespectfully, but on multiple occasion people have been picked on in the hallways by other classmates.
There is often hostility toward the LGBT community
There was a snowball fight during recess which wasn't allowed. Some kid also got punched in the face
There were probably witnessed some, but they were all minor and they were already solved. I also can't think of any, so it doesn't happen often.
There's a couple people who are always harassing others or being kinda racist and stuff. [redacted] sexually harasses people and stuff idk also people mock some teachers accents
These girls were really mean to my friend and they ignored me when I sat with them at lunch unless I had something to give to them.
These group of girls accused me of saying random stuff I didn't do.
This never happened to me but I've seen it before.
Two kids who i am friends with both fight every day.
Uncomfortable micro aggression
Verbal disagreements happen sometimes and hitting people has happend to me my friends and other students
Would prefer not to say, out of the safety and privacy for those experiencing these actions.
Yes i have, that's because it was once being mistreated by a student.
Yes, [redacted] called me stupid and fat on the first day of school



Section 1b: Classroom Culture

- Q7: My teachers treat me fairly.
- Q8: My principal(s) treats me fairly.
- Q9: I know the school rules.
- Q10: I know the consequences for my actions if I break school rules.
- Q11: All students are disciplined fairly.
- Q12: I feel connected to people at school.
- Q13: I feel connected to people outside of school.



Section 1b	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Always	50.36%	79.50%	66.73%	68.08%	31.12%	32.82%	42.54%
Most of the Time	40.02%	15.11%	28.06%	24.82%	40.74%	43.35%	39.48%
Sometimes	8.81%	4.32%	4.50%	6.38%	23.83%	21.40%	16.46%
Never	0.81%	1.08%	0.72%	0.72%	4.32%	2.43%	1.53%

Section 1 Additional Thoughts:

1. I would feel safer in the school if [REDACTED]
 2. I would like it better if teachers would be more fair to everyone else other than certain kids in the school. Only one student gets to make the Friday song list at lunch, and nobody likes the music, so if there could options, that would be better.
- A student should not punished for self defense. In the real world, if you are abused, you have every right to defend yourself.
- Add more seats in the cafeteria
- All the teachers faveroite people and its so not fair
- Bed
- Before I moved to NP I have many very close friends that I keep in contact with daily.
- Don't take it seriously, really, this school is great about things like this. Just once in a while, one of the more "popular" and "powerful" students will be a bit unfair.
- Everyone is very nice to me and treated me like their friend since i came here.
- Everything at salt Brook is cool like a fool in a swimming pool



Five Guys is better than McDonalds People don't like that opinion
For the "do teachers treat you fairly" question, it's really everyone is nice except [redacted]. Not that I expect you to do anything about it. I'm sure you've heard complaints about her before. Her sole good quality is the way she handles group projects. That's literally it. In all other ways she is horrible. She also acts like she's the only real teacher and bosses around [redacted]. She tries to control us with fear, and literally admitted to that. Again, I know you won't do anything about it though.
Happy Birthday!!!!
Hi whoever is checking these! How are you?
I am always made fun of.
I am happy to be in this school
i dont like this school!!
I feel connected to my friends at school. And most of the time outside of school because school takes up 99.9% of my day.
I feel I have a more close-knit group of friends outside the school.
I feel like people often get punished from association with someone who broke rules while there are individuals that clearly violated the schools rules and they are not properly reprimanded for it.
I feel our school is an overall safe environment with kind people.
I feel that some students don't get in trouble for things that other students get in trouble for
I hangout with my friends after school.
I have had problems at this school with people and they did not get the disciplined.
I have no additional thoughts at the moment.
I have seen some bullying outside of school but it was not that big of a deal
I like the color blue.
I live in dumpster
I love being around all the kids in my school and grade. They are really fun!
I love my school. I was afraid of my old school in [redacted]
I really hope this survey is looked seriously upon. Thank you for making this survey and taking your time to try to better the school
I see one specific teacher insult parts of some religions. For example, Priests record your sins and religions that don't get vaccinated are crazy.
I think it is to easy to get away with saying rude things to others, because if it was found out, nobody can truly say that he or she had done it, and it really is just saying had you done this or not, and most people will say that they had not said anything of that sort, because they are lying and they had done that, and that is it, the school never really true to make students into just admitting it(by making them, I mean prolonging the conversation about it until ether side just gives up) they just say once or twice did you do this and just go away.
I think that this school does a very great job following the rule that you should treat everyone the same you wish to be treated.
I think the [redacted] has a good environment and I feel comfortable here.
I think the school can do better in how they do certain things. There are students who are mean to other kids, and the teachers do nothing. They also tend to believe accusations, rather than who a person is.
I understand all of the rules that are implied, but since I started going into this school under 2 weeks ago I wasn't formally told them with their consequences.
I wonder why we don't in [redacted]
I've have been feeling sad about leaving [redacted] since I am in sixth grade and I want to hang out with my friends but I also want to hang out with my parents because the fact that I might not be with them one day is too painful.
In school mostly everyone gets along.
It is a pretty well run school district



Its honestly not terrible. I think its perfectly fine.
Last 2 question not sow shore what they ment
Lots of kid are treated unfairly.
More chess
Most of the kids in this school are homophobic, racist, and have not respect for others or any human decency and it is honestly disgusting
My daughter is struggling immensely at the middle school, but she refuses to ask me to ask for help and she feels very lonely
My only dream in school is to be in a more advances class, not like enriched or anything. But sadly that will never happen.
Not much to add really but I think [redacted] is a wonderful school with amazing teachers, principals, and programs.
Not sure what to put here, but I may as well add this: the freshman seem to get more discriminatory every year, and I do not know why. Last year's were bad, but this year, I have heard discriminatory slurs at least 6 times in the past month, all of which were said by freshmen. I can't imagine how next year's freshmen will be, and I don't really want too.
Our school teaches us lessons about how to treat others fairly and is very strict with those kinds of rules. Provide the right consequences for student. Innocent students should and may not be punished. Make sure to understand the full situation before acting and providing a conclusion.
School is kinda fun fr. We should have more time to play brawl stars in class tho. Just a thought.
School starts to early
some teachers are mean/rude to students for no reason. They also dont understand students when they think they do.
Sometimes I don't pay attention and that's because i have ADHD which is an attentional disorder
Sometimes not all people are treated the same.
Sometimes there are kids at my school who keep doing the wrong things no matter how many times they are told not to do it or get into trouble.
Teachers are reasonable and are nice.
Teachers at New Providence favor certain students in ever class.
The only people I am connected to outside of school are family members. I do not have any close friends :(
The [redacted] do not take enough action in the means of sexual assault. The safety of the women in the school (and even men) are jeopardized occasionally due to this.
The school has a great environment. Students are often very caring and respectful of one another. If a joke ever offends someone, they never take it too far and often make up for it. Yes, nobody is perfect, but the way that most people treat each other in this school isn't too far off.
The school is safe with many nice people. I don't have many worries about it.
There are many things that are concerning to me at my school. I have heard of multiple instances in which a conflict occurred between students, and the perpetrator was let off the hook, and the victim punished. I have also heard that there were multiple instances in which students reported instances of discrimination by their peers and in some cases their teachers. However, in these instances, nothing was done to help these students. This is concerning to me, because the school states that it is inclusive, but I find it ironic that this is the fact due to the stated above.
There are some students in my class that cause lots of trouble and get the whole class in trouble. It's not fair to the rest of the class who has to deal with the certain people and the teachers aren't doing anything about it. They will tell the student(s) to be quiet but they really don't do anything more than that and it continues to happen.
There is a girl who [redacted] She target certain people by blaming them for things they didn't do and when the target even tries to say anything, they are [redacted]



There's a lot of ignorance and blatant disrespect in the school especially from freshmen and sophomores. This is in regard to the [redacted] teachers in the [redacted]. They are disrespected just as much as students. Students have to take language classes during middle school, but some people just do it to get it over with. Many people look forward to learning the language, but those who don't treat the period like a recess and treat the teachers very disrespectfully. I think that of all of the teachers, the [redacted] teachers can sometimes be the most disrespected when they are trying to share things about another culture to kids who don't find it interesting and reject it.

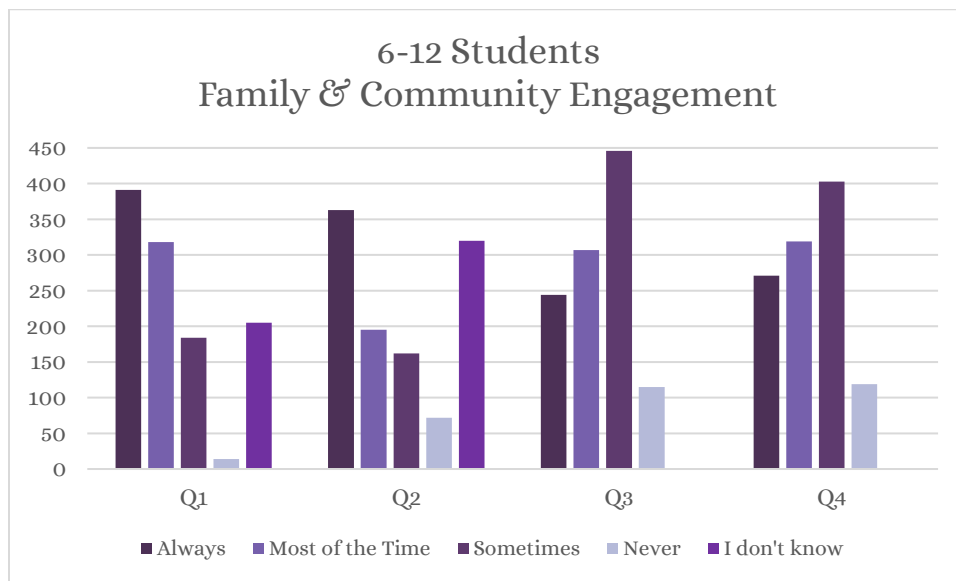
This school needs help

What is this assignment lol

Why is there an ir at the beginning of irregardless when it means the same thing as regardless?

Section 2: Family & Community Engagement

- Q1: There is communication between my home and school.
- Q2: My family is invited into the school to support me.
- Q3: I learn about my local community.
- Q4: I am encouraged to volunteer in my community.



Section 2	Q1	Q2	Q3	Q4
Always	35.16%	32.64%	21.94%	24.37%
Most of the Time	28.60%	17.54%	27.61%	28.69%
Sometimes	16.55%	14.57%	40.11%	36.24%
Never	1.26%	6.47%	10.34%	10.70%
I don't know	18.44%	28.78%	0%	0%

Section 2 Additional Thoughts:

Are people allergic to the sun?

Being in Peer Leaders this year I have had more opportunities to help the community which I have loved.

Can there be like a rarely option here since that would be nice since sometimes it isn't just sometimes and more of a rarely happens thing.

Don't eat yellow snow.

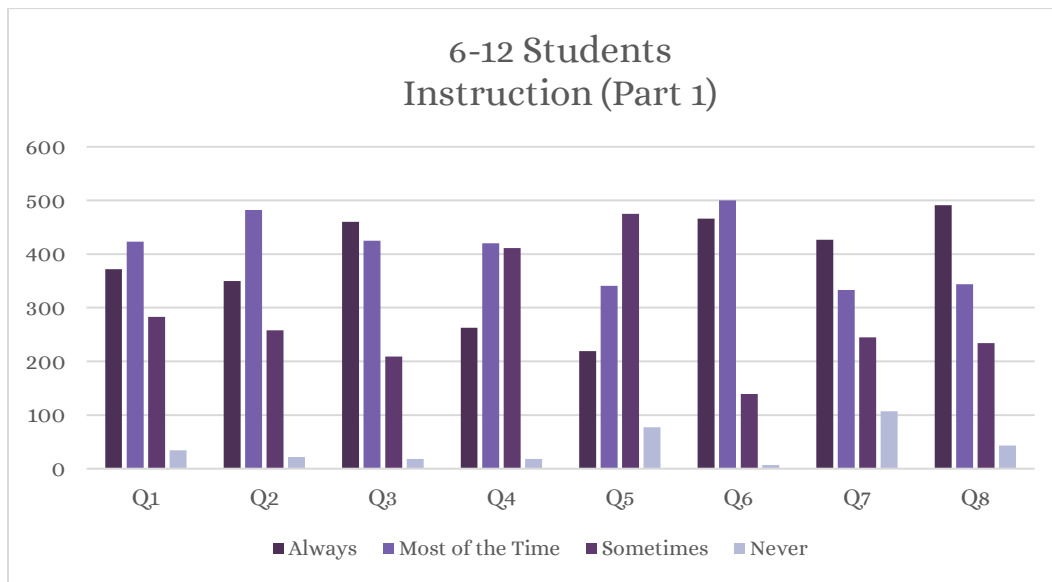


Families are invited into the school?
Happy Birthday!!!!
Have non
Hi :)
I am looking forward to helping out in the community even more.
I don't know what some of the questions are asking
I feel like more volunteer opportunities can be put out and made known,
I feel like my family and school fit like a hand and a glove.
I hate life
I never learned anything about my town from a teacher.
I think this school does a good job encouraging these things.
I volunteer bc im a Girl Scout but e were never encouraged again like I said our school [redacted].
I was a bit confused on some of what the questions meant cause I was a bit confused on what it was asking. But I think I answered this right.
I would like to volunteer but I would need to look at the things that I could do to get involved.
If you are 99pounds and you each a pound of nachos, are you 1% nacho
In [redacted] we aren't really ever learned about our town and it's history.
It is a good community where I have done multiple services.
More [redacted]
Mostly my mom comes into school for pta meetings and class parties.
My family is supporting me when I go to school.
My family isn't too involved in my school life
My mom works here, she has to be here to support me
Our school has many fundraisers benefiting great causes
Outside of school, and without activitys, new providence is pretty boring for me.
Sleep
The closest thing to our community we learned about was the state of New Jersey, from a textbook probably published sometime in the late 90s or early 2000s, in 3rd or 4th grade; I can't event remember when. This is the last time I remember learning anything mildly significant about local history and culture.
The community is pretty tight nit and that's a good thing; sometimes because it is tight nit it is hard to assimilate
There aren't a lot of volunteering opportunities as a seventh grader.
There is a lack of initiative for volunteer work at this school; students should be required to have some amount of community service to spark the initiative.
They always let me know when something pops up.
why do u care!?
Why would my family come into the school anyway?
Words



Section 3a: Instruction

- Q1: I am taught how to see things from different perspectives.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I am given support, when needed.
- Q4: I work with other students to accomplish my tasks.
- Q5: I am taught things that will help me outside of school.
- Q6: I understand what is expected for work and how it will be graded.
- Q7: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q8: I am supported by adults to help make decisions about my life post-graduation.

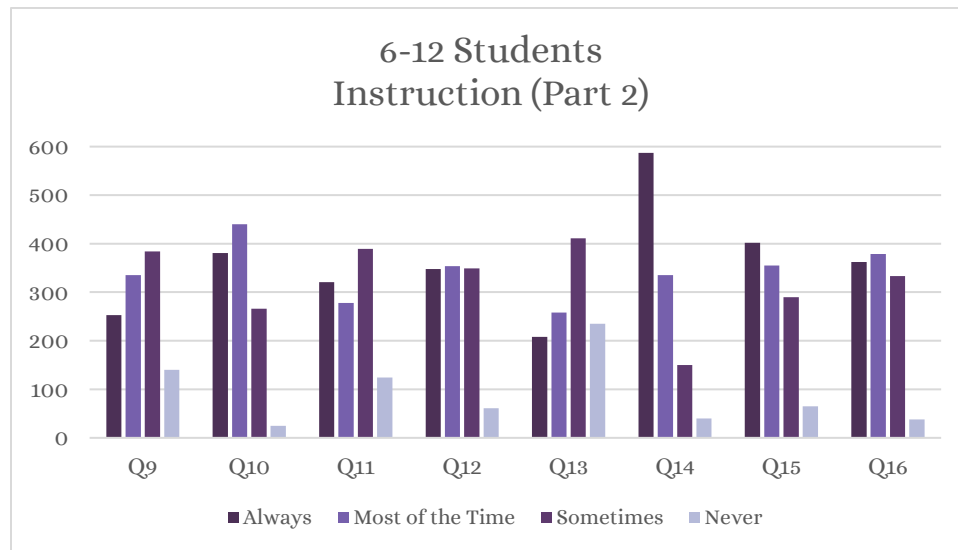


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Always	33.45%	31.47%	41.37%	23.65%	19.69%	41.91%	38.40%	44.15%
Most of the Time	38.04%	43.35%	38.22%	37.77%	30.67%	44.96%	29.95%	30.94%
Sometimes	25.45%	23.20%	18.79%	36.96%	42.72%	12.50%	22.03%	21.04%
Never	3.06%	1.98%	1.62%	1.62%	6.92%	0.63%	9.62%	3.87%



Section 3b: Instruction

- Q9: I learn about people who look like me and/or are similar to me.
- Q10: I have a positive view of myself.
- Q11: I am curious about how people are similar to and different from me.
- Q12: I am taught about people being treated poorly because of who they are.
- Q13: I see people being treated better because of who they are.
- Q14: I recognize unfairness and injustice (in history and current times).
- Q15: I am taught skills on how to stand up against unfair treatment.
- Q16: I take responsibility for standing up to unfair treatment.



Section 3b	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Always	22.75%	34.26%	28.87%	31.29%	18.71%	52.79%	36.15%	32.55%
Most of the Time	30.13%	39.57%	25.00%	31.83%	23.20%	30.13%	31.92%	34.08%
Sometimes	34.53%	23.92%	34.98%	31.38%	36.96%	13.49%	26.08%	29.95%
Never	12.59%	2.25%	11.15%	5.49%	21.13%	3.60%	5.85%	3.42%

Section 3 Additional Thoughts:
Actually I haven't had to stand up for that, so the last question doesn't really apply
Depends in what way the treatment is unfair
Even though sometimes it's not so blatant, there's a good amount of unfair treatment to students by other students and even by teachers.
For the I have positive view of myself I have been feeling not very confident in how I look and feel.
For the people being treated better for who they are a specific [redacted] teacher is extremely basis towards some people and hates others who have done nothing.
HAPPY BIRTHDAY!!!!
Have non
Haven't gotten into any drama yet.
Honestly the school is great, the people are nice, the teachers are good, and the food is good. I've been in private education since Kindergarten until now, and honestly this school is better than anything I've seen. Your doing a great job, keep it up.



I always stand up for myself.
I am in GT, but many of my classmates dislike it and tell me that they would turn it down if given the opportunity. We are taught about bullying, but no one really uses them to stand up to the actual bullies.
I answered these regarding outside of school aswell.
I do not completely understand the following question: I am taught about people being treated poorly because of who they are. I have marked it as the neutral “sometimes” for that reason.
I don't 100% percent understand the “take responsibility for unfair treatment”, im awnsering it in the in the context of telling a teacher or adult.
I dont really understand about the people being treated poorly.
I feel as though our school doesn't give students correct consequences for their actions or they just try and have us “talk” it out but normally the two students have tried to and the student coming to you needs help.
I have never received unfair treatment.
I know when I'm being treated unfairly but like i don't care really and we just fill out grateful sheets when we feel upset and it makes you upset and bored even more because no i don't want to fill out a grateful sheet it makes me feel ungrateful and i have to pretend i feel better after filling it out
I like to work alone
I only take responsibility for standing up to unfair treatment if it is really unfair or the situation is dangerous and extreme
I think that I need to work on being an up-stander more.
I think that the school and parents teach me to do these things well.
I think the system here is great and it really helps with what we will need in the future.
I try to stand up to unfairness but people don't listen
I work with other students to accomplish my tasks.
For this question- it depends on if it is independent or group work, sometimes I can not work with others.
I would absolutely love to see this school actually speak more on race, sex, mental diversity unfairness. But unfortunately the school does the bare minimum and having a lesson or two about MLK and Rosa Parks during black history month is not acceptable. And when it comes to learning about people from my race/ ethnicity it's only when I, myself research and learn about it. But yes let's spend a whole unit on the conquistadors of the colonization era. I really do hope that this can change however.
I would like it if some people in the school would get treated more like us because they seem favorited.
If i do not bore the involvment of me being in danger, an argument, or involves someone i actully know, than how would i fit in the situation? If i see someone losing a fight or argument, why would i care if i don't know who/how to help? I stay nuetrual if someone is being disrespected around me; Of course me helping someone whom i should not to help at all, Could very well make things worse, or even affect me. I also would not help them with their worsening, mental state, since i am not all too empathetic when it comes to situations like those. So unless i see someone in physical agony, Unconscious, Injured, or overall involves me being the good samaritan, I could not take part.
Most of the time, attempting to combat unfairness or injustice is difficult due to a few factors, but mostly two: 1) people who start or perpetuate this unfairness and injustice are seemingly not intelligent enough to understand why their behavior is wrong, and 2) zero tolerance policies, while effective at deterring any sort of conflict, mostly leads to hiding problems, as people would rather not speak out about issues because of the threat of punishment regardless of fault or side in an issue.
Most of these i don't think about or haven't come across
On the topic of learning about other races, I feel that this is an area of learning that the school has been lacking in. We have not learned stuff during Black History Month this year, yet we did last year. We also do not learn during AAPI month or for instance pride month. I believe that this is causing students to be slightly closed minded. I am also concerned by an instance last year in which ALL students were invited to

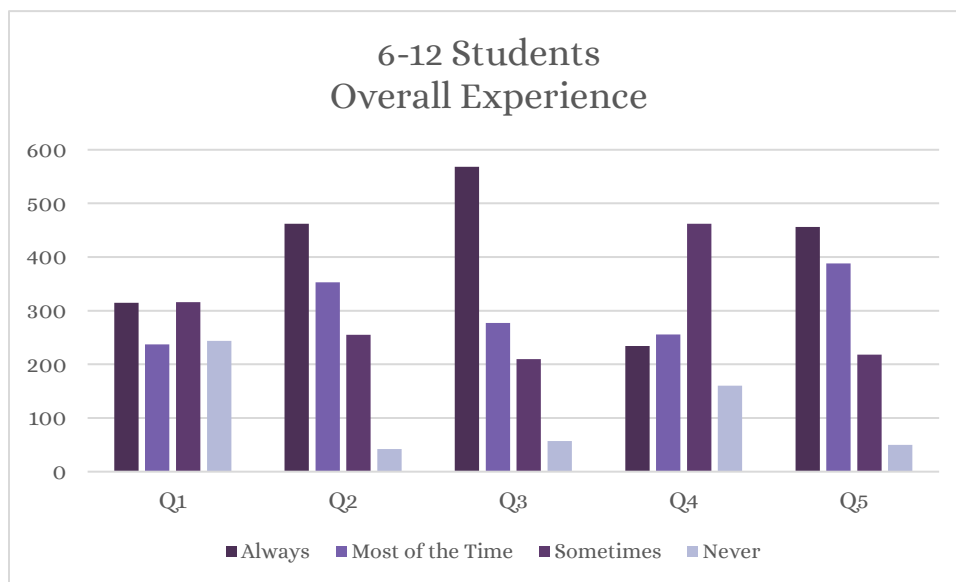


create a poster for AAPI heritage month for the prize of a GIFT CARD. This in my opinion is slightly insensitive, as not everyone will know the struggles of Asian Americans.
Pineapples are yummy.
Some of the “stand up for yourself” talks at school wouldn’t work most of the time
Some of the questions are a maybe or I don't know
Some of these happen often and some don’t.
Some questions do not apply.
The challenging classes like AP, GT, Honors, and accelerated classes try to make students to stay in the program even when it is affecting their mental health and regular class grades.
The class, Gifted & Talented, makes others feel like they are not smart or talented if they are not in the class. The name is definitly not a smart choice as a title for the class and does not describe the class accurately. Some people in Gifted & Talented tend to get a big head, thinking they are smarter than the rest of the people not in that class.
The one about if you have learned about people being made fun of for who they are, I know a lot about from experience.
The school could care less about the way people are treated, all they care about is themselves, they’re the government for gods sake all they care about is keeping themselves protected they dont care about us, aka the students.
The school has a problem with minor bullying in a way. There is this girl, one i mentioned before-hand, who likes to pick on and target this one kid. She constantly calls him stupid and makes fun of his intelligence, even though he does fine in school. She also [REDACTED] like they are Pokémon cards.
The teacher daily talk about the consequences and what not to do. They never really share what to do though.
The teacher’s teaching is good.
Tired
TOO MANY QUESTIONS!
we should have beds in this schools, man im wiped
We usually learn about physical bullying but that rarely happens. Mental bullying happens way more often.
What does coconut taste like?
When I do something wrong or if my friend does something wrong I’m going to of course stand up for my friend. Students aren’t always wrong, teachers think everything is such a big deal when it really isn’t. They start drama for no reason.
Why is Pre Calc not considered an honors course for juniors even when I am a whole year ahead of everyone else. It really makes it not worth my time to take more advanced courses when there’s no benefit



Section 4: Overall Experience

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: We have open conversations about discrimination and its' impacts while we are at school.
- Q5: I am able to be authentically me.



Section 4	Q1	Q2	Q3	Q4	Q5
Always	28.33%	41.55%	51.08%	21.04%	41.01%
Most of the Time	21.31%	31.74%	24.91%	23.02%	34.89%
Sometimes	28.42%	22.93%	18.88%	41.55%	19.60%
Never	21.94%	3.78%	5.13%	14.39%	4.50%

In regard to the question above, why or why not?
Nobody judges me
The school doesn't force me to become someone i dont want to be, or do anything i do not want to do.
8th grade is like being at the top of elementary school. You're expected to behave maturely and set and example for the younger students, and also, you're supposed to be growing up. It's difficult to be yourself with all of this pressure sometimes.
A lot of people don't the topics what I like and most people just seem rude, in my opinion.
apparently people dont like it when I dont try to portray myself in a certain manner
As stated previously, people can be very disrespectful. Sometimes you have to try and blend in to avoid things like bullying.
At my school I feel that I don't have to be some one I am not
Bc people at school r crepos
Because everyone can participate and show who they are
Because everyone here is accepting and support me in things i do.
Because everyone is nice to me and no one makes fun.
Because everyone is very accepting



Because everyone is very welcoming and accepts people for who they are
because good school
Because i CAN
Because I am able to move on with walls in my life and don't let things that would 99% of the time affect someone else affect me.
Because I am able to tell people who I am without being judged.
Because I am myself.
Because I am not afraid to be me.
Because I am not judged.
Because I am not nervous to be who I am as a person and I am not nervous because of how I look.
Because I am surrounded by good people
Because I am who I am
Because I am?
Because I can be
Because I can be myself and not be judged.
Because I can say/do what I want as long as it doesnt hurt others.
Because I can wear what I like to wear and talk about the things I like/like to do.
Because i can wear what i want to wear. I dont really know.
Because i do
Because I don't care
Because I don't care what others think I don't really give into their opinion
Because I don't get judged.
Because i don't see a problem being yourself
Because i dont feel judged feel judged or forced to act like somebody else
Because I feel comfortable in my surroundings to be myself. I also don't care what others think of me.
Because I feel comftorbale
Because I feel like with the friends that I have around me I feel like it is easy to be me.
Because I have a group of friends that I see constantly throughout school that allow me to want to be myself in school.
Because I have friends and they bring out authenticy
Because I have nice friends
Because I have people who won't judge me and if people do, I won't care.
Because I have self confidence in myself and I don't care what people think of me really.
Because I have the right to be me
Because I like older stuff so I can't really demonstrate my interest in older years
Because i really don't care about what other people think
Because I think being yourself is the best way to express your inner thoughts.
because I think im a fine person who I am right now and I don't pretend to be other people
Because I want to be myself and I wouldn't let anyone else affect how I act on a normal basis.
Because I wouldn't want to change myself.
Because I'm comfortable
Because I'm good at keeping secrets
Because I'm not trans
Because I'm scared of what people might think of me or say about me
Because I'm super cool.
Because if you trully are yourself you will be judged no matter what
Because I'm able to more express myself in some classes.
Because im not focusing on what people think
Because its a very free space.



Because me and my friends like being weird and that is just how we are
Because me is energetic and things like that, so I get in trouble with the teacher.
Because most of the staff wants me to do what they want. And they want me to do what they want
Because My Body is me.
Because my friends don't judge me
Because no one is going to or can do anything about me being myself. No one will really judge me.
Because no one is stopping me
Because no people annoying to me
Because nobody is judging me.
Because people at the school are judgy
Because people don't judge you for who you are.
Because people judge me behind my back instead of to my face most of the time
Because people like it when I act a certain way sometimes
because people make fun of people a lot.
because people suck
Because people wont really be mean to you if you are your self
Because sometimes I can be a little bit insecure and not feel my highest but usually I'm pretty confident and I am able to be me.
Because sometimes I do stuff I don't normally do which is common for people.
Because sometimes people are judge but i dont care
Because sometimes people are mean to me when i am being myself. Sometimes people like when i am being me.
Because sometimes people will judge me or laugh at me if I try to act myself.
Because sometimes, others judge me for my actions, such as how I talk, my sense of humor, my body features, etc.
Because the people in this school are not from World War II and is not racist.
Because the teachers let me be me.
Because there are other people in the school who are like me.
Because there isn't that much judgement and people don't discriminate.
Because this is a friendly community
Because we all cool with each other
Because when i hang out with my friends, i am able to be myself and they wont judge me.
Because why would I change?
Because you dont want to be judged
Because, lots of people are nice and acceptable.
Both at school and at home, I am able to express my interests with my friends and family and my thoughts.
Bro, the school is fine relax. U good bro.
Cause
cause i dont let other people control who i am
Cause of the people I am around
Counter question: How can i elaborate to such a simple question?
Cuz like I'm allowed to be funny and I'm funny.
Cuz the teachers will yell at me if i speak the truth
Depends on how I feel people will judge me.
Depends on the group of people I'm around
Different thoughts, ideas, and beliefs cause if I were to be me people would be mad for preaching the word of God.
Don't care
Everyone has to be mor respectful in school of course



Everyone is desperate to be in the inner social circle.. if I constantly am left out because I choose not to compromise myself to get invited to things, I'm not really able to be myself
Everyone is inclusive to me.
Everyone is very accepting
Everyone is welcoming, but sometimes I hide comments that might hurt other people.
Homework
I act different with different people.
I act myself, because you cannot lie about who you are.
I always have friends who support exactly who I am.
I am able to authentically be me most of the times because I feel like I really don't have anything to hide and to be afraid of and I always thing of myself in a positive way so I am able to just be me and not rise up to anyone body else's standards.
I am able to be authentically me be cause people are nice to me, and I know my peers will treat me the same as other people.
I am able to be authentically me because during school, I'm able to talk with others that have similar interests as me that I can agree with; however, I also have friends with different opinions, so we can debate about varying topics while we talk during lunch, homeroom, etc.
I am able to be authentically me because I am confident and comfortable with my actions.
I am able to be authentically me because I know I don't have to do things that I am not comfortable with.
I am able to be authentically myself, because I am near people who know my personality and what I like.
I am able to be creative and learn in my best style.
I am able to be me because I don't let anyone say I can't be me
I am able to be me because my friend don't care and i don't care about what other people think of me.
I am able to be me because no one judges me
I am able to be myself and feel accepted
I am able to be myself and show who I am without judgement.
I am able to be myself because if someone makes fun of who i am i can always talk to someone i trust about it.
I am able to be myself because no one judges me.
I am able to be myself because people don't make fun of me for who I am.
I am able to be myself with friends, teachers, and other peers. There are cases in which i cannot be my full self and more professional, but is not bad.
I am able to because I don't feel like I need to hide it.
I am able to because I know my worth and I know that no one should ever effect who or how I am.
I am able to express my feelings and act like I always do in my life. Most of the time, I am not pressured to act differently then I usually do.
I am able to live me every day where people love me for who I am.
I am able to partake in activities that serve as facets of my personality.
I am able to think freely and share my opinions.
I am allowed to believe what I believe.
I am allowed to have my own speaking words and perform my own actions.
I am allowed to show my personality without being yelled at by teachers or made fun of.
I am always able to be myself inside and outside of school.
I am always supported.
I am an individual
I am authentically because I do my work when told to do so.
I am authentically me because i know my own personalities and spirit and i can control it
I am authentically me most of the time because sometimes I am quiet in classes because I don't want to get yelled at.



I am because I have the opportunity to make my own choices.
I am because I know people are encouraged to be themselves.
I am because im confident
I am built different
I am bullied physically AND mentally
I am comfortable in being myself.
I am comfortable in my own skin, and am made to feel welcome in my environment.
I am comfortable in school.
I am encouraged to be myself
I am feeling comfortable of how am acting in this school, so I can be the person i want to be.
I am free to make my own decisions and I don't care what others have to say about me.
I am honest.I do not lie, I always tell the truth and I ask for help when I need help with something.
I am my true self at school and don't hide things but also prefer to keep certain things private
I am myself
I am normally me unless something weird happens
I am not able to be authentically me because I am scared that some kids will make fun of me and my culture.
I am not always me because sometimes I don't know how to act.
I am not discriminated against because of my identity.
I am not judged for who I am, so I can be myself.
I am not judged for who I am, so I can be the authentic me.
I am not judged for who I am.
I am not shunned, but I recognize there are times where I should be more reserved.
I am pretty comfortable at school.
I am scared of people
I am selectively social and I am not really comfortable interacting with people in school, except for a few select people.
I am sometimes because sometimes when I do something that I usually do people look at me weirdly and think I'm weird and that I have to do everything that they do.
I am sometimes scared if someone making fun of something I say so I try to stay inside my comfort zone.
I am still not sure about who I am personally yet. I do not yet know what is "authentically me", and I fear that maybe some people wouldn't be in favor of it.
I am well accepted, so I am able to be myself.
I am who I am and I don't care what people think
I am who i want to be
I am! I act like myself, and won't change for anyone!
I believe I am able to express ME the way I am and be proud.
I can
I can act truthfully because I don't want to get in trouble and I wouldn't lie anyway.
I can always be me because I can always feel that I am supported and will not be judged.
I can always be myself in the safe school environment!
i can basically be or do anything that isn't dangerous and will get me in trouble
I can be authentically because I'm available to dress anyway i want, talk, and learn my own way
I can be me
I can be me without feeling judged because no one is judging who I am and people respect me.
I can be my true self for most of the time but when I often get stressed over an important exam.
I can be myself
I can be myself around my friends.
I can be myself because I don't care about other peoples opinions.



I can be myself because nobody judges me.
I can be myself without being judged by my peers.
I can be who I am without being judged for it.
I can be who I want to be
I can because im not afraid of being who i am and showing that but sometimes im shy to others.
I can because my school is a good environment but I always compare myself to others
i can because not many people are judgy
I can calm my self down but I can sometimes rush my thoughts
I can express myself
I can since I can eat anything I want at school for lunch
I can talk most of the time
I can talk to people with similar interest
I can't be myself around some people because I'll be judged or mistreated.
I definitely can because I can talk about things that i like and my friends are interested.
I do not feel judged for being myself
I do not feel judged.
I do not know
I don't break any rules
I don't care if people don't like the real me I am me and I'm fine with that
I don't care if others judge my background, ethnicity, behavior, personality, etc. They can judge all they want but I like myself.
I don't even know what is authentically me
I don't feel judged. Sometimes I will be nervous to participate, but it is due to my own thoughts not from my peers or my teachers.
I don't follow trends nor do I really feel the need to.
I don't have fear in being myself.
I don't have to change my personality just because I'm in school
I don't know how people will think of me sometimes but that is usually rare
I don't know what that means?
I don't know what that word means
I don't like sports. In gym I need to do whatever they tell me to do and I feel uncomfortable with a lot of things that we do. All I want to do is draw.
I don't like to
I don't need to be something I'm not.
I don't need to fake being something else or someone else
I don't really care about what people think. If I want to do something or wear something or just be ME, if people think it's weird, I don't take it personally. Other people's thoughts aren't my problem. Plus, when I was younger, my parents used to come in to school and teach us about Diwali, so I guess I was taught to embrace who I am in front of everyone from early on.
I don't really care to not be myself
I don't really know what authentically means. If authentically was not there then I say most of the time because I don't need to be shy and not talk at all.
I don't really understand what you mean by why I am able to be me
I don't stress about what others think.
I dont care what people think.
I don't go around copying people or friends, I don't follow people into thing (Usually).
I dont know i just act myself without thinking about it
I dont know what it means
I dont let other people change me



I dont let people judge me or shape me for their better
I dont really care about how other people view me
I don't really care what people say about me. Sometime I do but not really.
I dunno it depends on the teacher but with friends always
I feel able to express my opinions freely. I don't have to look like everyone else and think like everyone else.
I feel comfortable around my friends
I feel comfortable around people in this school
I feel comfortable around people.
I feel comfortable int he school.
I feel comfortable with my culture, and people accept me.
I feel comfortable with the people around me.
I feel comfortable.
I feel confident in myself and I never get made fun of
I feel free to dress how I like however I tone it down at school because I don't want to listen to people taunting me, it doesn't hurt my feelings I just find it annoying. Many kids in school are disrespectful to students and teachers who are "different", it's irritating.
I feel good, I tell the truth, and I help people
I feel i can be an authentic me
I feel I can express myself in a way that is comfortable during school in most situations.
I feel I fit in with the community at school.
I feel judged by a lot of people and because of that I dont like being at school.
I feel like everything done by anyone at school is judged, so I don't like opening up.
I feel like I am able to be who I am at school because I know nobody will judge me
I feel like I am always accepted for who I am and encouraged to be myself by everyone around me.
I feel like I can be myself around my friends and family but feel cautious about what I say or do around other people who aren't that close to me.
I feel like I can get support and share my own ideas.
i feel like i fit in
I feel like I will be judged by the kids around me.
I feel like if I say something people will judge me and just think I want attention.
I feel like my friends and teachers are able to see me as who I am and not what I look like.
I feel like my friends and teachers won't judge me for who I truly am.
I feel like other people would make fun of me if I showed my real self.
I feel like transferring to this middle school with more people has really changed me in a way where I have more confidence and am not afraid to let my true personality define me.
I feel pretty comfortable and confident just doing normal things without judgement but I have been told by people that they heard someone saying how they would be embarrassed to be me before but that only really happened once and that was the only time I felt the opposite
I feel safe in the school and people aren't mean to me.
I feel that I can be who I really am and not get judged for it.
I feel that I can present my personality without problem.
I feel that I will not be judged and I am mostly understood.
I feel that most of the time I can be but people can definitely still be mean when you dont fit in and have the same interests as everyone else.
I feel that my peers are at time very judge mental of others they deem to be "uncool"
I feel that some of my views are judged by my classmates when I share them.
I get scared to wear what I want to wear because of other people
I have classmates who get my sense of humor, but I also have classmates who shut them down. It's very so and so.



I have freedom to be myself and not be judged for it
I have friends to relate to
I have good friends
I have good supportive friends
I have lots of friends at school and lots of people I don't know that well. I usually be myself around other I trust, like most people.
I have low self esteem and I am uncomfortable
I have nice friends
i have no clue what this means
I have people who are nice to me and I make friends regardless of ethnicity.
I have so much pride in myself and I am very brave. I am very tough but also as you can tell, very enthusiastic. HAPPY BIRTHDAY!
I have the ability of dressing any way I like and making decisions I want to make.
I just am able to.
I just can; it's hard to explain.
I just don't feel comfortable talking with certain people about things that are personal to me. I have friends at school that I can talk to however and the guidance counselor if I ever have something important to say that should be brought to her attention.
I just don't have a teacher I can talk to.
I just feel comfortable in my own skin.
I just feel i can
I just moved this summer and I am still fitting in.
I just think that being yourself is the best way to present yourself to anyone
I just want to fit in and sometimes can't be me. not i n a serious way but just to fit in the friend group
I like to play games and I understand why we dont do that in school.
I love my life but sometimes I can't be me.
I love myself, and if anything bad happens at school I tell my mom and dad, even if I am not apart of it.
I love myself.
I mostly act the same?
I mostly can't talk, act, or just be like I am normally without getting in trouble or people judging me.
I never really have a reason no to.
I only have a couple close friends I can trust.
I only talk to my friends, not other people so I'm able to express my personality to them
I personally am a very outgoing person so I am unafraid to be who i am. Others may not feel the same.
I rather not say.
I really strain and want to authentically be me, but I feel like others may look at me as weird or embarrassing and I can't stand that some think of me like that :/
I said always because i have friends that I can be myself around.
I said no because whenever i try to be myself boys always judge me and that makes me feel insecure.
I said sometimes because being authentically myself I have to face the consequences of cruel people. Due to this sometimes I have to fake certain things and I know a lot of other people less fortunate than I have a lot more faking to do
I say whats on my mind.
I think a little bit because I think that I am treated mid. I also think not, because people don't treat me greatly when I act authentically me.
I think i am because no one really judges
I think that being authentic to myself is very important to living an honest and healthy lifestyle.
I think the only reason why it'd be a sometimes is more of a confidence related issue.
I think y'all should MYOB because yall just take this information and do noting...



I trust the people around me.
I understand who I am and what I'm good and bad at.
I usually have to act a certain way with different types of friends
I wanna be myself
I will never be treated the same as my peers
I wouldn't consider writing papers as being authentically me but I don't have a choice
I'm a boy?
I'm able to act myself around people
I'm constantly being made fun of for who I am so I feel like I can't be myself.
I'm never mistreated or made fun of by people for who i am.
I'm not discriminated for who I am
I'm not really comfortable/friends with most of the people in the school so I don't like to be all open to these people.
I'm not sure
I'm one of only two black people in [REDACTED], so I feel like there's certain things I can't say or certain jokes I can't make because, no one else would understand them, I would be judged, or people would react badly.
I'm only with my friends sometimes.
I'm scared of how will treat me if I come out as a furry to them...
I have to be careful not to let any bit of furry interests slip.
I'm scared of other people judging me, I haven't had good experiences with peers either.
I'm true to myself
idk. I don't really care if i am judge
If feel I am able to be myself because teachers, students, and other staff members are inclusive towards all people.
If I am I get bullied
Im allowed to be who i am or want.
Im bisexual and i feel that there is still a stigma around lgbtq+ people and it's not that I'm treated differently, but I am more cautious about what I say because some people share different opinions than me.
Im him
Im just able to be me
im just so cool they cant handle it
I'm not totally sure whether the survey is anonymous or not. So prefer not to say.
In any situation at school I always feel like i can be myself
In most cases, I am able to be me but with some people, I have to act like a different person in order to fit in with them.
In my opinion I'm not the crazy or interrupting type so I feel like the rules go with me a little so I don't have to break them.
It depends on how well I know the people around me and how comfortable I am with these people
It depends who am i around with like my friends or not
It's an odd question because we really have multiple personalities, in front of other people, then we may be very different at home. I feel like myself at school because I feel safe there.
It's life just because the goal is to be judgment free doesn't make everyone judgement free you can be judged for "good" things not just "bad" things
It's not like anyone judges me for my personality or anything, so I would say I don't really have to put up a front to be accepted. That counts of authentic in my point of view.
It's school so I cant always completely be me.
It's very open to individuality.
Judgement from peers
judgement is everywhere and public image is way too important nowadays to ignore it.



Just be yourself, don't let others take this away from you.
Just because
Just doing me for the most part
Kids don't really care if your different. In fact there nicer to you a lot of the time
Many people in this school are accepting of many different people and I really admire that about our school
Middle school is very hard, kids can be very mean, im called [redacted] because half of my hair is one color and I've even been called a [redacted].
Most of the time because sometimes when you be yourself its not appropriate for class like talking and fooling around with friends.
Most of the time I can be authentically me because I feel comfortable in this school and I know most of the people in my grade and class.
Most of the time, especially when I'm with my friends and family I'm myself and I act like myself, because I know that they will support me no matter what.
Most of the time, I get judged by my personality and my hobbies. So, I usually try to be different, so people won't judge me.
Most people are welcoming.
Most people don't seem all too accepting in NPHS. Teachers, maybe. But students don't seem to be; most of them label anything different as "weird" and accepting students are few and far between. Worse, some of those who do not accept others are somewhat vocal in their opposition, and do not hesitate to share their opinions, no matter how hurtful they could be.
Most people in this school act the same so I try to stand out since I'm not from here
Most people should know not to bully others who are not like them.
Most people will not judge me or someone for the way they act or look
Most teachers create a safe environment but the students do not.
My classmates are like my family so they know what to expect from me and never make fun of me.
My friends accept me for who I am, but sometimes I prefer to not fully be myself around people I don't know that well
My friends don't judge me
My friends don't judge me for things I do, (activities) and they don't make fun of me.
My friends don't judge me for who I am or what my interests are.
my friends support me
My friends understand and get me.
My school is diverse. I love having other people around. It gives me a chance to learn about different cultures and ideas.
No because I alawys am able to talk to people
No because I know who to go to if I'm having problems.
No one disrespects me for being me
No one disrespects me or makes fun of me.
No one has a problem
No one has ever judged me for my culture, so I feel that I am able to be myself.
No one is going to outright make fun of you
No one judges me for it
No one pressures me to be someone I'm not.
No one really judges me
No one really judges me for who I am
No one stops me to be me
No one will willingly judge me for what I do to myself.
Nobody shuts down my creative freedom
Nobody's opinion matters enough to me for my "authentic self" to be impacted.



Not many people judge you. If they do, I know to just steer clear of them.
Nothings stops me from not being myself
Peopel most of teh time won't judge me
People are always judging each other so its just better to stay quiet.
People are judge mental of me in general and it makes it uncomfortable..
People are judgy at this school
People are mean. Very judgmental
People are respectful to me as I am respectful to them; everyone is kind and cares about one another.
People are rude.
people at school are mean so
People can be judgmental.
People do not judge if you are yourself or not.
People don't have a problem with it
People don't judge for who you are.
People don't normally judge very much here.
People here are very judgmental so sometimes I keep to myself rather than branch out.
People here are white and judgy
People here were raised in different ways than I was, so I feel like sometimes I can share my background, but not all of it.
People judge other people
People let me be myself
People like me for me and that's all that i can do about if they don't like the way i act that's not my fault
People make fun of people
People make fun of what you love in this school.
People opnions are not the nicest sometimes
People respect my enough for me to let myself be me.
People so times don't like who I really am, so I don't show it often.
People support me
people tend to harshly judge others who are different from them
People will think I am crazy or insane
Personal reason unaffected by things I learn in school.
Rather not say.
School is more about the grade than the learning itself or how I act. If wasn't constantly having to worry about power school and my grade I'm sure I would be a more authentic person. In addition the information isn't set into memory rather just studied to get a good grade on a test/essay/ project and once done you move on and don't see the information again. If you have to act a certain way to get a good grade, why wouldn't you? Acting authentically will most like not get you the best grades. The assignments don't conform around us rather we conform around them.
Since this is a small school, it's easy for people to judge each other and know each others business often
Since you can be yourself.
Since, there are very nice people, in this school, I can be me most of the time.
some kids are judgy
Some kids are meanie pies
Some of my thoughts in school a prefer not to share due to the amount of rejection I will receive. Also sometimes if I am in a bad mood I feel like I can't be annoying without being bothered.
Some of the kids judge other kids for what they wear and how they act.
Some people accept who you are but some are judgmental or make you judge yourself
Some people are judgmental and can't look past some things
Some people can judge even teachers

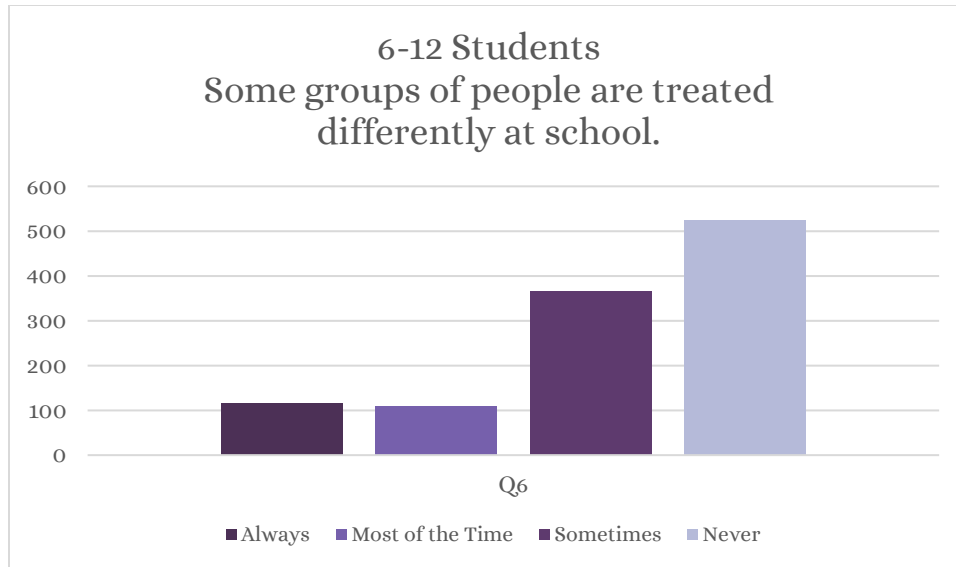


Some people may just not have interest in a job here or there just isn't a big population of that minority. However, we still have a diverse school.
Some people will always judge, but other will not
Some teachers let me be the way I want to be
sometimes because some times I feel authentically
Sometimes depending on who is in my class and who the teacher is, my personality changes.
Sometimes I act different at school because I choose to.
Sometimes I am peer pressured into doing things I don't want to do.
Sometimes I am too eccentric and need to be more calm for school
Sometimes I can not because there are rules to do something and by following those rules I am not myself.
Sometimes I can't act like 100% of me
Sometimes I can't because I'm too stressed with school work and stuff
sometimes i cant do whatever i want
Sometimes I don't feel comfortable being myself.
Sometimes i feel I'm judged poorly by my peers
Sometimes I feel like I can't say what I want to say.
Sometimes I feel that I will get make fun of, I have before.
Sometimes I try really hard to fit in, even though its not what I like to do. I put others ahead of myself most of the time
Sometimes I want to be like others and don't want to be different.
Sometimes I'm different
Sometimes people can tease people about their opinions or how they look or what they like.
Sometimes people tell me stuff that makes me feel bad.
Sometimes, I can be nervous and scared. Other times, I can be myself which is cool and smart
Students or other judging me and disliking my personality.
Survey
Teachers and adults at [redacted] always encourage us to be our amazing selves and that we are our own person.
The people are very judgy and rude.
The people surrounding me allow me to be who I am and I know they won't judge me.
The school accepts everyone and lets them be who they are
The school allows a safe space for everyone to be themselves.
The students
The students are nice and aren't mean, At least to me.
The students that I've talked to about school counseling are more scared to go to the counselors than wanting to talk to them, but we are usually able to.
The teachers like it when other students contribute and be themselves. They like it when students express themselves in a way that lets other people also learn from them.
The way i act at school is the same way i act at home
There are always people who hate others for no reason
There hasn't been a time someone has said I couldn't be myself or chase my dreams, but I couldn't wear the mask that covered half my face during Halloween. All I'm saying is, that wouldn't have been a problem if there was a school wide google form filled-out for who's wearing a mask and what mask.
There is a good amount of judgement by students.
There is not much judgment and if there is, it does not affect me.
There is nothing stopping me from being me. I am me.
There is pressure to mold with everyone and not stand out so you don't bring attention to yourself.
There isn;t much difference between me at school and the me at home/
There's no reason for me not to.



There's always some pressure to fit into school and conform to a certain narrative based on looks, behavior, and more. However, you'd be just fine being yourself.
They don't really care regardless. My friends like to make stupid jokes with me so its fine.
They let people be who they want to be
They let people openly express themselves
This generation will always judge and have something to say. Nobody really knows anyone's genuine self. It's scary to open up.
This is because the teachers can talk me through on what to do and that I'm going to be okay on whatever the situation is. Also i can be myself because they care about me.
This question is perhaps ambiguous in many ways. I am not always myself, and middle school is the outlet in which I am able to grow. So, there is no authentic me. I change constantly.
This school allows me to be creative and learn in my own style.
This school is disgustingly judgy
To be honest, there are times where I need to, have to, or want to put on a mask and hide my authentic self. Need to times are when I talk to adults/teachers. I don't believe that slang terms are respectful while talking to adults. However, a want to scenario is when I just don't want to
We don't really celebrate Indian holidays in school or try to diversify more celebrations.
We dont talk about it on a daily or weekly basis
Well I have a weird personality. I am constantly jumping between hobbies every two years or so. I don't mind showing that weird personality, but most of the time I be myself without getting my interest involved.
Who's gonna stop me?
Why because I don't care how other people see me
Why? Because i have to be myself.
Would prefer not to say.
Yeah I think I am able because i dont feel at risk of anything so its easy.
Yes because I be me
Yes because I don't care what most people think because what do I owe to them
Yes because I like who I am and dont feel the need to change it
Yes because no one is going to say anything about it because they don't really care. If everyone thinks that music is better than art and I disagree they wont say anything about it and move on with their day.
Yes because nobody will stop who I am and I feel better being myself than trying to be someone else.
Yes but there are still requirements i have to meet
Yes I feel for the most part I can be me. I mostly feel comfortable and pretty happy in school, but their are some days where I'm down and put on a good and happy mood so other people don't get sad.
Yes people are cool
Yes, because people treat me fairly.
Yes, I am allowed to be me.
Yes, I am because generally people are pretty open-minded.
Yes, it's fun to be me
You can never be sure if your going to be hated on just for being yourself.





Section 4	Q6
Always	10.34%
Most of the Time	9.80%
Sometimes	32.82%
Never	47.03%

If you believe that some groups of people are being treated differently at school, which groups and how are they treated differently?
Boys are treated unfairly
A lot of people aren't treated the same her
All non-white groups.
All of the groups in the schools are treated the same.
All the teacher seem to be more forgiving towards the girls and significantly more strict towards the boys.
Any racial minority group, people apart of the LGBTQ community, and neurodivergent people; it's hard to say what exact negative treatment we receive because most of it is in the form of micro-aggressions and people just making insensitive jokes.
Anyone who isn't in the majority - that is, anyone not straight, or white, or christian - are all treated differently, even though it may not seem so on the surface. Lots of things labeled as "jokes" are actually racist or homophobic, and those who do not understand why others are upset by it often side with the one making the jokes. There's much more, but I don't really think it's necessary to address them. This survey is unlikely to change anything.
Anyone who isn't white and rich is treated like they're lower class peoee
Basically any minority, people are always so casually discriminatory
Because people at this school choose favorites, and you have to look a certain way to fit there standard.
Because of how they look or dress if they have nice clothes or not and if they are *popular* or not
Because there are different types of people in different groups
Because they are more popular I believe that they get away with things more easily.
Bens group is treated them unfairly but it understandable
Blacks they're supported and praised
boys and girls and people that arent white (NOT THE TEACHERS THE KIDS)
Boys are treated unfairly in regards to work



Boys group are most likely pointed to when something bad happens and girls groups can have their phones out pretty much whenever and just get a warning or nothing happens while boys immediately get detentions or phone taken away.
Certain girls get preferential treatment from certain teachers.
Certain group is treated with better respect and treats others poorly.
Depends what class and teacher
Different friend groups
Different personalities and groups result in different treatment
Different races
Don't want to say
Every group is mistreated by at least one other group there's no specific
every group is treated differently by one person like people who aren't as popular or people who are popular will get treated differently than those who aren't
Everybody gets treated the same
Everyone gets away with about everything. There are friend groups are treated better within the student community and the boys are overall treated better in gym
Everyone just hangs out in their own groups, but still communicate with others in a friendly way.
Everyone treated fair
Everyone treats others differently depending on the situation. No specific group is worse than the other
Everyone who is not a rich white girl or guy (talking ab students btw). Popular kids r worshiped while everyone is walked all over and treated like garbage.
Excluding people for the conversion and going for with a few people on their own
Friend groups-different friend groups are treated differently sometimes from a student to student point of view because of the people in that group.
Friends are treated as friends, no hard feelings
girls
Girls are always treated better than the boys at school.
Girls are treated better then most boys.
Groups are not being treated differently and everyone is included.
Groups of people who make a big problem out of everything, it makes people feel bad.
Groups:Race, visitors,
Treated differently:Names, pushing, rudeness
GT kids because they get to do different work than everyone else.
homophobic/transphobic groups of students
Honestly there are not many people of color at our school AT ALL and I feel like we just stick out a lot. Its hard for us to NOT be judged.
I believe that everybody is being treated the same.
I believe that everyone is treated differently because everyone is a different person, so this is actually a good thing because it accommodates to the person. But racially wise, which I think is what you mean, no.
I believe that this school is very nice, and treats students of different races and genders with the upmost respectful. However, sometimes people joke around with stuff like that, usually directed to Asians. Once again, it is a joke, and shouldn't be taken seriously
I didn't think they are.
I do not believe that some groups are treated differently
I do not think people are treated differently because of who they are.
I don't believe they are treated differently
I don't know but they get treated unfairly
I don't see any groups being treated differently
I don't see anyone being treated unfairly.



I don't think any groups are
I don't think any is treated differently
I don't think anyone is treated differently.
I dont think any groups are being treated differently unless they need help.
I dont think many people are treated differently.
I feel like if you don't fit right into what everyone else wants, you're automatically exiled.
I feel like students who partake in the theater or band or even STEM are judged by others. People have different ways of expressing themselves and I think there are a handful of unaware individuals that often judge.
I feel like the "popular" (I don't know what else to call them honestly) group of people are seen as the "higher class" and "cooler" and because of that they think that can sort of do whatever they want, making them the ruder group. There are also the group of "quiet" students or honestly anything else that some people think are weird or disrespect.
I feel like the groups that are more quiet are treated differently because they don't speak up fir their opinion and people get mad when they don't do so
I feel like were all exclusive.
I have a friend who doesn't speak English, so the teachers explain this to her slowly and try to speak [redacted] to her and simplify everything they say.
I need you to understand I am not misogynistic in any way. Girls in our school in specific classes are treated much better by teachers and other adult. Hence my [redacted] teacher example earlier.
I never really actually see that happening because most of the times I really don't think that happens in school.
I said never, but i put another answer i guess i would say probbably that that spoke groups are being diffently because there size or the way they do things
I seems that sometimes people who think very highly of themselves can be a little mean to those who are a bit different or quieter.
I think most groups are treated the same
I think people are treated the same.
I think some people are treated differently at school because of their race. They can be made fun of behind their backs by their peers.
I think that different groups at school are treated differently more so by the students, since certain groups are clearly picked on less than others.
I think that it's been long enough that this school should be able to hire staff that know how to communicate with Spanish speaking students, which this district gets often. Rather then pulling other students out of class to translate.
I think that the "popular" kids judge the "nerds" because of their looks but the "nerds" are very nice and don't deserve to be treated that way.
I would say people who have special needs that's really. They get make fun of and they do things that they don't want to do nothing sexual nor violent nor self violence or doing crimes just innocent stuff.
I, myself, am [redacted] and don't really get treated like everyone else does and I don't know the reason why.
I'm not really sure.
I've seen certain groups get made fun of with teasing and mocking because of stereotypes. People sometimes get fun of because of how they look, not specifically race.
I've seen people ignoring other and communicating with people who are their friends.
If "groups" means ethnicity, I have never seen any racism or prejudice in my time at [redacted]. If "groups" means a specific friend group or special ed group, I have not seen anyone being mean to those people either.
If im being very honest, i don't really think we all have to be friends. If i don't like somebody, not because of how they look or something they cant control, if they're literally a jerk to me when i made an effort to



talk to them or do something like, and its clear they they don't like me, and i just personally am not a fan of them, im not going sit with them at lunch or something. Ill still be courteous and respect they're wishes because maybe they are a good person and have a difficult life i will just just stay away from them.
If you are not white and rich you are treated poorly
In a good way like say your a realy smart kid say someone mite come op to you for help with a quest
In my point of view in school we have like the more popular kids groups and the less popular, and i guess sometimes people can be annoying.
It depends on the situation and person
It's not really a group, but I feel separated and made fun of for things other people would not be made fun of for.
Its really just the kids who need extra help learning
Jokes that edge the line between school appropriate. African american students.
Just different friend groups. Not necessarily that they're treated worse of better just differently.
Just teacher's bias
Kids who are precieved to have more money tend to be more "popular" and people are nicer to them
Kids with disabilities and some with big learning disabilities
Less athletic groups, less socially connected groups. Teachers and student both are guilty of it...
Less popular groups that act differently. They are sometimes made fun of and are picked on a little bit more.
LGBTQ+ community, minority races
LGBTQIA's+ And kids of color are definitely treated differently, most of the time it's other kids ostracizing the ones who dress, act, and just look different. And sometimes it's worse, I've heard slurs being shouted in the hallways, I've been asked really disgusting questions about my sexuality and gender, and I've heard people call others the R slur as if it doesn't have a strong background and meaning.
Like for example if one group of people is being talked to more than there's another group of people that's not and not a lot of people talk to.
Like the "popular" kids being able to get away with different stuff
Many different "unpopular friend groups"
Maybe different races but only joking.
Maybe like the people who don't really talk that much, and for their appearance, like if you're taller or shorter than the others people left them out like in a side and kind of ignore them, and sometimes they like make fun of them
Maybe some of the boys.
Maybe some of the kids who aren't as popular and focus more on school which I don't think is a good reason to treat people differently.
Members of the LGBTQ+ community are treated differently, usually due to people being uneducated on the topic or just general comments being made at their expense
Mentally Disabled Groups & POC. Some people have been rude to people who have disabilities like ADHD, Autism, etc., and the same goes to POC, but specifically black students. These students are hit with hurtful words and it's unfair for the people who do it to them get away with it, or a punishment that's too small for the things they've said. And sometimes, the students who were called that get punished too, and that's unfair.
Minorities by the kids not by the teachers just to clarify.
Minority groups (especially those who look different)
more well known people are treated better than others
Most of the girl act like they run the school. Kinda think they can do everything
Mostly because of how they act to other people
no comment
No groups are treated poorly
No one is being treated unfairly, but school is kind of clique-y.



No, everyone is being treated equally.
None are being treated bad though
Non-white students are always cast to the side. There is a constant struggle for faculty to address non-white students with respect and the same respect they continually provide to white students. The manner of which non-white students are spoken to, the unequal application of discipline, the lack of understanding and failure to recognize individual differences from faculty, alongside inadequate communication and constant denial and suppression of non-white voices.
Not all, but some groups are treated more open and I feel they have closer reach to some one to talk too than other groups. They have a closer bond with teachers/other students and have more access to certain materials and people.
Not everyone gets treated the same.
Not in a negative way
Not necessarily by groups of people, like race or gender, but I do feel that amounts of popularity that different people have effect they are treated.
Not nessasaruly unless it is fo teaching purposes like speech.
One of my friends in my group is treated differently because she is a little different
Peers with higher social standings are treated with a higher regard by others. These peers who have a higher social standing, also usually treat those with a lower standing as lesser to them.
People get treated on their social status, if they are smart or not, etc.
People in school are not treated different because they are in groups, it's who is in the group, like if they are nice, or are known to be troublemakers
people in school who have iep's or learning difficulties
People in the LGBTQ community and minorities. We're seen as "different", when we're really not
People in this school are very welcoming of other people
People sometimes want to take control of them and they don't think they are at their level of "coolness".
People tend to be treated differently by students and occasionally teachers. Students are favored by other students and often teachers when they are athletic and high-achieving. Many students casually use slurs.
People that dislike vocal participation, or those that are anti-social, are often forced to do so without preparation and are graded on it, though this only occurs in few classes.
People that look smart are treated different then me because all the teachers have assumptions.
People that need extra help in school are sometimes ignored. They aren't really bullied, people just talk about them behind their backs and don't really want to be friends with them.
People who are "outcasts" seem to be more excluded, and sometimes that is because people find their personalities repulsive. It's nothing too serious, as eventually everyone finds a final friend.
People who are more "popular" than others get more attention and special treatment.
People who are quiet and not white aren't invited to things
People who are shy or more sensitive can sometimes be singled out or talked about behind their backs. If this question has to do with race, everyone is treated equally and with respect.
People who are very smart or dress "wierdly" are teased
People with different personalities and interests form groups, and are treated just differently by nearly everyone
People with different skin colors are sometimes treated differently.
Personally, I believe that most of the girls are treated less strictly by teachers than the boys are.
polish
Popular girls, they judge me
Popular girls. [redacted] teacher's favorite.
Popular kids are worshipped and feel inferior to everyone else and treats them garbage. They are justified when they say slurs and hurtful racial comments. It completely shows how wrong these students actually are.
Popular kids often get graded easier and preferred by teachers, usually Caucasian and wealthy



Popular people versus not popular people
Popular students are treated better by other students in that more kids talk to them and pay more attention to them than less popular students.
Popularity
Rattler not say.
[redacted] girls and they say stuff about me that's not even true.
Similarly to my previous response, I have heard people make fun of specific groups rather than individuals themselves (eg: I sometimes hear people discriminate the LGBT community)
Social status changes the expectation of how you or others will be treated.
Some because they are popular
Some groups are just seen differently than others.
Some groups are treated differently because of what they look like or how they act, because of this, others make fun of this group or not include people when told to.
Some groups can be treated welcoming and some can be so rude but it really just depends on who and what characteristics the people have.
some groups don't get treated as good as others
Some groups of people get judged by other groups
Some groups of people get treated differently by their athletic ability
Some groups of students get to do extracurricular activities that they were chosen for and some students don't. Some students have more friends because they are smarter and are more outgoing.
Some groups that have drama and some that don't
Some groups who are nerdy are treated differently.
Some jokes can be made about people sometimes
Some kids are a bit more pampered by the teachers.
Some kids are more popular than others.
Some kids have to get out of class and have special education
Some of the groups that are not like as popular but it does not happen that much and if it does it is not bad.
Some of the kids in the LLD classes are getting treated unfairly compared to us. It seems that they are favorited among some staff members.
Some of the more popular groups don't talk to the non popular groups.
some of the spanish speaking students are treated differently by teachers because of the language barrier
Some other groups have a ton of drama and some don't have any so theres either toxicity or it's just loyalty and honesty
Some people are just unnecessarily mean to a lot of people for no reason. I also feel that sometimes teachers show their bias when they give certain students the benefit of the doubt simply because they favor those people.
Some people are popular and some aren't.
Some people in our school aren't in the "popular group" so they get treated different than the "popular group"
Some people just make jokes to them but the people being made fun of don't find it funny.
some people or groups are more known than other people or groups
Some people think they are better than the rest even though they aren't. I feel like that annoying, but they don't really get treated differently by teachers so it doesn't affect me.
Some teachers favor or only call on people.
Some teachers sometimes favor the girls a lot at my school. With the boys like me, we are treated okay and that's it. My friends have started to notice that too.
Sometimes some groups are treated or seen differently, due to who they hangout with.
Sometimes teachers have favorites and their punishment aren't as severe
Sometimes the less popular groups get made fun of from the popular groups.



Sometimes the people considered “popular” seem to get more attention from others by getting the chance to socialize more with teachers and other peers.
Sometimes they are treated better.
Sometimes, certain areas such as sexuality and orientation are treaty distinctly throughout the school. Sometimes, it can be bad, or it can be thoughtful.
Sometimes, sporty/athletic kids are treated like the coolest people in the world. Mean while, lots of other types of kids are treated differently.
special ed is treated differently because of their disabilities not in a bad way as extra help is sometimes needed
Special needs and sometimes other minorities may feel ostracized
Sure
The “popular” group is treated differently
The “popular” groups are treated differently. During lunchtime, my friends and I hear them doing things that people completely ignore. However, if someone not from the “popular” group would do the same exact thing they would get laughed at.
The anti social kids because they are pressured to talk in class, music kids for not always doing sports and being made fun of, kids from a different country who speak differently than everyone else
The antisocial kids are treated unfairly because they are pushed into situations by their teachers that they are not comfortable in without any time to prepare and it stresses them and and gives them panic attacks.
The are many times where minority groups (whether it be related to race, gender, sexual orientation, ect.) are sometimes singled out and/or made fun of by other students, but never staff members.
The big friend group of girls and boys are always treating others differently.
The big group of “popular” boys and girls. They get special treatment.
The boys made [redacted] cry.
The chatty screaming girls they are treated as rude troublemakers
The fun ones
The group always does mischief so some people treat them differently.
The group of girls often bully kids the girls know they’re afraid to tell on them.
The groups of people that are considered popular are bowed down to even though they are mostly all fake and mean. Popularity isn’t real but society has built these stereotypes of groups of people which makes us all split up. So those who are considered the opposite or disrespected and constantly judged. People don’t like different as much as people praise it.
The groups that are being treated differently are like the teachers really like those people are treated with more respect from teacher that groups of kids that teachers just dont really like,kind of like a favorite student or group.
The Hispanic group. These Hispanic kids who do not speak English were sent by Ron DeSantis from Florida and they are dispersing all over the northeast and the school is not doing enough for these Hispanic kids. I don’t think putting them into the lower level classes and have them sit in the back of the class all at one table letting them speak Spanish to each other while not learning anything is not the solution to the Hispanic immigration problem. And its sad because it wasn’t their choice to come here they were sent here.
The kids who have parents that are PTA. The teachers are biased towards them
The nerdier
The people who need more help. I’m fine with it that like some people need extra help for math or science because that’s just who they are.
The popular girls/boys are treated way better than the semi popular or non popular
The popular kids and some iep kids are untouchable even if they are disruptive or being mean
the popular kids are always treated better by peers
The popular kids.
The popular kids/girls are usually liked more than others, and some different kids are thought of weirdly sometimes.



The problem is mainly between the boys and the girls, to be honest. During [redacted], especially. Girls are just as good as boys.
The school treats everyone the same.
The smaller less advanced classes get more support from teachers, usually easier work, which I myself think is unfair. I am pretty sure anyone of different races are treated equally, but I do not care about that topic.
The [redacted] of bullies. They can get away with everything, even when they have done really bad things. Other kids are punished more severely for small mistakes while they aren't punished at all for large mistakes.
The special ed kids who have trouble with some things are just treated differently, hard to explain but sometimes in a mean way but most times in a nice and kind way. Also gifted kids more treat the normal kids with less respect. Most are fine but some are usually rude and snotty about it.
The sports kids group is treated like they are better or something. I don't know. That is probably the only thing I notice. People in that group also tend to seem pressured to be funny.
The teachers are biased with them and give them different stuff that most people do not get
The white kids with money, or the kids who have parents in the PTA, board of Ed, ect.
There is this one group of girls who not many people know and they feel pity for them because they don't have any friends.
There are a few groups that a few kids just ignore, or are sometimes gossiped about. This kinda fluctuates depending on who's in the group.
There are different types of friends groups. The groups that play a lot of sports, the popular groups, tend to be at the top of the social status of the grade. Most of the time, especially with boys, they tend to "bully" other kids in the grade. But this only seldom occurs and is not common. There are just some specific people who tend to pick on others.
There are probably some, but I can't think of any at the moment.
There are some groups that are thinking that they are the best in school and that they are so cool, so they expect from everyone to treat them positively and if someone does not do it, they are making him
There is a group of boys that are just treated as the "popular" kids sometimes.
There is a small group of 3 or 4. People don't talk to them as much.
There is definitely a lot of other groups being targeted but this is all I've witnessed...members of the LGBTQ community and those with physical and mental difficulties
There is this group of girls in our class that are always treated nicely by the [redacted] teachers. Our [redacted] teachers are gentle to that group of friends but they're meaner to the other people outside of the groups.
There isn't
There tends to be social hierarchies within 7th grade. Some "popular" or more athletic and good looking students tend to look down on others or consider them as "weird" or "different" if they don't play sports or wear certain clothes, or act a certain way.
There's not really any groups being treated differently. It's pretty rare.
They aren't. [redacted] is great with this stuff.
They can sometimes be judged on what they do.
They get made fun of for their beliefs
They might but I have not had first hand contact
This group of girls biased by the [redacted] teachers and some people are (picked on) by my [redacted] teacher.
Those that might have special needs or those who might have a different personality that others might think is weird or freakish can be looked down upon during school.
Treated like they're part of the bullies group so they don't get made fun of
Usually smaller groups of friends aren't treated as nicely as the larger groups of friends are.
Usually the smaller groups and people try to stay away from them



We don't really have a lot of fights at school but sometimes there is a little bit of drama in between friend groups or even just one person from each friend group, but usually not a big deal because sometimes it is just over a game of kickball or four square.

We nerds. We just are, and have no clue as to why.

Well I think that most 6th grade girls are treated more greatly with many teachers instead of boys. And I experienced this very badly and felt extremely unhappy

Well usually I feel like the girls get treated better at this school. In lunch they are always called first up to eat lunch and never the boys. Also sometimes when boys are talking than the teacher gets angry but when girls talk the teachers don't care. Sometimes it seems like the teachers favor the girls.

When other people in the school look down and sometimes make fun of on a specific group of people.

While I'm not sure if this counts as how they are treated at school, one of my best friends celebrates Eid and she and other people who celebrate don't get the day off.

Section 4 Additional Thoughts:

A lot of questions

As a white male? Of course I see faculty that look like me. As for as diversity over all, a large amount of instructors are white; however, this is representative of the entire school, and not necessarily due to prejudice. Staff of different genders are also balanced fairly well, certainly better than in other school districts I've been in. Some schools I've been to have been almost 100% female as far as teachers, at NPMS that is not the case.

boycott the [redacted] school, or do a collab? also they try really hard to NOT get some questionable kids in trouble

Discrimination here isn't very addressed because the majority of it is in the form of jokes that most people find funny, so no one sees a problem with it or calls it out. Also since most of the school is white, not a lot of people see the problem with ignorant comments that they're making because they surrounded by white people and the discrimination is normalized, and they don't take it seriously when people call them out. And slurs, especially the "r word" are weirdly normalized here.

Does it really matter if I've seen adults who look like me?

Everyone in the school is being treated equally by other students and adults

Explicit music should be allowed during Junior/Senior prom, as it'd make it much more enjoyable. We don't want to listen to music from 2012-2015 or cotton eye joe. Thinking about it I should've put this down for every single section that said additional thoughts.

For the one that says "We have open conversations about discrimination and its' impacts while we are at school" I wasn't sure if you mean that you talk to me personally about this or if you talk to everyone about this so if you talk to me personally then the answer would be never but if it was you talk to everyone about this it would be sometimes.

How hard do the adults in authority have to work to have their suspension and expulsion records so low? I've had personal experiences with this and it felt so confusing having someone who harassed me not get in trouble for what they did. Although I guess the communication is there... I guess, it felt as if what this kid did did not MATTER when it came to the hands of the district adults. If you have bad kids at this school, go on and justly discipline them. Don't work yourself so much just to have clean records. Also, why is racism so normalized? Lolololol. We have some white kids in this grade that seem to have the compulsion to scream slurs at their friends and random people for no reason. I could go more but honestly I'm just tired of it and am going to another high school next year.

I am confuse about the why or why not.

I dont agree that this survey is needed, and i feel that it should be anonymous.

I don't think i need to elaborate.

I feel like my school is a great, caring, inclusive, safe place to be!



I know this was about discrimination, which is present in many school, especially with black people. But in my school we really have no discrimination against them. It's mostly against people who aren't the perfect copy of the person next to them.
I like this school very much
i personally think that the students at [redacted] can really try to respect the teachers,custodians,the school property,etc better than how they treat them currently because some people can be disrespectful to these things at times and that needs to change.
I shift between two groups, one bigger, one smaller
I think as a student body we do a good job not discriminating people and I have trusted people I can talk to.
I think New Providence does try to create a positive, diverse environment for its students. I think people are included and accepted. But I don't think it's fair how some cultures' holidays are celebrated and some aren't. Holidays like Christmas and Rosh Hashana are celebrated, and we get the day off to celebrate them. In the weeks leading up to Christmas there is so much excitement and holiday spirit. But during one of the biggest holidays in my culture, Eid al-Fitr, no one knows what I'm celebrating. We don't receive a day off, and it makes it seem like my holiday is viewed inferior to American holidays like Christmas. I've heard my friends wishing Diwali was a school holiday, too. I think it would show acceptance of all the cultures in New Providence if we received a day off for Eid al-Fitr.
I used to be part of the "popular group" but I left because I did not like how they treated me and other people.
I want there to be a day off for Diwali. There is a day off for Diwali in so many other schools and it's a holiday just as much as anything else.
I would like to see more participation in the diversity club. I feel like students are unaware that the club even exists and they don't want to participate because their peers don't. I think the absence of participation in this club is part of the reason there are a lot of sheltered people who can be quite arrogant. I'm not answering some of these questions because i feel uncomfortable doing so.
In [redacted] there are many "friend groups" that try to avoid and talk behind others backs that aren't part of their "friend group". These groups are a number of people tending to be up to 10 people with some having up to 15. These groups of people have known each other for years at times in [redacted] some from kindergarten or 1st grade.
It would be nice if this survey actually did something, but anyone with an IQ above room temperature can tell it won't. I feel like we've done something like this before; nothing came of it then, so why would it now? I don't want to sound clinical, but this might just be how it is. In the meantime though, many of us who are unfairly treated sort of form our own groups. We support each other, even if there aren't a lot of us. It's not ideal, but if the school doesn't want to or cannot change, then we may be able to survive off of this. Whatever the case, thanks to whoever set up this survey. It feels good to get my opinions out, even if it doesn't do anything.
Keep me anonymous and away from this please, y'all can hear what I have to say, but i have no interest in partaking in any action to fix this place, thanks!
Overall, my school is diverse and inclusive because when i came here from [redacted], i was treated like everyone else did and i felt very included. I am glad i came here because in the beginning, i was nervous how the school would be.
Sleep
Sometimes people instigate things just to make drama.
The school diverse is so so.
There are some teachers that are really biased but this school is still Very amazing!
[redacted] is a great school and I'm glad to be here.
There are too much people who are self centered and biased towards in this school. (I'm not one of them)
This form seems very racially motivated



This school is awesome, and (most) of my teachers are kind, and funny. Sometimes I see a few people who pick on other kids and I can't really do anything, out of fear that people won't hang out with me after. Other than that, this school is GREAT!

This school is very great at helping students when they most need it.

TOOOOOOOOOO MANY QUESTIONS

What is this survey supposed to show?



Allen W. Roberts Elementary Report

The landscape team had the opportunity to speak with 81 people (breakdown below) and conduct 20 classroom observations within the Allen W. Roberts (AWR) community on April 20, 2023, between 8:00 – 10:30 am. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The landscape team also spoke to students while conducting classroom observations.

- Administrators: 2
- Instructional Staff: 36
- Non-Instructional Staff: 8
- Parent(s)/Guardian(s)/Caregiver(s): 6
- Students: 29

Surveys were also completed by 770 people within the Allen W. Roberts community (breakdown below).

- K-5 Students: 492
- Grade 6 Students: 100
- Parent(s)/Guardian(s)/Caregiver(s): 128
- Staff: 50

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by Allen W. Roberts for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to Allen W. Roberts. Applicable information will also be included in the District Equity Landscape Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity landscape process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, Allen W. Roberts scored themselves a 9 out of 10 in Classroom Culture, noting multiple strengths including: personalized learning, honoring students by using their names, and allowing for discussion and dialogue. It was also reported that staff have the students' best interests at heart and that the first priority of the school is to ensure that students are safe. Classroom arrangements are considered to foster interaction and productivity as well as using games to encourage student discourse and engagement. Spirit days were also mentioned as a strength within Classroom Culture. When asked to identify potential opportunities for improvement, having strong communication around discipline and being more consistent with



discipline were mentioned in the Self-Assessment. A desire for more student-led projects was also mentioned.

The first main concept of Classroom Culture, honoring student experience, addresses students being able to share their authentic selves and honoring that authenticity. When asking adults if students were valued as unique individuals, 82.03% of parent(s)/guardian(s)/caregiver(s) and 94% of staff reported they are, at least most of the time and 80% of the 6th grade students agreed. Understanding a student's lived experiences is crucial for creating an inclusive and equitable learning environment. Every student comes to school with a unique set of experiences that shape their perspective, beliefs, and behaviors. These experiences can be influenced by factors such as their culture, ethnicity, race, language, socioeconomic status, family background, and personal identity. When educators take the time to understand a student's lived experiences, they can better connect with and support that student. One simple way to connect with students was observed by the landscape team – using student names. As students entered classrooms, many of the teachers greeted students by name, which set a positive tone of acknowledgment. In summary, understanding a student's lived experiences is critical for building relationships, personalizing instruction, developing cultural competence, promoting equity, and demonstrative empathy. By taking the time to understand students' experiences, educators can create a more inclusive and supportive learning environment that benefits all students.

Classroom setup and structure are essential elements of creating a positive Classroom Culture. The way that a classroom is arranged, the procedures that are established, and the expectations that are communicated all play a significant role in shaping the learning environment. Decorations in the classroom can also play an important role in creating a positive learning environment. Many of the classrooms had large spaces available with comfortable rugs or seats for students to lounge and relax while working. When used appropriately, they can make the classroom feel inviting, engaging, and supportive. In many of the classrooms, personalized stories and 'all about me' projects were displayed; some of the hallways also showcased student artwork. Accessibility is also an important consideration when setting up a classroom. When asked if classrooms were accessible, 78.9% of parent(s)/guardian(s)/caregiver(s), 80% of staff, 79.87% of K-5 students, and 97% of 6th grade students reported that they are, at least most of the time. During observations, the landscape team saw that only 68% of the classrooms observed were at least mostly accessible. Many of the pieces noted were that furniture was very close together, meaning that wheelchairs would not be able to navigate in the classrooms. It is understood that, if necessary, furniture could be moved to make the classrooms more accessible. In summary, classroom setup and structure are important for creating a positive Classroom Culture because they help establish a sense of community, promote student safety, encourage student responsibility, support different learning styles, and minimize disruptions. By paying attention to the physical layout of the classroom (including decorations and



accessibility) and establishing clear expectations and procedures, educators can create a supportive learning environment that fosters student success.

Shared inquiry is a teaching method that involves students actively engaging in discussions and questions to develop a deeper understanding of a particular topic centered around collaborative learning, critical thinking, and active engagement. In shared inquiry, the teacher acts as a facilitator, guiding the discussion rather than leading it. This method encourages students to think critically and develop their own ideas, rather than simply memorizing information. During a shared inquiry discussion, the teacher presents a text, image, or idea for students to analyze and discuss. The teacher then encourages students to ask questions, share their ideas, and build on each other's responses. The goal of the discussion is for students to come to a deeper understanding of the topic through critical thinking and collaboration. Shared inquiry discussions typically follow a set structure, including an opening question, follow-up questions, and a summary or conclusion. The teacher may also provide prompts to guide the discussion and keep it focused on the topic at hand. By engaging in shared inquiry, students develop important skills such as active listening, critical thinking, and effective communication. In addition to the academic benefits of shared inquiry, when children are encouraged to share their thoughts and opinions without judgment, it provides social emotional benefits as well. When asking people within the AWR community if students are encouraged to share their thoughts and/or opinions without judgment, 77.35% of parent(s)/guardian(s)/caregiver(s), 94% of staff, 67.08% of K-5 students, and 72% of students in 6th grade agreed, at least most of the time. The disparity between the adults and students is something that would benefit AWR to further explore. It is important to note that staff may 'intend' on asking students to share their thoughts and/or opinions; however, if students are not feeling safe to do so, there is work to be done. While observing in AWR classrooms, the landscape team saw significant inquisitive dialogue in 57.9% of the classrooms – aligning closer to the student perceptions. Overall, shared inquiry is a powerful teaching method that encourages students to think deeply and develop a deeper understanding of the material and of one another. By facilitating shared inquiry discussions, educators can create a dynamic and engaging Classroom Culture that promotes student success.

Social, emotional, and physical safety are all important components of a positive Classroom Culture. When students feel socially safe, they feel comfortable and accepted in their classroom environment. This creates a sense of community and fosters positive relationships between students and between students and their teacher. When students feel socially safe, they are more likely to engage in classroom discussions, share their ideas, and collaborate with their peers. Emotional safety refers to feeling secure in expressing one's emotions and having those emotions validated by others. Emotional safety supports Classroom Culture by allowing students to feel comfortable sharing their feelings, both positive and negative, in a supportive environment. This can help create a sense of empathy and compassion between students and foster a positive emotional climate in the classroom. While reviewing the surveys, it was reported that 83.59% of parent(s)/guardian(s)/caregiver(s), 86% of staff,



81.71% of K-5 students, and 88% of 6th grade students agree that AWR offers an emotionally safe environment. Physical safety is crucial in any learning environment. When students feel physically safe, they are able to focus on their learning without fear or distraction. This includes ensuring that the classroom is free from physical hazards and that students feel secure in their surroundings. When students feel physically safe, they are better able to engage in the learning process and participate in classroom activities. According to survey results, 93.75% of parent(s)/guardian(s)/caregiver(s), 84% of staff, 89.03% of K-5 students, and 100% of students in 6th grade believe AWR offers a physically safe environment, at least most of the time. In looking at all of the survey data, the landscape team finds it interesting that staff within AWR offered the lowest score for physical safety. This finding could benefit from additional conversations to better understand what the staff sees as physically unsafe. In summary, social, emotional, and physical safety all support Classroom Culture by creating an environment that is conducive to learning and positive relationships between students and their teacher. When students feel safe in these areas, they are more likely to be engaged in the learning process, collaborate with their peers, and develop important social and emotional skills. Teachers can support classroom safety by creating a welcoming and supportive environment, setting clear expectations and boundaries, and actively working to prevent bullying and other negative behaviors.

Values-based discipline is an approach to classroom management that emphasizes teaching and reinforcing positive values and behaviors, rather than punishing negative behaviors. This approach involves setting clear expectations for behavior, teaching students about positive values such as respect, responsibility, and kindness, and reinforcing positive behaviors through praise and recognition. Clear discipline rules were displayed in 68.42% of the classrooms observed by the landscape team; however, it was not evident that these rules were reviewed by teachers and students daily. When asking people to report their belief of whether the school disciplined fairly, 64.06% of parent(s)/guardian(s)/caregiver(s), 64% of staff, 86.45% of K-5 students, and 84% of 6th grade students reported that they are treated fairly, at least most of the time. Again, it is very interesting to see the disconnect (almost 20% consistently) between students and adults. One example of values-based discipline is restorative practices (note that Restorative Practices is simply an example to consider and not the only way to showcase values-based discipline). Restorative practices are a set of strategies and techniques that emphasize repairing harm and restoring relationships in the aftermath of negative behavior. Rather than focusing solely on punishment, restorative practices aim to address the underlying causes of negative behavior, promote empathy and understanding, and rebuild relationships in the classroom community. Restorative practices support positive Classroom Culture through values-based discipline by promoting responsibility, empathy, positive values, and a supportive learning environment. By incorporating restorative practices into their classroom management strategies, educators can create a positive and supporting learning environment that fosters student success and well-being. There was no mention of restorative practices within AWR. Overall, values-based discipline is a positive



approach to classroom management that promotes positive behavior, responsibility, and positive relationships. By focusing on positive values and behaviors, educators can create a Classroom Culture that supports student success and fosters a love of learning.

Overall, the landscape team believes that AWR has many strong attributes related to Classroom Culture; however, there are still many areas to improve as well. The landscape team believes the score of 9 is much higher than the evidence shows for Classroom Culture and encourages AWR to continue focusing on bridging the gap between student and adult perceptions around a sense of belonging.

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity landscape process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, Allen W Roberts scored themselves an 8 out of 10 in Family & Community Engagement. Some of the self-identified strengths that were shared in the Self-Assessment included families being welcomed to school with a welcome letter, open house, and tours of the school. There were many mentions of the PTA (Parent Teacher Association) as well, noting that the relationship between the PTA and school is very strong. An effort to provide more translation services was mentioned as well as an attempt to be more inclusive of cultural holidays and/or traditions. In addition to the strengths, the Self-Assessment also noted some opportunities for improvement, including the idea of buddy families for new students as well as an expansion of both translation services and multicultural events and/or assemblies for families to be more engaged.

Culturally sensitive communication is an approach to communication that takes into account the cultural background, beliefs, and values of the individuals and communities involved. This also includes inclusive language; for example, when looking at materials sent home, are there references to mom/dad or is more inclusive to look at many different family structures? When applied to Family & Community Engagement, culturally sensitive communication can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. The adult survey found that 82.03% of parent/guardian/caregiver respondents and 76% of staff respondents believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The district scores were slightly lower, with 81.25% of parent/guardian/caregiver respondents and 70% of staff reporting that communication from the district is inclusive and sensitive to different family dynamics. These scores are comparable to one another; however, it is interesting that parent/guardian/caregiver respondents were slightly more favorable. When asking



students if there is communication between the home and school, 49.59% of K-5 students and 71% of 6th grade students said there is, at least most of the time. There were a significant number of K-5 students who were unsure of whether there is communication. Overall, culturally sensitive communication is an important component of Family & Community Engagement that can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. In addition to ensuring that communication is culturally sensitive, it is important to be transparent with that communication so that everyone understands that there is open, transparent communication.

The inclusion of family and community wisdom can increase engagement by creating a collaborative and supportive learning environment that recognizes and values the knowledge and experience of families and communities. When families and communities are engaged in the education process, they can contribute their unique perspectives and expertise to help improve student learning and academic success. Family & Community Engagement is important because it helps create a supportive and collaborative learning environment that promotes student success and well-being. When families and communities are engaged in the education process, they can provide valuable insights and perspectives that can help improve student learning and academic success. Additionally, Family & Community Engagement can help build trust and relationships between educators, families, and communities, creating a more inclusive and supportive learning community for all students. When asked about whether families are encouraged to participate in school-level activities, 89.07% of parent/guardian/caregiver respondents and 96% of staff respondents said they are, at least most of the time. Contrary to the information above, the district scores were slightly lower in comparison with 78.91% of parent/ guardian/caregiver respondents and 76% of staff respondents agreeing, at least most of the time. This could portray a strong connection between the families of AWR to the school; it could also portray a slight disconnect between the families of AWR and the district, in regard to being welcomed and/or invited to events/activities. When asking about community members being encouraged to collaborate, the positive response was significantly lower with 55.47% of parent/guardian/caregiver respondents and 38% of staff respondents reporting that the school asks for collaboration, at least most of the time, and even lower scores for the district asking for collaboration: 46.09% for parent/ guardian/caregiver respondents and 36% for staff respondents. When asking the students if they see family members and/or community members volunteering at school, 53.04% of K-5 students reported positively, at least most of the time, and 59% of 6th grade students reported that their families are invited into the school to support them, at least most of the time. Overall, these scores can be raised significantly and inviting families into the schools will address many of the concerns that were raised in the Self-Assessment.

Increased connections among families can help with Family & Community Engagement by creating a sense of community and shared responsibility for student learning and success. When families feel connected to each other and to the school



community, they are more likely to participate in school activities, volunteer, and collaborate with educators to support student learning. One example that was seen specifically by the landscape team during the visit was a discussion around Eid, a fasting period for people of Muslim faith. Many people we spoke to shared that they wish more information was shared regarding this observance and a better understanding of how to support other families and/or students during this time of fasting. Another concern that was raised was access to PTA meetings. Although the PTA was seen as a strength for AWR, some parents felt that meetings were held on an unpredictable schedule and often during typical work hours. By having these meetings only in person, in English, and during the school day, there are many limits to engagement. It is the opinion of the landscape team that if meetings are held at different times, with more structure, and with translation/interpretation services available, more engagement and connections might arise. Overall, increased connections among families can help with Family & Community Engagement by creating a sense of community, encouraging involvement, promoting collaboration, fostering support networks, and building trust between families and educators.

Schools can use local resources to support Family & Community Engagement in a number of ways. Schools can partner with local organizations such as libraries, community centers, and non-profit organizations to provide resources and services to families. Schools can establish volunteer programs that allow families to become involved in school activities and events. Schools can establish outreach programs that provide information and resources to families. Schools can celebrate the cultural diversity of their communities by hosting cultural events and celebrations. Schools can involve families in community service projects that benefit the local community. Schools can partner with local health providers to establish school-based health centers that provide medical and dental services to students and families. Schools can use social media to connect with families and share information about school activities and events. During observations, only 10.53% of the classrooms observed at AWR included curriculum or dialogue involving local resources. The landscape team acknowledges that the visits were small moments in time; however, more local resources infused in the curriculum will help tremendously with Family & Community Engagement. Overall, schools can use local resources to support Family & Community Engagement by establishing community partnerships, volunteer programs, outreach programs, cultural celebrations, community service projects, school-based health centers, and social media platforms. By leveraging local resources, schools can create a supportive and collaborative learning environment that promotes student success and well-being.

Engaging with the community to resolve community issues and problems is an efficient way to utilize resources while building a sense of community for all constituents. In the survey, students were asked if they were taught about their local community. Only 57.93% of K-5 students and 68% of 6th grade students responded that they do, at least most of the time. Overall, engaging with community issues and



problems can be beneficial for schools by providing opportunities for real-world learning, making learning more relevant, building community connections, promoting civic engagement, providing opportunities for service learning, and promoting cross-curricular learning.

Overall, the landscape team believes that AWR has many strong attributes related to Family & Community Engagement; however, there are still many areas to improve as well. When looking specifically at survey data from parent(s)/guardian(s)/caregiver(s) at AWR, only 50% feel involved in the school community and even less, 36.72%, feel involved in the district community, at least most of the time. When looking at demographics for those who did not answer positively, 97% of these respondents self-identified either as a race other than white and/or language spoken in the home other than English. The landscape team believes the score of 8 is slightly higher than the evidence shows for Family & Community Engagement and encourages AWR to continue focusing on bridging the gap between family engagement – specifically for families who are not necessarily stepping forward to ask for their voices to be heard. It is important to seek out ALL families and invite them in, in a way that makes sense for them, rather than have an ‘open-door policy’ that only some families partake in.

Instruction

Within Instruction, there are five main concepts that are examined during the equity landscape process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, Allen W. Roberts scored themselves an 8 out of 10 in Instruction. The Self-Assessment noted strengths in the areas of differentiated instruction, creating collaborative learning environments for students, and incorporating real-world scenarios within lessons. The Self-Assessment also mentioned the incorporation of texts with diverse characters into classroom libraries, providing equitable access to technology for all students and the use of a grading system to support data-driven instruction in ways that allow teachers to monitor students’ growth in the form of product and process-based grades. In addition to the strengths noted, the Self-Assessment also included opportunities for improvement, including a need for up-to-date curriculum in which students can see themselves represented across all learning disciplines and a need for curriculum to support brain-based learning and sensory-based activities to meet the needs of the student population.

Critical engagement with material refers to an approach to teaching and learning that encourages students to critically analyze and question the information presented in course materials. This approach promotes more inclusive teaching strategies by providing opportunities for students to examine and challenge dominant narratives and perspectives, and to bring their own experiences and knowledge into the learning



process. To assess this, the landscape team conducted classroom observations and analyzed survey results. Adult respondents provided fairly favorable responses when asked about student engagement with materials and Instruction from diverse perspectives. According to the surveys, 80.47% of parent/guardian/caregiver respondents and 74% of staff respondents indicated engagement with diverse perspectives, at least most of the time. The 6th grade student respondents had a similar perception, with 84% agreeing that multiple perspectives are taught, at least most of the time. For the younger students, 75% reported that they are taught how to ask questions, at least most of the time. Asking questions is a key component of critical engagement. In addition to the survey data, the landscape team conducted classroom observations. During these observations, critical engagement with material was observed in approximately half of the classrooms. Some of the components observed in classrooms were the use of higher-order questions to challenge students and stimulate their thinking (observed in 47.37% of classrooms) and rigorous coursework (observed in 52.64% of classrooms). In classrooms where critical engagement with material was not observed, the landscape team saw independent work and missed opportunities to promote academic discourse. Overall, critical engagement with material promotes more inclusive teaching strategies by encouraging students to challenge dominant narratives, explore multiple perspectives, connect course content to their own experiences, develop analytical skills, and foster a sense of community.

Differentiation is an approach to teaching that recognizes that students have different learning needs and preferences, and therefore require different approaches to learning. Differentiated instruction involves modifying the content, process, and/or product of Instruction to meet the individual needs of students. The concept of differentiation was self-identified in the Self-Assessment as a strength within the AWR learning community and confirmed through survey results. In the adult survey, 86.72% of parent/guardian/caregiver respondents and 86% of staff respondents reported that students are provided with the necessary support to learn at their respective levels during Instruction, at least most of the time. Student respondents for K-5 were slightly lower, with 78.25% of K-5 students agreeing that they receive the support necessary to be successful. 6th grade students, however, report similar numbers with 88.5% reporting that their needs are met, and they receive support, at least most of the time. While these overall percentages are positive, there were comments highlighting the need for improved support for students with unique learning needs. This includes students with specialized education needs and students who are English Learners as well as students who meet and/or exceed grade level expectations. This last piece is reinforced when looking at parent/guardian/caregiver responses to the question asking if students are challenged: seeing over a 10% drop to 75.78% of respondents feeling that their student is challenged to reach their highest potential, at least most of the time. In addition to reviewing survey results, the landscape team also obtained information through observations. During observations, the landscape team saw the use of differentiated learning opportunities in 47.37% of classrooms observed. In one classroom, some students used graphic organizers to



support them in completing a project, if they were necessary. The team also observed differentiation through the use of technology, more specifically Lexia. Although differentiation was identified as a strength in the Self-Assessment, the team did not observe a significant amount of evidence during the classroom observations to support this. Again, this could be due to the time spent in classrooms. Overall, differentiated instruction supports students from different backgrounds by making learning accessible, respecting diversity, providing flexibility, increasing engagement, and improving academic achievement.

Cooperative or collaborative learning and group work are often used interchangeably, but there are some key differences between the two. Group work refers to a classroom activity in which students are divided into groups and given a task to complete together. Each group member typically has a specific role or responsibility, and the group works together to complete the task. Group work often emphasizes individual accountability, and the success of the group depends on each member completing their part of the task. Cooperative or collaborative learning, on the other hand, is a more structured approach to group work that emphasizes interdependence and collective accountability. In cooperative or collaborative learning, students work together to achieve a common goal or complete a task, but they are also responsible for each other's learning. Each student is encouraged to contribute their unique skills and knowledge to the group, and the success of the group is dependent on the success of each individual member. Cooperative or collaborative learning is important within culturally responsive pedagogy because it promotes interdependence and collective accountability, which are key values in many cultures. This approach to learning also emphasizes the importance of working collaboratively and recognizing the strengths and contributions of each group member, which can be particularly valuable in culturally diverse classrooms. In addition, cooperative or collaborative learning can help to break down cultural barriers and promote cross-cultural understanding. By working together towards a common goal, students from different cultural backgrounds can learn from each other and develop a greater appreciation for diversity. This approach to learning also helps to create a more inclusive classroom environment in which all students feel valued and supported. In a review of survey results, adults had similar perceptions of whether students collaborate with one another; 82.81% of parent/guardian/caregiver and 86% of staff respondents reporting that students work together in a collaborative environment, at least most of the time. Students, however, have a different perception. 51.22% of K-5 students and 59% of 6th grade students reported working with other students to complete work collaboratively. To explore this gap further, the team focused on collaborative and cooperative working opportunities when observing in classrooms. The team saw collaborative and/or cooperative learning occurring in 63.16% of the classrooms observed. In the classrooms where this was observed, students actively collaborated with their peers to achieve shared goals and they attentively listened to the diverse perspectives shared among members in their group to successfully complete their assigned task(s). Overall, teachers who use this approach to Instruction with



intentionality place emphasis on the grouping of students based on their unique strengths, skills, and individual needs, acknowledging their significant contributions to the broader learning process. Furthermore, they foster opportunities during Instruction that support mutual learning among students from diverse backgrounds and cultures in ways that naturally cultivate a deeper appreciation for diversity of thought.

Real-world learning makes learning more relevant and meaningful to students. By connecting classroom learning to real-world situations, students are able to see the practical applications of what they are learning. This can be particularly valuable for students who come from backgrounds that have been historically marginalized or excluded from traditional academic settings. Real-world learning can empower students by giving them the skills and knowledge they need to succeed in the world beyond the classroom. Real-world learning can increase student engagement by providing opportunities for students to connect with their communities and see the impact of their learning. Real-world learning can promote equity by providing students with opportunities to learn about social justice issues and take action to address them. By empowering students to use their learning to make a positive difference in the world, real-world learning can help to create a more equitable society. When reviewing survey data, students had similar responses to the question asking them if what they are taught connects to the real world (70.32% of K-5 students and 73% of 6th grade students reported positively, at least most of the time). However, during observations, the landscape team saw evidence of real-world connections in only 52.64% of the classrooms observed. One example of this connection that was observed was during a morning meeting. A teacher engaged students in a discussion about autism spectrum disorder and reinforced concepts of empathy, kindness, and respect. Students followed up this discussion with their own stories of empathy, kindness, and respect. Overall, incorporating real-world learning into the classroom can support equity by making learning more relevant, empowering, engaging, and equitable.

When assessment is focused on growth, the emphasis shifts from getting the ‘right’ answer to showing progress and improvement over time. This approach to assessment can be particularly valuable in culturally diverse classrooms, where students may come from backgrounds that value effort and progress over achievement. Assessing students based on growth acknowledges that students bring diverse forms of knowledge and experience to the classroom. This approach to assessment recognizes that students may have different starting points and emphasizes the importance of meeting students where they are and helping them to grow and develop. Assessing students based on growth also supports the development of a growth mindset, which is the belief that intelligence and abilities can be developed through effort and hard work. Culturally responsive instruction emphasizes the importance of helping students develop a growth mindset, as it can help to break down cultural barriers and promote cross-cultural understanding. Lastly, assessing students based on growth



encourages students to take ownership of their learning and to set goals for themselves. In a review of adult survey results, the landscape team identified positive findings regarding the use of assessments to measure student growth with 85.16% of parent/guardian/caregiver respondents and 86% of staff respondents responding that assessments measure growth, at least most of the time. During focus group discussions, the landscape team heard about the use of norm-referenced assessments, InView, and iReady, which both assess growth. Discussions also included teachers sharing their deliberate use of assessments to make well-informed instructional decisions tailored to students' unique learning needs. When the landscape team visited classrooms, however, values-based assessment was only observed in 42.11% of classrooms visited. Positive examples of values-based assessment that were observed were the use of rubrics and checklists being used by students as a tool to monitor their use of specific required indicators for a project/assignment. In another classroom, exemplars were available for students to reference. It is important to note that there may be differences in our intentions and the perceptions of those around us. It is important to continuously refine our assessment practices to align with the values-based approach. This can be done by examining methods such as peer assessments or self-reflections to further engage students in the assessment process and promote ownership of learning. Overall, assessing students based on growth supports culturally responsive instruction by emphasizing progress over perfection, recognizing diverse forms of knowledge, supporting a growth mindset, and encouraging student agency. This approach to assessment can help to create a more equitable and inclusive classroom environment in which all students feel valued and supported.

Overall, the landscape team believes that AWR has many strong attributes related to Instruction; however, there are still areas to improve upon as well. The landscape team believes the score of 8 is slightly higher than the evidence shows for Instruction and encourages AWR to continue focusing on differentiated instruction for all levels of learners as well as connecting the curriculum to the real-world. Both of these pieces will be further supported by ensuring assessments are values-based and growth-focused.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, Allen W. Roberts scored themselves a 7 out of 10 in Identity within Curriculum, citing multiple strengths within the Self-Assessment, including classroom celebrations for unique student attributes, building-wide character recognition/positive behavior programs, and students being encouraged to participate in multiple SEL activities where they are encouraged to express themselves and



respect one another. The Self-Assessment also identified potential opportunities for improvement, citing a need for designated moments to celebrate identity throughout the day, a need for identity to be outlined within the curriculum, and a need for common language to help teachers successfully navigate conversations about culture, religion, gender, and ethnicity – especially when the conversations are challenging.

Identity within Curriculum refers to the inclusion and recognition of students' cultural and personal identities within the content and materials used in the classroom. It is important for students to be able to answer the question of who they are because it is a fundamental aspect of developing a sense of self, which is necessary for personal growth and socialization. When students see their identities reflected in the curriculum, they are more likely to feel connected to what they are learning and to engage more fully in the learning process. It can also help to build their self-esteem and provide them with a sense of belonging, which can be particularly important for students who come from backgrounds that have been historically marginalized or excluded from traditional academic settings. Identity within Curriculum can also promote cross-cultural understanding and empathy by exposing students to diverse perspectives and experiences. By learning about the experiences and perspectives of others, students are able to develop a more nuanced and complex understanding of the world around them, which can help to break down cultural barriers and promote social justice.

The landscape team examined the concept of Identity within Curriculum through surveys and focus group discussions. The findings from these sources of data revealed an opportunity for growth within AWR. In a review of student survey data, only 38.82% of K-5 students and 50% of 6th grade students reported learning about people who look like them, at least most of the time. In looking deeper at this data, nearly all of the students who responded that they see themselves in the curriculum self-identified as white. When reviewing adult data, the numbers fall between the two groups of students, with 45.31% of parent/guardian/ caregiver and 46% of staff respondents reporting that students learn about people who look like them, at least most of the time. In addition to the survey quantitative data, one comment was shared that reinforced the need to have more diverse curriculum: “Having your story or identity not taught is challenging... the Holocaust is a very deep dive subject, but subjects on slavery, Chinese, and Indian oppression are not touched as deeply as the Holocaust.” This could be related to one of the opportunities for improvement that was noted – without such topics being embedded in the curriculum and training for teachers to better understand how to discuss these topics, they may not be taught. During focus group discussions, this was reinforced. It was shared that the existing curriculum does not support many opportunities for students to ‘see themselves reflected’ in the content due to limitations that perpetuate stereotypical assumptions of identities. It was noted that this is important; however, many of those interviewed didn't quite know how to navigate incorporating more identity into the curriculum without guidance.



Overall, incorporating Identity within Curriculum is important for helping students to develop a sense of self, promoting engagement and belonging, and fostering cross-cultural understanding and empathy.

What is interesting, however, in further reviewing the data, many students felt a sense of pride within themselves. Oftentimes, seeing oneself reflected in an environment around you is critical to building a strong sense of pride; however, in the case of AWR, it seems that the students have a solid sense of self (with 78.86% of K-5 students and 79% of 6th grade students answering positively, at least most of the time). It is noted that with a more explicit focus on identity in curriculum, the expectation is that these numbers will rise.

Overall, the landscape team believes that AWR has a strong desire to provide a sense of Identity within the curriculum and has made some efforts to do so. The landscape team believes the score of 7 is slightly higher than the evidence shows for Identity within Curriculum and encourages AWR to continue focusing on intentional incorporation of identity into the curriculum in non-stereotypical ways and support for teachers on how to facilitate discussions surrounding identity.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, Allen W. Roberts scored themselves a 7 out of 10 in Diversity within Curriculum. The Self-Assessment identified multiple strengths, including: monthly SEL lessons, character education lessons, morning meetings that focus on diversity where students are encouraged to be curious, staff encouraging thoughtful conversations and using teachable moments to discuss topics related to diversity, curriculum that includes biographies of diverse identities, and an updated Social Studies curriculum. The Self-Assessment also noted potential opportunities for improvement, including: a need to build character education lessons into the schedule for all teachers, a need for structured support of teachers to facilitate discussions around diversity, a need for more diverse texts, and a need for Instruction that is relevant to current events, including those that may be more controversial so students can engage in conversations that go beyond superficial contexts.

Diversity within Curriculum refers to the inclusion of diverse perspectives, experiences, and cultural backgrounds in the content and materials used in the classroom. It is important for staff to be able to incorporate diversity into the curriculum because it promotes cross-cultural understanding, empathy, and social justice. When students are exposed to diverse perspectives and experiences in the curriculum, they are able to develop a more nuanced and complex understanding of



the world around them. This understanding can help to break down cultural barriers and promote social justice by challenging stereotypes and promoting empathy and respect for others. When reviewing the survey data, the adults and K-5 students had similar perceptions of the question asking if students are explicitly taught about those who may be different from them (75% of parent/guardian/caregiver respondents, 78% of staff respondents, and 74.39% of K-5 student respondents reporting that students are taught about people who are different from them, at least most of the time). However, only 54% of 6th grade students agree. To better understand this discrepancy, the landscape team asked further questions during focus groups and further analyzed curriculum to understand what was/was not being taught. Participants in focus group discussions shared that the district's commitment to celebrating diversity is reflected in the theme of "I Belong, You Belong, We Belong." However, it is not consistently represented during teaching and learning opportunities.

Incorporating Diversity within Curriculum is also important for creating a more equitable and inclusive classroom environment. When students see their experiences and perspectives represented in the curriculum, they are more likely to feel valued and respected in the classroom. This can help to build a sense of community and belonging, which is essential for promoting academic success and well-being. During the team's classroom visits, Diversity within Instruction was apparent in 52.63% of the classrooms visited at AWR. This was most apparent in the selection of materials that were available to students. Even though the team only saw diverse texts in approximately half of the classrooms, when it was seen, it was solid examples for other classrooms to model after. In one classroom, the landscape team observed students reading books by a non-dominant author identity with a main character from a marginalized group. The book centered around a Japanese boy who formed a baseball team while living in a concentration camp during World War II. In another discussion, the team was told about book clubs that were formed with an explicit focus on supporting diversity within the curriculum. As a result, students developed a deeper understanding of different cultures and perspectives, enhancing their literary analysis skills while also cultivating their cultural competence and gaining insights into the experiences of others. This intentional focus on integrating diverse texts within Instruction helps to foster a more inclusive and empathetic learning environment, where students not only appreciate the richness of diverse backgrounds through literature but also learn to respect and value the diversity of their peers.

Diversity within Curriculum can also promote critical thinking and problem-solving skills. When students are exposed to diverse perspectives and experiences, they are able to see issues from multiple angles and develop a more well-rounded understanding of complex problems. This can help them to develop more effective solutions to real-world problems and to become more engaged and informed citizens.

Overall, Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes



that the Self-Assessment score of 7 is consistent with the evidence provided to the landscape team. Further growth could occur by increasing the number of classrooms implementing some of the lessons the team saw while conducting observations. This can be done through a peer coaching process or by highlighting specific classrooms for other staff to visit and learn alongside.

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, Allen W. Roberts scored themselves a 5 out of 10 in Justice within Curriculum. The Self-Assessment cited strengths in the Social Studies curriculum, students being able to understand harmful impacts of discrimination, the hosting of author days, and students being provided opportunities to analyze past horrible tragedies that have happened through novels, book clubs, and Social Studies projects. The Self-Assessment also identified potential opportunities for improvement, citing that historical events are studied more than current issues, more consistency being needed for accountability purposes with a focus on different points of view rather than right or wrong, and that there is little to no discussion of real power and privilege related to current issues of racism, xenophobia, and the continual impacts these troubling ideologies hold in today's world.

Justice within Curriculum refers to the inclusion of topics and materials that address issues of fairness, equity, and social justice. It is important for students to be able to understand justice and injustice because it helps to promote critical thinking and understanding of social issues. When students are exposed to topics related to justice within the curriculum, they are able to develop a deeper understanding of the social, political, and economic factors that contribute to inequality and injustice. This understanding can help them to develop critical thinking skills and to become more informed and engaged citizens.

Justice within Curriculum can also help to promote empathy and respect for others. When students learn about the experiences of people who have been marginalized or oppressed, they are more likely to develop empathy for others and to recognize the importance of treating others with respect and dignity. This is an area of identified growth that was reflected not only in the Self-Assessment, but in constituent survey results as well. In the survey, 63.28% of parent(s)/guardian(s)/caregiver(s), 38.00% of staff, 70.33% of K-5 students, and 83% of 6th grade students indicated that students are taught concepts around justice and injustice during Instruction, at least most of the time. When diving deeper into this concept with the 6th grade students, only 57% are taught how people have historically been treated and only 37% report being taught about the dynamics of power and/or preferential treatment within society. Although the concept of power/privilege can be quite controversial, there are ways to discuss



this from a non-judgmental lens to elicit conversation and help all students better understand different viewpoints. Incorporating Justice within Curriculum is also important for creating a more equitable and inclusive classroom environment. When students see issues of injustice and inequity addressed in the curriculum, as well as justice and equity, they are more likely to feel valued and respected in the classroom. This can help to build a sense of community and belonging, which is essential for promoting academic success and well-being.

Overall, Justice within Curriculum is important for promoting critical thinking, empathy, and respect for others, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes the score of 5 is higher than the evidence shows for Justice within Curriculum and encourages AWR to continue focusing on intentional incorporation of justice into the curriculum, starting with professional development for staff to understand how to facilitate controversial conversations without judgment and to allow all sides of a conversation to be heard without silencing any opinions. By providing professional development for staff in the area of Justice within Curriculum, staff will become more knowledgeable about the complex systems of oppression and privilege that exist in society. Professional development can also help teachers stay up to date on current events, research, and best practices related to justice and equity in education. This foundational information will help staff remain informed and equipped to address issues as they arise in their classrooms.

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, Allen W. Roberts scored themselves a 5 out of 10 in Action within Curriculum, noting strengths in the upstander lessons being taught within the Character Education curriculum, intentional inclusion in every classroom, and the emphasis on empathy compared to sympathy. The Self-Assessment also identified potential opportunities for improvement, citing a need for increased opportunities for students to be specifically taught things to say in certain situations and time to role play these scenarios is needed, a need for more Instruction time dedicated to current injustices, a need for more time to discuss different points of view, and a need for direction and common language to use when discussing bias and injustice.

Action within Curriculum refers to the idea that education should not just be limited to teaching facts and knowledge, but also encouraging students to actively engage with the world around them and work to create positive change. This might include activities such as participating in community service, volunteering, advocating for social justice, and developing leadership skills. By incorporating action into the curriculum, students are equipped with the knowledge, skills, and motivation to



become agents of change in their communities and beyond, ultimately helping to build a more just and equitable society by empowering individuals to take an active role in creating positive social change. When students are given opportunities to take action within the curriculum, they are able to apply their learning to real-world situations and to develop a deeper understanding of the impact of social issues on individuals and communities.

Incorporating Action within Curriculum is also important for creating a more participatory and democratic classroom environment. When students are given opportunities to take action, they are able to participate in decision-making and to become more engaged in the learning process. This can help to promote a sense of ownership and investment in their education, which is essential for promoting academic success and well-being.

In a review of the survey results, the landscape team observed significant disproportionality between the perceptions of adults and the perceptions of students in relation to taking action. In the adult survey, 55.47% of parent(s)/guardian(s)/caregiver(s), and 34.00% of staff perceive that students are empowered to take action around JEDI issues, at least most of the time. On the other hand, 78.66% of K-5 students and 87.00% of 6th grade students agreed, at least most of the time, with the statement: *I am taught to stand up for people who are not being treated nicely*. After reviewing the noted strengths in the Self-Assessment, student perceptions may be connected to school-wide character education efforts.

However, in looking further into the survey data, only 72% of 6th grade students reported taking responsibility for standing up against injustice, at least most of the time. This shows a 15% gap of students being taught what to do in the face of injustice and actually following through with the action of standing up against injustice. This is something AWR can look into further to better understand why this might be the case and work to close that gap. Action within Curriculum can also help to promote leadership and civic engagement skills. When students are given opportunities to take action, they are able to develop leadership skills and to become more confident in their ability to make a difference in the world. This can help to promote a sense of agency and empowerment among students, which is essential for promoting academic success and well-being.

Overall, Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment. The landscape team believes the score of 5 is slightly higher than the evidence shows for Action within Curriculum and encourages AWR to continue focusing on empowering students to take action. In order to advance Action within Curriculum at AWR, careful consideration must be given to all areas leading up to action. For example, students must see themselves (identity) and others (diversity), and acknowledge and identify unfairness (justice), before initiating actionable steps to overcome the injustice (action).



Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity landscape process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, Allen W. Roberts scored themselves a 5 out of 10 in Teacher Leadership, citing multiple strengths as well as opportunities for improvement. Among the strengths, it was reported that staff feel supported by administration and each other, citing a collaborative environment that supports one another with lesson planning, material allocation, and assessment support. Among the potential opportunities for improvement, there was a need for more professional development cited. In addition to requesting more professional development, there was a comment shared appreciating the autonomy offered for staff to self-direct their learning; however, especially with topics that are quite controversial such as DEI/JEDI, a request for more guidance and expectations is requested.

Professional development can help educators develop cultural competence, which is the ability to understand and effectively interact with people from different cultural backgrounds. This can help educators understand the experiences and perspectives of their students from diverse backgrounds and create more inclusive learning environments that meet their needs. Professional development can also help educators develop a deeper understanding of equity and its importance in education. This can help educators identify and address inequities that exist in the classroom, such as unequal access to resources or opportunities, and work towards creating more equitable learning environments. Professional development can also provide educators with effective teaching strategies that can support students from diverse backgrounds. This includes strategies such as differentiated instruction, culturally responsive teaching, and restorative practices, which can help create more inclusive and equitable classrooms. Professional development can also provide opportunities for educators to build relationships and create communities of practice with colleagues. This can foster collaboration and support the implementation of new strategies and approaches that promote equity and inclusion in the classroom. Last, but not least, professional development can help educators identify and address their own biases and assumptions, which can impact their interactions with students and the learning experiences they create. This can help to create more equitable and inclusive learning environments that promote student success. When looking at survey data, there seems to be a lack of assurance reported by the adults within AWR regarding whether adults are even aware of the biases they hold. When asking if staff is aware of their biases, 51.56% of parent/guardian/caregiver and 52.81% of staff respondents reported that they believe staff acknowledge their biases, at least most of the time. Asking the same question related to community members (including family



members) and their awareness of their own biases, 57.81% of parent/guardian/caregiver and 52.25% of staff respondents reported that they believe community members acknowledge their biases, at least most of the time. There were also a moderate number of respondents who answered ‘I don’t know’ to both questions. If people are unable to acknowledge their own biases, the conversations can shift to being more polarizing. It is critical to start DEI/JEDI work with a foundational understanding of bias and humanizing the concept of bias as something that everyone innately has. Overall, professional development supports more equitable and inclusive classrooms by providing educators with the knowledge, skills, and strategies needed to meet the diverse needs of their students and promote student success.

It is important for educators to create a safe and inclusive environment where all students feel valued and respected. Responding to prejudicial behaviors and words is an essential part of creating such an environment. Educators can create a safe and inclusive learning environment by setting clear expectations for behavior and creating classroom norms that promote respect and understanding. When prejudicial behaviors and words are observed, educators are best able to address them in a calm and respectful manner. This can include calling out the behavior/word and explaining why it is inappropriate and how it can impact others. Educators can also engage students in dialogue to help them understand the impact of their behavior/words on others and to encourage empathy and understanding. Educators can also help students reframe negative language and attitudes by providing positive and inclusive alternatives that promote understanding and respect for all. Educators will best intercept biased and/or discriminatory behaviors when modeling inclusive behaviors and willing to apologize and make amends if they make a mistake or use inappropriate language. First and foremost, especially when responding to discriminatory behaviors/words, it is critical for staff to model this behavior. Students learn by watching those in their environment. When looking at survey data, there seems to again be a lack of assurance reported by the adults within AWR regarding whether adults speak up and respond to prejudicial behaviors and/or comments. When asking if staff speaks up, 33.6% of parent/guardian/caregiver and 40.45% of staff respondents reported that they believe staff step in, at least most of the time. Asking the same question related to community members (including family members) and their interruption of prejudicial behaviors, 37.5% of parent/guardian/caregiver and 38.76% of staff respondents reported that they believe community members step in, at least most of the time. This pattern of behavior exacerbates the issue of inaction by creating a culture of bystanders. It should be noted, though, that 57.03% and 32.81% of parents/guardians/caregivers and 48.88% and 37.64% of staff responded to the questions, respectively with “I don’t know”. Another point to consider when reviewing this data is whether adults don’t step in because of not knowing how or because of not experiencing prejudicial behaviors, rather than not doing so because they simply don’t want to.



Educators need to create a safe and supportive environment where colleagues can openly discuss JEDI issues without fear of judgment or retribution. Educators can participate in professional development opportunities related to JEDI to develop a shared understanding of concepts and strategies for addressing JEDI issues in the classroom. Educators can also share resources and ideas related to JEDI to help each other develop effective strategies for addressing JEDI issues in the classroom. Educators can also provide feedback and support to each other when addressing JEDI issues in the classroom. Educators can also engage in collaborative problem-solving to address JEDI issues that arise in the classroom. Last, and definitely not least, educators can advocate for systemic change to promote JEDI work in their schools and communities. By supporting each other around JEDI issues, educators can create a more inclusive and equitable learning environment for all students.

In reviewing survey data regarding leadership, staff seems to be asking for more guidance. As shared in the Self-Assessment, as much as staff appreciate being given autonomy and afforded flexibility, there is a need for more guidance from district office and leadership – especially on difficult and controversial topics such as JEDI/DEI. For example, when asked if the central office provides direction for the schools, only 42% of staff respondents reported that district office provides direction, at least most of the time. In addition to survey results, during focus groups, AWR staff expressed a lack of support when having hard conversations with students regarding race, politics, religion, gender, and other identities. Many staff members admitted to ignoring or disregarding some of these conversations fearing a negative response from parents, community members, media, and/or school administrators.

Overall, Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it enables them to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 5 is higher than the evidence shows for Teacher Leadership and encourages AWR to continue focusing on self-awareness activities to support Teacher Leadership. It is also important to note that much of Teacher Leadership is meant to be guided by district office; however, there are strategies that can be implemented at the building level as well. Continue to allocate time for discussions at the building level to be vulnerable and support one another.

Representation

Within Representation, there are five main concepts that are examined during the equity landscape process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, potentially leading to disproportionality within certain programs and discipline numbers.



On the Self-Assessment, Allen W. Roberts scored themselves a 6 out of 10 in Representation, noting the following strengths: their commitment to treating all students equally and respectfully, ensuring fairness in actions for all manners, representing students in the curriculum without perpetuating stereotypes, and providing updated materials that empower underrepresented students to see their own strengths. Opportunities for improvement reported in the Self-Assessment included the need to address the lack of diversity in the Gifted and Talented program, the noticeable divide between socioeconomic statuses in areas specific to tutoring, clubs, and sports, varying levels of family engagement, and the absence of diverse representation among the staff which means not all students are able to identify with the school's personnel.

Having a diverse range of personnel can provide positive role models for students from different backgrounds. It can help students feel more represented and included in the school community. A diverse range of personnel can bring a range of cultural experiences and perspectives to the school community which can help educators develop cultural competence and improve their ability to teach diverse students. Diversity among staff can also help foster empathy and understanding among the school community, helping educators and students understand and appreciate the experiences and perspectives of people from different backgrounds. A diverse staff can also help address biases and stereotypes within the school community by challenging assumptions and promoting a more inclusive and equitable school environment. Studies have shown that having a diverse range of personnel can lead to improved learning outcomes for students from different backgrounds. It can help improve student engagement, academic performance, and overall school climate. Unfortunately, in looking at both the demographic report of staff as well as the self-identification in the adult survey, the staff presents as mostly white. Furthermore, an even higher percentage of the staff self-identified as female. When asking the students to identify whether they see an adult that looks like them at school, only 30.08% of K-5 students and 35% of 6th grade students shared that they do, at least most of the time. Although it is important to note that the landscape team is not inferring that ONLY people of a marginalized identity can teach students from marginalized identities, it is important, for both students of marginalized identities as well as those who are not of marginalized identities, to see staff members of all races, religions, cultures, genders, and identities. Overall, having diversity among personnel within a school setting can help create a more inclusive and equitable school environment that promotes the success of all students.

When students see themselves and their identities represented in classroom materials, it can help them feel valued, included, and respected. Having classroom materials that represent multiple identities can also help expose students to a range of diverse perspectives and experiences. Classroom materials that represent multiple identities can help educators develop cultural competence and improve their ability to teach diverse students and help address bias and stereotypes within the classroom. Studies have shown that having classroom materials that represent multiple identities can



lead to improved learning outcomes for students from different backgrounds. Unfortunately, when the landscape team observed in classrooms, only 52.63% of the classrooms observed showcased at least *some* diverse classroom materials. Overall, having classroom materials that represent multiple identities is important for creating a more inclusive and equitable learning environment that promotes the success of all students. It is extremely beneficial for parents/guardians/caregivers, students, and staff to be surrounded by images that they can relate to.

Disproportionality in schools refers to the overrepresentation or underrepresentation of certain student groups in particular programs, such as gifted and talented programs, special education, and disciplinary actions. This disproportionality can be caused by a variety of factors, including implicit bias, systemic racism, and lack of access to resources. Within AWR, taking into consideration materials supplied to the landscape team, survey data, Self-Assessment data, and focus group discussions, there was not significant evidence to showcase any disproportionality within discipline. There was, however, some disproportionality noted in access to opportunities for challenging programming. Within the survey, 6th grade students and adults were asked if students are encouraged to be in challenging classes. Of those who responded on behalf of AWR, 75.78% of parents/guardians/caregivers, 86% of staff, and 56% of 6th grade students reported that students are encouraged, at least most of the time. Of the students who did NOT feel encouraged to enroll in challenging classes, there was a disproportionate number of girls and non-white students. The 20-30% gap between adult and student perception is also worthy of further discussion. Rather than simply discussing what is being done, the landscape team encourages AWR to document how many challenging courses/offerings are available and who is enrolled. Once identifying that information, the next step is to seek out students who are not enrolled but could be successful. When looking at the data, certain data points will showcase why there is a discrepancy between course offerings. If there are not a proportionate number of students qualified for the more challenging courses, it is critical to look at younger grades and the expectations set for students of diverse identities. If there are students qualified, but simply not encouraged to enroll, it is critical to discuss the stereotypes and/or assumptions that staff may have about certain identities and their ability to be successful. Both of these possible hypotheses seem controversial; however, once identified, they can be overcome. The first step, acknowledging the issue exists, is often the most difficult part of reducing opportunity gaps that lead to disproportionality.

Overall, Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the 'only one' in a school district. The landscape team believes the score of 6 is slightly higher than the evidence shows for Representation and encourages AWR to continue focusing on increasing Representation among staff/personnel and materials and to dive deeper into understanding disproportionality within programming and access to challenging courses.



General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity landscape process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, Allen W. Roberts scored themselves a 3 out of 10 in General Findings, noting that JEDI work is included in social studies instruction. The Self-Assessment also noted the need for more professional development to better understand how JEDI work can be included in decision-making, curriculum, and instruction.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 52.35% of parents/guardians/caregivers and 38% of staff reported that the Board of Education makes decisions regarding inclusivity work that they agree with. When looking more broadly to assess whether the same groups believe the Board makes decisions that uphold all students, the respondents were slightly more favorable among parents/guardians/caregivers at 61.72% and significantly more favorable among staff at 56%. These numbers are quite low and what is even more alarming is that there is a significant number of respondents, including staff, that answered ‘I don’t know’. This is alarming because members of the community, especially staff, need to be aware of decisions being made by the Board of Education. This lack of awareness could be because of a lack of communication on behalf of the Board and/or a lack of interest on behalf of community members. Either way, for JEDI work to be sustainable, it is critical for everyone to be aware of decisions that are made – knowing that not everyone will agree with those decisions.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect constituents to ‘buy-in’ to the concept. As will be discussed in other sections of this report, people often struggle to embrace concepts that they either don’t understand or don’t see the benefit of. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in. In the survey, adults and 6th grade students were asked if there were explicit conversations around DEI/JEDI, with consistent responses. 51.57% of parent/guardian/caregiver respondents, 48.88% of staff respondents, and 52% of 6th grade students answered that explicit conversations occur on a regular basis. Ideally, seeing higher numbers here would reinforce that conversations are occurring, meaning that there is observed value in the conversations. As shared in other sections, the recommendation of the landscape team is to embed DEI/JEDI work into other areas of the school day so it doesn’t become a separate concept.

Moving forward, ensuring that this work is embedded in the mission and vision of Allen W. Ross will be imperative to ensuring DEI/JEDI work is prevalent in the hearts



and minds of staff and students. A clear and concise direction to drive this work will lead professional development, policy and procedure, and alignment with staff and leadership. Rather than creating an additional mission/vision specific for JEDI/DEI work, it is the recommendation of the landscape team to embed much of the JEDI principles and theories into the school mission/vision – allowing DEI to be the lens through which you make all decisions.

Overall, a solid understanding of JEDI work is critical to be truly inclusive and equitable. The landscape team believes the score of 3 aligns with the evidence presented for General Findings and encourages AWR to build a strong foundation with clear expectations and outcomes for a JEDI/DEI program before moving forward with other recommendations.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the landscape team identified the following consistencies and inconsistencies with the perceptions of constituents within Allen W. Roberts Elementary School.

The landscape team believes that AWR has many strong attributes related to Classroom Culture; however, there are still many areas to improve as well. The landscape team believes the score of 9 is much higher than the evidence shows for Classroom Culture and encourages AWR to continue focusing on bridging the gap between student and adult perceptions around a sense of belonging.

The landscape team believes that AWR has many strong attributes related to Family & Community Engagement; however, there are still many areas to improve as well. When looking specifically at survey data from parent(s)/guardian(s)/caregiver(s) at AWR, only 50% feel involved in the school community and even less, 36.72%, feel involved in the district community, at least most of the time. When looking at demographics for those who did not answer positively, 97% of these respondents self-identified either as a race other than white and/or language spoken in the home other than English. The landscape team believes the score of 8 is slightly higher than the evidence shows for Family & Community Engagement and encourages AWR to continue focusing on bridging the gap between family engagement – specifically for families who are not necessarily stepping forward to ask for their voices to be heard. It is important to seek out ALL families and invite them in, in a way that makes sense for them, rather than have an ‘open-door policy’ that only some families partake in.

The landscape team believes that AWR has many strong attributes related to Instruction; however, there are still areas to improve upon as well. The landscape team believes the score of 8 is slightly higher than the evidence shows for Instruction and encourages AWR to continue focusing on differentiated instruction for all levels of learners as well as connecting the curriculum to the real-world. Both of these pieces



will be further supported by ensuring assessments are values-based and growth-focused.

The landscape team believes that AWR has a strong desire to provide a sense of Identity within the curriculum and has made some efforts to do so. The landscape team believes the score of 7 is slightly higher than the evidence shows for Identity within Curriculum and encourages AWR to continue focusing on intentional incorporation of identity into the curriculum in non-stereotypical ways and support for teachers on how to facilitate discussions surrounding identity.

Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes that the Self-Assessment score of 7 is consistent with the evidence provided to the landscape team. Further growth could occur by increasing the number of classrooms implementing some of the lessons the team saw while conducting observations. This can be done through a peer coaching process or by highlighting specific classrooms for other staff to visit and learn alongside.

Justice within Curriculum is important for promoting critical thinking, empathy, and respect for others, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes the score of 5 is higher than the evidence shows for Justice within Curriculum and encourages AWR to continue focusing on intentional incorporation of justice into the curriculum, starting with professional development for staff to understand how to facilitate controversial conversations without judgment and to allow all sides of a conversation to be heard without silencing any opinions. By providing professional development for staff in the area of Justice within Curriculum, staff will become more knowledgeable about the complex systems of oppression and privilege that exist in society. Professional development can also help teachers stay up to date on current events, research, and best practices related to justice and equity in education. This foundational information will help staff remain informed and equipped to address issues as they arise in their classrooms.

Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment. The landscape team believes the score of 5 is slightly higher than the evidence shows for Action within Curriculum and encourages AWR to continue focusing on empowering students to take action. In order to advance Action within Curriculum at AWR, careful consideration must be given to all areas leading up to action. For example, students must see themselves (identity) and others (diversity), and acknowledge and identify unfairness (justice), before initiating actionable steps to overcome the injustice (action).

Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it



enables them to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 5 is higher than the evidence shows for Teacher Leadership and encourages AWR to continue focusing on self-awareness activities to support Teacher Leadership. It is also important to note that much of Teacher Leadership is meant to be guided by district office; however, there are strategies that can be implemented at the building level as well. Continue to allocate time for discussions at the building level to be vulnerable and support one another.

Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the 'only one' in a school district. The landscape team believes the score of 6 is slightly higher than the evidence shows for Representation and encourages AWR to continue focusing on increasing Representation among staff/personnel and materials and to dive deeper into understanding disproportionality within programming and access to challenging courses.

A solid understanding of JEDI work is critical for environments to be truly inclusive and equitable. The landscape team believes the score of 3 aligns with the evidence presented for General Findings and encourages AWR to build a strong foundation with clear expectations and outcomes for a JEDI/DEI program before moving forward with other recommendations.

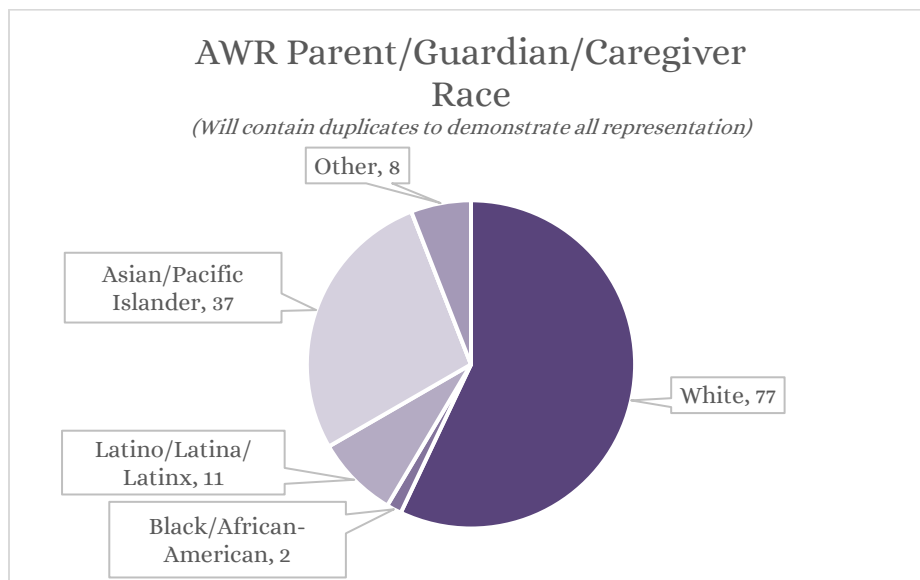
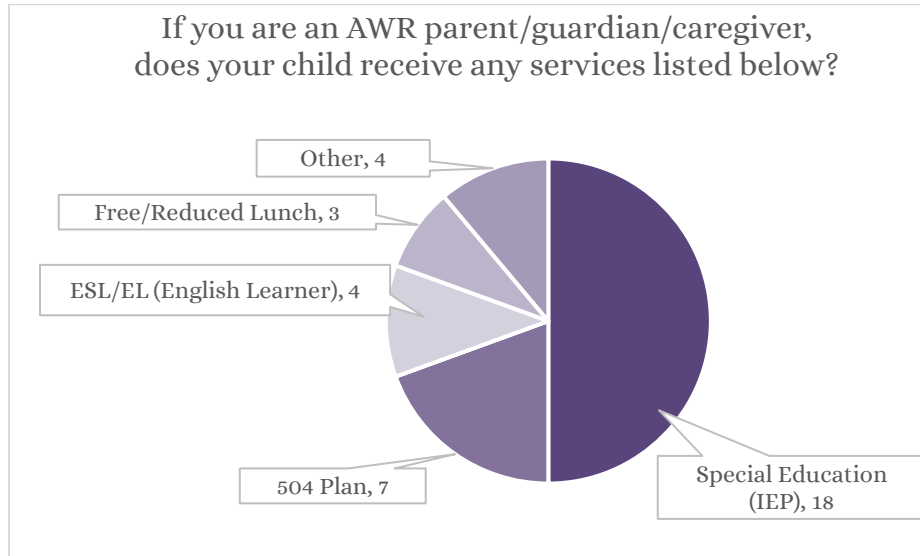
Overall, there were many strengths as well as opportunities for improvement noted by the landscape team while reviewing data from Allen W. Roberts. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from Allen W. Roberts. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

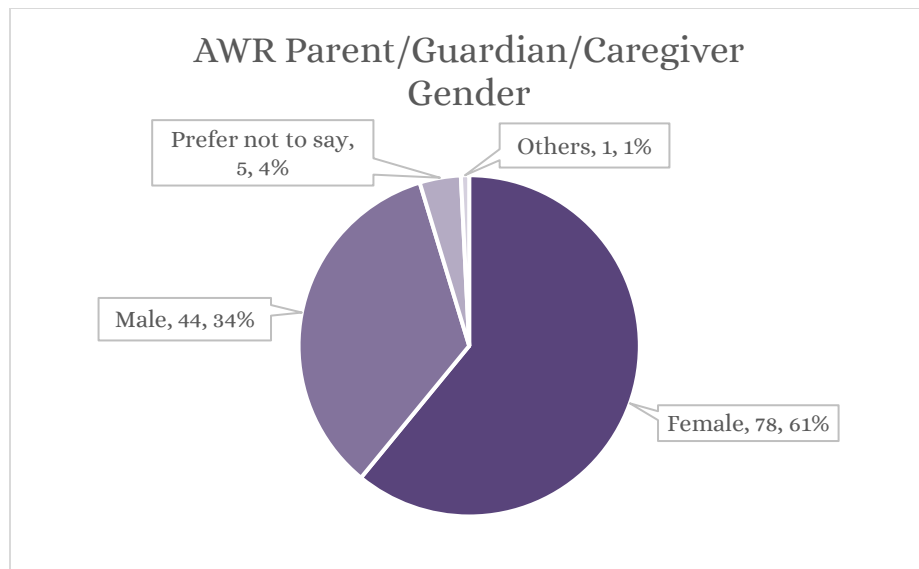
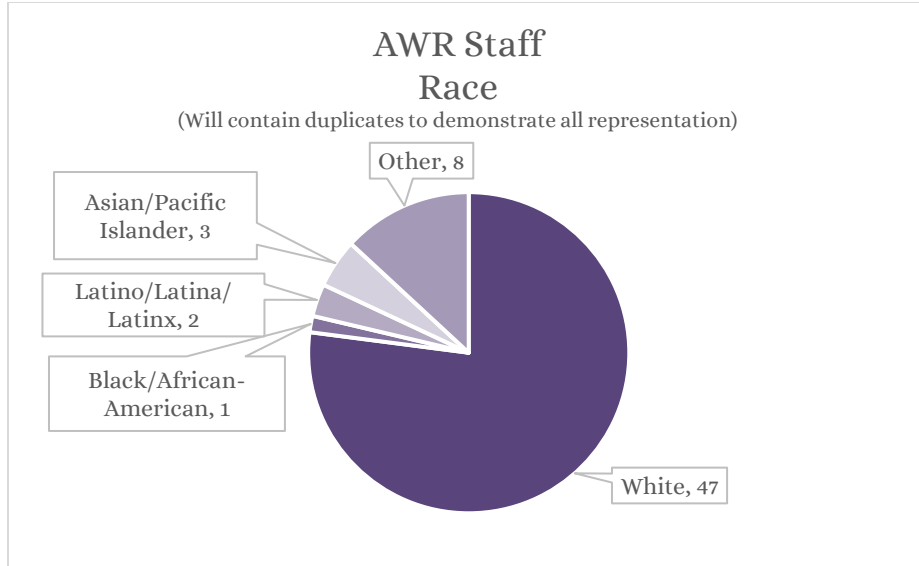


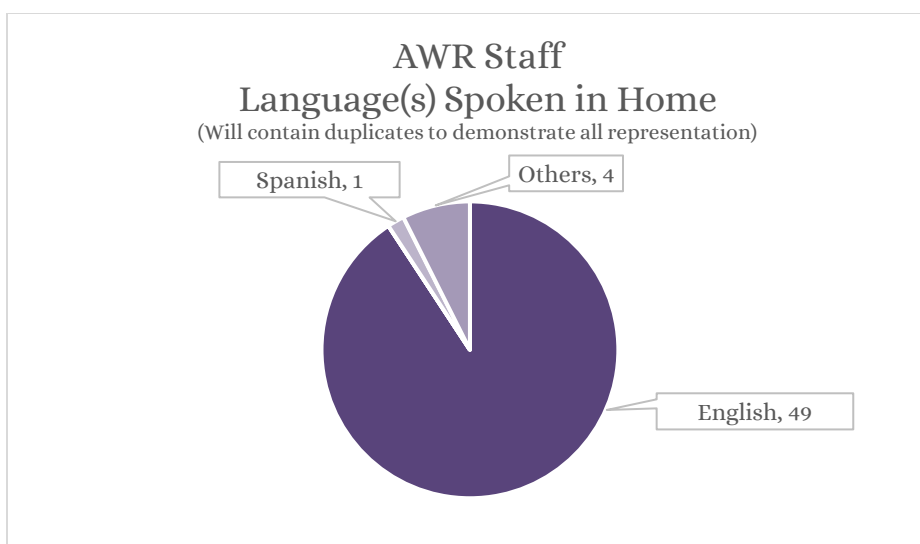
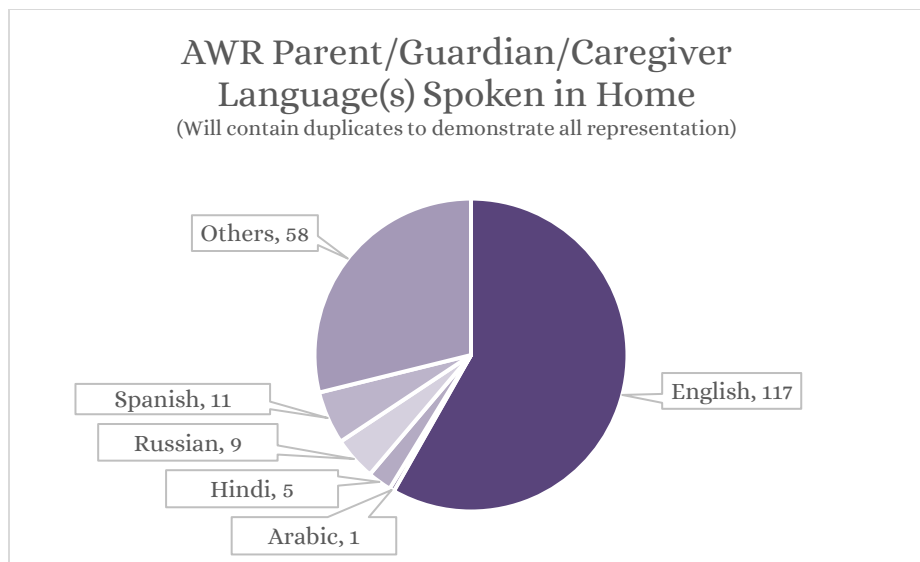
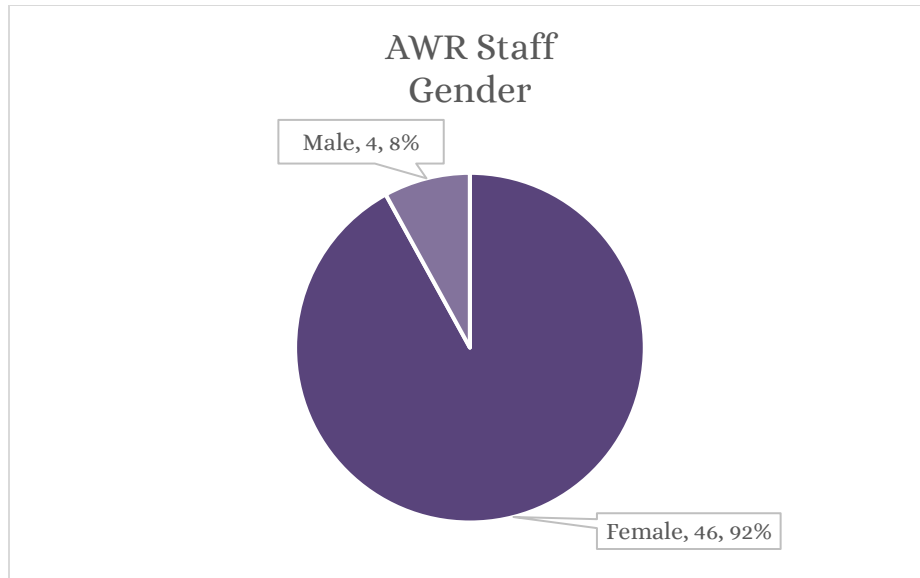
New Providence School District Allen W. Roberts Adult Survey

Parent/Guardian/Caregiver Respondents: 128

Staff Respondents: 50

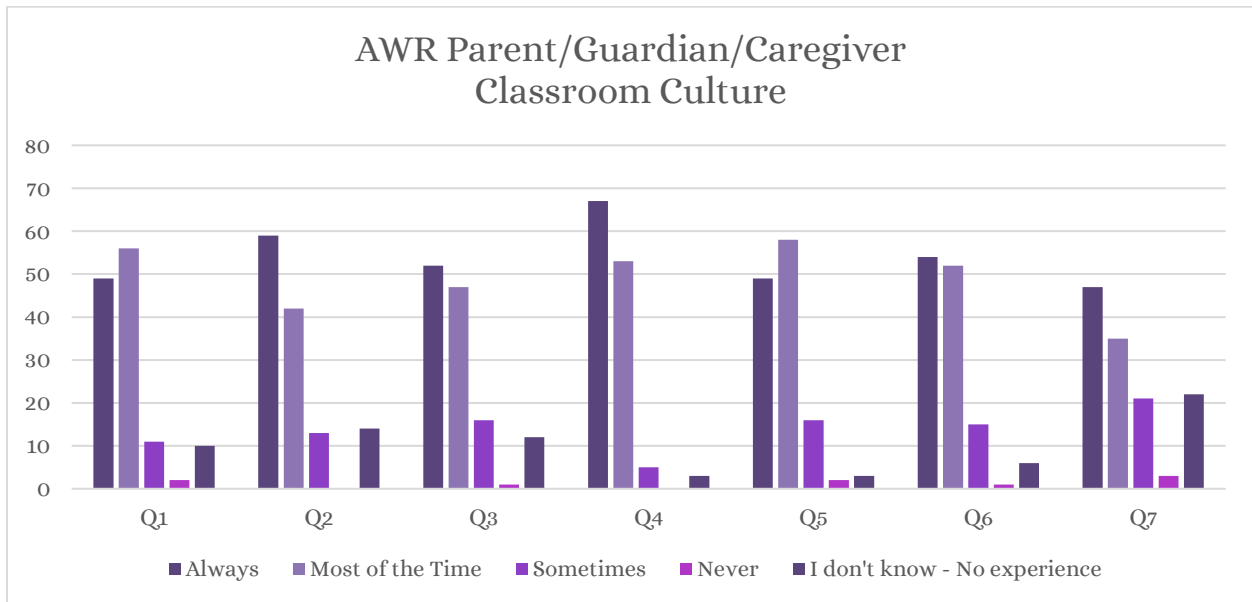






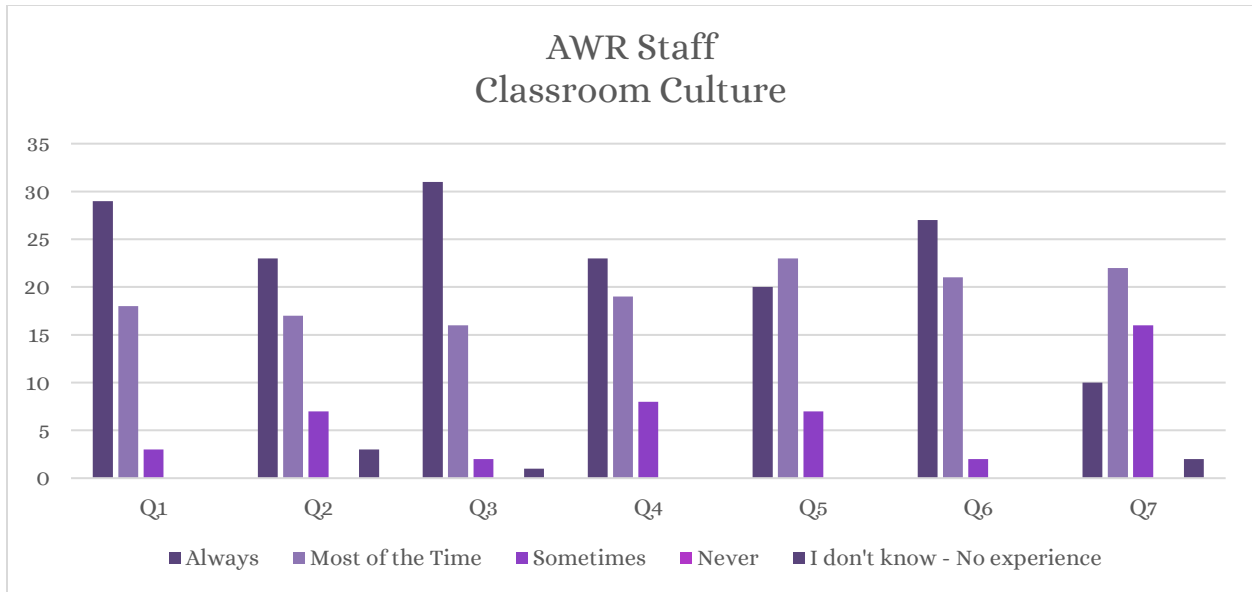
Section 1: Classroom Culture

- Q1: Students are valued as unique individuals within New Providence (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school (or district if you are answering from a district lens) provides a physically safe environment.
- Q5: The school (or district if you are answering from a district lens) provides an emotionally safe environment.
- Q6: Staff members treat students fairly.
- Q7: The school disciplines fairly and appropriately.

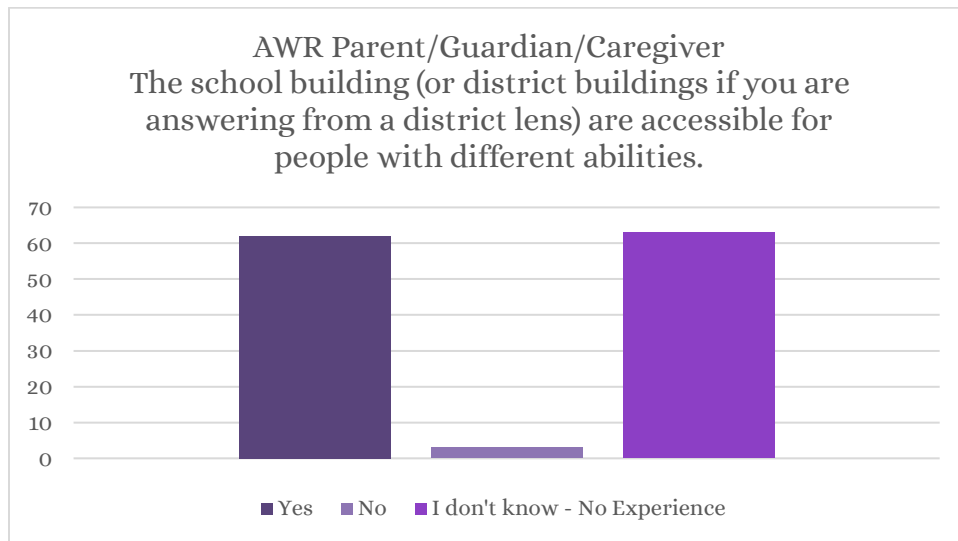


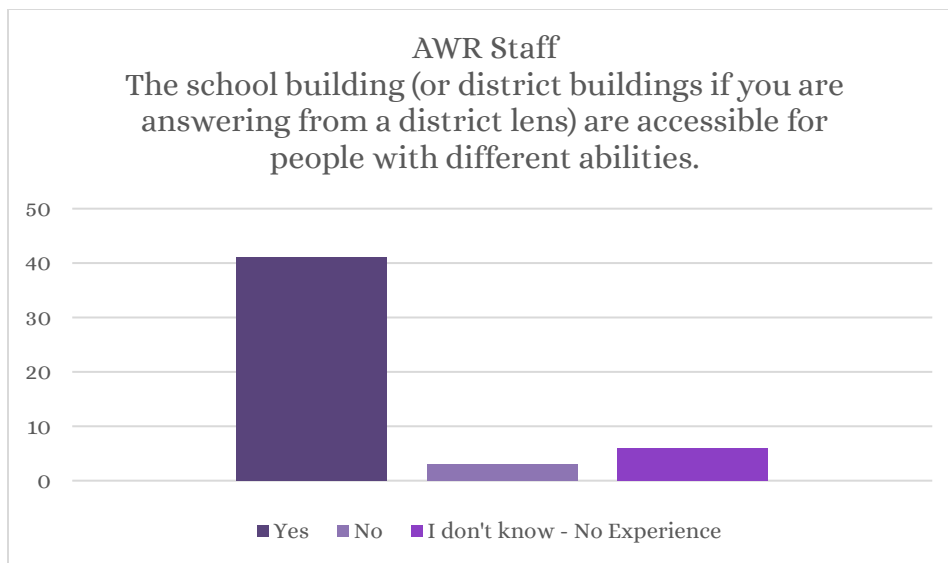
Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	38.28%	46.09%	40.63%	52.34%	38.28%	42.19%	36.72%
Most of the Time	43.75%	32.81%	36.72%	41.41%	45.31%	40.63%	27.34%
Sometimes	8.59%	10.16%	12.50%	3.91%	12.50%	11.72%	16.41%
Never	1.56%	0.00%	0.78%	0.00%	1.56%	0.78%	2.34%
I don't know - No Experience	7.81%	10.94%	9.38%	2.34%	2.34%	4.69%	17.19%





Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	58.00%	46.00%	62.00%	46.00%	40.00%	54.00%	20.00%
Most of the Time	36.00%	34.00%	32.00%	38.00%	46.00%	42.00%	44.00%
Sometimes	6.00%	14.00%	4.00%	16.00%	14.00%	4.00%	32.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	0.00%	6.00%	2.00%	0.00%	0.00%	0.00%	4.00%





If no to the above question, please provide additional information.

I'm not sure that a student with a wheelchair could get around in my classroom with the number of desks.

Some of the faculty bathrooms have heavy doors with twist knobs that are hard to turn.

We could be more understanding of children with emotional and behavioral needs.

There are no buttons for mobility/wheelchair access to main doors or bathrooms

Way too overcrowded. Class sizes are out of control.

Section 1 Comments:

As the mom of a child with a Learning disability, it breaks my heart when he comes home stating how a specific teacher treats him and other neurodiverse kids in a non-inclusive merely discriminatory way.

Regarding race/ethnicity, he has experienced intimidation based on his country of origin, language, and values by his schoolmates.

He also refers to the "same teacher above" as how he treats kids with ESL in a discriminatory way.

Had 1 negative, unsafe experience with [redacted] where my child's safety and health was a concern in [redacted]. Other than this 1 negative experience, would answer "always". Issue was promptly addressed with solutions put into place by administrators.

Hard to answer for some, not being in the classroom. Safety feels strong but unknown re: risks akin to other schools that have had school shootings (do we have the cameras, processes, security staff we need?)

I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.

I heard my kid told me that her grade have a boy always get into trouble — like punched the other boy's nose, kicked other kids, fight with other kids, but doesn't seem School take any action on it. Sometimes this kind of the news worries me.

I think sometimes students who don't fit into the district "box" or need extra support are at a disadvantage



Instead of my daughter and frankly all kids saying I'm being bullied I'd rather they be taught how to deal with bullies outside of "go run and tell". More emphasis needs to be put on teaching our kids to be confident and assertive and not passive running for help all the time. The kids do not at all learn how to be self-sufficient confident assertive children

It is a little difficult to judge if the classrooms are set up for student success as parents have very limited access to the building. I can only make a judgement based on back-to-school night and parent teacher conferences.

Many teachers do not discipline, and instead leave that to the parents. We have received a note saying that the teacher saw our student giving another answers, yet she did not address it in class or talk to us directly about it.

several occasions when discipline is relayed or diverted to the parents instead of teachers

Some teachers need to be scrutinized for their treatment of kids. Some children are anxious and agitated by the teachers. Especially [redacted grade level]

Sometimes response means there are more than moments where the school has shown a not safe response to things which happens. At times they feel more like sweep under the rug or yes we hear you, but nothing will be done kind of responses.

There was a student in my son's class [redacted]

[redacted] Due to the extreme privacy measures imposed on the school, parents of the other kids in the class were completely in the dark about the reality of what was going on in the classroom and when we asked about it, they could give us zero details so we are left with the stories told to us by [redacted age] olds. This is the same year that a student shot a teacher in Virginia. So I'm going to say that while they say that the safety of the children and the staff might be a top priority, the rules and regulations that have to be followed to a "T" do not allow the ACTUAL safety of the students and staff to BE a priority.

These questions are great...as a parent, I feel like I have no idea how to best respond to these questions. There is not so much a community or community events post-covid and post-new principal.

They should be more strict with the misbehaviors in [redacted] grade - [redacted]

We have been disappointed with the feedback we've heard from our son regarding recess and lunchtime supervision

Administrators do a great job understanding and being open and receptive to discipline students with special needs

Consequences are lacking for misbehavior.

Disciplinary actions are not always shared with staff members, so it is difficult to say if the school disciplines students fairly/appropriately.

In relation to discipline and an emotionally safe school, it is my opinion that some of the special education and or general education students that have the need for behavioral support are not being educated/disciplined effectively. Additionally, the behaviors of certain students are interfering with the learning of others, and they increase the stress levels of teachers, staff, and the other students in the room. I believe that part of this challenge is that appropriate behavior intervention strategies are not necessarily being created for these students and staff including

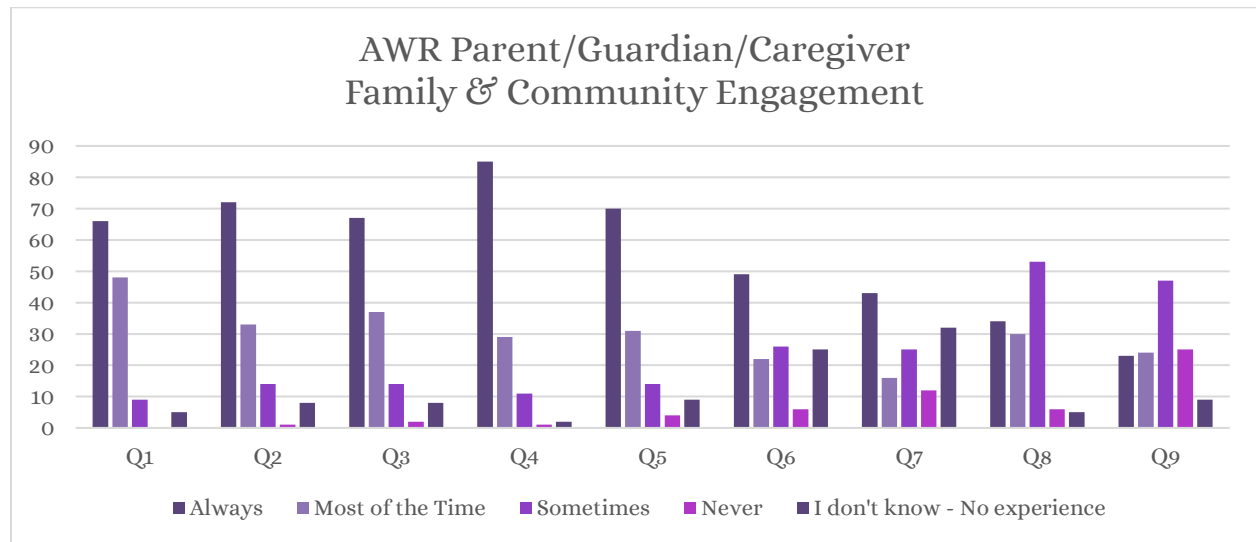


<p>aides, teachers, and administrators have little to no training on how to reduce inappropriate behavior and increase appropriate behavior. Hence, these behaviors are strengthened and become more challenging to handle and even more difficult to extinguish. This, making teaching more difficult than it already is and moreover, it actually reinforces inappropriate behavior. On numerous occasions, both privately and at Sp. Ed. meetings, I (as well as other staff members) have sincerely voiced our concerns. However, it feels as though our concerns/challenges within the classroom and about the students and staff are not valued and/or are disagreed with. Teachers are not feeling heard or understood and the morale of the staff is definitely compromised. I have literally asked for "help," given suggestions and, in essence, my requests, supports, and feelings have not been validated or addressed in any way.</p>
<p>It sometimes appears that students receive very mild disciplines for school code of conduct infractions. This leads to more undisciplined behavior in the classroom and hallways and this causes stress for teachers and other students.</p>
<p>Most often there are little or no consequences given. Negative behavior is continued from grade level to grade level because in my opinion, some teachers ignore it or do the least possible to change it. Parents enable and coddle. Teachers are scared to discipline . Administrators are not experts at some levels of behavior.</p>
<p>Student behavior can be a challenge and teachers find it difficult to find consequences that are feasible and appropriate for the offense.</p>
<p>Students with emotional outbursts pose a physical threat to both students and staff when they are kept in the classroom without repercussion. The failure of the district to respond immediately with appropriate interventions puts all students at risk, both physically and emotionally. Within the last few years that has been a rise in students with these behaviors, and the district's response has not been adequate.</p>
<p>The last two questions are difficult to provide valid data for, as I am not sure how all the teachers treat all the students. I can only really answer for myself. Also, I am not always informed how disciplinary actions are imposed.</p>
<p>Varies by teacher</p>



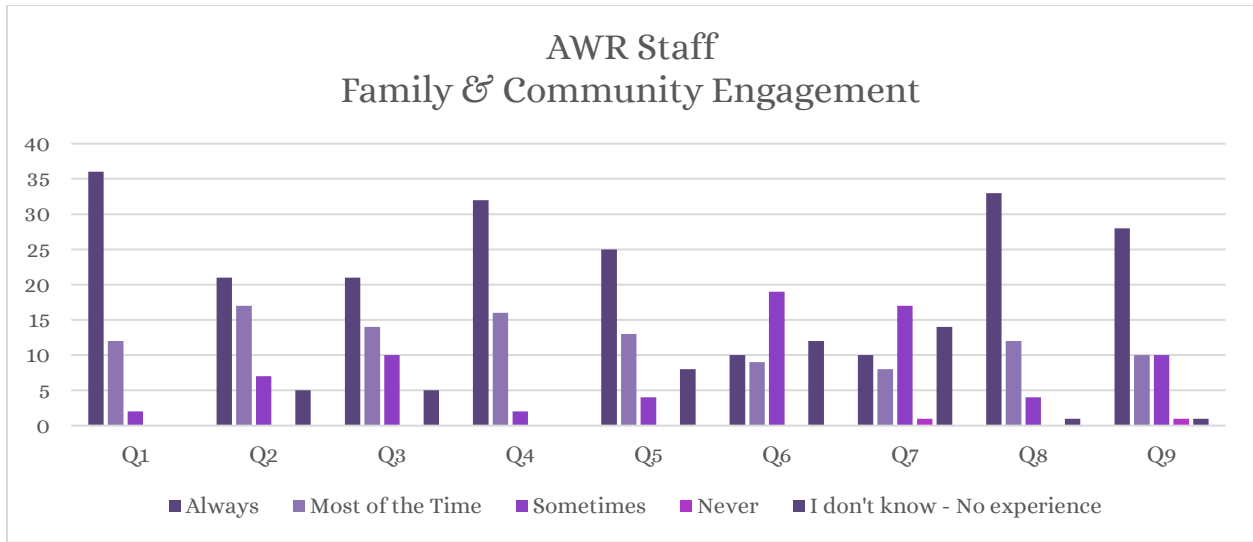
Section 2: Family & Community Engagement

- Q1: Staff members treat families fairly.
- Q2: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q3: District-level communication is inclusive and sensitive to different family dynamics.
- Q4: Families are encouraged to participate in school activities.
- Q5: Families are encouraged to participate in district-level activities.
- Q6: Community members are encouraged to collaborate with the school on projects.
- Q7: Community members are encouraged to collaborate with the district on projects.
- Q8: I am involved in the school and a part of the school community.
- Q9: I am involved in the district and a part of the district community.

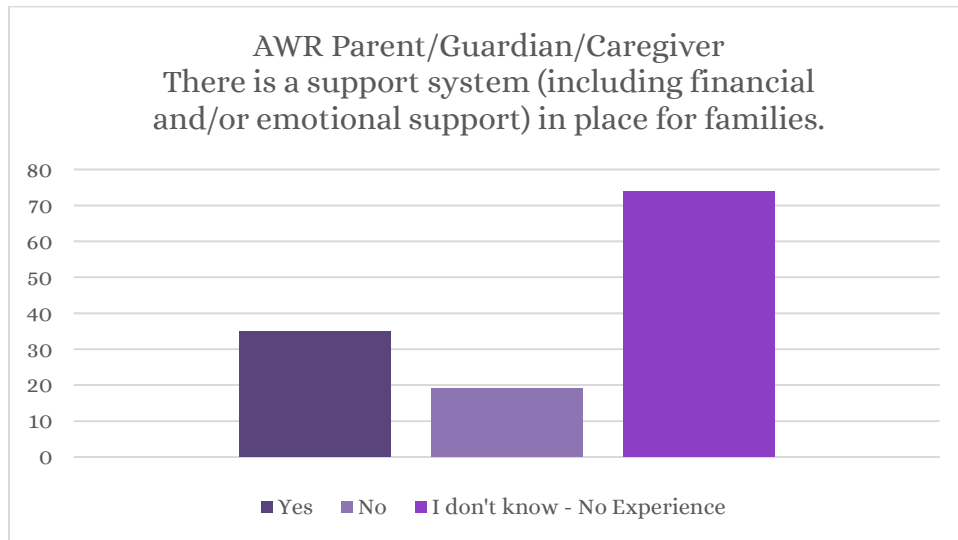


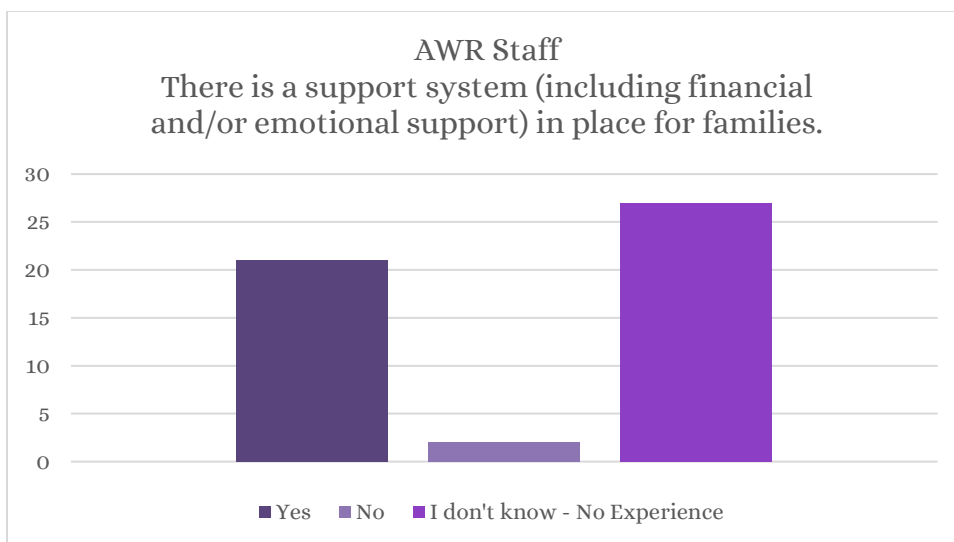
Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	51.56%	56.25%	52.34%	66.41%	54.69%	38.28%	33.59%	26.56%	17.97%
Most of the Time	37.50%	25.78%	28.91%	22.66%	24.22%	17.19%	12.50%	23.44%	18.75%
Sometimes	7.03%	10.94%	10.94%	8.59%	10.94%	20.31%	19.53%	41.41%	36.72%
Never	0.00%	0.78%	1.56%	0.78%	3.13%	4.69%	9.38%	4.69%	19.53%
I don't know - No Experience	3.91%	6.25%	6.25%	1.56%	7.03%	19.53%	25.00%	3.91%	7.03%





Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	72.00%	42.00%	42.00%	64.00%	50.00%	20.00%	20.00%	66.00%	56.00%
Most of the Time	24.00%	34.00%	28.00%	32.00%	26.00%	18.00%	16.00%	24.00%	20.00%
Sometimes	4.00%	14.00%	20.00%	4.00%	8.00%	38.00%	34.00%	8.00%	20.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.00%	0.00%	2.00%
I don't know - No Experience	0.00%	10.00%	10.00%	0.00%	16.00%	24.00%	28.00%	2.00%	2.00%





<p>Referring to the question above, if you identified supports in place, what are they? If you did not identify supports in place, would you like to see any supports implemented?</p>
504 and individual education services
Counseling
emotional of the current counselors at AWR which have been very good
Hire more counselors & full-time behaviorists - asap. Major behavior
I would like to see more SEL programs incorporated and I would like to see more inclusive celebrations or acknowledgement of different holidays celebrated by students.
If there are supports, they aren't made obvious.
It depends - I think there are some supports in place but they are not always effective, specifically in the emotional support space.
It will be nice to have a mentor system for parents with younger kids to get more first-hand info from parents with older children about requirement for homework, school projects and activities, how to improve children's reading, writing or math, and tests.
Many staff members with a multitude of experience and disciplines. My child with an IEP has been overall well-cared for and the staff that work with him have been conscientious, knowledgeable, and caring. They always take a team approach and have partnered with me to give him the supports he needs to make progress in his academics and find ways to make meaningful relationships at school. My child's mental health is always considered as part of the plan. More social group offerings would be great, as the sports club program for special services has been a wonderful experience, and helped my child learn how to interact with others and play games in an environment with special needs considered. Support staff always make themselves accessible when needed, and are dedicated and caring.
More social emotional support, especially for kids who might not have a plan in place
My kid has anxiety. Efforts around supporting his treatment for this condition are coming from us reaching out to school.
Not sure if it already exists but I would like to know that there are quality counsellors available to students for all kinds of mental and emotional issues, even difficult cases.
Not sure what financial support is provided and how to be qualified



Reduced or free lunches for kids, school counselors available to students and parents, informational sessions for parents, school PTA open to all and ready to provide support or information about support, SEPAG group for parents of kids with special education.
School and district staff is always available
School counselors
School counselors and district staff are always available for help
School counselors and teachers
Special services
Students with reoccurring behavioral challenges are in the classroom. They act out, but I'm not sure if they're receiving the proper care and assistance or if the school is creating the behavioral challenges worse by their course of action.
Teachers and administrators always available to help
The AWR Counselors (particularly [redacted name]) and administration have been very receptive to communication about any concerns we had for our child during the course of the school year.
The kids definitely need a lot more support and education on emotional social challenges.
There are supports in place but only certain children can access them. I was a parent of a [redacted grade level] having a very difficult time at home and getting to school and was told because he was not disruptive in class he could not see the guidance counselor.
While SEPAG exists, responses for assistance are extremely slow and the little information provided is often unhelpful.
Yes I would like to see what kind of support is provided.
Yes, impact of covid on student's emotion state
Bilingual counseling has been made available although it's limited compared to access to English speaking counselors but a step in the right direction.
Cannot identify emotional supports for families
Covering the cost for a field trip, yearbook, class t-shirt as well as free and reduced lunch.
Families who struggle financially have asked for help getting an instrument for their child so they can participate in the music program. The instrument rental company also offers their enrollment packets in Spanish.
free and reduced lunch, guidance counselors, teachers, pta helps to pay for field trips for the students
Free/Reduced lunch applications, chains of process for students who may need special services, attentive staff and counselors, open lines of communication for parents
I am not sure about Financial or emotional support. However, a behavioral support or family training support program would be beneficial to EVERYONE! I used to run a program like this with [redacted name] for all of the general and special education preschool families and I know how much they appreciated the suggestions and support. Additionally, I also made a huge impact on numerous families in the Full Day Pre-K Program with hands-on training, individual and group training, and classroom observations. So many of those families and students' lives had socially significant changes in both the students behavior at school, at home, and their overall quality of family life. A support program like this could help alleviate some of the challenging behaviors the students are displaying in school, especially as an Early Intervention Incentive (Pre-K - 2/3). Additionally, the positive impact it would have on the overall learning environment and atmosphere in the classrooms would be so very welcomed!



I believe that we need to provide more for students with extreme behaviors. There is no response and we constantly expose children to unnecessary stress because we don't focus on the issue at hand.

I would like to have more information about this. I know some students have certain things subsidized, but that is the extent of my knowledge on the subject.

PTA and a community organization (CIA)

The PTA provides admission to events for students who need financial assistance.

There are counseling services available for families and students.

There is a program for free/reduced lunch. The PTA will help students in need by donating school supplies and spirit wear. There are counseling services provided to children. Also, parents are able to seek assistance as well. We have an ESL teacher that is a facilitator to families that speak different languages. The district also belongs to a consortium with surrounding towns that provides meetings to help parents learn how to best support their students emotionally, academically, and socially. There is also a SEPAG group that helps promote inclusion, understanding, and respect for all students.

We do have school counselors who give parents lots of resources in terms of emotional/financial support.

We have free or reduced lunch. We need Translated communications, we need a breakfast program, and we need a program that reaches out to the families who receive free or reduced lunch

Section 2 Comments:

Although there are supports in place, such as bilingual counseling and reduced or free lunch, we do not provide translated documents to families that don't speak English. The documents that parents must sign (located in PowerSchool) prior to start of school indicating their pickup procedure from the elementary schools and emergency notifications are only available online in English. Many Spanish speaking parents have never completed these "required" forms and there is no followup from the district to ensure we have the information we need in an emergency situation. Additionally, the report card itself is only provided in English. Fortunately, many teachers do translate their comments. On the other hand, the school has been very supportive in providing opportunities for some of these same students to have access to extra academic support, specialized classes specific to their needs, and financial support to attend field trips or end of year activities. They even provide free instrument use for those students interested in joining band or orchestra. The also PTO is very supportive of financial needs of families by providing tickets to events at no cost, certificates for free books at the book fair, etc.

I am an ESL teacher, and there are some teachers who will translate report card comments for families, but this is not common practice among all teachers. Also, the district does not always send home all communications to families who speak other languages in their home language.

I'm curious what type of financial support a district would be able to provide since it is a public school system that is funded by the taxpayers.

It would be great to bring in more programs or community members to share more cultural aspects of their life to bring awareness and knowledge of different customs.

School communication and events are biased towards English speaking nuclear families. Providing interpreters and childcare at school events, or holding family meetings after school hours would better serve the diverse family populations.

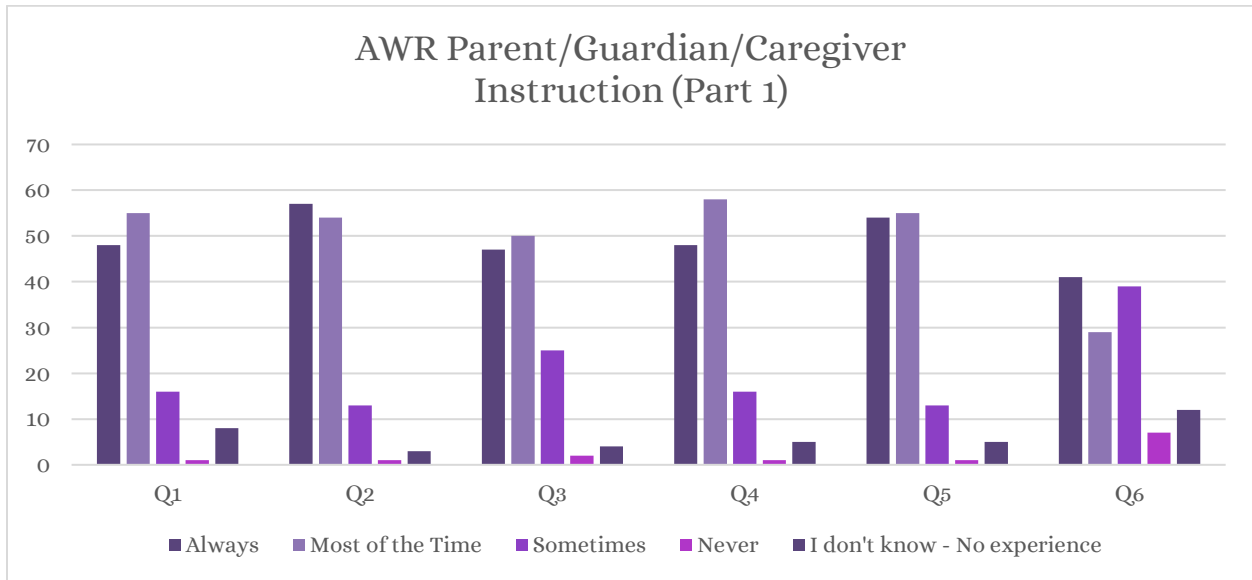


Some districts include a statement that no child will be denied the opportunity due to financial constraint. This reminds all community members that we have students and families in our schools with less, and that those who can are always welcome to give a little more.
Some flyers/emails are sent to parents in other languages, but not all communication from the school is available in different languages.
Teachers do not often have an opportunity to meet and collaborate with teachers in the other buildings. Sometimes it feels isolating and like the schools are functioning as separate entities and not as part of a single district.
We need more programs for ESL families
I would like to see more parent involvement. I always see the same parents raising their hands. Many families use our schools and community resources, yet they don't give back with their time or \$. This frustrates me.
I do not think there is enough open collaboration between the school / district with parents. Parents want to be involved. Aside from a few PTA events, there aren't other opportunities or opportunities for open-to-listen discussions on what else we can do to improve our schools or learning opportunities.
I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.
I haven't needed this services yet (hopefully never, maybe they already exist), but there should be counseling for grief & bullying. Financial as well as this is an expensive town with minimal housing options. It would be heartbreaking for a child who's spent his whole life here to have to change schools due to a hardship.
I strongly believe that in today's world, our children need a good, quality mental, emotional, and spiritual support at all levels in order to prevent substance abuse, depression, anxiety, etc.
It is difficult to become involved with the PTA as a working parent. Meetings are held during the school day.
No supports for single-parent with full time job. After school programs are limited spots
This survey is infuriating it saddens me that we are wasting valuable resources on this agenda.



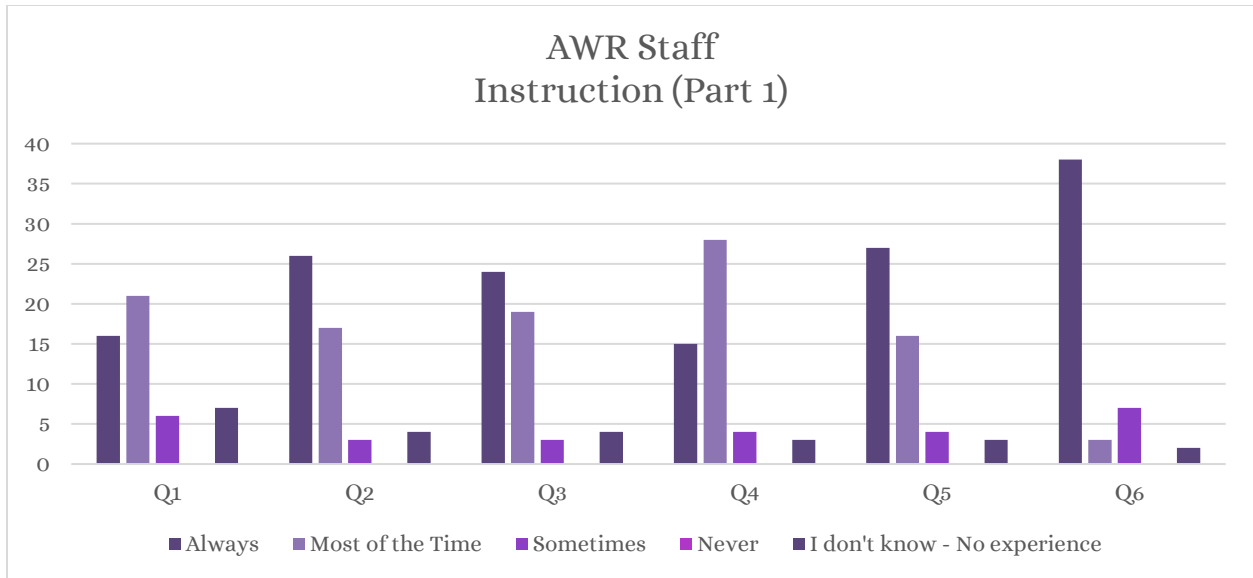
Section 3a: Instruction

- Q1: Students are engaged with material and taught from multiple perspectives.
- Q2: Students are given the opportunity to learn at their level and given supports, when necessary.
- Q3: Students are challenged appropriately to achieve their highest potential.
- Q4: Students work together in a collaborative environment.
- Q5: Students are assessed in terms of growth.
- Q6: I have the opportunity to see curriculum being used with students.



Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	37.50%	44.53%	36.72%	37.50%	42.19%	32.03%
Most of the Time	42.97%	42.19%	39.06%	45.31%	42.97%	22.66%
Sometimes	12.50%	10.16%	19.53%	12.50%	10.16%	30.47%
Never	0.78%	0.78%	1.56%	0.78%	0.78%	5.47%
I don't know - No Experience	6.25%	2.34%	3.13%	3.91%	3.91%	9.38%



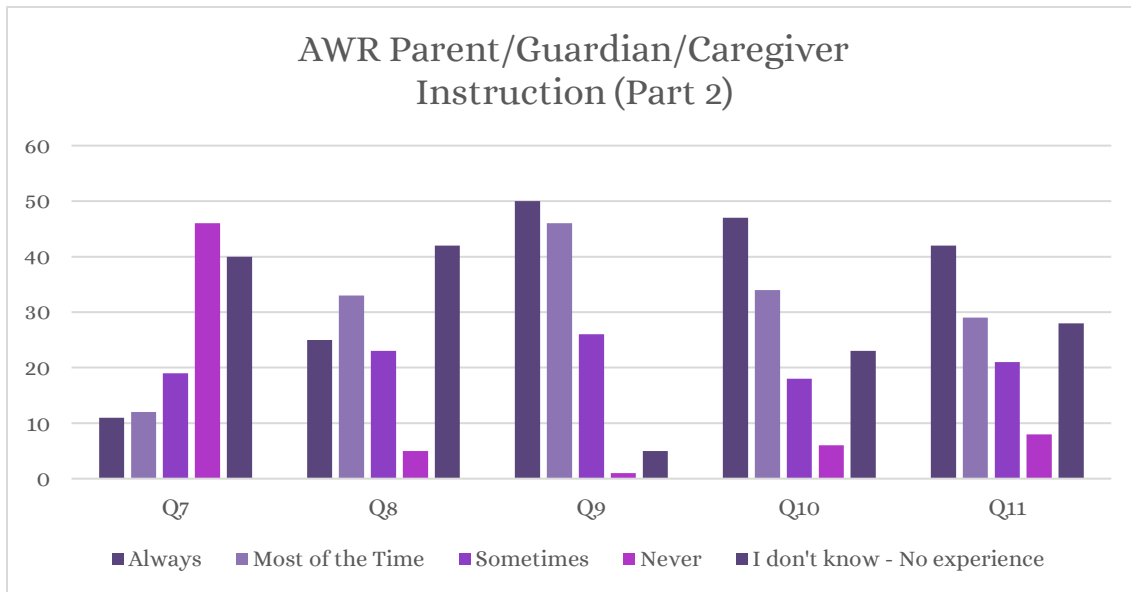


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	32.00%	52.00%	48.00%	30.00%	54.00%	76.00%
Most of the Time	42.00%	34.00%	38.00%	56.00%	32.00%	6.00%
Sometimes	12.00%	6.00%	6.00%	8.00%	8.00%	14.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	14.00%	8.00%	8.00%	6.00%	6.00%	4.00%



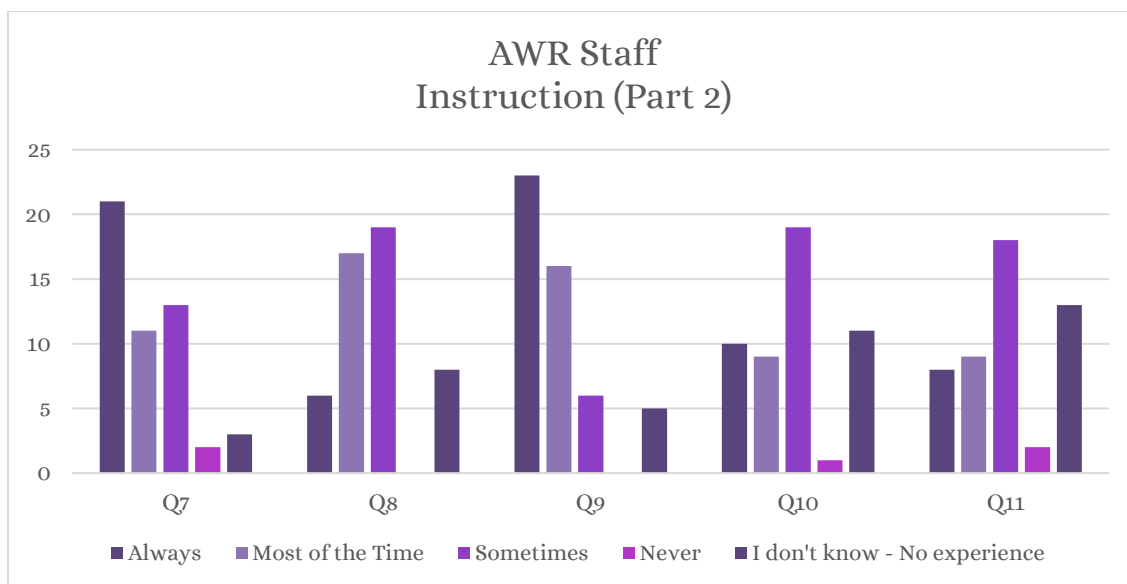
Section 3b: Instruction

- Q7: I have the opportunity to impact curriculum being used with students.
- Q8: Students are provided the opportunity to see themselves in the curriculum.
- Q9: Students are provided the opportunity to understand how people are alike and different.
- Q10: Students are taught concepts around justice and injustice.
- Q11: Students are empowered to take action around justice, equity, diversity, and inclusion issues.



Section 3b	Q7	Q8	Q9	Q10	Q11
Always	8.59%	19.53%	39.06%	36.72%	32.81%
Most of the Time	9.38%	25.78%	35.94%	26.56%	22.66%
Sometimes	14.84%	17.97%	20.31%	14.06%	16.41%
Never	35.94%	3.91%	0.78%	4.69%	6.25%
I don't know - No Experience	31.25%	32.81%	3.91%	17.97%	21.88%





Section 3b	Q7	Q8	Q9	Q10	Q11
Always	42.00%	12.00%	46.00%	20.00%	16.00%
Most of the Time	22.00%	34.00%	32.00%	18.00%	18.00%
Sometimes	26.00%	38.00%	12.00%	38.00%	36.00%
Never	4.00%	0.00%	0.00%	2.00%	4.00%
I don't know - No Experience	6.00%	16.00%	10.00%	22.00%	26.00%

Section 3 Comments:

As a parent, I feel the classroom sizes are too large. I am frustrated that all of the teacher attention often goes to the top students and the bottom students. Those in the middle get lost in our school system.

Having your story or identity not taught is challenging. My children learn about injustices within the Jewish community, but not about injustices in their home country. In other words, the Holocaust is a very deep dive subject, but subjects on Slavery, Chinese, and Indian oppression are not touched as deeply as the Holocaust.

I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.

I have little idea what goes on in the classroom every day. That being said, I don't think that parents or community members necessarily should be able to impact the curriculum (thinking about places where critical race theory is forbidden and books are banned). I trust the teachers' abilities and experience to teach the kids, as I have no background in this. Overall, I've appreciated AWR's focus on social emotional learning.

I think the overall communication on these issues by the school is very weak to non-existent. the roll-out of the sexuality curriculum was an example. I don't think anyone really had an idea of what they could do at home or how they could participate.

I'm surprised to see these concepts - maybe it's because my child is only in kindergarten, but I've never heard him mention these terms or bring home anything related to justice, equity or diversity. We talk about them at home and have stories related (Ruth Bader Ginsburg children's



<p>book, Something Happened in My Town), but I was underwhelmed by MLK Jr content and Black History Month...and now Women's History Month. It also feels like he is the only child of a single parent - though I don't think he feels othered (that's probably more my own personal feeling).</p>
<p>In K-3rd grade, the math curriculum was too easy for my child. There was no possibility for differentiation to teach kids at different levels of math, if they are ahead of the curriculum. There was differentiation for reading/writing which I greatly appreciate.</p>
<p>Issues of justice and equity don't seem to be covered in the Kindergarten curriculum. Also seems like Black History Month got lost in the mix of a busy February. Doesn't look good for women's History so far, and I can't imagine much will come out for Pride in June...</p>
<p>It will be nice for parents to have timely DIGITAL access of each school test result. For example, NJSLA, iReady or InView in order to provide immediate assistance for areas children need help with.</p>
<p>It would be helpful to have more information on the district/school plans specifically on justice, equity, diversity and taking action. I am not sure how it is incorporated systematically into the curriculum.</p>
<p>My child comes home multiple frequently asking how he could address discrimination experienced by him and his classmates because of his race and disability. He has experienced this by some very specific staff members and schoolmates.</p>
<p>My kids are elementary age - so "empowered" is a strong word, but more hoping they are able to discern different situations they are in and successfully generalize skills learned to use when needed</p>
<p>Not familiar much on the curriculum except through the work we see our son bring home, and occasional stories he shares. Wish we knew more, related to DEI/JIA and overall</p>
<p>Regarding instructions, I have two thoughts. One is that I'm glad I don't have a ton of input into the curriculum. I would prefer that New Jersey educators and the powers to be and teachers impact my kids teaching. I would hope the school is receptive to including teachings, but I am extremely concerned about what is happening around the country with parents attempting to hijack what is being taught in the school and being aggressive with the school systems to omit science and history.</p> <p>Secondly, it appears that everything that is taught to the children at school, including issues of respect and inclusion all comes from the lens of avoiding bullying. It doesn't really take into consideration nuances of age, maturity, culture, and the human element that goes with differences. There's a lot of focus on homogenizing and having the kids all have very robotic approaches to each other so that they don't risk offending each other or saying something that is going to deem them a bully. It's really gotten over the top lately. I'm a big proponent of anti-bullying programs and very much would like my kids to learn at school what we enforce at home about respecting difference and being kind but some of the things that they tend to get reprimanded for are just downright ridiculous. Deep meaningful relationships in healthy conflicts are not necessarily encouraged. Not saying it is the school districts responsibility but having the kids constantly tiptoeing around because they might get in trouble for saying something or be accused of something prevents them from learning about healthy conflict.</p> <p>Also, the inclusion is not necessarily inclusion of cultural differences. I don't necessarily feel like the school's making any efforts to infuse different cultures or teach children about the different cultures in our community.</p>
<p>Sometimes I have the feeling that the curriculum is ahead their age (I might be a cultural thing too, I was raised in Europe)</p>



The curriculum this year has been very focused on bringing children who are behind up to speed. But we have felt there has been little opportunity thus far for children who are advanced in specific subjects to excel above grade level.

There are so many opportunities or low hanging fruit that our schools can do to incorporate diversity and inclusion. We seem to only want to do feel-good events that are just in passing as opposed to actually instilling these values and ethics into our curriculum. Parents also seem to want to politicize this when it's an emphasis on empathy.

There is very little discussion with parents regarding specific items being taught, unless they are viewed as "hot" topics (such as the new sex Ed curriculum). I have no idea what is being taught in current social studies or writing for example.

Because of my role as an English as a Second Language teacher, I work to incorporate multicultural literature and lessons that the students can connect with on a personal level. We often share similarities and differences between the culture, holidays, school life, and family life of their home country and the United States. I don't always know if this is happening in their mainstream classes, but I know that most of the students in ESL feel supported and recognized by all of their teachers.

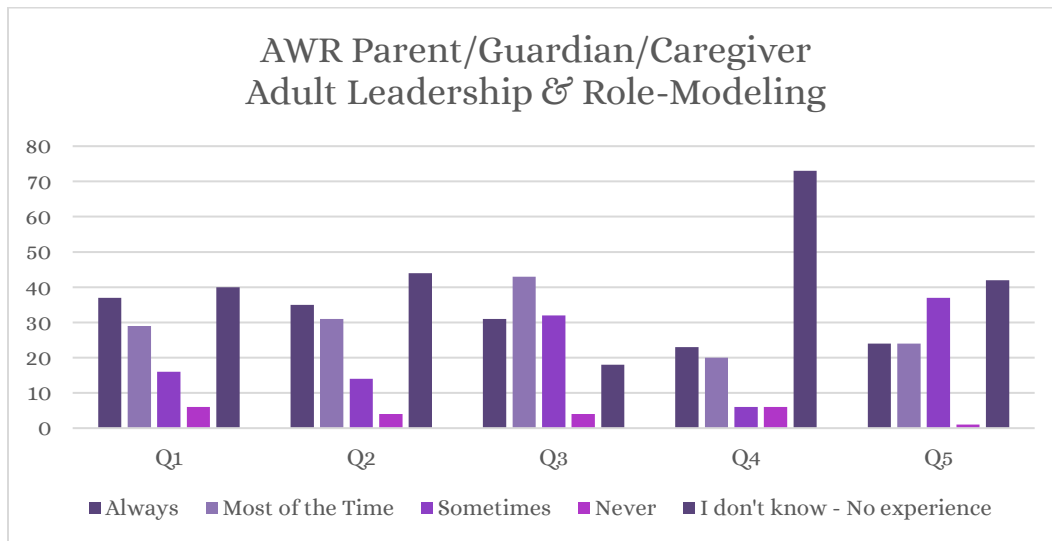
Many curriculum units lend themselves to justice, equity, diversity, and inclusion issues. However, I cannot say for certain that all units support these topics.

Some teachers may implement discussions and opportunity to empower students to take action around justice, equity, diversity and inclusion, but there is no "District-wide" approach to engage students in these discussions, or action plans.



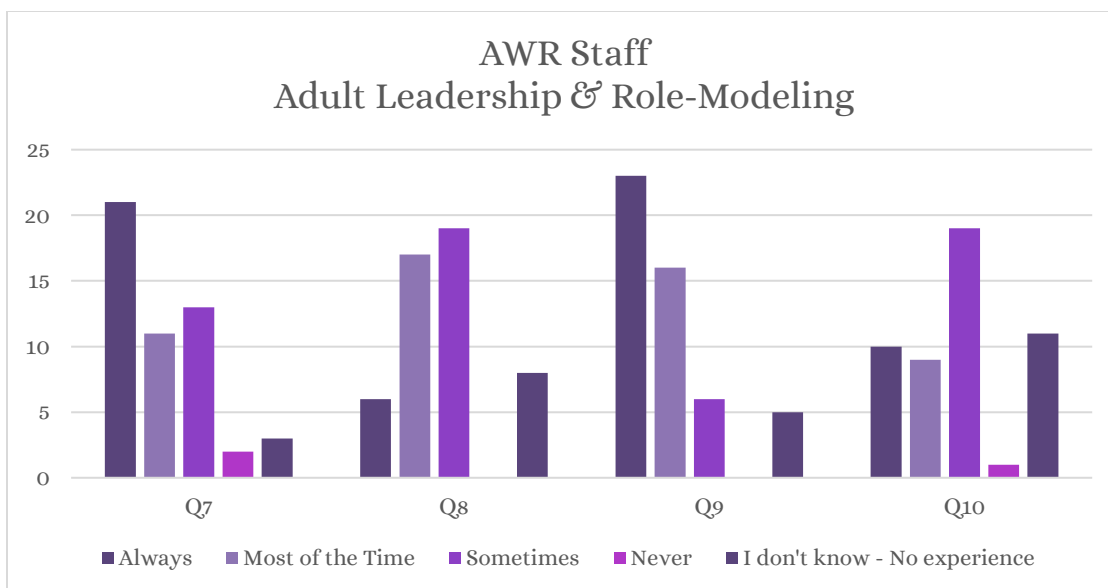
Section 4: Adult Leadership & Role-Modeling

- Q1: There are explicit conversations around equity and inclusion within the school.
- Q2: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Adults in the community (including family members) are open-minded and aware of biases (either their own and/or those found in society).
- Q4: Staff members speak up when witnessing acts of discrimination.
- Q5: Adults in the community (including family members) speak up when witnessing acts of discrimination.



Section 4	Q1	Q2	Q3	Q4	Q5
Always	28.91%	27.34%	24.22%	17.97%	18.75%
Most of the Time	22.66%	24.22%	33.59%	15.63%	18.75%
Sometimes	12.50%	10.94%	25.00%	4.69%	28.91%
Never	4.69%	3.13%	3.13%	4.69%	0.78%
I don't know – No Experience	31.25%	34.38%	14.06%	57.03%	32.81%





Section 4	Q1	Q2	Q3	Q4	Q5
Always	24.16%	27.53%	21.91%	24.72%	18.54%
Most of the Time	24.72%	25.28%	30.34%	15.73%	20.22%
Sometimes	19.66%	17.42%	26.40%	6.18%	22.47%
Never	4.49%	2.25%	2.25%	4.49%	1.12%
I don't know - No Experience	26.97%	27.53%	19.10%	48.88%	37.64%

Section 4 Comments:

Am not aware of most and kids are still young. Hard to tell. We lack diversity in some areas (ie black, Hispanic) and thus may be less exposure to bias situations in first place

As a member of and underrepresented population and the parent of a child with a learning disability, I can say both the community and the school district have a strong unconscious bias. It would be great to see allies in this space, I spread of always the same of us looking into social justice and sustainable change towards a more inclusive community.

How can i answer for what others do?!

i do not know what training teachers are provided or if the school has explicit conversations around equity and inclusion. i think it would be a great thing to do.

I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.

I do t believe the school should be worried about social issues

I think it is discriminatory that the BOE uses the titles "Mrs." when referring to married females who are teachers or district staff and "Miss" when referring to unmarried females. It would simply be more fair to refer to all female teachers with one all-around title (Ms.) that does not refer to their marital status, the same way it is for all male teachers. There is no reason that that distinction should be made and of course it does not make things easy for those who may be divorced or LGBTQI+. Using titles to convey relationship status should not be used at all in this day and age, and certainly not in an inclusive setting like NPSD.

If people speak up about things they are tend to be frowned upon



minimal awareness of biases from community members

Our community is in a state of denial. If it never happened to them, then it doesn't exist. Teaching kindness does not equal inclusion and diversity. We need more than just feel-good awareness campaigns to teach this to our students and community. All of this affects our children's mental and emotional well-being, having others understanding how they see the world or experience the world.

This Board of Education, and in particular [REDACTED] are well known to have bias, and not be open for constructive criticism. [REDACTED] last year, at a Board meeting, yelled at a group of parents who asked about mask mandates and called them "mask people", while laughing. [REDACTED] This has happened mostly with [REDACTED] Both instances lead to parents not being comfortable [REDACTED]

Some teachers may engage in discussions about discrimination and biases, but the district does not provide explicit PD in these areas.

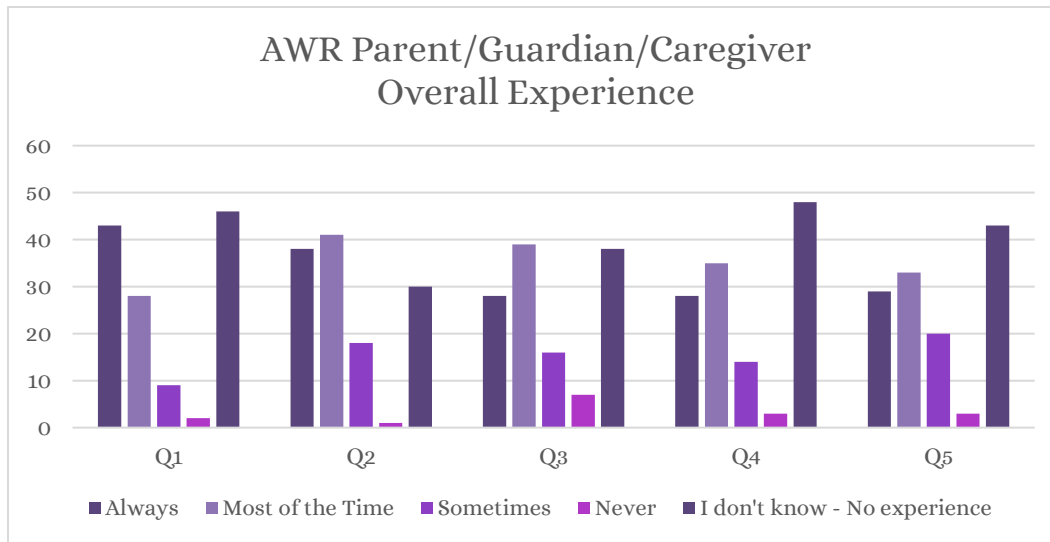
Training for staff is greatly needed in this area. As a whole, diversity training would enable educators to be aware of their own biases.

We have not explicitly discussed bias and discrimination as a staff in a group environment, so I cannot answer most of these questions because I don't know with first hand knowledge. I have discussed bias with a few colleagues one-on-one but not with enough to make a well informed answer about our staff as a whole.



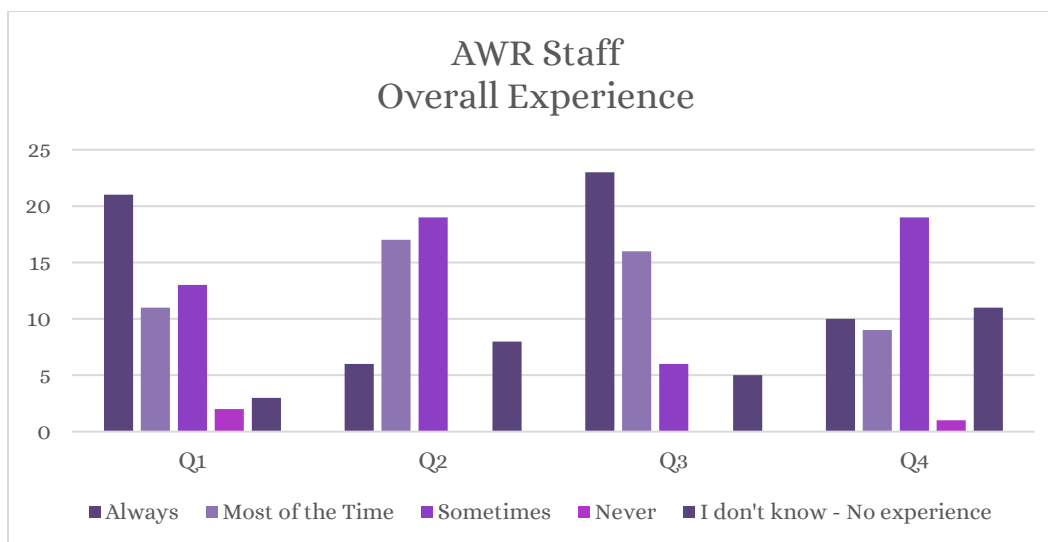
Section 5: Overall Experience

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit actions being taken involving equity and inclusion within the district.
- Q5: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



Section 5	Q1	Q2	Q3	Q4	Q5
Always	33.59%	29.69%	21.88%	21.88%	22.66%
Most of the Time	21.88%	32.03%	30.47%	27.34%	25.78%
Sometimes	7.03%	14.06%	12.50%	10.94%	15.63%
Never	1.56%	0.78%	5.47%	2.34%	2.34%
I don't know - No Experience	35.94%	23.44%	29.69%	37.50%	33.59%





Section 5	Q1	Q2	Q3	Q4	Q5
Always	12.00%	28.00%	16.00%	42.00%	18.00%
Most of the Time	30.00%	28.00%	22.00%	16.00%	24.00%
Sometimes	38.00%	34.00%	30.00%	10.00%	6.00%
Never	4.00%	0.00%	0.00%	4.00%	2.00%
I don't know - No Experience	16.00%	10.00%	32.00%	28.00%	50.00%

Section 5 Comments:

Again, we are doing some work, but not enough. The problem continues to be to tip-toe around this so that we do not invoke the politicized opposition that has happened in this country. Misinformed narratives have already begun in this community regarding this initiative and we need to stay the course and fully believe this change will help our children in the long term. Especially those in the fringe groups that are not the loud, outgoing students that get involved in everything. We are losing the students in those fringe groups.

As a family, we don't personally want/need school to explain sexual orientation/trans/gender, etc. to my children. We want to introduce those mature topics to our children when we feel it's appropriate and they are ready. I want my children to enjoy childhood as long as possible, and not be burdened/consumed with these topics when they are not ready. It causes unnecessary stress for children. It's odd to have a teacher explain this to children, unless they have personal/relevant experience. Keep it simple/basic for younger children - Focus on our jobs as humans is to be kind/loving towards one another, we come in many varieties and it's not our place to pass judgements or make assumptions. The mature topics however, do have their place for older children - middle school and up as part of their character ed and health.

BOE has several internal biases and what I would perceive as conflicts of interest

Considering the teacher ratio between Whites and People of Color (POC) in the BOE, one wonders how it can expect students of color to be free from bias since only 2% of its teachers are POC (and most of the POC teachers teach gym and Spanish).

POC students lack teachers who resemble them to encourage them that they, too, can become educators in a predominantly white neighborhood.

I believe Character Ed is key in the children learning about treatment of others and kindness. This is appropriate at the Elementary School age.



i do not know what the Board/District does with respect to equity and inclusion. i would love to know more, and think it should be a separate topic addressed within the curriculum and more broadly at the school
I do not think these questions are fair to staff members at the schools. The wording of these questions imply that adults taking this survey need to make inferences from young children who may not accurately perceive events or know all information. Beliefs are assumptions and staff should be given a survey as well.
I don't believe the school is actually teaching equality. They are teaching more of a one sided bias
I don't feel that there's any issues with equity or inclusion and I don't think we need to alter our children's curriculum to adopt social fads
I don't know the ins and outs of the district or the board. I have never had a problem with discrimination but I am white.
Im happy to see this survey being put in place. As a parent and a community member I've been urging for this type of interventions since we moved here. Unfortunately... I have the sense this is something totally reactive.
In conversation with regards to inclusion, the current Board [redacted title] always starts it with saying "because the state mandated it". It gives the impression that they do not support inclusion initiatives.
My children are not academically challenged. School is too easy and one has progressed very little over the course of 3 years. Students are not pushed to their potential at school. This is my biggest concern with school, the academics!
We are new to the school system with a child in primary school. So we do not have much experience to draw from in responding to these questions just yet.
As a [redacted title], I do not feel qualified to answer some of these questions as I'm not in the classrooms enough to gauge. My overall opinion regarding inclusivity in the school, district, and community is that I have not seen or experienced feelings of exclusivity. In fact, I have seen parents, students, and families celebrate all kinds of cultures and people. In general, I feel the staff has great sensitivity to student needs, especially in response to their social/emotional growth which has been indelibly altered by the pandemic and national/world events. The only thing I can think of at this time is more communications in Spanish for our Latin community.
I believe that the district wants to make all students feel welcome. Their goal is to provide a safe and nurturing environment for everyone. It was reflected in our Character Education Theme, 'I Belong, You Belong, We Belong'. We need to recognize differences and teach to different points of view. All children should have an opportunity to see themselves in the lessons taught and the books that are shared with students. One example of how all community members were encouraged to get involved was during the Holiday Walk. Previously it was known as the Christmas Walk. The event celebrated various customs and celebrations from around the World. It is important for all people to feel seen, heard, and represented.
I have noticed a lot of growth in the New Providence community looking to support all members within our community in the last several years. There is a Community Service Association that looks to support members in many ways. Several churches have communicated about food pantries and even dropped food off regularly to some families. Athletic organizations offer scholarships for interested students so they get involved in activities outside of school.

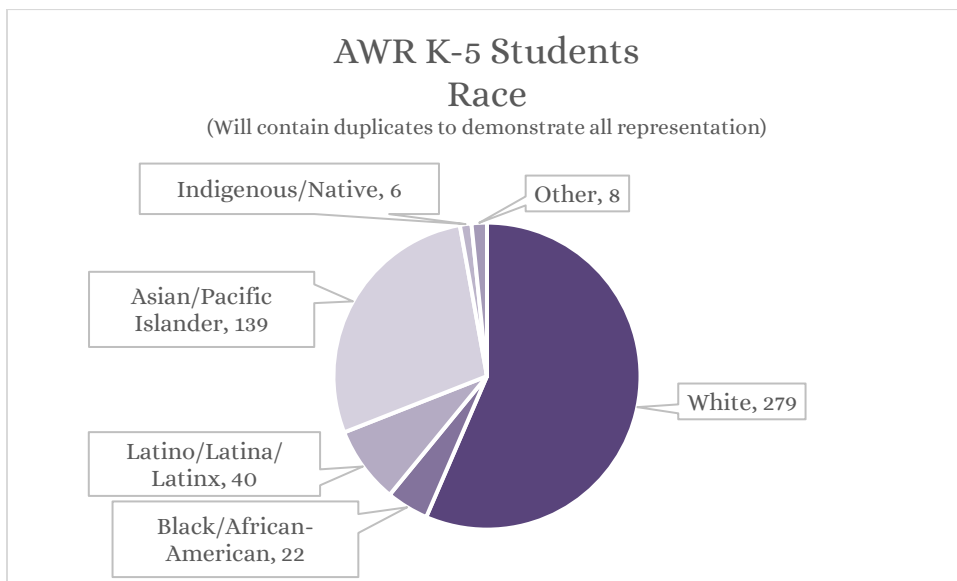
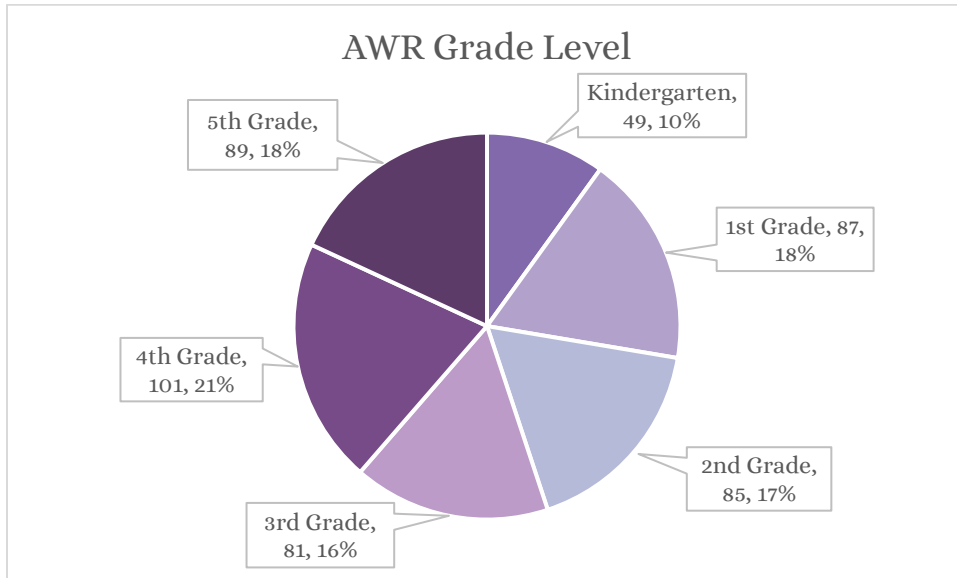


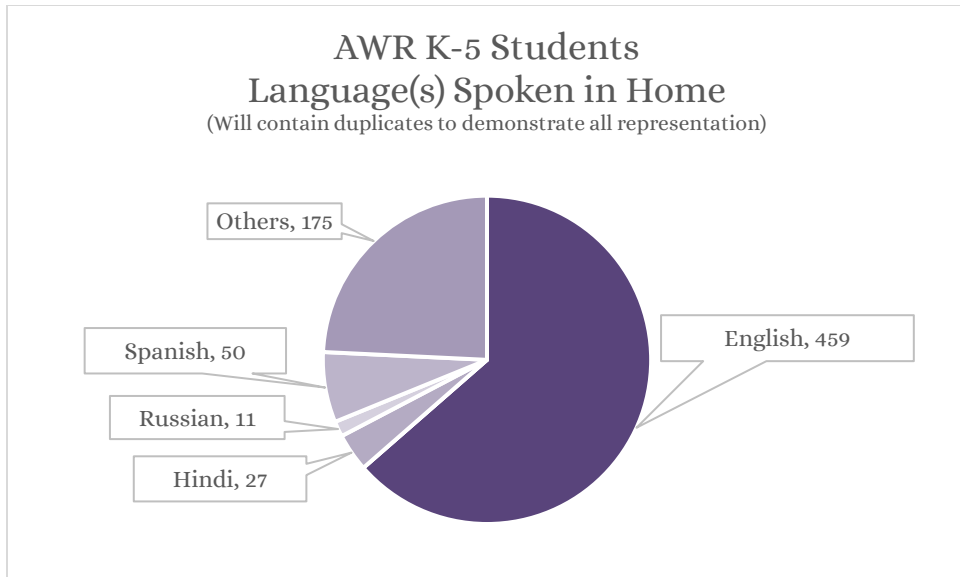
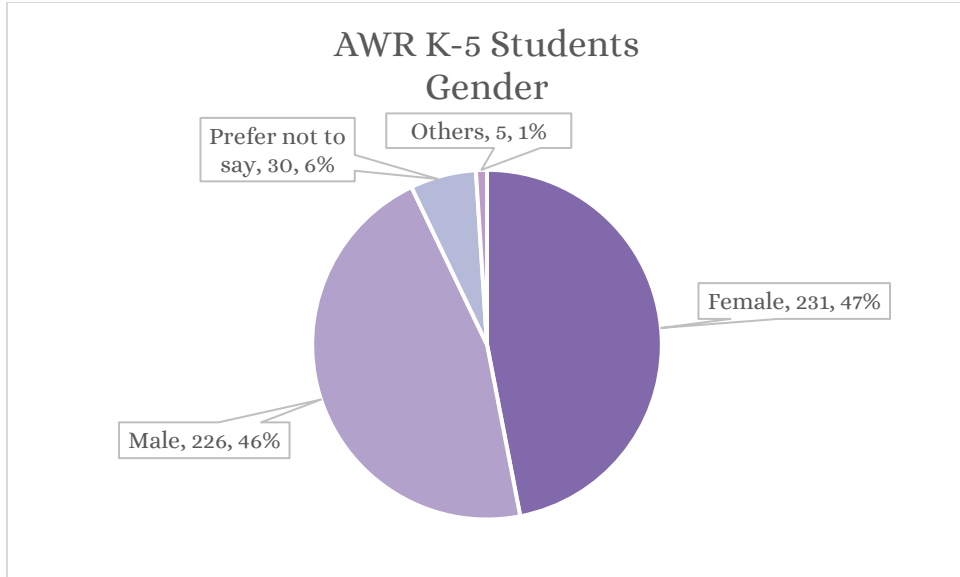
The district has great vision, but initiatives are implemented without plans for how to support them for long term success. Teachers are not provided the time, professional development, and resources they need to successfully implement new initiatives.



New Providence School District Allen W. Roberts Student Survey (K-5)

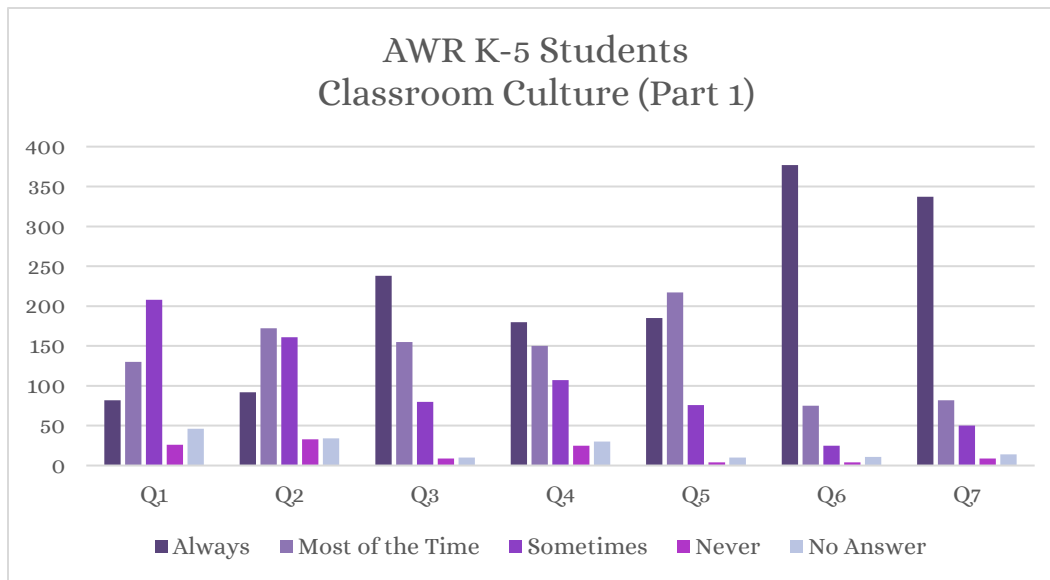
Total Respondents: 492





Section 1a: Classroom Culture

- Q1: I am asked to share stories in school about my life.
- Q2: I am asked to share my opinions in school.
- Q3: I can move around my classroom and get to everything I need.
- Q4: I can share how I am feeling with other students without being made fun of.
- Q5: Other students are nice to me.
- Q6: I have friends at school.
- Q7: I have friends outside of school.

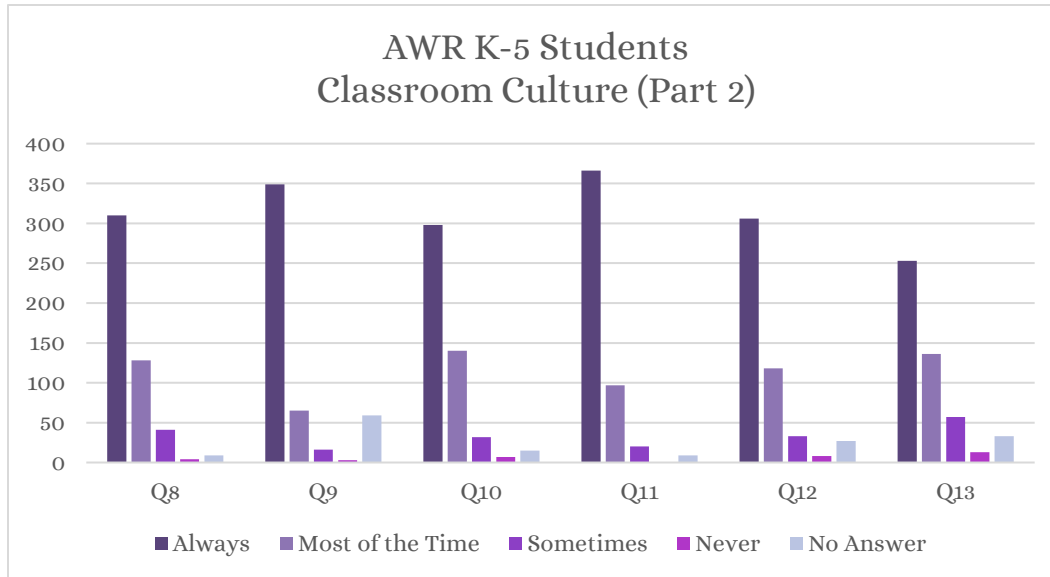


Section 1a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	16.67%	18.70%	48.37%	36.59%	37.60%	76.63%	68.50%
Most of the Time	26.42%	34.96%	31.50%	30.49%	44.11%	15.24%	16.67%
Sometimes	42.28%	32.72%	16.26%	21.75%	15.45%	5.08%	10.16%
Never	5.28%	6.71%	1.83%	5.08%	0.81%	0.81%	1.83%
No Answer	9.35%	6.91%	2.03%	6.10%	2.03%	2.24%	2.85%



Section 1b: Classroom Culture

- Q8: My teachers treat me fairly.
- Q9: My principal(s) treats me fairly.
- Q10: I am physically safe in my school.
- Q11: I know the school rules.
- Q12: I know what will happen if I don't follow the rules.
- Q13: I am an important part of my school family.



Section 1b	Q8	Q9	Q10	Q11	Q12	Q13
Always	63.01%	70.93%	60.57%	74.39%	62.20%	51.42%
Most of the Time	26.02%	13.21%	28.46%	19.72%	23.98%	27.64%
Sometimes	8.33%	3.25%	6.50%	4.07%	6.71%	11.59%
Never	0.81%	0.61%	1.42%	0.00%	1.63%	2.64%
No Answer	1.83%	11.99%	3.05%	1.83%	5.49%	6.71%

Section 1 Other Ideas:

- A friend being nice to me.
- all my teachers are the best because they help my big brain grow
- Are you nervous? Answer: Always
- Bather then other day
- Can [redacted class] have a class pet? Please?
- Can we have less homework? :)
- Do you think you have talent.
- Does my teacher get you in trouble alot
- From a rate to 1-10 I would choose 7. So not bad.
- Hi I am [redacted name] and I have lots of good good good good friends
- I am nice to my classmates. 😊
- I am respected and listened to. (My answer: 'always').



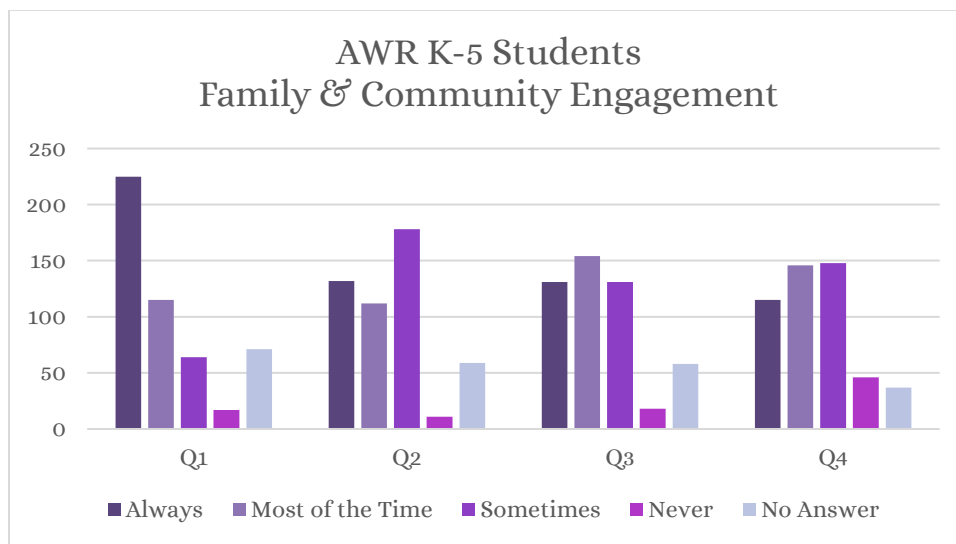
I do not really like sitting on the ground before the teacher calls us in in the morning.
I don't have any other ideas
I dont know
I DONT LIKE THE [redacted] AND I WISH they ARE MORE helpers
I FEEL CALM
I have a good teacher
I have the best teacher ever!!!
I just don't like to share my personal info so . . .
I love anime's ,building
I love my teacher
I love school
I mean when I'm at school this girl [redacted name] is really mean. Because when we were at [redacted] she called me a [redacted]
I really like dance and I am from [redacted]
I sometimes get mentally bullied
I sometimes have hard times playing equally among my friends like to groups of friends and i feel pressure and sometimes it makes me stressed
I want to go back to my old school a lot of times because I don't like some people in my class and I miss my old school
I'm following the rules
I'm not sure if I like it here.
I'm struggling with a disorder and can't control it.
If I was able to choose between going to school and not going I would definitely not go never ever I would definitely not go!!!!!!!!!!!!!!!!!!!!!!
In gym, may you please divide the people into the people who get the WHOLE class in trouble from the people who don't? Please do that, I am getting tired of not being able to keep score and immature peers.
Most kid in my class don't treat me right and i don't like that.
[redacted name] is always finding was to get girls in trouble when they do nothing wrong
My friend is kinda mean to me
My friends don't treat me that nicely.
My life is 😞 😞 😞 🤔 😞
My teachers are awesome and I love school!
New recess ades
People should be positive every day
Some people hurt me or other words some people are rude to me
Some teachers scream at us if we drop a pencil and get it or if we want a tissue. I put most of the time I feel physically safe because there were some issues in our grade that were not that safe.
Sometimes I don't feel comfortable when there are students cursing. It's annoying because I'm trying to do my work and someone next to me starts saying bad words so I can't focus like while I was doing this survey I heard 2 people curse
There are some kids that are mean to people during recess
There is only one [redacted] teacher that is very mean
Well i just feel like I'm not important cause you know i just feel like a normal student but im really just ok with that



Well, my teachers are the nicest teachers ever and the other students treat me kindly.
 What is your favorite color? (Mine is Black)
 When my teacher gets mad at me or screams at me i feel scared
 You share your feelings: 2

Section 2: Family & Community Engagement

- Q1: My family is included in notes from the school.
- Q2: My family and my teachers talk with each other.
- Q3: I learn about my local community.
- Q4: I see family members and community members volunteer at school.



Section 2	Q1	Q2	Q3	Q4
Always	45.73%	26.83%	26.63%	23.37%
Most of the Time	23.37%	22.76%	31.30%	29.67%
Sometimes	13.01%	36.18%	26.63%	30.08%
Never	3.46%	2.24%	3.66%	9.35%
No Answer	14.43%	11.99%	11.79%	7.52%

Section 2 Other Ideas:

MY FAMILY IS THE BEST

.....shrek shrek shrek shrek shrek

Are you happy with you teacher.

Do the lunch and recess monitors count as community members?

Do you like the pool?

Dunkin donuts

Every time we have an a event

For my sister.

For the question I learn about my community, its not that I don't learn about it its just that we spend more time working on things like the reigoinis of the USA (were I live) and what other people do

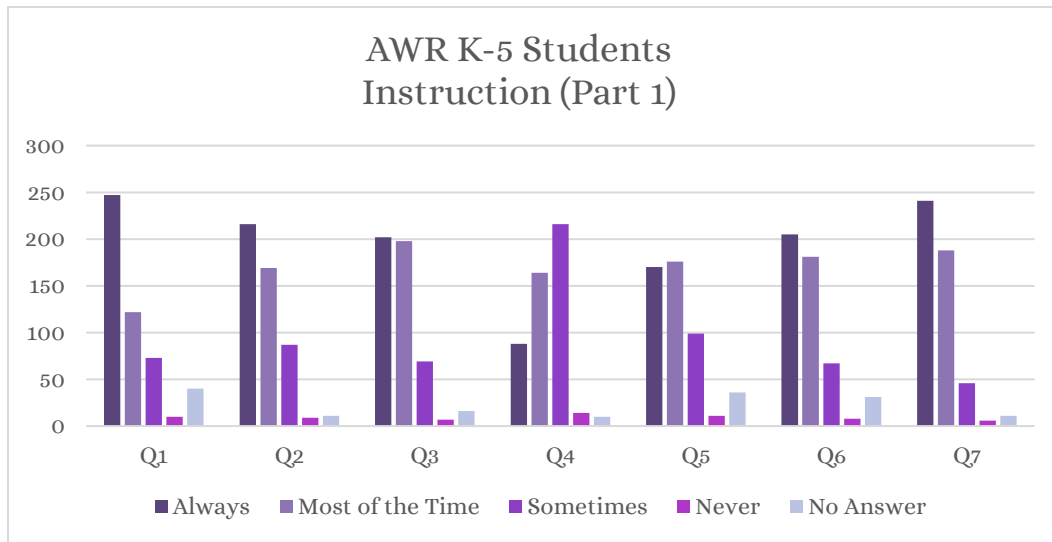


From a rate from 1-10 I would choose 8 on this. Improvement!
Good
I don't get when they ask do I learn about my local community like what about it will you learn?
I don't have any other ideas
I dont know
I feel good at school
I go to special events after school in school.
I HAVE FRIENDS
I have support
I like the starbucks
I love my community and I love the donut places
I LOVE school!!!
I love the play ground
I mean my mom does not come in to volunteer because she does a lot of work while school hours but I really would like her to come but its ok if she does not because i know she does not have time. But i think she really wants too
I talk to my family about my school life and problems when I'm feeling happy or sad
I think that there should be more fields
I'm not sure if I can keep up with everyone.
In my old neighborhood people came out a lot and there is a park there
McDonald's
My freinds support me
My mom and dad [redacted] are in the PTA
My mom and dad can reach out to my teacher feeling comfortable
My mom came in for the hollo ween
My mom helps others at my class and gives stuff we need for the class.
My mom is a class mom.
My mom is on the Board of Eductation
My mom is the [redacted title]
My mom organizes spring fling and pta
My mom sometime volunteered
People are still mean to me
Some of are moms are are class moms for class party's.
The pool
They keep me safe and its fun and I love Starbucks
Water park
We only see them at party's
Why is there one Dunkin doughnuts?
When



Section 3a: Instruction

- Q1: I am taught how to ask questions about what I don't understand.
- Q2: My teachers help me with my work.
- Q3: I am successful at school.
- Q4: I work with other students to do my work.
- Q5: What I am being taught connects to the world outside of the school.
- Q6: I know how I have grown in different subjects.
- Q7: I do well in my classroom/school.

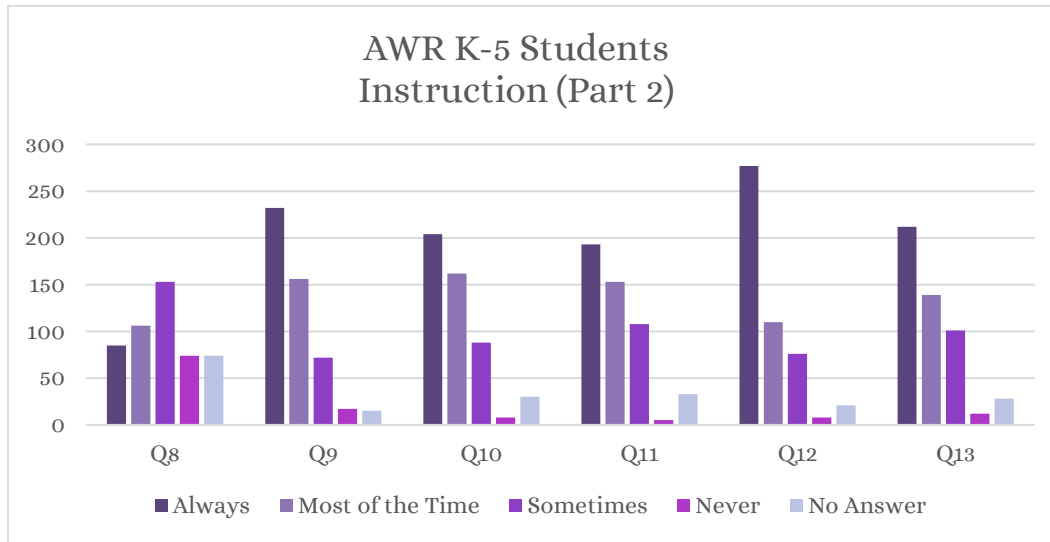


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	50.20%	43.90%	41.06%	17.89%	34.55%	41.67%	48.98%
Most of the Time	24.80%	34.35%	40.24%	33.33%	35.77%	36.79%	38.21%
Sometimes	14.84%	17.68%	14.02%	43.90%	20.12%	13.62%	9.35%
Never	2.03%	1.83%	1.42%	2.85%	2.24%	1.63%	1.22%
No Answer	8.13%	2.24%	3.25%	2.03%	7.32%	6.30%	2.24%



Section 3b: Instruction

- Q8: I learn about people who look like me.
- Q9: I feel good about myself.
- Q10: I learn about people who are different than me.
- Q11: I am taught about people being treated differently.
- Q12: I am taught how to stand up for people who are not being treated nicely.
- Q13: I learn about how other people have stood up for people who aren't being treated nicely.



Section 3b	Q8	Q9	Q10	Q11	Q12	Q13
Always	17.28%	47.15%	41.46%	39.23%	56.30%	43.09%
Most of the Time	21.54%	31.71%	32.93%	31.10%	22.36%	28.25%
Sometimes	31.10%	14.63%	17.89%	21.95%	15.45%	20.53%
Never	15.04%	3.46%	1.63%	1.02%	1.63%	2.44%
No Answer	15.04%	3.05%	6.10%	6.71%	4.27%	5.69%

Section 3 Other Ideas:

B=whys is dis always here ;0

Can you protect yourself if you get into a physical fight.

For i am taught how to stand up for people who are not being treated nicely we did learn but then we done and i learned no more

From a rate of 1-10 I choose 8. Didn't lose anything.

I am taught how to pay attention in class.

I dont know

I feel smart and confident about what I have been taught. :)

I have no idea what I'm going to do.

I have stood up to my friend who was sitting on a bench at recess alone

I learn different things in every class, so I don't always learn about specific topics.

I think school is very safe

I want harder math classes.

I WANT MORE BACK UP

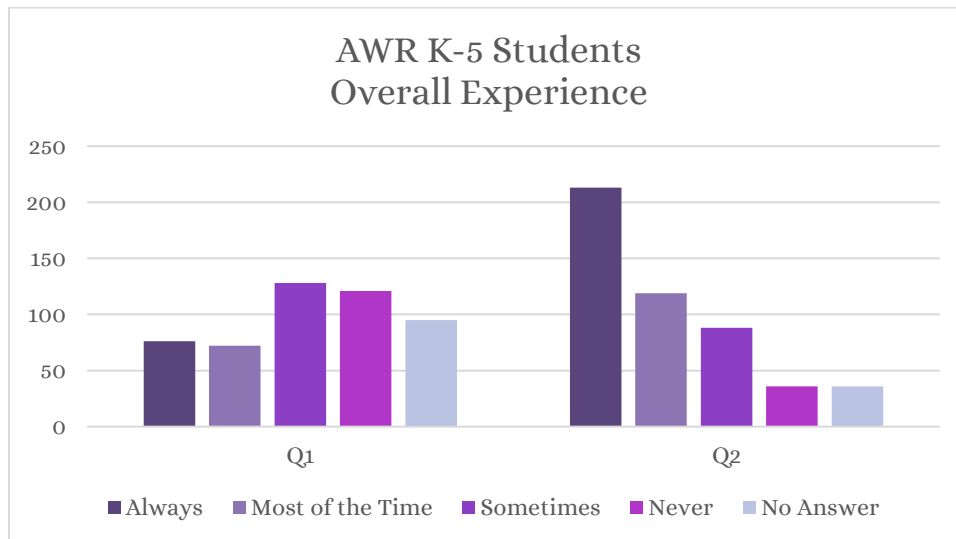
I'm a person who is negative to themself and maybe sometimes others.



I'm a shy person so it's hard to make friends and fit in
My teacher is the best and she is so fun !
My teachers are perfect! Can they move to [redacted] so I can have them again?
People are mean
Picking on people is horrible.
The reason i out I don't know on the 5 question is because I'm haven't really exspiriened the real world yet considering I'm only in [redacted grade].
Very good
We should be able to see are friends not at just at recess
Your favorite teachers

Section 4: Overall Experience

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.



Section 4	Q1	Q2
Always	15.45%	43.29%
Most of the Time	14.63%	24.19%
Sometimes	26.02%	17.89%
Never	24.59%	7.32%
No Answer	19.31%	7.32%

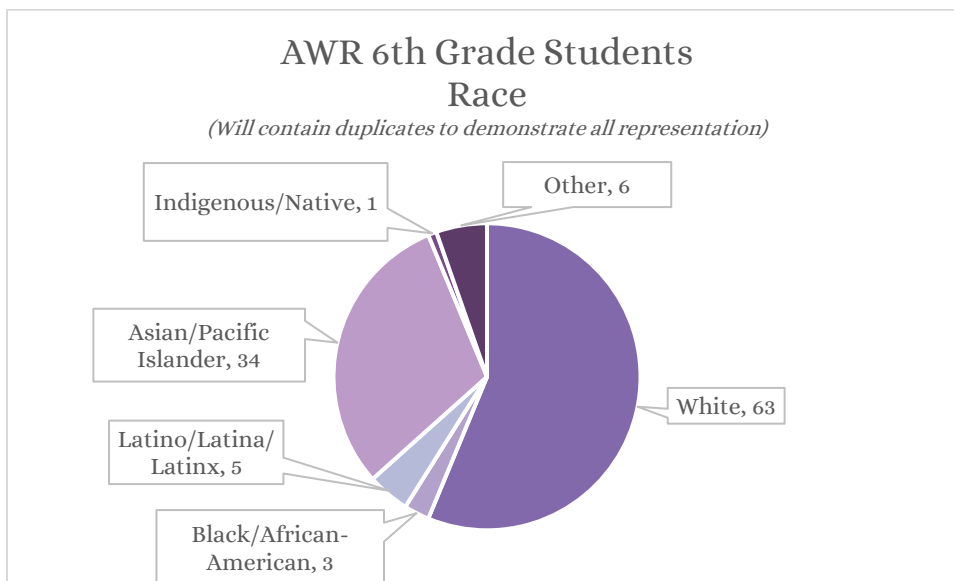
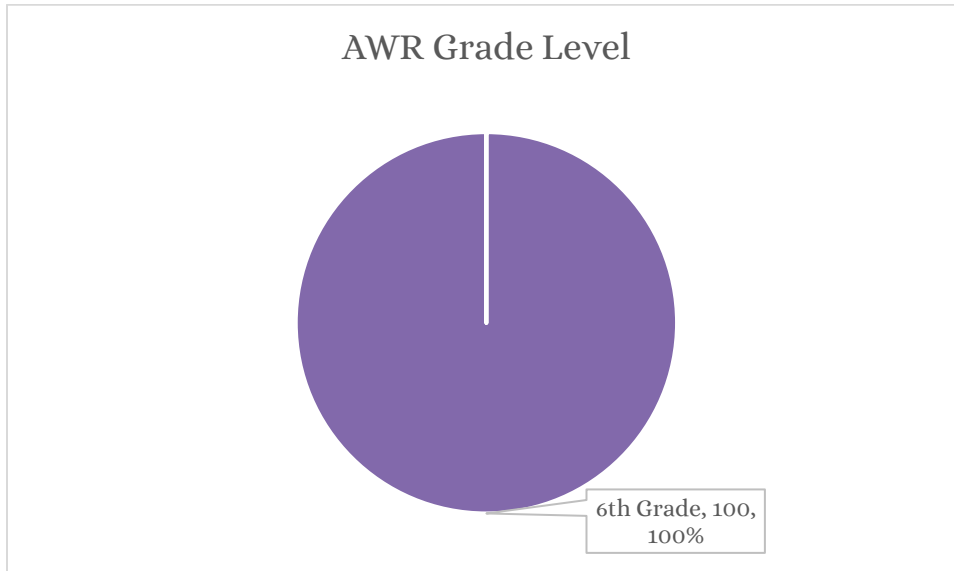


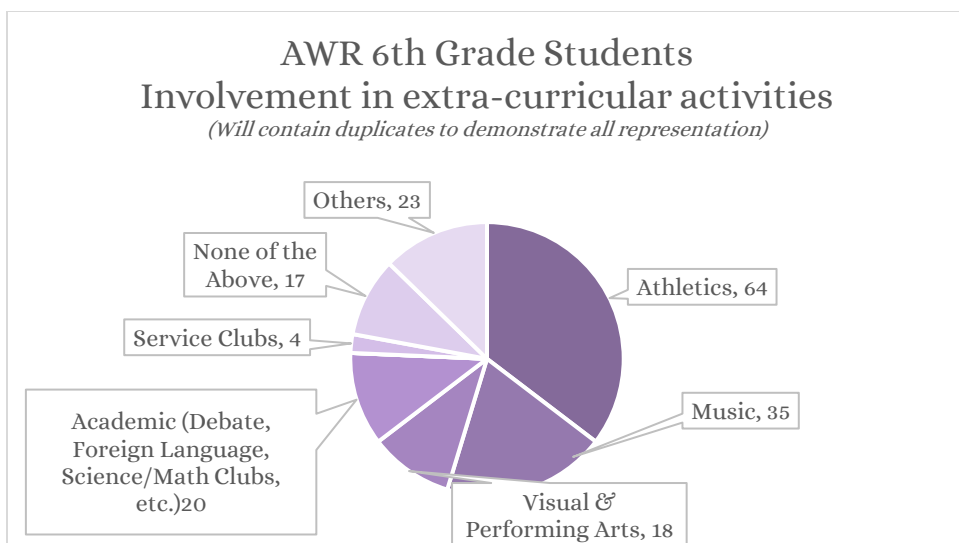
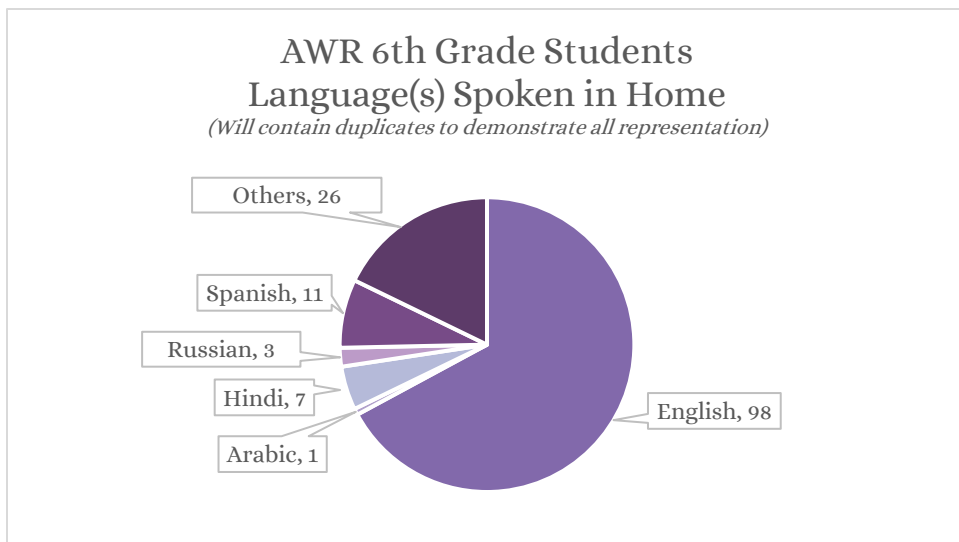
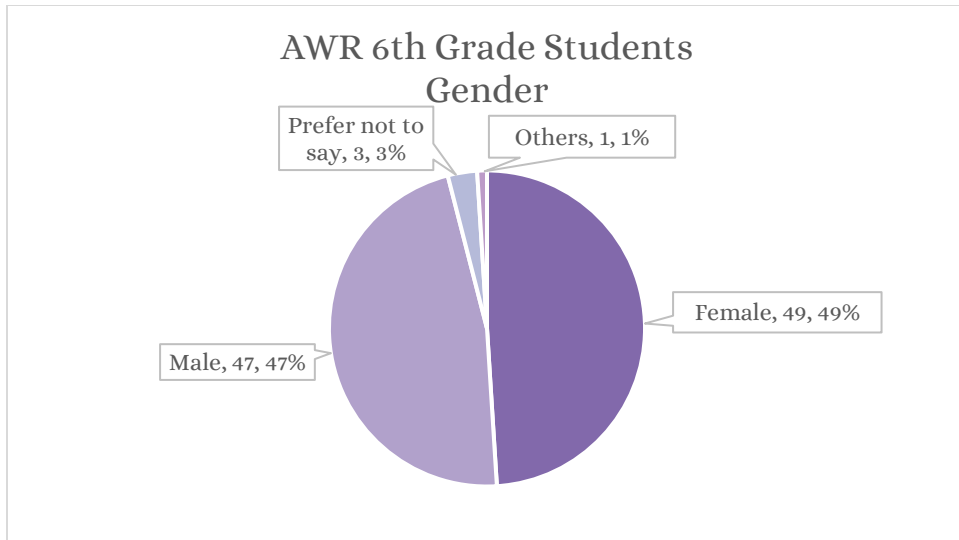
Section 4 Other Ideas:
Have any teachers that look like you
At home i feel comfortable talking to adults but at school only some times
Do I feel comfortable at your school
For the Question I have an adult who I feel comfortable talking to at school I don't mean they are mean I just prefer to talk to a Friends, Family or peers
Good
I am good at learning but I'm not good at using the things I learn.
I can talk to my teacher
I do not acquire an adult to speak with.
I don't know
I don't like talking to people about stuff i rather play sports
I feel comfortable talking to [redacted name] because she gives me advice and i like how when I talk to her I get everything off my chest!
I feel good talk to [redacted names]
I need more friendly adults to talk to but NOT MY PARENTS!!
I see a someone every once and a while
I talk to [redacted name]
I think our school is very diverse. Not only with people who look different, also everyone has a different personality
I think school is a great place
[redacted name] is the person I can talk to .
My school is awesome because it has so many different people and i can be friends with them!
People treat everyone kindly with respect.
Sadly, overall rating is a 6. The overall rating for this whole google form is a 7.5
The adults are nice to me.
The teachers are really nice to me. 5-Always
When they ask you see adults woh look like me I don't know if I do because I don't see that who are Latino and white I mostly see white adults in the school but I do see other kids that are like me but not adults in this school.
Would you hit an adult who's physically harassing you.
Wow! The end of the test already? Hmm... I wonder what people are going to say about my responses... Actually, what do you guys mean by people who look like me?



New Providence School District Allen W. Roberts Student Survey (6-12)

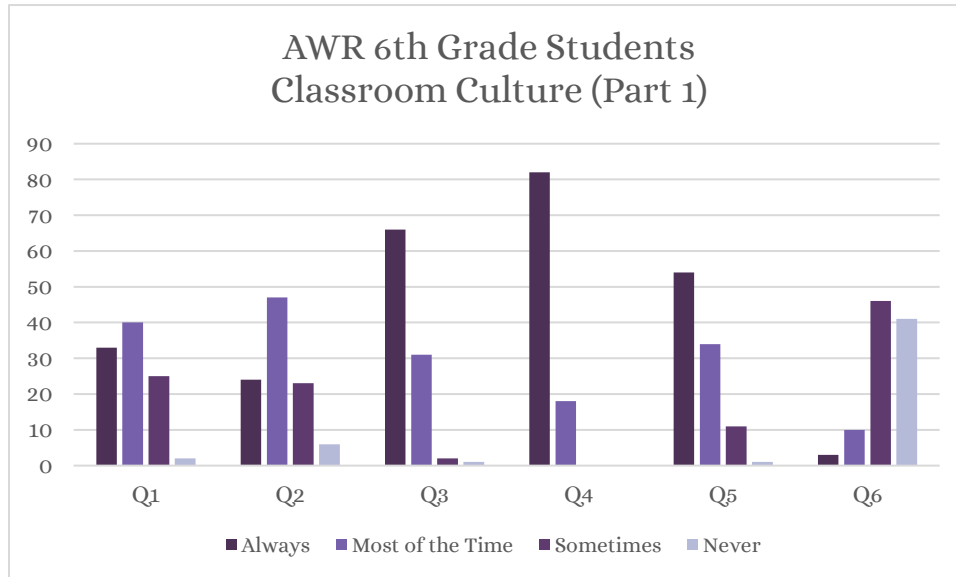
Total Respondents: 100





Section 1a: Classroom Culture

- Q1: I am encouraged to speak my truth and share my thoughts.
- Q2: I can share my opinions without being judged.
- Q3: I know where things are at in my classroom and have access to materials.
- Q4: I am physically safe at school.
- Q5: I am emotionally safe at school.
- Q6: I see and/or experience students not treating others with respect at school.



Section 1a	Q1	Q2	Q3	Q4	Q5	Q6
Always	33.00%	24.00%	66.00%	82.00%	54.00%	3.00%
Most of the Time	40.00%	47.00%	31.00%	18.00%	34.00%	10.00%
Sometimes	25.00%	23.00%	2.00%	0.00%	11.00%	46.00%
Never	2.00%	6.00%	1.00%	0.00%	1.00%	41.00%

If you have witnessed and/or experienced the above, please share more information about who is being treated disrespectfully.

A bit of trash talk

A boy in another class

A kid was spreading rude and untrue rumors around

A person was really mean to me and kept blaming me for things that I never did. They always said very mean things to me. They forced me to lend my materials to them when they weren't responsible in bringing them and asking for it in a very rude and disrespectful way.

Argument

Everyone is judged by who they are or what they like or how they act and I see certain people at my school being judged by those qualities.

[redacted name] shamed [redacted name] when at lunch he was like, "[redacted name] So much *Insert him and [redacted name] laughing at [redacted name] tried to defend himself* Then they kept saying how much [redacted name] it was and how they could never but I'm pretty sure [redacted name] ended up almost crying but I told him i was glad he was [redacted name] also [redacted name] made fun of me multiple times and told me sexual jokes involving me and him and I felt unsafe tho it was last year.

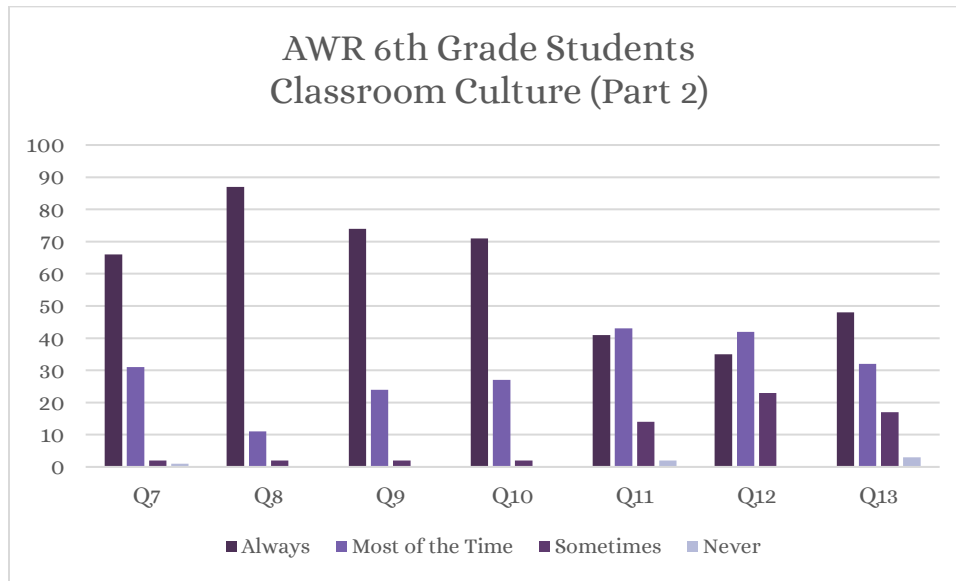


Hello, in [redacted name] is being treated badly, people are always mean to her, please don't tell anyone that I told you!
I am the person being treated badly.
I don't remember any one being treated disrespectful.
I found writing in the girls bathroom but I didn't see who did it.
I have just seen some students being disrespectful to teachers
I have seen some kids not being the nicest and not treating kids with respect before.
I have witnessed people being treated disrespectfully or differently. People who treat this person differently sometimes makes fun of them.
I haven't really fully experienced like seeing a person getting disrespected but sometimes kids are just rude to others but most of the time its nothing really big and they apologize after a few days.
I never really see anyone not being respected, most of the time I think they are joking around.
I witnessed someone not being treated fairly at lunch time. They wanted to sit at a table with other students, but the students said no disrespectfully.
It is just stuff like kids disrupting kickball games or kicking a basketball in the middle of a game at recess. Not massively disrespectful.
Just people saying inappropriate or rude things to each other but never anything physical that I have seen.
Mostly minor-ish things like name-calling, insults (as jokes), teasing, not really anything physical.
My brother sometimes gets bullied, because he is the smallest kid in the grade.
My friend was mistreated for telling the truth about a game in gym. I found her crying on the floor
Myself when I was younger and the recess/lunch aids.
No one is being treated disrespectfully.
No thank you. And please don't ask.
Nothing that has to do with bullying that i know of, just when someone gets another kid annoyed or mad they will say things to them.
On recess two times, someone punched someone else.
Some of the boys dont treat the other boys nicely.
Sometimes kids do not listen to the recess aids like they should, but this is extremely rare.
Sometimes others say things that they don't mean or are making a joke. Sometimes it is hard to tell if someone's feelings are hurt or not.
Sometimes people would laugh and make fun at someone else because of the way they act or look like.
Sometimes some kids make fun of other kids because of their height but the teachers are alert and quickly get involved to assess the situation.
Sometimes some offensive teasing or bad things that hurt many people
Sometimes the students are not treating the teachers with respect, at recess people are rude to each other and push each other.
There are a couple of jealous stupid school bullies throughout my grade and who can't be nice to people they don't like. These [redacted] need to learn a lesson.
There are some people at my school who has said offensive things to me repeatedly.
There was a snowball fight during recess which wasn't allowed. Some kid also got punched in the face
Verbal disagreements happen sometimes and hitting people has happend to me my friends and other students



Section 1b: Classroom Culture

- Q7: My teachers treat me fairly.
- Q8: My principal(s) treats me fairly.
- Q9: I know the school rules.
- Q10: I know the consequences for my actions if I break school rules.
- Q11: All students are disciplined fairly.
- Q12: I feel connected to people at school.
- Q13: I feel connected to people outside of school.



Section 1b	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Always	66.00%	87.00%	74.00%	71.00%	41.00%	35.00%	48.00%
Most of the Time	31.00%	11.00%	24.00%	27.00%	43.00%	42.00%	32.00%
Sometimes	2.00%	2.00%	2.00%	2.00%	14.00%	23.00%	17.00%
Never	1.00%	0.00%	0.00%	0.00%	2.00%	0.00%	3.00%

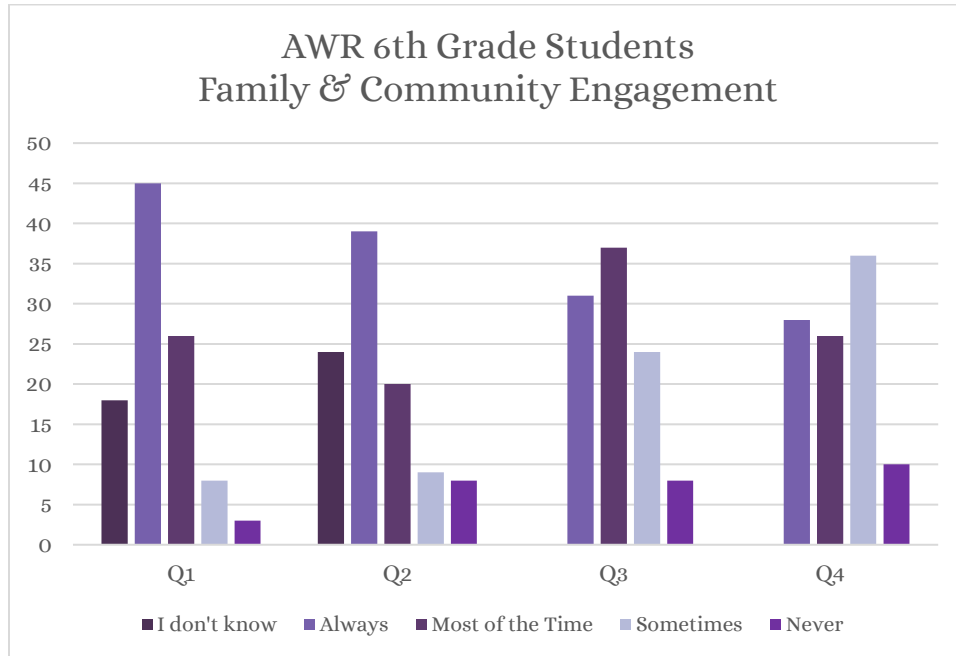
Section 1 Additional Thoughts:

Mostly my mom comes into school for pta meetings and class parties.



Section 2: Family & Community Engagement

- Q1: There is communication between my home and school.
- Q2: My family is invited into the school to support me.
- Q3: I learn about my local community.
- Q4: I am encouraged to volunteer in my community.



Section 2	Q1	Q2	Q3	Q4
I don't know	18.00%	24.00%	0.00%	0.00%
Always	45.00%	39.00%	31.00%	28.00%
Most of the Time	26.00%	20.00%	37.00%	26.00%
Sometimes	8.00%	9.00%	24.00%	36.00%
Never	3.00%	8.00%	8.00%	10.00%

Section 2 Additional Thoughts:

I feel like my family and school fit like a hand and a glove.

Can there be like a rarely option here since that would be nice since sometimes it isn't just sometimes and more of a rarely happens thing.

I would like to volunteer but I would need to look at the things that I could do to get involved.

Our school has many fundraisers benefiting great causes

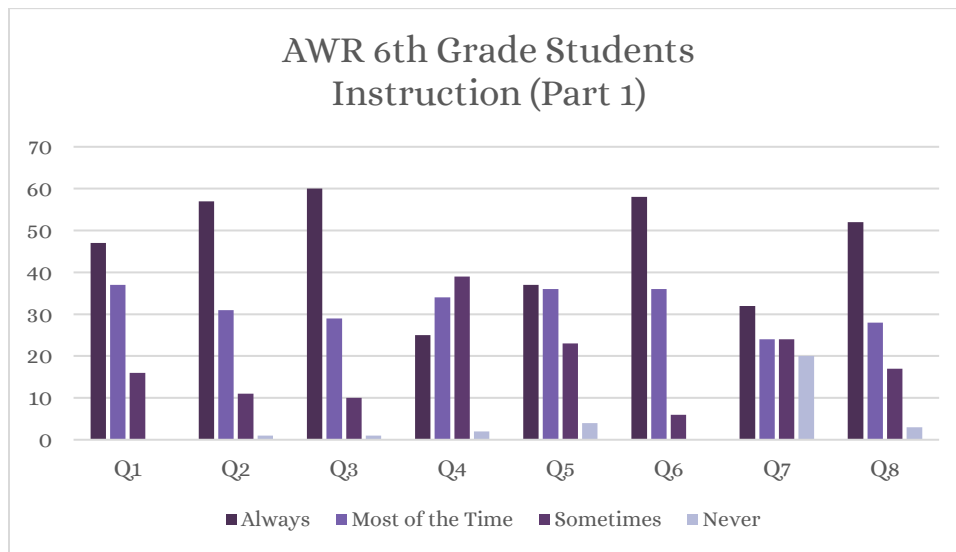
I notice that in my school I do not see a lot of teachers in older grades (4,5,6 and above) teaching other students about other people's cultures and I feel like that is one of the reasons why other people in my school are ignorant about cultural differences

Also, there are some kids who say insensitive things about people (their culture making fun of them, calling them dumb)



Section 3a: Instruction

- Q1: I am taught how to see things from different perspectives.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I am given support, when needed.
- Q4: I work with other students to accomplish my tasks.
- Q5: I am taught things that will help me outside of school.
- Q6: I understand what is expected for work and how it will be graded.
- Q7: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q8: I am supported by adults to help make decisions about my life post-graduation.

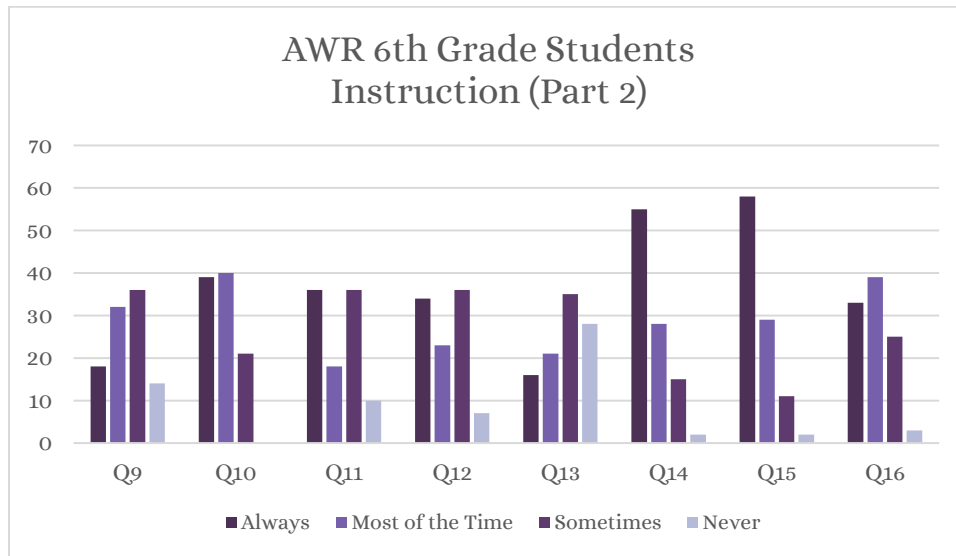


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Always	47.00%	57.00%	60.00%	25.00%	37.00%	58.00%	32.00%	52.00%
Most of the Time	37.00%	31.00%	29.00%	34.00%	36.00%	36.00%	24.00%	28.00%
Sometimes	16.00%	11.00%	10.00%	39.00%	23.00%	6.00%	24.00%	17.00%
Never	0.00%	1.00%	1.00%	2.00%	4.00%	0.00%	20.00%	3.00%



Section 3b: Instruction

- Q9: I learn about people who look like me and/or are similar to me.
- Q10: I have a positive view of myself.
- Q11: I am curious about how people are similar to and different from me.
- Q12: I am taught about people being treated poorly because of who they are.
- Q13: I see people being treated better because of who they are.
- Q14: I recognize unfairness and injustice (in history and current times).
- Q15: I am taught skills on how to stand up against unfair treatment.
- Q16: I take responsibility for standing up to unfair treatment.



Section 3b	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Always	18.00%	39.00%	36.00%	34.00%	16.00%	55.00%	58.00%	33.00%
Most of the Time	32.00%	40.00%	18.00%	23.00%	21.00%	28.00%	29.00%	39.00%
Sometimes	36.00%	21.00%	36.00%	36.00%	35.00%	15.00%	11.00%	25.00%
Never	14.00%	0.00%	10.00%	7.00%	28.00%	2.00%	2.00%	3.00%

Section 3 Additional Thoughts:

I dont really understand about the people being treated poorly.

I know when I'm being treated unfairly but like i don't care really and we just fill out grateful sheets when we feel upset and it makes you upset and bored even more because no i don't want to fill out a grateful sheet it makes me feel ungrateful and i have to pretend i feel better after filling it out

I think that I need to work on being an up-stander more.

I work with other students to accomplish my tasks.

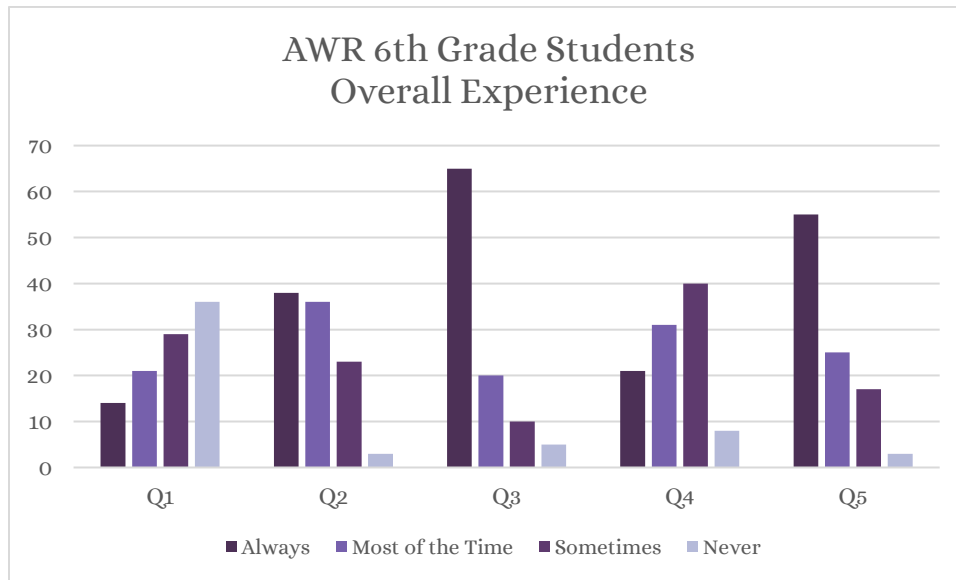
For this question- it depends on if it is independent or group work, sometimes I can not work with others.

The one about if you have learned about people being made fun of for who they are, I know a lot about from experience.



Section 4: Overall Experience

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: We have open conversations about discrimination and its' impacts while we are at school.
- Q5: I am able to be authentically me.



Section 4a	Q1	Q2	Q3	Q4	Q5
Always	14.00%	38.00%	65.00%	21.00%	55.00%
Most of the Time	21.00%	36.00%	20.00%	31.00%	25.00%
Sometimes	29.00%	23.00%	10.00%	40.00%	17.00%
Never	36.00%	3.00%	5.00%	8.00%	3.00%

In regard to the question above, why or why not?

- Because everyone can participate and show who they are
- Because I can wear what I like to wear and talk about the things I like/like to do.
- Because i don't see a problem being yourself
- Because i dont feel judged feel judged or forced to act like somebody else
- Because I feel comftorbale
- Because I'm scared of what people might think of me or say about me
- Because me and my friends like being weird and that is just how we are
- Because people wont really be mean to you if you are your self
- Because sometimes I can be a little bit insecure and not feel my highest but usually I'm pretty confident and I am able to be me.
- Because sometimes, others judge me for my actions, such as how I talk, my sense of humor, my body features, etc.
- Because there are other people in the school who are like me.
- Cuz the teachers will yell at me if i speak the truth

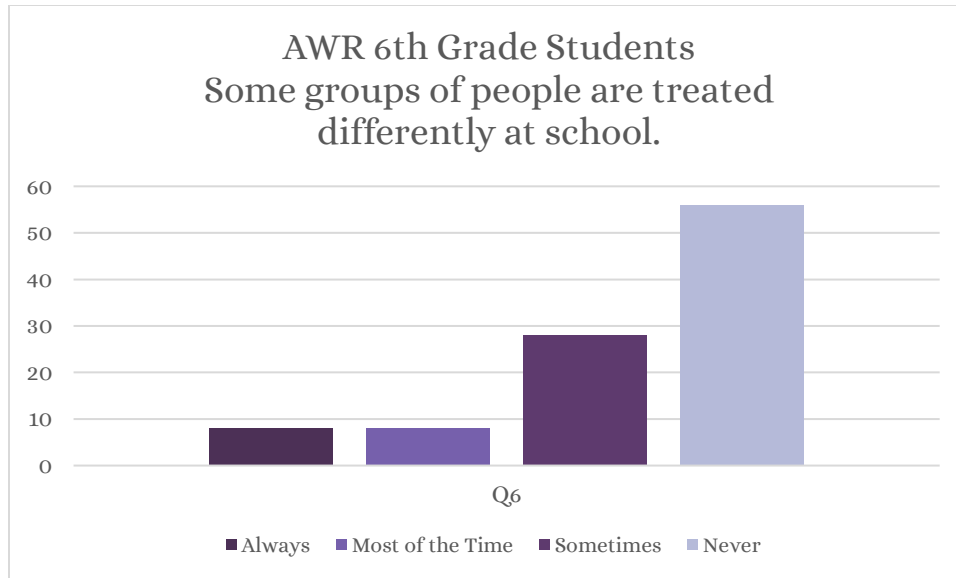


I am able to authentically be me most of the times because I feel like I really don't have anything to hide and to be afraid of and I always thing of myself in a positive way so I am able to just be me and not rise up to anyone body else's standards.
I am able to be me because I don't let anyone say I can't be me
I am able to be myself and show who I am without judgement.
I am able to be myself because if someone makes fun of who i am i can always talk to someone i trust about it.
I am able to because I don't feel like I need to hide it.
I am allowed to believe what I believe.
I am always able to be myself inside and outside of school.
I am because I have the opportunity to make my own choices.
I am because I know people are encouraged to be themselves.
I am honest.I do not lie, I always tell the truth and I ask for help when I need help with something.
I am my true self at school and don't hide things but also prefer to keep certain things private
I am normally me unless something weird happens
I am not able to be authentically me because I am scared that some kids will make fun of me and my culture.
I am still not sure about who I am personally yet. I do not yet know what is "authentically me", and I fear that maybe some people wouldn't be in favor of it.
I am well accepted, so I am able to be myself.
I am! I act like myself, and won't change for anyone!
I can because im not afraid of being who i am and showing that but sometimes im shy to others.
I can because my school is a good environment but I always compare myself to others
I can since I can eat anything I want at school for lunch
I can't be myself around some people because I'll be judged or mistreated.
I don't car e if people don't like the real me I am me and I'm fine with that
I don't care if others judge my background, ethnicity, behavior, personality, etc. They can judge all they want but I like myself.
I don't know.
I don't need to fake being something else or someone else
I don't really know what authentically means. If authentically was not there then I say most of the time because I don't need to be shy and not talk at all.
I don't go around copying people or friends, I don't follow people into thing (Usually).
I don't really care what people say about me. Sometime I do but not really.
I dunno it depends on the teacher but with friends always
I feel like I am able to be who I am at school because I know nobody will judge me
I feel like my friends and teachers are able to see me as who I am and not what I look like.
I feel like other people would make fun of me if I showed my real self.
I just moved this summer and I am still fitting in.
I love myself, and if anything bad happens at school I tell my mom and dad, even if I am not apart of it.
I think that being authentic to myself is very important to living an honest and healthy lifestyle.
I trust the people around me.
I wanna be myself
I'm constantly being made fun of for who I am so I feel like I can't be myself.



I'm not sure
In my opinion I'm not the crazy or interrupting type so I feel like the rules go with me a little so I don't have to break them.
Most of the time, especially when I'm with my friends and family I'm myself and I act like myself, because I know that they will support me no matter what.
Most of the time, I get judged by my personality and my hobbies. So, I usually try to be different, so people won't judge me.
My classmates are like my family so they know what to expect from me and never make fun of me.
My school is diverse. I love having other people around. It gives me a chance to learn about different cultures and ideas.
No because I know who to go to if I'm having problems.
No one disrespects me for being me
No one stops me to be me
People are respectful to me as I am respectful to them; everyone is kind and cares about one another.
People like me for me and that's all that i can do about if they don't like the way i act that's not my fault
Rather not say.
Some of the kids judge other kids for what they wear and how they act.
Sometimes I am peer pressured into doing things I don't want to do.
sometimes i cant do whatever i want
Sometimes I try really hard to fit in, even though its not what I like to do. I put others ahead of myself most of the time
Sometimes people can tease people about their opinions or how they look or what they like.
The students are nice and aren't mean, At least to me.
The teachers like it when other students contribute and be themselves. They like it when students express themselves in a way that lets other people also learn from them.
They let people be who they want to be
They let people openly express themselves
We dont talk about it on a daily or weekly basis
Why? Because i have to be myself.
Yes, I am allowed to be me.
Yes, it's fun to be me





Section 4 Q6	Q6
Always	8.00%
Most of the Time	8.00%
Sometimes	28.00%
Never	56.00%

If you believe that some groups of people are being treated differently at school, which groups and how are they treated differently?

[redacted names] are treated unfairly/bullied and there's a joke going around being fake to [redacted name] people often make him cry

Because of how they look or dress if they have nice clothes or not and if they are *popular* or not

Friend groups-different friend groups are treated differently sometimes from a student to student point of view because of the people in that group.

Groups of people who make a big problem out of everything, it makes people feel bad.

I believe that everybody is being treated the same.

I don't think any groups are treated differently

I haven't

If "groups" means ethnicity, I have never seen any racism or prejudice in my time at AWR. If "groups" means a specific friend group or special ed group, I have not seen anyone being mean to those people either.

If im being very honest, i don't really think we all have to be friends. If i don't like somebody, not because of how they look or something they cant control, if they're literally a jerk to me when i made an effort to talk to them of do something like, and its clear they they don't like me, and i just personally am not a fan of them, im not going sit with them at lunch or something. Ill still be courteous and respect they're wishes because maybe they are a good person and have a difficult life i will just stay away from them.

In a good way like say your a realy smart kid say someone mite come op to you for help with a quest

It's not really a group, but I feel separated and made fun of for things other people would not be made fun of for.



Like for example if one group of people is being talked to more than there's another group of people that's not and not a lot of people talk to.
Maybe like the people who don't really talk that much, and for their appearance, like if you're taller or shorter than the others people left them out like in a side and kind of ignore them, and sometimes they like make fun of them
Maybe some of the boys.
Maybe some of the kids who aren't as popular and focus more on school which I don't think is a good reason to treat people differently.
Mostly because of how they act to other people
No, everyone is being treated equally.
None are being treated differently
People in school are not treated different because they are in groups, it's who is in the group, like if they are nice, or are known to be troublemakers
People who are shy or more sensitive can sometimes be singled out or talked about behind their backs. If this question has to do with race, everyone is treated equally and with respect.
Popular people versus not popular people
Popular students are treated better by other students in that more kids talk to them and pay more attention to them then less popular students.
Rattler not say.
Some groups are treated differently because of what they look like or how they act, because of this, others make fun of this group or not include people when told to.
Some groups of people get treated differently by their athletic ability
Some kids are more popular then others.
Some kids have to get out of class and have special education
Some people in our school aren't in the "popular group" so they get treated different then the "popular group"
some people or groups are more known than other people or groups
The boys made [redacted name] cry.
The groups that are being treated differently are like the teachers really like those people are treated with more respect from teacher that groups of kids that teachers just dont really like, kind of like a favorite student or group.
The kids who have parents that are PTA. The teachers are biased towards them
The people who need more help. I'm fine with it that like some people need extra help for math or science because that's just who they are.
The sports kids group is treated like they are better or something. I don't know. That is probably the only thing I notice. People in that group also tend to seem pressured to be funny.
There are a few groups that a few kids just ignore, or are sometimes gossiped about. This kinda fluctuates depending on who's in the group.
There is a group of boys that are just treated as the "popular" kids sometimes.
They can sometimes be judged on what they do.
Usually the smaller groups and people try to stay away from them
We don't really have a lot of fights at school but sometimes there is a little bit of drama in between friend groups or even just one person from each friend group, but usually not a big deal because sometimes it is just over a game of kickball or four square.
Well usually I feel like the girls get treated better at this school. In lunch they are always called first up to eat lunch and never the boys. Also sometimes when boys are talking than the teacher



gets angry but when girls talk the teachers don't care. Sometimes it seems like the teachers favor the girls.

Section 4 Additional Thoughts:

Everyone in the school is being treated equally by other students and adults

I am confuse about the why or why not.

I feel like my school is a great, caring, inclusive, safe place to be!

i personally think that the students at AWR can really try to respect the teachers,custodians,the school property,etc better than how they treat them currently because some people can be disrespectful to these things at times and that needs to change.

This school is very great at helping students when they most need it.



Salt Brook Elementary School Report

The landscape team had the opportunity to speak with 92 people (breakdown below) and conduct 18 classroom observations within the Salt Brook (SB) community on April 20, 2023, between 12:30 – 2:30 pm. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Community Members, Administrators, Non-Instructional Staff, and Instructional Staff. The landscape team also spoke to students while conducting classroom observations.

- Administrators: 2
- Instructional Staff: 45
- Non-Instructional Staff: 12
- Parent(s)/Guardian(s)/Caregiver(s): 6
- Community Members: 1
- Students: 26

Surveys were also completed by 760 people within the Salt Brook community (breakdown below).

- K-5 Students: 484
- Grade 6 Students: 102
- Parent(s)/Guardian(s)/Caregiver(s): 127
- Staff: 47

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by Salt Brook for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to Salt Brook. Applicable information will also be included in the District Equity Landscape Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity landscape process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, Salt Brook scored themselves a 9 out of 10 in Classroom Culture, noting multiple strengths, including: creating a welcoming atmosphere, promoting positive behavior amongst students, demonstrating good manners, ensuring respectful classroom discussions, teachers greeting students every morning, collaboratively developing rules and expectations, emphasizing SEL through monthly lessons, and deliberately selecting classroom furniture to facilitate collaborative learning. Potential opportunities for improvement reported on the Self-Assessment included addressing student difficulties when sharing with the class, enhancing



classroom management skills among staff, managing challenges that arise, and addressing student concerns regarding classrooms with two (2) teachers.

The first main concept of Classroom Culture, honoring student experience, addresses students being able to share their authentic selves and honoring that authenticity. When asking adults if students were valued as unique individuals, 83.46% of parent/guardian/caregiver respondents and 97.87% of staff respondents reported that they are, at least most of the time and 71.57% of 6th grade students agreed. It is important to acknowledge the difference between adult and student perceptions. Adults may feel that they are encouraging students to be their authentic selves; however, if a student doesn't feel as if they can be authentic, the intention of the adults does not override the perception of the students. Understanding a students' lived experiences is critical for creating an inclusive and equitable learning environment. Every student comes to school with a unique set of experiences that shape their perspective, beliefs, and behaviors. These experiences can be influenced by factors such as their culture, ethnicity, race, language, socioeconomic status, family background, and personal identity. When educators take the time to understand a student's lived experiences, they can better connect with and support that student. In summary, understanding a student's lived experiences is critical for building relationships, personalizing instruction, developing cultural competence, promoting equity, and demonstrative empathy. By taking the time to understand students' experiences, educators can create a more inclusive and supportive learning environment that benefits all students.

Classroom setup and structure are essential elements of creating a positive Classroom Culture. The way that a classroom is arranged, the procedures that are established, and the expectations that are communicated all play a significant role in shaping the learning environment. Decorations in the classroom can also play an important role in creating a positive learning environment. Accessibility is also an important consideration when setting up a classroom. When asked if classrooms were accessible, 74.81% of parent(s)/guardian(s)/caregiver(s), 89.36% of staff, 79.76% of K-5 students, and 95.09% of 6th grade students reported that they are, at least most of the time. During observations, the landscape team saw that only 56% of the classrooms observed were at least mostly accessible. Many of the pieces noted were that furniture was very close together, meaning that wheelchairs would not be able to navigate in the classrooms. It is understood that, if necessary, furniture could be moved to make the classrooms more accessible. In summary, classroom setup and structure are important for creating a positive Classroom Culture because they help establish a sense of community, promote student safety, encourage student responsibility, support different learning styles, and minimize disruptions. By paying attention to the physical layout of the classroom (including decorations and accessibility) and establishing clear expectations and procedures, educators can create a supportive learning environment that fosters student success.



Shared inquiry is a teaching method that involves students actively engaging in discussions and questions to develop a deeper understanding of a particular topic centered around collaborative learning, critical thinking, and active engagement. In shared inquiry, the teacher acts as a facilitator, guiding the discussion rather than leading it. This method encourages students to think critically and develop their own ideas, rather than simply memorizing information. During a shared inquiry discussion, the teacher presents a text, image, or idea for students to analyze and discuss. The teacher then encourages students to ask questions, share their ideas, and build on each other's responses. The goal of the discussion is for students to come to a deeper understanding of the topic through critical thinking and collaboration. Shared inquiry discussions typically follow a set structure, including an opening question, follow-up questions, and a summary or conclusion. The teacher may also provide prompts to guide the discussion and keep it focused on the topic at hand. By engaging in shared inquiry, students develop important skills such as active listening, critical thinking, and effective communication. In addition to the academic benefits of shared inquiry, when children are encouraged to share their thoughts and opinions without judgment, it provides social emotional benefits as well. When asking people within the Salt Brook community if students are encouraged to share their thoughts and/or opinions without judgment, 78.74% of parent(s)/guardian(s)/caregiver(s), 83.62% of staff, 59.5% of K-5 students, and just over 54% of students in 6th grade agreed, at least most of the time. The disparity between the adults and students is something that would benefit Salt Brook to further explore. This disparity could be similar to the disparity identified in the previous section: intentions do not always equal the perceptions of others. While observing Salt Brook classrooms, the landscape team saw significant inquisitive dialogue in 50% of the classrooms – aligning closer to the student perceptions. Overall, shared inquiry is a powerful teaching method that encourages students to think deeply and develop a deeper understanding of the material and of one another. By facilitating shared inquiry discussions, educators can create a dynamic and engaging Classroom Culture that promotes student success.

Social, emotional, and physical safety are all important components of a positive Classroom Culture. When students feel socially safe, they feel comfortable and accepted in their classroom environment. They are also more likely to engage in classroom discussions, share their ideas, and collaborate with peers. This creates a sense of community and fosters positive relationships between students and between students and their teacher. Emotional safety refers to feeling secure in expressing one's emotions and having those emotions validated by others. Emotional safety supports Classroom Culture by allowing students to feel comfortable sharing their feelings, both positive and negative, in a supportive environment. This can help create a sense of empathy and compassion between students and foster a positive emotional climate in the classroom. While reviewing the surveys, it was reported that 80.32% of parent(s)/guardian(s)/caregiver(s), 100% of staff, 80.99% of K-5 students, and 77.45% of 6th grade students agree that Salt Brook offers an emotionally safe environment. Physical safety is crucial in any learning environment. When students feel physically



safe, they are able to focus on their learning without fear or distraction. This includes ensuring that the classroom is free from physical hazards and that students feel secure in their surroundings. When students feel physically safe, they are better able to engage in the learning process and participate in classroom activities. According to survey results, 90.55% of parent(s)/guardian(s)/caregiver(s), 100% of staff, 90.49% of K-5 students, and 98.04% of students in 6th grade believe Salt Brook offers a physically safe environment, at least most of the time. In looking at all of the survey data, the perception is that physical safety is more secure than social emotional safety at Salt Brook. With as much emphasis as discussed on SEL practices, it would benefit Salt Brook to have deeper discussions to understand where the lack of perceived social-emotional safety may be stemming from. In summary, social, emotional, and physical safety all support Classroom Culture by creating an environment that is conducive to learning and positive relationships between students and their teacher. When students feel safe in these areas, they are more likely to be engaged in the learning process, collaborate with their peers, and develop important social and emotional skills. Teachers can support classroom safety by creating a welcoming and supportive environment, setting clear expectations and boundaries, and actively working to prevent bullying and other negative behaviors.

Values-based discipline is an approach to classroom management that emphasizes teaching and reinforcing positive values and behaviors, rather than punishing negative behaviors. This approach involves setting clear expectations for behavior, teaching students about positive values such as respect, responsibility, and kindness, and reinforcing positive behaviors through praise and recognition. Clear discipline rules were displayed in only 50% of the classrooms observed by the landscape team. When speaking to students about expectations and rules, many reported simply 'knowing the rules' (which was supported in the survey data as well, with 94.62% of K-5 students reporting knowing the school rules, at least most of the time); however, when asking for examples, very few of the students could provide concrete examples of discipline expectations. When asking people to report their belief of whether the school disciplined fairly, 61.42% of parent(s)/guardian(s)/caregiver(s), 74.47% of staff, 90.91% of K-5 students, and 68.62% of 6th grade students reported that they are treated fairly, at least most of the time. Looking at this data shows an interesting perception of the younger students being much more favorable than the other people who responded to the survey (including 6th grade students and adults). One example of values-based discipline is restorative practices (note that Restorative Practices is simply an example to consider and not the only way to showcase values-based discipline). Restorative practices are a set of strategies and techniques that emphasize repairing harm and restoring relationships in the aftermath of negative behavior. Rather than focusing solely on punishment, restorative practices aim to address the underlying causes of negative behavior, promote empathy and understanding, and rebuild relationships in the classroom community. Restorative practices support positive Classroom Culture through values-based discipline by promoting responsibility, empathy, positive values, and a supportive learning environment. By incorporating restorative practices into



their classroom management strategies, educators can create a positive and supporting learning environment that fosters student success and well-being. There was no mention of restorative practices within Salt Brook. Overall, values-based discipline is a positive approach to classroom management that promotes positive behavior, responsibility, and positive relationships. By focusing on positive values and behaviors, educators can create a Classroom Culture that supports student success and fosters a love of learning.

Overall, the landscape team believes that Salt Brook has many strong attributes related to Classroom Culture; however, there are still many areas to improve as well. The landscape team believes the score of 9 is higher than the evidence shows for Classroom Culture and encourages Salt Brook to continue focusing on bridging the gap between adult intentions and student perceptions. It is understood that the staff of Salt Brook have very strong positive intentions; however, some of the survey data and comments highlight that these intentions may not be perceived by all in the same light as intended.

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity landscape process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, Salt Brook scored themselves a 7 out of 10 in Family & Community Engagement. Some of the self-identified strengths that were shared in the Self-Assessment include: valuing open communication with families and encouraging their involvement in the classroom, connecting with the community through service projects, a Multicultural club that promotes diversity and inclusion, and an active PTA. In addition to the strengths, the Self-Assessment also noted some opportunities for improvement, including the desire to have more diverse families involved, the consideration of translating school emails for students with another language spoken in the home, and seeking out more reliable translation and interpretation services.

Culturally sensitive communication is an approach to communication that takes into account the cultural background, beliefs, and values of the individuals and communities involved. This also includes inclusive language; for example, when looking at materials sent home, are there references to mom/dad or is more inclusive to look at many different family structures? When applied to Family & Community Engagement, culturally sensitive communication can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. The adult survey found that 79.53% of parent/guardian/caregiver respondents and 82.97% of staff respondents believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The district scores were slightly lower, with 75.59% of parent/



guardian/caregiver respondents and 78.72% of staff reporting that communication from the district is inclusive and sensitive to different family dynamics. When asking students if there is communication between the home and school, 57.85% of K-5 students and 64.71% of 6th grade students said there is, at least most of the time. There were a significant number of K-5 students who were unsure of whether there is communication. Overall, culturally sensitive communication is an important component of Family & Community Engagement that can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. In addition to ensuring that communication is culturally sensitive, it is important to be transparent with that communication so that everyone understands that there is open, transparent communication.

The inclusion of family and community wisdom can increase engagement by creating a collaborative and supportive learning environment that recognizes and values the knowledge and experience of families and communities. When families and communities are engaged in the education process, they can contribute their unique perspectives and expertise to help improve student learning and academic success. Family & Community Engagement is important because it helps create a supportive and collaborative learning environment that promotes student success and well-being. When families and communities are engaged in the education process, they can provide valuable insights and perspectives that can help improve student learning and academic success. Additionally, Family & Community Engagement can help build trust and relationships between educators, families, and communities, creating a more inclusive and supportive learning community for all students. When asked about whether families are encouraged to participate in school-level activities, 91.33% of parent/guardian/caregiver respondents and 95.75% of staff respondents said they are, at least most of the time. Contrary to the information above, the district scores were significantly lower in comparison with 76.38% of parent/guardian/caregiver respondents and 76.6% of staff respondents agreeing, at least most of the time. This could portray a strong connection between the families of Salt Brook to the school (these scores are actually among the highest in the district for this question); it could also portray a slight disconnect between the families of Salt Brook and the district, in regard to being welcomed and/or invited to events/activities. When asking about community members being encouraged to collaborate, the positive response was significantly lower with 44.09% of parent/guardian/caregiver respondents and 55.32% of staff respondents reporting that the school asks for collaboration, at least most of the time, and even lower scores for the district asking for collaboration: 33.07% for parent/guardian/caregiver respondents and 51.07% for staff respondents. When asking the students if they see family members and/or community members volunteering at school, 58.06% of K-5 students and reported positively, at least most of the time, and 35.29% of 6th grade students reported that their families are invited into the school to support them, at least most of the time. Overall, these scores surprised the landscape team because of the conversations that took place during the focus group discussions.



However, there were definitely more parents/guardians/caregivers present than community members, so that may explain some of the scores reported on the survey.

Increased connections among families can help with Family & Community Engagement by creating a sense of community and shared responsibility for student learning and success. When families feel connected to each other and to the school community, they are more likely to participate in school activities, volunteer, and collaborate with educators to support student learning. During the focus group discussions, the parent/guardian/caregiver group was very engaged with one another and showed a genuine concern for one another. Overall, increased connections among families can help with Family & Community Engagement by creating a sense of community, encouraging involvement, promoting collaboration, fostering support networks, and building trust between families and educators.

Schools can use local resources to support Family & Community Engagement in a number of ways. Schools can partner with local organizations such as libraries, community centers, and non-profit organizations to provide resources and services to families. Schools can also establish volunteer programs that allow families to become involved in school activities and events or outreach programs that provide information and resources to families. Schools can celebrate the cultural diversity of their communities by hosting cultural events and celebrations and/or involve families in community service projects that benefit the local community. Schools can partner with local health providers to establish school-based health centers that provide medical and dental services to students and families and use social media to connect with families and share information about school activities and events. During observations, none of the classrooms observed at Salt Brook included curriculum or dialogue involving local resources at a notable level. The landscape team acknowledges that the visits were small moments in time; however, more local resources infused in the curriculum will help tremendously with Family & Community Engagement. Overall, schools can use local resources to support Family & Community Engagement by establishing community partnerships, volunteer programs, outreach programs, cultural celebrations, community service projects, school-based health centers, and social media platforms. By leveraging local resources, schools can create a supportive and collaborative learning environment that promotes student success and well-being.

Engaging with the community to resolve community issues and problems is an efficient way to utilize resources while building a sense of community for all constituents. In the survey, students were asked if they were taught about their local community. Only 59.03% of K-5 students and 47.06% of 6th grade students responded that they do, at least most of the time. Overall, engaging with community issues and problems can be beneficial for schools by providing opportunities for real-world learning, making learning more relevant, building community connections, promoting civic engagement, providing opportunities for service learning, and promoting cross-curricular learning.



Overall, the landscape team believes that Salt Brook has many strong attributes related to Family & Community Engagement, with a need to better understand the disconnect between the district as a whole and Salt Brook. When looking specifically at survey data from parent(s)/guardian(s)/caregiver(s) at Salt Brook, only 49.61% feel involved in the school community and even less, 29.93%, feel involved in the district community, at least most of the time. Many of the comments shared by parents/guardians/caregivers in the surveys reflected a feeling of disrespect from the Board of Education. The landscape team recommends an open dialogue facilitated by a neutral party to encourage non-judgmental listening from both the school community and district community. The landscape team believes the score of 7 is slightly lower than the evidence shows for Family & Community Engagement and encourages Salt Brook to continue encouraging open dialogues at the district level to engage all families – regardless of differences of opinion.

Instruction

Within Instruction, there are five main concepts that are examined during the equity landscape process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, Salt Brook scored themselves a 9 out of 10 in Instruction. The Self-Assessment noted strengths in the area of small group differentiated instruction, using concrete materials during learning that are shared with parents, clear expectations for group work, the use of data to personalize learning opportunities, the use of Understanding by Design to create relevant lessons, character education, cooperative learning with rubrics, the Core 4, and STEM classes. In addition to the strengths noted, the Self-Assessment also included opportunities for improvement, including a desire to incorporate more real-world examples in the curriculum, the desire for additional co-teachers within the special education program, and a desire to extend upon students' personal learning paths.

The concept of critical engagement with material encompasses an instructional approach that encourages students to actively analyze and question the information presented to them, either through materials or conversation. This approach fosters inclusivity in teaching strategies by creating opportunities for students to explore and question dominant narratives and perspectives, as well as to incorporate their own experiences and knowledge into the learning process. To examine the implementation of this concept at Salt Brook, the landscape team conducted classroom observations and reviewed survey results from constituents within the SB community. When asking if students are critically engaged with materials, encouraged to ask questions, and taught from different perspectives, 75.59% of parent/guardian/caregiver respondents, 85.11% of staff respondents, 75.49% of 6th grade students, and 76.45% of K-5 students reported they are, at least most of the time. It is not uncommon for staff to believe more engagement is occurring than what is perceived by students and parents/



guardians/caregivers. This refers back to the concept of intention compared to what is received (perception). In addition to the survey data, the landscape team observed in multiple classrooms. During these observations, the team saw critical engagement in 83.33% of the classrooms visited – aligning closer with the staff perception reported in the surveys. Among some of the observed lessons, the landscape team saw multiple examples of high-order questions being asked to stimulate conversations and encourage students to express their ideas and ask questions. In one classroom, students worked with other peers to share their ideas with one another before formulating their own responses, which either expressed agreement with the shared statement or provided a new perspective supported by textual evidence to challenge the statement. In classrooms where critical engagement with materials was not present, discussions about texts/materials did not ensue. In one classroom, students were completing a packet. Although the emphasis was meant to use close reading strategies, the activity was not extended in ways that promoted meaningful discourse among students about the passages that were read within the packet. To ensure effective implementation of critical engagement with material, it is crucial that text-dependent questions offer more than just opportunities for written responses. Students must be invited into discussions that ignite their thinking and provide opportunities for hypothesizing, speculating, and sharing ideas with their peers. With the observation data aligning with staff perception and being higher than other constituents, it would probably benefit the SB community to help all parties understand what critical engagement includes and how it is measured (asking questions, diving deeper into materials, reflecting on multiple perspectives/viewpoints, etc.). This approach will enhance the existing culture of learning at SB by encouraging diverse perspectives and nurturing an inclusive learning environment that empowers students to become critical readers and thinkers.

Differentiation in teaching acknowledged the diverse learning needs and preferences of students, requiring varied approaches to accommodate them. The instructional approach entails adapting the content, process, and/or product of teaching to meet the individual needs and interests of students. When asked if students are given the opportunity to learn at their level, 81.21% of parent/guardian/caregiver respondents, 89.36% of staff respondents, 85.17% of 6th grade students, and 79.13% of K-5 students said yes, at least most of the time. Although these responses are positive overall, some comments made by parents/guardians/caregivers highlighted a need to improve differentiation techniques for students who are above grade level and students receiving special education services. Similar sentiments were shared during conversations with members of focus groups. It is worth noting that considerable attention seems to have been given to creating inclusive learning opportunities that work to meet the unique needs of all SB learners through the development of a comprehensive Professional Development Plan. This plan encompassed targeted goals that promote best practices in differentiation, such as personalized learning, the introduction of a new math program for the upcoming 2023/2024 school year, and the exploration of a leveled math curriculum for 6th grade students. Additionally, ongoing



support is outlined in the plan for staff so that they are successful in implementing programs and instructional strategies that address the needs of students with specialized learning needs, including learners of the English Language, gifted and talented students, and others. These goals were developed in response to valuable constituent feedback and research-backed practices. Upon implementation, this comprehensive approach will play a vital role in supporting students from diverse backgrounds by ensuring that learning is accessible, fostering heightened engagement, and enhancing overall academic achievement. During the on-site visit at Salt Brook, the landscape team witnessed differentiation techniques being utilized in 55.56% of the classrooms visited. In these classrooms, the team observed teachers engaging students in learning by offering student choice, using technology as a tool to both enhance learning concepts as well as a tool to aid learning. Additionally, the team observed teachers meeting with students individually or in a small group to provide explicit Instruction and feedback at the appropriate level of challenge for their needs. Most notably, the team noted the impact of differentiation techniques on students during the learning process. In an English Language Arts (ELA) classroom, students employed a range of techniques to effectively complete a writing assignment in preparation for the state test. These techniques included creating outlines, employing color-coding systems to organize their ideas, and utilizing the learning management tool Padlet to access writing exemplars. In another classroom, a member of the landscape team witnessed a teacher in the room supporting a small group of students. The teacher not only read the comprehension passage aloud, but also supported the students with the completion of text dependent comprehension questions. During a discussion with another classroom teacher in the room, a member of the landscape team learned that support is provided to any student who needs it. The disparities in data between constituents' perceptions and findings from classroom observations regarding differentiation during Instruction may be attributed to several factors. It is crucial to recognize that the team's classroom visits provide only a snapshot of Instruction and may not fully capture the entirety of instructional practices. The team's observations were limited in duration and may not have captured every instance of differentiation that occurred throughout the day. It is equally important to acknowledge that the implementation of differentiation strategies can vary across classrooms and instructional contexts. Factors such as teacher experience, resource availability, and student needs can influence the extent and effectiveness of differentiation practices.

Cooperative or collaborative learning and group work are often used interchangeably, but they have distinct differences. Group work involves dividing students into groups and assigning them a task to complete together. Group work emphasizes individual accountability, with the success of the group relying on each member fulfilling their responsibilities. In contrast, cooperative learning is a more structured approach to group work that highlights interdependence and collective accountability. In cooperative learning, students collaborate to achieve a common goal or complete a task while taking responsibility for each other's learning. Each student is encouraged to contribute their unique skills and knowledge to the group, and the group's success



depends on the success of every individual member. Cooperative learning holds significance in culturally responsive pedagogy as it fosters interdependence and collective accountability, values found in many cultures. This learning approach emphasizes the importance of collaborative work and appreciating the strengths and contributions of each group member, particularly beneficial in culturally diverse classrooms. Additionally, cooperative learning helps break down cultural barriers and promotes cross-cultural understanding. By collaborating towards a shared objective, students from diverse cultural backgrounds can learn from one another and develop a greater appreciation for diversity. This inclusive learning approach creates a classroom environment where all students feel valued and supported. The landscape team explored the concept of cooperative learning within Instruction at SB by analyzing survey data and conducting classroom observations. Upon reviewing constituent survey results, the team found that 79.52% of parents/guardians/caregivers and 82.98% of staff agreed that students work in a collaborative environment, at least most of the time. However, despite the alignment in perceptions among the two adult groups, only 46.28% of K-5 student respondents and 57.85% of 6th grade student respondents indicated that they collaborated with their peers to complete tasks during Instruction, at least most of the time. Within the classroom visits, there were limited opportunities for cooperative and collaborative learning during Instruction observed by the team. The team observed that this instructional approach was only evident in 33.33% of the classrooms visited. In one classroom where collaboration was evident, a member of the landscape team observed two students working together to replicate a 3D geometric shape. They exchanged ideas about strategies that they would use to produce the shape and they questioned each other to ensure that their strategy produced accurate results. Based on the findings from classroom visits, the perceptions of students that were reported on the survey align more closely with practices that were observed during Instruction by the landscape team. The landscape team recognizes that the observations are small snapshots of what occurs in the classroom on a daily basis; at the same time, this might be an area to reflect on ways to enhance cooperative and collaborative opportunities for students.

Real-world connections add relevance and significance to students' educational experiences. By establishing connections between classroom learning and real-world contexts, students can recognize the practical applications of their knowledge. This becomes especially valuable for students from historically marginalized backgrounds, who may have been excluded or underserved in traditional academic settings. Real-world learning empowers students by equipping them with the skills and knowledge needed for success beyond the classroom, bridging the resource and opportunity gaps youth may encounter. Furthermore, real-world learning enhances student engagement by fostering community connections and demonstrating the impact of their learning. Real-world learning also promotes equity by providing opportunities for students to explore social justice issues and take action to address them. By empowering students to utilize their learning to make positive changes in the world, real-world learning contributes to the creation of a more equitable society. When



asked if students are taught concepts that connect to the world outside of school, 62.60% of K-5 students and 53.92% of 6th grade students agreed with the statement, at least most of the time. These survey findings were notably different from the landscape team's observations of this concept during classroom visits. The concept of real-world connections during Instruction was only observed in 16.67% of the classrooms visited. In a discussion with a student in one of the few classrooms that had a direct connection to the real-world, the teacher asked the students in the class to report where they see concepts that they were learning in everyday life. The information that students shared was developed into a bulletin board display in the classroom. To advance this concept within Instruction at Salt Brook, teachers must continue to look for opportunities to discover the relevance between what students are learning and their lives, as well as the world around them. When teachers effectively integrate real-world connections into their Instruction, students become more adept at relating what they learn to their daily lives and the broader world. This ability to establish meaningful connections between their learning and real-life experiences not only enhances engagement but also fosters positive identity development and leads to improved academic achievement. Moreover, it can support equity by making learning more relevant to the lives of all students.

When assessment focuses on growth, the focus shifts from seeking the 'correct' answer to demonstrating progress and improvement over time. This approach to assessment holds added value in culturally diverse classrooms, where students may come from backgrounds that prioritize effort and progress rather than mere achievement. Assessing students based on growth acknowledges their diverse forms of knowledge and experiences in the classroom while recognizing that students may have different starting points and highlights the importance of meeting them where they are to foster growth and development. Moreover, assessing students based on growth supports the cultivation of a growth mindset, which believes that intelligence and abilities can be enhanced through dedication and hard work. Culturally responsive instruction emphasizes the significance of nurturing a growth mindset as it helps break down cultural barriers and promotes cross-cultural understanding. Lastly, assessing students based on growth encourages them to take ownership of their learning and establish personal goals. This assessment approach can be especially empowering for students who have historically been marginalized or excluded from conventional academic settings. To assess the integration of this concept at SB, the landscape team reviewed constituent survey data and conducted classroom visits. The team noted positive feedback from constituent responses on the adult surveys. When asked about assessing students in terms of growth, 83.46% of parents/guardians/caregivers and 89.36% of staff agreed that this occurred, at least most of the time. However, during the team's on-site visit to SB, the use of values-based assessments was observed in only 27.78% of the classrooms visited. One notable instance of this concept was observed in an ELA classroom, where students had access to a grading rubric that clearly outlined expectations for their assignments. The rubric also included values-based criteria, such as the use of creativity and opportunities for self-reflection on



strengths and areas for improvement in their writing. To advance this concept successfully within Instruction, it is important to consider ways in which teachers at SB can be supported in their efforts to use assessments as tools, to not only measure what students are able to do, but to also measure their growth and the unique contributions that they bring to the learning experience. This will help to yield successful outcomes in student achievement over time. In summary, the practice of assessing students based on growth promotes culturally responsive instruction by prioritizing progress over perfection, acknowledging diverse opportunities to show knowledge, fostering a growth mindset, and empowering student agency. This approach to assessment contributes to the establishment of an equitable and inclusive classroom environment, where every student feels respected, supported, and valued.

Overall, the landscape team believes that SB has some strong attributes related to Instruction; however, there are still areas to improve upon as well. The landscape team believes the score of 9 is significantly higher than the evidence shows for Instruction and encourages SB to continue focusing on collaborative learning opportunities, connections to the real-world, and values-based assessment practices.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, Salt Brook scored themselves an 8 out of 10 in Identity within Curriculum, citing multiple strengths, including: the integration of students’ culture into the classroom, the Character Education program, the Star Student program, Spirit Days, After- and Before-School Clubs, the Lunch Buddies Program, encouragement of students to be proud of themselves, SEL activities, and extracurricular programs that promote healthy self-esteem. Also included in the Self-Assessment were potential opportunities for improvement, including giving students more opportunities to develop language skills and learn about history and culture that affirm their identities.

The concept of Identity within Curriculum pertains to the incorporation and validation of students' cultural and personal identities within the educational materials and content utilized in the classroom. Answering the question of who they are holds immense significance for students, as it constitutes a fundamental aspect of fostering self-awareness, which is crucial for personal growth and social integration. When students witness their identities reflected in the curriculum, they are more inclined to establish a sense of connection with their learning and engage more deeply in the educational process. Additionally, this can contribute to enhancing their self-esteem and cultivating a sense of belonging, particularly for students who originate from historically marginalized or overlooked backgrounds within conventional academic settings. Furthermore, Identity within Curriculum holds the potential to



foster cross-cultural understanding and empathy by exposing students to diverse perspectives and experiences. By learning about the unique journeys and viewpoints of others, students can develop a more comprehensive and nuanced comprehension of the world, ultimately dismantling cultural barriers and promoting social justice.

After analyzing the adult and student survey results, the landscape team identified Identity as an area with potential for growth within the curriculum at Salt Brook. In a review of student survey results, 37.81% of K-5 students and 47.06% of 6th grade students reported learning about people who look like them, at least most of the time. When asking adults the same question, “Are students provided the opportunity to see themselves in the curriculum?”, only 43.30% of parents/guardians/caregivers and 48.94% of staff agreed that this occurs, at least most of the time. These survey findings regarding Identity within Curriculum also reveal disproportionality between the perceptions reported in the overall score on the Self-Assessment. While there may be differing viewpoints among constituents, it is important to acknowledge and address this inconsistency to ensure that students' diverse identities are fully recognized and integrated into the educational experience. Further exploration and collaborative efforts will be essential in bridging this gap and advancing the goal of creating an inclusive and culturally responsive curriculum at Salt Brook.

Similar to the other elementary school in the district, many students felt a sense of pride within themselves. Oftentimes, seeing oneself reflected in an environment around you is critical to building a strong sense of pride; however, in the case of SB (and both elementary schools within the district), it seems that the students have a solid sense of self (with 82.65% of K-5 students and 73.53% of 6th grade students answering positively, at least most of the time). It is noted that with a more explicit focus on identity in curriculum, the expectation is that these numbers will rise.

Overall, the landscape team believes that SB has a desire to provide a sense of Identity within the curriculum and has made efforts to do so. The landscape team believes the score of 8 is higher than the evidence shows for Identity within Curriculum and encourages SB to continue focusing on intentional incorporation of multiple identities within the curriculum and classroom materials (providing all students to see themselves represented) and to explicitly teach about different identities (again ensuring that all students see themselves represented).

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, Salt Brook scored themselves a 7 out of 10 in Diversity within Curriculum, citing multiple strengths including: the prioritization of inclusion and



diversity through a range of initiatives, incorporating discussions about diversity and inclusion through the school's Social Emotional and Character Education programs, using mentor texts to support the school's diversity and inclusion efforts, integrating concepts of empathy, respect, and understanding into core health lessons, building connections among students and staff through opportunities such as Morning Meeting, Peer Buddies assemblies, and group guidance/counselor lessons that promote respect and empathy within an environment that values inclusion and diversity. Also included in the Self-Assessment were potential opportunities for improvement, including providing opportunities for students to learn from individuals by examining their unique perspectives and improving the curriculum by integrating diversity through social, cultural, and political contexts.

Diversity within the curriculum encompasses the integration of varied perspectives, experiences, and cultural backgrounds into the content and materials used in the classroom. It is crucial for students to encounter diversity in their educational journey as it fosters cross-cultural understanding, empathy, and promotes social justice. Exposure to diverse perspectives and experiences within the curriculum empowers students to develop a more nuanced and comprehensive understanding of the world. Such understanding serves to dismantle cultural barriers and advance social justice by challenging stereotypes, cultivating empathy, and fostering respect for others. Moreover, diversity within the curriculum facilitates the cultivation of critical thinking and problem-solving skills. By being exposed to diverse perspectives and experiences, students gain the ability to examine issues from multiple angles, leading to a more comprehensive grasp of complex problems. This equips them with the tools to develop effective solutions to real-world challenges and become active, engaged, and informed global citizens. Incorporating Diversity within the Curriculum is also paramount in creating an equitable and inclusive classroom environment. As discussed in Identity within Curriculum, when students see their own experiences and perspectives reflected in the curriculum, they feel valued and respected, contributing to a sense of community and belonging. This sense of belonging is vital for fostering academic achievement and overall well-being.

To explore the implementation of this concept within Instruction at SB, the landscape team continued to review survey results, conduct focus group discussions, and visit classrooms. After carefully reviewing the results of both the adult and student surveys, the team discovered that 68.50% of respondents from the parent/guardian/caregiver group and 80.85% of staff agreed that the concept of Identity within Curriculum is consistently integrated into Instruction, at least most of the time. Conversely, among the student respondents, 72.93% of K-5 students and 47.06% of 6th grade students expressed agreement that they are given opportunities to learn about people who are similar and different, at least most of the time. This data suggests that there is a significant disconnect between people's perceptions regarding the opportunities provided to students for learning about people who are similar and different from one another.



During the team's focus group discussions with constituents, participants conveyed a shared understanding and acknowledgment of the significance of incorporating diversity and promoting cultural understanding within the learning environment at SB. Participants acknowledged ongoing efforts that have been made by staff to integrate Diversity within the Curriculum. These efforts encompass various strategies, such as the inclusion of texts authored by diverse individuals and the utilization of diverse materials, all aimed at facilitating students' exploration of diverse perspectives and experiences. Participants also shared that efforts have been made to celebrate diversity through school-wide opportunities like the *Holidays Around the World* door decorating opportunity and cultural assemblies. According to focus group participants, these collective endeavors have helped to contribute to an inclusive and culturally rich school environment at Salt Brook. Although many positive examples were shared during focus groups, the landscape team's observations provided valuable evidence highlighting the necessity to enhance diversity within the curriculum at Salt Brook. The team observed that only 27.78% of the visited classes demonstrated clear evidence of incorporating diversity within the curriculum. In these classrooms, there was a positive presence of diversity within the classroom library spaces. Teachers provided a wide range of texts that reflected diversity within the curriculum through diverse authors, characters, and genres. However, in the other nearly $\frac{3}{4}$ of the classrooms, diversity of texts, materials, and décor was minimal. These findings emphasize the importance of expanding efforts to promote diversity of representation and Diversity within Curriculum across all classrooms at Salt Brook.

Overall, Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes that the Self-Assessment score of 7 is slightly higher than the evidence shows for Diversity within Curriculum and encourages SB to continue diversifying both the curriculum and additional materials/décor.

Justice within Curriculum

Within Justice, the focus is to identify whether students are able to answer the question, "How are we alike and different?" Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, Salt Brook scored themselves a 6 out of 10 in Justice within Curriculum. The following strengths were identified in the Self-Assessment: incorporating diverse and influential figures in history into the curriculum and educating students about the importance of equality and social justice and the Social Emotional Learning (SEL) curriculum that educates students about fairness and their ability to respond to injustices while supporting others. Within the Self-Assessment, opportunities for improvement were also noted, including: the need to use targeted



strategies to intercept insensitive statements that are made by students in the classroom, improving the curriculum in ways that effectively integrate social justice movements and historical perspectives, and implementing strategies that foster empathy, understanding, and respect for diversity among the collective student body.

Justice within the Curriculum encompasses the inclusion of topics and materials that explore concepts of fairness, equity, and social justice. It is crucial for students to comprehend the principles of justice and injustice as it fosters critical thinking and a deeper understanding of social issues. When students encounter justice-related topics in the curriculum, they develop a profound awareness of the social, political, and economic factors contributing to inequality and injustice. This understanding empowers them with critical thinking skills and cultivates their role as informed and engaged citizens. Furthermore, justice within the curriculum facilitates the promotion of empathy and respect for others. By learning about the experiences of marginalized or oppressed individuals, students develop empathy and recognize the significance of treating others with dignity and respect.

Justice within Curriculum also plays a pivotal role in establishing an equitable and inclusive classroom environment. When students witness the curriculum addressing issues of justice and equity, they feel valued and respected, fostering a sense of community and belonging. This, in turn, promotes academic success and overall well-being. The landscape team did not observe Instruction in which students were taught concepts around justice and injustice. In addition, in a review of results from the Self-Assessment, constituent survey results and focus group discussions, the team identified this concept of Instruction as a potential growth opportunity at Salt Brook. During discussions, participants expressed the importance of incorporating Justice within Curriculum. However, concerns were raised about approaching conversations on justice with students in a manner that balances depth without causing discomfort for parents. Focus group participants also emphasized the need for professional development to provide teachers with effective strategies for engaging students in discussions about social justice topics.

According to the survey, 55.11% of parents/guardians/caregivers, 51.06% of staff, 75.49% of 6th grade students, and 66.74% of K-5 students indicated that concepts related to justice and injustice are taught to students, at least most of the time. When diving deeper into this concept with the 6th grade students, only 66.67% are taught how people have historically been treated and only 48.04% report being taught about the dynamics of power and/or preferential treatment within society. Although the concept of power/privilege can be quite controversial, there are ways to discuss this from a non-judgmental lens to elicit conversation and help all students better understand different viewpoints.

To further explore why adult responses were lower than student responses, the landscape team looked more closely at survey comments. While many respondents expressed support for integrating curricular materials and texts to foster discussions about social events and social justice, there were also comments in opposition of the



implementation of this concept suggesting that topic related to justice should be addressed primarily at home. To further advance the concept of justice within the curriculum at SB, it is crucial that steps are taken to implement, and then hold everyone accountable, for any decisions made. This can be accomplished through initiatives such as incorporating more diverse and inclusive texts, facilitating discussions and activities that promote critical thinking about social issues, and providing professional development opportunities for educators to effectively engage students in conversations about justice. By actively embracing and advancing the concept of justice within the curriculum, we can empower our students to develop a profound appreciation for diverse viewpoints, cultivate empathy, and equip them with the skills and knowledge to actively contribute to building a more just and equitable society.

Overall, Justice within Curriculum is important for cultivating empathy and to empower students with a lens to see access through different experiences. The landscape team believes that the Self-Assessment score of 6 is higher than the evidence shows for Justice within Curriculum and encourages SB to continue sharing examples of justice and injustice while also setting the stage to support youth in taking action.

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, Salt Brook scored themselves a 7 out of 10 in Action within Curriculum, citing multiple strengths including: an overall appreciation for diversity, Character Education program, the Health curriculum that teaches appropriate strategies to handle problems, the Social Studies curriculum that discusses bias through historical events, explicitly teaching students how to be upstanders, and the SEL curriculum that focuses on teaching students how to express themselves respectfully. Also included in the Self-Assessment were potential opportunities for improvement, including the need for more incorporation of real-world scenarios and the explicit incorporation of conversations surrounding prejudice. It is important to note that many of the strengths identified, although they are strong examples of what Salt Brook is doing, they don’t necessarily correlate with Action, for this purpose.

Action within Curriculum encompasses the integration of opportunities for students to actively address issues of fairness, equity, and social justice. It is crucial for students to engage in discussions about actionable steps as it empowers them to develop a sense of agency and responsibility to foster a more just and equitable world. By providing students with chances to take action within the curriculum, they can apply their learning to real-world contexts and gain a deeper understanding of how social issues impact individuals and communities. This practical application motivates



students to become more involved in their communities and take concrete steps towards creating positive change.

Moreover, Action within Curriculum fosters the development of leadership and civic engagement skills. When students have the opportunity to take action, they enhance their leadership abilities and gain confidence in their capacity to make a difference, which is essential for their academic success and overall well-being. Incorporating Action within Curriculum also cultivates a participatory and democratic classroom environment; by involving students in decision-making processes and offering opportunities for action, they become more engaged in the learning experience. This sense of ownership and investment in their education further enhances academic success and well-being.

The landscape team's analysis of Action within Curriculum survey results offers valuable insights to guide future considerations. Although there is a moderate level of agreement among adults, with 44.09% of parents/guardians/caretakers and 53.19% of staff recognizing students' empowerment in addressing justice, equity, diversity, and inclusion issues, there remains ample potential for growth. It is particularly encouraging to note that 80.99% of K-5 students and 78.43% of 6th grade students reported being actively taught how to stand up for those who are mistreated, at least most of the time, indicating the positive impact of existing initiatives. However, in looking further at the survey data, only 68.63% of 6th grade students reported taking responsibility for standing up against injustice, at least most of the time. This shows nearly a 10% gap of students being taught what to do in the face of injustice and actually following through with the action of standing up against injustice.

Overall, Action within Curriculum is important for empowering students to become agents of change, fostering their sense of responsibility, leadership, and engagement in creating a more just and inclusive society. The landscape team believes that the Self-Assessment score of 7 is significantly higher than the evidence shows for Action within Curriculum and encourages SB to continue empowering youth to take action, both individually and collectively, when witnessing acts of injustice.

Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity landscape process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, Salt Brook scored themselves a 7 out of 10 in Teacher Leadership, noting multiple strengths including: a school administration that is accessible to the staff, school committees, teacher collaboration opportunities, the Sunshine Club, and professional development opportunities. Some opportunities for improvement noted in the Self-Assessment included: a need for more external



professional development opportunities, a need for more resources and/or guidance on how to respond to prejudicial behaviors, and more attendance and participation at school safety committee meetings.

Professional development can help educators develop cultural competence, which is the ability to understand and effectively interact with people from different cultural backgrounds. This can help educators understand the experiences and perspectives of their students from diverse backgrounds and create more inclusive learning environments that meet their needs. Professional development can also help educators develop a deeper understanding of equity and its importance in education. This can help educators identify and address inequities that exist in the classroom, such as unequal access to resources or opportunities, and work towards creating more equitable learning environments. Professional development can also provide educators with effective teaching strategies that can support students from diverse backgrounds. This includes strategies such as differentiated instruction, culturally responsive teaching, and restorative practices, which can help create more inclusive and equitable classrooms. Professional development can also provide opportunities for educators to build relationships and create communities of practice with colleagues. This can foster collaboration and support the implementation of new strategies and approaches that promote equity and inclusion in the classroom. Last, but not least, professional development can help educators identify and address their own biases and assumptions, which can impact their interactions with students and the learning experiences they create. This can help to create more equitable and inclusive learning environments that promote student success. When looking at survey data, there seems to be a lack of assurance reported by the adults within SB regarding whether adults are even aware of the biases they hold. When asking if staff is aware of their biases, 41.74% of parent/guardian/caregiver and 70.22% of staff respondents reported that they believe staff acknowledges their biases, at least most of the time. Asking the same question related to community members (including family members) and their awareness of their own biases, 40.16% of parent/guardian/caregiver and 44.68% of staff respondents reported that they believe community members acknowledge their biases, at least most of the time. There were also a moderate number of respondents who answered 'I don't know' to both questions. If people are unable to acknowledge their own biases, the conversations can shift to being more polarizing. It is critical to start DEI/JEDI work with a foundational understanding of bias and humanizing the concept of bias as something that everyone innately has. Overall, professional development supports more equitable and inclusive classrooms by providing educators with the knowledge, skills, and strategies needed to meet the diverse needs of their students and promote student success.

It is important for educators to create a safe and inclusive environment where all students feel valued and respected. Responding to prejudicial behaviors and words is an essential part of creating such an environment. Educators can create a safe and inclusive learning environment by setting clear expectations for behavior and creating



classroom norms that promote respect and understanding. When prejudicial behaviors and words are observed, educators are best able to address them in a calm and respectful manner. This can include calling out the behavior/word and explaining why it is inappropriate and how it can impact others. Educators can also engage students in dialogue to help them understand the impact of their behavior/words on others and to encourage empathy and understanding. Educators can also help students reframe negative language and attitudes by providing positive and inclusive alternatives that promote understanding and respect for all. Educators will do their best with intercepting biased and/or discriminatory behaviors when modeling inclusive behaviors and willing to apologize and make amends if they make a mistake or use inappropriate language. First and foremost, especially when responding to discriminatory behaviors/words, it is critical for staff to model this behavior. Students learn by watching those in their environment. When looking at survey data, there seems to again be a lack of assurance reported by the adults within SB regarding whether adults speak up and respond to prejudicial behaviors and/or comments. When asking if staff members speak up, 19.69% of parent/guardian/caregiver and 53.19% of staff respondents reported that they believe staff members step in, at least most of the time. Asking the same question related to community members (including family members) and their interruption of prejudicial behaviors, 26.77% of parent/guardian/caregiver and 36.17% of staff respondents reported that they believe community members step in, at least most of the time. This pattern of behavior exacerbates the issue of inaction by creating a culture of bystanders. It should be noted, though, that 69.29% and 40.94% of parents/guardians/caregivers and 36.17% and 55.32% of staff responded to the questions, respectively with “I don’t know”. Another point to consider when reviewing this data is whether adults don’t step in because of not knowing how or because of not experiencing prejudicial behaviors, rather than not doing so because they simply don’t want to.

Educators need to create a safe and supportive environment where colleagues can openly discuss JEDI issues without fear of judgment or retribution. Educators can participate in professional development opportunities related to JEDI to develop a shared understanding of concepts and strategies for addressing JEDI issues in the classroom. Educators can also share resources and ideas related to JEDI to help each other develop effective strategies for addressing JEDI issues in the classroom. Educators can also provide feedback and support to each other when addressing JEDI issues in the classroom. Educators can also engage in collaborative problem-solving to address JEDI issues that arise in the classroom. Last, and definitely not least, educators can advocate for systemic change to promote JEDI work in their schools and communities. By supporting each other around JEDI issues, educators can create a more inclusive and equitable learning environment for all students.

In reviewing multiple data points, the landscape team heard, and read, a consensus of staff requesting more guidance and direction from the district office. This came across during focus groups as well as within some of the qualitative survey data, as well as the



Self-Assessment. In addition to wanting more support on how to handle some of the more difficult, and controversial, subjects, many staff mentioned wanting more guidance on how to approach new concepts and/or curriculum. Although the SB community, overall, feels very supported by building administration, there was an overwhelming message of both parents/guardians/caregivers and staff desiring a stronger presence and more guidance from district office.

Overall, Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it enables staff to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 7 is significantly higher than the evidence shows for Teacher Leadership and encourages SB to continue focusing on communication between district office and school-level groups to support teacher growth and development. It is important to note that much of Teacher Leadership is meant to be guided by the district office and that many of the comments about building level leadership were favorable. At the same time, there are components of Teacher Leadership that can be implemented locally while working alongside the district while awaiting more explicit training.

Representation

Within Representation, there are two main concepts that are examined during the equity landscape process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, SBE scored themselves a 6 out of 10 in Representation, noting an inclusive environment, an increase in opportunities available for ESL students, and reportedly proportionate discipline numbers as strengths. Opportunities for improvement reported in the Self-Assessment included the lack of diverse Representation among the staff.

Having a diverse range of personnel can provide positive role models for students from different backgrounds. It can help students feel more represented and included in the school community. A diverse range of personnel can also bring a range of cultural experiences and perspectives to the school community which can help educators develop cultural competence and improve their ability to teach diverse students. Diversity among staff can help foster empathy and understanding among the school community, helping educators and students understand and appreciate the experiences and perspectives of people from different backgrounds. A diverse staff can also help address biases and stereotypes within the school community by



challenging assumptions and promoting a more inclusive and equitable school environment. Studies have shown that having a diverse range of personnel can lead to improved learning outcomes for students from different backgrounds. It can help improve student engagement, academic performance, and overall school climate. Unfortunately, in looking at both the demographic report of staff as well as the self-identification in the adult survey, the staff presents as mostly white. Furthermore, a similar percentage (just under 90%) of the staff self-identified as female. When asking the students to identify whether they see an adult that looks like them at school, only 32.44% of K-5 students and 36.28% of 6th grade students shared that they do, at least most of the time. Although it is important to note that the landscape team is not inferring that ONLY people of a marginalized identity can teach students from marginalized identities, it is important, for both students of marginalized identities as well as those who are not of marginalized identities, to see staff members of all races, religions, cultures, genders, and identities. Overall, having diversity among personnel within a school setting can help create a more inclusive and equitable school environment that promotes the success of all students.

When students see themselves and their identities represented in classroom materials, it can help them feel valued, included, and respected. Having classroom materials that represent multiple identities can also help expose students to a range of diverse perspectives and experiences. Classroom materials that represent multiple identities can help educators develop cultural competence and improve their ability to teach diverse students and help address bias and stereotypes within the classroom. Studies have shown that having classroom materials that represent multiple identities can lead to improved learning outcomes for students from different backgrounds. Unfortunately, when the landscape team observed in classrooms, only 27.78% of the classrooms observed showcased at least *some* diverse classroom materials. Overall, having classroom materials that represent multiple identities is important for creating a more inclusive and equitable learning environment that promotes the success of all students. It is extremely beneficial for parents/guardians/caregivers, students, and staff to be surrounded by images that they can relate to.

Disproportionality in schools refers to the overrepresentation or underrepresentation of certain student groups in particular programs, such as gifted and talented programs, special education, and disciplinary actions. This disproportionality can be caused by a variety of factors, including implicit bias, systemic racism, and lack of access to resources. Within SB, taking into consideration materials supplied to the landscape team, survey data, Self-Assessment data, and focus group discussions, there seemed to be some qualitative evidence showcasing a perceived difference in discipline between boys and girls. However, in reviewing data of disciplinary behaviors, there was no quantitative evidence to reinforce this perception that was shared in both survey data and in focus groups. Due to this perception, the landscape team believes it would benefit the SB community to hear from the school regarding some of these concerns. There was, however, both qualitative and quantitative evidence to support the need for further discussion and analysis of special education programming and the



perception of students being twice exceptional. When reviewing data in preparation of the on-site visit, the landscape team identified a need to dive deeper into how students are qualified for special education services as well as advanced programming. Within demographic reports that were provided to the team, advanced programming options were predominantly filled with white students who did not have an EL or Special Education background. In addition to this, there was a disproportionate number of male students enrolled in special education compared to female students (although the student population is nearly 50/50 male/female). During focus groups, the landscape team asked staff to share the qualification process for both special education programming as well as gifted/talented programming. Throughout these discussions, staff shared that students who qualified for special education ‘could not qualify for gifted/talented programming’. The concept of a student being twice exceptional is the idea that a student may be in two ‘exceptional’ categories, such as special education and gifted. One example that a parent shared is that their child is neurodivergent (qualifying them for special education services) AND their child is extremely gifted in math; however, their child has not been tested for gifted/talented. Another example is a student who immigrated from another country that spoke a language other than English. The student received very high grades in their native language; however, because they were receiving EL (English Language) services, they were not tested for the gifted/talented program. It is critical to have further discussions regarding the qualification process for students into programs to ensure proportionality among programming options. This will be discussed further in the District Report of Findings.

Overall, Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the ‘only one’ in a school district. The landscape team believes the score of 6 is appropriate for Representation and encourages a deeper conversation regarding the beliefs that staff have regarding students who qualify for certain services (i.e., Special Education, English Language Learners, Gifted/Talented).

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity landscape process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, Salt Brook scored themselves a 6 out of 10 in General Findings. Multiple strengths were reported in the Self-Assessment, including: the effective implementation of SEL components and the Character Education Theme “We Belong” which focuses on respect for diversity. The Self-Assessment also identified the need for guidelines regarding JEDI language as an opportunity for improvement.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 48.03% of parents/guardians/caregivers and 53.19% of staff reported that the Board of Education



makes decisions regarding inclusivity work that they agree with, at least most of the time. When looking more broadly to assess whether the same group believe the Board makes decisions that uphold all students, the responses were more favorable among both parents/guardians/caregivers (59.85%) and staff (72.34%). When looking deeper at the information gathered in the survey for these questions, it was interesting that more than 20% of parents/guardians/caregivers and more than 10% of staff answered “I don’t know” for both questions. This is important to note because awareness is the first step toward a more equitable and inclusive environment. This lack of awareness could be because of a lack of communication on behalf of the Board and/or a lack of interest on behalf of the NPSD community. Either way, for JEDI work to be sustainable, it is critical for everyone to be aware of decisions that are made – knowing that not everyone will agree with those decisions.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect constituents to ‘buy-in’ to the concept. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in among the community. In the survey, adults and 6th grade students were asked if there were explicit conversations around DEI/JEDI. 44.88% of parent/guardian/caregiver respondents, 46.81% of staff respondents, and 37.26% of 6th grade respondents answered that explicit conversations occur on a regular basis. Ideally, seeing higher numbers here would reinforce that conversations are occurring, meaning that there is observed value in the conversations.

Moving forward, ensuring that this work is embedded in the mission and vision of Salt Brook will be imperative to ensuring DEI/JEDI work is prevalent in the hearts and minds of staff and students. A clear and concise direction to drive this work will guide professional development, policy and procedure, and alignment with staff and leadership. Rather than creating an additional mission/vision specific to DEI/JEDI work, it is the recommendation of the landscape team to embed much of the JEDI principles and theories into the school mission/vision – allowing DEI to be the lens through which you make all decisions.

Overall, a solid understanding of JEDI work is critical to be truly inclusive and equitable. The landscape team believes the score of 6 is higher than what the evidence presented aligns with for General Findings and encourages SB to focus on a strong platform of communication that allows all members of the SB community to be aligned with expectations.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the landscape team identified the following consistencies and inconsistencies with the perceptions of constituents within Salt Brook Elementary School.



The landscape team believes that Salt Brook has many strong attributes related to Classroom Culture; however, there are still many areas to improve as well. The landscape team believes the score of 9 is higher than the evidence shows for Classroom Culture and encourages Salt Brook to continue focusing on bridging the gap between adult intentions and student perceptions. It is understood that the staff of Salt Brook have very strong positive intentions; however, some of the survey data and comments highlight that these intentions may not be perceived by all in the same light as intended.

The landscape team believes that Salt Brook has many strong attributes related to Family & Community Engagement, with a need to better understand the disconnect between the district as a whole and Salt Brook. When looking specifically at survey data from parent(s)/guardian(s)/caregiver(s) at Salt Brook, only 49.61% feel involved in the school community and even less, 29.93%, feel involved in the district community, at least most of the time. Many of the comments shared by parents/guardians/caregivers in the surveys reflected a feeling of disrespect from the Board of Education. The landscape team recommends an open dialogue facilitated by a neutral party to encourage non-judgmental listening from both the school community and district community. The landscape team believes the score of 7 is slightly lower than the evidence shows for Family & Community Engagement and encourages Salt Brook to continue encouraging open dialogues at the district level to engage all families – regardless of differences of opinion.

The landscape team believes that SB has some strong attributes related to Instruction; however, there are still areas to improve upon as well. The landscape team believes the score of 9 is significantly higher than the evidence shows for Instruction and encourages SB to continue focusing on collaborative learning opportunities, connections to the real-world, and values-based assessment practices.

The landscape team believes that SB has a desire to provide a sense of Identity within the curriculum and has made efforts to do so. The landscape team believes the score of 8 is higher than the evidence shows for Identity within Curriculum and encourages SB to continue focusing on intentional incorporation of multiple identities within the curriculum and classroom materials (providing all students to see themselves represented) and to explicitly teach about different identities (again ensuring that all students see themselves represented).

Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes that the Self-Assessment score of 7 is slightly higher than the evidence shows for Diversity within Curriculum and encourages SB to continue diversifying both the curriculum and additional materials/décor.

Justice within Curriculum is important for cultivating empathy and to empower students with a lens to see access through different experiences. The landscape team



believes that the Self-Assessment score of 6 is higher than the evidence shows for Justice within Curriculum and encourages SB to continue sharing examples of justice and injustice while also setting the stage to support youth in taking action.

Action within Curriculum is important for empowering students to become agents of change, fostering their sense of responsibility, leadership, and engagement in creating a more just and inclusive society. The landscape team believes that the Self-Assessment score of 7 is significantly higher than the evidence shows for Action within Curriculum and encourages SB to continue empowering youth to take action, both individually and collectively, when witnessing acts of injustice.

Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it enables staff to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 7 is significantly higher than the evidence shows for Teacher Leadership and encourages SB to continue focusing on communication between district office and school-level groups to support teacher growth and development. It is important to note that much of Teacher Leadership is meant to be guided by the district office and that many of the comments about building level leadership were favorable. At the same time, there are components of Teacher Leadership that can be implemented locally while working alongside the district while awaiting more explicit training.

Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the 'only one' in a school district. The landscape team believes the score of 6 is appropriate for Representation and encourages a deeper conversation regarding the beliefs that staff have regarding students who qualify for certain services (i.e., Special Education, English Language Learners, Gifted/Talented).

A solid understanding of JEDI work is critical to be truly inclusive and equitable. The landscape team believes the score of 6 is higher than what the evidence presented aligns with for General Findings and encourages SB to focus on a strong platform of communication that allows all members of the SB community to be aligned with expectations.

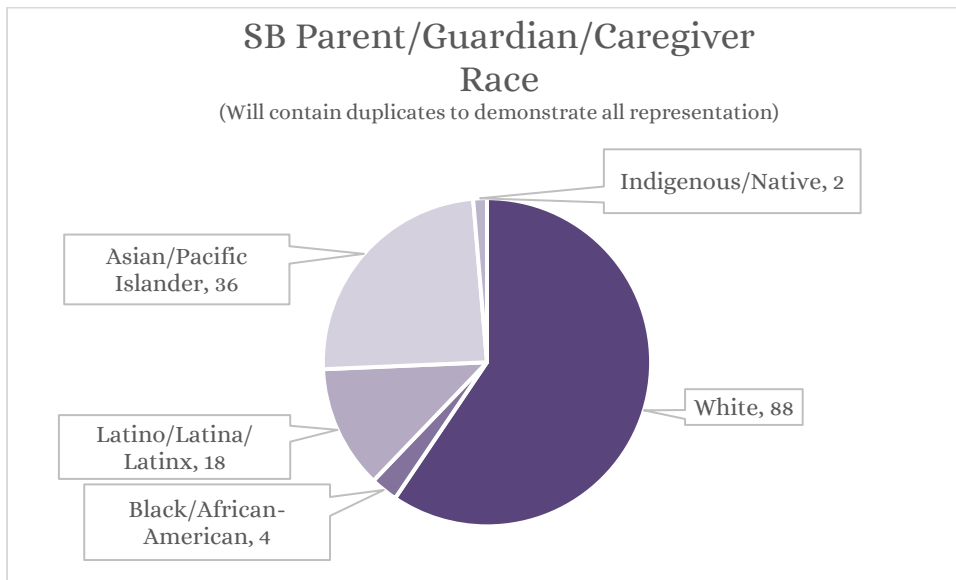
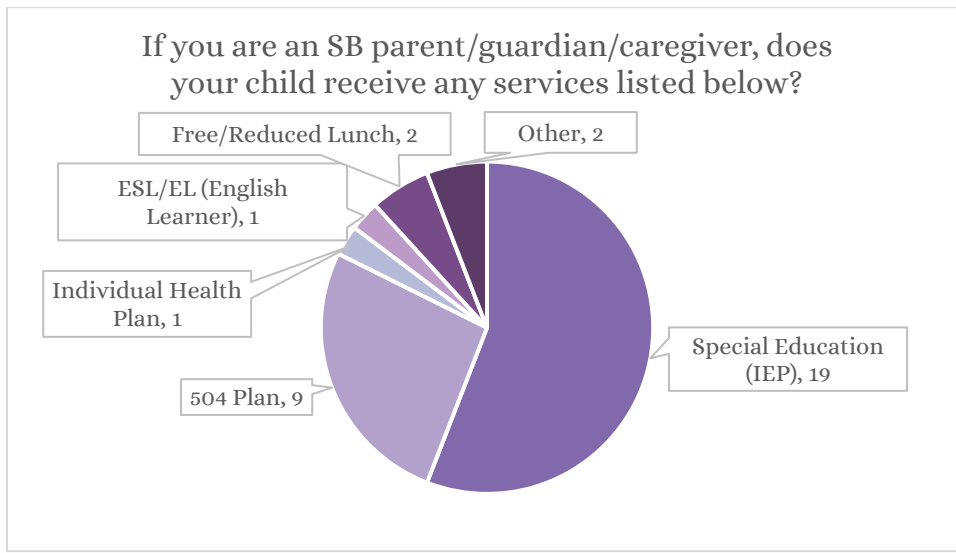
Overall, there were many strengths as well as opportunities for improvement noted by the landscape team while reviewing data from Salt Brook. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from Salt Brook. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were also redacted.

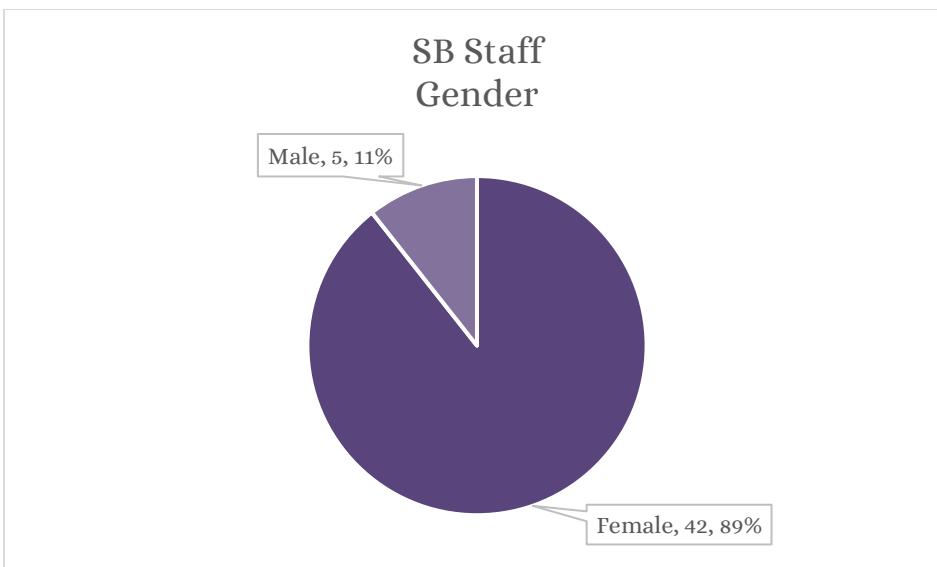
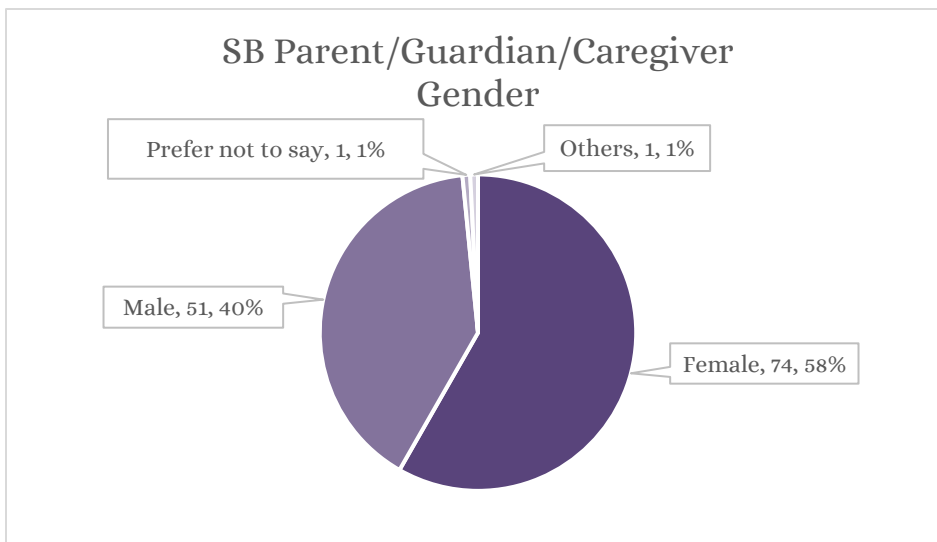
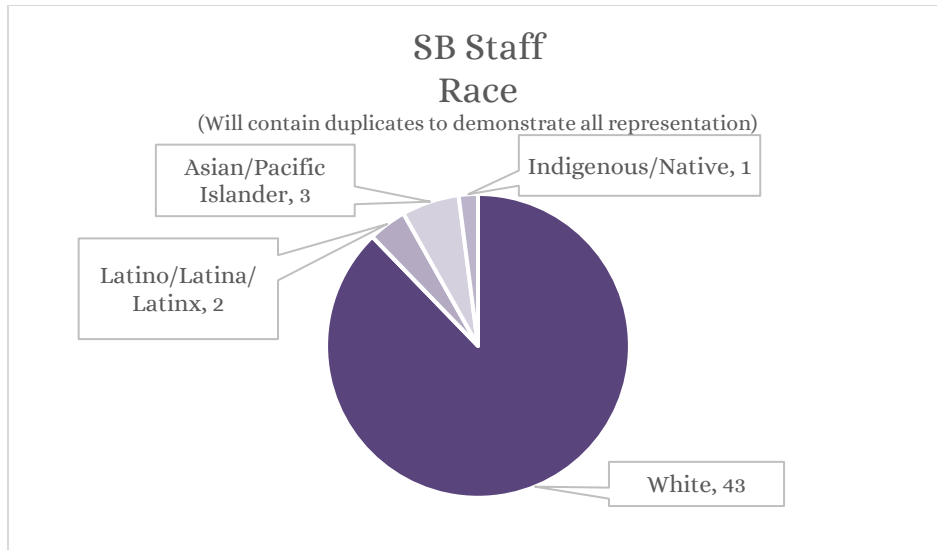


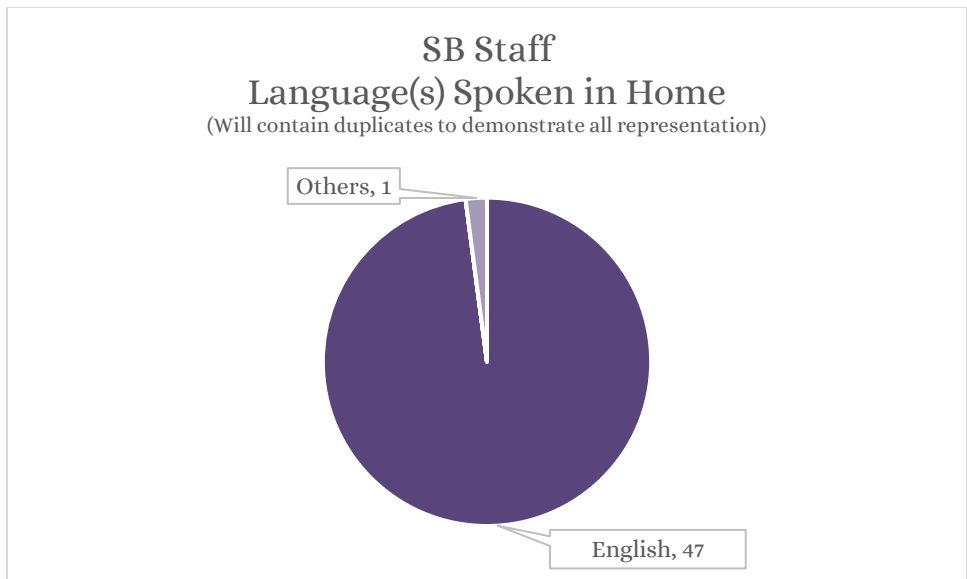
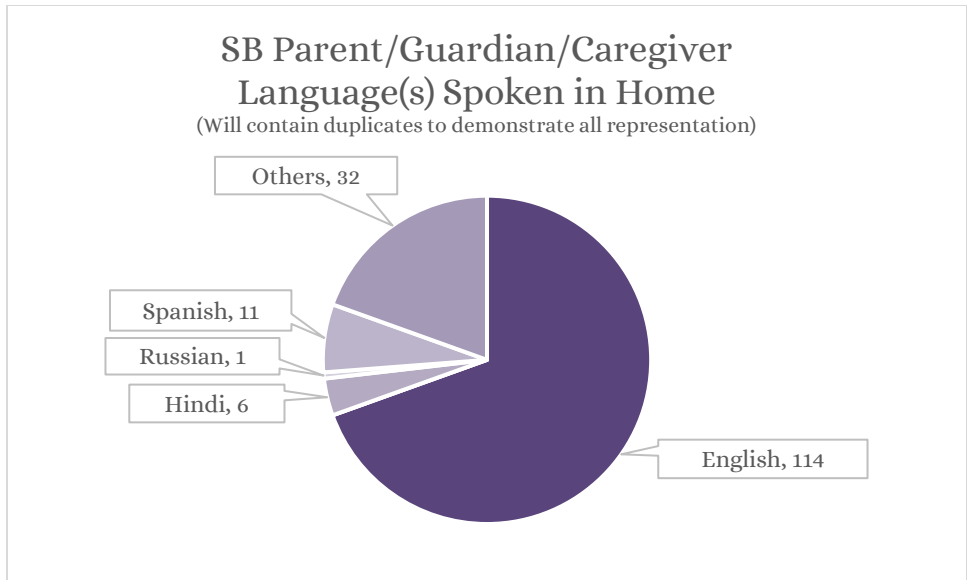
New Providence School District Salt Brook Adult Survey

Parent/Guardian/Caregiver Respondents: 127

Staff Respondents: 47

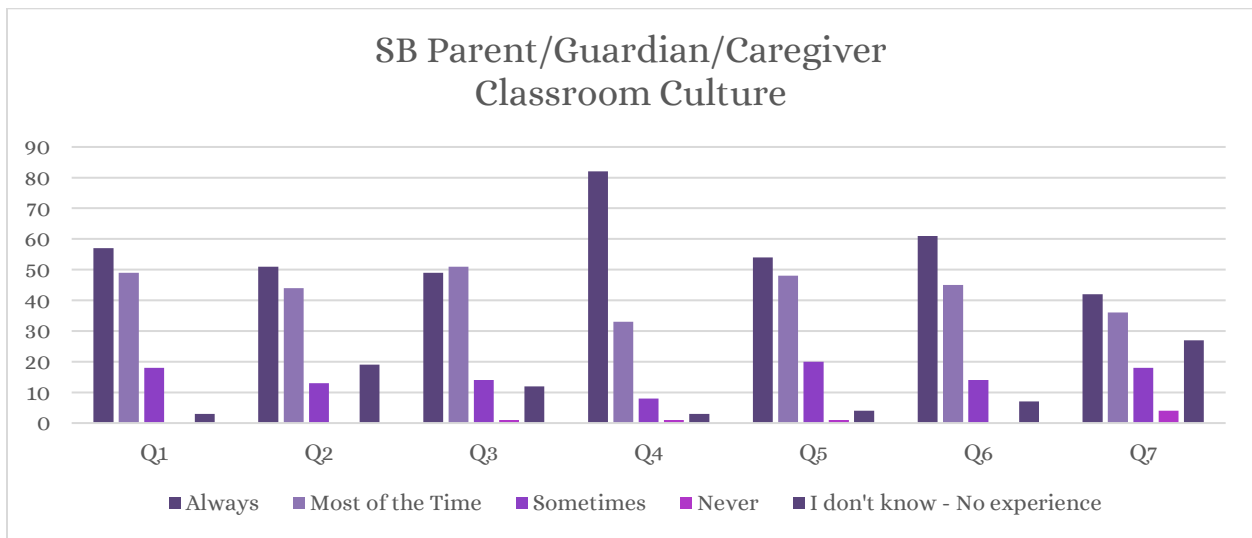






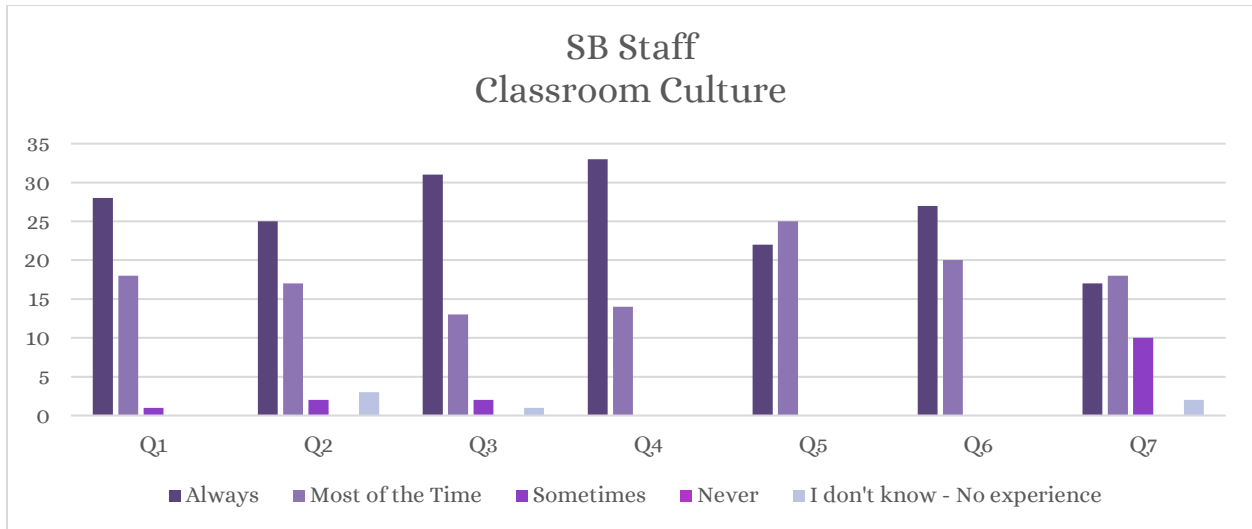
Section 1: Classroom Culture

- Q1: Students are valued as unique individuals within New Providence (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school (or district if you are answering from a district lens) provides a physically safe environment.
- Q5: The school (or district if you are answering from a district lens) provides an emotionally safe environment.
- Q6: Staff members treat students fairly.
- Q7: The school disciplines fairly and appropriately.

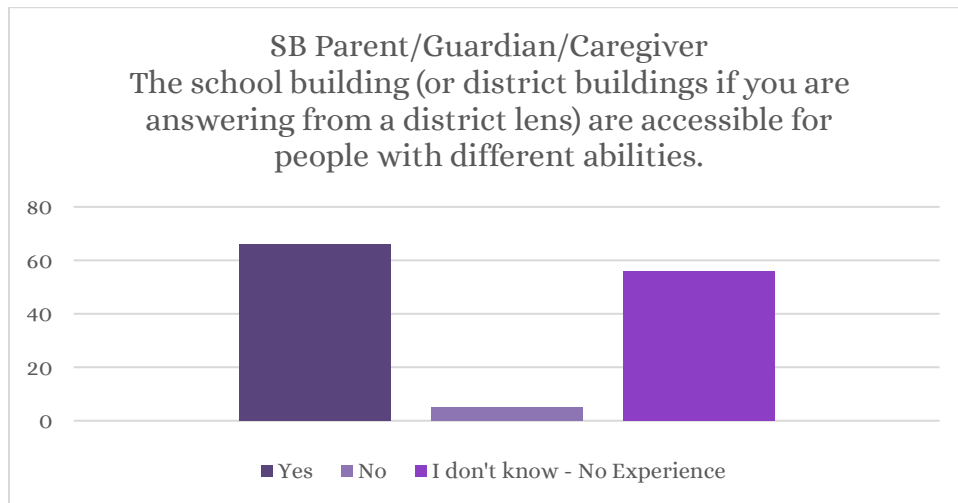


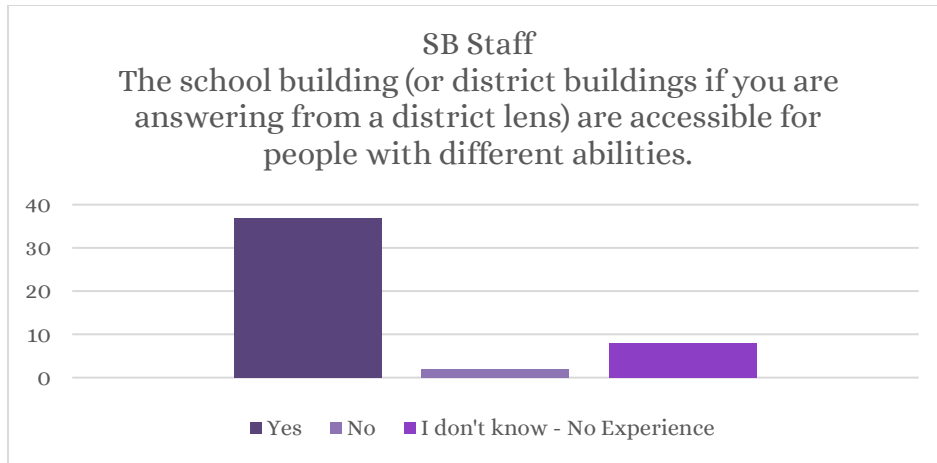
Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	44.88%	40.16%	38.58%	64.57%	42.52%	48.03%	33.07%
Most of the Time	38.58%	34.65%	40.16%	25.98%	37.80%	35.43%	28.35%
Sometimes	14.17%	10.24%	11.02%	6.30%	15.75%	11.02%	14.17%
Never	0.00%	0.00%	0.79%	0.79%	0.79%	0.00%	3.15%
I don't know - No Experience	2.36%	14.96%	9.45%	2.36%	3.15%	5.51%	21.26%





Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	59.57%	53.19%	65.96%	70.21%	46.81%	57.45%	36.17%
Most of the Time	38.30%	36.17%	27.66%	29.79%	53.19%	42.55%	38.30%
Sometimes	2.13%	4.26%	4.26%	0.00%	0.00%	0.00%	21.28%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	0.00%	6.38%	2.13%	0.00%	0.00%	0.00%	4.26%





If no to the above question, please provide additional information.

I'm writing specifically about Board of Education meetings. During covid, the BoE briefly allowed video participation in Board of Ed meetings. This allowed for disabled and senior residents of the town to participate directly in Board meetings and discussion. The board removed this option because it appears they do not want input, and this has an especially damaging effect on those of us that have a hard time making it to their meetings in person due to health and other protected class concerns

[Redacted]

stairs were very difficult for him as a pre-K student receiving services

The main entrance to Salt Brook is nothing but stairs

many stairs and I know that sometimes the elevator is inaccessible to staff that have issues

would like to have a behavioral class

Section 1 Comments:

As a new parent to Salt Brook, with my oldest in [redacted grade], I truly appreciated the welcoming and openness of the school before the start of the year. We were unable to attend the group open house, which concerned me since my son is very shy and reserved. With no hesitation, he was given the chance to tour the school separately. He was able to become familiar with his environment, and truly felt part of a community immediately. Additionally, his teacher took the time and care to assist him in connecting with peers in his class. I am so grateful for the care and consideration given to students and feel lucky that my children will get to experience their education careers in the New Providence School District.

Child says sometimes classmates hit, has told teacher but continues.

For the most part, we have been impressed with how the administration and teachers have handled situations with our son from an emotional support perspective. Unfortunately, I feel like teachers/staff in NPSD are forced to handle many situations far too harshly because they must uphold the arbitrary state HIB guidelines. While bullying and harassment shouldn't be tolerated, children are forced to go through an investigation without being told the full circumstances and many times are punished and officially labeled as a "bully," "sexual harasser" etc., without actually understanding why their actions or words were wrong. I've noticed a pattern that where our students, as they age, lack conflict/resolution skills and revert to telling teachers/staff about every and any mundane issue, which causes because they learn which words automatically trigger an



<p>investigation or dramatic response. This leads to more students being labeled and punished as opposed to learning how to work through issues or act appropriately.</p> <p>There are too many adults/parents that abuse the HIB system and report false claims to the school and more often than not, it is their child that is the actual "bully" and they learn how to manipulate the system. This is taking away valuable classroom time from students, teachers and staff; in addition to causing emotional issues with students. This has always been my concern since I learned how HIB laws were implemented within our school system.</p>
<p>I don't think you can this school is treating all students fairly. There are certain biases that are allowed and prevalent towards certain minorities, especially Asians. There is too much expectation that "they have it good already" that they are put in more difficult situations where they have to prove themselves further than other races.</p> <p>On the discipline angle, the school is blind to real physical bullying and they allow too much to happen in school property. The staff is out to lunch, especially at recess. The only cases where anything is escalated is when female students make an accusation and [redacted name] is very partial to the girls in these situations.</p>
<p>I question some of the required reading requirements for appropriateness and if they are the best sample they can read.</p>
<p>I say most of the time in some cases only because some of what I hear is through the filter of a 10 year old and so I never know the full accuracy of it. Some issues my child reports the handling of and the punishment may not seem harsh enough but I recognize that I do not know the full extent of the story.</p>
<p>I think the district does a poor job of carrying out HIB processes. The victim is often the aggressor and way too many times the wrong party is punished. And furthermore the school should do a better job of ensuring witnesses to acts are not treated as the aggressor as what seems to happen often</p>
<p>I understand giving a whole class detention, however I think the parents should be notified.</p>
<p>In [redacted grade level], entire classes have been disciplined when only a handful of students have been the source of disruption. This has caused my child to feel upset and they are being treated unfairly.</p> <p>My kids have a lot of fear about "sticking out" or calling attention to themselves for fear of being made fun of by other students. It seems that students are quite harsh with each other and openly make fun of one another.</p>
<p>In terms of treating students fairly, there are teachers at Salt Brook who are open about the fact that they do not like boy students. This is treated sometimes as a joke, but I think it's actually incredibly damaging for us to allow teachers who do not treat kids equally, or who think that they can convey to any students that they are less than another type of student.</p>
<p>It would be helpful to have a short note from the teacher when detention is assigned so we can help reinforce appropriate class room behavior.</p>
<p>[redacted name]</p>
<p>Son was disciplined appropriately. Would love to see more counseling and small group. I never hear about the school counselor visiting the [redacted grade] especially the boys who would benefit from it.</p>
<p>The girls at salt brook are very clique-y from at least 4th grade up and a lot of this happens at lunch and recess. Would like to see greater intervention by staff to have the kids focus on being more inclusive</p>



This year is challenging as my student is in a classroom with some behavior issues. There have been instances the entire class has been reprimanded and/or threatened with disciplinary action when the behavior is specific to a recurring group of students. Early in the year the disciplinary action impacted school work as the class was not able to work on a writing project as "punishment." This is per my young student. My student has come home many times crying and upset and asking to be moved to another class or school. She previously loved going to school and still loves learning, but she is unhappy and very frustrated this year.

I think there could be stricter consequences.

Sixth graders are better off in middle school than in elementary. There is a huge disconnect between the behavior expectations of the 6th graders and the lower grades.

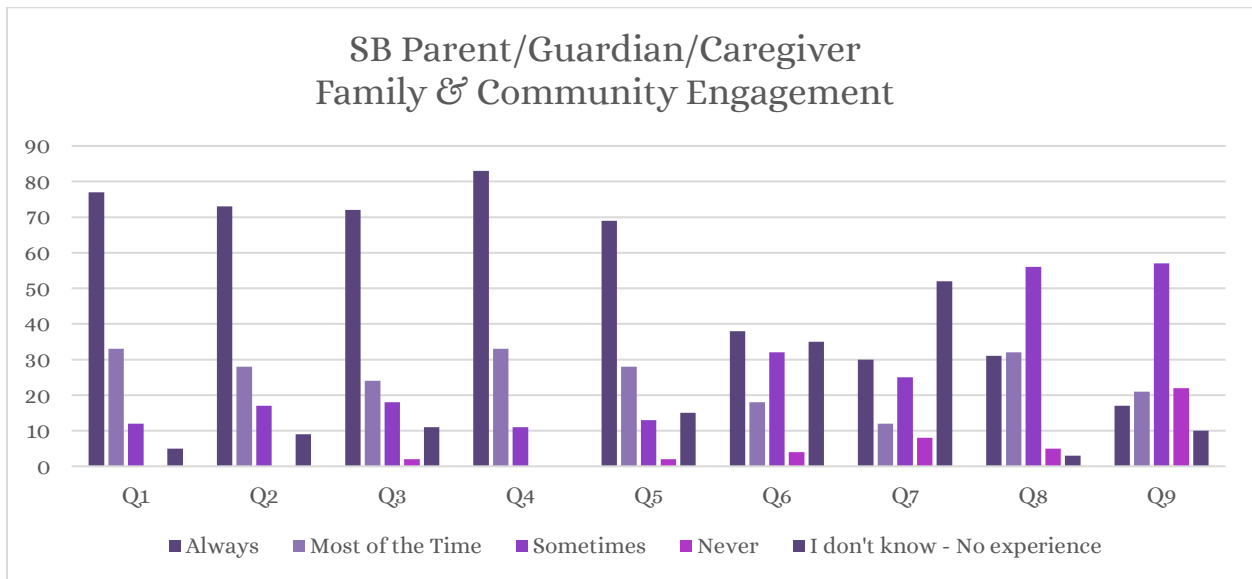
Sometimes there is no discipline for behavior that impacts students and staff

We (staff and students) are not allowed to share traditions and customs centered around holidays.



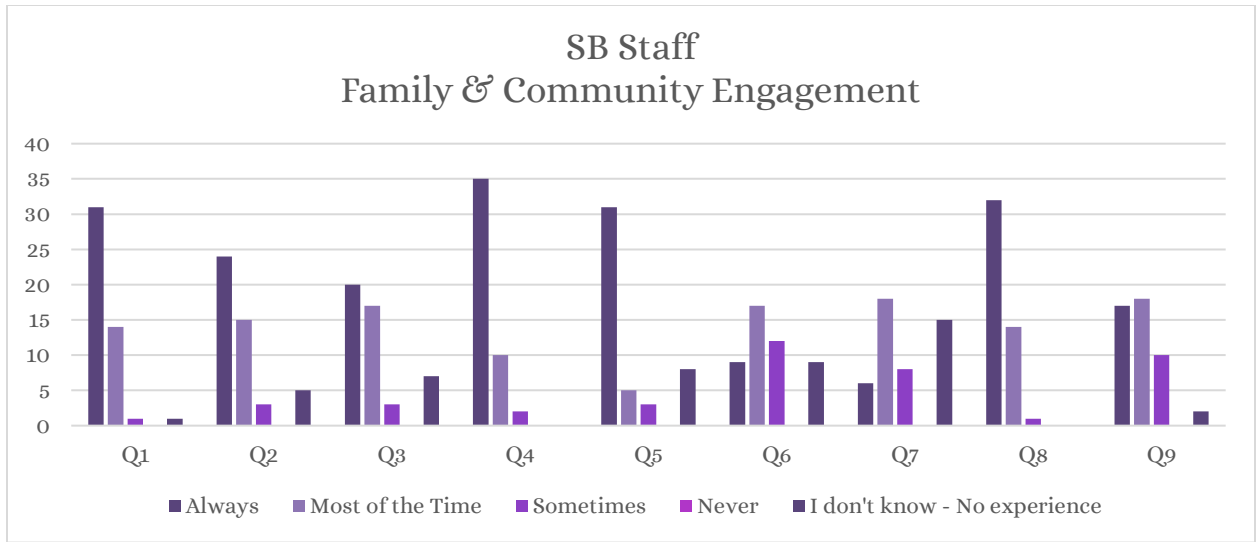
Section 2: Family & Community Engagement

- Q1: Staff members treat families fairly.
- Q2: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q3: District-level communication is inclusive and sensitive to different family dynamics.
- Q4: Families are encouraged to participate in school activities.
- Q5: Families are encouraged to participate in district-level activities.
- Q6: Community members are encouraged to collaborate with the school on projects.
- Q7: Community members are encouraged to collaborate with the district on projects.
- Q8: I am involved in the school and a part of the school community.
- Q9: I am involved in the district and a part of the district community.

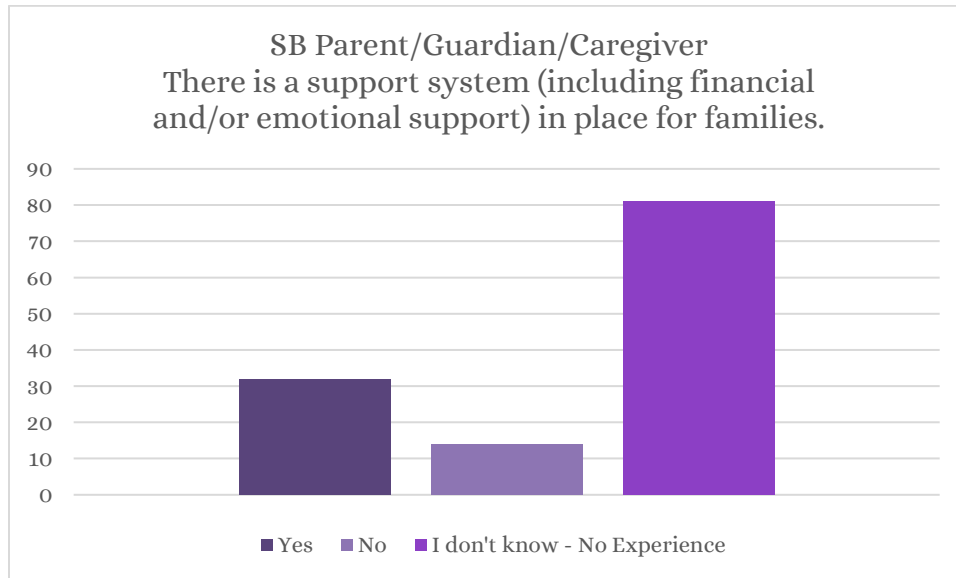


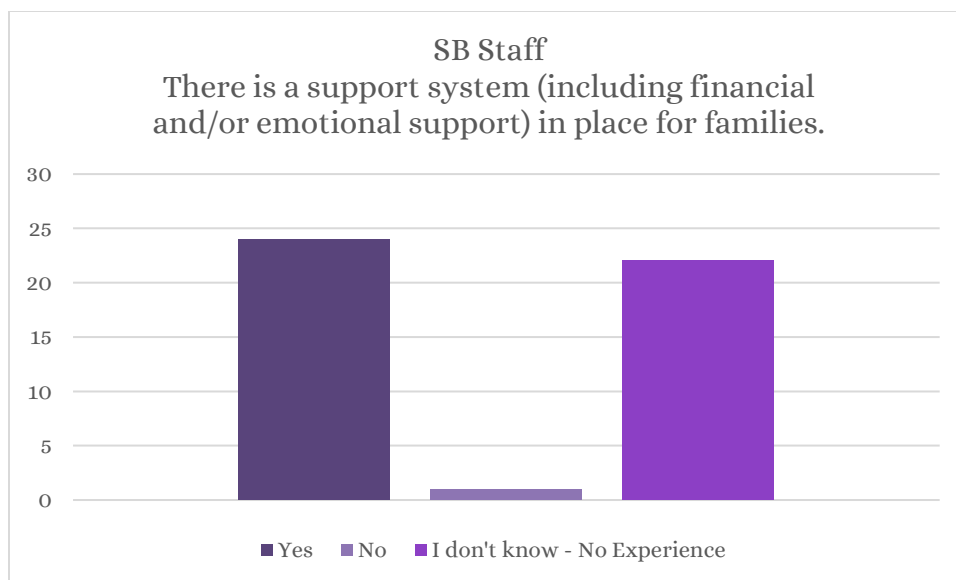
Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	60.63%	57.48%	56.69%	65.35%	54.33%	29.92%	23.62%	24.41%	13.39%
Most of the Time	25.98%	22.05%	18.90%	25.98%	22.05%	14.17%	9.45%	25.20%	16.54%
Sometimes	9.45%	13.39%	14.17%	8.66%	10.24%	25.20%	19.69%	44.09%	44.88%
Never	0.00%	0.00%	1.57%	0.00%	1.57%	3.15%	6.30%	3.94%	17.32%
I don't know - No Experience	3.94%	7.09%	8.66%	0.00%	11.81%	27.56%	40.94%	2.36%	7.87%





Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	65.96%	51.06%	42.55%	74.47%	65.96%	19.15%	12.77%	68.09%	36.17%
Most of the Time	29.79%	31.91%	36.17%	21.28%	10.64%	36.17%	38.30%	29.79%	38.30%
Sometimes	2.13%	6.38%	6.38%	4.26%	6.38%	25.53%	17.02%	2.13%	21.28%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	2.13%	10.64%	14.89%	0.00%	17.02%	19.15%	31.91%	0.00%	4.26%





Referring to the question above, if you identified supports in place, what are they? If you did not identify supports in place, would you like to see any supports implemented?

- Adult education in the evenings.
- As a parent with a child who receives speech services, there are many supports in place to assist students with individualized learning plans. Additionally, we meet annually to discuss student progress.
- Assistance and forums or groups w other patients about how to navigate the curriculum of the schools, especially in middle and high school. Need more transparency in enriched and advanced language arts and math. also there should be opportunities for kids who want to advance to be able to take summer classes for credit so they can accelerate their math level. It's it not clear to parents that
- Better counseling and access for students
- Communication with Empathy, Encouraging kids to make mistakes and learn
- Counseling and community support has been given in the past during families' time of need such as death or illness of a spouse
- Emotional support for kids in need but more is always welcomed.
- Good support for different kinds of learning.
- Guidance counsellor team at salt brook is very supportive and responsive
- How to study class & get organized - A Learning Strategies class.
- I don't know what I should even expect.
- I have noted that the school and district administration have provided emotional support in times of crisis. I can speak to financial support
- I see a lot of meal trains when a family is struggling or recovering from illness
- I think more community events, more get togethers for kids especially during winter months.
- I think that older elementary students need more social and emotional support throughout the school year.
- [redacted names] were very understanding and helpful when we had an issue with our child this year and helped us work through the issue.



NPSD could take a page from private schools that assign a "buddy family" for new students/families entering the district. Especially if you have older children, where it's hard to break into new social groups.
School counselor, nurse
Sepag group
Staff and administration is very approachable and empathetic.
Teachers and nurses have time for questions and try to work with parents on visits and reading days.
Teachers are responsive and take an active interest in what's happening with our children. The counselor resources available to students are appreciated!
Teachers are very caring and proactive in outreach.
The guidance department steps in when necessary to help students who may be struggling with different emotional needs. The school administration works with to support students that may be exhibiting a situation where financial assistance is needed.
There is a community group to help with financial needs and families who might be struggling. Emotional support is something that isn't the responsibility of the school district.
There needs to be more counselors and time for students to see the counselors
Counseling services for students and families
counselors and administrative team members
Counselors, School Aides, Administrative Staff, Nurse
Families can receive financial assistance through reduced-price or free lunch at school for their children. We also have 2 guidance counselors at our school as well as an extremely responsive principal and vice principal who often meet or have phone conversations with parents about specific emotional needs of students and families. In addition, our school has an I&RS (Intervention & Referral Services) team that consists of the nurse, vice principal, guidance counselor, and teachers that meets with families to discuss students that are struggling and ways to meet their academic as well as their emotional needs.
I do not know about financial supports, but there families are provided with supports through the guidance offices and ESL staff members.
I've observed families being offered financial support for additional school expenses like field trips and class supplies in a private, non-judgemental way. Any student I've ever observed with emotional support needs has been supported immediately no matter the situation.
Our school offers free and reduced lunch; we work with the PTA to provide assistance to those families we have identified. As a school, we have purchased coats, clothing, and other essential items to support families in need. We also direct families to local support groups.
PTA, Community Assistance Programs, County and State Assistant Programs
Subsidized lunch and school Counselor
The Parent Teacher Association and NP has a community involvement group - (I believe it is called CAI)
There are supports offered, but not on as a "system ". It seems that it occurs on an individual basis with involved staff scrambling to find what is available to support families.
We have incredible social workers in our building, and they do an amazing job helping our children deal with their emotions
We work with parents to help them find emotional services outside of school if needed. Other than sometimes doing a holiday drive where we donate gift cards to families in need, I'm not aware of



much financial support. One thing to add, it would be nice to be knowledgeable on how to assist families with medical support.

Section 2 Comments:

District communications are too 'old school' in their design and execution. The district website is very old and not easy to navigate and all district communications are sent via pdf files, which cannot be accessed on people's phones and are impossible to go back and search based on the subject.

I do not entirely understand what is meant by collaborating with the school or district with projects. I feel we are invited to attend school run events (concerts and such) or can participate on events through the PTA, through which, funding is provided for "projects" such as the SB Library enhancements. I do not feel these "projects" are widely communicated. At this time I am not aware of any educational projects to collaborate on. There used to be school projects worked on at home such as the Family Tree project or Wax Museum but those have all discontinued. My children do not bring any projects home to work on. Nor are there any large-scale educational projects that occur in the surrounding towns, like Summit's "town project."

I do not see any evidence that the district provides a safe space for emotional or financial support. This needs to get better or more offerings have to be better communicated or advertised

Many parents have tried very hard to be part of the district community, including and not limited to offering to volunteer, raise money, and partner directly with the Board of Education. The superintendent and the Board of Education have been very clear that they view communication as a one-way street and have no interest in community members participating or helping. The Board of Education is happy to hear praise, but if community member provides any constructive feedback, they are targeted and discouraged from any future participation.

The biggest problem with the culture of our school district is that we have a history of [redacted] behavior coming from both [redacted] and [redacted] including [redacted]. If a community member brings up a concern that they disagree with, they quite literally shut that person down and publicly try to shame them. There's a key example that US2 consulting should know about. On February 24th, 2022, there was a Board of Education meeting, and many parents attended because the district had announced it was going mask optional. Many parents had circulated and signed a letter saying that they had serious concerns about this policy due to kids at home who could not be vaccinated legally at the time. The parents presented their concerns respectfully during the board of education meeting. Unfortunately, at the end of the meeting, [redacted] launched into an only could be described as a tirade. [redacted] said that [redacted] expected that you "mask people" to show up. [redacted] spent the next 5 minutes yelling at concerned parents, telling them that they're concerns were invalid and that they were being grateful and that they just need to step up "and be parents". This was clearly an intentional attempt to intimidate community members with viewpoints that deferred from [redacted] and to discourage other parents from speaking up in the exact form intended for public expression to the board. This board meeting was videoed and shown on YouTube, but I see that the video has since been taken down. I suggest that you try to access the video and view [redacted] inappropriate intimidation of parents. I also urge you to ask [redacted name] about this directly. We cannot accept the [redacted] of our district acting in a way that actively discourages the viewpoints of others and ignores the legitimate concerns of large segments of the population.



The grading process for high school without A+, A and A- differentiator puts our kids at a disadvantage when it comes to GPA.

There has been a resistance to moving away from mother/son, father/daughter events. It's difficult to participate in PTA meetings because they are never at a consistent time/day. It would also be helpful to continue to create a zoom presence at the meetings for families who have childcare issues or who can view from home/work, but cannot attend in person. The meetings are not inclusive and/or accommodating.

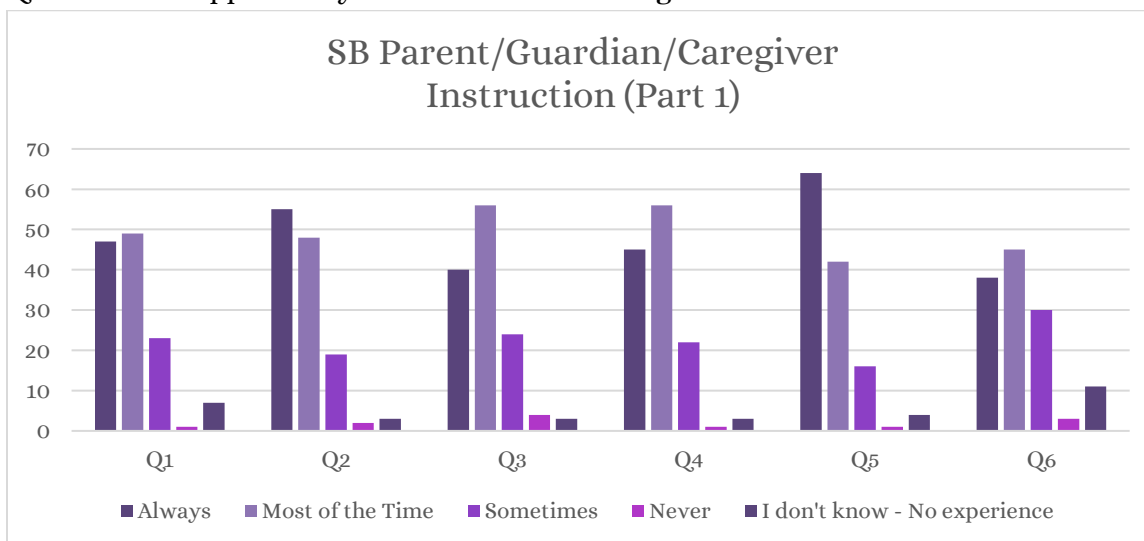
We are working parents and it is hard to participate in school activities

In a district of this size, I am not convinced that the school enrollment process at the central office needs to be so rigid and as a result, possibly inaccessible, to immigrant families, illiterate parents or parents unable to complete the process online.

The teachers of ELL students work tirelessly to support English Language Learners and their families. The ELL teachers go above and beyond to support families of ELL that have limited education or limited financial means. These teachers ensure that they have winter coats, attend school, work with parents that are illiterate, etc.

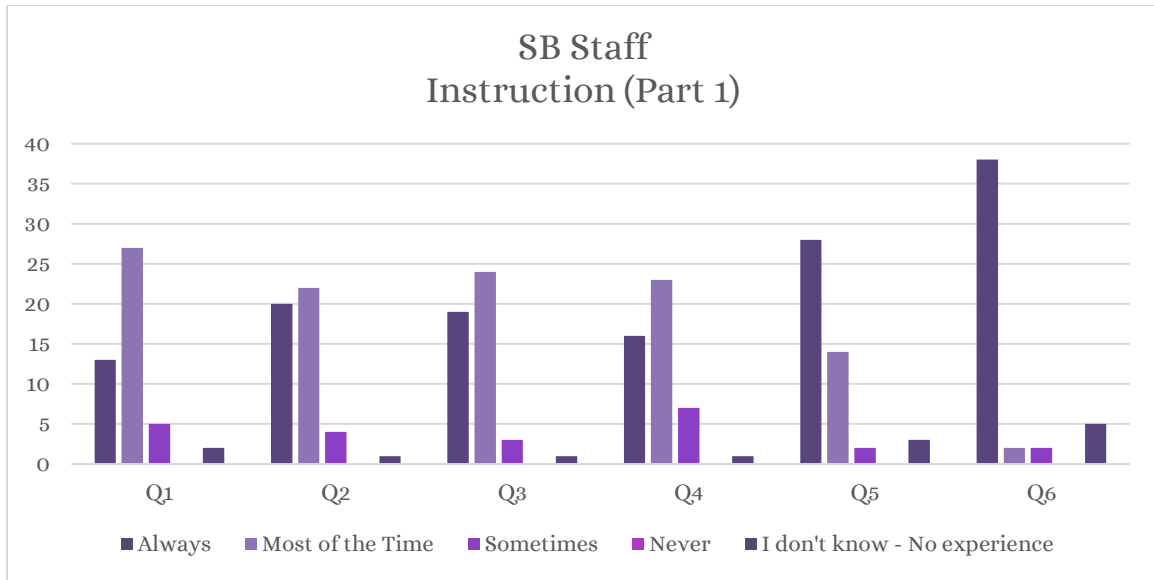
Section 3a: Instruction

- Q1: Students are engaged with material and taught from multiple perspectives.
- Q2: Students are given the opportunity to learn at their level and given supports, when necessary.
- Q3: Students are challenged appropriately to achieve their highest potential.
- Q4: Students work together in a collaborative environment.
- Q5: Students are assessed in terms of growth.
- Q6: I have the opportunity to see curriculum being used with students.



Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	37.01%	43.31%	31.50%	35.43%	50.39%	29.92%
Most of the Time	38.58%	37.80%	44.09%	44.09%	33.07%	35.43%
Sometimes	18.11%	14.96%	18.90%	17.32%	12.60%	23.62%
Never	0.79%	1.57%	3.15%	0.79%	0.79%	2.36%
I don't know - No Experience	5.51%	2.36%	2.36%	2.36%	3.15%	8.66%



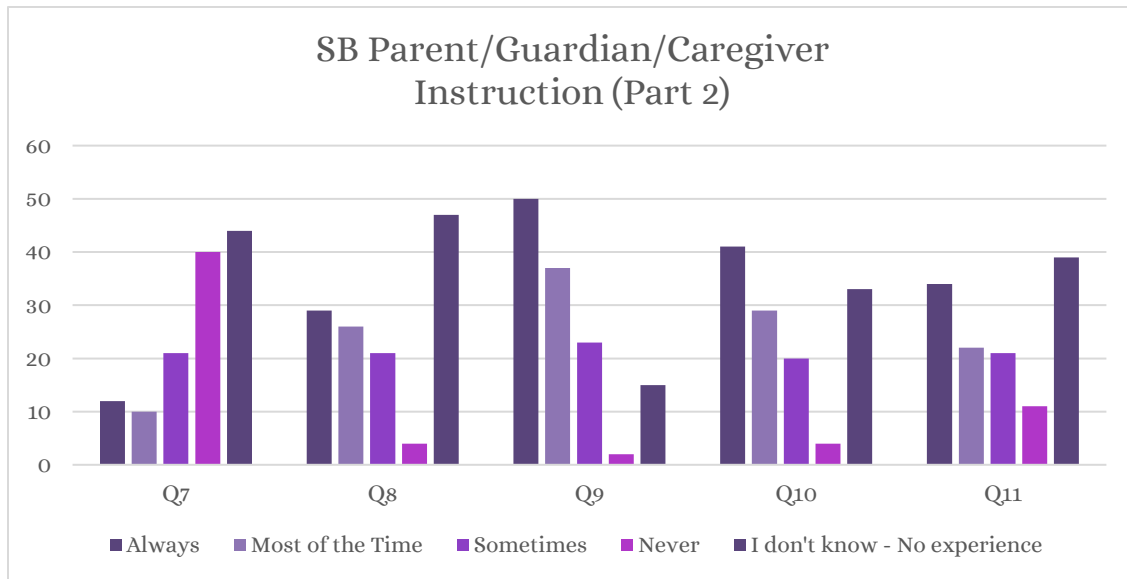


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	27.66%	42.55%	40.43%	34.04%	59.57%	80.85%
Most of the Time	57.45%	46.81%	51.06%	48.94%	29.79%	4.26%
Sometimes	10.64%	8.51%	6.38%	14.89%	4.26%	4.26%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	4.26%	2.13%	2.13%	2.13%	6.38%	10.64%



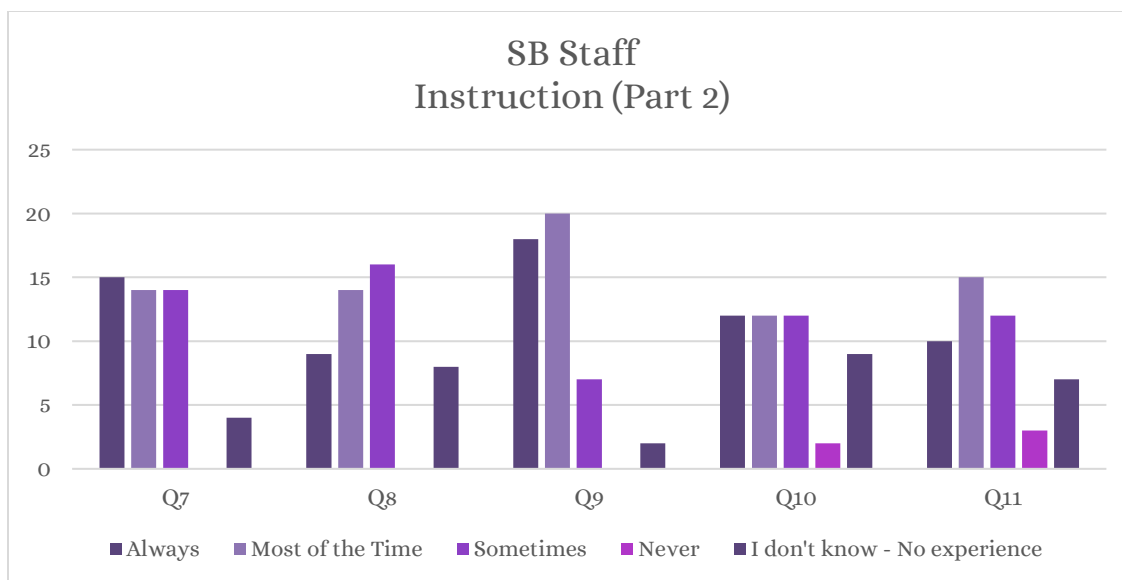
Section 3b: Instruction

- Q7: I have the opportunity to impact curriculum being used with students.
- Q8: Students are provided the opportunity to see themselves in the curriculum.
- Q9: Students are provided the opportunity to understand how people are alike and different.
- Q10: Students are taught concepts around justice and injustice.
- Q11: Students are empowered to take action around justice, equity, diversity, and inclusion issues.



Section 3b	Q7	Q8	Q9	Q10	Q11
Always	9.45%	22.83%	39.37%	32.28%	26.77%
Most of the Time	7.87%	20.47%	29.13%	22.83%	17.32%
Sometimes	16.54%	16.54%	18.11%	15.75%	16.54%
Never	31.50%	3.15%	1.57%	3.15%	8.66%
I don't know - No Experience	34.65%	37.01%	11.81%	25.98%	30.71%





Section 3b	Q7	Q8	Q9	Q10	Q11
Always	31.91%	19.15%	38.30%	25.53%	21.28%
Most of the Time	29.79%	29.79%	42.55%	25.53%	31.91%
Sometimes	29.79%	34.04%	14.89%	25.53%	25.53%
Never	0.00%	0.00%	0.00%	4.26%	6.38%
I don't know – No Experience	8.51%	17.02%	4.26%	19.15%	14.89%

Section 3 Comments:

"Students are empowered to take action around justice, equity, diversity, and inclusion issues." Empowered by whom? What action? What issues? This is so vague as to be meaningless.

Examples of above questions would be helpful to better answer the questions.

I believe more current books about social events and social justice should be included as part of the curriculum

I don't know these particular answers because I am not provided with a run down of the curricula. My child is in kindergarten but I know she'd has learned about some important historical figures and would have loved to know who she is learning about so I can continue the conversation at home and supplement or compliment the curricula.

I don't think there is enough conversation about these issues in the classroom, although I know every parent in district feels quite differently about this. I fully support the district's efforts to have consultants come in to assess the landscape and, hopefully, to implement some programing around DEIB.

I was pretty surprised checking out the language options on page one, given that our school district has a sizable Asian population – around 25%. Strangely, none of the Asian languages made it into the "languages spoken at home" section. Instead, the options seem to center on languages mostly spoken by Caucasians, which looks like it's overlooking the language variety among our Asian community members. It's even more unexpected since the survey is meant to tackle the issue of equality.

If there have been opportunities to really get involved with or make comment on the curriculum it has not been clearly presented. It also probably requires in-person attendance at board meeting. I have not seen anything that my son is working on that has to do with justice or DEI. We see a lot



of the math and ELA work, but not much about science and social studies that comes home at this point.

In terms of my discussions with kids I have do not see evidence that students are empowered to take action around justice, equity, diversity, inclusion.

Justice and injustice had no place in our school. This is for families to teach their children if they wish. Our children learn about important aspects of history such as Dr King. They are taught character education, they are taught how to treat others fairly and be inclusive through character ed. My [redacted grade level] is in a club at school where he works with autistic children and brings them into his school for inclusion opportunities, he is proud of his work and enjoys having this experience. I am proud of all the hard work our school has done to teach our children to be better people every change they get. I have several children with an IEP, I have had the chance to be a community leader and work with the district on special ed and inclusion, my voice has been heard and I have collaborated with the district many times and have seen changes made and progress.

My child is having issues with partner projects - feels left out in the classroom

These questions are disturbing. Our district does a wonderful job for ALL students and we do not need some third party money making company to come in and tell us how we can improve in our own community.

What is meant by “take action.” Very vague question. Kids should be taught to be nice to everyone and treat everyone as they want to be treated despite any differences, no matter what they may be. Kids should also learn that everyone deserves equal opportunity, but that does not mean there will be equal outcomes.

When you have a child that needs additional support like a basic skills pullout your child is very closely monitored and helped to grow. When your child is performing at grade level there can be weeks that go by when he or she is not worked with one on one or in a small group setting. They are basically left alone and not necessarily challenged to continue to grow. When you have a child that is a fast learner/quick finisher, that child spends a lot of time doing busy work on the iPad versus being given challenges to help them grow (at least at the elementary level). Some teachers are very open about the curriculum and share with parents and some do not so you only know what your child is learning based on what they say. I have never been given the opportunity to make an impact on curriculum. I feel like from an early age the school district does a great job of incorporating character education into the curriculum so that kids are learning to be accepting of others, inclusive and kind without even using those words. My kids have a very strong sense of justice, fairness, equality and kindness from this.

Wow! These are some leading questions. I feel the end result of this survey is already written based on the questions.

Should your average [redacted age] child really be empowered to take action on justice equity diversity and inclusion. Judging people by there race or gender is something I teach as a parent not to do. It seems the survey is suggesting the opposite.

I see the word equity and I'm immediately turned off. Equity does not mean equality.

'Concepts around justice and injustice' pertaining to what exactly?

'Understand how people are alike and different? What people are you referring?

Many people can interrupt these questions in different ways.

[redacted grade] works on cause group essays to research a current topic and write persuasively about it, ex. Climate change, endangered animals.

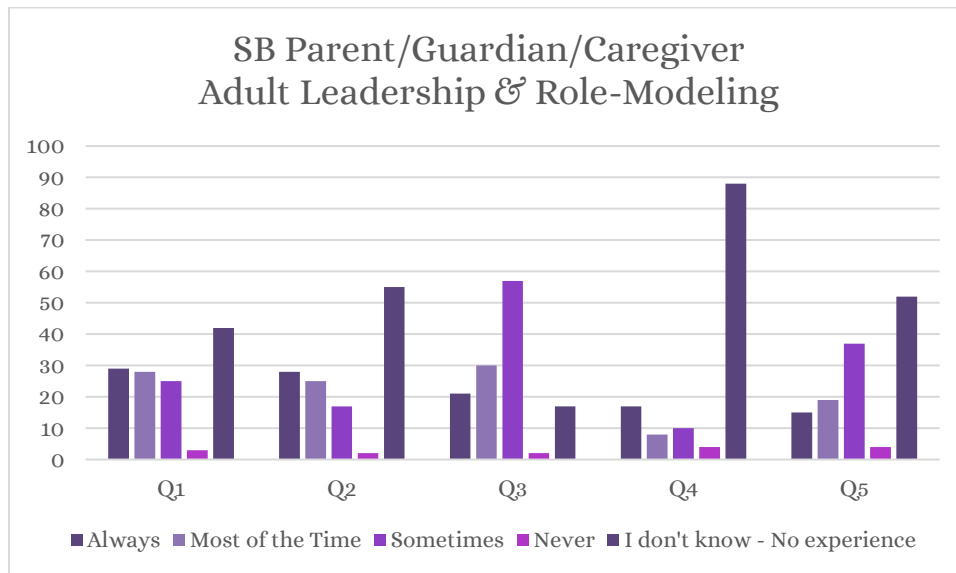


Age appropriate action. this may look very different at an elementary level than at a MS and/or HS level.

Age appropriate character education is a high priority at Salt Brook.

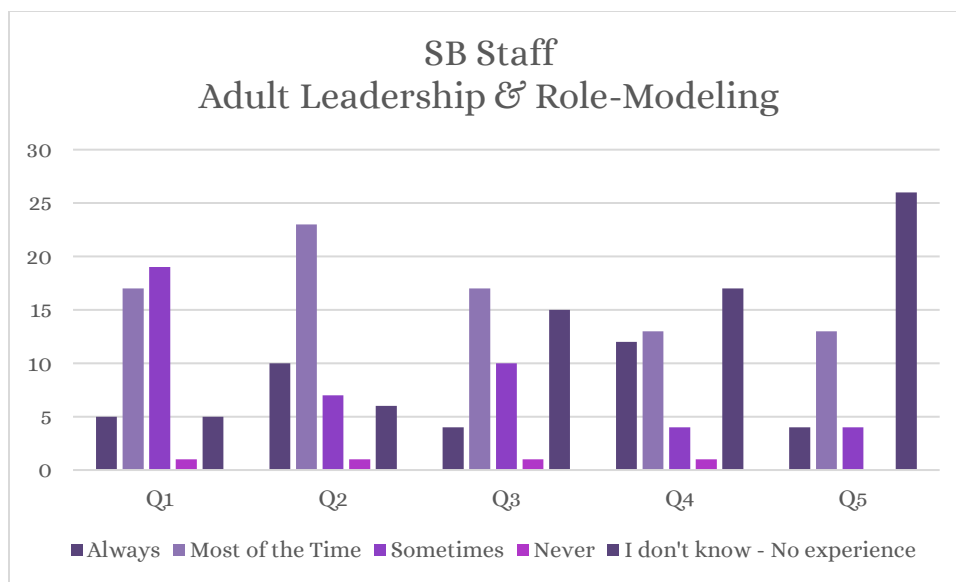
Section 4: Adult Leadership & Role-Modeling

- Q1: There are explicit conversations around equity and inclusion within the school.
- Q2: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Adults in the community (including family members) are open-minded and aware of biases (either their own and/or those found in society).
- Q4: Staff members speak up when witnessing acts of discrimination.
- Q5: Adults in the community (including family members) speak up when witnessing acts of discrimination.



Section 4	Q1	Q2	Q3	Q4	Q5
Always	22.83%	22.05%	16.54%	13.39%	11.81%
Most of the Time	22.05%	19.69%	23.62%	6.30%	14.96%
Sometimes	19.69%	13.39%	44.88%	7.87%	29.13%
Never	2.36%	1.57%	1.57%	3.15%	3.15%
I don't know - No Experience	33.07%	43.31%	13.39%	69.29%	40.94%





Section 4	Q1	Q2	Q3	Q4	Q5
Always	10.64%	21.28%	8.51%	25.53%	8.51%
Most of the Time	36.17%	48.94%	36.17%	27.66%	27.66%
Sometimes	40.43%	14.89%	21.28%	8.51%	8.51%
Never	2.13%	2.13%	2.13%	2.13%	0.00%
I don't know - No Experience	10.64%	12.77%	31.91%	36.17%	55.32%

Section 4 Comments:

Again questions lack specifics and are vague. What constitutes a bias? Do all people of a certain race, religion or creed have certain inherent biases? If that's what we are getting at then I think this is a sham. I also doubt that elementary ages children would be able to determine whether adults are aware of any biases.

Being a multi cultural family ourselves we have many conversations with our children about inclusion. I can not speak on whether other families are having these same kinds of conversations. My hope is is that they are.

Bias is all around us no matter where you are. I have witnessed bias first-hand within the New Providence community. Not necessarily toward me or my family but toward others.

Equity and inclusion are trigger words that have been far too politicized in the world. NPSD have a very strong push for their SEL program and are always encouraging people to think with an open heart and mind, and try to be respectful of all people. There are always ways to incorporate different cultural traditions and types of people; however, this shouldn't be done at the expense of other cultures and traditions.

I do not believe all parents in the community are setting good examples for their own children with regard to biases. I do not know on individual levels how all the staff performs with regard to the topic but I have never seen any indication of poor behavior in my dealings with the staff who have taught my own kids

I guess you know nothing about New Providence or our teachers or community. They already treat all members with respect.

I think this town has a ways to go in terms of addressing issues of bias and discrimination. I think people believe they are supportive and open-minded, but I, personally, am not privy to many community conversations related to these topics.



I would like to think the answer is always to most of the questions in this page but I can't say with certainty as I have no first hand experience.

I also think it's hard to ask parents or community members to judge whether a staff member is open minded or aware of biases. Outside of an explicit conversation how would someone truly be able to answer that?

Similarly I can't speak to other adults in the community outside of myself - which is why I said sometimes. I know I am aware of these things and would speak up if I saw discrimination but would others, I can't fairly say.

Kids should learned to help and be more kind to special needs children, maybe include EIP kids in regular classrooms, or do special events for regular Ed class children to interact with them, this will help them feel included and not excluded because there "special" or "different"

Many adults are unaware of their implicit biases. They may want to do better but need training.

The community often feels overwhelmingly white and uninterested in diverse opinions and inclusion. People are scared to speak up for fear of retaliation from community members, such as the mayor, who seems to have little conception of what diversity and inclusion really are. At a recent debate with his election opponent, he said that there are sufficient efforts to ward diversity because there is a "club." Such an out of touch, unconcerned voice is laughable and insulting. New Providence school district administrators, including [redacted names], seem equally uninterested in listening to their diverse constituents.

There have been cases where in a class, a boy said "look, such and such is the only brown kid in the class". And it was received with no action or discipline. There is no protection for minorities and this has been stemming in NP forever.

There was a student named [redacted] a few years ago who tried to bring awareness of bias in the curriculum but she felt like there was not much movement on her concerns (maybe this is the response?). The fact that our town clearly displays the date in which it was "settled" and that the mascots are "pioneers" reinforces a colonial mindset that erases all native history. Additionally, the mascots displayed as boys/men is not gender inclusive in any way. Having [redacted] as the representation of our schools sends a specific message to the students and creates a small town identity that is at odds with who the population really is.

We live in a diverse and changing town. Our Borough leadership is really old fashioned and conservative on a lot of issues.

We will speak up when witnessing acts of discrimination

You expect me to know if staff members are aware of their biases? Am I to assume the staff have a bias? Isn't the pre judging people - that's bad. Or do you believe everyone has a bias if so, what's the point of the survey if everyone has a bias. This is. funny.

Am I aware of the biases of the people conducting this survey? How would I answer this question?

Sorry to disappoint your business of creating divisiveness but the reason you have so many people upset about this survey is because the overwhelming majority of people in 2023 don't view people based on demographics. People will focus on the few morons (of which will unfortunately always exist) to push some agenda.

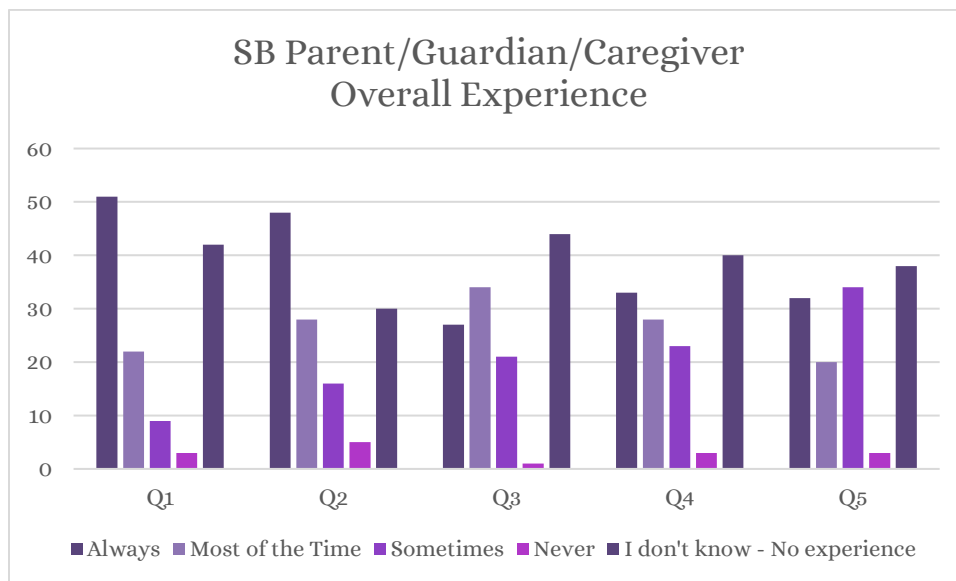
These vague and biased questions are considered insulting to people who treat everyone equal. So are we really doing more harm than good by this wasteful survey. Now that I see the type of questioning I prefer my child not partake in this survey.



I was able to take the Teaching the Holocaust & Teaching for Prejudice Reduction classes that are offered periodically in district (through Kean U. Center for Holocaust Studies). In an ideal world, all teachers AND central office administrators would be required to take these classes.

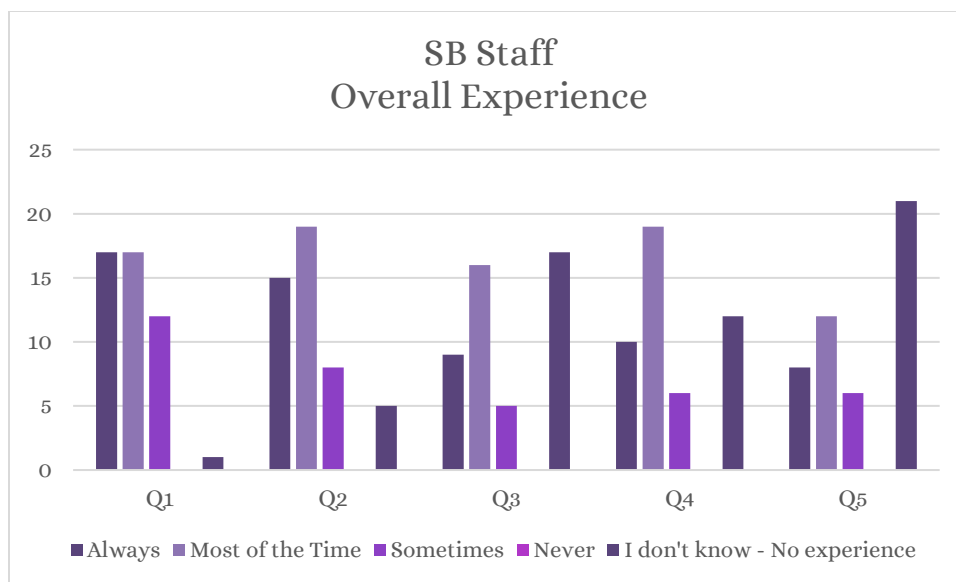
Section 5: Overall Experience

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit actions being taken involving equity and inclusion within the district.
- Q5: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



Section 5	Q1	Q2	Q3	Q4	Q5
Always	40.16%	37.80%	21.26%	25.98%	25.20%
Most of the Time	17.32%	22.05%	26.77%	22.05%	15.75%
Sometimes	7.09%	12.60%	16.54%	18.11%	26.77%
Never	2.36%	3.94%	0.79%	2.36%	2.36%
I don't know - No Experience	33.07%	23.62%	34.65%	31.50%	29.92%





Section 5	Q1	Q2	Q3	Q4	Q5
Always	36.17%	31.91%	19.15%	21.28%	17.02%
Most of the Time	36.17%	40.43%	34.04%	40.43%	25.53%
Sometimes	25.53%	17.02%	10.64%	12.77%	12.77%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	2.13%	10.64%	36.17%	25.53%	44.68%

Section 5 Comments:

> The Board of Education makes decisions regarding inclusivity work that I agree with. This is a loaded question. Suppose the BoE does not go far enough in one's opinion-- then one disagrees with it. Suppose the BoE goes too far in one's opinion-- then one disagrees with it. It is almost impossible for the BoE to hit each parent's "Goldilocks" level of inclusivity work. The intent of this question is to produce some "call to action" result from the survey regardless of the feelings of the community. It is an egregiously poor survey question.

Equity and inclusion as it relates to everyone being heard, treated fairly? Then yes. White privilege? No. BLM? No. Please keep politics and social justice out of our schools. This is not the place to push your agenda.

I think the district quite frankly waited as long as they could to do something with DEI relative to the timing we have seen in others. Quite frankly I don't think they really have much interest in implementing it, but are doing so because of the state mandate. I think the board needs to engage with the district on a wholistic program that goes beyond just race (long hanging fruit) and expands to kids who feel disconnected because of learning issues, social issues, physical deformities, etc.

I think the gap between our Indian students and our white students is vast and getting wider. I'm deeply concerned that the Board of Education and the [redacted title] are only engaged in diversity and inclusion efforts because they feel they need to. It really does not feel genuine to me, or like they actually care about the experiences of individuals outside of certain norms. I'm glad we are undertaking this effort, but I'm deeply concerned that parents who object to teaching things like the actual history of African Americans put pressure the board and superintendent to fight "woke" politics. And I have no faith that the board or [redacted] will stand up and continue to promote inclusivity and diversity.



Is treating everyone nice inclusive? If so, we are good here in NP! My two nearest neighbors are culturally different than me. We are friends and help each other out all the time. We didn't need a money wasting survey or lessons in school to achieve this. We did it all on our own because we were all taught at home to be nice and respectful.

Who on the board voted for this survey? Can we stop this and get our money back? Serious question. The people that voted to have this lost my respect...and my vote. Why the hard core focus on this 'equity and diversity'? I don't get it. Treating everyone with respect wasn't good enough?

Equity or merit? We should be teaching merit. If you are reading this, were you hired on merit or on an equity criteria? If you thought for one second it wasn't merit, how did you just feel?

Please stick to teaching actual subjects in school. Please! I don't care what the teachers look like, what gender they are or their sexual orientation. Just get the best people, regardless of demographics, that you can to teach my kid.

Refund!!!

It's hard to keep up with all the activities as working parents.

Not enough is being done by the school district administration or within the greater community to listen to and support people who are from different backgrounds, especially those new to town and those who are non-white and non-Christian. It feels like the town is stuck in the 1950's in that only white, older male opinions are valued or considered when decisions are made for the town and schools. The people in power are predominantly white and have lived in town for many years, and there is a sense of entitlement over decision making and policies that affect all constituents.

The biggest issue that I've watch over the last few years is a lack of proper communications with the entire community - parents, families and within the town, regarding the majority of what's happening within the schools and misinformation spreading like wildfire on social media. The BOE has to make decisions within the guidelines laid out by the state and on the recommendations of the administration. Everything needs to be done with the entire student body in mind; however, with the politicization of "DEI" over the past few years, it's caused a lot of dissent within the community - predominantly with older, traditional, GOP leaning members baiting and fighting with slightly younger, liberal leaning members of the community.

The BOE has been tone deaf on many issues brought up by parents both at its meetings, and

[redacted] has publicly insulted and intimidated parents who speak up during regular meetings who are there to voice their concerns. [redacted]

[redacted] and [redacted] publicly admonished a group of parents who founded a Safer Schools during Covid group to express their desire for science-based decision making.

[redacted] and, due to the lack of response from the BOE, we came together to try to engage with them and be heard. We brought a petition signed by 300 plus parents to their attention, to show that many parents were concerned and wanted to be respectfully addressed but it seemingly made no difference, and as time went on, many BOE members and [redacted] became increasingly unavailable and eventually insulting. In numerous private conversations with other parents, we heard that quite a lot of people are nervous about approaching the BOE and [redacted] their concerns because they fear retaliation. I have a couple of friends who are non-white and they are particularly uncomfortable speaking out for fear that they and their children will be sidelined in the school district and also in the greater New Providence Community.

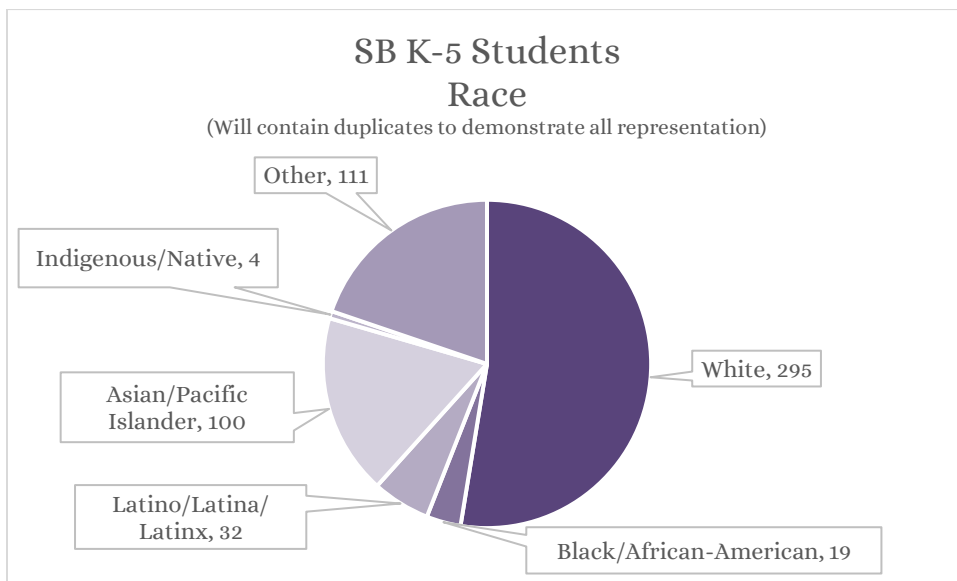
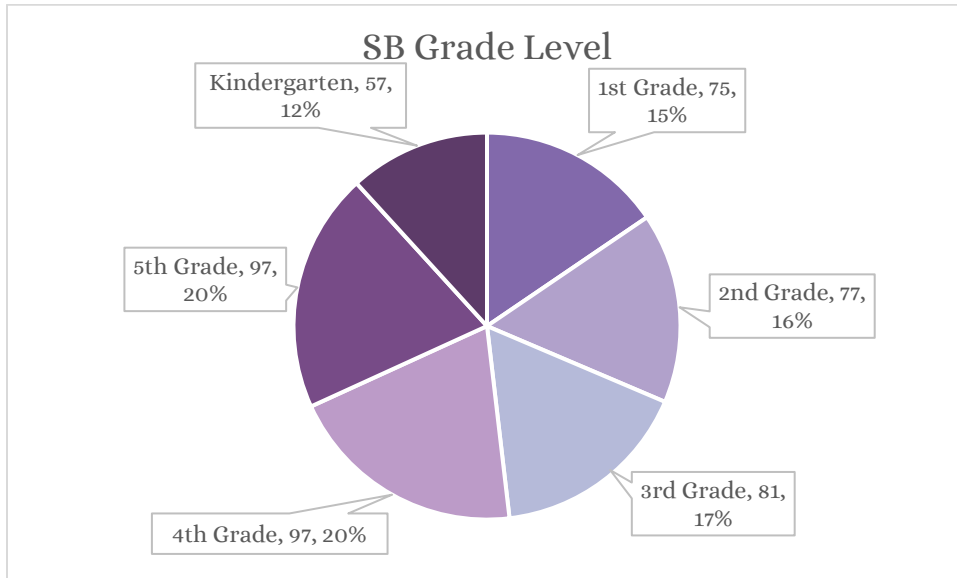


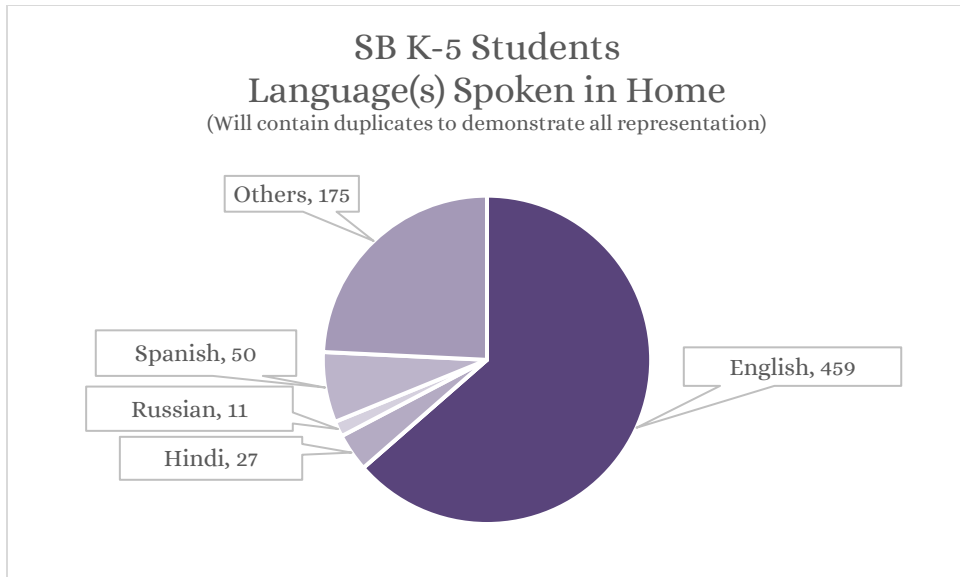
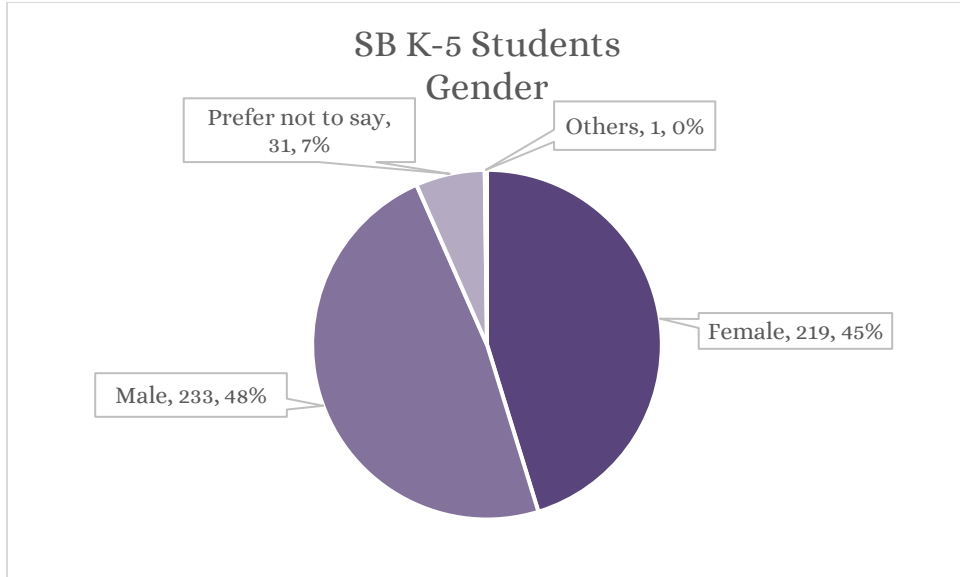
The fact that these survey has come out is a step in the right direction. I think this is progress.
The move to eliminate the mother/son, father/daughter parameters around school/PTO events was a great step in the right direction for inclusivity. I am not aware of any other efforts made by the Board regarding inclusivity. The NP Library does a great job of creating culturally and religiously inclusive events. The NP Education Foundation doesn't seem to focus on issues of diversity or inclusion.
The third question asks if I agree with the district's decisions regarding inclusion. I don't agree with wasting money on this survey.
With more diversity in leadership (administrators, teachers) diversity and inclusion is more likely to reach the students and families.
The central office administrator who brings years of classroom and building level experience to the position provides good leadership.
There is one area of weakness in regards to equity and inclusion in the New Providence School District. This area of weakness is in the special education department. When identifying students for special education, students are not given equitable opportunities to be tested for special education. ELL students need to have three years enrolled in the district before special education will test students for special education services. There is a growing trend that families that have diagnoses from medical doctors or from neurologist are more likely to receive an IEP. However, this is not equitable to the students whose family can not afford to see a neurologist/medical professionals or is not educated enough to see a medical professional. Special education services provide a tremendous amount of related support services- OT, PT, to families that are very vocal and are vocal about suing the school district.



New Providence School District Salt Brook Student Survey (K-5)

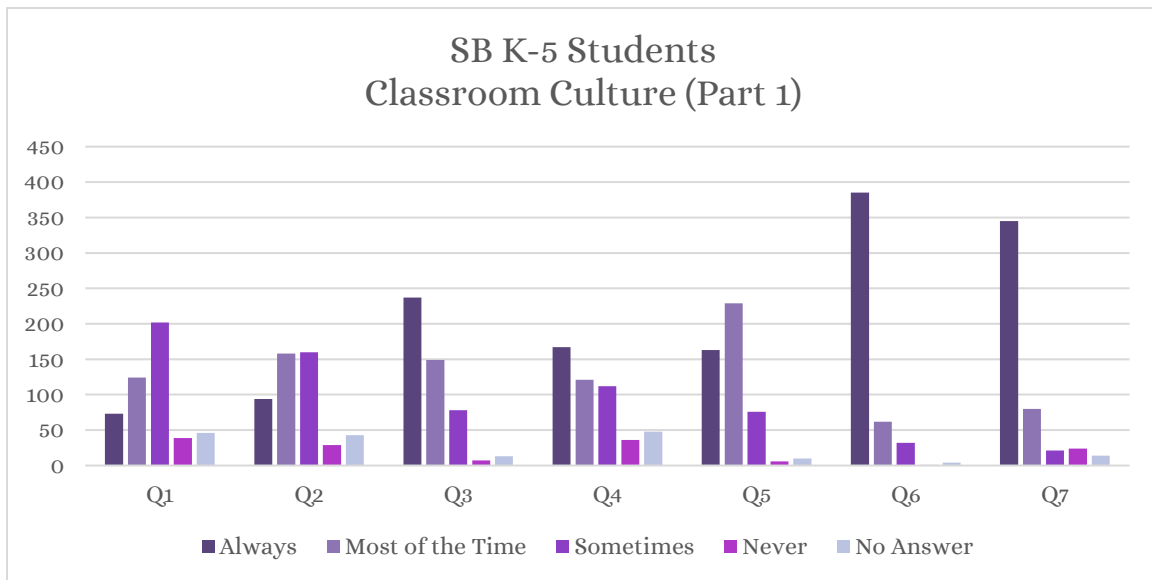
Total Respondents: 484





Section 1a: Classroom Culture

- Q1: I am asked to share stories in school about my life.
- Q2: I am asked to share my opinions in school.
- Q3: I can move around my classroom and get to everything I need.
- Q4: I can share how I am feeling with other students without being made fun of.
- Q5: Other students are nice to me.
- Q6: I have friends at school.
- Q7: I have friends outside of school.

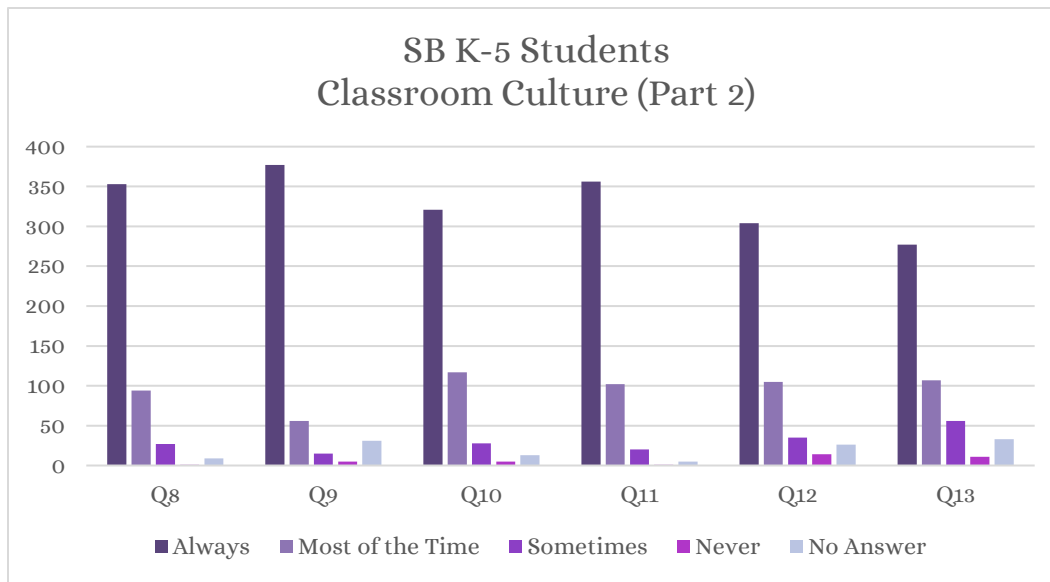


Section 1a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	15.08%	19.42%	48.97%	34.50%	33.68%	79.55%	71.28%
Most of the Time	25.62%	32.64%	30.79%	25.00%	47.31%	12.81%	16.53%
Sometimes	41.74%	33.06%	16.12%	23.14%	15.70%	6.61%	4.34%
Never	8.06%	5.99%	1.45%	7.44%	1.24%	0.21%	4.96%
No Answer	9.50%	8.88%	2.69%	9.92%	2.07%	0.83%	2.89%



Section 1b: Classroom Culture

- Q8: My teachers treat me fairly.
- Q9: My principal(s) treats me fairly.
- Q10: I am physically safe in my school.
- Q11: I know the school rules.
- Q12: I know what will happen if I don't follow the rules.
- Q13: I am an important part of my school family.



Section 1b	Q8	Q9	Q10	Q11	Q12	Q13
Always	72.93%	77.89%	66.32%	73.55%	62.81%	57.23%
Most of the Time	19.42%	11.57%	24.17%	21.07%	21.69%	22.11%
Sometimes	5.58%	3.10%	5.79%	4.13%	7.23%	11.57%
Never	0.21%	1.03%	1.03%	0.21%	2.89%	2.27%
No Answer	1.86%	6.40%	2.69%	1.03%	5.37%	6.82%

Section 1 Other Ideas:

Do your Friends include you? 3- Sometimes

I am nice to other students and people in the school community always!

I belong

I feel like I belong here in salt brook

I feel like some teachers I have had in the past are extremely rude. In [redacted grade], me and another student got into a fight. We are actually very good friends now, so we are okay. I asked of my teacher could call my mom. She said “Definitely not, you are not allowed to those are the school rules. The other white student was able to call his mom. Now, I told my mom and she was mad, so that just kind of shows racism. Maybe the school could be a bit more careful when hiring teachers, especially not racists ones who give white people more priveliege over more people who have ethnicity. I thought it was messed up. I wasn't able to share the full story and got all the blame. The situation was addressed later. She also said since that happened, I had gone from a

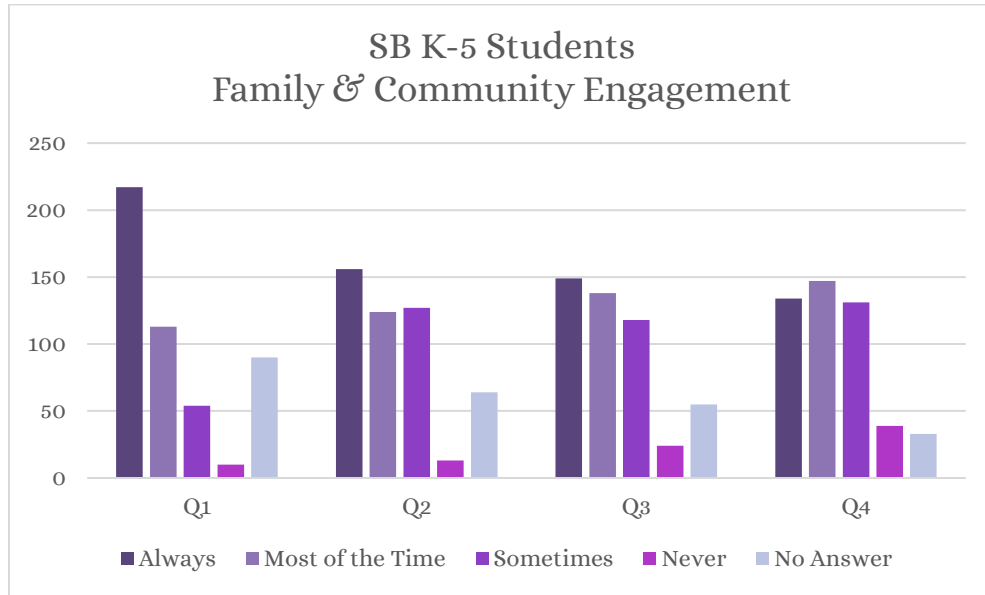


good student to a bad one, even though I had the best grades in the class. That was a rude and annoying teacher. She kind of made me hate this school, but I have h
I feel mostly safe, but not 100 percent. One time I was punched in the face by my peer, but it never happened again.
I feel protected at school
I [redacted] THE PTA (PLEASE CHANGE WHAT THEY DO) THEY HAVE PROVIDED ME WITH SOME OF THE BIGGEST LET DOWNS OF MY LIFE!!!!!!!!!!!!
I know where most of the important classes are, like art, gym, home room, etc.
I like everyone in this school.
I like the classroom environment.
I love school.
I prefer no school it's a time waste
I sometimes feel that some people mistreat me
I think the girls 1-3 bathroom is a little dark and scary.
Kids at school exclude me at recess
My mother also likes me
Sometimes I feel insecure because I know only one other kid who speaks [redacted language] in my grade. I sometimes feel I'm an outsider. Also no one really talks to me that much so I feel left out. Like an outsider looking in on conversation. So I guess I don't really talk to other people because I am worried that they will reject me.
Students are often amazed by my knowledge of history, art, and physics,
You feel like. You belong here



Section 2: Family & Community Engagement

- Q1: My family is included in notes from the school.
- Q2: My family and my teachers talk with each other.
- Q3: I learn about my local community.
- Q4: I see family members and community members volunteer at school.



Section 2	Q1	Q2	Q3	Q4
Always	44.83%	32.23%	30.79%	27.69%
Most of the Time	23.35%	25.62%	28.51%	30.37%
Sometimes	11.16%	26.24%	24.38%	27.07%
Never	2.07%	2.69%	4.96%	8.06%
No Answer	18.60%	13.22%	11.36%	6.82%

Section 2 Other Ideas:

Do you feel like you are a part of salt brook

I am a swat team member

I do see community members but none of my family members.

I HATE [redacted name], NOT SCHOOL JUST [redacted name]

I know the schools algorithm

I wish my parents would volunteer more at school. I see all the other parents who come to help out. I wish my parents could be part of that.

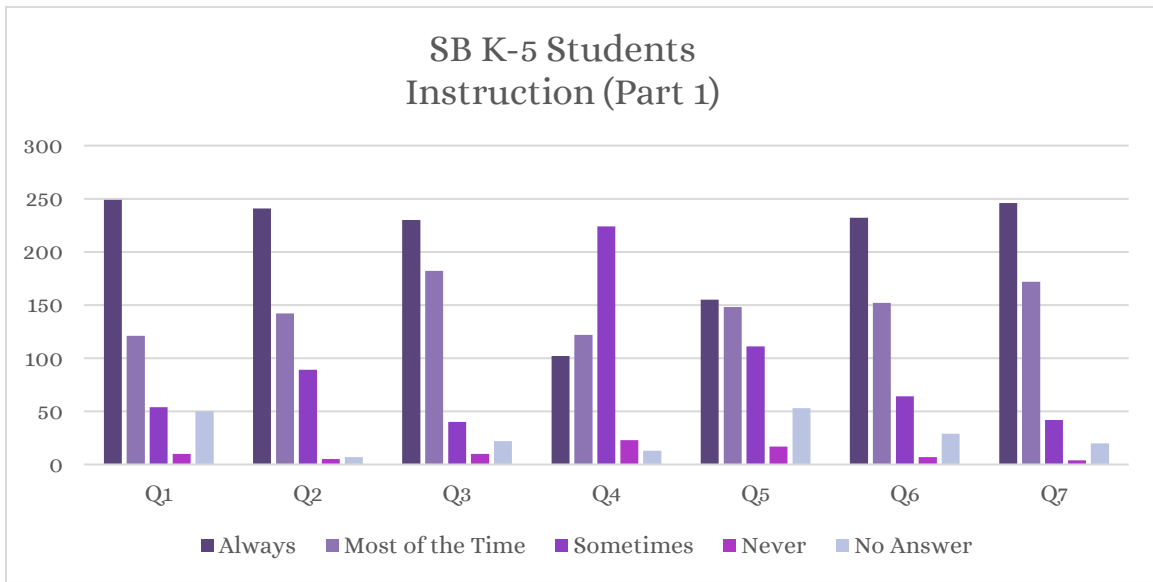
My family is invited to occasions like the Spelling Bee.

My mom goes to my little sister in [redacted grade] to read a story sometimes, so I might see them in the hallway, my mom comes if there is a read aloud in my sister's classroom



Section 3a: Instruction

- Q1: I am taught how to ask questions about what I don't understand.
- Q2: My teachers help me with my work.
- Q3: I am successful at school.
- Q4: I work with other students to do my work.
- Q5: What I am being taught connects to the world outside of the school.
- Q6: I know how I have grown in different subjects.
- Q7: I do well in my classroom/school.

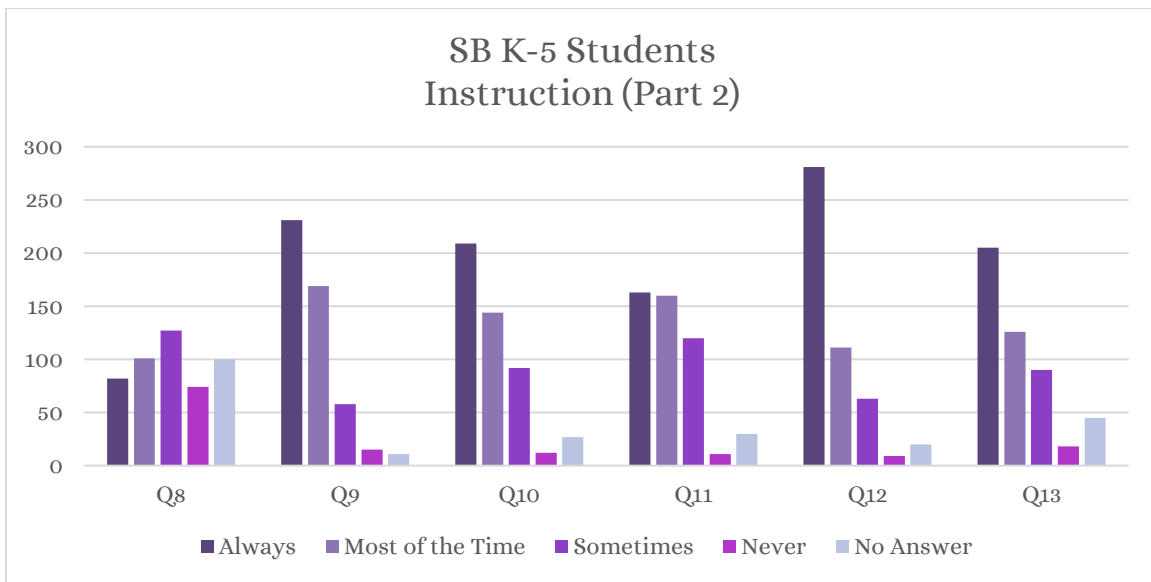


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	51.45%	49.79%	47.52%	21.07%	32.02%	47.93%	50.83%
Most of the Time	25.00%	29.34%	37.60%	25.21%	30.58%	31.40%	35.54%
Sometimes	11.16%	18.39%	8.26%	46.28%	22.93%	13.22%	8.68%
Never	2.07%	1.03%	2.07%	4.75%	3.51%	1.45%	0.83%
No Answer	10.33%	1.45%	4.55%	2.69%	10.95%	5.99%	4.13%



Section 3b: Instruction

- Q8: I learn about people who look like me.
- Q9: I feel good about myself.
- Q10: I learn about people who are different than me.
- Q11: I am taught about people being treated differently.
- Q12: I am taught how to stand up for people who are not being treated nicely.
- Q13: I learn about how other people have stood up for people who aren't being treated nicely.



Section 3b	Q8	Q9	Q10	Q11	Q12	Q13
Always	16.94%	47.73%	43.18%	33.68%	58.06%	42.36%
Most of the Time	20.87%	34.92%	29.75%	33.06%	22.93%	26.03%
Sometimes	26.24%	11.98%	19.01%	24.79%	13.02%	18.60%
Never	15.29%	3.10%	2.48%	2.27%	1.86%	3.72%
No Answer	20.66%	2.27%	5.58%	6.20%	4.13%	9.30%

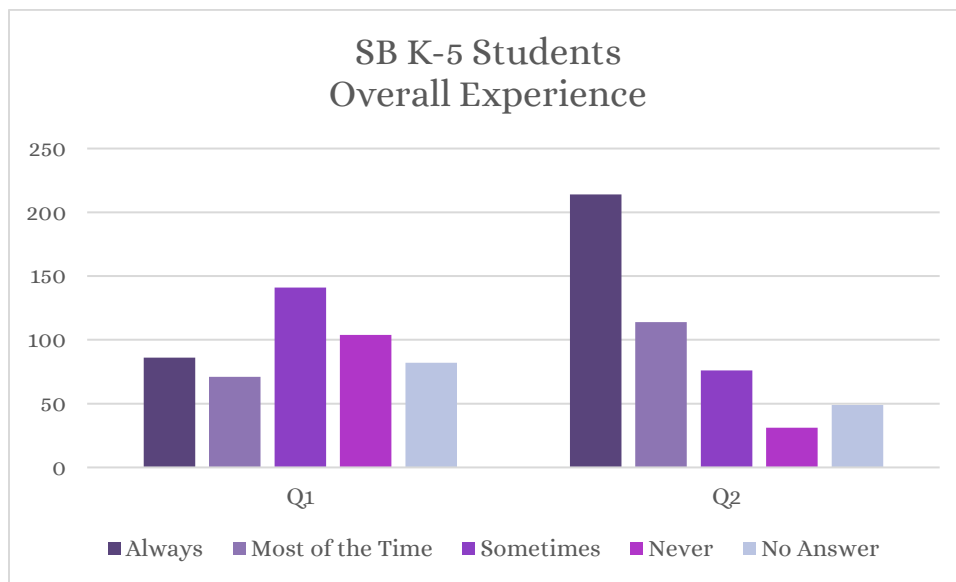
Section 3 Other Ideas:
Have you ever been bullied
I am very interested in civil rights
I didn't speak English and I was at gymnastics, and 1 of the girls wasn't being nice so I used one of the only words I knew. Stop.
I don't get treated nicely always because of my appearance. People lie and say I don't brush my teeth but I do.
I learn about how people are supposed to. But they don't always. They usually just let them get bullied and don't do anything about it.
I learn about how to not be a bully
I learn about money and the real world
I make sure people are ok
I never have fun working with a teacher



I sometimes I feel like we could talk about bullying a bit more so we can learn how to avoid thee situation.
 PLEASE NO PTA
 School is dun but it’s kinda annoying
 some kids in are class roam around the room.
 Some people don’t treat me nicely

Section 4: Overall Experience

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.



Section 4	Q1	Q2
Always	17.77%	44.21%
Most of the Time	14.67%	23.55%
Sometimes	29.13%	15.70%
Never	21.49%	6.40%
No Answer	16.94%	10.12%

Section 4 Other Ideas:
 I can talk to my teachers but not about that many things, but I can talk to one teacher about those things my ESL teacher
 I do not like my teacher [redacted name] but I liked my old teacher in my class instead of my new teacher being so friendly
 I don’t see as much boy teachers
 I guess it would be ok if the teachers would talk to us a bit more.
 I have a trusted adult i can come to if i need help
 I have never spoken to anyone about anything very serious, so I don’t have anyone that I know that I have to speak to.



I just want to say this but the boys bath at this school is really bad and the toilet is out of order like every other day. There is pee on the floor near the urnals and it floods once and a while. So yeah, fixit.

I'm kind of sad that my time at salt brook is almost over 😞

Is there any person you do not feel good being around?

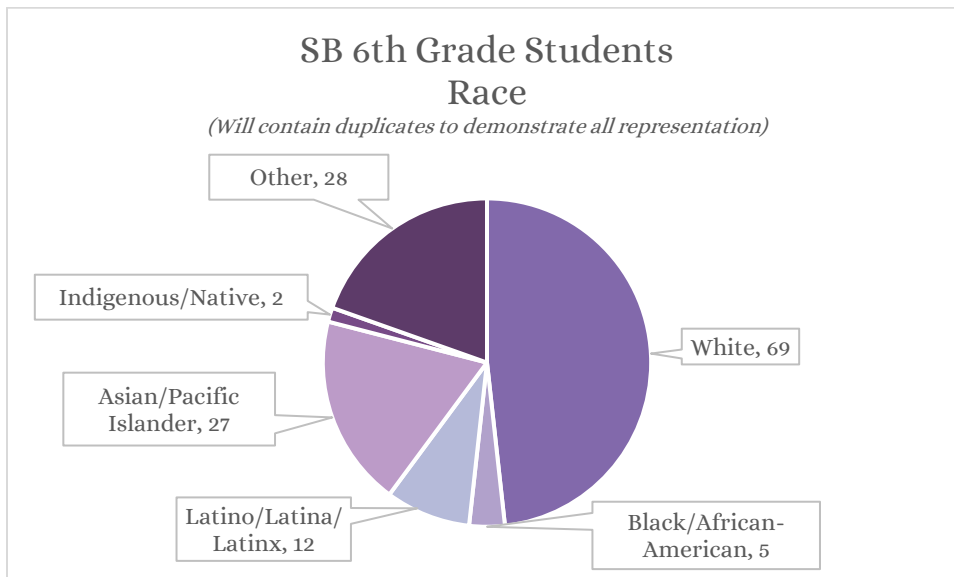
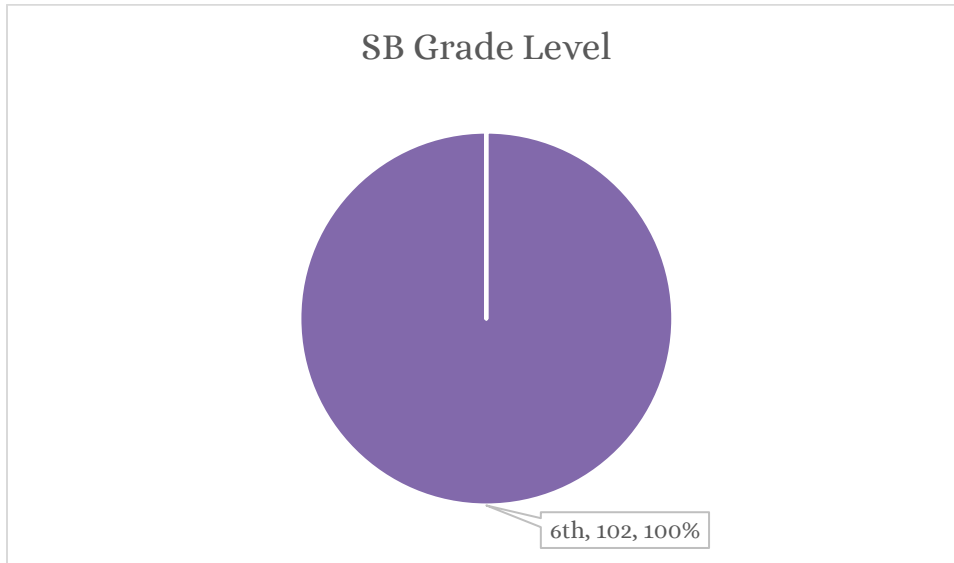
School is a good place to have fun

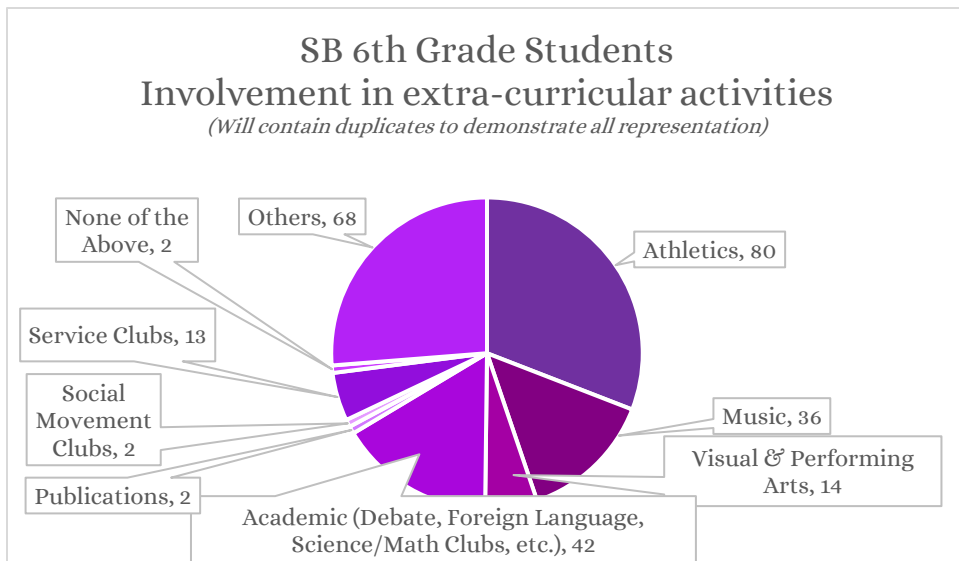
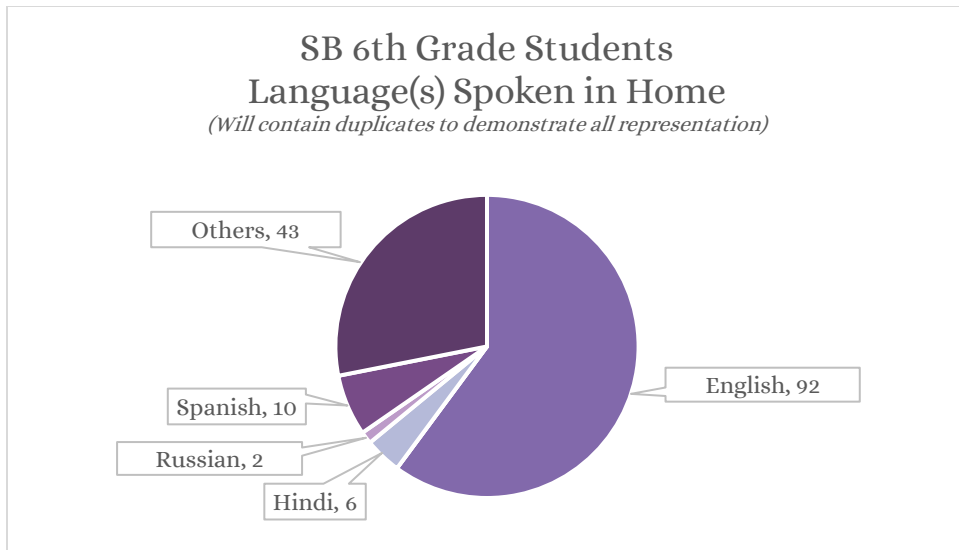
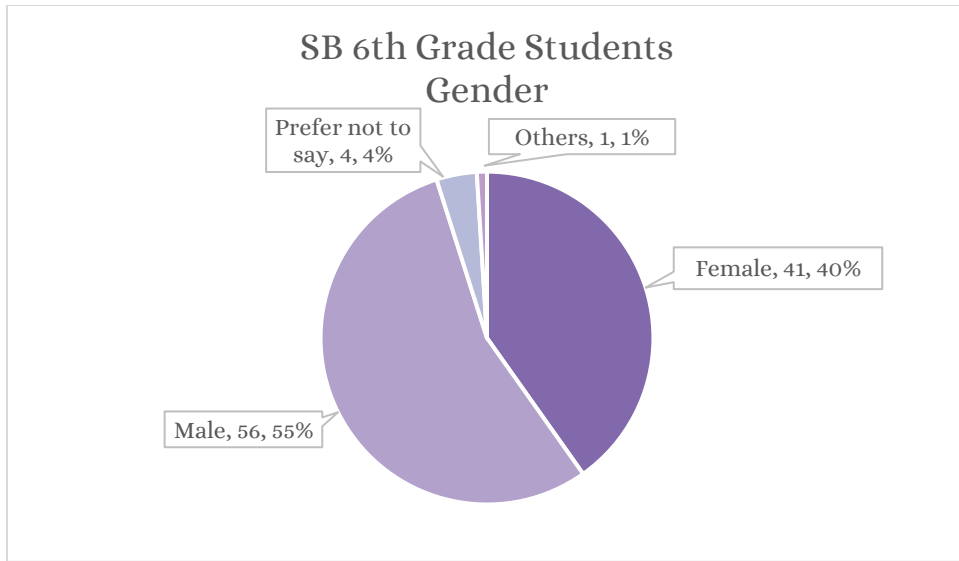
Some of the kids roam around the class



New Providence School District Salt Brook Student Survey (6-12)

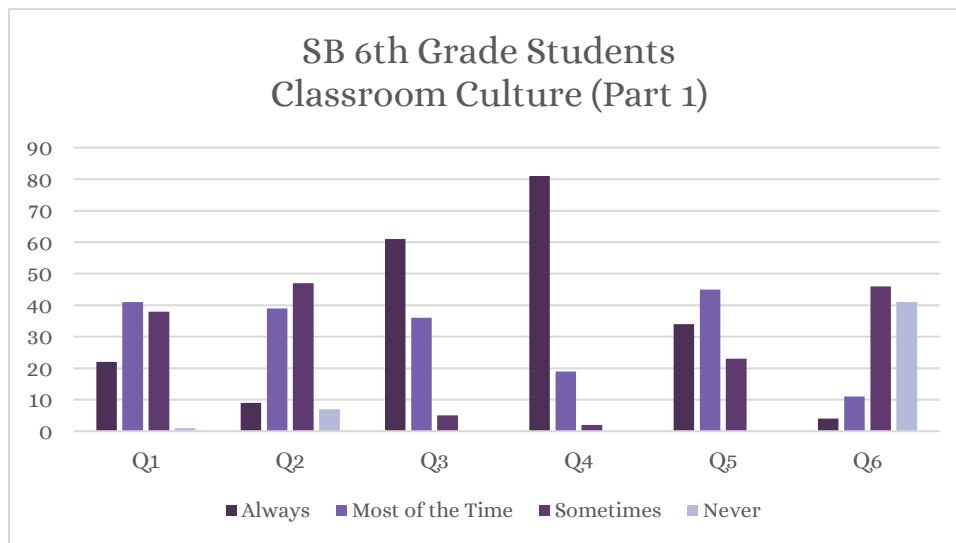
Total Respondents: 102





Section 1a: Classroom Culture

- Q1: I am encouraged to speak my truth and share my thoughts.
- Q2: I can share my opinions without being judged.
- Q3: I know where things are at in my classroom and have access to materials.
- Q4: I am physically safe at school.
- Q5: I am emotionally safe at school.
- Q6: I see and/or experience students not treating others with respect at school.



Section 1a	Q1	Q2	Q3	Q4	Q5	Q6
Always	21.57%	8.82%	59.80%	79.41%	33.33%	3.92%
Most of the Time	40.20%	38.24%	35.29%	18.63%	44.12%	10.78%
Sometimes	37.25%	46.08%	4.90%	1.96%	22.55%	45.10%
Never	0.98%	6.86%	0.00%	0.00%	0.00%	40.20%

If you have witnessed and/or experienced the above, please share more information about who is being treated disrespectfully.

A classmate to a person in my grade

A fight about something that happen outside of school. Someone started a fight at school about something the they heard that the person did do.

A kid repetitively acts hypocritical/rude, and nothing much has been done about it. They have a 2-faced personality, acting nice in front of teachers, and not the greatest in front of students and my peers. Also, many students have chalked it up as them being annoying, and don't pay any attention. However, they make a few physical educational games dull and boring when they would be fun otherwise.

A [redacted grade] student I know

[redacted name] is sometimes makes fun of [redacted names] pushes her as a joke but she says it hurts

Bullying

Certain people get treated disrespectfully by other people who seem to think they are better than everyone else.



I experienced people not being bullied but being treated disrespectfully.
I have been treated disrespectfully. People talk behind my back and laugh at me sometimes
I have experience people being treated unfairly. This usually happens when groups of “friends” make mean jokes or unfair comments and the rest of their group just follows along.
I have got theraten by a girl named [redacted name]. She she was going to kill me if I told anyone about her secret.
I have never witnessed a peer not treating someone else with respect an it hasn't been dealt with already. I do not wish to share information about people I am uncomfortable being around/ being impolite at school.
I have seen a [redacted] girl tell one of my friends that he is a black monkey.
I have seen people fighting about who is better at who or teasing each other which really hurt other people’s feelings. I have experienced people seeing me as competition in sports or just in general at school and treated me very wrong but I told the counselor and now I am in a awesome class and people are HARDLY EVER being mean.
I never really have witnessed any sort of that a lot.
I see people trying to make others feel bad about their choices, actions, words, or jumping to conclusions and saying things about them that they don’t like. The disrespectful people don't stop when the person says to. Some people always cheat at games, blame things on certain targets, and make trouble for them.
I sometimes see people getting in arguments.
I wont say
I’ve seen kids be ridiculed for their grades. It’s a very sad experience. I’ve seen a girl shame her classmates and claim, “I am the only smart one,” because she was enrolled in gifted and talented program. I have also seen the same girl smack one kid’s head when he didn’t want to, and the teachers continue to treat her well. Sometimes, it makes my blood boil.
It happened at recess.
It happens a lot, but very small things. Nothing worthy of telling a teacher, and most of the time they are just jokes. There are some times where I almost think of telling a teacher. One time I remember a student (student A) was playing tag with another student (student B) at recess. Student A was kind of tired of playing, so he told student B that he didn’t want to play. It kind of went something like this: “Uh, I’m kinda tired of this game, I’m gonna go do something different.” - A. “What do you mean? We were in the middle of a game? You can’t just leave!” - B. “Yeah but I’m allowed to go do something else, you can’t force me.” - A. “No, stop being stupid. Just play the game. You are being mean to everyone else by quitting.” - B. Student B starts to get a little teary-eyed (he is a bit sensitive). “What, are you gonna go cry to your mommy? Boooo-hoooo!” - B. Student A runs off.
Just generally, like pranks and arguments.
Kids make fun of other kids
[redacted name] got kissed by a boy named [redacted name] this kid is the worst person ever last year he was actually nice this year he is just a bully everyone in his way he ignores pushes or bully's they need to take this kid to a place that treats anger issues because this kid doesn't show anything good for later on in life.
My friend [redacted name] has been teased in class sometimes by some of her classmates. They sometimes body shame her and call her ugly and stuff.
My friend was not talked to nicely.

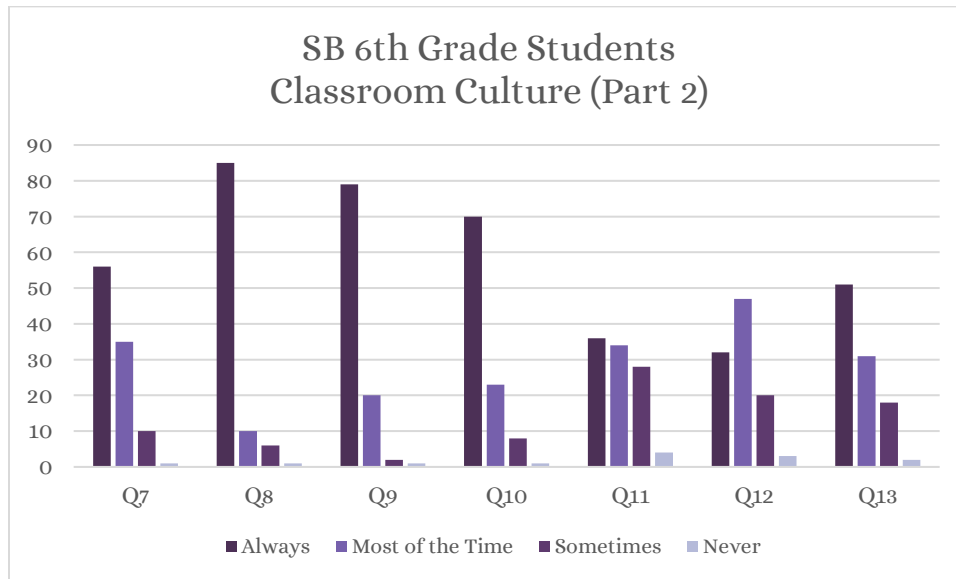


<p>Myself and some of my peers have been touched inappropriately by a classmate. He hits your rear end and sometimes touches one in the private parts. I have reported this to the principal twice, but it doesn't really seem like anything is being changed. The person that does this still does it and no one likes it, and he doesn't care about the consequences and doesn't care what he is told.</p>
<p>Not all the time but maybe like once a month I someone getting like left out but they don't seem that upset.</p>
<p>One time a girl was saying mean things to me and really hurt my feelings.</p>
<p>People are targeted randomly.</p>
<p>People sometimes make fun of students who act differently or what they call "weird".</p>
<p>Some kids put smart kids down because they are jealous.</p>
<p>Some people just tease or just poke fun about other people's looks or something like that (facial features, height, fashion sense, etc.). Mainly it happens to people of color in our school.</p>
<p>Some people roast other. Like call names and such.</p>
<p>Some people say things as jokes but I think that they hurt the students feelings.</p>
<p>Some students are talking about teachers badly.</p>
<p>sometimes I treat others disrespectfully and regret it later</p>
<p>Sometimes there are people who are just coming to someone and telling them that they have bad clothes, and that they are stinky.</p>
<p>Sometimes when i talk about stuff that I used to do in [redacted] some people call it weird.</p>
<p>There are a group of girls who think they are cool and go around kicking, hitting, and hurting other boys in the school for no reason. There's this one girl who kicked me off a desk for no reason and hit my friend in the head with some metal beads. These group of girls are often the teachers favorite. The people they bully often don't tell on the group of girls or the girls parents are part of the PTA or any education system. The group of girls are pretty [redacted] and would often talk during class and beg the smart students for answers.</p>
<p>These girls were really mean to my friend and they ignored me when I sat with them at lunch unless I had something to give to them.</p>
<p>This never happened to me but I've seen it before.</p>
<p>Two kids who i am friends with both fight every day.</p>



Section 1b: Classroom Culture

- Q7: My teachers treat me fairly.
- Q8: My principal(s) treats me fairly.
- Q9: I know the school rules.
- Q10: I know the consequences for my actions if I break school rules.
- Q11: All students are disciplined fairly.
- Q12: I feel connected to people at school.
- Q13: I feel connected to people outside of school.



Section 1b	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Always	54.90%	83.33%	77.45%	68.63%	35.29%	31.37%	50.00%
Most of the Time	34.31%	9.80%	19.61%	22.55%	33.33%	46.08%	30.39%
Sometimes	9.80%	5.88%	1.96%	7.84%	27.45%	19.61%	17.65%
Never	0.98%	0.98%	0.98%	0.98%	3.92%	2.94%	1.96%

Section 1 Additional Thoughts:

1. I would feel safer in the school if [REDACTED]
2. I would like it better if teachers would be more fair to everyone else other than certain kids in the school. Only one student gets to make the Friday song list at lunch, and nobody likes the music, so if there could options, that would be better.
 Before I moved to NP I have many very close friends that I keep in contact with daily.
 Don't take it seriously, really, this school is great about things like this. Just once in a while, one of the more "popular" and "powerful" students will be a bit unfair.
 Everything at salt Brook is cool like a fool in a swimming pool
 I am happy to be in this school
 I have seen some bullying outside of school but it was not that big of a deal



I see one specific teacher insult parts of some religions. For example, Priests record your sins and religions that don't get vaccinated are crazy.

I think the school can do better in how they do certain things. There are students who are mean to other kids, and the teachers do nothing. They also tend to believe accusations, rather than who a person is.

I've have been feeling sad about leaving salt brook [redacted] I want to hang out with my friends but I also want to hang out with my parents because the fact that I might not be with them one day is too painful.

Lots of kid are treated unfairly.

Sometimes not all people are treated the same.

Teachers are reasonable and are nice.

The only people I am connected to outside of school are family members.

I do not have any close friends :(

There are some students in my class that cause lots of trouble and get the whole class in trouble. It's not fair to the rest of the class who has to deal with the certain people and the teachers aren't doing anything about it. They will tell the student(s) to be quiet but they really don't do anything more than that and it continues to happen.

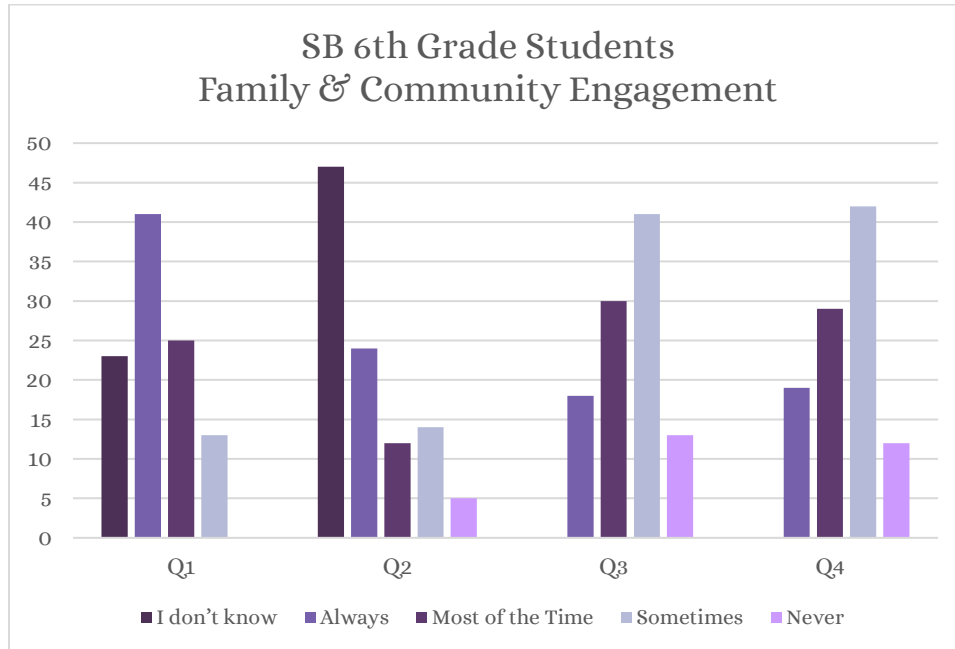
There is a girl who

She target certain people by blaming them for things they didn't do and when the target even tries to say anything, they are



Section 2: Family & Community Engagement

- Q1: There is communication between my home and school.
- Q2: My family is invited into the school to support me.
- Q3: I learn about my local community.
- Q4: I am encouraged to volunteer in my community.



Section 2	Q1	Q2	Q3	Q4
I don't know	22.55%	46.08%	0.00%	0.00%
Always	40.20%	23.53%	17.65%	18.63%
Most of the Time	24.51%	11.76%	29.41%	28.43%
Sometimes	12.75%	13.73%	40.20%	41.18%
Never	0.00%	4.90%	12.75%	11.76%

Section 2 Additional Thoughts:

I never learned anything about my town from a teacher.

I only lived here for three years and went to school here for one year, so I didn't have much time to get too involved.

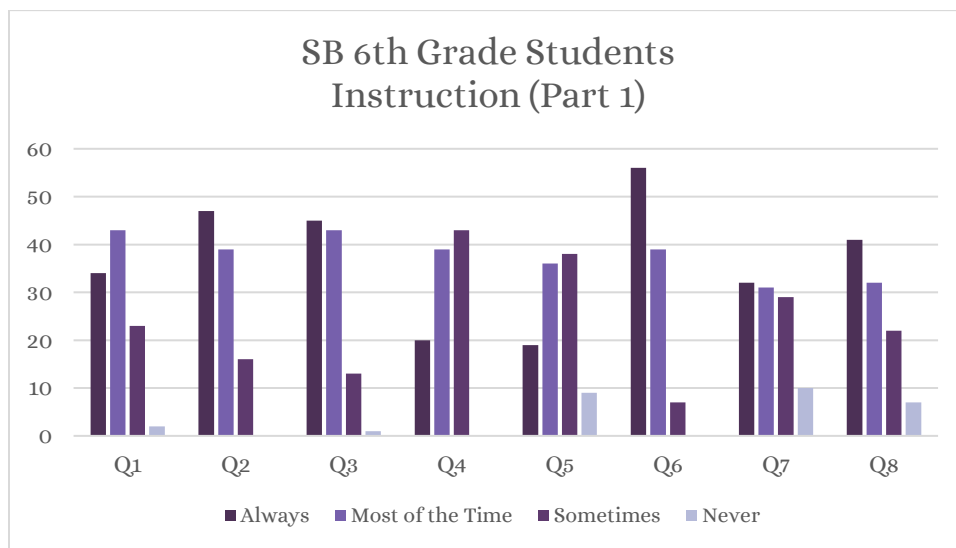
In SB we aren't really ever learned about our town and it's history.

They always let me know when something pops up.



Section 3a: Instruction

- Q1: I am taught how to see things from different perspectives.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I am given support, when needed.
- Q4: I work with other students to accomplish my tasks.
- Q5: I am taught things that will help me outside of school.
- Q6: I understand what is expected for work and how it will be graded.
- Q7: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q8: I am supported by adults to help make decisions about my life post-graduation.

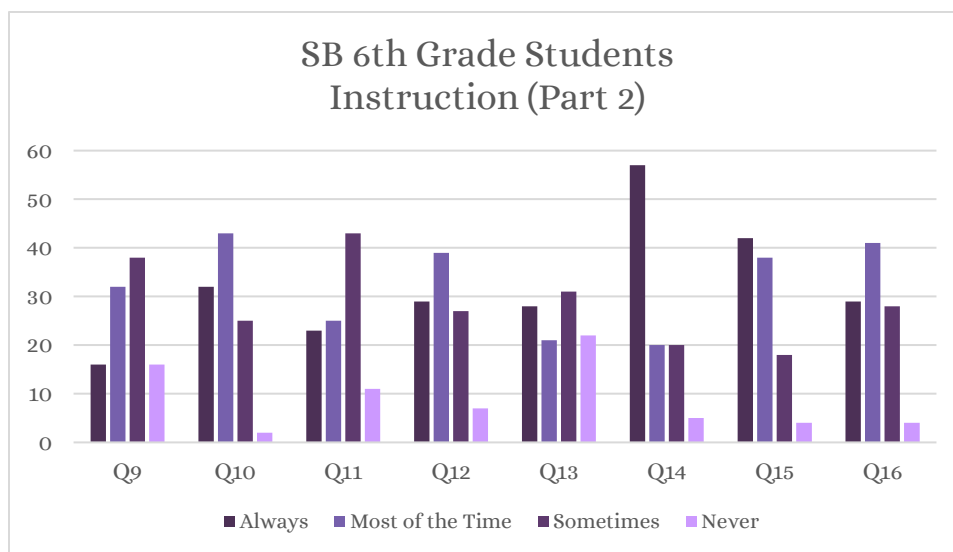


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Always	33.33%	46.08%	44.12%	19.61%	18.63%	54.90%	31.37%	40.20%
Most of the Time	42.16%	38.24%	42.16%	38.24%	35.29%	38.24%	30.39%	31.37%
Sometimes	22.55%	15.69%	12.75%	42.16%	37.25%	6.86%	28.43%	21.57%
Never	1.96%	0.00%	0.98%	0.00%	8.82%	0.00%	9.80%	6.86%



Section 3b: Instruction

- Q9: I learn about people who look like me and/or are similar to me.
- Q10: I have a positive view of myself.
- Q11: I am curious about how people are similar to and different from me.
- Q12: I am taught about people being treated poorly because of who they are.
- Q13: I see people being treated better because of who they are.
- Q14: I recognize unfairness and injustice (in history and current times).
- Q15: I am taught skills on how to stand up against unfair treatment.
- Q16: I take responsibility for standing up to unfair treatment.



Section 3b	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Always	15.69%	31.37%	22.55%	28.43%	27.45%	55.88%	41.18%	28.43%
Most of the Time	31.37%	42.16%	24.51%	38.24%	20.59%	19.61%	37.25%	40.20%
Sometimes	37.25%	24.51%	42.16%	26.47%	30.39%	19.61%	17.65%	27.45%
Never	15.69%	1.96%	10.78%	6.86%	21.57%	4.90%	3.92%	3.92%

Section 3 Additional Thoughts:

For the I have positive view of myself I have been feeling not very confident in how I look and feel.

For the people being treated better for who they are a specific [redacted subject] teacher is extremely basis towards some people and hates others who have done nothing.

I am in GT, but many of my classmates dislike it and tell me that they would turn it down if given the opportunity. We are taught about bullying, but no one really uses them to stand up to the actual bullies.

I like to work alone

I try to stand up to unfairness but people don't listen

I would like it if some people in the school would get treated more like us because they seem favored.

Some of the “stand up for yourself” talks at school wouldn’t work most of the time



Some of these happen often and some don't.

The class, Gifted & Talented, makes others feel like they are not smart or talented if they are not in the class. The name is definitely not a smart choice as a title for the class and does not describe the class accurately. Some people in Gifted & Talented tend to get a big head, thinking they are smarter than the rest of the people not in that class.

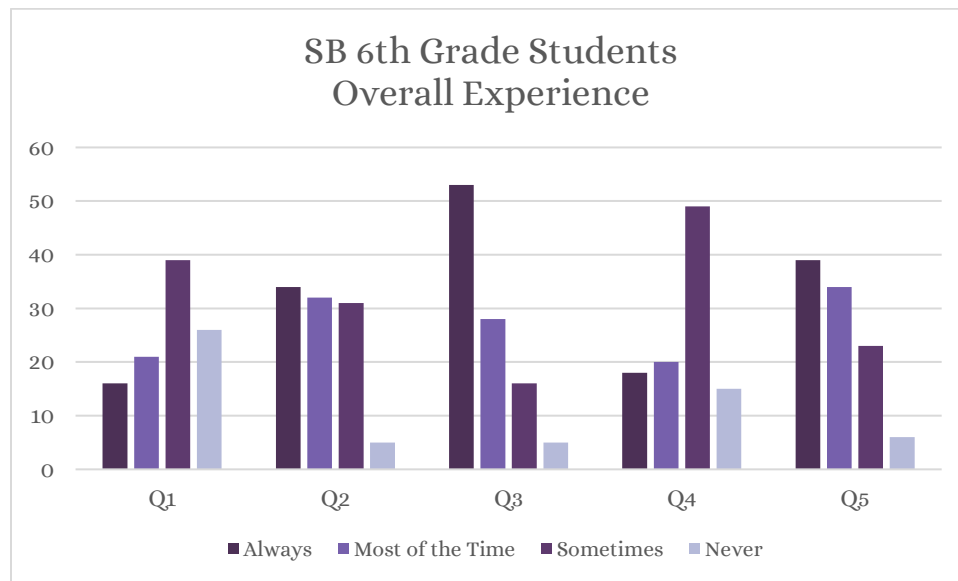
The school has a problem with minor bullying in a way. There is this girl, one i mentioned before-hand, who likes to pick on and target this one kid. She constantly calls him stupid and makes fun of his intelligence, even though he does fine in school. She also [redacted] like they are Pokémon cards.

The teacher daily talk about the consequences and what not to do. They never really share what to do though.

We usually learn about physical bullying but that rarely happens. Mental bullying happens way more often.

Section 4: Overall Experience

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: We have open conversations about discrimination and its' impacts while we are at school.
- Q5: I am able to be authentically me.



Section 4	Q1	Q2	Q3	Q4	Q5
Always	15.69%	33.33%	51.96%	17.65%	38.24%
Most of the Time	20.59%	31.37%	27.45%	19.61%	33.33%
Sometimes	38.24%	30.39%	15.69%	48.04%	22.55%
Never	25.49%	4.90%	4.90%	14.71%	5.88%

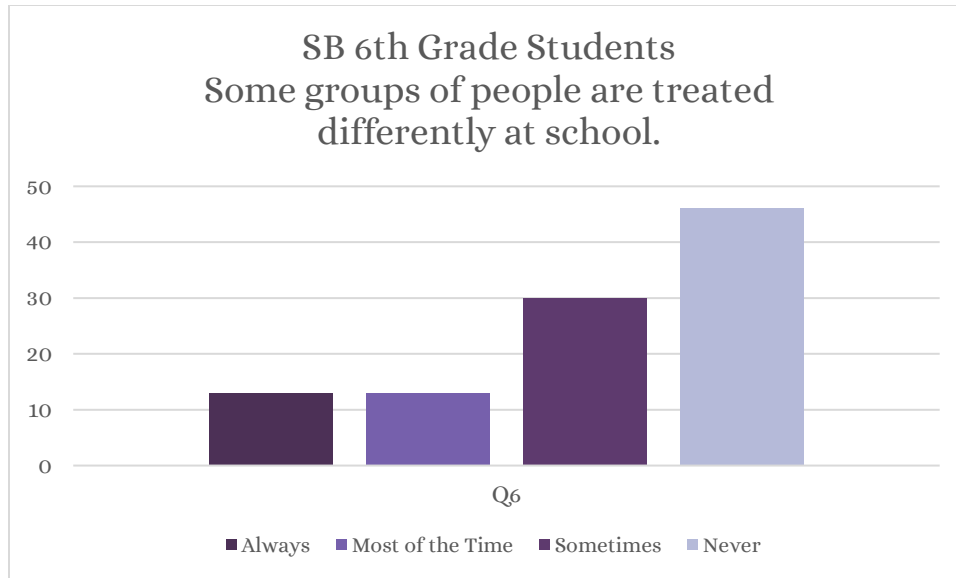


In regard to the question above, why or why not?
At my school I feel that I don't have to be some one I am not
Because everyone is nice to me and no one makes fun.
Because i CAN
Because I am able to move on with walls in my life and don't let things that would 99% of the time affect someone else affect me.
Because I feel like with the friends that I have around me I feel like it is easy to be me.
Because no one is going to or can do anything about me being myself. No one will really judge me.
Because people don't judge you for who you are.
Because sometimes people are mean to me when i am being myself. Sometimes people like when i am being me.
Because this is a friendly community
Because you dont want to be judged
Cuz like I'm allowed to be funny and I'm funny.
I am able to be me because my friend don't care and i don't care about what other people think of me.
I am able to express my feelings and act like I always do in my life. Most of the time, I am not pressured to act differently then I usually do.
I am authentically because I do my work when told to do so.
I am authentically me because i know my own personalities and spirit and i can control it
I am encouraged to be myself
I am feeling comfortable of how am acting in this school, so I can be the person i want to be.
I am free to make my own decisions and I don't care what others have to say about me.
I am not always me because sometimes I don't know how to act.
I am sometimes because sometimes when I do something that I usually do people look at me weirdly and think I'm weird and that I have to do everything that they do.
I can act truthfully because I don't want to get in trouble and I wouldn't lie anyway.
I can be authentically because I'm available to dress anyway i want, talk, and learn my own way
I can be my true self for most of the time but when I often get stressed over an important exam.
I can be myself because nobody judges me.
I definitely can because I can talk about things that i like and my friends are interested.
I don't like sports. In gym I need to do whatever they tell me to do and I feel uncomfortable with a lot of things that we do. All I want to do is draw.
I dont let other people change me
I feel confident in myself and I never get made fun of
I feel like everything done by anyone at school is judged, so I don't like opening up.
I feel like I will be judged by the kids around me.
I feel like if I say something people will judge me and just think I want attention.
I feel that I can present my personality without problem.
I have classmates who get my sense of humor, but I also have classmates who shut them down. It's very so and so.
I have low self esteem and I am uncomfortable
I just don't feel comfortable talking with certain people about things that are personal to me. I have friends at school that I can talk to however and the guidance counselor if I ever have something important to say that should be brought to her attention.



I just want to fit in and sometimes can't be me. not in a serious way but just to fit in the friend group
I mostly can't talk, act, or just be like I am normally without getting in trouble or people judging me.
I only have a couple close friends I can trust.
I said no because whenever i try to be myself boys always judge me and that makes me feel insecure.
I think a little bit because I think that I am treated mid. I also think not, because people don't treat me greatly when I act authentically me.
I'm scared of how will treat me if I come out as a furry to them...
I have to be careful not to let any bit of furry interests slip.
Kids don't really care if your different. In fact there nicer to you a lot of the time
Most of the time I can be authentically me because I feel comfortable in this school and I know most of the people in my grade and class.
Most people should know not to bully others who are not like them.
My friends understand and get me.
Not many people judge you. If they do, I know to just steer clear of them.
People do not judge if you are yourself or not.
People don't normally judge very much here.
People judge other people
People will think I am crazy or insane
School
Some of my thoughts in school a prefer not to share due to the amount of rejection I will receive. Also sometimes if I am in a bad mood I feel like I can't be annoying without being bothered.
Some teachers let me be the way I want to be
Sometimes I can not because there are rules to do something and by following those rules I am not myself.
Sometimes I don't feel comfortable being myself.
Sometimes I feel that I will get make fun of, I have before.
Sometimes I want to be like others and don't want to be different.
Sometimes people tell me stuff that makes me feel bad.
Sometimes, I can be nervous and scared. Other times, I can be myself which is cool and smart
Teachers and adults at Salt Brook always encourage us to be our amazing selves and that we are our own person.
There is a good amount of judgement by students.
This is because the teachers can talk me through on what to do and that I'm going to be okay on whatever the situation is. Also i can be myself because they care about me.
To be honest, there are times where I need to, have to, or want to put on a mask and hide my authentic self. Need to times are when I talk to adults/teachers. I don't believe that slang terms are respectful while talking to adults. However, a want to scenario is when I just don't want to
Yes because no one is going to say anything about it because they don't really care. If everyone thinks that music is better than art and I disagree they wont say anything about it and move on with their day.
Yes, I am because generally people are pretty open-minded.





Section 4 Q6	Q6
Always	12.75%
Most of the Time	12.75%
Sometimes	29.41%
Never	45.10%

Section 4 Additional Thoughts:

I like this school very much

I shift between two groups, one bigger, one smaller

I used to be part of the “popular group” but I left because I did not like how they treated me and other people.

In SB there are many “friend groups” that try to avoid and talk behind others backs that aren’t part of their “friend group”. These groups are a number of people tending to be up to 10 people with some having up to 15. These groups of people have known each other for years at times in SB some from kindergarten or 1st grade.

Sometimes people instigate things just to make drama.

There are some teachers that are really biased but this school is still Very amazing!

Salt Brook is a great school and I’m glad to be here.

There are too much people who are self centered and biased towards in this school. (I’m not one of them)

This school is awesome, and (most) of my teachers are kind, and funny. Sometimes I see a few people who pick on other kids and I can’t really do anything, out of fear that people won’t hang out with me after. Other then that, this school is GREAT!



New Providence Middle School Report

The landscape team had the opportunity to speak with 98 people (breakdown below) and conduct 19 classroom observations within the New Providence Middle School community on April 19, 2023, between 12:45-2:40pm as well as April 21, 2023 between 9:30-10:30am. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The landscape team also spoke to students while conducting classroom observations.

- Administrators: 2
- Instructional Staff: 41
- Non-Instructional Staff: 6
- Parent(s)/Guardian(s)/Caregiver(s): 10
- Students: 39

Surveys were also completed by 459 constituents within the New Providence Middle School community (breakdown below).

- Students: 369
- Parent(s)/Guardian(s)/Caregiver(s): 61
- Staff: 29

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by NPMS for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to NPMS. Applicable information will also be included in the District Equity Landscape Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity landscape process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, New Providence Middle School scored themselves a 9 out of 10 in Classroom Culture, noting multiple strengths including: personalized learning initiatives to encourage student voice and choice, character education, field day, week of respect, School Violence Awareness Week, No Name-Calling Week, Red Ribbon Week, mini-lessons on harassment and intimidation, theme of 'Respect, Responsibility, and Readiness', houses for students to increase cooperation and collaboration, encouraging students to treat others with respect and kindness, sharing of student experiences through classroom surveys and discussions, and students being



encouraged to ask questions and be involved in classroom discussions. In addition to the plethora of strengths noted, the Self-Assessment also noted a need for more flexible learning environments as an opportunity for improvement.

The first concept of Classroom Culture, honoring student experience, addresses students being able to share their authentic selves and honoring that authenticity. When asking adults if students were valued as unique individuals, 67.21% of parent/guardian/caregiver respondents and 79.31% of staff respondents reported they are, at least most of the time and 77.11% of students agreed. With parent/guardian/caregiver perceptions being nearly 10% lower than both the student and staff perception, it may be worth a deeper look at why this is. Understanding a students' lived experiences is crucial for creating an inclusive and equitable learning environment. Every student comes to school with a unique set of experiences that shape their perspective, beliefs, and behaviors. These experiences can be influenced by factors such as their culture, ethnicity, race, language, socioeconomic status, family background, and personal identity. When educators take the time to understand a student's lived experiences, they can better connect with and support that student. In summary, understanding a student's lived experiences is critical for building relationships, personalizing instruction, developing cultural competence, promoting equity, and demonstrating empathy. By taking the time to understand students' experiences, educators can create a more inclusive and supportive learning environment that benefits all students.

Classroom setup and structure are essential elements of creating a positive Classroom Culture. The way that a classroom is arranged, the procedures that are established, and the expectations that are communicated all play a significant role in shaping the learning environment. Decorations in the classroom can also play an important role in creating a positive learning environment. Unfortunately, less than half of the classrooms observed (47.37%) showed evidence of décor and/or materials from diverse family backgrounds and representative of multiple identities. One example of a classroom that had diverse representation within their classroom was the placement of other country's flags. Accessibility is also an important consideration when setting up a classroom. When asked if classrooms were accessible, 65.57% of parent/guardian/caregiver respondents, 68.3% of staff respondents, and 93.5% of student respondents reported that they are, at least most of the time. During observations, the landscape team saw that around 73% of the classrooms observed were at least mostly accessible. In summary, classroom setup and structure are important for creating a positive Classroom Culture because they help establish a sense of community, promote student safety, encourage student responsibility, support different learning styles, and minimize disruptions. By paying attention to the physical layout of the classroom (including decorations and accessibility) and establishing clear expectations and procedures, educators can create a supportive learning environment that fosters student success.



Shared inquiry is a teaching method that involves students actively engaging in discussions and questions to develop a deeper understanding of a particular topic centered around collaborative learning, critical thinking, and active engagement. In shared inquiry, the teacher acts as a facilitator, guiding the discussion rather than leading it. This method encourages students to think critically and develop their own ideas, rather than simply memorizing information. During a shared inquiry discussion, the teacher presents a text, image, or idea for students to analyze and discuss. The teacher then encourages students to ask questions, share their ideas, and build on each other's responses. The goal of the discussion is for students to come to a deeper understanding of the topic through critical thinking and collaboration. Shared inquiry discussions typically follow a set structure, including an opening question, follow-up questions, and a summary or conclusion. The teacher may also provide prompts to guide the discussion and keep it focused on the topic at hand. By engaging in shared inquiry, students develop important skills such as active listening, critical thinking, and effective communication. In addition to the academic benefits of shared inquiry, when children are encouraged to share their thoughts and opinions without judgment, it provides social emotional benefits as well. When asking people within the Middle School community if students are encouraged to share their thoughts and/or opinions without judgment, 60.65% of parent(s)/guardian(s)/caregiver(s), 65.52% of staff, and just under 59% of students agreed, at least most of the time. Although these scores are lower than desired, the fact that they are all similar in how different groups perceived reality, this shows a strong foundation to build upon. Once groups are in alignment with perception and reality, it is much easier to increase the intensity and/or frequency of a desired action. While observing Middle School classrooms, the landscape team saw significant inquisitive dialogue in 47.37% of the classrooms – which is lower than all group perceptions. This disparity could be due to the limited nature of the observations and/or a disconnect of what shared inquiry looks like in a classroom. In speaking with the different constituent groups, the landscape team believes that people within the NPMS community understand the concept of shared inquiry and dialogue; however, the frequency of it occurring is not as high as beneficial for the students. Overall, shared inquiry is a powerful teaching method that encourages students to think deeply and develop a deeper understanding of the material and of one another. By facilitating shared inquiry discussions more often, educators can create a dynamic and engaging Classroom Culture that promotes student success.

Creating a positive Classroom Culture entails a significant amount of social, emotional, and physical safety – in addition to some of the academic and/or pedagogical concepts. Ensuring a sense of social, emotional and physical safety is crucial in nurturing a thriving educational community. When students feel socially validated and respected, they are more likely to participate fully in classroom discussions, collaborate well with others and develop meaningful relationships with their peers and teacher. Emotional safety, on the other hand, helps students feel secure about expressing their emotions where they feel heard and understood. This supportive character cultivates a sense of deep reflection among students while in a liaison with emotions, both happy and sad,



in a supportive learning atmosphere. While reviewing the surveys, it was reported that 75.41% of parent(s)/ guardian(s)/caregiver(s), 79.31% of staff, and 83.2% of students agree that the Middle School offers an emotionally safe environment. The number to be most focused on when assessing an emotionally safe environment is the perception of the students; however, when looking at the students that did not provide positive responses, many of them self-identified on the survey as student who spoke another language in the home. There were also significant mentions, in both the survey and in informal conversations with students about body shaming being experienced and/or witnessed at NPMS. Although SEL and Character Education were both mentioned and seen in the school, it would benefit the school to focus on these two identities (language and body image) more explicitly. This can help create a sense of empathy and compassion between students and foster a positive emotional climate in the classroom. Physical safety is crucial in any learning environment. When students feel physically safe, they are able to focus on their learning without fear or distraction. According to survey results, 93.54% of parent(s)/guardian(s)/caregiver(s), 86.21% of staff, and 94.85% of students believe NPMS offers a physically safe environment, at least most of the time. In looking at this data, it is important to acknowledge that the staff have the lower numbers (although still fairly high) for physical safety. Staff tend to have the most inside information about a school's safety procedures. In summary, social, emotional, and physical safety all support Classroom Culture by creating an environment that is conducive to learning and positive relationships between students and their teacher. When students feel safe in these areas, they are more likely to be engaged in the learning process, collaborate with their peers, and develop important social and emotional skills. Teachers can support classroom safety by creating a welcoming and supportive environment, setting clear expectations and boundaries, and actively working to prevent bullying and other negative behaviors.

Values-based discipline is a classroom management approach that focuses on instilling positive values and behaviors, rather than simply punishing negative behaviors. The approach involves establishing clear guidelines for behavior, teaching positive values such as respect, responsibility, and kindness to students, and promoting positive behaviors through recognition and praise. Clear discipline rules were displayed in only 57.9% of the classrooms observed by the landscape team. When asking people to report their belief of whether the school disciplined fairly, 57.37% of parent(s)/guardian(s)/caregiver(s), 72.42% of staff, and 72.9% of students reported that they are treated fairly, at least most of the time. Looking at this data shows an interesting perception of the parents/guardians/ caregivers being much less favorable than the other people who responded to the survey (including 6th grade students and staff). The disconnect could be that staff and students are in the buildings to see and/or experience discipline actions while parents/ guardians/caregivers are responding to the information they have. It is important to communicate discipline procedures as much as possible to increase transparency and knowledge. It is understood that actual discipline information related to situations cannot (and should not) be shared with all parties; however, overall policies and/or procedures as well as transparent data can be shared



with all members of the NPMS community. One example of values-based discipline is restorative practices (note that Restorative Practices is simply an example to consider and not the only way to showcase values-based discipline). Rather than just punishing negative behavior as a means of promoting positive conduct, restorative practices aim to foster empathy, understand the underlying causes of negative conduct, and build and restore relationships in the classroom. By thus promoting positive values, empathy, responsibility, and a supportive learning environment, restorative practices firmly imbue positive Classroom Culture via the values-based discipline approach. There was no formal mention of restorative practices while reviewing data sources for NPMS. According to some of our parents/guardians/caregivers that the landscape team interviewed, some reported that discipline actions that have been taken for some students have not been working and suspending students is only causing students to fall behind on work and instilling a sense of the students being 'bad'. This example showcases how restorative practices can possibly help with Classroom Culture – suspension is seen as a last resort. By incorporating restorative practices into classroom management strategies, educators can create a positive and supporting learning environment that fosters student success and well-being. Parents also expressed a lack of communication and follow-through on how the school handles some disciplinary situations. One parent/guardian/caregiver shared an example of their daughter being bullied. The parent/guardian/caregiver addressed it with administrators and staff multiple times; yet the daughter was still placed in the same class as the student who was bullying her and that was not communicated to the parent/guardian/caregiver. The student was very upset, and it was reported that the school did not do anything to try and resolve the situation. Overall, values-based discipline is a positive approach to classroom management that promotes positive behavior, responsibility, and positive relationships. By focusing on positive values and behaviors, educators can create a Classroom Culture that supports student success and fosters a love of learning.

Overall, the landscape team believes that New Providence Middle School has some strong foundations to build upon related to Classroom Culture; however, there are still many areas to improve. The landscape team believes the score of 9 is significantly higher than the evidence shows for Classroom Culture and encourages NPMS to continue focusing on building upon some of the foundational pieces that have been built. By increasing the level of transparency and communication of expectations, the landscape team believes Classroom Culture will thrive. The data shows pockets of groups that are reaching out for help and offering suggestions to support a more inclusive Classroom Culture; by listening to, and then integrating, their ideas, NPMS will truly thrive.



Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity landscape process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, New Providence Middle School scored themselves an 8 out of 10 in Family & Community Engagement. Some of the self-identified strengths that were shared in the Self-Assessment include: use of a student data management system that engages the parents, school website that promotes connection to the classroom, school climate surveys, teacher/parent communication through email and/or phone calls, robotics partnership with a local business, the PTO, 8th grade Capstone projects that emphasize a global perspective, seeking out translated documents and/or translation software, real-world examples involving the community and government/civic concepts, and families having an influence on school policy. In addition to the strengths, the Self-Assessment also noted some opportunities for improvement, including the need to increase partnerships with local organizations, the desire for more professional development to showcase the resources available in the community, and an opinion that cultural differences need to be acknowledged more.

Culturally sensitive communication is an approach to communication that takes into account the cultural background, beliefs, and values of the individuals and communities involved. This also includes inclusive language; for example, when looking at materials sent home, are there references to certain family structures and/or is communication sent home only in some languages? When applied to Family & Community Engagement, culturally sensitive communication can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. The adult survey found that 81.97% of parent/guardian/caregiver respondents and 75.86% of staff respondents believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The district scores were slightly lower, with 77.05% of parent/guardian/caregiver respondents and 72.41% of staff reporting that communication from the district is inclusive and sensitive to different family dynamics. When asking students if there is communication between the home and school, 62.88% of students said there is, at least most of the time. Overall, culturally sensitive communication is an important component of Family & Community Engagement that can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. In addition to ensuring that communication is culturally sensitive, it is important to be transparent with that communication so that everyone understands that there is open, transparent communication.

The inclusion of family and community wisdom can increase engagement by creating a collaborative and supportive learning environment that recognizes and values the



knowledge and experience of families and communities. When families and communities are engaged in the education process, they can contribute their unique perspectives and expertise to help improve student learning and academic success. During interviews, some parents/guardians/caregivers shared feeling unheard; of those who discussed being unheard, all of them presented as a race other than white. The adults in the group further shared that non-white students are also feeling 'unheard'. This was reinforced in survey data. Family & Community Engagement is important because it helps create a supportive and collaborative learning environment that promotes student success and well-being. When families and communities are engaged in the education process, they can provide valuable insights and perspectives that can help improve student learning and academic success. Additionally, Family & Community Engagement can help build trust and relationships between educators, families, and communities, creating a more inclusive and supportive learning community for all students. When asked about whether families are encouraged to participate in school-level activities, 80.33% of parent/guardian/caregiver respondents said they are, at least most of the time. Contrary to the information above, the district scores were significantly lower in comparison with 68.85% of parent/guardian/caregiver respondents agreeing, at least most of the time. The staff was consistent for both school-level and district-level encouragement, with 58.62% of staff respondents reporting that families are encouraged to participate, at least most of the time. This information is more critical for the district to analyze with NPMS simply communicating the opportunities more to staff. When asking about community members being encouraged to collaborate, the positive response was significantly lower with 40.98% of parent/guardian/caregiver respondents and 34.49% of staff respondents reporting that the school asks for collaboration, at least most of the time, and even lower scores for the district asking for collaboration: 32.78% for parent/guardian/caregiver respondents and 34.48% for staff respondents. When asking the students if they see family members and/or community members volunteering at school, 46.88% of students reported that their families are invited into the school to support them, at least most of the time.

Increased connections among families can help with Family & Community Engagement by creating a sense of community and shared responsibility for student learning and success. During focus group interviews, the parent/guardian/caregiver group shared that they would love to see other members of the NPMS community speak up and engage with one another; however, they don't feel comfortable doing so in fear that their child(ren) might be treated differently. When families feel connected to each other and to the school community, they are more likely to participate in school activities, volunteer, and collaborate with educators to support student learning. Overall, increased connections among families can help with Family & Community Engagement by creating a sense of community, encouraging involvement, promoting collaboration, fostering support networks, and building trust between families and educators.



Schools can use local resources to support Family & Community Engagement in a number of ways. Schools can partner with local organizations such as libraries, community centers, and non-profit organizations to provide resources and services to families. Schools can also establish volunteer programs that allow families to become involved in school activities and events or outreach programs that provide information and resources to families. Schools can celebrate the cultural diversity of their communities by hosting cultural events and celebrations and/or involve families in community service projects that benefit the local community. Schools can partner with local health providers to establish school-based health centers that provide medical and dental services to students and families and use social media to connect with families and share information about school activities and events. Overall, schools can use local resources to support Family & Community Engagement by establishing community partnerships, volunteer programs, outreach programs, cultural celebrations, community service projects, school-based health centers, and social media platforms. By leveraging local resources, schools can create a supportive and collaborative learning environment that promotes student success and well-being.

Engaging with the community to resolve community issues and problems is an efficient way to utilize resources while building a sense of community. In the survey, students were asked if they were taught about their local community. Only 53.12% of students responded that they do, at least most of the time. Overall, engaging with community issues and problems can be beneficial for schools by providing opportunities for real-world learning, making learning more relevant, building community connections, promoting civic engagement, providing opportunities for service learning, and promoting cross-curricular learning.

Overall, the landscape team believes that NPMS has a group of parents/guardians/caregivers that truly want to be more engaged. When looking specifically at survey data from parent(s)/guardian(s)/caregiver(s) at NPMS, only 34.42% feel involved in the school community and even less, 22.95%, feel involved in the district community, at least most of the time. Overall, these scores can be improved; at the same time, it is important to acknowledge the nature of middle school being the transition years between elementary school and high school. Many middle school students prefer families to be less involved and there is a desire to increase the level of self-efficacy for students as they prepare for high school. At the same time, there are opportunities for Family & Community Engagement that can be very beneficial for the students. The landscape team recommends an open forum to hear from all members of the NPMS community – with an explicit focus on parents/guardians/caregivers. The critical next step is to *hear* the concerns brought up and take action steps to resolve some of the issues and/or communicate more transparently about what is being done within the school. The landscape team believes the score of 8 is significantly higher than the evidence shows for Family & Community Engagement and encourages NPMS to consider the implementation of more regular communication cycles that lead to action.



Instruction

Within Instruction, there are five main concepts that are examined during the equity landscape process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, New Providence Middle School scored themselves a 9 out of 10 in Instruction. The Self-Assessment noted multiple strengths, including: students sharing their experiences, students being encouraged to ask questions and be involved in class discussions, students being given the opportunity to make real-world connections, health and PE curriculum being relevant to students, 8th grade Capstone projects, differentiation, Social Studies incorporating different perspectives, and student choice for many summative projects. In addition to the strengths noted, the Self-Assessment also included opportunities for improvement, including: an increased focus on individualized instruction, incorporating more voices in texts/curriculum that represent diverse student backgrounds and identities, increasing opportunities for students to see themselves in texts/curriculum, exposing students to more diverse identities, and the need for increased collaboration.

Critical engagement with material encompasses an instructional approach that fosters students' ability to analyze and question the information presented in course materials. By adopting this approach, educators encourage more inclusive teaching strategies that empower students to scrutinize and challenge dominant narratives and perspectives. It also provides them with opportunities to contribute their unique experiences and knowledge to the learning process. To assess the implementation of this instructional concept, the landscape team conducted classroom observations and analyzed survey results from various members of the NPMS learning community. In a review of survey data, a notable discrepancy between the responses of parents/guardians/caregivers and staff members was apparent. When asking if students are critically engaged with materials, 52.46% of parents/guardians/caregivers and 72.42% of staff members reported that students are critically engaged, at least most of the time. When reviewing student data, 73.44% of student respondents reported that they are encouraged to critically engage with material – aligning more closely with staff perception data. In addition to the survey data, the landscape team observed in multiple classrooms. During these visits, the team observed practices in which teachers effectively implemented the concept of critical engagement in 73.69% of the classrooms visited. Additionally, the team observed teachers using higher-order questioning techniques to support students' analysis and discussions in over half, 52.63%, of the classrooms visited. In one classroom, for example, the teacher facilitated a whole class analysis and discussion of a poem by Tupac Shakur called "The Rose that Grew from Concrete." The students actively demonstrated their engagement by listening and providing counter insights that enriched the class discussion. As they explored the poem, students showcased their critical thinking skills by interpreting



Shakur's figurative language and substantiated their interpretations with evidence from the poem. Furthermore, they actively contributed their unique perspectives and insights that related to the poem's overarching theme of "reaching goals despite life's hardships." An intriguing aspect occurred during the lesson when the students delved into a discussion that juxtaposed life's hardships with the notion of privilege. This added a captivating and enlightening dimension to the class discussion. In classrooms where critical engagement was not observed, students were predominantly engaged in independent task completion, with minimal opportunities for meaningful class discussions. In other cases, when class discussions did take place, the questions posed lacked depth, restricting students' ability to apply their analytical skills and explore diverse perspectives. As a result, these conversations did not cultivate a deeper understanding of the subject matter among students. To strengthen critical engagement at NPMS, it is important to examine ways to incorporate higher-order questions into the curriculum as well as ensuring that students are explicitly taught how to see different perspectives within situations. This will allow students to develop a more comprehensive understanding of the subject matter. Moreover, it will empower students to question prevailing narratives, examine diverse perspectives, relate course content to their personal experiences, cultivate analytical skills, and foster a sense of community.

Differentiation is an approach to teaching that recognizes that students have different learning needs and preferences, and therefore require different approaches to learning. Teachers who employ best practices in differentiated instruction customize and adjust their strategies to accommodate the unique needs, backgrounds, skill levels, talents, and learning profiles of individual students. This approach actively recognizes and addresses the diversity among students, valuing their distinct attributes and ensuring inclusive education. In order to examine the implementation of this concept in Instruction further, the landscape team reviewed survey results and conducted focus group discussions and classroom observations. The team noticed a significant disparity in perceptions between parents/guardians/caregivers and staff members regarding the implementation of differentiation in Instruction based on survey data. While 70.49% of parents/guardians/caregivers reported that differentiation is evident at NPMS, at least most of the time, a significantly higher percentage of staff members, 96.55%, reported the same. Furthermore, 77.1% of students reported that teachers address their individual learning needs (differentiation), at least most of the time. This disparity of over 26% between the lowest and highest reported perceptions caused the landscape team to further explore in both focus group discussions and classroom observations. During focus group discussions with various constituents from the NPMS learning community, the team identified discrepancies in staff members' understanding, and implementation, of differentiation. Within focus group discussions, one staff member highlighted the positive impact of the school-wide emphasis on personalized learning, which reinforces the principles of differentiated instruction by empowering students to create their own learning paths and pursue personal goals. In contrast, another staff member expressed the belief that NPMS staff



accommodate rather than differentiate, noting that differentiation acknowledges the diverse ways in which individuals think and process information. Furthermore, the discussion yielded additional insights regarding the desire to enhance differentiated instruction. Staff members expressed a specific interest in examining programming and providing support during Instruction for learners of the English language as well as improving support for students with specialized learning needs. During the landscape team's classroom observations at NPMS, it was evident that differentiated learning opportunities were present in 57.89% of the visited classrooms. The team noted that these findings differ from the reported perceptions of students and staff, as captured in the surveys. When differentiation was observed in classrooms, student choice emerged as the most prevalent form of differentiated instruction. Although student choice is one way to differentiate; if that is the only method of differentiation, it can feel more aligned to Classroom Culture and 'accommodation' as one staff member shared in the focus group, rather than true differentiation, which encourages students to learn at high levels, while keeping in mind their individual learning style. It is important to acknowledge that the implementation of differentiation strategies can vary across classrooms and instructional contexts. Factors such as teacher experience, resource availability, and student needs can influence the extent and effectiveness of differentiation practices.

Cooperative or collaborative learning and group work are terms commonly used interchangeably, yet they encompass distinct differences. Group work refers to a classroom activity where students are divided into groups and assigned a collective task. Groupwork places emphasis on individual accountability, with the group's success relying on each member fulfilling their designated role. Conversely, cooperative or collaborative learning presents a more structured approach to group work, emphasizing interdependence and collective accountability. In this method, students collaborate towards a shared objective or task, while also assuming responsibility for their peers' learning. Each student is encouraged to contribute their unique skills and knowledge to the group, and the overall success of the group is contingent on the achievement of each individual member. Cooperative or collaborative learning is important within culturally responsive pedagogy because it promotes interdependence and collective accountability, which are key values in many cultures. This approach to learning also emphasizes the importance of working collaboratively and recognizing the strengths and contributions of each group member, which can be particularly valuable in culturally diverse classrooms. In addition, cooperative or collaborative learning can help to break down cultural barriers and promote cross-cultural understanding, allowing students from diverse cultural backgrounds the opportunity to learn from one another and develop a greater appreciation for diversity of thought. The landscape team examined cooperative and collaborative learning through a review of survey data and classroom observations. The team's review of survey data exposed varying perspectives regarding the implementation of cooperative and collaborative learning within the instructional environment at NPMS. On the surveys, 68.85% of parents/guardians/caregivers,



89.66% of staff, and 62.06% of student respondents reported that students work in a collaborative environment, at least most of the time. This discrepancy speaks to the idea of intention compared to perception. Staff may have reported a higher amount of agreement because they ‘intend’ to offer a collaborative environment for students, or they see the value in doing so. However, parents/guardians/caregivers and students are not necessarily receiving the opportunity to collaborate at the same frequency. To further explore this, the landscape team visited classrooms. While this concept was observed in 57.89% of classrooms visited, consistency varied across instructional settings, indicating differences in teacher implementation. Based on the findings from classroom visits, the perceptions of students and parents/guardians/caregivers that were reported on the survey align more closely with practices that were observed during Instruction by the landscape team. The landscape team recognizes that the observations are small snapshots of what occurs in the classroom on a daily basis; at the same time, this might be an area to reflect on ways to enhance cooperative and collaborative opportunities for students.

Real-world connections add relevance and significance to students' educational experiences. By establishing connections between classroom learning and real-world contexts, students can recognize the practical applications of their knowledge. This becomes especially valuable for students from historically marginalized backgrounds, who may have been excluded or underserved in traditional academic settings. Real-world learning empowers students by equipping them with the skills and knowledge needed for success beyond the classroom, bridging the resource and opportunity gaps youth may encounter. Furthermore, real-world learning enhances student engagement by fostering community connections and demonstrating the impact of their learning. Real-world learning also promotes equity by providing opportunities for students to explore social justice issues and take action to address them. By empowering students to utilize their learning to make positive changes in the world, real-world learning contributes to the creation of a more equitable society. The landscape team conducted classroom visits and analyzed student surveys to develop an understanding of the utilization of real-world connections in teaching practices at NPMS. When asked if students are taught concepts that connect to the world outside of school, 55.83% of students agreed with the statement, at least most of the time. These survey findings were notably different from the landscape team's observations of this concept during classroom visits. The concept of real-world connections during Instruction was only observed in 31.58% of the classrooms visited. In one class, that was showcasing a strong connection to the real-world, students engaged in a project where they researched a public service figure and utilized the information to create a resume. During a discussion with a student in this class, the student was able to share with a member of the landscape team the project's importance, highlighting the practicality of resume writing for future jobs or college applications. To advance this concept within Instruction at NPMS, teachers must continue to look for opportunities to discover the relevance between what students are learning and their lives, as well as the broader world. This can include, but is not limited to, integrating current events to



strengthen existing units of study, inviting guest speakers into the learning environment, and promoting reflection exercises and discussions where students can connect what they have learned to their own lives, communities, and global issues. The ability for students to establish meaningful connections between their learning and real-life experiences not only enhances engagement but also fosters positive identity development and leads to improved academic achievement. Moreover, it can support equity by making learning more relevant to the lives of all students.

Assessing students in terms of their growth focuses on the individual experiences of students and it helps to establish equitable assessment practices. A values-based approach to assessment is particularly important in culturally diverse classrooms, where students bring diverse knowledge and possibly, as with the case in many cultures, prioritize effort and progress over achievement. By assessing students based on their growth, teachers not only acknowledge their unique starting points, but also emphasize the importance of meeting them where they are and supporting their ongoing development. Moreover, values-based assessment aligns seamlessly with cultivating a growth mindset, which emphasizes that intelligence and abilities can be developed through effort and hard work. Culturally responsive instruction recognizes the profound impact of nurturing a growth mindset as it dismantles cultural barriers and promotes cross-cultural understanding. In addition, assessing students based on their growth encourages them to take ownership of their learning and set personalized goals. This approach empowers students, especially those from historically marginalized or excluded backgrounds, providing them with newfound agency and motivation on their educational journeys. Consequently, this increased motivation and sense of ownership contribute to their academic success. To assess the integration of values-based assessment at NPMS, the landscape team reviewed constituent survey data and conducted classroom visits. Analysis of constituent survey data revealed favorable responses among staff and students. 82.76% of staff members and 88.08% of students reported that students are assessed in terms of growth, at least most of the time. However, a noticeable disparity emerged in the parent/guardian/caregiver survey, with only 59.02% of respondents reporting that students are assessed in terms of growth, at least most of the time. A review of survey comments highlighted a respondent's perspective about the school's current assessment system. The respondent suggested that instead of focusing on tests within Instruction, adopting a performance-based approach would be advantageous for all students. Another insight that was shared during focus groups from a parent was that New Providence has such a high level of achievement and 'entitlement' that "if a student doesn't get a pat on the back or a congratulations on what they are doing well, it is a hit against their pride, and they close down from learning how they can do better." Moving toward a more values-based assessment model will be difficult for a district with high achievement levels. At the same time, once the transition is made, students will be able to focus on their own learning much more intently, rather than how they did compared to another student. During classroom visits, values-based assessments were only evident in 36.53% of the classrooms observed. In one of the classrooms where values-based assessment was



observed, students referred to a rubric to guide their work, allowing them to be able to explain exactly how their assignment would be evaluated using the rubric. In order to further enhance values-based assessment and grading practices, it is important to consider how assessments can serve as tools for monitoring students' progress over time and also as tools to elevate their learning through their unique contributions. By leveraging assessments in this way, it is possible to achieve long-term improvements in student achievement. Therefore, ongoing attention should be given to refining assessment practices that align with the values-based approach, ensuring their effective integration into Instruction at NPMS. In summary, the practice of assessing students based on growth promotes culturally responsive instruction by prioritizing progress over perfection, acknowledging diverse opportunities to show knowledge, fostering a growth mindset, and empowering student agency. This approach to assessment contributes to the establishment of an equitable and inclusive classroom environment, where every student feels respected, supported, and valued.

Overall, the landscape team believes the score of 9 is significantly higher than the evidence shows for Instruction and encourages NPMS to continue focusing on differentiation and individualized learning, connections to the real-world, and values-based assessment practices.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, New Providence Middle School scored themselves a 7 out of 10 in Identity within Curriculum, citing multiple strengths within the Self-Assessment, including: Character Education, Alliance Club, students are given the opportunity to express themselves, extracurricular programs, students are valued by staff, ESL program, students are encouraged to express pride in themselves, parents are largely supportive of inclusive texts, students are open to conversations, and there is an emphasis on belonging within the school community. The Self-Assessment also identified potential opportunities for improvement, citing a need for more explicit opportunities for students to express pride and confidence, students not interacting with students of other identities, an underlying message of students needing to ‘fit in’ rather than be authentically themselves, curriculum is very North American/European focused with minimal lessons from other identities represented, and minimal resources for staff to understand intersectionality.

Identity within Curriculum pertains to including and acknowledging students' cultural and personal identities in the classroom materials and content. Understanding one's own identity is crucial for personal growth and social development, making it essential for students to be able to answer the question of who they are. When students see



their identities reflected in the curriculum, they feel a stronger connection to their learning and become more engaged in the educational process. This inclusivity also contributes to building their self-esteem and fostering a sense of belonging, which holds particular significance for students who have been historically marginalized or excluded from traditional academic settings. Additionally, incorporating identity within the curriculum promotes cross-cultural understanding and empathy by exposing students to diverse perspectives and experiences. By learning about the experiences and viewpoints of others, students develop a more nuanced and comprehensive understanding of the world, helping to dismantle cultural barriers and advance social justice.

When the landscape team examined survey and data from focus group discussions as well as submitted evidence, an opportunity for potential improvement emerged to support Identity within Curriculum. In a review of student survey results, only 53.93% of students reported learning about people who look like them. When adults were asked the same question, "Do students have the chance to see themselves represented in the curriculum?", only 22.9% of parents/guardians/caregivers and 37.93% of staff agreed that this occurs, at least most of the time. During focus group discussions, participants confirmed that there are school-wide JEDI (Justice, Equity, Diversity, and Inclusion) initiatives that are designed to foster a sense of belonging among students. One opportunity that was discussed was the school's Alliance Club which is an affinity-based student organization that aims to provide a safe and supportive space for students with shared identities and interests. At NPMS, this group brings LGBTQIA+ students and their allies together to promote acceptance, equity, and support within the school community. While this is a great opportunity to support the identities of students within the NPMS learning community, it does not fully reflect identity to the level that is most beneficial for students. To advance this concept, it is important to integrate diverse perspectives and experiences seamlessly into the course materials used in the classroom, and not only in extracurricular activities and/or clubs. By infusing curriculum with a range of identities and experiences, students can see themselves reflected in the content they engage with on a daily basis. This goes beyond providing identity-affirming extracurricular opportunities and ensures that all students have access to inclusive and representative learning experiences within their academic studies. Incorporating identity within the curriculum is crucial for supporting students in developing a strong sense of self, fostering active engagement during learning, and cultivating a sense of belonging that helps to deepen cross-cultural understanding and empathy.

What is interesting, however, in further reviewing the data, many students felt a sense of pride within themselves. Oftentimes, seeing oneself reflected in an environment around you is critical to building a strong sense of pride; however, in the case of NPMS, it seems that the students have a solid sense of self (with 73.71% of students answering positively, at least most of the time). It is noted that with a more explicit focus on identity in curriculum, the expectation is that these numbers will rise.



Overall, the landscape team believes that NPMS has a strong desire to provide a sense of Identity within the curriculum and has made some efforts to do so. What is most promising within the data in this section is the level of awareness of many of the adults surveyed showcasing that there is a lack of diverse materials. The landscape team believes the score of 7 is significantly higher than the evidence shows for Identity within Curriculum and encourages NPMS to continue focusing on intentional incorporation of identity into the curriculum in academic settings, without relying on additional programs to meet the need for students to see themselves represented in the curriculum.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, New Providence Middle School scored themselves a 6 out of 10 in Diversity within Curriculum. The Self-Assessment identified multiple strengths, including: Character Education, students are encouraged to be curious, students are provided opportunities to develop empathy through team activities, Alliance Club, Black History Month activities, History Club, Guidance lessons, Capstone project, and highlighting diversity within texts. The Self-Assessment also noted potential opportunities for improvement, including: students needing more skills to promote empathy and interpersonal skills, the opportunity to role-play in difficult situations, continued professional development for staff, and a commitment to non-academic outcomes.

Diversity within Curriculum refers to the inclusion of diverse perspectives, experiences, and cultural backgrounds in the content and materials used in the classroom. It is important for students to see diversity incorporated into the curriculum because it promotes cross-cultural understanding, empathy, and social justice. When students are exposed to diverse perspectives and experiences in the curriculum, they are able to develop a more nuanced and complex understanding of the world around them. This understanding can help to break down cultural barriers and promote social justice by challenging stereotypes and promoting empathy and respect for others.

Diversity within Curriculum can also promote critical thinking and problem-solving skills. When students are exposed to diverse perspectives and experiences, they are able to see issues from multiple angles and develop a more well-rounded understanding of complex problems. This can help them to develop more effective solutions to real-world problems and to become more engaged and informed citizens.



The landscape team examined the current state of diversity within the curriculum at NPMS through sources of data that included the school's Self-Assessment, survey data, focus group discussions, and classroom visits. In a review of these sources of information, the data consistently revealed a potential growth opportunity within this concept of the curriculum. In the adult surveys, 45.90% of parents/guardians/caregivers and 48.28% of staff agreed with the statement "students are provided the opportunity to understand how people are alike and different", at least most of the time. In one survey comment, a respondent expressed a desire to see the inclusion of more African-American, Latinx, and Native American historical individuals into the curriculum. The results from the adult survey were comparable to the findings on the student survey in which 53.11% of respondents agreed with the statement "I am curious about how people are similar to and different from me." One of the responses from the student survey included the following comment: "On the topic of learning about other races, I feel that this is an area of learning that the school has been lacking in. We have not learned stuff during Black History Month this year, yet we did last year. We also do not learn during AAPI month or, for instance, pride month. I believe that this is causing students to be slightly closed-minded. I am also concerned by an instance last year in which all students were invited to create a poster for AAPI heritage month for the prize of a gift card. This, in my opinion, is slightly insensitive, as not everyone will know the struggles of Asian Americans." This comment highlights the desire to have increased learning opportunities about different identities within the curriculum throughout the year, rather than solely during designated months.

During focus group discussions, one participant highlighted the efforts made by teachers to enrich the curriculum by integrating diverse texts, enabling valuable opportunities for students to engage in meaningful conversations that enhance their capacity to explore diverse perspectives. However, another participant expressed challenges in incorporating the concept of Diversity within Curriculum, citing a lack of knowledge regarding expectations and concerns about "unintentionally causing harm or offense" to students or, indirectly, their families. This level of awareness is something to celebrate. Oftentimes, especially when someone has the best of intentions, the idea of causing harm is unimaginable; however, it is believed that those with the best of intentions can often cause the most harm – simply because of not being aware. With an understanding of potential impact, there are next steps that can be taken at a quicker pace to support with the integration of more diverse texts and materials into the curriculum. The need for professional development and training was apparent through many of the data points and will be further discussed in the Teacher Leadership section.

During the landscape team's classroom visits, Diversity within Curriculum was observed in 42.84% of the classrooms visited. During the visit, the landscape team learned that throughout the academic year, students consistently had opportunities to participate in book club discussions with peers who selected the same book (from a curated list of diverse topics and authors), allowing for the exchange of insights and



exploration of personally significant topics. Although book clubs were not observed, nor was a list provided to the landscape team, the formation of this opportunity (as described) is a potential strength showcasing Diversity within Curriculum. The incorporation of literature representing diverse perspectives and offering student choice is commendable, revealing a significant step towards embracing diversity. These efforts fostered inclusivity and encouraged students to broaden their perspectives, develop empathy, and actively engage with the content, resulting in an enriching learning experience.

Overall, Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes that the Self-Assessment score of 6 is consistent with the evidence provided to the landscape team. Further growth could occur by continuing efforts to incorporate texts and materials that support students in their abilities to examine diverse perspectives. It is equally important to create safe and supportive environments in which teachers use language that is inclusive and respectful of all students. This approach will help to ensure that diversity is naturally infused within not only Instruction, but also within learning spaces. Students, in turn, will learn about differences with curiosity, empathy, respect, and understanding for others.

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, New Providence Middle School scored themselves a 7 out of 10 in Justice within Curriculum. The Self-Assessment cited multiple strengths, including: students being able to identify discrimination, students are asked to identify and analyze the impact of discrimination, opportunities are provided for students to recognize unfairness and injustice, and conversation around anti-bullying. The Self-Assessment also identified potential opportunities for improvement, including: students having a surface-level understanding of justice, more opportunities for students to share with one another are needed, a need for more explicit direction on how to discuss concepts such as privilege/power, lack of student awareness of global issues, and limited diversity in town.

The concept of Justice within Curriculum encompasses the incorporation of topics and materials that address issues of fairness, equity, and social justice. Understanding justice and injustice is important for students as it facilitates critical thinking and comprehension of social issues. When students are exposed to justice-related topics in the curriculum, they can develop a deeper understanding of the social, political, and economic factors contributing to inequality and injustice. This understanding fosters the development of critical thinking skills and promotes informed and engaged



citizenship. Justice within Curriculum also contributes to the promotion of empathy and respect for others. Learning about the experiences of marginalized or oppressed individuals enables students to develop empathy and recognize the importance of treating others with respect and dignity. Furthermore, incorporating Justice within Curriculum plays a significant role in creating a more equitable and inclusive classroom environment. When students encounter curriculum addressing issues of justice and equity, it enhances their sense of value and respect in the classroom. This, in turn, helps build a sense of community and belonging, which are essential for promoting academic success and well-being.

In the survey, 44.26% of parent(s)/guardian(s)/caregiver(s), 24.14% of staff, and 85.63% of students indicated that students are taught concepts around justice and injustice during Instruction, at least most of the time. After reviewing the noted strengths in the Self-Assessment, student perceptions may be connected to school-wide character education/anti-bullying efforts that are facilitated by the school counselor and teachers. However, when diving deeper into this concept with the students, only 67.48% are taught how people have historically been treated and only 44.17% report being taught about the dynamics of power and/or preferential treatment within society. Although the concept of power/privilege can be quite controversial, there are ways to discuss this from a non-judgmental lens to elicit conversation and help all students better understand different viewpoints.

Overall, Justice within Curriculum is important for promoting critical thinking, empathy, and respect for others, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes the score of 7 is significantly higher than the evidence shows for Justice within Curriculum and encourages NPMS to continue focusing on intentional incorporation of justice into the curriculum, starting with professional development for staff to understand how to facilitate controversial conversations without judgment. By providing professional development for staff in the area of Justice within Curriculum, staff will become more knowledgeable about the complex systems of oppression and privilege that exist in society. Professional development can also help teachers stay up to date on current events, research, and best practices related to justice and equity in education. This foundational information will help staff remain informed and equipped to address issues as they arise in their classrooms.

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, New Providence Middle School scored themselves a 7 out of 10 in Action within Curriculum, noting multiple strengths, including: Week of Respect, Violence Awareness Week, Red Ribbon Week, No Name Calling Week, homeroom



activities, HIB/Code of Conduct lessons, lessons for being an upstander, students are encouraged to speak up, staff promotes personal responsibility, Capstone project, and students being aware of injustices that are happening in the world. The Self-Assessment also identified potential opportunities for improvement, including: students needing more ‘grown’ responses for speaking up with courage, students needing to understand their own implicit biases, moving away from sympathy, and students need to be more empowered to make change.

Action within Curriculum encompasses providing students with opportunities to actively address issues of fairness, equity, and social justice. Enabling students to discuss actionable steps is crucial as it fosters their agency and instills a sense of responsibility to contribute towards a more just and equitable world. By incorporating opportunities for students to take action within the curriculum, they can apply their learning to real-world situations and develop a profound understanding of how social issues impact individuals and communities. This practical application motivates students to become more engaged in their communities and empowers them to take meaningful steps towards positive change. Furthermore, Action within Curriculum promotes the development of leadership and civic engagement skills. When students are given opportunities to take action, they cultivate leadership abilities and gain confidence in their capacity to make a difference. This cultivates a sense of agency and empowerment among students, which is pivotal for their academic success and overall well-being. Incorporating Action within Curriculum also establishes a participatory and democratic classroom environment. By granting students opportunities to take action, they actively engage in decision-making processes and become more invested in their own learning. This sense of ownership and active involvement in their education nurtures academic success and well-being.

In a review of the survey results, the landscape team observed significant disproportionality between the perceptions of adults and the perceptions of students in relation to Action within Curriculum. In the survey, 42.63% of parents/guardians/caregivers, 24.14% of staff, and 71.82% of student respondents reported that students are empowered to take action around justice, equity, diversity, and inclusion (JEDI) issues, at least most of the time. However, in looking even further at the student survey data, only 64.77% of students reported taking responsibility for standing up against injustice, at least most of the time. This shows over an 8% gap of students being taught what to do in the face of injustice and actually following through with the action of standing up against injustice. Although this is the smallest gap among the schools, it is worth analyzing.

Overall, Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment. The landscape team believes the score of 7 is significantly higher than the evidence shows for Action within Curriculum and encourages NPMS to continue focusing on empowering students to take action as well as providing opportunities for staff to learn more ideas (professional development and



training) on how to do this within the curriculum. In order to advance Action within Curriculum at NPMS, careful consideration must be given to all areas leading up to action. For example, students must see themselves (identity) and others (diversity), and acknowledge and identify unfairness (justice), before initiating actionable steps to overcome the injustice (action).

Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity landscape process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, New Providence Middle School scored themselves a 6 out of 10 in Teacher Leadership, citing multiple strengths as well as opportunities for improvement. Among the strengths, it was reported that staff are allotted monies for professional development and are afforded the opportunity to choose what aligns with their interests, staff is supported by administration, staff are able to collaborate with peers, co-teaching opportunities are available, and the staff is supportive. Among the potential opportunities for improvement, there was a need for more time and resources to be allocated to DEI/JEDI work, stop avoiding 'difficult conversations', and more direction on how to embed DEI/JEDI work into the curriculum.

Professional development can help educators develop cultural competence, which is the ability to understand and effectively interact with people from different cultural backgrounds. This can help educators understand the experiences and perspectives of their students from diverse backgrounds and create more inclusive learning environments that meet their needs. Professional development can also help educators develop a deeper understanding of equity and its importance in education. This can help educators identify and address inequities that exist in the classroom, such as unequal access to resources or opportunities, and work towards creating more equitable learning environments. Professional development can also provide educators with effective teaching strategies that can support students from diverse backgrounds. This includes strategies such as differentiated instruction, culturally responsive teaching, and restorative practices, which can help create more inclusive and equitable classrooms. Professional development can also provide opportunities for educators to build relationships and create communities of practice with colleagues. This can foster collaboration and support the implementation of new strategies and approaches that promote equity and inclusion in the classroom. Last, but not least, professional development can help educators identify and address their own biases and assumptions, which can impact their interactions with students and the learning experiences they create. This can help to create more equitable and inclusive learning environments that promote student success. When looking at survey data, there seems to be a lack of assurance reported by the adults within NPMS



regarding whether adults are even aware of the biases they hold. When asking if staff is aware of their biases, 27.87% of parent/guardian/caregiver and 37.93% of staff respondents reported that they believe staff acknowledge their biases, at least most of the time. Asking the same question related to community members (including family members) and their awareness of their own biases, 36.07% of parent/guardian/caregiver and 27.59% of staff respondents reported that they believe community members acknowledge their biases, at least most of the time. There were also a moderate number of respondents who answered ‘I don’t know’ to both questions. If people are unable to acknowledge their own biases, the conversations can shift to being more polarizing. It is critical to start DEI/JEDI work with a foundational understanding of bias and humanizing the concept of bias as something that everyone innately has. Overall, professional development supports more equitable and inclusive classrooms by providing educators with the knowledge, skills, and strategies needed to meet the diverse needs of their students and promote student success.

It is important for educators to create a safe and inclusive environment where all students feel valued and respected. Responding to prejudicial behaviors and words is an essential part of creating such an environment. Educators can create a safe and inclusive learning environment by setting clear expectations for behavior and creating classroom norms that promote respect and understanding. When prejudicial behaviors and words are observed, educators are best able to address them in a calm and respectful manner. This can include calling out the behavior/word and explaining why it is inappropriate and how it can impact others. Educators can also engage students in dialogue to help them understand the impact of their behavior/words on others and to encourage empathy and understanding. Educators can also help students reframe negative language and attitudes by providing positive and inclusive alternatives that promote understanding and respect for all. Educators will best intercept biased and/or discriminatory behaviors when modeling inclusive behaviors and willing to apologize and make amends if they make a mistake or use inappropriate language. First and foremost, especially when responding to discriminatory behaviors/words, it is critical for staff to model this behavior. Students learn by watching those in their environment. When looking at survey data, there seems to again be a lack of assurance reported by the adults within NPMS regarding whether adults speak up and respond to prejudicial behaviors and/or comments. When asking if staff speaks up, 19.68% of parent/guardian/caregiver and 48.27% of staff respondents reported that they believe staff step in, at least most of the time. Asking the same question related to community members (including family members) and their interruption of prejudicial behaviors, 24.59% of parent/guardian/caregiver and 10.34% of staff respondents reported that they believe community members step in, at least most of the time. This pattern of behavior exacerbates the issue of inaction by creating a culture of bystanders. It should be noted, though, that 65.57% and 42.62% of parents/guardians/caregivers and 13.79% and 55.17% of staff responded to the questions, respectively with “I don’t know”. Looking at all data together, the piece that is most interesting to dive deeper into is the staff perception of whether staff step in and



respond to prejudicial behaviors and/or comments. In the survey, 37.93% of staff respondents shared that they believe staff only ‘sometimes’ step in. When reviewing this data, it is critical to assess whether adults don’t step in because of not knowing how or because of not experiencing prejudicial behaviors, rather than not doing so because they simply don’t want to. Many comments were shared during the on-site visit that teachers are ‘ignoring’ issues that arise; however, in conversations with staff, it was shared that many staff members are simply afraid of saying or doing the ‘wrong’ thing. Professional development will provide staff members with the tools to move forward in addressing discriminatory behaviors more consistently.

Educators need to create a safe and supportive environment where colleagues can openly discuss JEDI issues without fear of judgment or retribution. Educators can participate in professional development opportunities related to JEDI to develop a shared understanding of concepts and strategies for addressing JEDI issues in the classroom. Educators can also share resources and ideas related to JEDI to help each other develop effective strategies for addressing JEDI issues in the classroom. Educators can also provide feedback and support to each other when addressing JEDI issues in the classroom. Educators can also engage in collaborative problem-solving to address JEDI issues that arise in the classroom. Last, and definitely not least, educators can advocate for systemic change to promote JEDI work in their schools and communities. By supporting each other around JEDI issues, educators can create a more inclusive and equitable learning environment for all students.

In reviewing survey data regarding leadership, staff are asking for more guidance. As shared in the Self-Assessment, staff are looking for more guidance and support – especially on difficult and controversial topics such as JEDI/DEI. For example, when asked if the central office provides direction for the schools, only 68.97% of staff respondents reported that district office provides direction, at least most of the time.

Overall, Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it enables them to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 6 is significantly higher than the evidence shows for Teacher Leadership and encourages NPMS to provide more explicit training and expectations regarding DEI/JEDI work. It is also important to note that much of Teacher Leadership is meant to be guided by district office; however, there are strategies that can be implemented at the building level as well. Continue to allocate time for discussions at the building level to support one another without judgment.



Representation

Within Representation, there are five main concepts that are examined during the equity landscape process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, New Providence Middle School scored themselves a 5 out of 10 in Representation, noting the following strengths: typically healthy candidate pools (although it was noted that it has been less healthy over the last few years), an intention to focus on positive accomplishment of diverse groups, there are attempts to diversity the curriculum, and efforts are made to be diverse in a non-stereotypical way. Opportunities for improvement reported in the Self-Assessment included: a need for more consistent tracking of disproportionality within classes, the need for continuing to attend job fairs to secure diverse personnel, the need to separate students in the EL program and students receiving special education services, and a need for more awareness of implicit bias – specifically among teaching staff.

Having a diverse range of personnel can provide positive role models for students from different backgrounds. It can help students feel more represented and included in the school community. A diverse range of personnel can bring a range of cultural experiences and perspectives to the school community which can help educators develop cultural competence and improve their ability to teach diverse students. Diversity among staff can also help foster empathy and understanding among the school community, helping educators and students understand and appreciate the experiences and perspectives of people from different backgrounds. A diverse staff can also help address biases and stereotypes within the school community by challenging assumptions and promoting a more inclusive and equitable school environment. Studies have shown that having a diverse range of personnel can lead to improved learning outcomes for students from different backgrounds. It can help improve student engagement, academic performance, and overall school climate. In looking at both the demographic report of staff as well as the self-identification in the adult survey, the staff of NPMS presents as mostly white. At the same time, NPMS is more equal in male/female representation than the elementary schools (with a slight abundance of female staff). When asking the students to identify whether they see an adult that looks like them at school, only 42.78% of students shared that they do, at least most of the time. Although it is important to note that the landscape team is not inferring that ONLY people of a marginalized identity can teach students from marginalized identities, it is important, for both students of marginalized identities as well as those who are not of marginalized identities, to see staff members of all races, religions, cultures, genders, and identities. Overall, having diversity among personnel within a school setting can help create a more inclusive and equitable school environment that promotes the success of all students.



When students see themselves and their identities represented in classroom materials, it can help them feel valued, included, and respected. Having classroom materials that represent multiple identities can also help expose students to a range of diverse perspectives and experiences. Classroom materials that represent multiple identities can help educators develop cultural competence and improve their ability to teach diverse students and help address bias and stereotypes within the classroom. Studies have shown that having classroom materials that represent multiple identities can lead to improved learning outcomes for students from different backgrounds.

Unfortunately, when the landscape team observed in classrooms, only 36.84% of the classrooms observed showcased at least *some* diverse classroom materials. Overall, having classroom materials that represent multiple identities is important for creating a more inclusive and equitable learning environment that promotes the success of all students. It is extremely beneficial for parents/guardians/caregivers, students, and staff to be surrounded by images that they can relate to.

Disproportionality in schools refers to the overrepresentation or underrepresentation of certain student groups in particular programs, such as gifted and talented programs, special education, and disciplinary actions. This disproportionality can be caused by a variety of factors, including implicit bias, systemic racism, and lack of access to resources. Within NPMS, taking into consideration materials supplied to the landscape team, survey data, Self-Assessment data, and focus group discussions, there was minimal evidence to showcase any disproportionality within discipline, with boys seeming to have more data points for concerns with discipline. There was also some disproportionality noted in access to opportunities for challenging programming. Within the survey, students and adults were asked if students are encouraged to be in challenging classes. Of those who responded on behalf of NPMS, 65.57% of parents/guardians/caregivers, 82.76% of staff, and 70.19% of students reported that students are encouraged, at least most of the time. The nearly 20% gap between parent/guardian/caregiver perception and staff perception is worthy of further discussion. The landscape team encourages NPMS to share the expectations for all classes with families so there is a clear understanding and then document how many challenging courses/offerings are available and who is enrolled.

Overall, Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the 'only one' in a school district. The landscape team believes the score of 5 is higher than the evidence shows for Representation and encourages NPMS to continue focusing on increasing Representation among staff/personnel and materials and to dive deeper into understanding disproportionality within both discipline and programming.



General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity landscape process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, New Providence Middle School scored themselves a 6 out of 10 in General Findings, noting multiple strengths, including: a resource book for working with EL students, more recent conversations about JEDI/DEI work, and staff being encouraged to be fair. The Self-Assessment did not note any opportunities for improvement.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 36.06% of parents/guardians/caregivers and 31.03% of staff reported that the Board of Education makes decisions regarding inclusivity work that they agree with. When looking more broadly to assess whether the same groups believe the Board makes decisions that uphold all students, the respondents were significantly more favorable among both parents/guardians/caregivers, at 55.74%, and staff, at 58.62%. These numbers are quite low and what is even more alarming is that there is a significant number of respondents, including staff, that answered ‘I don’t know’. This is alarming because members of the community, especially staff, need to be aware of decisions being made by the Board of Education. This lack of awareness could be because of a lack of communication on behalf of the Board and/or a lack of interest on behalf of community members. Either way, for JEDI work to be sustainable, it is critical for everyone to be aware of decisions that are made – knowing that not everyone will agree with those decisions.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect constituents to ‘buy-in’ to the concept. As will be discussed in other sections of this report, people often struggle to embrace concepts that they either don’t understand or don’t see the benefit of. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in. In the survey, adults and students were asked if there were explicit conversations around DEI/JEDI, with varied responses. 22.95% of parent/guardian/caregiver respondents, 17.24% of staff respondents, and 49.04% of students answered that explicit conversations occur on a regular basis. These numbers allude to the idea that students are having conversations initiated by them, rather than participating in conversations initiated by the teachers. One parent, during a focus group discussion, shared that their child has been discriminated against and has experienced microaggressions. They went to the school and asked for help and was told by a staff member that they wanted to help but didn’t know how. Although it would benefit NPMS to have more explicit conversations around DEI/JEDI work, it is important to provide training on HOW to do this before implementation.



Moving forward, ensuring that this work is embedded in the mission and vision of NPMS will be imperative to ensuring DEI/JEDI work is prevalent in the hearts and minds of staff and students. A clear and concise direction to drive this work will guide professional development, policy and procedure, and alignment with staff and leadership. Rather than creating an additional mission/vision specific for JEDI/DEI work, it is the recommendation of the landscape team to embed much of the JEDI principles and theories into the school mission/vision – allowing DEI to be the lens through which you make all decisions. Within the Self-Assessment, mention was made that this work has started – the landscape team encourages this to continue.

Overall, a solid understanding of JEDI work is critical to be truly inclusive and equitable. The landscape team believes the score of 6 is higher than the evidence shows for General Findings and encourages NPMS to continue building a strong foundation with clear expectations and outcomes for a JEDI/DEI program before moving forward with other recommendations.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the landscape team identified the following consistencies and inconsistencies with the perceptions of constituents within New Providence Middle School.

The landscape team believes that New Providence Middle School has some strong foundations to build upon related to Classroom Culture; however, there are still many areas to improve. The landscape team believes the score of 9 is significantly higher than the evidence shows for Classroom Culture and encourages NPMS to continue focusing on building upon some of the foundational pieces that have been built. By increasing the level of transparency and communication of expectations, the landscape team believes Classroom Culture will thrive. The data shows pockets of groups that are reaching out for help and offering suggestions to support a more inclusive Classroom Culture; by listening to, and then integrating, their ideas, NPMS will truly thrive.

The landscape team believes that NPMS has a group of parents/guardians/ caregivers that truly want to be more engaged. When looking specifically at survey data from parent(s)/guardian(s)/caregiver(s) at NPMS, only 34.42% feel involved in the school community and even less, 22.95%, feel involved in the district community, at least most of the time. Overall, these scores can be improved; at the same time, it is important to acknowledge the nature of middle school being the transition years between elementary school and high school. Many middle school students prefer families be less involved and there is a desire to increase the level of self-efficacy for students as they prepare for high school. At the same time, there are opportunities for Family & Community Engagement that can be very beneficial for the students. The landscape team recommends an open forum to hear from all members of the NPMS



community – with an explicit focus on parents/guardians/ caregivers. The critical next step is to *hear* the concerns brought up and take action steps to resolve some of the issues and/or communicate more transparently about what is being done within the school. The landscape team believes the score of 8 is significantly higher than the evidence shows for Family & Community Engagement and encourages NPMS to consider the implementation of more regular communication cycles that lead to action.

The landscape team believes the score of 9 is significantly higher than the evidence shows for Instruction and encourages NPMS to continue focusing on differentiation and individualized learning, connections to the real-world, and values-based assessment practices.

The landscape team believes that NPMS has a strong desire to provide a sense of Identity within Curriculum and has made some efforts to do so. What is most promising within the data in this section is the level of awareness of many of the adults surveyed showcasing that there is a lack of diverse materials. The landscape team believes the score of 7 is significantly higher than the evidence shows for Identity within Curriculum and encourages NPMS to continue focusing on intentional incorporation of identity into the curriculum in academic settings, without relying on additional programs to meet the need for students to see themselves represented in the curriculum.

Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes that the Self-Assessment score of 6 is consistent with the evidence provided to the landscape team. Further growth could occur by continuing efforts to incorporate texts and materials that support students in their abilities to examine diverse perspectives. It is equally important to create safe and supportive environments in which teachers use language that is inclusive and respectful of all students. This approach will help to ensure that diversity is naturally infused within not only Instruction, but also within learning spaces. Students, in turn, will learn about differences with curiosity, empathy, respect, and understanding for others.

Justice within Curriculum is important for promoting critical thinking, empathy, and respect for others, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes the score of 7 is significantly higher than the evidence shows for Justice within Curriculum and encourages NPMS to continue focusing on intentional incorporation of justice into the curriculum, starting with professional development for staff to understand how to facilitate controversial conversations without judgment. By providing professional development for staff in the area of Justice within Curriculum, staff will become more knowledgeable about the complex systems of oppression and privilege that exist in society. Professional development can also help teachers stay up to date on current events, research, and



best practices related to justice and equity in education. This foundational information will help staff remain informed and equipped to address issues as they arise in their classrooms.

Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment. The landscape team believes the score of 7 is significantly higher than the evidence shows for Action within Curriculum and encourages NPMS to continue focusing on empowering students to take action as well as providing opportunities for staff to learn more ideas (professional development and training) on how to do this within the curriculum. In order to advance Action within Curriculum at NPMS, careful consideration must be given to all areas leading up to action. For example, students must see themselves (identity) and others (diversity), and acknowledge and identify unfairness (justice), before initiating actionable steps to overcome the injustice (action).

Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it enables them to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 6 is significantly higher than the evidence shows for Teacher Leadership and encourages NPMS to provide more explicit training and expectations regarding DEI/JEDI work. It is also important to note that much of Teacher Leadership is meant to be guided by district office; however, there are strategies that can be implemented at the building level as well. Continue to allocate time for discussions at the building level to support one another without judgment.

Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the 'only one' in a school district. The landscape team believes the score of 5 is higher than the evidence shows for Representation and encourages NPMS to continue focusing on increasing Representation among staff/personnel and materials and to dive deeper into understanding disproportionality within both discipline and programming.

A solid understanding of JEDI work is critical to be truly inclusive and equitable. The landscape team believes the score of 6 is higher than the evidence shows for General Findings and encourages NPMS to continue building a strong foundation with clear expectations and outcomes for a JEDI/DEI program before moving forward with other recommendations.



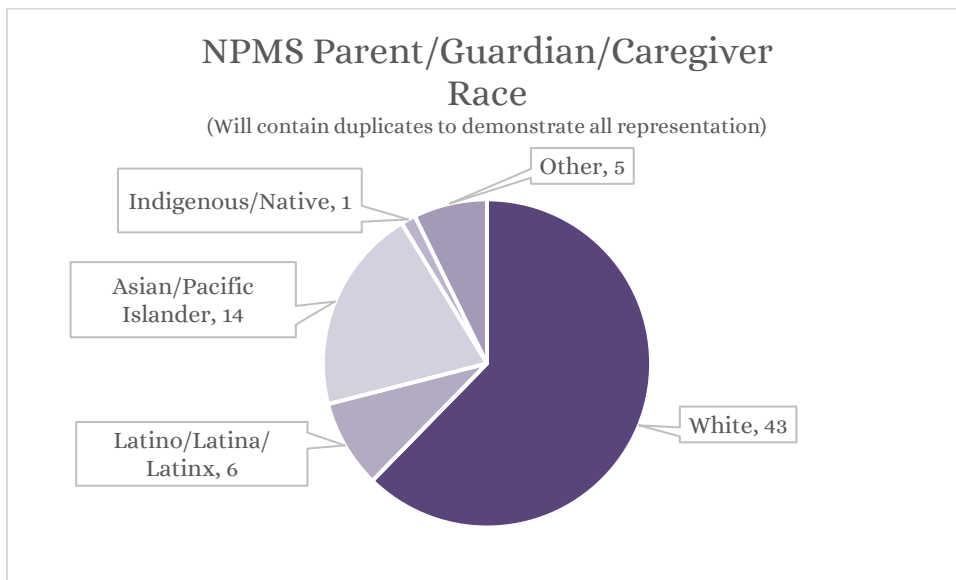
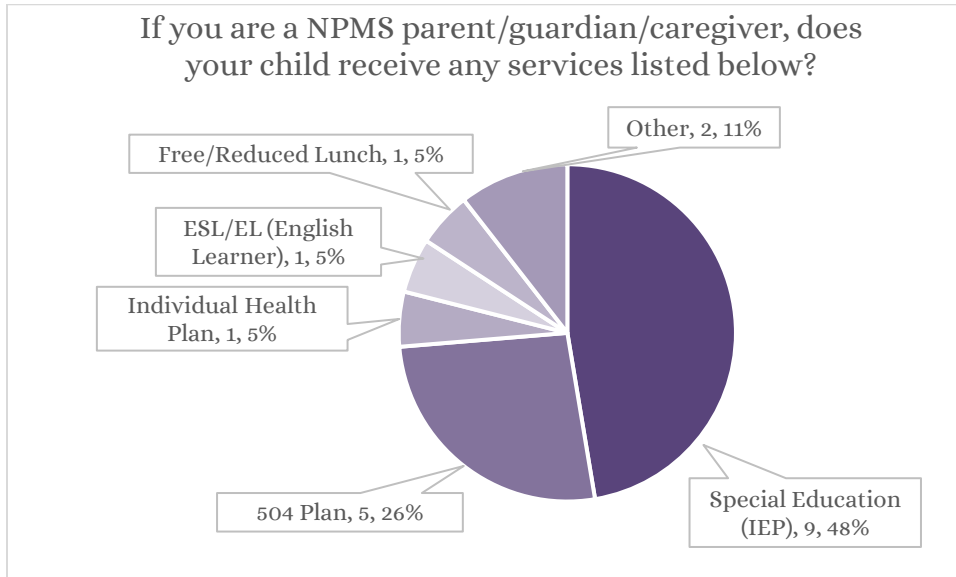
Overall, there were many strengths as well as opportunities for improvement noted by the landscape team while reviewing data from New Providence Middle School. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from NPMS. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

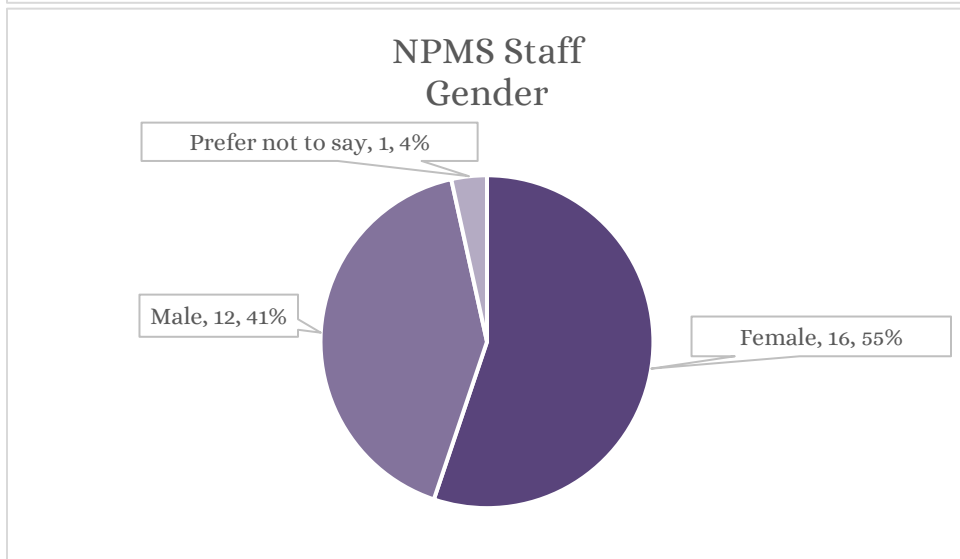
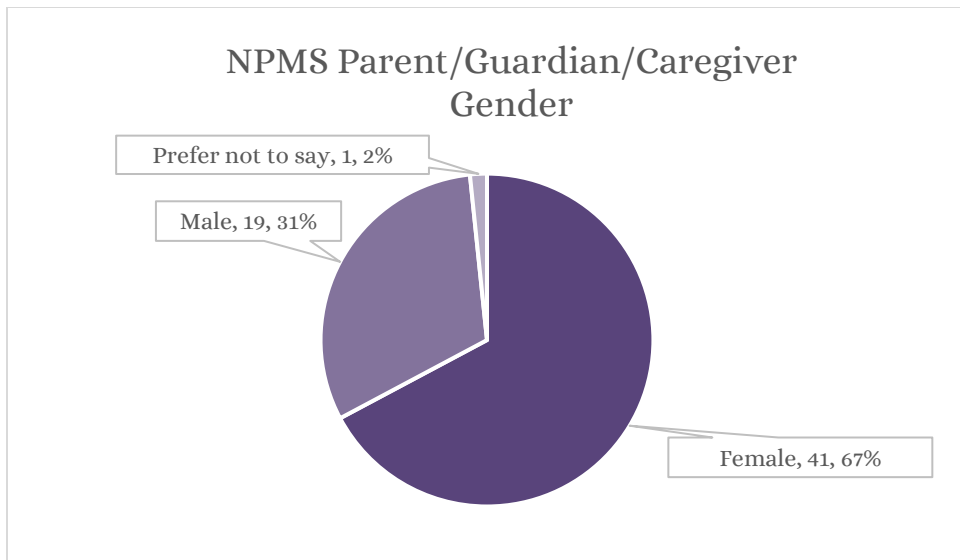
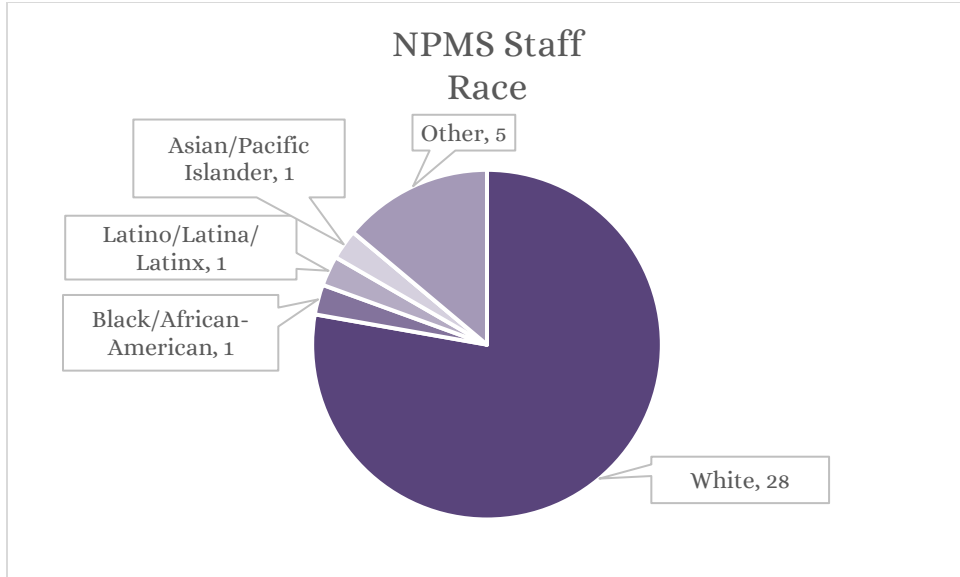


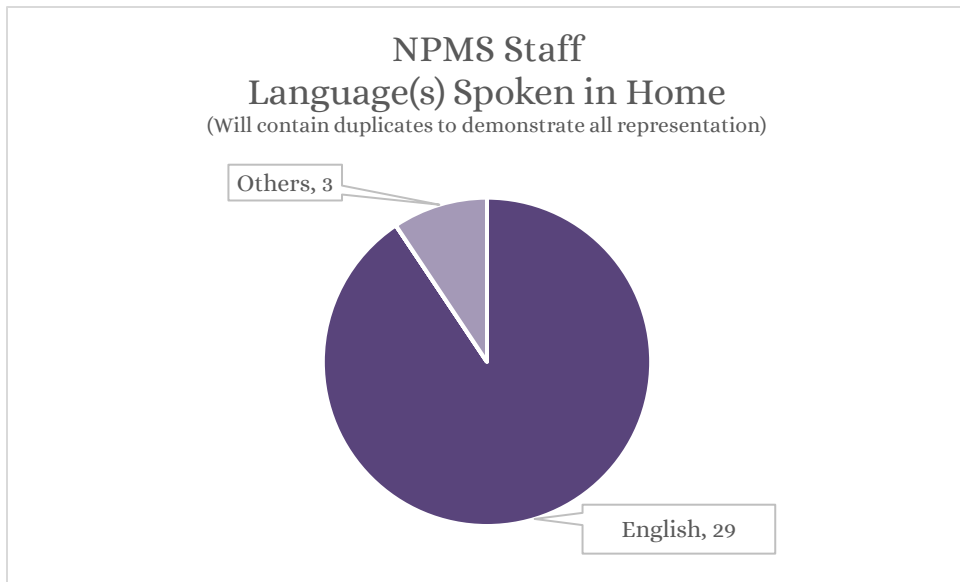
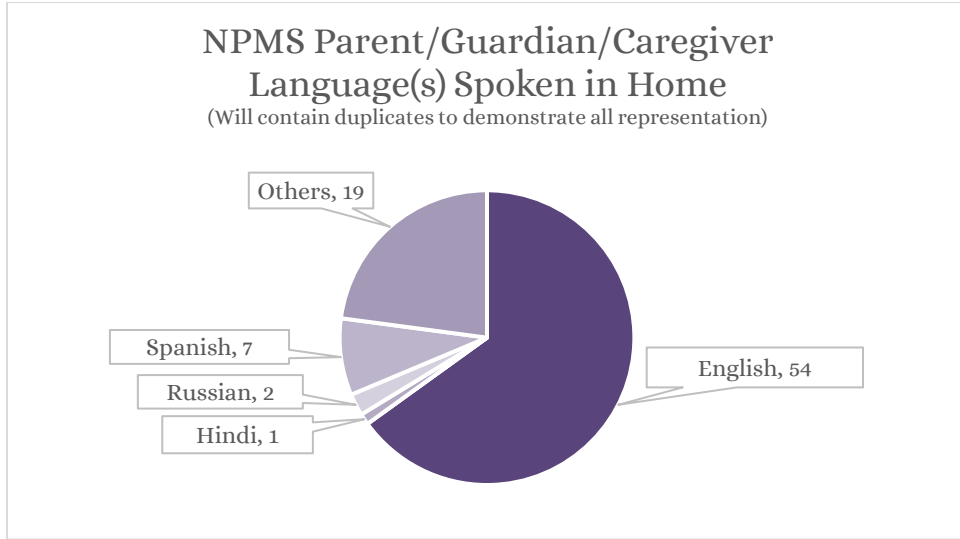
New Providence School District New Providence Middle School Adult Survey

Parent/Guardian/Caregiver Respondents: 61

Staff Respondents: 29

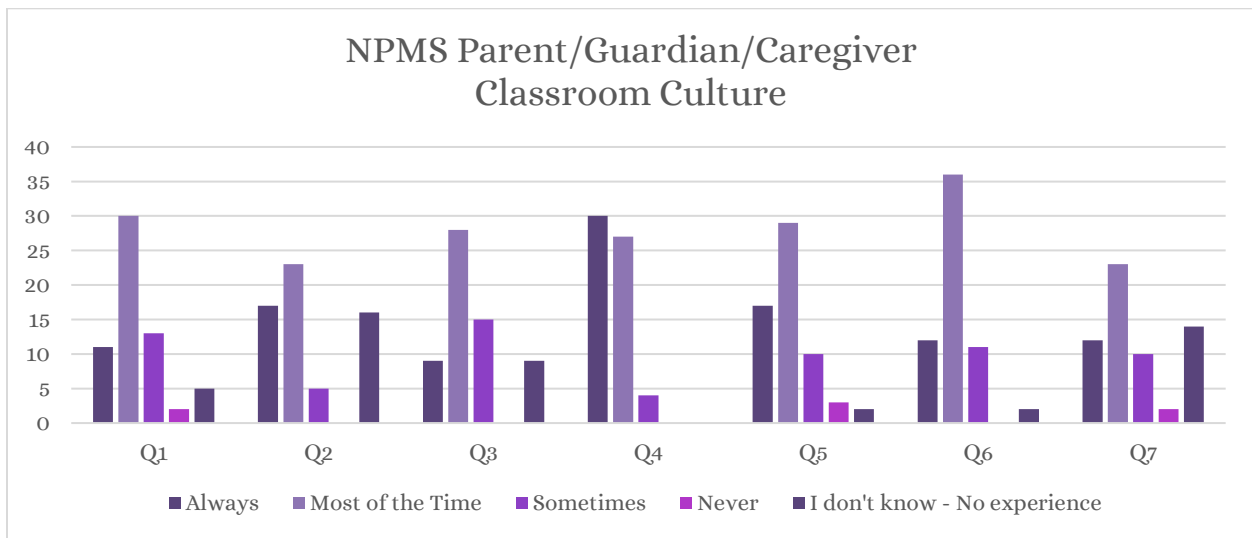






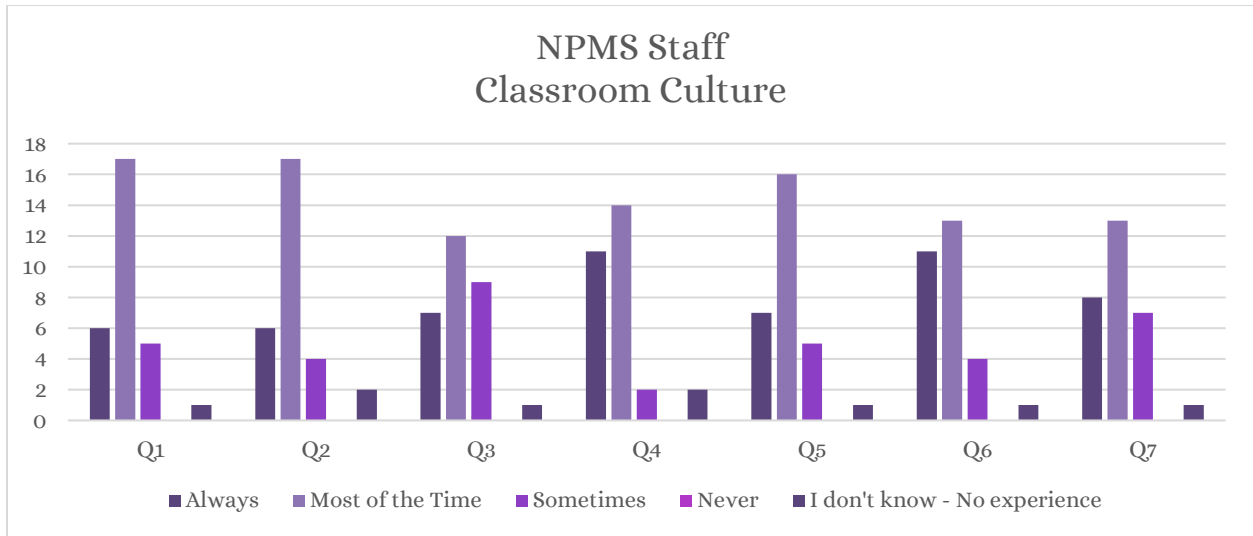
Section 1: Classroom Culture

- Q1: Students are valued as unique individuals within New Providence (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school (or district if you are answering from a district lens) provides a physically safe environment.
- Q5: The school (or district if you are answering from a district lens) provides an emotionally safe environment.
- Q6: Staff members treat students fairly.
- Q7: The school disciplines fairly and appropriately.

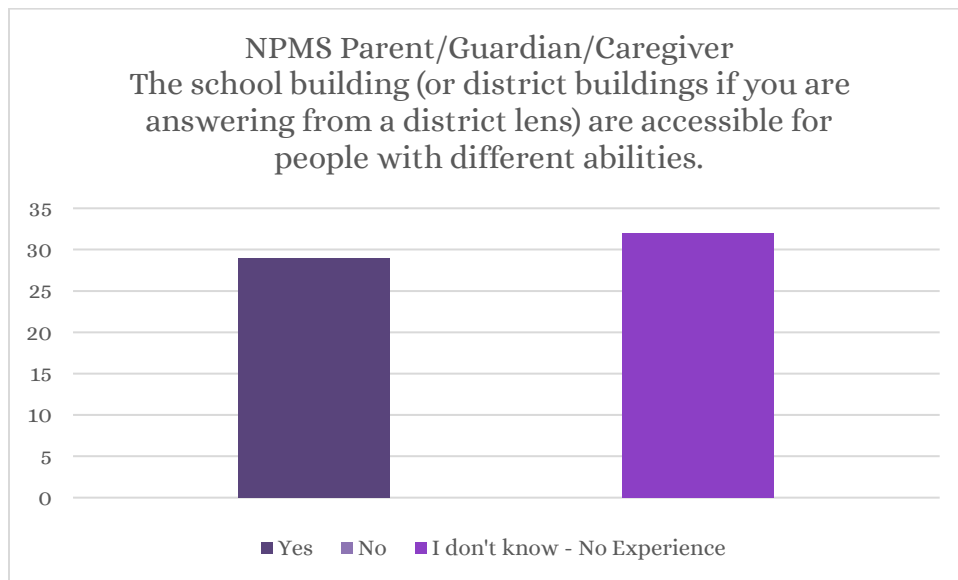


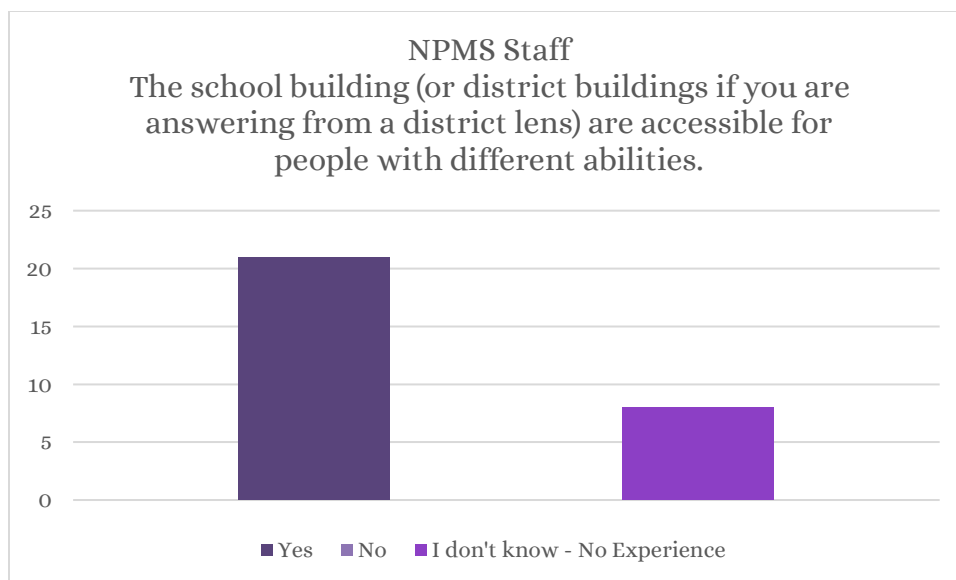
Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	18.03%	27.87%	14.75%	49.18%	27.87%	19.67%	19.67%
Most of the Time	49.18%	37.70%	45.90%	44.26%	47.54%	59.02%	37.70%
Sometimes	21.31%	8.20%	24.59%	6.56%	16.39%	18.03%	16.39%
Never	3.28%	0.00%	0.00%	0.00%	4.92%	0.00%	3.28%
I don't know - No Experience	8.20%	26.23%	14.75%	0.00%	3.28%	3.28%	22.95%





Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	20.69%	20.69%	24.14%	37.93%	24.14%	37.93%	27.59%
Most of the Time	58.62%	58.62%	41.38%	48.28%	55.17%	44.83%	44.83%
Sometimes	17.24%	13.79%	31.03%	6.90%	17.24%	13.79%	24.14%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No Experience	3.45%	6.90%	3.45%	6.90%	3.45%	3.45%	3.45%





Section 1 Comments:

I believe students at the middle school especially get away with a lot of bad behavior and do not get consequences for their actions. The school environment with many students being rude to teachers, using phones during class, being loud, obnoxious, and disrespectful is making my child dream of leaving the district for high school.

I hear that there is hesitation from students with conservative political views to express those views.

My daughter has had a good experience at school. But I do not feel qualified to answer most of these questions. I don't know what goes on there w other children. I certainly hope everyone feels included and safe and free to share their opinions. I don't know if that is happening or not and it may vary depending on the teacher.

My most of the time selections pertain to a male student in the eight grade that has been harassing some his female classmates was disciplined but is still on campus continuing to do the same.

Our daughter has had difficult experiences with the staff, as her name and identity have been mixed with that of another [redacted race] student. Even after calling it out with the staff and the office, this continued. Last year was on assignments, power school, sensitive information mailing sent home, report cards and even with the [redacted], which hit her emotionally.

On a separate instance, our daughter experienced clear HIB by another student, based on her protected characteristics, ethnicity and background. She called it out and we did not hear back from the school but until we sent a note asking for an investigation and a remediation plan. Investigation was opened and case was followed up. We are proud of our daughter for speaking up, but are aware that many other students reached out to her, and their parents reached out to us as they experienced the same things. Unfortunately, there is nothing we could do to support them. School seemed oblivious until we called it out.

There is a [redacted] teacher who makes inappropriate assumptions about cultures and students from those cultures

I believe that New Providence has a discipline issue. Students are often held to unknown standards that vary from teacher to teacher. In my experience, routine is not a strongly affirmed concept at NP and because there is a lack of consistent routines from teacher to teacher, you get less effective work and worse behavior. Many of the teachers I have to spend time with complain



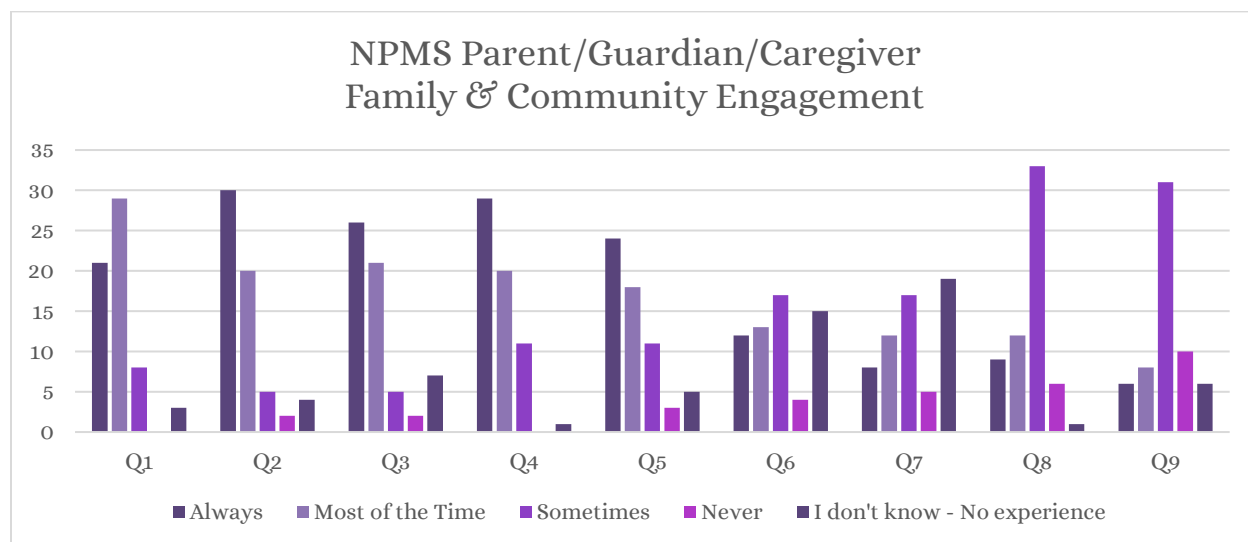
about students or complain about teaching; what a drag. [redacted] I have not felt a sense of community. I cannot identify a positive thing that one of my administrators said to me in an informal way this year, everything is so rigid. [redacted] I put in my effort elsewhere like trying to create a community that students want to be a part of. It is tough working with teachers who say they don't want to do this job. Anyways, good luck with your study.

Student discipline must be tougher. In-School Suspension (ISS) should be utilized more often. Students who receive a certain number of lunch detentions/after school detentions should serve an In-School Suspension, even for one-half of a school day (including lunch) and a pause from after-school activities (while in school after the ISS).

The level of discipline brought often depends on the student.

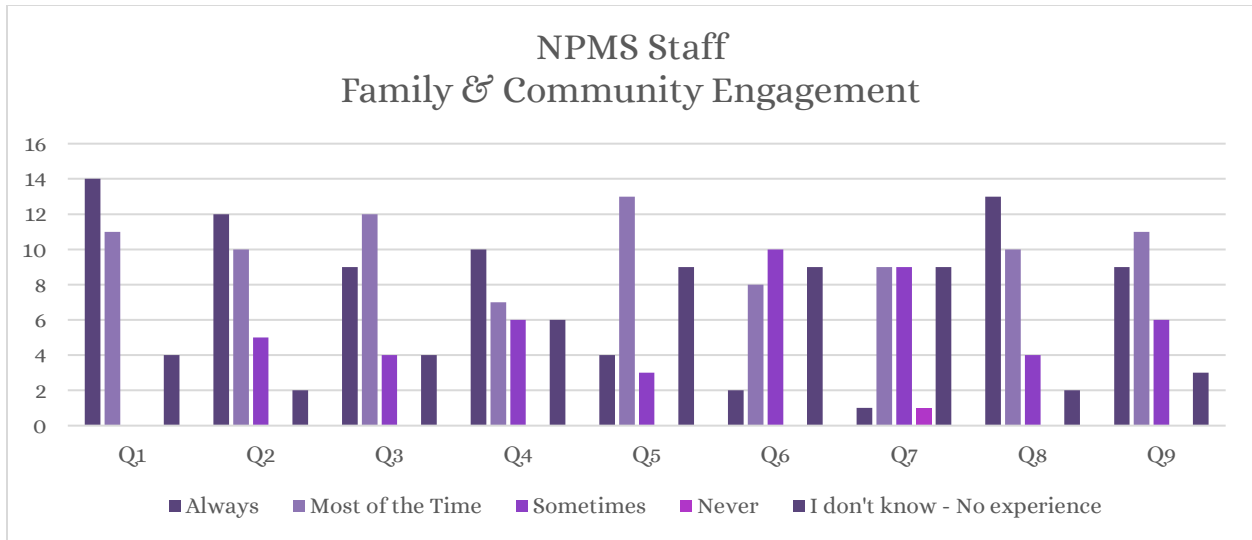
Section 2: Family & Community Engagement

- Q1: Staff members treat families fairly.
- Q2: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q3: District-level communication is inclusive and sensitive to different family dynamics.
- Q4: Families are encouraged to participate in school activities.
- Q5: Families are encouraged to participate in district-level activities.
- Q6: Community members are encouraged to collaborate with the school on projects.
- Q7: Community members are encouraged to collaborate with the district on projects.
- Q8: I am involved in the school and a part of the school community.
- Q9: I am involved in the district and a part of the district community.

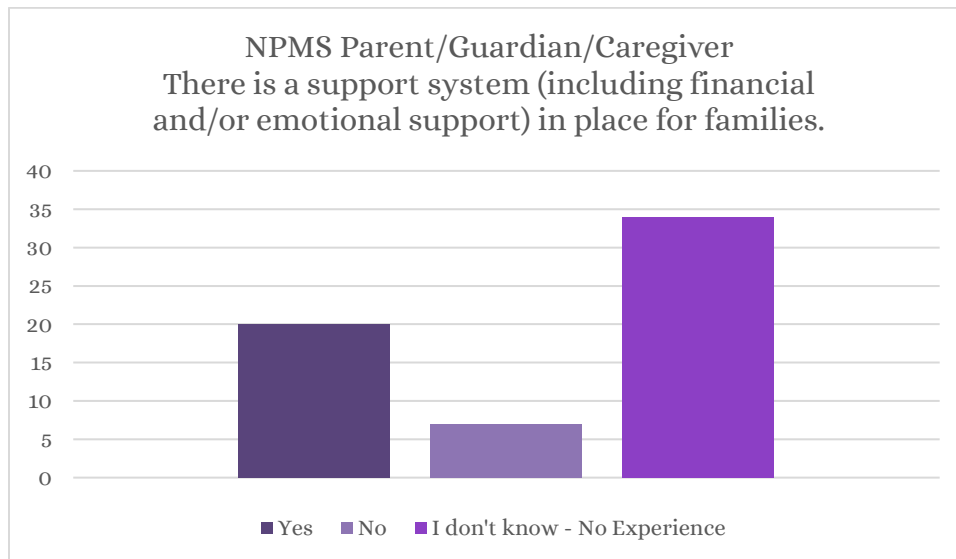


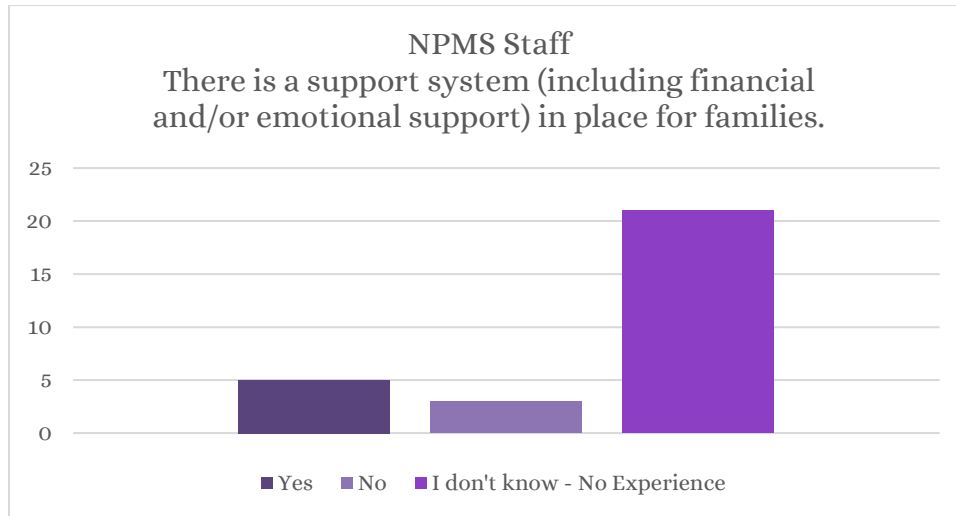
Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	34.43%	49.18%	42.62%	47.54%	39.34%	19.67%	13.11%	14.75%	9.84%
Most of the Time	47.54%	32.79%	34.43%	32.79%	29.51%	21.31%	19.67%	19.67%	13.11%
Sometimes	13.11%	8.20%	8.20%	18.03%	18.03%	27.87%	27.87%	54.10%	50.82%
Never	0.00%	3.28%	3.28%	0.00%	4.92%	6.56%	8.20%	9.84%	16.39%
I don't know - No Experience	4.92%	6.56%	11.48%	1.64%	8.20%	24.59%	31.15%	1.64%	9.84%





Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	48.28%	41.38%	31.03%	34.48%	13.79%	6.90%	3.45%	44.83%	31.03%
Most of the Time	37.93%	34.48%	41.38%	24.14%	44.83%	27.59%	31.03%	34.48%	37.93%
Sometimes	0.00%	17.24%	13.79%	20.69%	10.34%	34.48%	31.03%	13.79%	20.69%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.45%	0.00%	0.00%
I don't know - No Experience	13.79%	6.90%	13.79%	20.69%	31.03%	31.03%	31.03%	6.90%	10.34%





Referring to the question above, if you identified supports in place, what are they? If you did not identify supports in place, would you like to see any supports implemented?

Emotional support.

Free lunch for students that need it and counseling services for families that need it.

I believe the school counselors are there to help children - not sure how far it extends to families - and I know the SEL initiative is a big one in the district. New Providence has the Community Service Association to give financial assistance to families and sometimes the schools will refer people to that organization for assistance.

My daughter feels comfortable reaching out to the school counselor.

redirect DEI consultant \$\$\$ into supporting local families, as needed!

School counselors

Students with Special needs/IEP feeling less isolated

The guidance office is available, the principal personally responds to parents' concerns.

With a child with behavioral health issues we know first hand there is support in place

Access to mental health resources for students

counseling

I am not sure. My experience is that the staff in the classroom and the office are eager to help, regardless. I have asked for help on numerous occasions and i have never felt neglected. The supports are usually reaching out to the families and/or providing direct assistance when applicable.

I have not seen these supports. One support with family and community engagement that I saw in my prior school district is a newsletter sent out by the building principal each Sunday to discuss activities and events for the coming week.

More mental health resources, access to ELL families (many don't know about program and extra-curriculars that are available to them and their children).

translation services

Yes, social emotional roundtables once a month. Student surveys about changes they would like to see. Inviting parents to eat a breakfast with their students once a month.



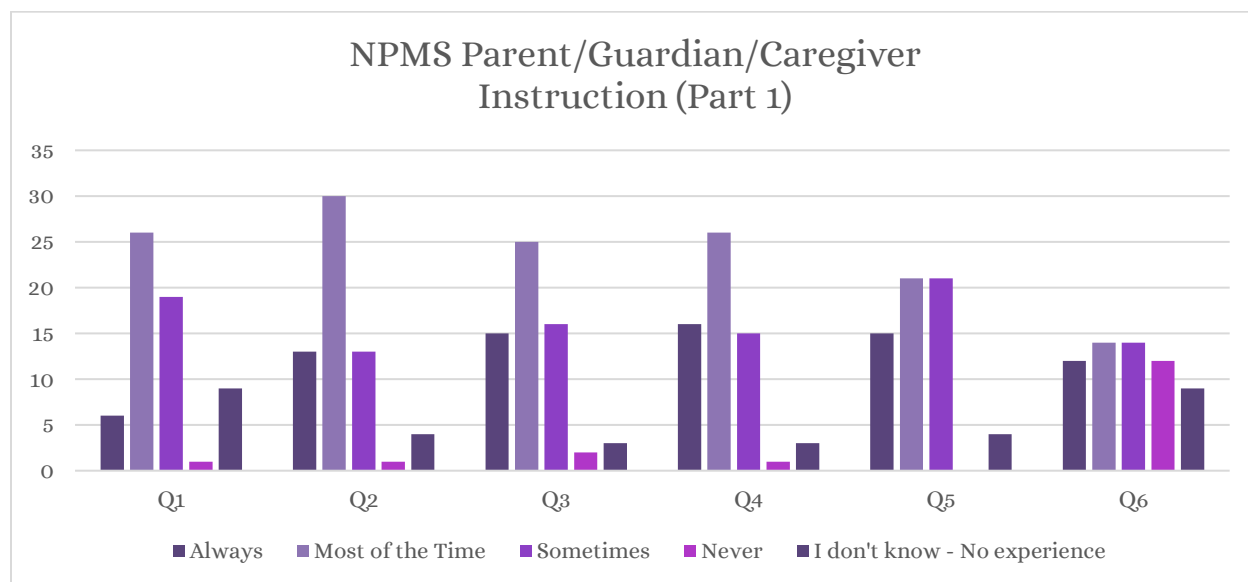
Section 2 Comments:

I have never noticed anything insensitive in the school communication. But I think those questions are best answered by people w non traditional family dynamics. My family is ordinary. I may have a blind spot. The school encourages participation through its commmunication. I donate money or goods throughout the year.

My [REDACTED] is having emotional therapy weekly sometimes twice a week, the school and counselors have been very active in supporting our efforts to help her move forward.

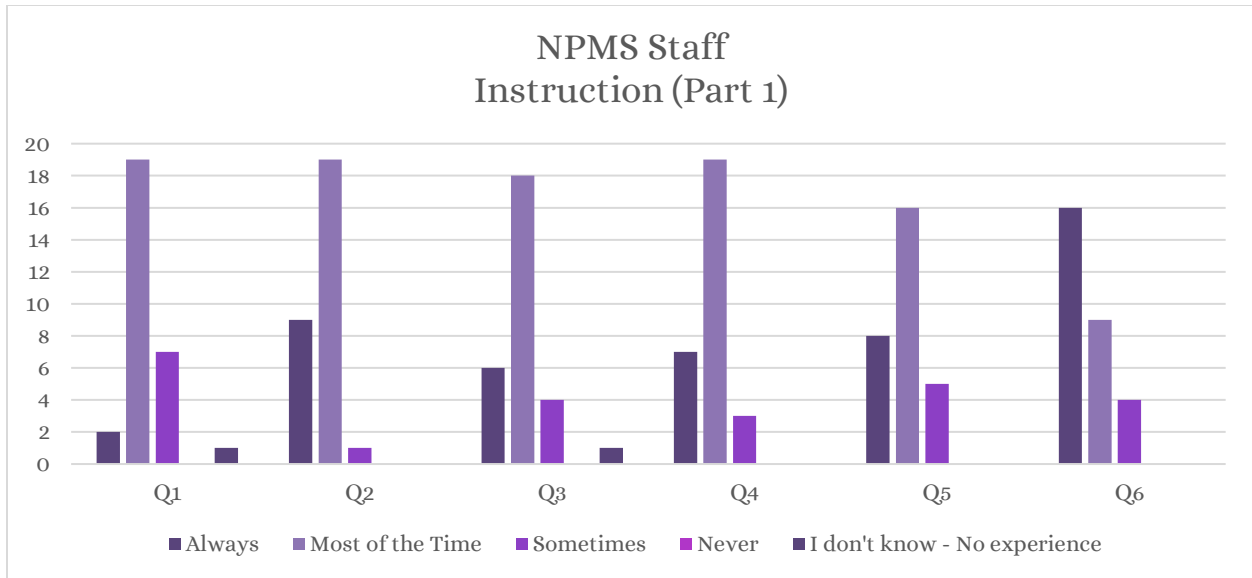
Section 3a: Instruction

- Q1: Students are engaged with material and taught from multiple perspectives.
- Q2: Students are given the opportunity to learn at their level and given supports, when necessary.
- Q3: Students are challenged appropriately to achieve their highest potential.
- Q4: Students work together in a collaborative environment.
- Q5: Students are assessed in terms of growth.
- Q6: I have the opportunity to see curriculum being used with students.



Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	9.84%	21.31%	24.59%	26.23%	24.59%	19.67%
Most of the Time	42.62%	49.18%	40.98%	42.62%	34.43%	22.95%
Sometimes	31.15%	21.31%	26.23%	24.59%	34.43%	22.95%
Never	1.64%	1.64%	3.28%	1.64%	0.00%	19.67%
I don't know - No Experience	14.75%	6.56%	4.92%	4.92%	6.56%	14.75%



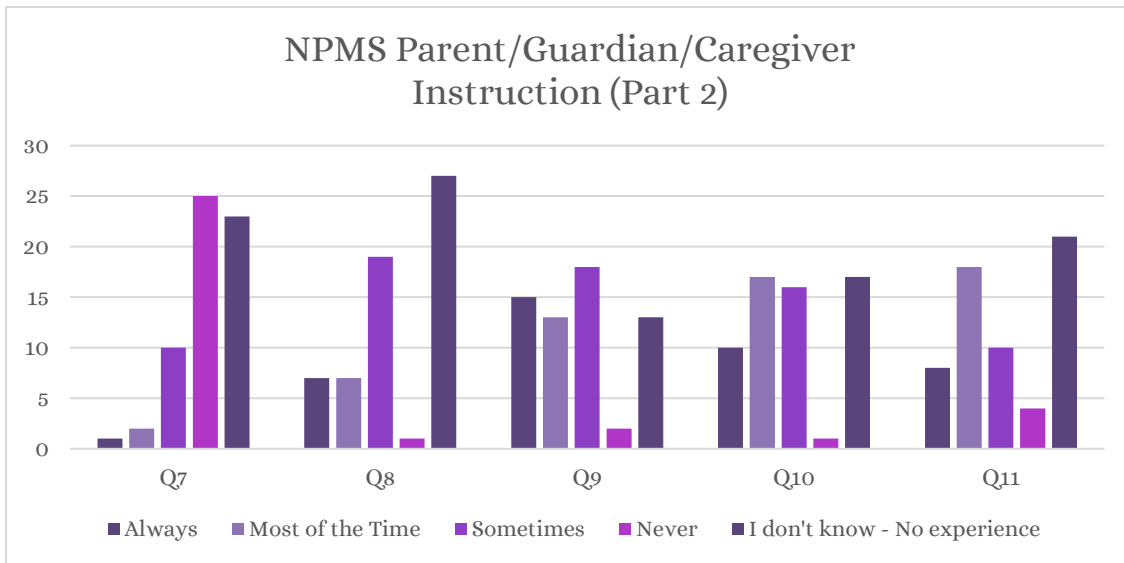


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	6.90%	31.03%	20.69%	24.14%	27.59%	55.17%
Most of the Time	65.52%	65.52%	62.07%	65.52%	55.17%	31.03%
Sometimes	24.14%	3.45%	13.79%	10.34%	17.24%	13.79%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know – No Experience	3.45%	0.00%	3.45%	0.00%	0.00%	0.00%



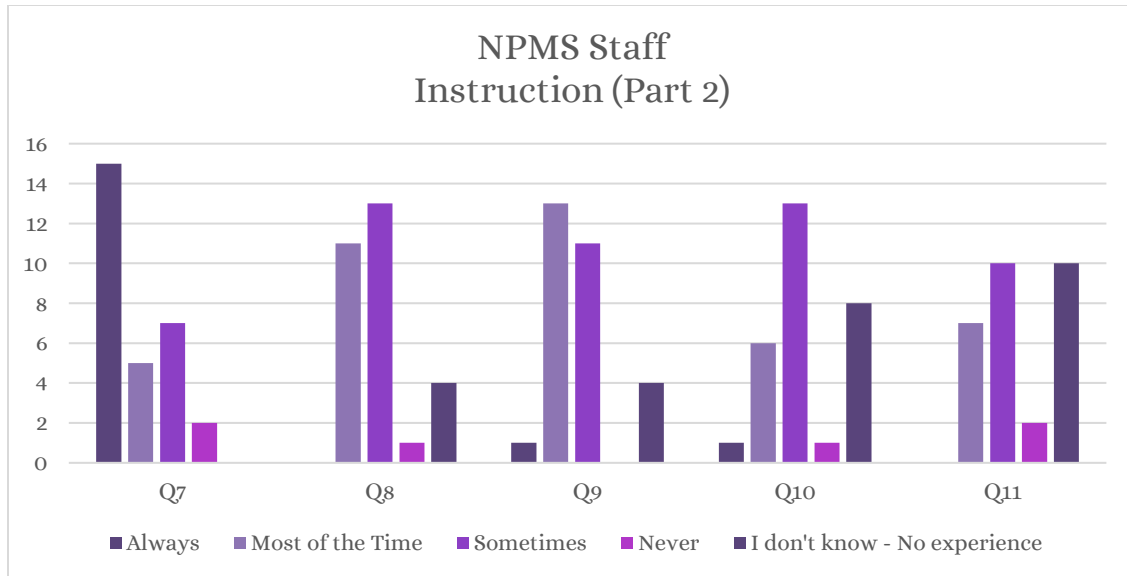
Section 3b: Instruction

- Q7: I have the opportunity to impact curriculum being used with students.
- Q8: Students are provided the opportunity to see themselves in the curriculum.
- Q9: Students are provided the opportunity to understand how people are alike and different.
- Q10: Students are taught concepts around justice and injustice.
- Q11: Students are empowered to take action around justice, equity, diversity, and inclusion issues.



Section 3b	Q7	Q8	Q9	Q10	Q11
Always	1.64%	11.48%	24.59%	16.39%	13.11%
Most of the Time	3.28%	11.48%	21.31%	27.87%	29.51%
Sometimes	16.39%	31.15%	29.51%	26.23%	16.39%
Never	40.98%	1.64%	3.28%	1.64%	6.56%
I don't know - No Experience	37.70%	44.26%	21.31%	27.87%	34.43%





Section 3b	Q7	Q8	Q9	Q10	Q11
Always	51.72%	0.00%	3.45%	3.45%	0.00%
Most of the Time	17.24%	37.93%	44.83%	20.69%	24.14%
Sometimes	24.14%	44.83%	37.93%	44.83%	34.48%
Never	6.90%	3.45%	0.00%	3.45%	6.90%
I don't know - No Experience	0.00%	13.79%	13.79%	27.59%	34.48%

Section 3 Comments:

I am not sure that students are taught from multiple perspectives. It seems that all school curriculums now are extremely liberal.

I have not found opportunities to see the middle school curriculum as a parent. Also, I am not a fan of the assessment system in the NP schools. Too much is based off an assessment test instead of giving more to a child's classroom performance. This can apply to challenged students or gifted students.

I will kids were given some opportunities to understand the difference amongst each other

In a multi-million dollar library, there seem to be fewer and fewer books that would challenge a good reader, and/or a reader looking for varied material (few seem to be on a theme other than injustice related to physical appearance or country affiliation. The books in the classroom for our child seem to be entirely YA-level authors, with phrasing such as "all I can think about is wanting to have sex with him." This isn't an excerpt from Nabokov (who at least was less explicit), but rather an internal conversation a minor is having with himself about another child. There's no Anne Frank, no William Golding, no Brontes, no Swift, no Shelley, no James Baldwin, no Harper Lee, Steinbeck. Rather, an array of comparatively "easy reader" titles focusing largely on existence as dystopian. It's the intellectual equivalent of "give them candy, there's no point in vegetables, anyway, since they don't like them." What a shame to give up on kids so easily.

Inclusion of more black, Latine and Native American historical individuals is important to be added to the curriculum.

It is hard, maybe impossible, to answer most of these questions using the format above. I don't know enough about the nuance of how issues are taught in the classroom. And while I applaud the district effort to reach out to parents I also think sometimes you can have too many cooks in the kitchen. I don't think it's necessarily good to update curriculum based on parent



feedback. First, the feedback you get may not be representative of the community as a whole bc the vast majority of people don't bother. Second, the feedback could be poor. I hope kids are encouraged to take action on diversity and equity issues. I don't know whether that is happening or not.

Posting documents on Google Classroom does not mean that curriculum of school materials were effectively shared or anyone was consultant.

There is a misconception that uploading a data-dump of documents online is "sharing" or "consulting". It isn't. It's just a data dump that few kids or parents can keep up with.

Students are offered the opportunity to this content, but not encouraged to.

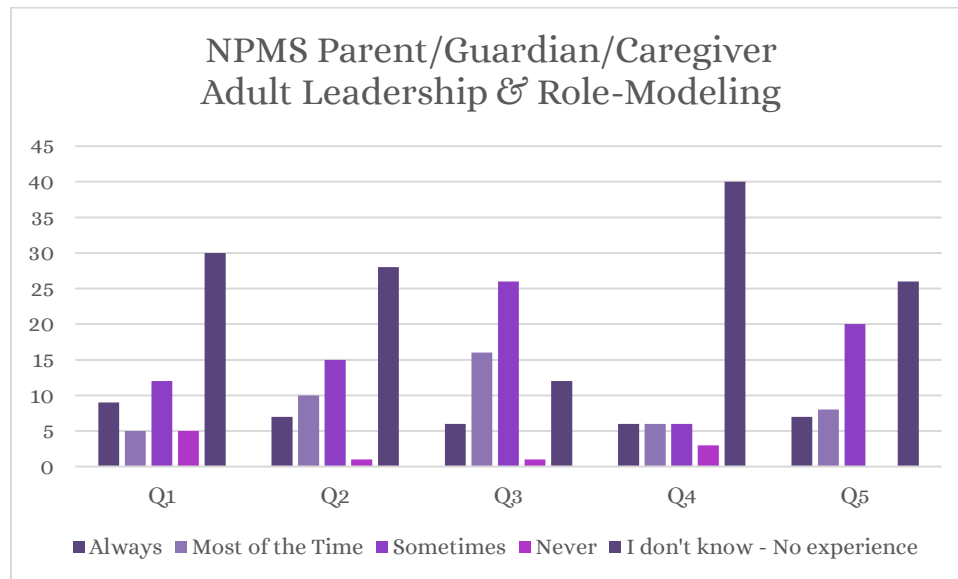
The question of diversity and inclusion has many undertones of the "woke" agenda. Since when has New Providence not "included" any one. This is nothing but nonsense. Our diverse community has never been "deprived".

As I teach predominately math classes (and one science class), it is harder to measure the teaching of justice, equity, diversity, and inclusion issues which are more commonly taught and discussed in social studies, language arts, and world language classes.



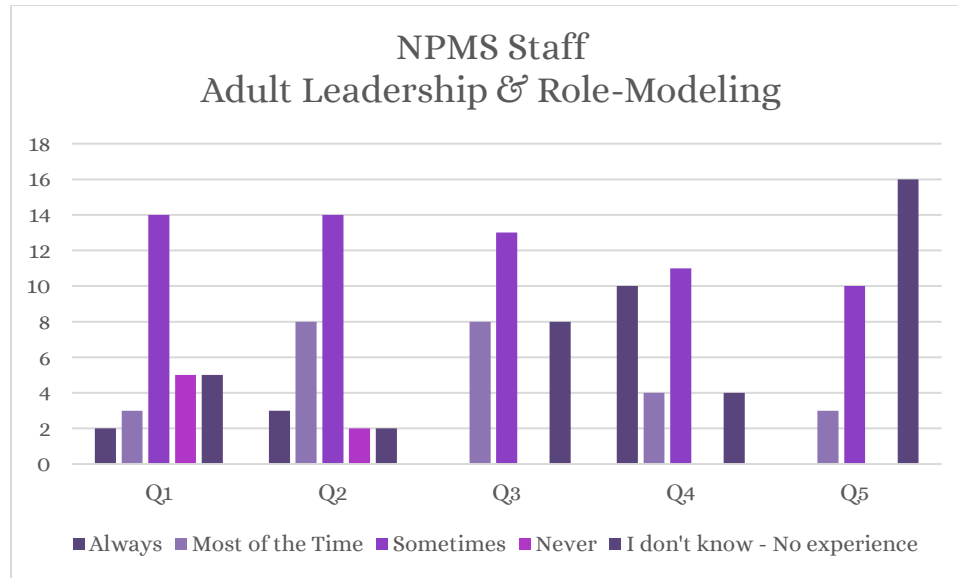
Section 4: Adult Leadership & Role-Modeling

- Q1: There are explicit conversations around equity and inclusion within the school.
- Q2: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Adults in the community (including family members) are open-minded and aware of biases (either their own and/or those found in society).
- Q4: Staff members speak up when witnessing acts of discrimination.
- Q5: Adults in the community (including family members) speak up when witnessing acts of discrimination.



Section 4	Q1	Q2	Q3	Q4	Q5
Always	14.75%	11.48%	9.84%	9.84%	11.48%
Most of the Time	8.20%	16.39%	26.23%	9.84%	13.11%
Sometimes	19.67%	24.59%	42.62%	9.84%	32.79%
Never	8.20%	1.64%	1.64%	4.92%	0.00%
I don't know - No Experience	49.18%	45.90%	19.67%	65.57%	42.62%





Section 4	Q1	Q2	Q3	Q4	Q5
Always	6.90%	10.34%	0.00%	34.48%	0.00%
Most of the Time	10.34%	27.59%	27.59%	13.79%	10.34%
Sometimes	48.28%	48.28%	44.83%	37.93%	34.48%
Never	17.24%	6.90%	0.00%	0.00%	0.00%
I don't know - No Experience	17.24%	6.90%	27.59%	13.79%	55.17%

Section 4 Comments:

Being involved with various community organizations I see the response in our community in reference to not accepting any discrimination no matter the subject.

DEI is going to be a very sensitive topic in New Prov where the Republicans lead everything and shut down anything that doesn't agree with their point of view. (Sorry to be a little political here.) New Prov is also very traditional with a strong Christian/Catholic base so moving things forwards in terms of sex ed, inclusivity, diversity, etc. is a challenge. New Providence adults, including parents, can be close minded, including former town council members who spew hate, are anti BLM, etc.

I am trying to raise open minded kids who are aware of biases. It's an important goal for me.

Is discrimination THAT much of a problem in IN school district?

If yes, how come this is the first time we are talking about?

If not, are we looking for a solution to the problem that may not exist?

This is the first time action is taken on this topic, where school is heavily involved.

I am unsure if "explicit conversations about equity and inclusion" are a good idea as these conversations should be ingrained throughout the curriculum.

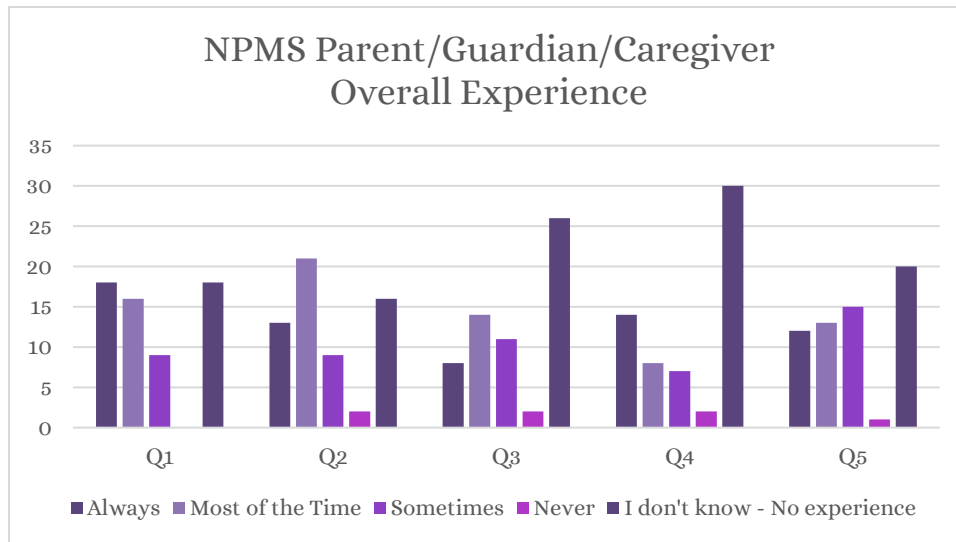
Sporting events are a point of issue for me. Students are free to say unkind and unsavory things and the "leaders" of the district do not address the behavior.

The community is fairly homogenous, although this is changing year to year.



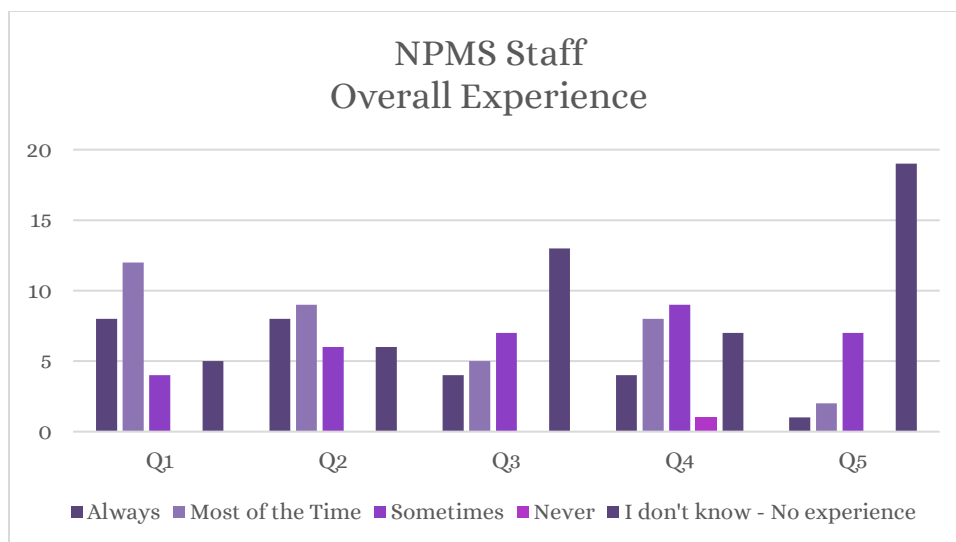
Section 5: Overall Experience

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit actions being taken involving equity and inclusion within the district.
- Q5: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



Section 5	Q1	Q2	Q3	Q4	Q5
Always	29.51%	21.31%	13.11%	22.95%	19.67%
Most of the Time	26.23%	34.43%	22.95%	13.11%	21.31%
Sometimes	14.75%	14.75%	18.03%	11.48%	24.59%
Never	0.00%	3.28%	3.28%	3.28%	1.64%
I don't know - No Experience	29.51%	26.23%	42.62%	49.18%	32.79%





Section 5	Q1	Q2	Q3	Q4	Q5
Always	27.59%	27.59%	13.79%	13.79%	3.45%
Most of the Time	41.38%	31.03%	17.24%	27.59%	6.90%
Sometimes	13.79%	20.69%	24.14%	31.03%	24.14%
Never	0.00%	0.00%	0.00%	3.45%	0.00%
I don't know - No Experience	17.24%	20.69%	44.83%	24.14%	65.52%

Section 5 Comments:

I keep choosing "I don't know" and I think that is an important answer here. I'm a part of the community. I read all school/district emails. I talk with other parents. I attended PTA meetings during my son's elementary school years, and I volunteered often. And I don't know how the school handles issues of diversity and inclusion. (Though I notice the non-English language options on this survey did not include any of the languages of India, which is where a sizeable minority of NPSD students' families are from.)

I would have preferred to answer "I assume so" instead of "I don't know" to most of these but that wasn't a choice. I know the town has a Diversity Committee that holds events.

If you look to solve for "equity" based only on externally visible traits, you will fail. If you aim to make school rigorous, and learning within ****aspirational**** and ****positive**** and ****uplifting to all****, you will succeed. You cannot know what defines each child if you seek to mark each as "representative" of their gender, or lack thereof, of their race, or multi-racial background. No child "represents" their race, or ethnic or national background, or religious affiliation; each child is unique, marvelous and a wondrous creation and should be challenged, and should be inspired to MEET those challenges, rather than be convinced of why certain standards should not apply to him or her. Privilege is not a trait that automatically applies to all in a non-minority group, but rather comes in many forms ***impossible*** to address at the school level: health privilege; financial privilege (very changeable, by the way); religious privilege (which is a choice and not an immutable trait); the privilege of being very attractive, or very athletically talented. This is by no means a comprehensive list, but rather for you to consider the falsehood of any school-level or community-level approach to "addressing equity." Rather than finding what causes people to fall behind in life, let's focus on how people get ahead, and let's aspire to THAT behavior. Let's find where we ***agree*** as a community, rather than the finger-pointing of where we disagree, or wrongs committed by ancestors we never knew. Let's find what we share in common, rather than



simply identify and widen the divide. We are individuals and we have our wishes and dreams that are ours alone; for the ones where we share them as a community, let's turn those dreams into goals. No more top-down decision-making at school. It's a waste of time and community money, and serves no one well, least of all the kids.

As only my second year in this school district, I do not have enough of a view on the New Providence Board of Education even though I have attended approximately five (5) NPBOE meetings in 2021 and 2022 since my hiring. I cannot speak for the community of New Providence (the town) as I do not live in New Providence.

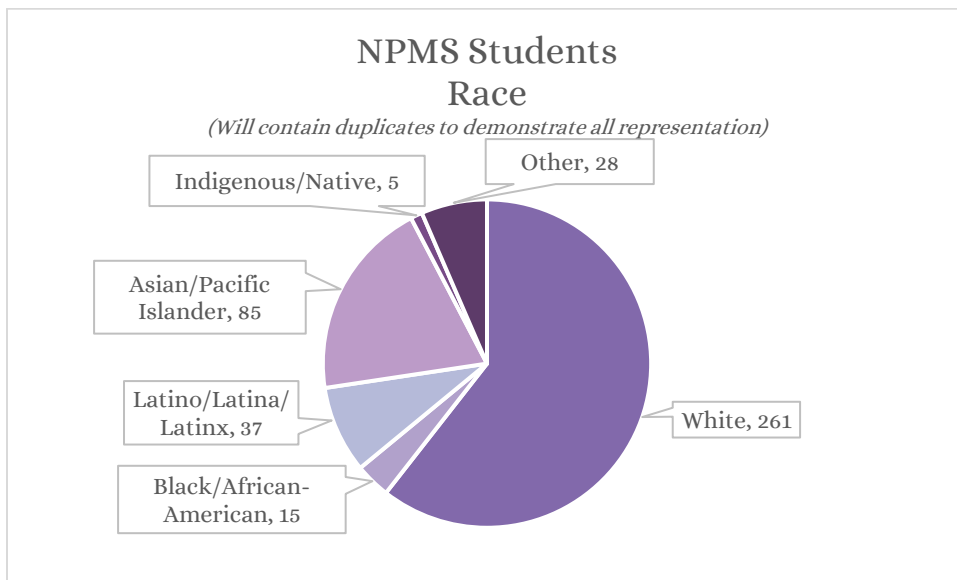
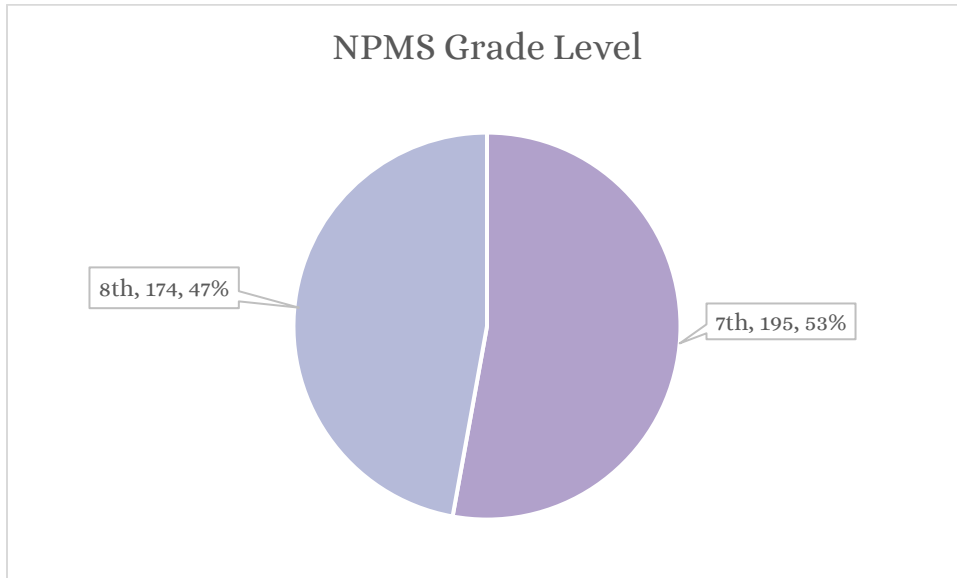
The town does seem to highlight diversity, equity, and inclusion. This is satisfying to know.

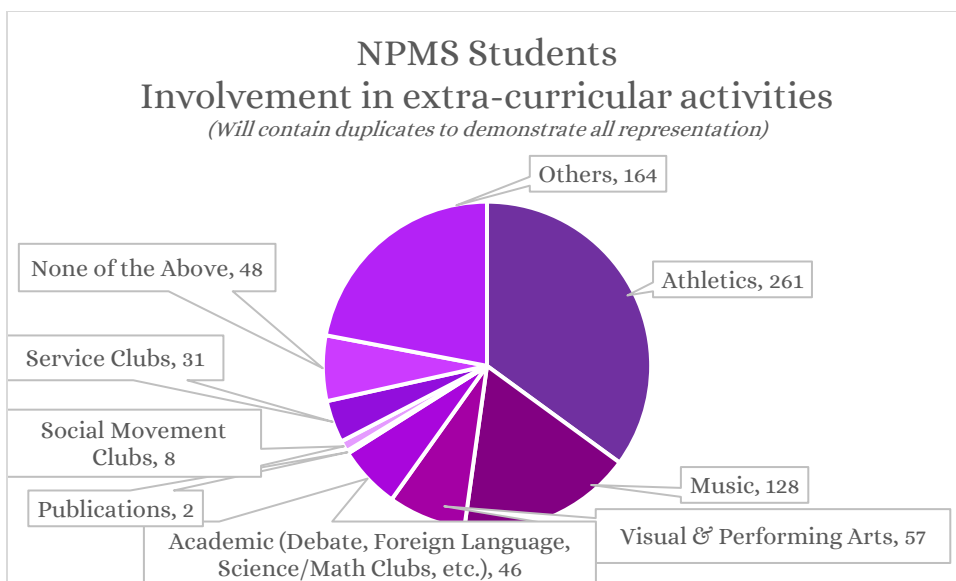
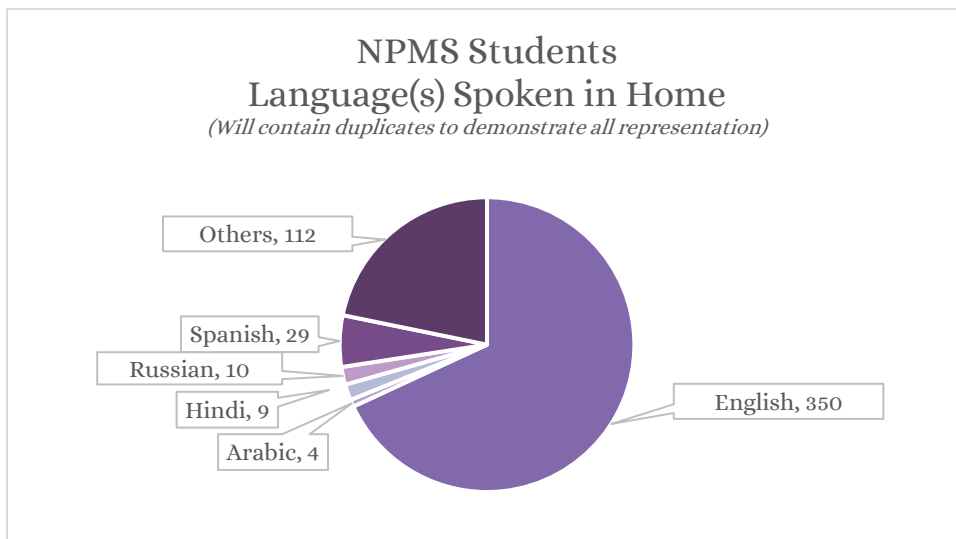
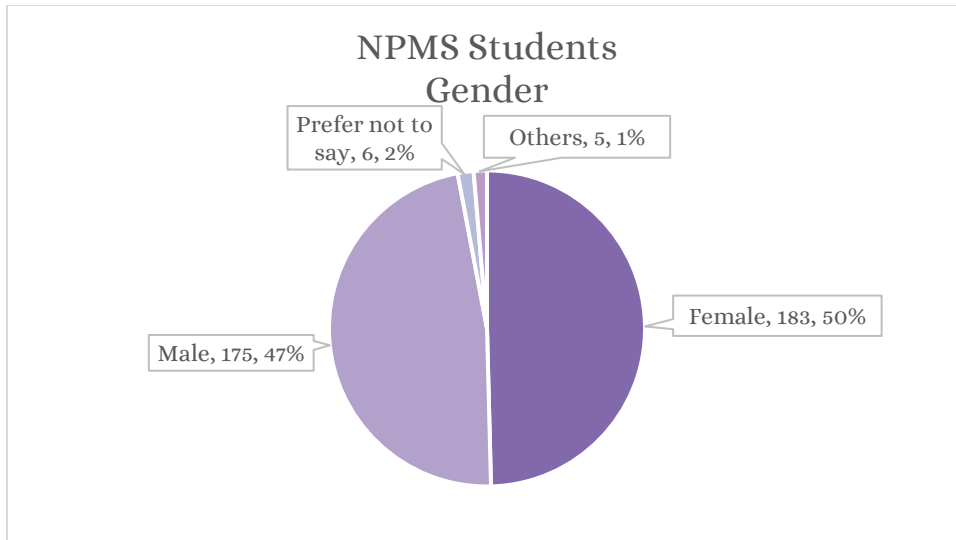
When trying to teach a lesson about discrimination I was told I couldn't teach it. Administration felt it was insensitive however, I feel it was the complete opposite. I felt it was a great starting point for a discussion. I feel leaving out this lesson was actually ignoring past discrimination and acting like it never happened. I never had a parent or student complain about the lesson. I feel the administration has the wrong idea regarding diversity and inclusion. Acting like the past didn't happen is not what diversity and inclusion is about. It is about recognizing the past and moving forward. It is actually insensitive to pretend these issues didn't occur in the past



New Providence School District New Providence Middle School Student Survey (6-12)

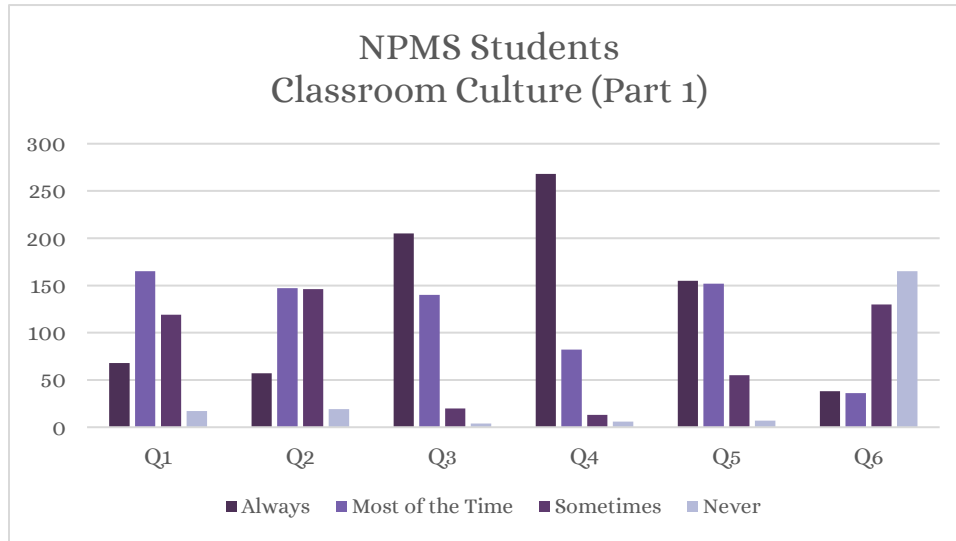
Total Respondents: 369





Section 1a: Classroom Culture

- Q1: I am encouraged to speak my truth and share my thoughts.
- Q2: I can share my opinions without being judged.
- Q3: I know where things are at in my classroom and have access to materials.
- Q4: I am physically safe at school.
- Q5: I am emotionally safe at school.
- Q6: I see and/or experience students not treating others with respect at school.



Section 1a	Q1	Q2	Q3	Q4	Q5	Q6
Always	18.43%	15.45%	55.56%	72.63%	42.01%	10.30%
Most of the Time	44.72%	39.84%	37.94%	22.22%	41.19%	9.76%
Sometimes	32.25%	39.57%	5.42%	3.52%	14.91%	35.23%
Never	4.61%	5.15%	1.08%	1.63%	1.90%	44.72%

If you have witnessed and/or experienced the above, please share more information about who is being treated disrespectfully.

If i do see someone being disrespected i would not care about it, Becuase i have no say in something that dose not have to do with me.

A lot of people are not included and a group of girls are really mean to a lot of kids

Almost never

[redacted name] is mean to me and says im [redacted]

At the of school, my friend [redacted name and grade level] gets bullied by [redacted name and grade level]. They say some mean things and he is upset sometimes.

Being mean to other people

During [redacted] class one person in my class throughs some things at me sometimes.

Everyone

Everyone, everywhere, always

Friends will tease other friends.

Haven't



Honestly its just a thing you cant control, there will always be people who will treat others with disrespect. Everyone gets disrespected, basically.
I already did
I don't believe I have.
I don't know
I don't really know who, but rarely there might be some mean words said at people. But it basically never happens.
I don't remember a time
I don't remember who or when it was.
I don't remember, but when I do see it, it seems sort of jokingly.
I dont.
I feel like the majority of people who are treated badly are being treated badly be people that are supposed to be their friends. Ive seen this happen a lot.
I have but i will not say
I have never felt or seen someone hurt physically/mentally in this school building during hours.
I have not experienced it.
I have not witnessed anyone being treated disrespectfully
I have not witnessed anything.
I have not witnessed disrespect
I have witnessed and experienced nothing.
I haven't seen anything bad
I haven't witnessed anything so far while I've been here.
I just see some insults but nothing too horrific.
i never have seen anything
I see and hear about fights happening sometimes, but it never has anything to do with me, so I don't really know anything.
I see people being racist a lot
I see people get made fun of when clearly they are having a bad day, and this just makes it worse. I see it about once per month.
I won't share their name, but sometimes people in my classes are insulted based on their ethnicity and they don't know how to respond and they just laugh. If I were to receive those insults, I would talk back, but I don't think these people know that they are being disrespected and the teachers don't realize it either.
In [redacted class], many students speak while [redacted] is speaking.
In [redacted class] I have noticed that [redacted name] is often made fun of or laughed at
It doesn't go farther than falling people mean names and stuff like that, someone called my friend a sped, tried to trip me, etc.
It happened at the beginning of the year when [redacted] in the 8th grade started to shove a 7th grader away from his stuff after [redacted class] ended. (I don't know the 7th grader's name)
It happened earlier in the year, but was quickly resolved and has not happened again to the person.
It is really only minor things
It was with [redacted name] at the lunch table.
It's not really too extreme, just like a few insults here and there along with some bad body language including rolling your eyes and being ignored.



It's not very serious but sometimes people mock others but not seriously, such as my friends making fun of each other but not in a hurtful way, and it is taken and understood as a joke.
Ive had a lot of incidents but the biggest one is when someone called me fat.
Kids are very mean and because nothing is confidential, I'm afraid it'll get back to me so I say nothing.
Last year, I was walking down a hallway to go to the bathroom and two older students saw me and said "Ching Chong Wing Wong" to me. I reported this to the school administration and it was discussed for some time with me. However, for whatever reason, these contacts would soon cease. This was slightly infuriating for a few reasons. First off, I understand that sometimes it is hard to find the perpetrator and that this will cause the school to have to cease the investigation. However, I would have appreciated if I could have gotten some form of closure on this situation. I am also concerned by what some of my peers have told me. They have stated to have been objectified and stared at in a manner that they found uncomfortable. I have also heard that students who are struggling with their mental health have been called "retard," and possibly other slurs. On top of that, i have heard of students in the LGBTQIA+ community being called slurs due to their orientation.
Many people do upsetting things in the classes im in.
Maybe people just trying to be funny
me and my friends were being verbally harassed and they didn't do anything
Mostly just other students making fun of students and then saying it was a "joke" when they ask to stop. Like today, a guy was making fun of another guy for having freckles and although the guy sounded like he was joking, it was clear the guy with the freckles took it as an insult.
Mostly people gossiping about others and putting each other down or leaving them out.
Not bad just a few insults
Nothing has happened in the last like 1 month ago. Someone wanted to fight someone
occurances here and there that i hear about, but do not see first hand
One of my friends keeps on getting pictures taken of them. The person taking the pictures was doing it obviously. My friends kept on telling them to stop and told the teachers about it, but they never done anything to stop it according to my friends.
Other students
People being mean
People call my friend names.
People call people names in the hallways before school because of gender or race
People gossip about each other and make fun of each other a lot.
People have been very mean to each other and made fun of others.
People hurt others emotionally and physically sometimes.
people make fun of each other a lot and make others feel unwelcomed
People make fun of people for things such as their interests, their group of friends and many other things, it's always happening
People who make errors in [redacted] class, or are popular enough
Pretty much everyone in the school people really have no chill and it doesn't get really reported because that's become the normal now just to be mean to everyone
Pretty much everyone is arguing with each other/making fun of each other. Especially in my [redacted] class, but also outside of it. What's weird is that other times they get along fine, even after some harsh insults.
Racism, sexism, sexual harassment, general harassment, etc



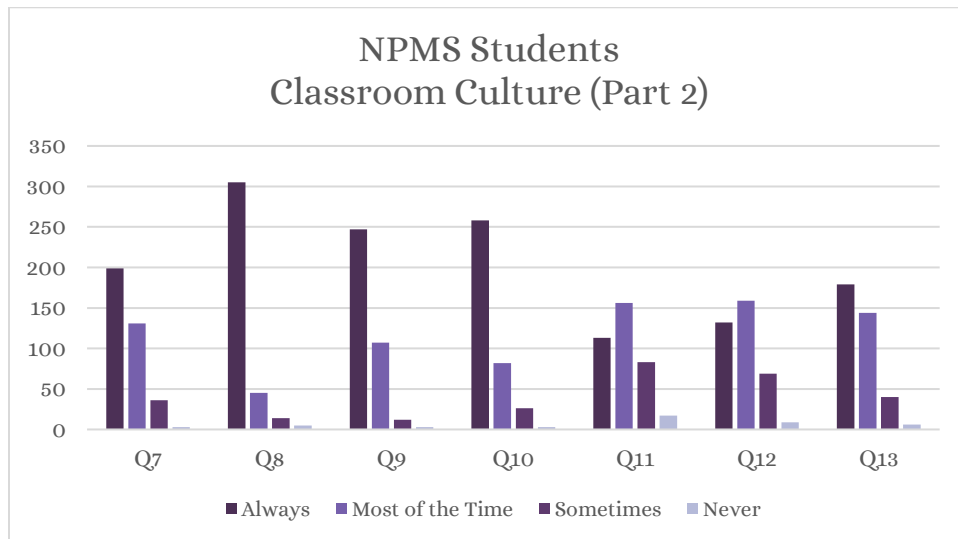
Roasting each other
Some girls were just accusing someone that I was friends with about saying something that she didn't say.
Some kids face simple banter or people being rude to others.
Some people are being rude and telling some kids in special ed to kill them selves, specifically [redacted name]
Some people in the hall way push each other to get to lunch quicker.
Some people making fun of other people for no reason
Some students disrespect others both inside and outside school.
Some students who are popular will tend to talk about people who aren't, but sometimes they show disrespect to their friends
Some times jokes go to far and people get impacted by that.
Someone brought a knife to school and started screaming racial slurs. People are constantly harassed at school and nothing is done ab it People are bullied for their race, their income etc. I heard someone in my [redacted] class sitting right next to me say," She should just slit her wrists and try to khs again because there's is no coming back after what she did" about some random girl in our grade People are constantly calling others racial slurs 2 People make fun of other peoples weight and stuff People constantly girls [redacted] (this is all about other students not teachers)
Someone brought a knife to school once and screamed racial slurs. People are harassed and emotionally insulted. People say hateful things and makes people feel bad about themselves. People constantly talk about people when they are going through rough times, for example, they say people should 'kill themself' and made fun of someone for slitting their wrists. A girl has tried to commit suicide because of boys have done to her. Many boys take advantages over people and make sly jokes and don't get consequences. Harassment is a big problem within our school. This is directed mainly towards students at this school. Their behavior is a problem. People vape, and drink alcohol at the age of 14, which is underage. This is directed to students at this school.
Someone was being racist to my friend.
Someone was yelling at someone and they made the person really upset and they didn't stop. I don't remember who this was.
Sometimes I have seen students who will tell others that they don't care about what they are saying
sometimes kids tease eachother in class i guess
Sometimes the boys in my [redacted] class discourage the girls when we mess up.
Sometimes when I am in the bathroom, the eight-graders will mock me.
Students and teachers.
Teacher, guidance counselor
There are always rumors going on and blaming kids for things they never did just so the person doesnt get in trouble.
There were probably witnessed some, but they were all minor and they were already solved. I also can't think of any, so it doesn't happen often.
There's a couple people who are always harassing others or being kinda racist and stuff. [redacted] sexually harasses people and stuff idk also people mock some teachers accents



These group of girls accused me of saying random stuff I didn't do.
 Would prefer not to say, out of the safety and privacy for those experiencing these actions.
 Yes i have, that's because it was once being mistreated by a student.
 Yes, [redacted] called me stupid and fat on the first day of school

Section 1b: Classroom Culture

- Q7: My teachers treat me fairly.
- Q8: My principal(s) treats me fairly.
- Q9: I know the school rules.
- Q10: I know the consequences for my actions if I break school rules.
- Q11: All students are disciplined fairly.
- Q12: I feel connected to people at school.
- Q13: I feel connected to people outside of school.



Section 1b	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Always	53.93%	82.66%	66.94%	69.92%	30.62%	35.77%	48.51%
Most of the Time	35.50%	12.20%	29.00%	22.22%	42.28%	43.09%	39.02%
Sometimes	9.76%	3.79%	3.25%	7.05%	22.49%	18.70%	10.84%
Never	0.81%	1.36%	0.81%	0.81%	4.61%	2.44%	1.63%

Section 1 Additional Thoughts:

A student should not punished for self defense. In the real world, if you are abused, you have every right to defend yourself.
 Add more seats in the cafeteria
 All the teachers faveroite people and its so not fair
 Everyone is very nice to me and treated me like their friend since i came here.
 Five Guys is better than McDonalds
 People don't like that opinion
 For the "do teachers treat you fairly" question, it's really everyone is nice except [redacted]. Not that I expect you to do anything about it. I'm sure you've heard complaints about her before. Her

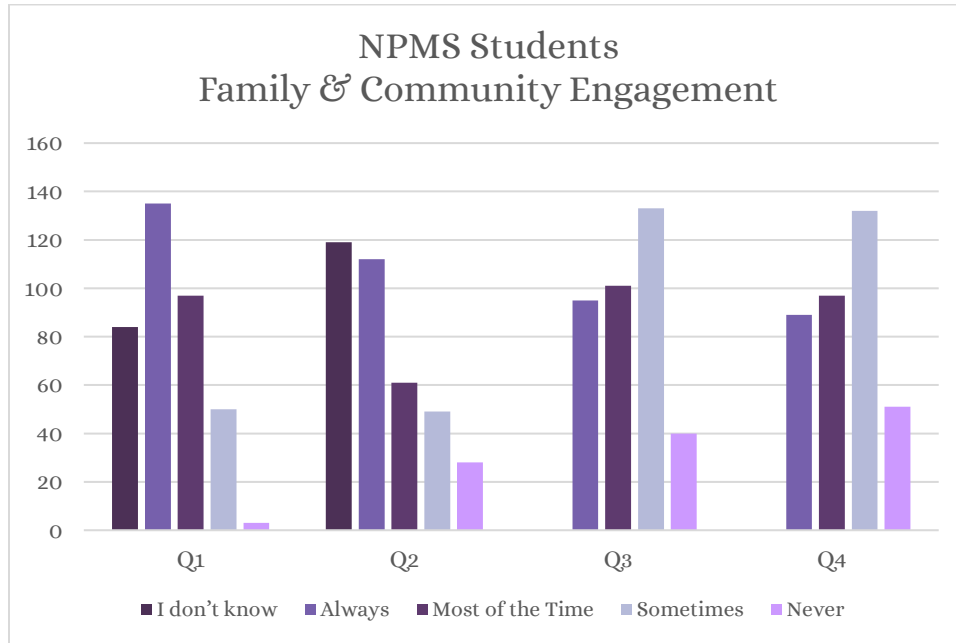


sole good quality is the way she handles group projects. That's literally it. In all other ways she is horrible. She also acts like she's the only real teacher and bosses around [redacted]. She tries to control us with fear, and literally admitted to that. Again, I know you won't do anything about it though.
Hi whoever is checking these! How are you?
i dont like this school!!
I feel connected to my friends at school. And most of the time outside of school because school takes up 99.9% of my day.
I feel our school is an overall safe environment with kind people.
I feel that some students don't get in trouble for things that other students get in trouble for
I hangout with my friends after school.
I have had problems at this school with people and they did not get the disciplined.
I have no additional thoughts at the moment.
I live in dumpster
I think the NPMS has a good environment and I feel comfortable here.
I wonder why we don't in gym
More chess
My daughter is struggling immensely at the middle school, but she refuses to ask me to ask for help and she feels very lonely
My only dream in school is to be in a more advances class, not like enriched or anything. But sadly that will never happen.
Not much to add really but I think Npms is a wonderful school with amazing teachers, principals, and programs.
Provide the right consequences for student. Innocent students should and may not be punished. Make sure to understand the full situation before acting and providing a conclusion.
School starts to early
some teachers are mean/rude to students for no reason. They also dont understand students when they think they do.
Sometimes I don't pay attention and that's because i have ADHD which is an attentional disorder
The [redacted] do not take enough action in the means of sexual assault. The safety of the women in the school (and even men) are jeopardized occasionally due to this.
The school is safe with many nice people. I don't have many worries about it.
There are many things that are concerning to me at my school. I have heard of multiple instances in which a conflict occurred between students, and the perpetrator was let off the hook, and the victim punished. I have also heard that there were multiple instances in which students reported instances of discrimination by their peers and in some cases their teachers. However, in these instances, nothing was done to help these students. This is concerning to me, because the school states that it is inclusive, but I find it ironic that this is the fact due to the stated above.
This is in regard to the [redacted] teachers in the middle schools. They are disrespected just as much as students. Students have to take [redacted] classes during middle school, but some people just do it to get it over with. Many people look forward to learning [redacted], but those who don't treat the period like a recess and treat the teachers very disrespectfully. I think that of all of the teachers, the [redacted] teachers can sometimes be the most disrespected when they are trying to share things about another culture to kids who don't find it interesting and reject it.
This school needs help



Section 2: Family & Community Engagement

- Q1: There is communication between my home and school.
- Q2: My family is invited into the school to support me.
- Q3: I learn about my local community.
- Q4: I am encouraged to volunteer in my community.



Section 2	Q1	Q2	Q3	Q4
I don't know	22.76%	32.25%	0.00%	0.00%
Always	36.59%	30.35%	25.75%	24.12%
Most of the Time	26.29%	16.53%	27.37%	26.29%
Sometimes	13.55%	13.28%	36.04%	35.77%
Never	0.81%	7.59%	10.84%	13.82%

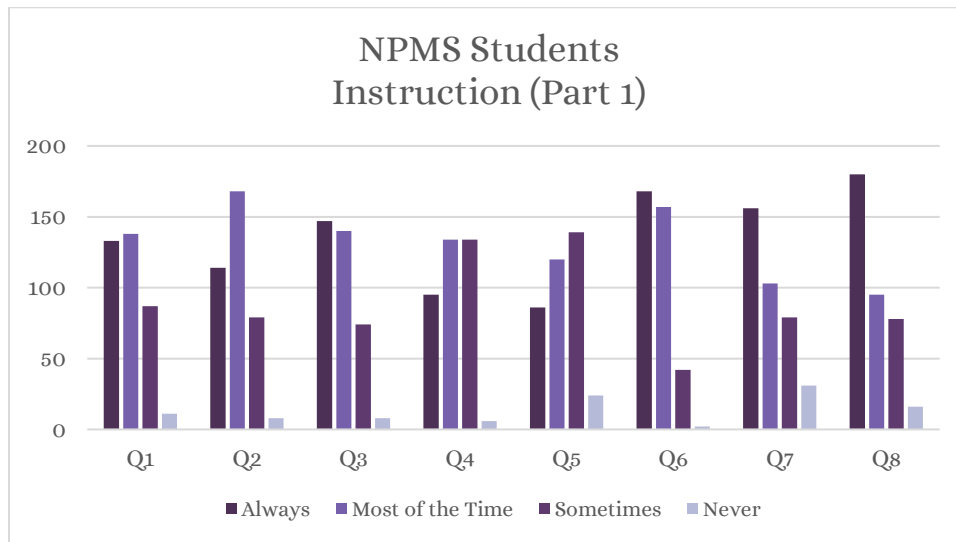
Section 2 Additional Thoughts:
Are people allergic to the sun?
Being in Peer Leaders this year I have had more opportunities to help the community which I have loved.
I am looking forward to helping out in the community even more.
I don't know what some of the questions are asking
I hate life
I think this school does a good job encouraging these things.
I volunteer bc im a Girl Scout but e were never encouraged again like I said our school [redacted].
I was a bit confused on some of what the questions meant cause I was a bit confused on what it was asking. But I think I answered this right.
If you are 99pounds and you each a pound of nachos, are you 1% nacho
It is a good community where I have done multiple services.
More Pins



My family is supporting me when I go to school.
My family isn't too involved in my school life
Outside of school, and without activities, new providence is pretty boring for me.
Sleep
There aren't a lot of volunteering opportunities as a seventh grader.
why do u care!?
Why would my family come into the school anyway?
Words

Section 3a: Instruction

- Q1: I am taught how to see things from different perspectives.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I am given support, when needed.
- Q4: I work with other students to accomplish my tasks.
- Q5: I am taught things that will help me outside of school.
- Q6: I understand what is expected for work and how it will be graded.
- Q7: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q8: I am supported by adults to help make decisions about my life post-graduation.

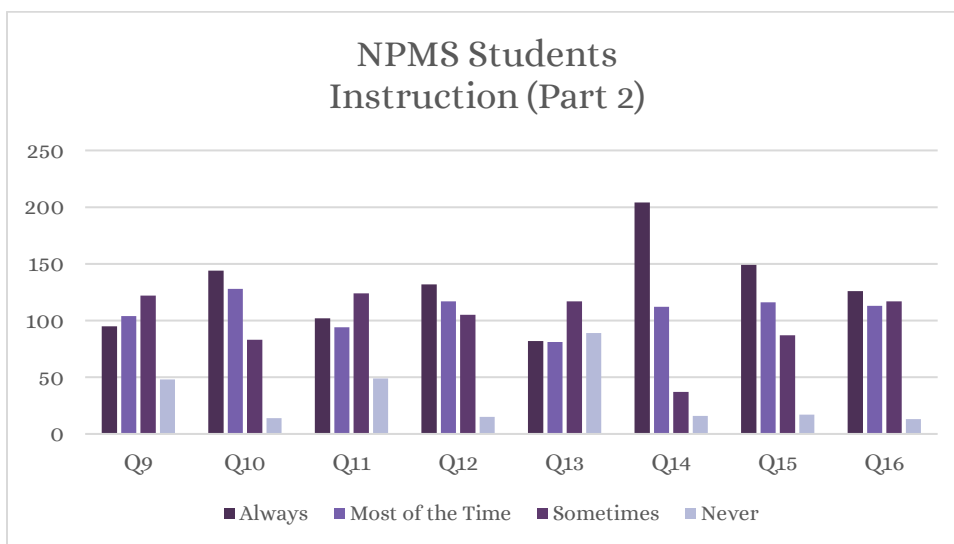


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Always	36.04%	30.89%	39.84%	25.75%	23.31%	45.53%	42.28%	48.78%
Most of the Time	37.40%	45.53%	37.94%	36.31%	32.52%	42.55%	27.91%	25.75%
Sometimes	23.58%	21.41%	20.05%	36.31%	37.67%	11.38%	21.41%	21.14%
Never	2.98%	2.17%	2.17%	1.63%	6.50%	0.54%	8.40%	4.34%



Section 3b: Instruction

- Q9: I learn about people who look like me and/or are similar to me.
- Q10: I have a positive view of myself.
- Q11: I am curious about how people are similar to and different from me.
- Q12: I am taught about people being treated poorly because of who they are.
- Q13: I see people being treated better because of who they are.
- Q14: I recognize unfairness and injustice (in history and current times).
- Q15: I am taught skills on how to stand up against unfair treatment.
- Q16: I take responsibility for standing up to unfair treatment.



Section 3b	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Always	25.75%	39.02%	27.64%	35.77%	22.22%	55.28%	40.38%	34.15%
Most of the Time	28.18%	34.69%	25.47%	31.71%	21.95%	30.35%	31.44%	30.62%
Sometimes	33.06%	22.49%	33.60%	28.46%	31.71%	10.03%	23.58%	31.71%
Never	13.01%	3.79%	13.28%	4.07%	24.12%	4.34%	4.61%	3.52%

Section 3 Additional Thoughts:
Actually I haven't had to stand up for that, so the last question doesn't really apply
Haven't gotten into any drama yet.
Hola
I always stand up for myself.
I do not completely understand the following question: I am taught about people being treated poorly because of who they are. I have marked it as the neutral "sometimes" for that reason.
I don't 100% percent understand the "take responsibility for unfair treatment", im awnsering it in the in the context of telling a teacher or adult.
I have never received unfair treatment.
I only take responsibility for standing up to unfair treatment if it is really unfair or the situation is dangerous and extreme
I think that the school and parents teach me to do these things well.
I think the system here is great and it really helps with what we will need in the future.

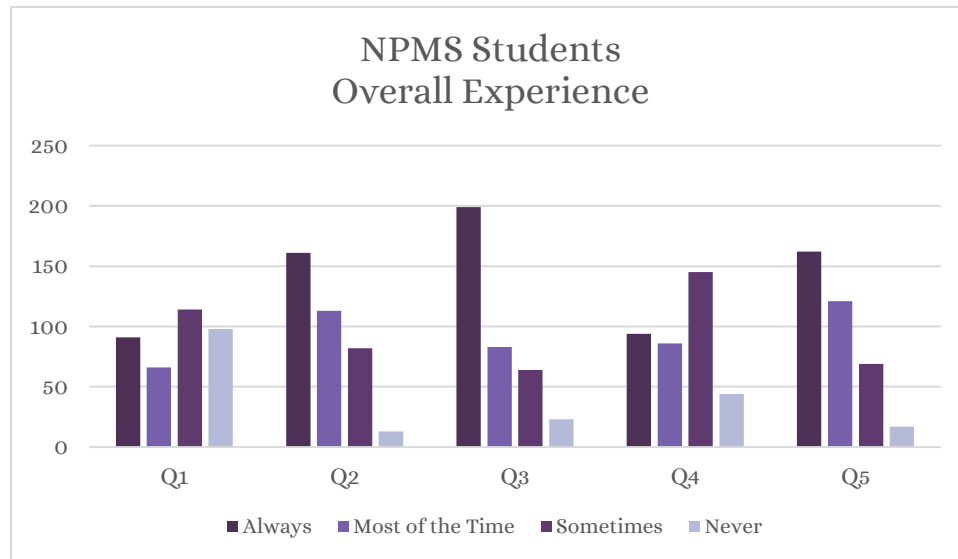


<p>If i do not bore the involvment of me being in danger, an argument, or involves someone i actully know, than how would i fit in the situation? If i see someone losing a fight or argument, why would i care if i don't know who/how to help?</p> <p>I stay nuetruual if someone is being disrespected around me; Of course me helping someone whom i should not to help at all, Could very well make things worse, or even affect me. I also would not help them with their worsening. mental state, since i am not all too empathetic when it comes to situations like those.</p> <p>So unless i see someone in physical agony, Unconscious, Injured, or overall involves me being the good samaritan, I could not take part.</p>
<p>Most of these i don't think about or haven't come across</p>
<p>On the topic of learning about other races, I feel that this is an area of learning that the school has been lacking in. We have not learned stuff during Black History Month this year, yet we did last year. We also do not learn during AAPI month or for instance pride month. I believe that this is causing students to be slightly closed minded. I am also concerned by an instance last year in which ALL students were invited to create a poster for AAPI heritage month for the prize of a GIFT CARD. This in my opinion is slightly insensitive, as not everyone will know the struggles of Asian Americans.</p>
<p>Some of the questions are a maybe or I don't know</p>
<p>The challenging classes like AP, GT, Honors, and accelerated classes try to make students to stay in the program even when it is affecting their mental health and regular class grades.</p>
<p>The school could care less about the way people are treated, all they care about is themselves, they're the government for gods sake all they care about is keeping themselves protected they dont care about us, aka the students.</p>
<p>The teacher's teaching is good.</p>
<p>Tired</p>
<p>TOO MANY QUESTIONS!</p>
<p>we should have beds in this schools, man im wiped</p>
<p>What does coconut taste like?</p>
<p>What does the question above mean</p>
<p>When I do something wrong or if my friend does something wrong I'm going to of course stand up for my friend. Students aren't always wrong, teachers think everything is such a big deal when it really isn't. They start drama for no reason.</p>



Section 4: Overall Experience

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: We have open conversations about discrimination and its' impacts while we are at school.
- Q5: I am able to be authentically me.



Section 4a	Q1	Q2	Q3	Q4	Q5
Always	24.80%	43.87%	54.22%	25.61%	44.14%
Most of the Time	17.98%	30.79%	22.62%	23.43%	32.97%
Sometimes	31.06%	22.34%	17.44%	39.51%	18.80%
Never	26.70%	3.54%	6.27%	11.99%	4.63%

In regard to the question above, why or why not?

8th grade is like being at the top of elementary school. You're expected to behave maturely and set and example for the younger students, and also, you're supposed to be growing up. It's difficult to be yourself with all of this pressure sometimes.

As stated previously, people can be very disrespectful. Sometimes you have to try and blend in to avoid things like bullying.

Bc people at school r creepos

Because everyone here is accepting and support me in things i do.

Because everyone is very accepting

Because everyone is very welcoming and accepts people for who they are

because good school

Because I am able to tell people who I am without being judged.

Because I am allowed to

Because i am me

Because I am myself [redacted]

Because I am myself.



Because I am not afraid to be me.
Because I am not nervous to be who I am as a person and I am not nervous because of how I look.
Because I am [redacted]
Because I am who I am
Because i can
Because I can be myself and not be judged.
Because I can say/do what I want as long as it doesnt hurt others.
Because i can wear what i want to wear. I dont really know.
Because I don't get judged.
Because I have nice friends
Because I like older stuff so I can't really demonstrate my interest in older years
Because i really don't care about what other people think
because I think im a fine person who I am right now and I don't pretend to be other people
Because I wouldn't want to change myself.
Because I'm good at keeping secrets
Because I'm me
Because I'm not trans
Because I'm super cool.
Because if you trully are yourself you will be judged no matter what
Because its a very free space.
Because me is energetic and things like that, so I get in trouble with the teacher.
Because most of the staff wants me to do what they want. And they want me to do what they want
Because My Body is me.
Because my friends don't judge me
Because no one is stopping me
because people make fun of people a lot.
Because sometimes I do stuff I don't normally do which is common for people.
Because sometimes people will judge me or laugh at me if I try to act myself.
Because the people in this school are not from World War II and is not racist.
Because the teachers let me be me.
Because there isn't that much judgement and people don't discriminate.
Because, lots of people are nice and acceptable.
Both at school and at home, I am able to express my interests with my friends and family and my thoughts.
Counter question: How can i elaborate to such a simple question?
Depends on how I feel people will judge me.
Everyone has to be mor respectful in school of course
Everyone is inclusive to me.
Everyone is very accepting
Everyone is welcoming, but sometimes I hide comments that might hurt other people.
I act different with different people.
I act myself, because you cannot lie about who you are.
I always have friends who support exactly who I am.
I am able to be authentically me be cause people are nice to me, and I know my peers will treat me the same as other people.



I am able to be authentically me because during school, I'm able to talk with others that have similar interests as me that I can agree with; however, I also have friends with different opinions, so we can debate about varying topics while we talk during lunch, homeroom, etc.
I am able to be creative and learn in my best style.
I am able to be me because no one judges me
I am able to be myself because no one judges me.
I am able to be myself because people don't make fun of me for who I am.
I am able to be myself with friends, teachers, and other peers. There are cases in which i cannot be my full self and more professional, but is not bad.
I am able to think freely and share my opinions.
I am allowed to have my own speaking words and perform my own actions.
I am allowed to show my personality without being yelled at by teachers or made fun of.
I am authentically me most of the time because sometimes I am quiet in classes because I don't want to get yelled at.
I am because im confident
I am bullied physically AND mentally
I am comfortable in being myself.
I am not discriminated against because of my identity.
I am not judged for who I am, so I can be myself.
I am not judged for who I am, so I can be the authentic me.
I am pretty comfortable at school.
I am scared of people
I am sometimes scared if someone making fun of something I say so I try to stay inside my comfort zone.
I am who I am and I don't care what people think
I am who i want to be
I believe I am able to express ME the way I am and be proud.
I can always be me because I can always feel that I am supported and will not be judged.
I can always be myself in the safe school environment!
I can be me without feeling judged because no one is judging who I am and people respect me.
I can be myself
I can be myself around my friends.
I can be myself because I don't care about other peoples opinions.
I can be who I am without being judged for it.
I can be who I want to be
i can because not many people are judgy
I can calm my self down but I can sometimes rush my thoughts
I can talk most of the time
I do not feel judged for being myself
I don't need to be something I'm not.
I don't really care about what people think. If I want to do something or wear something or just be ME, if people think it's weird, I don't take it personally. Other people's thoughts aren't my problem. Plus, when I was younger, my parents used to come in to school and teach us about Diwali, so I guess I was taught to embrace who I am in front of everyone from early on.
I don't really understand what you mean by why I am able to be me



I dont care what people think.
I dont know i just act myself without thinking about it
I dont let people judge me or shape me for their better
I dont really care about how other people view me
I feel able to express my opinions freely. I don't have to look like everyone else and think like everyone else.
I feel comfortable around people in this school
I feel comfortable int he school.
I feel comfortable with my culture, and people accept me.
I feel comfortable with the people around me.
I feel free to dress how I like however I tone it down at school because I don't want to listen to people taunting me, it doesn't hurt my feelings I just find it annoying. Many kids in school are disrespectful to students and teachers who are "different", it's irritating.
I feel i can be an authentic me
I feel like I can be myself around my friends and family but feel cautious about what I say or do around other people who aren't that close to me.
I feel like I can get support and share my own ideas.
i feel like i fit in
I feel like my friends and teachers won't judge me for who I truly am.
I feel like transferring to this middle school with more people has really changed me in a way where I have more confidence and am not afraid to let my true personality define me.
I feel pretty comfortable and confident just doing normal things without judgement but I have been told by people that they heard someone saying how they would be embarrassed to be me before but that only really happened once and that was the only time I felt the opposite
I feel safe in the school and people aren't mean to me.
I feel that I can be who I really am and not get judged for it.
I feel that I will not be judged and I am mostly understood.
I feel that most of the time I can be but people can definitely still be mean when you dont fit in and have the same interests as everyone else.
I feel that my peers are at time very judge mental of others they deem to be "uncool"
I feel that some of my views are judged by my classmates when I share them.
I get scared to wear what I want to wear because of other people
I have lots of friends at school and lots of peopleI don't know that well. I usually be myself around other I trust, like most people.
I have people who are nice to me and I make friends regardless of ethnicity.
I have so much pride in myself and I am very brave. I am very tough but also as you can tell, very enthusiastic. HAPPY BIRTHDAY!
I have the ability of dressing any way I like and making decisions I want to make.
I just am able to.
I just can
I just can; it's hard to explain.
I just don't have a teacher I can talk to.
I just feel comfortable in my own skin.
I like to play games and I understand why we dont do that in school.
I love my life but sometimes I can't be me.

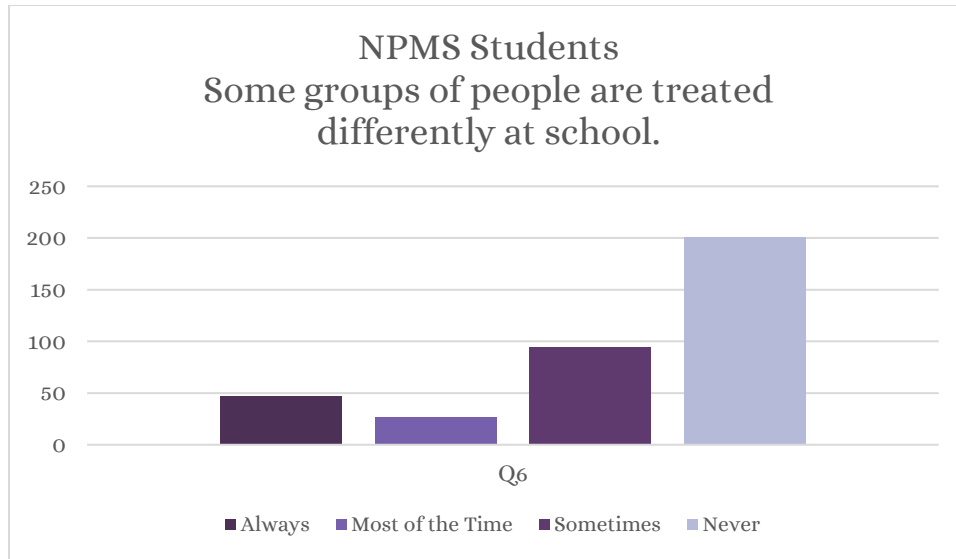


I mostly act the same?
I never really have a reason no to.
I personally am a very outgoing person so I am unafraid to be who i am. Others may not feel the same.
I really strain and want to authentically be me, but I feel like others may look at me as weird or embarrassing and I can't stand that some think of me like that :/
I said always because i have friends that I can be myself around.
I think i am because no one really judges
I think y'all should MYOB because yall just take this information and do noting...
I understand who I am and what I'm good and bad at.
I'm able to act myself around people
I'm never mistreated or made fun of by people for who i am.
I'm not really comfortable/friends with most of the people in the school so I don't like to be all open to these people.
I'm only with my friends sometimes.
I'm true to myself
If feel I am able to be myself because teachers, students, and other staff members are inclusive towards all people.
If I am I get bullied
Im allowed to be who i am or want.
im just so cool they cant handle it
I'm not totally sure whether the survey is anonymous or not. So prefer not to say.
In most cases, I am able to be me but with some people, I have to act like a different person in order to fit in with them.
It depends on how well I know the people around me and how comfortable I am with these people
It depends who am i around with like my friends or not
It's an odd question because we really have multiple personalities, in front of other people, then we may be very different at home. I feel like myself at school because I feel safe there.
It's not like anyone judges me for my personality or anything, so I would say I don't really have to put up a front to be accepted. That counts of authentic in my point of view.
Just be yourself, don't let others take this away from you.
Just because
Many people in this school are accepting of many different people and I really admire that about our school
Middle school is very hard, kids can be very mean, im called emo because [redacted] and I've even been called a dirty, Hispanic.
Most of the time because sometimes when you be yourself its not appropriate for class like talking and fooling around with friends.
Most people are welcoming.
My friends don't judge me
My friends don't judge me for things I do, (activities) and they don't make fun of me.
My friends don't judge me for who I am or what my interests are.
No because I alawys am able to talk to people
No one disrespects me or makes fun of me.
No one has ever judged me for my culture, so I feel that I am able to be myself.



No one pressures me to be someone I'm not.
No one will willingly judge me for what I do to myself.
Nothings stops me from not being myself
Peopel most of teh time won't judge me
People are always judging each other so its just better to stay quiet.
People are rude.
people at school are mean so
People can be judgmental.
People let me be myself
People make fun of people
People make fun of what you love in this school.
People so times don't like who I really am, so I don't show it often.
Since, there are very nice people, in this school, I can be me most of the time.
some kids are judgy
Some kids are meanie pies
Some people accept who you are but some are judgmental or make you judge yourself
Some people can judge even teachers
Some people may just not have interest in a job here or there just isn't a big population of that minority. However, we still have a diverse school.
sometimes because some times I feel authentically
Sometimes I can't act like 100% of me
Sometimes I feel like I can't say what I want to say.
Sometimes I'm different
The people are very judgy and rude.
The people surrounding me allow me to be who I am and I know they won't judge me.
The students that I've talked to about school counciling are more scared to go to the counselors than wanting to talk to them, but we are usually able to.
The way i act at school is the same way i act at home
There is nothing stopping me from being me. I am me.
There isn;t much difference between me at school and the me at home/
This question is perhaps ambiguous is many ways. I am not always myself, and middle school is the outlet in which I am able to grow. So, there is no authentic me. I change constantly.
This school allows me to be creative and learn in my own style.
We don't really celebrate Indian holidays in school or try to diversify more celebrations.
Would prefer not to say.
Yeah I think I am able because i dont feel at risk of anything so its easy.
Yes because I don't care what most people think because what do I owe to them
Yes because I like who I am and dont feel the need to change it
Yes because nobody will stop who I am and I feel better being myself than trying to be someone else.
Yes I feel for the most part I can be me. I mostly feel comfortable and pretty happy in school, but their are some days where I'm down and put on a good and happy mood so other people don't get sad.
Yes, because people treat me fairly.
You can never be sure if your going to be hated on just for being yourself.





Section 4	Q6
Always	12.81%
Most of the Time	7.36%
Sometimes	25.61%
Never	54.77%

If you believe that some groups of people are being treated differently at school, which groups and how are they treated differently?

- All non-white groups.
- All the teacher seem to be more forgiving towards the girls and significantly more strict towards the boys.
- Because there are different types of people in different groups
- Because they are more popular I believe that they get away with things more easily.
- Blacks they're supported and praised
- boys and girls and people that arent white (NOT THE TEACHERS THE KIDS)
- Boys group are most likely pointed to when something bad happens and girls groups can have their phones out pretty much whenever and just get a warning or nothing happens while boys immediately get detentions or phone taken away.
- Certain group is treated with better respect and treats others poorly.
- Depends what class and teacher
- Different races
- Everybody gets treated the same
- Everyone just hangs out in their own groups, but still communicate with others in a friendly way.
- Everyone who is not a rich white girl or guy (talking ab students btw). Popular kids r worshiped while everyone is walked all over and treated like garbage.
- Friends are treated as friends, no hard feelings
- girls
- Girls are treated better then most boys.
- Groups are not being treated differently and everyone is included.



Groups:Race, visitors, Treated differently:Names, pushing, rudeness
I believe that this school is very nice, and treats students of different races and genders with the upmost respectful. However, sometimes people joke around with stuff like that, usually directed to Asians. Once again, it is a joke, and shouldn't be taken seriously
I didn't think they are.
I do not think people are treated differently because of who they are.
I don't know but they get treated unfairly
I don't see any groups being treated differently
I don't think they are treated differently
I feel like the "popular" (I don't know what else to call them honestly) group of people are seen as the "higher class" and "cooler" and because of that they think that can sort of do whatever they want, making them the ruder group. There are also the group of "quiet" students or honestly anything else that some people think are weird or disrespect.
I feel like the groups that are more quiet are treated differently because they don't speak up for their opinion and people get mad when they don't do so
I have a friend who doesn't speak English, so the teachers explain this to her slowly and try to speak [redacted language] to her and simplify everything they say.
I said never, but I put another answer I guess I would say probably that that spoke groups are being differently because their size or the way they do things
I seems that sometimes people who think very highly of themselves can be a little mean to those who are a bit different or quieter.
I think most groups are treated the same
Its really just the kids who need extra help learning
Jokes that edge the line between school appropriate. African american students.
Kids who are perceived to have more money tend to be more "popular" and people are nicer to them
LGBTQIA's+ And kids of color are definitely treated differently, most of the time it's other kids ostracizing the ones who dress, act, and just look different. And sometimes it's worse, I've heard slurs being shouted in the hallways, I've been asked really disgusting questions about my sexuality and gender, and I've heard people call others the R slur as if it doesn't have a strong background and meaning.
Like the "popular" kids being able to get away with different stuff
Maybe different races but only joking.
Mentally Disabled Groups & POC. Some people have been rude to people who have disabilities like ADHD, Autism, etc., and the same goes to POC, but specifically black students. These students are hit with hurtful words and it's unfair for the people who do it to them get away with it, or a punishment that's too small for the things they've said. And sometimes, the students who were called that get punished too, and that's unfair.
Minorities by the kids not by the teachers just to clarify.
Minority groups (especially those who look different)
more well known people are treated better than others
Most of the girl act like they run the school. Kinda think they can do everything
No groups are treated poorly
None are being treated bad though



Not all, but some groups are treated more open and I feel they have closer reach to some one to talk too than other groups. They have a closer bond with teachers/other students and have more access to certain materials and people.
Not necessarily by groups of people, like race or gender, but I do feel that amounts of popularity that different people have effect they are treated.
Not nessasaruly unless it is fo teaching purposes like speech.
Peers with higher social standings are treated with a higher regard by others. These peers who have a higher social standing, also usually treat those with a lower standing as lesser to them.
People sometimes want to take control of them and they don't think they are at their level of "coolness".
People that look smart are treated different then me because all the teachers have assumptions.
People that need extra help in school are sometimes ignored. They aren't really bullied, people just talk about them behind their backs and don't really want to be friends with them.
People who are quiet and not white aren't invited to things
People who are very smart or dress "wierdly" are teased
People with different skin colors are sometimes treated differently.
Personally, I believe that most of the girls are treated less strictly by teachers than the boys are.
polish
Popular girls, they judge me
Popular kids are worshipped and feel inferior to everyone else and treats them garbage. They are justified when they say slurs and hurtful racial comments. It completely shows how wrong these students actually are.
[redacted] girls and they say stuff about me that's not even true.
Social status changes the expectation of how you or others will be treated.
Some because they are popular
Some groups can be treated welcoming and some can be so rude but it really just depends on who and what characteristics the people have.
Some groups who are nerdy are treated differently.
Some kids are a bit more pampered by the teachers.
Some of the more popular groups don't talk to the non popular groups.
Some people are just unnecessarily mean to a lot of people for no reason. I also feel that sometimes teachers show their bias when they give certain students the benefit of the doubt simply because they favor those people.
Some people are popular and some arent.
Some people think they are better than the rest even though they aren't. I feel like that annoying, but they don't really get treated differently by teachers so it doesn't affect me.
Some teachers favor or only call on people.
Sometimes teachers have favorites and their punishment aren't as e=svere
Sometimes the people considered "popular" seem to get more attention from others by getting the chance to socialize more with teachers and other peers.
Sometimes they are treated better.
Sometimes, certain areas such as sexuality and orientation are treaty distinctly throughout the school. Sometimes, it can be bad, or it can be thoughtful.
The "popular" groups are treated differently. During lunchtime, my friends and I hear them doing things that people completely ignore. However, if someone not from the "popular" group would do the same exact thing they would get laughed at.



The are many times where minority groups (whether it be related to race, gender, sexual orientation, ect.) are sometimes singled out and/or made fun of by other students, but never staff members.
The big friend group of girls and boys are always treating others differently.
The big group of “popular” boys and girls. They get special treatment.
The chatty screaming girls they are treated as rude troublemakers
The nerdier
The popular girls/boys are treated way better than the semi popular or non popular
The popular kids and some iep kids are untouchable even if they are disruptive or being mean
the popular kids are always treated better by peers
The popular kids.
The problem is mainly between the boys and the girls, to be honest. During [redacted class], especially. Girls are just as good as boys.
The smaller less advanced classes get more support from teachers, ussualy easier work, wich i myself think is unfair. I am pretty sure anyone of different races are treated equally, but i do not care about that topic.
There are probably some, but I can’t think of any at the moment.
There tends to be social hierarchies within 7th grade. Some “popular” or more athletic and good looking students tend to look down on others or consider them as “weird” or “different” if they don’t play sports or wear certain clothes, or act a certain way.
There’s not really any groups being treated differently. It’s pretty rare.
They get made fun of for their beliefs
We nerds. We just are, and have no clue as to why.
While I’m not sure if this counts as how they are treated at school, one of my best friends celebrates Eid and she and other people who celebrate don’t get the day off.
Would perfer not to say
Yes

Section 4 Additional Thoughts:

A lot of questions
As a white male? Of course I see faculty that look like me. As for as diversity over all, a large amount of instructors are white; however, this is representative of the entire school, and not necessarily due to prejudice. Staff of different genders are also balanced fairly well, certainly better than in other school districts I’ve been in. Some schools I’ve been to have been almost 100% female as far as teachers, at NPMS that is not the case.
boycott the [redacted] school, or do a collab? also they try really hard to NOT get some questionable kids in trouble
Does it really matter if I’ve seen adults who look like me?
For the one that says “We have open conversations about discrimination and its' impacts while we are at school” I wasn’t sure if you mean that you talk to me personally about this or if you talk to everyone about this so if you talk to me personally then the answer would be never but if it was you talk to everyone about this it would be sometimes.
How hard do the adults in authority have to work to have their suspension and expulsion records so low? I’ve had personal experiences with this and it felt so confusing having someone who harassed me not get in trouble for what they did. Although I guess the communication is there... I guess, it felt as if what this kid did did not MATTER when it came to the hands of the district



adults. If you have bad kids at this school, go on and justly discipline them. Don't work yourself so much just to have clean records. Also, why is racism so normalized? Lolololol. We have some white kids in this grade that seem to have the compulsion to scream slurs at their friends and random people for no reason. I could go more but honestly I'm just tired of it and am going to another high school next year.

I don't think i need to elaborate.

I think as a student body we do a good job not discriminating people and I have trusted people I can talk to.

I think New Providence does try to create a positive, diverse environment for its students. I think people are included and accepted. But I don't think it's fair how some cultures' holidays are celebrated and some aren't. Holidays like Christmas and Rosh Hashana are celebrated, and we get the day off to celebrate them. In the weeks leading up to Christmas there is so much excitement and holiday spirit. But during one of the biggest holidays in my culture, Eid al-Fitr, no one knows what I'm celebrating. We don't receive a day off, and it makes it seem like my holiday is viewed inferior to American holidays like Christmas. I've heard my friends wishing Diwali was a school holiday, too. I think it would show acceptance of all the cultures in New Providence if we received a day off for Eid al-Fitr.

I want there to be a day off for Diwali. There is a day off for Diwali in so many other schools and it's a holiday just as much as anything else.

I'm not answering some of these questions because i feel uncomfortable doing so.

Keep me anonymous and away from this please, y'all can hear what I have to say, but i have no interest in partaking in any action to fix this place, thanks!

Overall, my school is diverse and inclusive because when i came here from Europe, i was treated like everyone else did and i felt very included. I am glad i came here because in the beginning, i was nervous how the school would be.

The school diverse is so so.

This form seems very racially motivated

TOOOOOOOOOOOO MANY QUESTIONS



New Providence High School Report

The landscape team had the opportunity to speak with 76 people (breakdown below) and conduct 22 classroom observations within the New Providence High School community on April 19, 2023, between 8:00-11:45am. During the focus groups, discussions took place with the Self-Assessment Team, Community Members, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The landscape team also spoke to students while conducting classroom observations.

- Administrators: 3
- Instructional Staff: 33
- Non-Instructional Staff: 11
- Parent(s)/Guardian(s)/Caregiver(s): 11
- Community Members: 1
- Students: 17

Surveys were also completed by 704 constituents within the New Providence High School community (breakdown below).

- Students: 553
- Parent(s)/Guardian(s)/Caregiver(s): 89
- Staff: 62

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by NPHS for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to NPHS. Applicable information will also be included in the District Equity Landscape Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity landscape process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, New Providence High School scored themselves an 8 out of 10 in Classroom Culture, noting multiple strengths including: encouraging students to treat others with respect and kindness, sharing of personal experiences, personalized learning initiative, Character Education, Week of Respect, School Violence Awareness Week, Red Ribbon Week, 'Neer Nation, Pep Rally, Class Clash, morning announcements and videos, and Black History Month. In addition to the plethora of strengths noted, the Self-Assessment also noted the need to understand if the intentions of the staff are



received in kind – for example, the staff believes they are thoughtful and sensitive to needs of the LGBTQIA+ population, but curious about whether the community feels similarly. The awareness of understanding intentions not always being received is a strong foundational component of JEDI work and the landscape team appreciates the differentiation.

The first concept of Classroom Culture, honoring student experience, addresses students being able to share their authentic selves and honoring that authenticity. When asking adults if students were valued as unique individuals, 71.91% of parent/guardian/caregiver respondents and 80.65% of staff respondents reported they are, at least most of the time and 74.51% of students agreed. Although staff perception is slightly higher than both student and parent/guardian/caregiver perception, all recorded perceptions are within a reasonable range of one another. However, when observing in classrooms, the landscape team only witnessed students sharing their personal experiences 9.1% of the time. Although there were group tasks designed to encourage collaboration and sharing of different viewpoints, there was little discussion or interaction among students. Understanding a students' lived experiences is crucial for creating an inclusive and equitable learning environment. Every student comes to school with a unique set of experiences that shape their perspective, beliefs, and behaviors. These experiences can be influenced by factors such as their culture, ethnicity, race, language, socioeconomic status, family background, and personal identity. When educators, and fellow students, take the time to understand a student's lived experiences, they can better connect with and support that student. In summary, understanding a student's lived experiences is critical for building relationships, personalizing instruction, developing cultural competence, promoting equity, and demonstrating empathy. By taking the time to understand students' experiences, educators can create a more inclusive and supportive learning environment that benefits all students.

Classroom setup and structure are essential elements of creating a positive Classroom Culture. The way that a classroom is arranged, the procedures that are established, and the expectations that are communicated all play a significant role in shaping the learning environment. Decorations in the classroom can also play an important role in creating a positive learning environment. Unfortunately, a very small number of the classrooms observed (18.19%) showed evidence of décor and/or materials from diverse family backgrounds and representative of multiple identities. Accessibility is also an important consideration when setting up a classroom. When asked if classrooms were accessible, 73.04% of parent/guardian/caregiver respondents, 80.65% of staff respondents, and 91.32% of student respondents reported that they are, at least most of the time. During observations, the landscape team saw that around 45% of the classrooms observed were at least mostly accessible. For the classrooms that were not as accessible, many had traditional rows with tight spaces that impaired students using mobile assistive devices, such as crutches and/or a wheelchair. In summary, classroom setup and structure are important for creating a positive Classroom Culture because they help establish a sense of community, promote student safety, encourage



student responsibility, support different learning styles, and minimize disruptions. By paying attention to the physical layout of the classroom (including decorations and accessibility) and establishing clear expectations and procedures, educators can create a supportive learning environment that fosters student success.

Shared inquiry is a teaching method that involves students actively engaging in discussions and questions to develop a deeper understanding of a particular topic centered around collaborative learning, critical thinking, and active engagement. In shared inquiry, the teacher acts as a facilitator, guiding the discussion rather than leading it. This method encourages students to think critically and develop their own ideas, rather than simply memorizing information. During a shared inquiry discussion, the teacher presents a text, image, or idea for students to analyze and discuss. The teacher then encourages students to ask questions, share their ideas, and build on each other's responses. The goal of the discussion is for students to come to a deeper understanding of the topic through critical thinking and collaboration. Shared inquiry discussions typically follow a set structure, including an opening question, follow-up questions, and a summary or conclusion. The teacher may also provide prompts to guide the discussion and keep it focused on the topic at hand. By engaging in shared inquiry, students develop important skills such as active listening, critical thinking, and effective communication. In addition to the academic benefits of shared inquiry, when children are encouraged to share their thoughts and opinions without judgment, it provides social emotional benefits as well. When asking people within the NPHS community if students are encouraged to share their thoughts and/or opinions without judgment, 70.78% of parent(s)/guardian(s)/caregiver(s), 79.03% of staff, and just under 59% of students agreed, at least most of the time. While observing in the NPHS classrooms, the landscape team saw significant inquisitive dialogue in 59.09% of the classrooms – which is similar to student perceptions of how often students are encouraged to share their thought (and aren't worried about judgment). In one classroom that was observed, a group of students were assigned to work together. Of the four students, only one presented as a female while the other three presented as male. The three male students interacted with one another and did not engage the female student throughout the entire time the landscape team was observing (nearly 20 minutes). While there are undoubtedly many factors that could contribute to this dynamic, it is recommended that dialogue among students is shared as a priority in the classroom – especially during group assignments. Overall, shared inquiry is a powerful teaching method that encourages students to think deeply and develop a deeper understanding of the material and of one another. By facilitating shared inquiry discussions more often, educators can create a dynamic and engaging Classroom Culture that promotes student success.

Creating a positive Classroom Culture entails a significant amount of social, emotional, and physical safety – in addition to some of the academic and/or pedagogical concepts. Ensuring a sense of social, emotional and physical safety is crucial in nurturing a thriving educational community. When students feel socially validated and respected, they are more likely to participate fully in classroom discussions, collaborate well with



others and develop meaningful relationships with their peers and teacher. Emotional safety, on the other hand, helps students feel secure about expressing their emotions where they feel heard and understood. This supportive character cultivates a sense of deep reflection among students while in a liaison with emotions, both happy and sad, in a supportive learning atmosphere. While reviewing the surveys, it was reported that 78.65% of parent(s)/guardian(s)/caregiver(s), 77.42% of staff, and 82.64% of students agree that NPHS offers an emotionally safe environment. The number to be most focused on when assessing an emotionally safe environment is the perception of the students (as they are the ones experiencing the environment firsthand). Physical safety is also crucial in any learning environment. When students feel physically safe, they are able to focus on their learning without fear or distraction. According to survey results, 93.26% of parent(s)/guardian(s)/caregiver(s), 91.94% of staff, and 94.39% of students believe NPHS offers a physically safe environment, at least most of the time. In looking at this data, it is important to acknowledge that the staff have the lower numbers (although still very high) for physical safety. Staff tend to have the most inside information about a school's safety procedures. In summary, social, emotional, and physical safety all support Classroom Culture by creating an environment that is conducive to learning and positive relationships between students and their teacher. When students feel safe in these areas, they are more likely to be engaged in the learning process, collaborate with their peers, and develop important social and emotional skills. Teachers can support classroom safety by creating a welcoming and supportive environment, setting clear expectations and boundaries, and actively working to prevent bullying and other negative behaviors.

Values-based discipline is a classroom management approach that focuses on instilling positive values and behaviors, rather than simply punishing negative behaviors. The approach involves establishing clear guidelines for behavior, teaching positive values such as respect, responsibility, and kindness to students, and promoting positive behaviors through recognition and praise. Clear discipline rules were displayed in only 40.91% of the classrooms observed by the landscape team. When asking people to report their belief of whether the school disciplined fairly, 68.54% of parent(s)/guardian(s)/caregiver(s), 66.13% of staff, and 69.08% of students reported that they are treated fairly, at least most of the time. Interestingly enough, the high school had the most consistent scores across constituent groups when asking if the school disciplined fairly. This, again, showcases that different constituent groups in the High School are 'on the same page' with initiatives and perceptions, which will allow all growth to occur at a much faster rate – and will have the highest possibility of sustainable success. One example of values-based discipline is restorative practices (note that Restorative Practices is simply an example to consider and not the only way to showcase values-based discipline). Rather than just punishing negative behavior as a means of promoting positive conduct, restorative practices aim to foster empathy, understand the underlying causes of negative conduct, and build and restore relationships in the classroom. By thus promoting positive values, empathy, responsibility, and a supportive learning environment, restorative practices firmly



imbue positive Classroom Culture via the values-based discipline approach. There was no formal mention of restorative practices while reviewing data sources for NPHS. By incorporating restorative practices into classroom management strategies, educators can create a positive and supporting learning environment that fosters student success and well-being. Overall, values-based discipline is a positive approach to classroom management that promotes positive behavior, responsibility, and positive relationships. By focusing on positive values and behaviors, educators can create a Classroom Culture that supports student success and fosters a love of learning.

Overall, the landscape team believes that New Providence High School has some strong foundations to build upon related to Classroom Culture; however, there are still some areas to improve. The landscape team believes the score of 8 is higher than the evidence shows for Classroom Culture. However, in reviewing both survey and observational data, there are celebrations to be had regarding the fact that many of the perceptions are similar. As shared throughout this section, being aligned with perceptions is the first step toward achieving significant growth.

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity landscape process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, New Providence High School scored themselves a 6 out of 10 in Family & Community Engagement. Some of the self-identified strengths that were shared in the Self-Assessment include: dominant families being well-represented through the PTSA, Educational Fund, Athletic Boosters, Music Boosters, the National Art Honor Society and collaboration with local businesses, Youth Art Month, community music ensembles, performances for senior citizens, Memorial Day Parade performance, Diversity Committee that works with the district-wide Diversity Committee, Character Education, and Shining Star Network. In addition to the strengths, the Self-Assessment also noted some opportunities for improvement, including: the need for more representation from under-represented families (English Learners and students in the Special Education program), the need for more translation and interpretation services, and need to proactively reach out to more families.

Culturally sensitive communication is an approach to communication that takes into account the cultural background, beliefs, and values of the individuals and communities involved. This also includes inclusive language; for example, when looking at materials sent home, are there references to certain family structures and/or is communication sent home only in some languages? This was reinforced in the Self-Assessment when a need to be more inclusive with different languages was shared. When applied to Family & Community Engagement, culturally sensitive



communication can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. The adult survey found that 85.4% of parent/guardian/caregiver respondents and 61.29% of staff respondents believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The district scores were slightly lower, with 85.39% of parent/guardian/caregiver respondents and 56.45% of staff reporting that communication from the district is inclusive and sensitive to different family dynamics. When analyzing this data, again, the most important data point is the perception of the person receiving the information (in this case, the homes of the students). However, what is interesting is that many of the parents/guardians/caregivers that did not feel communication was inclusive self-identified on the survey as speaking a language in the home other than English. It would benefit the school to consider opportunities to provide more opportunities for members of the NPHS community who don't speak and/or read English well to be able to engage with the school community. When asking students if there is communication between the home and school, 62.38% of students said there is, at least most of the time. Overall, culturally sensitive communication is an important component of Family & Community Engagement that can help build trust, promote understanding, and encourage collaboration between educators and families from diverse cultural backgrounds. In addition to ensuring that communication is culturally sensitive, it is important to be transparent with that communication so that everyone understands that there is open, transparent communication.

The inclusion of family and community wisdom can increase engagement by creating a collaborative and supportive learning environment that recognizes and values the knowledge and experience of families and communities. When families and communities are engaged in the education process, they can contribute their unique perspectives and expertise to help improve student learning and academic success. When families and communities are engaged in the education process, they can provide valuable insights and perspectives that can help improve student learning and academic success. Additionally, Family & Community Engagement can help build trust and relationships between educators, families, and communities, creating a more inclusive and supportive learning community for all students. When asked about whether families are encouraged to participate in school-level activities, 93.26% of parent/guardian/caregiver respondents and 66.13% of staff respondents said they are, at least most of the time. Contrary to the information above, the district scores were lower in comparison with 85.39% of parent/guardian/caregiver respondents and 56.45% of staff respondents agreeing, at least most of the time. Again, when analyzing this data to be useful, it is important to note the perception of parents/guardians/caregivers. There is a slight decrease in perception of encouragement to participate in district activities compared to school activities; however, both scores are still relatively high. When asking about community members being encouraged to collaborate, the positive response was significantly lower with 64.04% of parent/guardian/caregiver respondents reporting that the school asks for collaboration, at



least most of the time, and even lower scores for the district asking for collaboration: 55.06% for parent/guardian/caregiver respondents with 35.48% of staff respondents reporting similarly for both questions. When asking the students if they see family members and/or community members volunteering at school, 53.35% of students reported that their families are invited into the school to support them, at least most of the time.

Increased connections among families can help with Family & Community Engagement by creating a sense of community and shared responsibility for student learning and success. When families feel connected to each other and to the school community, they are more likely to participate in school activities, volunteer, and collaborate with educators to support student learning. Overall, increased connections among families can help with Family & Community Engagement by creating a sense of community, encouraging involvement, promoting collaboration, fostering support networks, and building trust between families and educators.

Schools can use local resources to support Family & Community Engagement in a number of ways. Schools can partner with local organizations such as libraries, community centers, and non-profit organizations to provide resources and services to families. Schools can also establish volunteer programs that allow families to become involved in school activities and events or outreach programs that provide information and resources to families. Schools can celebrate the cultural diversity of their communities by hosting cultural events and celebrations and/or involve families in community service projects that benefit the local community. Schools can partner with local health providers to establish school-based health centers that provide medical and dental services to students and families and use social media to connect with families and share information about school activities and events. Overall, schools can use local resources to support Family & Community Engagement by establishing community partnerships, volunteer programs, outreach programs, cultural celebrations, community service projects, school-based health centers, and social media platforms. By leveraging local resources, schools can create a supportive and collaborative learning environment that promotes student success and well-being.

Engaging with the community to resolve community issues and problems is an efficient way to utilize resources while building a sense of community. In the survey, students were asked if they were taught about their local community. Only 44.13% of students responded that they do, at least most of the time. Overall, engaging with community issues and problems can be beneficial for schools by providing opportunities for real-world learning, making learning more relevant, building community connections, promoting civic engagement, providing opportunities for service learning, and promoting cross-curricular learning.

Overall, the landscape team believes that NPHS has a group of parents/guardians/caregivers that are truly engaged. When looking specifically at survey data from NPHS, the parents/guardians/caregivers reported the highest perception of feeling



involved and included within both the school (56.18%) and the district (42.69%), at least most of the time. Overall, these scores can be improved; at the same time, it is important to acknowledge the celebration of NPHS in accomplishing such an engaged environment for families and the community – especially as schools typically see less engagement as students get older. The landscape team believes the score of 6 is actually lower than the evidence shows for Family & Community Engagement and encourages NPHS to consider analyzing how they are successful so that they can continue the trajectory of success within Family & Community Engagement.

Instruction

Within Instruction, there are five main concepts that are examined during the equity landscape process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, New Providence High School scored themselves an 8 out of 10 in Instruction. The Self-Assessment noted multiple strengths, including: differentiation, student-centered learning experiences, personalized learning, the use of real world scenarios, and students being provided the opportunity to work alone or in small groups. In addition to the strengths noted, the Self-Assessment also included opportunities for improvement, including the need for more diversity within the language arts curricula and more relevant data within the math curricula.

The first concept of Instruction is critical engagement with material. This concept examines how teachers use materials and resources to support intellectual engagement among students and deep learning of content. To examine the implementation of critical engagement at NPHS, the landscape team conducted classroom visits and examined survey results from both adults and students. In the team's review of survey data, they identified comparable perceptions among constituents. When asked if students are engaged with material and taught from multiple perspectives, 64.05% of parents/guardians/caregivers and 58.07% of staff agreed that this occurs during Instruction, at least most of the time. The team examined survey comments to gain further insight into the perceptions of adult respondents. One survey comment indicated “students are always taught from multiple perspectives; however, they are not always engaged.” In another comment, a respondent shared the following: “Engaging students with materials from multiple perspectives that emphasize justice and equity has become dangerous and stokes controversy and resistance from students and parents.” These survey comments highlight the importance of finding effective ways to engage students while being mindful of potential resistance that may arise when discussing sensitive topics. In the student survey, 66.36% of respondents agreed with the statement: “I am taught how to ask questions about what I don't understand,” at least most of the time. In order to examine the implementation of this concept of Instruction further, the landscape team conducted classroom observations. While on-site, the team observed the use of



critical engagement with materials in 63.63% of the classrooms visited (very aligned with constituent perceptions reported in the survey). When critical engagement with materials was implemented during Instruction, teachers effectively used texts to promote critical analysis and discussions among students. Furthermore, students were encouraged to actively participate in discussions with their peers, allowing for the exchange of diverse perspectives. They skillfully utilized evidence from texts to support their insights and extended their ideas by establishing meaningful connections between the text and real-world situations. In one classroom, for example, a teacher used higher order thinking questions to promote discussions among students about William Shakespeare's *Romeo and Juliet*. Students met in small groups and engaged in discussions with their peers about whether or not Romeo truly loved Juliet or if he was just infatuated with her. During their discussions, students supported their insights and interpretations with specific references and examples from the text. Most notably, they drew parallels between the text and real-world examples to strengthen the discussions. This dialogue helped to foster an intellectually stimulating learning environment. The evidence collected during class visits at NPHS helped the landscape team to substantiate that critical engagement with materials is somewhat evident during Instruction. In order to advance this concept within Instruction further, it is important for teachers to work collaboratively to examine best practices that will support students' deep learning of content. It is equally important for them to develop a shared understanding of what successful implementation of critical engagement with materials looks like and determine a way to evaluate the success of their efforts to strengthen this concept, which will allow students to develop a more comprehensive understanding of the subject matter. Moreover, it will empower students to question prevailing narratives, examine diverse perspectives, relate course content to their personal experiences, cultivate analytical skills, and foster a sense of community.

Differentiation is an approach to teaching that recognizes that students have different learning needs and preferences, and therefore require different approaches to learning. Differentiated instruction involves modifying the content, process, and/or product of Instruction to meet the individual needs of students. This concept of Instruction was identified as a strength on the Self-Assessment and somewhat supported by adult survey responses. When asked if students are given the opportunity to learn at their level, 70.79% of parent/guardian/caregiver respondents and 82.26% of staff respondents said yes, at least most of the time. While the responses in the adult surveys were overall fairly positive, certain comments from respondents on the parent/guardian/caregiver survey expressed concerns about limited opportunities to challenge students "in the middle" and the potential impact of rigid policies for AP course entry/qualification on students' academic growth and scholastic success. These insights were also reflected in discussions with focus group participants. Through these discussions, concerns emerged regarding stringent enrollment policies governing AP/Honors level courses. The landscape team learned that these limitations also impact learners of the English language. During the



classroom observations at NPHS, the landscape team observed differentiated instructional practices in 40.91% of the classrooms visited. Differentiation was observed through the implementation of 1:1 technology device(s) that were used by students to access various instructional resources and aides that were needed to complete assignments, student choice boards with related learning options, and independent projects tailored to individual student preferences and skills. In these classrooms, teachers were available to support students based on their unique learning needs. During an observation, a student shared with a landscape team member that the teacher is “extremely supportive of their ideas and encourages them to take risks and be creative.” Overall, differentiated instruction benefits students from diverse backgrounds by ensuring that learning is accessible, and flexible. This helps to increase their engagement in learning and enhance their academic achievement. In order to advance the concept of differentiation within Instruction at NPHS, careful consideration must be given to providing learning opportunities that challenge learners of all levels.

Cooperative or collaborative learning and group work are often used interchangeably, but there are some key differences between the two. Group work refers to a classroom activity where students are divided into groups and assigned a collective task. Groupwork places emphasis on individual accountability, with the group's success relying on each member fulfilling their designated role. Conversely, cooperative or collaborative learning presents a more structured approach to group work, emphasizing interdependence and collective accountability. In this method, students collaborate towards a shared objective or task, while also assuming responsibility for their peers' learning. Each student is encouraged to contribute their unique skills and knowledge to the group, and the overall success of the group is contingent on the achievement of each individual member. Cooperative or collaborative learning is important within culturally responsive pedagogy because it promotes interdependence and collective accountability, which are key values in many cultures. This approach to learning also emphasizes the importance of working collaboratively and recognizing the strengths and contributions of each group member, which can be particularly valuable in culturally diverse classrooms. In addition, cooperative or collaborative learning can help to break down cultural barriers and promote cross-cultural understanding, allowing students from diverse cultural backgrounds the opportunity to learn from one another and develop a greater appreciation for diversity of thought. The landscape team examined cooperative and collaborative learning through a review of survey data and classroom observations. Disproportionality was observed in the perceptions of staff and students when compared to parents/guardians/caregivers. In the adult survey, parents/guardians/caregivers felt favorably that students are given opportunities to work with their peers in a collaborative environment during Instruction with 77.53% agreeing that this happens, at least most of the time. On the other hand, 66.13% of staff and 61.12% of students believe that this happens during Instruction, at least most of the time. The landscape team visited classrooms to gain additional insight into real-time use of collaborative



and cooperative learning. The team observed that cooperative and collaborative learning opportunities were evident in 59.09% of the classrooms visited. Based on what was observed while on-site, the student and staff perceptions are more closely aligned with what is probably happening in the classrooms at NPHS. The landscape team recognizes that the observations are only a small snapshot of what occurs in the classroom on a daily basis at NPHS; at the same time, fostering collaboration and cooperation among students will likely strengthen the instructional experience at NPHS.

Real-world learning makes learning more relevant and meaningful to students. By connecting classroom learning to real-world situations, students are able to see the practical applications of what they are learning. This can be particularly valuable for students who come from backgrounds that have been historically marginalized or excluded from traditional academic settings. Real-world learning can empower students by giving them the skills and knowledge they need to succeed in the world beyond the classroom. Real-world learning can also increase student engagement by providing opportunities for students to connect with their communities and see the impact of their learning. Ultimately, real-world learning can promote equity by providing students with opportunities to learn about social justice issues and take action to address them. By empowering students to use their learning to make a positive difference in the world, real-world learning can help to create a more equitable society. While the Self-Assessment acknowledged real-world learning as a strength, the results of the student survey and the on-site observations revealed a different perspective on the implementation of real-world learning during Instruction. In the student survey, only 41.77% of respondents agreed that this concept occurs, at least most of the time, during Instruction. When the landscape team visited classrooms, they witnessed the implementation of this concept in only 36.37% of the rooms visited. These two data points, student survey data and observational data, indicate the potential for further exploration and enhancement of real-world learning experiences during Instruction at NPHS. This is important because when teachers are successful in incorporating real-world connections within Instruction, students are better able to connect what they learn to their lives and to the world around them. Moreover, when they are able to make meaningful connections between learning and real life, engagement is promoted, and positive identity development is strengthened – leading to increased achievement.

When assessment is focused on growth, the emphasis shifts from getting the ‘right’ answer to showing progress and improvement over time. This approach to assessment can be particularly valuable in culturally diverse classrooms, where students may come from backgrounds that value effort and progress over achievement. Assessing students based on growth acknowledges that students bring diverse forms of knowledge and experience to the classroom. This approach to assessment ultimately recognizes that students may have different starting points and emphasizes the importance of meeting students where they are and helping them to grow and develop.



Assessing students based on growth also supports the development of a growth mindset, which is the belief that intelligence and abilities can be developed through effort and hard work. Culturally responsive instruction emphasizes the importance of helping students develop a growth mindset, as it can help to break down cultural barriers and promote cross-cultural understanding. Lastly, assessing students based on growth encourages students to take ownership of their learning and to set goals for themselves. This approach to assessment can be particularly empowering for students who come from backgrounds that have been historically marginalized or excluded from traditional academic settings. To assess the integration of values-based assessment at NPHS, the landscape team reviewed constituent survey data and conducted classroom visits. The perceptions of both staff members and parents/guardians/caregivers in the adult survey reflected a shared perception in students being assessed in terms of growth, with 66.29% of staff members and 66.13% of parents/guardians/caregivers agreeing with this statement, at least most of the time. Interestingly, the student survey revealed even more positive results, with 83.01% of respondents expressing a solid understanding of work expectations and grading criteria. However, the landscape team's findings during classroom visits were less aligned with these positive results, as value-based assessments were observed in only 40.91% of the classrooms visited. To strengthen value-based assessment strategies, several key strategies can be initiated, including professional development opportunities for teachers to enhance their understanding and skills in implementing assessments that align with student growth and development as well as providing opportunities to engage all constituents in ongoing communication and dialogue, leading to a shared understanding of the purpose and benefits of value-based assessments. This collaborative approach will facilitate the widespread adoption and implementation of value-based assessments in classrooms. By combining these efforts, NPHS can create a learning environment that embraces values-based assessments and supports the holistic development of students. In summary, the practice of assessing students based on growth promotes culturally responsive instruction by prioritizing progress over perfection, acknowledging diverse opportunities to show knowledge, fostering a growth mindset, and empowering student agency. This approach to assessment contributes to the establishment of an equitable and inclusive classroom environment, where every student feels respected, supported, and valued.

Overall, the landscape team believes the score of 8 on the Self-Assessment is higher than the evidence shows for Instruction and encourages NPHS to continue focusing on critical engagement with material, incorporating diverse perspectives, and including more current events and real-world alignment into the instructional framework. Consideration of these strategies will help to enhance Instruction throughout the NPHS learning community.



Identity within Curriculum

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, New Providence High School scored themselves a 5 out of 10 in Identity within Curriculum, citing multiple strengths within the Self-Assessment, including: having over 40 clubs/activities for students to choose from to participate in (with an internal survey showing that 95% of students believe there is a club for them at NPHS), a Pep Rally, a Semi-Formal dance, and Class Clash. The Self-Assessment also identified potential opportunities for improvement, citing a need for understanding whether students feel comfortable expressing themselves (i.e., using their preferred bathroom) and a need for creating a culture where mistakes are encouraged and accepted as part of the learning process.

Identity within Curriculum refers to the inclusion and recognition of students’ cultural and personal identities within the content and materials used in the classroom. It is important for students to be able to answer the question of who they are because it is a fundamental aspect of developing a sense of self, which is necessary for personal growth and socialization. When students see their identities reflected in the curriculum, they are more likely to feel connected to what they are learning and to engage more fully in the learning process. This can also help to build their self-esteem and provide them with a sense of belonging, which can be particularly important for students who come from backgrounds that have been historically marginalized or excluded from traditional academic settings. Identity within Curriculum can also promote cross-cultural understanding and empathy by exposing students to diverse perspectives and experiences.

The goal of cultural representation is to ensure that the curriculum accurately reflects the student demographic in schools. By providing opportunities for students to learn about individuals who share their appearance and background, the curriculum has the potential to shape their identity. When asked whether students have the chance to see themselves represented in the curriculum, 31.46% of parents/guardians/caregivers, 41.93% of staff, and 53.52% of students agreed that this happens, at least most of the time. In a review of comments from the adult survey, two comments directly cited a need to improve Identity within Curriculum. In one comment, a respondent shared “whether or not students have the opportunity to see themselves in the curriculum depends on the class being taught and the teacher” and another respondent shared that “white students definitely see themselves in the curriculum because every major work is written by dead/old white men.” These comments help to reinforce a need for increased representation and inclusion of diverse identities within the curriculum. It is worth noting that despite these limitations, 73.05% of students reported that they have a positive sense of self in the student survey.



To advance this concept, it is important to integrate diverse perspectives and experiences seamlessly into the course materials used in the classroom, and not only in extracurricular activities and/or clubs. By infusing curriculum with a range of identities and experiences, students can see themselves reflected in the content they engage with on a daily basis. This goes beyond providing identity-affirming extracurricular opportunities and ensures that all students have access to inclusive and representative learning experiences within their academic studies. Incorporating identity within the curriculum is crucial for supporting students in developing a strong sense of self, fostering active engagement during learning, and cultivating a sense of belonging that helps to deepen cross-cultural understanding and empathy.

Overall, the landscape team believes that the score of 5 is higher than the evidence shows for Identity within Curriculum. However, it is very promising that there is a level of awareness among staff that their intentions may not be received by students in the same way. NPHS is encouraged to continue focusing on intentional incorporation of identity into the curriculum in academic settings, without relying on additional programs to meet the need for students to see themselves represented in the curriculum.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, New Providence High School scored themselves a 4 out of 10 in Diversity within Curriculum. The Self-Assessment identified two distinct strengths including the evolution of the Diversity Club from an unofficial club to a Board-approved club with a paid advisor and many teachers expressing that they go beyond superficial conversations of diversity in the classroom. The Self-Assessment also noted potential opportunities for improvement including whether students have internalized the concept of empathy and a desire to support teachers in authentically teaching empathy.

Diversity within Curriculum refers to the inclusion of diverse perspectives, experiences, and cultural backgrounds in the content and materials used in the classroom. It is important for students to see diversity incorporated into the curriculum because it promotes cross-cultural understanding, empathy, and social justice. When students are exposed to diverse perspectives and experiences in the curriculum, they are able to develop a more nuanced and complex understanding of the world around them. This understanding can help to break down cultural barriers and promote social justice by challenging stereotypes and promoting empathy and respect for others. Diversity within Curriculum can also promote critical thinking and



problem-solving skills. When students are exposed to diverse perspectives and experiences, they are able to see issues from multiple angles and develop a more well-rounded understanding of complex problems. This can help them to develop more effective solutions to real-world problems and to become more engaged and informed citizens.

Incorporating Diversity within Curriculum is also important for creating a more equitable and inclusive classroom environment. When students see their experiences and perspectives represented in the curriculum, they are more likely to feel valued and respected in the classroom. This can help to build a sense of community and belonging, which is essential for promoting academic success and well-being.

Through an analysis of survey results, the landscape team learned that all three constituent groups agreed that students are provided with opportunities to understand how people are alike and different within the curriculum. In the surveys, 61.8% of parents/guardians/caregivers, 54.84% of staff, and 55.16% of students agreed that this occurs within the curriculum, at least most of the time. The team gained further insight into the topic of Diversity within Curriculum through comments that were provided by participants in both the adult and student surveys. In the adult survey comments, divergent opinions emerged. One respondent expressed that there should be less emphasis on Diversity within Curriculum because “NPHS is fine;” while another comment suggested the value of integrating this concept into the curriculum. Similarly, in the student survey, a respondent emphasized the importance of addressing diversity through the use of curricular materials that go beyond “a lesson or two about MLK or Rosa Parks.” This will permit a more comprehensive approach to integrating Diversity in Curriculum.

During focus group discussions, the landscape team gained further insights regarding the integration of Diversity within Curriculum. It was revealed that staff members have actively made efforts to improve the curriculum in this regard. For instance, there were comments in support of diverse materials within the curriculum and the need for it to enhance the learning experiences of students. One participant mentioned that ELA (English Language Arts) teachers are being intentional about expanding students' comprehension of diverse authors. Another participant highlighted her use of diverse materials to enhance students' cross-curricular connections. However, the team also learned that certain courses of study still heavily adhere to a Eurocentric curriculum. Recognizing the need for improvement, there is a shared desire among participants to make enhancements in this aspect, aiming for a more inclusive and diverse curriculum.

The landscape team also conducted classroom observations to examine the current state of Diversity within Curriculum at NPHS. The team observed Diversity within Curriculum in 18.19% of the classrooms visited. This was most evident in the presence of diverse materials such as books, posters, and other resources. In one classroom, a landscape team member observed the display of pictures depicting culturally diverse



coders. This helped to showcase a tangible representation of inclusivity and diversity in the learning environment. Considering the disproportionality that was evident between the results from surveys, focus group discussions, and the team's classroom observations, there is a clear need for improvement in the area of Diversity within Curriculum. The classroom observations served as valuable evidence, confirming an area of the curriculum that requires attention and advancement.

Based on these findings, the landscape team aligns with NPHS's self-assessment score of a 4 out of 10 in this particular concept. This acknowledgment highlights the importance of recognizing the current limitations in this area of curriculum and actively working towards integrating diversity in ways that advance the learning experiences of all students.

Overall, Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes that the Self-Assessment score of 4 is consistent with the evidence provided to the landscape team. Further growth could occur by continuing efforts to incorporate texts and materials that support students in their abilities to examine diverse perspectives and to see diverse surroundings (allowing students to understand how people are alike and different). This approach will help to ensure that diversity is naturally infused within not only Instruction, but also within learning spaces. Students, in turn, will learn about differences with curiosity, empathy, respect, and understanding for others.

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, New Providence High School scored themselves a 7 out of 10 in Justice within Curriculum. The Self-Assessment cited a strength as infusing examples of injustice and unfairness into the curriculum. The Self-Assessment also identified two distinct potential opportunities for improvement including teachers expressing discomfort in leading discussions about discrimination and social justice without further training and professional development and the awareness that, as a predominantly white staff, the perception of teaching about other identities lived experiences might not be received well.

Justice within Curriculum refers to the inclusion of topics and materials that address issues of fairness, equity, and social justice. Understanding justice and injustice is important for students as it facilitates critical thinking and comprehension of social issues. When students are exposed to justice-related topics in the curriculum, they can develop a deeper understanding of the social, political, and economic factors contributing to inequality and injustice. This understanding fosters the development of critical thinking skills and promotes informed and engaged citizenship.



Justice within Curriculum can also help to promote empathy and respect for others. Learning about the experiences of marginalized or oppressed individuals enables students to develop empathy and recognize the importance of treating others with respect and dignity. Furthermore, incorporating Justice within Curriculum plays a significant role in creating a more equitable and inclusive classroom environment. When students encounter curriculum addressing issues of justice and equity, it enhances their sense of value and respect in the classroom. This, in turn, helps build a sense of community and belonging, which are essential for promoting academic success and well-being.

Teachers who are intentional about incorporating concepts of justice into the curriculum allow students to examine the effects of privilege/power and oppression at both the individual and systemic levels. When reviewing survey data, the team observed disproportionality between respondent results, with 57.3% of parents/guardians/caregivers, 29.03% of staff, and 59.86% of students reporting that students are taught concepts related to justice and injustice within the curriculum, at least most of the time. With the staff reporting the lowest perception, this could be speaking to the awareness of knowing what ‘can’ be taught compared to what is ‘actually’ being taught. Through focus group discussions, it was obvious that staff did not feel very comfortable having discussions around justice and injustice, due to not having a lot of training to do so. The higher scores from both students and parents/guardians/caregivers could simply be sharing that they don’t understand how much *more* could actually be taught when discussing Diversity within Curriculum. However, when diving deeper into student survey data, 81.74% of students reported that they recognize unfairness and injustice in history and current events, at least most of the time, and only 39.96% report being taught about the dynamics of power and/or preferential treatment within society. This further provides evidence that the more difficult concepts are being avoided at NPHS. Although the concept of power/privilege can be quite controversial, there are ways to discuss this from a non-judgmental lens to elicit conversation and help all students better understand different viewpoints.

The landscape team delved deeper into the implementation of the concept within the curriculum by reviewing survey comments and conducting focus group discussions, which helped to yield valuable insights. While some comments on the adult survey expressed opposition to integrating justice within the curriculum, viewing terms like social justice, equity, and diversity as unhelpful or irrelevant to society, there were also supportive comments and insights shared during focus group discussions. The team learned that the school-wide Character Education program has served as a catalyst for teaching students about justice-related matters. Many staff acknowledged the benefits of engaging students and teachers in conversations about social justice. However, concerns were raised about the level of staff discomfort and fear of making mistakes that could offend students or families.

Overall, Justice within Curriculum is important for promoting critical thinking, empathy, and respect for others, as well as for creating a more equitable and inclusive



classroom environment. The landscape team believes the score of 7 is significantly higher than the evidence shows for Justice within Curriculum and encourages NPHS to continue focusing on intentional incorporation of justice into the curriculum, starting with professional development for staff to understand how to facilitate controversial conversations without judgment. By providing professional development for staff in the area of Justice within Curriculum, staff will become more knowledgeable about the complex systems of oppression and privilege that exist in society, allowing staff to foster an environment where conversations about justice can take place without fear of unintended repercussions. Professional development can also help teachers stay up to date on current events, research, and best practices related to justice and equity in education. This foundational information will help staff remain informed and equipped to address issues as they arise in their classrooms.

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, New Providence High School scored themselves a 5 out of 10 in Action within Curriculum, noting multiple strengths, including: class meetings held at every grade level to discuss the Code of Conduct and HIB, creating an environment of being upstanders, encouraging students to say something if they see discriminatory behaviors, and the Week of Respect. The Self-Assessment also identified two potential opportunities for improvement including continuing to focus on ‘we’ compared to ‘me’ and the desire to better communicate the availability of service clubs.

Action within Curriculum refers to the inclusion of opportunities for students to take action on issues of fairness, equity, and social justice. It is important for students to be able to talk about actionable steps because it helps them to develop agency and a sense of responsibility to work towards creating a more just and equitable world. When students are given opportunities to take action within the curriculum, they are able to apply their learning to real-world situations and to develop a deeper understanding of the impact of social issues on individuals and communities. This can help to motivate students to become more engaged in their communities and to take action towards creating positive change.

Action within Curriculum can also help to promote leadership and civic engagement skills. When students are given opportunities to take action, they are able to develop leadership skills and to become more confident in their ability to make a difference in the world. This can help to promote a sense of agency and empowerment among students, which is essential for promoting academic success and well-being.

Incorporating Action within Curriculum is also important for creating a more participatory and democratic classroom environment. When students are given opportunities to take action, they are able to participate in decision-making and to



become more engaged in the learning process. This can help to promote a sense of ownership and investment in their education, which is essential for promoting academic success and well-being. To explore the integration of this concept within the curriculum, the landscape team analyzed adult and student survey results and reviewed their comments. A notable disparity emerged between the perceptions of adults and students, with 47.19% of parents/guardians/caregivers, 32.26% of staff, and 60.04% of student respondents reporting that students are given opportunities to address justice, equity, diversity, and inclusion issues, at least most of the time. In looking even further at the student survey data, 66.37% of respondents reported taking responsibility for utilizing those skills to stand against unjust practices, at least most of the time. It is interesting to note that students reported self-responsibility as occurring more often than the actual teaching of justice and injustice. This, in combination with adult perceptions being much lower than student perceptions, could allude to the idea that students are gaining their awareness around JEDI topics from outside sources, such as social media.

In a review of survey comments, the team came across an opposing remark about Action within Curriculum suggesting that the phrase "empowered to take action" in the curriculum seemed more like indoctrination rather than education. The respondent emphasized their desire for their child to receive an education rather than being subjected to indoctrination. This unfavorable comment reveals concerns about potential ideological influence, emphasizing the importance of distinguishing education from indoctrination. At the same time, there were multiple comments praising that this work is being done and 'necessary'. These contrasting viewpoints indicate the necessity for open dialogue and understanding among constituents when making any shifts and/or deliberate inclusion of JEDI topics into the school day. By promoting dialogue and providing opportunities for diverse perspectives to be heard, educational institutions can strive to address concerns while fostering a balanced and empowering approach to education.

Based on the review of these sources of data, the landscape team scores NPHS a 4 out of 10 in action within the curriculum. By advancing this concept of the curriculum within the learning community, students will become equipped with the knowledge, skills, and motivation to become agents of change in their communities and beyond, ultimately helping to build a more just and equitable society by empowering individuals to take an active role in creating positive societal change. Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment.

Overall, Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment. The landscape team believes the score of 5 is slightly higher than the evidence shows for Action within Curriculum and encourages NPHS to allow for open conversations among all constituents to better understand



different perspectives and opinions regarding JEDI, and more specifically Action within Curriculum, being infused into the curriculum. In order to advance Action within Curriculum at NPHS, careful consideration must be given to all areas leading up to action. For example, students must see themselves (identity) and others (diversity), and acknowledge and identify unfairness (justice), before initiating actionable steps to overcome the injustice (action).

Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity landscape process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, New Providence High School scored themselves a 6 out of 10 in Teacher Leadership, citing multiple strengths as well as opportunities for improvement. Among the strengths, it was reported that teachers are supportive of one another, there have been efforts to increase professional development offerings at the district level, and the Director of Curriculum is open to suggestions. Among the potential opportunities for improvement, two challenges were raised: time and money.

Professional development can help educators develop cultural competence, which is the ability to understand and effectively interact with people from different cultural backgrounds. This can help educators understand the experiences and perspectives of their students from diverse backgrounds and create more inclusive learning environments that meet their needs. Professional development can also help educators develop a deeper understanding of equity and its importance in education. This can help educators identify and address inequities that exist in the classroom, such as unequal access to resources or opportunities, and work towards creating more equitable learning environments. Professional development can also provide educators with effective teaching strategies that can support students from diverse backgrounds. This includes strategies such as differentiated instruction, culturally responsive teaching, and restorative practices, which can help create more inclusive and equitable classrooms. Professional development can also provide opportunities for educators to build relationships and create communities of practice with colleagues. This can foster collaboration and support the implementation of new strategies and approaches that promote equity and inclusion in the classroom. Last, but not least, professional development can help educators identify and address their own biases and assumptions, which can impact their interactions with students and the learning experiences they create. This can help to create more equitable and inclusive learning environments that promote student success. When looking at survey data, there seems to be a lack of assurance reported by the adults within NPHS regarding whether adults are even aware of the biases they hold. When asking if staff is aware of their biases, 42.69% of parent/guardian/caregiver and 67.75% of staff



respondents reported that they believe staff acknowledge their biases, at least most of the time. Asking the same question related to community members (including family members) and their awareness of their own biases, 49.43% of parent/guardian/caregiver and 22.58% of staff respondents reported that they believe community members acknowledge their biases, at least most of the time. Both groups gave their own group higher scores, which speaks to a small amount of defensiveness that might be present. There were also a moderate number of respondents who answered ‘I don’t know’ to both questions. If people are unable to acknowledge their own biases (which all humans have – at no ‘fault’ of their own), the conversations can shift to being more polarizing. It is critical to start DEI/JEDI work with a foundational understanding of bias and humanizing the concept of bias as something that everyone innately has. Overall, professional development supports more equitable and inclusive classrooms by providing educators with the knowledge, skills, and strategies needed to meet the diverse needs of their students and promote student success.

It is important for educators to create a safe and inclusive environment where all students feel valued and respected. Responding to prejudicial behaviors and words is an essential part of creating such an environment. Educators can create a safe and inclusive learning environment by setting clear expectations for behavior and creating classroom norms that promote respect and understanding. When prejudicial behaviors and words are observed, educators are best able to address them in a calm and respectful manner. This can include calling out the behavior/word and explaining why it is inappropriate and how it can impact others. Educators can also engage students in dialogue to help them understand the impact of their behavior/words on others and to encourage empathy and understanding. Educators can also help students reframe negative language and attitudes by providing positive and inclusive alternatives that promote understanding and respect for all. Educators will best intercept biased and/or discriminatory behaviors when modeling inclusive behaviors and willing to apologize and make amends if they make a mistake or use inappropriate language. First and foremost, especially when responding to discriminatory behaviors/words, it is critical for staff to model this behavior. Students learn by watching those in their environment. When looking at survey data, there seems to again be a lack of assurance reported by the adults within NPHS regarding whether adults speak up and respond to prejudicial behaviors and/or comments. When asked if staff speaks up, 32.59% of parent/guardian/caregiver and 64.52% of staff respondents reported that they believe staff step in, at least most of the time. Asking the same question related to community members (including family members) and their interruption of prejudicial behaviors, 43.82% of parent/guardian/caregiver and 22.58% of staff respondents reported that they believe community members step in, at least most of the time. These answers again reinforce a deeper conversation that may need to be had. People within the adult groups (staff compared to parents/guardians/caregivers) rated themselves higher than the other group; however, there was not a level of consistency between the scores reported. It should be noted, though, that 52.81% and 26.97% of parents/guardians/caregivers and 12.9% and 53.23% of staff



responded to the questions, respectively with “I don’t know”. When reviewing this data, it is critical to assess whether adults don’t step in because of not knowing how or because of not experiencing prejudicial behaviors, rather than not doing so because they simply don’t want to. In both the survey open-ended responses and conversations while on-site, students shared quite a few examples of biases exhibited by people within NPHS – most of them by other students. It would benefit the NPHS community if staff were provided with training on how to step in when witnessing unfair or discriminatory acts involving other students.

Educators need to create a safe and supportive environment where colleagues can openly discuss JEDI issues without fear of judgment or retribution. Educators can participate in professional development opportunities and share resources and ideas related to JEDI to develop a shared understanding of concepts and strategies for addressing JEDI issues in the classroom. Educators can also provide feedback and support to each other while also engaging in collaborative problem-solving to address JEDI issues that arise in the classroom. Last, and definitely not least, educators can advocate for systemic change to promote JEDI work in their schools and communities. By supporting each other around JEDI issues, educators can create a more inclusive and equitable learning environment for all students.

In reviewing survey data regarding leadership, staff are asking for more guidance. As shared in the Self-Assessment, staff are looking for more guidance and support – especially on difficult and controversial topics such as JEDI/DEI. In the Self-Assessment, NPHS mentioned the growth that has occurred in this area; at the same time, there is still room for continued growth. For example, when asked if district office provides direction for the schools, 62.92% of staff respondents reported that district office provides direction, at least most of the time. Although this is not a horrible representation, it shows significant room for growth.

Overall, Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it enables them to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 6 is significantly higher than the evidence shows for Teacher Leadership and encourages NPHS to further analyze people’s willingness to embrace the humanization of bias – leading to the ability to have deeper and more thoughtful conversations without defensiveness and/or blame.



Representation

Within Representation, there are five main concepts that are examined during the equity landscape process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, New Providence High School scored themselves a 4 out of 10 in Representation, noting two primary strengths: a historically healthy pipeline of new teachers (that has decreased recently) and a move toward World History being less Western Civilization focused. Opportunities for improvement reported in the Self-Assessment included: a need for more job fairs to continue growing the pipeline of future staff, increasing the ability for students to 'see' themselves in curricula, and evaluating disproportionality among classes.

Having a diverse range of personnel in school can positively impact students from different backgrounds in several ways. First, it can provide positive role models for students and help them feel more represented and included in the school community. Second, it can offer various cultural experiences and perspectives, which can contribute to educators' cultural competence and enhance their ability to teach diverse students. Third, a diverse range of personnel can bring empathy and understanding to the school community and help people appreciate and value different backgrounds and experiences. Last, having a diverse staff can help challenge biases and stereotypes and promote a more inclusive and equitable school environment. In looking at both the demographic report of staff as well as the self-identification in the adult survey, the staff of NPHS presents as mostly white. In addition to race not being very representative, gender is showing approximately 2/3 female representation, when students are closer to 1/2 female. When asking the students to identify whether they see an adult that looks like them at school, 58.95% of students shared that they do, at least most of the time. Of the students who reported not seeing an adult at school that they can relate to, over 80% self-identified as speaking another language at home. While speaking to members of the NPHS community in focus groups, a NPHS parent/guardian/caregiver shared, "This district is emerging and changing which means that the way our staff looks needs to change with them." Although it is important to note that the landscape team is not inferring that ONLY people of a marginalized identity can teach students from marginalized identities, it is important, for both students of marginalized identities as well as those who are not of marginalized identities, to see staff members of all races, religions, cultures, genders, and identities. Overall, having diversity among personnel within a school setting can help create a more inclusive and equitable school environment that promotes the success of all students.

When students see themselves and their identities represented in classroom materials, it can help them feel valued, included, and respected. Having classroom materials that represent multiple identities can also help expose students to a range of diverse perspectives and experiences. Classroom materials that represent multiple identities



can help educators develop cultural competence and improve their ability to teach diverse students and help address bias and stereotypes within the classroom. Studies have shown that having classroom materials that represent multiple identities can lead to improved learning outcomes for students from different backgrounds. Unfortunately, when the landscape team observed in classrooms, only 18.19% of the classrooms observed showcased at least *some* diverse classroom materials. Overall, having classroom materials that represent multiple identities is important for creating a more inclusive and equitable learning environment that promotes the success of all students. It is extremely beneficial for parents/guardians/caregivers, students, and staff to be surrounded by images that they can relate to.

Disproportionality in schools refers to the overrepresentation or underrepresentation of certain student groups in particular programs, such as gifted and talented programs, special education, and disciplinary actions. This disproportionality can be caused by a variety of factors, including implicit bias, systemic racism, and lack of access to resources. Within NPHS, taking into consideration materials supplied to the landscape team, survey data, Self-Assessment data, and focus group discussions, there was minimal evidence to showcase any disproportionality within discipline, although comments in the survey provided slightly different feedback. There was mention of disproportionality noted in access to opportunities for challenging programming, in both the Self-Assessment, some written survey responses, and in some of the focus groups. However, within the survey, this need did not seem as obvious. Of those constituents who responded on behalf of NPHS, 76.4% of parents/guardians/caregivers, 80.65% of staff, and 69.8% of students reported that students are encouraged to be in challenging classes, at least most of the time.

Overall, Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the ‘only one’ in a school district. The landscape team believes the score of 4 is higher than the evidence shows for Representation and encourages NPHS to continue focusing on increasing Representation among staff/personnel and materials.

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity landscape process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, New Providence High School scored themselves a 4 out of 10 in General Findings, noting multiple strengths, including: the addition of ESL staff, the creation of an EL Handbook, and continued supports for EL population. Even with the strengths noted specific to the EL program, the Self-Assessment noted the EL program as an opportunity for improvement, sharing that it is a continual work in progress.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 52.8% of



parents/guardians/caregivers and 50% of staff reported that the Board of Education makes decisions regarding inclusivity work that they agree with. When looking more broadly to assess whether the same groups believe the Board makes decisions that uphold all students, the respondents were significantly more favorable among both parents/guardians/caregivers, at 70.79%, and staff, at 67.74%. These numbers are interesting because they show a fairly strong support for the Board, in general; however, there is less support for the Board's decisions regarding inclusivity. It would be beneficial to better understand what decisions regarding inclusivity the community is most opposed to. For JEDI work to be sustainable, it is critical for everyone's voice to be heard – knowing that not everyone will agree with decisions that are made.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect constituents to 'buy-in' to the concept. As will be discussed in other sections of this report, people often struggle to embrace concepts that they either don't understand or don't see the benefit of. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in. In the survey, adults and students were asked if there were explicit conversations around DEI/JEDI, with varied responses. 40.45% of parent/guardian/caregiver respondents, 37.1% of staff respondents, and 40.69% of students answered that explicit conversations occur on a regular basis. These numbers are quite low. Although it would benefit NPHS to have more explicit conversations around DEI/JEDI work, it is important to provide training on HOW to do this before implementation.

Moving forward, ensuring that this work is embedded in the mission and vision of NPHS will be imperative to ensuring DEI/JEDI work is prevalent in the hearts and minds of staff and students. A clear and concise direction to drive this work will guide professional development, policy and procedure, and alignment with staff and leadership. Rather than creating an additional mission/vision specific for JEDI/DEI work, it is the recommendation of the landscape team to embed much of the JEDI principles and theories into the school mission/vision – allowing DEI to be the lens through which you make all decisions.

Overall, a solid understanding of JEDI work is critical to be truly inclusive and equitable. The landscape team believes the score of 6 is higher than the evidence shows for General Findings and encourages NPHS to continue having conversations to better understand the perspectives of members of the NPHS community.



Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the landscape team identified the following consistencies and inconsistencies with the perceptions of constituents within New Providence High School.

The landscape team believes that New Providence High School has some strong foundations to build upon related to Classroom Culture; however, there are still some areas to improve. The landscape team believes the score of 8 is higher than the evidence shows for Classroom Culture. However, in reviewing both survey and observational data, there are celebrations to be had regarding the fact that many of the perceptions are similar. As shared throughout this section, being aligned with perceptions is the first step toward achieving significant growth.

The landscape team believes that NPHS has a group of parents/guardians/ caregivers that are truly engaged. When looking specifically at survey data from NPHS, the parents/guardians/caregivers reported the highest perception of feeling involved and included within both the school (56.18%) and the district (42.69%), at least most of the time. Overall, these scores can be improved; at the same time, it is important to acknowledge the celebration of NPHS in accomplishing such an engaged environment for families and the community – especially as schools typically see less engagement as students get older. The landscape team believes the score of 6 is actually lower than the evidence shows for Family & Community Engagement and encourages NPHS to consider analyzing how they are successful so that they can continue the trajectory of success within Family & Community Engagement.

The landscape team believes the score of 8 on the Self-Assessment is higher than the evidence shows for Instruction and encourages NPHS to continue focusing on critical engagement with material, incorporating diverse perspectives, and including more current events and real-world alignment into the instructional framework. Consideration of these strategies will help to enhance Instruction throughout the NPHS learning community.

The landscape team believes that the score of 5 is higher than the evidence shows for Identity within Curriculum. However, it is very promising that there is a level of awareness among staff that their intentions may not be received by students in the same way. NPHS is encouraged to continue focusing on intentional incorporation of identity into the curriculum in academic settings, without relying on additional programs to meet the need for students to see themselves represented in the curriculum.

Diversity within Curriculum is important for promoting cross-cultural understanding, critical thinking, and problem-solving skills, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes that the Self-Assessment score of 4 is consistent with the evidence provided to the landscape team.



Further growth could occur by continuing efforts to incorporate texts and materials that support students in their abilities to examine diverse perspectives and to see diverse surroundings (allowing students to understand how people are alike and different). This approach will help to ensure that diversity is naturally infused within not only Instruction, but also within learning spaces. Students, in turn, will learn about differences with curiosity, empathy, respect, and understanding for others.

Justice within Curriculum is important for promoting critical thinking, empathy, and respect for others, as well as for creating a more equitable and inclusive classroom environment. The landscape team believes the score of 7 is significantly higher than the evidence shows for Justice within Curriculum and encourages NPHS to continue focusing on intentional incorporation of justice into the curriculum, starting with professional development for staff to understand how to facilitate controversial conversations without judgment. By providing professional development for staff in the area of Justice within Curriculum, staff will become more knowledgeable about the complex systems of oppression and privilege that exist in society, allowing staff to foster an environment where conversations about justice can take place without fear of unintended repercussions. Professional development can also help teachers stay up to date on current events, research, and best practices related to justice and equity in education. This foundational information will help staff remain informed and equipped to address issues as they arise in their classrooms.

Action within Curriculum is important for promoting agency, leadership, and civic engagement skills among students, as well as for creating a more participatory and democratic classroom environment. The landscape team believes the score of 5 is slightly higher than the evidence shows for Action within Curriculum and encourages NPHS to allow for open conversations among all constituents to better understand different perspectives and opinions regarding JEDI, and more specifically Action within Curriculum, being infused into the curriculum. In order to advance Action within Curriculum at NPHS, careful consideration must be given to all areas leading up to action. For example, students must see themselves (identity) and others (diversity), and acknowledge and identify unfairness (justice), before initiating actionable steps to overcome the injustice (action).

Teacher Leadership, and leadership in general, is critical for a sustainable JEDI/DEI model that leads to a sense of belonging for all members of the New Providence community. Creating collaborative learning opportunities for educators is critical as it enables them to collectively explore innovative teaching techniques and resources, strengthening their ability to integrate new skills into the curriculum. By fostering collaboration among educators, a collective sense of self-efficacy can be improved, leading to more impactful and transformative education. The landscape team believes the score of 6 is significantly higher than the evidence shows for Teacher Leadership and encourages NPHS to further analyze people's willingness to embrace the humanization of bias – leading to the ability to have deeper and more thoughtful conversations without defensiveness and/or blame.



Representation is critical for members of the New Providence community to feel welcomed, valued, seen, and heard. There is a great deal to be said about not being the 'only one' in a school district. The landscape team believes the score of 4 is higher than the evidence shows for Representation and encourages NPHS to continue focusing on increasing Representation among staff/personnel and materials.

A solid understanding of JEDI work is critical to be truly inclusive and equitable. The landscape team believes the score of 6 is higher than the evidence shows for General Findings and encourages NPHS to continue having conversations to better understand the perspectives of members of the NPHS community.

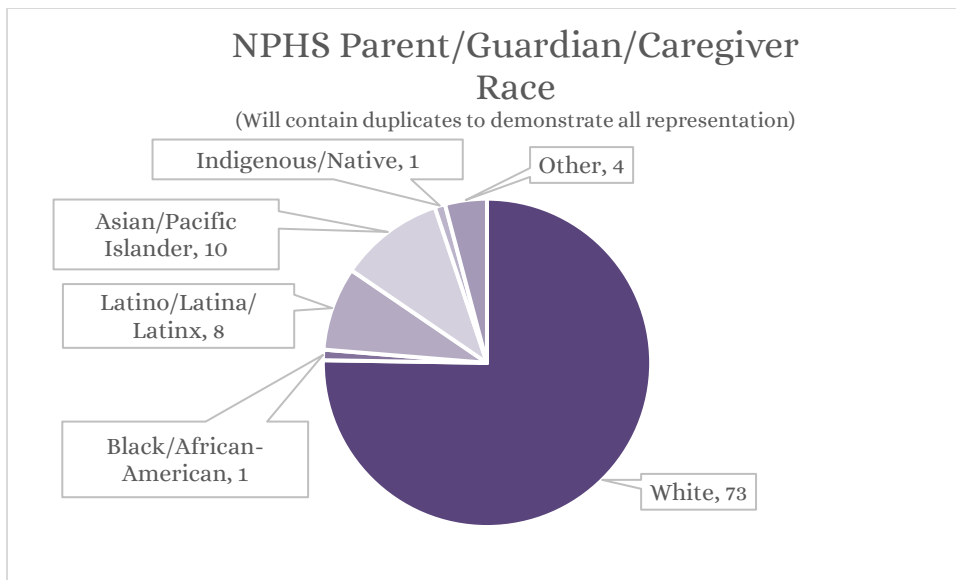
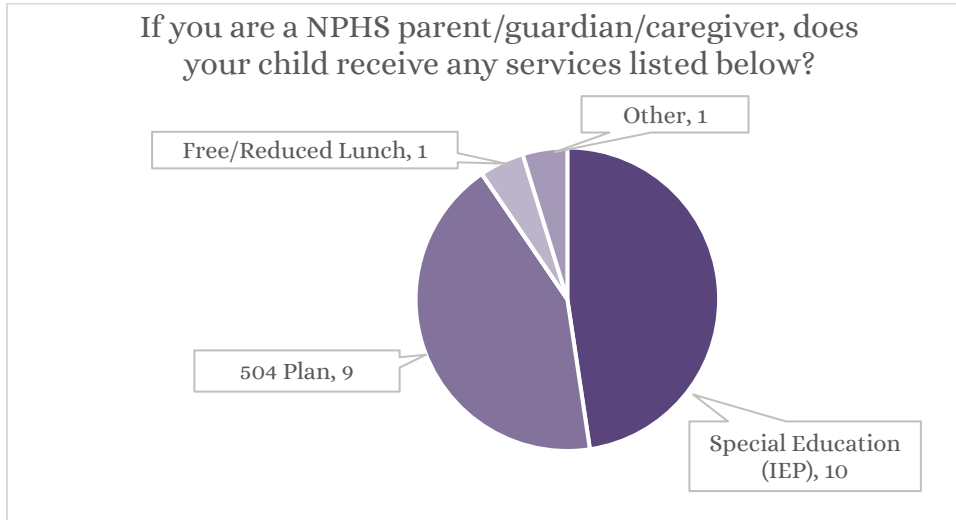
Overall, there were many strengths as well as opportunities for improvement noted by the landscape team while reviewing data from New Providence High School. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from NPHS. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

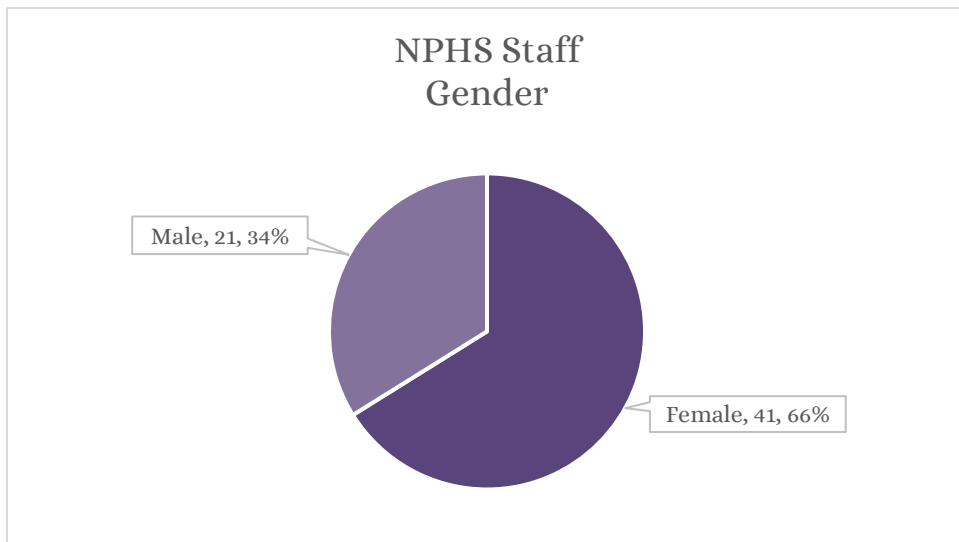
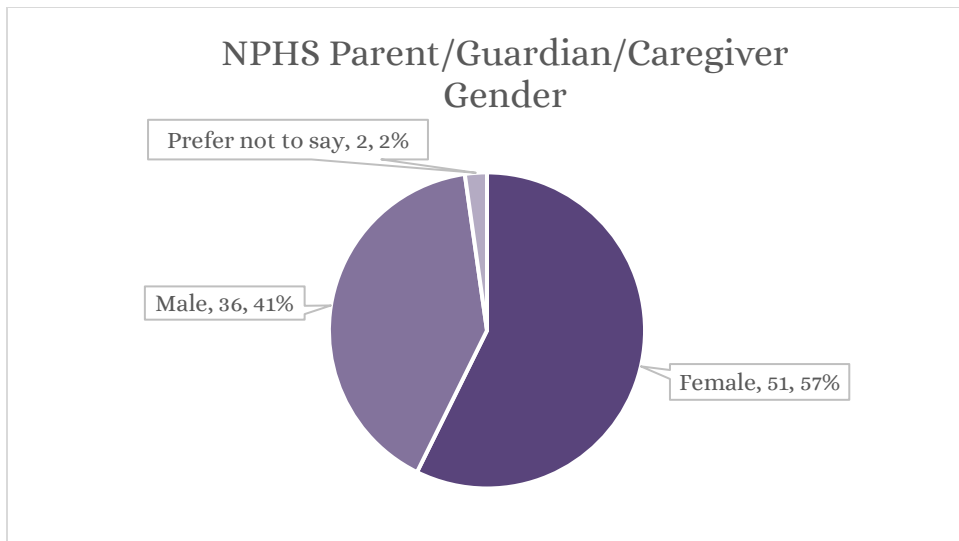
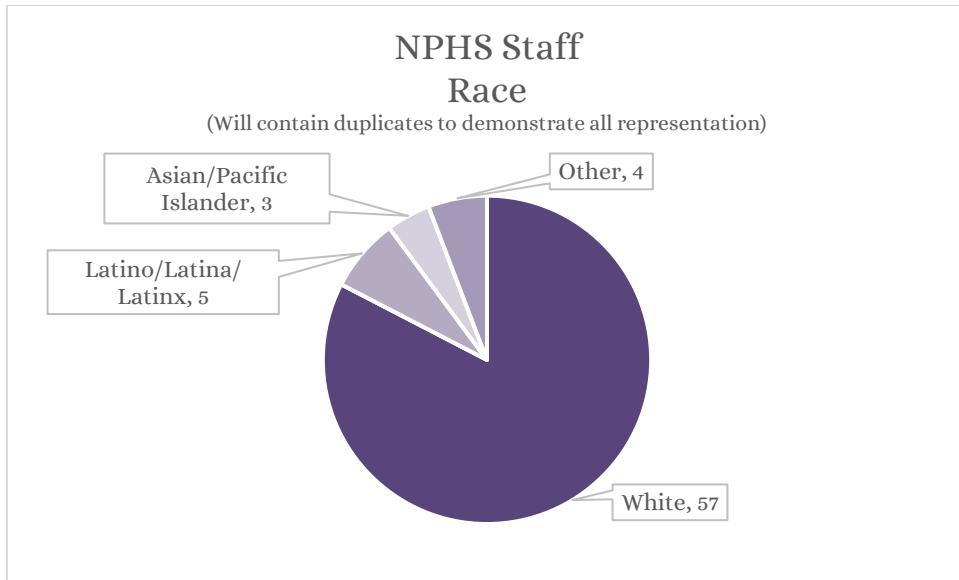


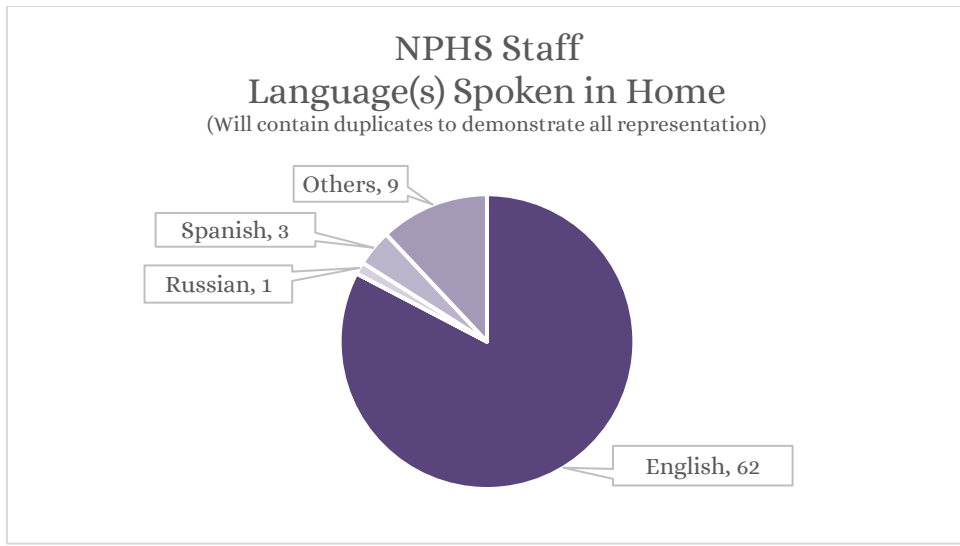
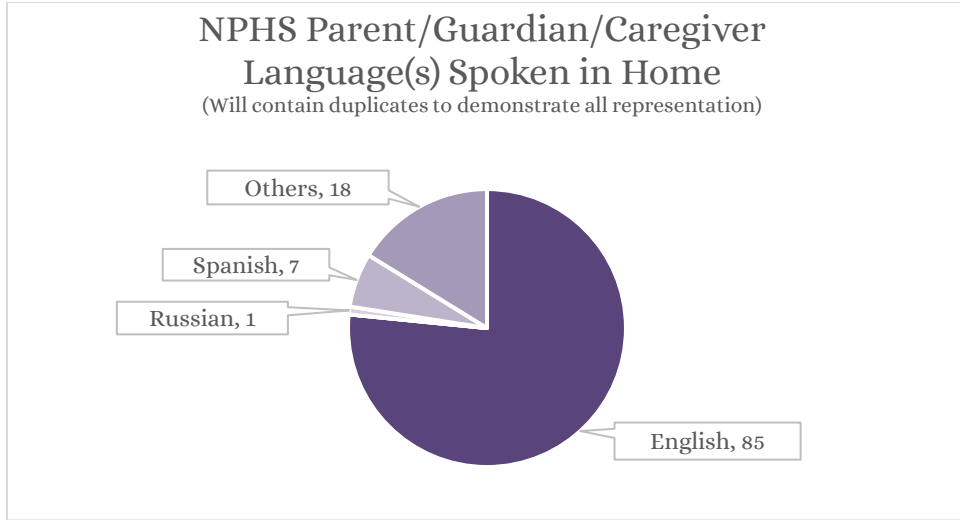
New Providence School District New Providence High School Adult Survey

Parent/Guardian/Caregiver Respondents: 89

Staff Respondents: 62

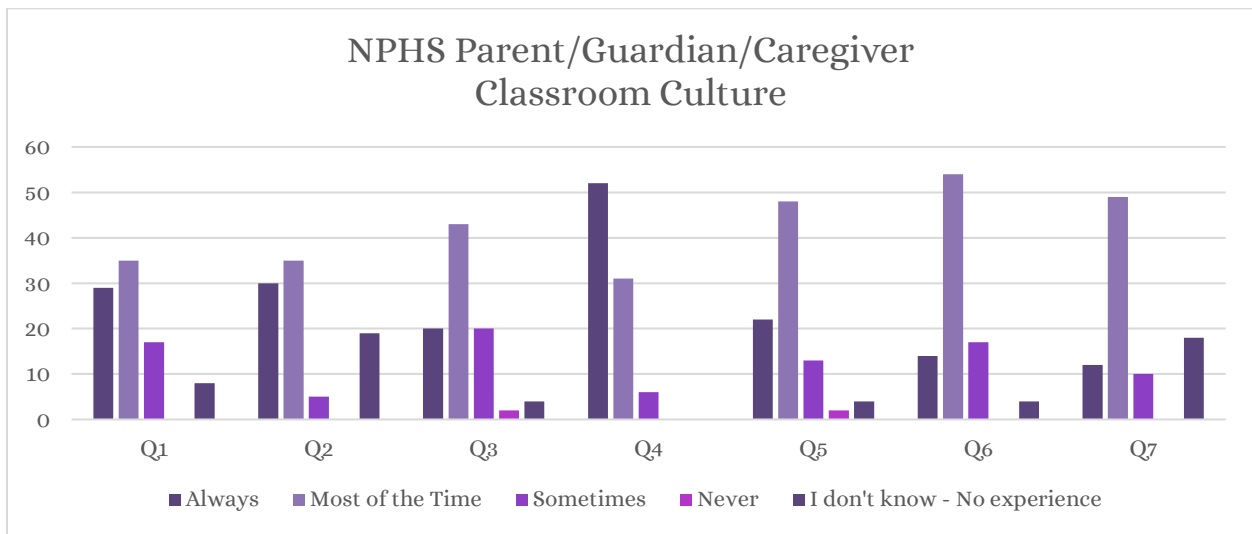






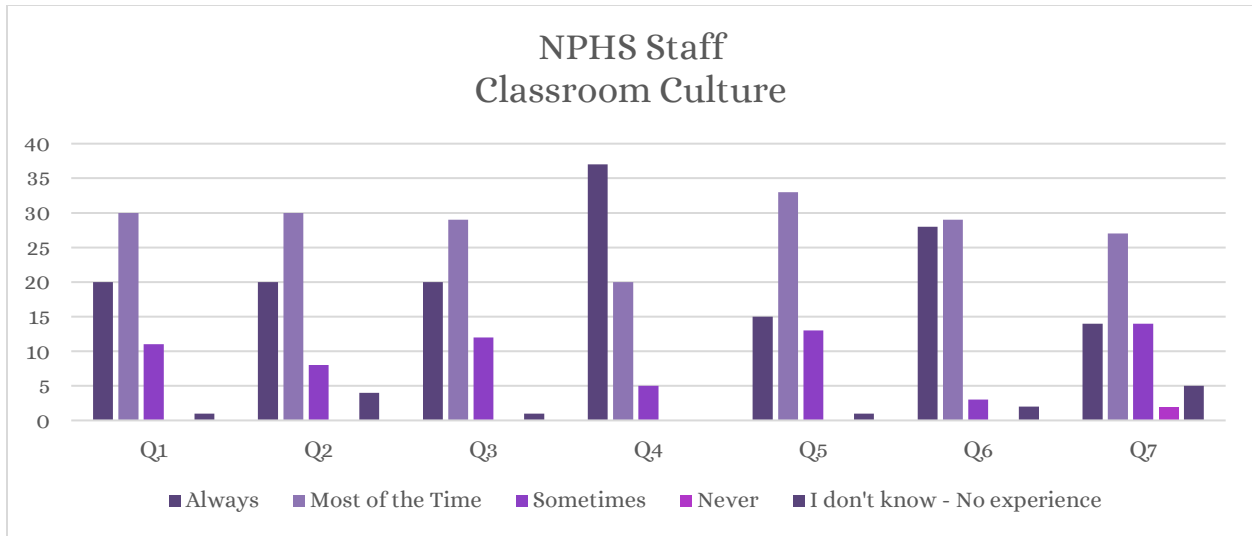
Section 1: Classroom Culture

- Q1: Students are valued as unique individuals within New Providence (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school (or district if you are answering from a district lens) provides a physically safe environment.
- Q5: The school (or district if you are answering from a district lens) provides an emotionally safe environment.
- Q6: Staff members treat students fairly.
- Q7: The school disciplines fairly and appropriately.

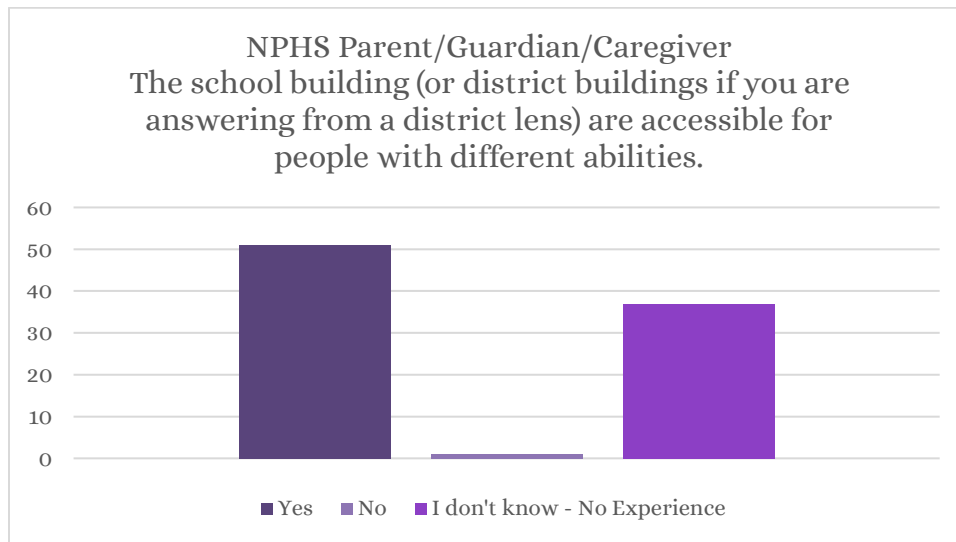


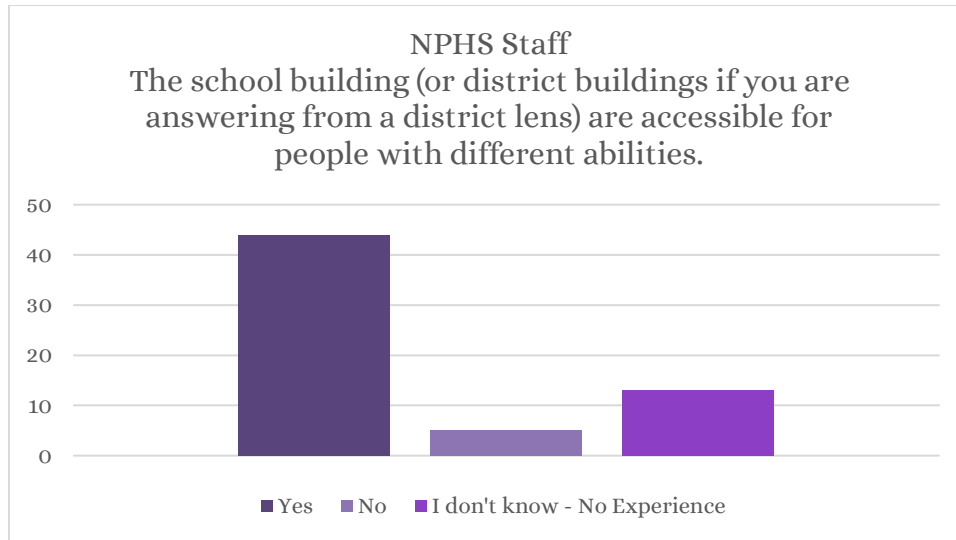
Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	32.58%	33.71%	22.47%	58.43%	24.72%	15.73%	13.48%
Most of the Time	39.33%	39.33%	48.31%	34.83%	53.93%	60.67%	55.06%
Sometimes	19.10%	5.62%	22.47%	6.74%	14.61%	19.10%	11.24%
Never	0.00%	0.00%	2.25%	0.00%	2.25%	0.00%	0.00%
I don't know - No Experience	8.99%	21.35%	4.49%	0.00%	4.49%	4.49%	20.22%





Section 1	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	32.26%	32.26%	32.26%	59.68%	24.19%	45.16%	22.58%
Most of the Time	48.39%	48.39%	46.77%	32.26%	53.23%	46.77%	43.55%
Sometimes	17.74%	12.90%	19.35%	8.06%	20.97%	4.84%	22.58%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.23%
I don't know - No Experience	1.61%	6.45%	1.61%	0.00%	1.61%	3.23%	8.06%





If no to the above question, please provide additional information.

so far these questions are difficult to answer b/c they are vague and esoteric.

Some doors may cause a problem (not sure if there's power open/close option)

Desks are very tight in the classrooms. It is hard for students on crutches to maneuver, and would likely be even more difficult if we had any students in wheelchairs.

ESL and Special Education students are constantly neglected. Having one ESL teacher for a district is outrageous. Special ed teachers are routinely pulled to cover other classes and not treated with respect. Special ed teachers are also not compensated for teaching a 6th class.

One example is that the current program to educate our ELL population is very much lacking; teachers do not have the guidance nor the training nor the materials to give these students what they need.

Students/Parents who do not speak english as their first language, or at all, have no ability to reach out to the administration or staff.

The school does not seem wheelchair accessible at most entrances and the doors are difficult for students and/or patrons to open with more physical disabilities.

There is only one floor, the school is not very large, and there are restrooms for people with certain needs. I have not taught many students with varying physical abilities, but if I had a student in a wheel chair they would not be able to easily reach the sinks or lab benches (although lab work could be conducted on student desks). The doors are heavy (although mine is often open). I have do not have experience with a student with visual impairment or other differences that I can speak to.

Section 1 Comments:

As an "average/slightly above average" student, I feel my child "falls between the cracks." Most of the attention/resources go to AP or special needs students while I feel my student is just "passed through" and is not challenged / pushed to improve their weaker areas.

Heavy sports focus. Not a lot of understanding and acceptance and interest in students who participate in science activities. Constant focus on athlete of the week or sports game scores inTAP newspaper. Never or rare to read an article about students who excelled in music, science etc. the school thinks marching band is the only form of music the district should be proud of.



I think there is an inherent fear at expressing individual thoughts for fear of being misinterpreted or not conforming to new thinking

My children have been hindered from sharing their real opinions as the teachers and administrators have differing thoughts and do not like debate or competing views. As for children being treated fairly, there have been numerous occasions where treatments have not been fair. Look into how the class officers were elected as one example.

My son and other son who graduated last year experienced numerous instances when some Teachers let their liberal bias show and they felt the need to hide their own views in fear of getting lower grades. This is unacceptable and if you have to complain to a Teacher about this by parent or student you can expect retaliation

My son, who is an excellent student and has never been in trouble was made an example when he made a behavioral mistake in class. His received an exceedingly harsh punishment. He may have been treated more harshly because he is viewed as privileged.

nothing is absolute; answers are leading

NPHS does a very good job of delivering a quality education in a safe environment.

Some teachers over the years have been verbally harsh. I know my daughter avoids the [redacted] class because she heard kids being yelled at.

The instances where my answers are sometimes - are few, but there have been situations where I believe some students should have been disciplined and were not. I also hear consistently from my children they do not feel supported when advocating for themselves academically - i.e. they don't believe going to a teacher about a grade or feedback they don't agree with will result in anything - in fact they think it will do more harm than good.

The question regarding "sharing thoughts" is dependent upon "what" is being shared and whether that is appropriate to the class subject. For example, you wouldn't address current events in math class which could be discussed in Social Studies.

the schools and district are open to new ideas and suggestions.

The teachers are worth the challenges both of my children have faced.

these questions again are very vague and esoteric.

With such a high focus on diversity and inclusion it seems that students who are white, associate with sex born and heterosexual are discriminated against. The full concept of inclusion is missed.

As far as providing an emotionally safe environment, it's difficult for me to say because students are on their phones constantly and I don't know if what is happening on their phones causes them to feel emotionally unsafe.

I believe more support for emotional safety is needed for students with disabilities and more discipline is needed for many students who don't understand their peers with disabilities. I believe using a central detention provided daily by the high school would be extremely helpful and has helped in my experience in other districts.

School discipline has been lacking in the past few years under the current [redacted]. The [redacted] treats each write up as the first attempt at discipline, disregarding any actions by the teacher or often the written rules for the school. This places teachers in an uncomfortable position as writing student up for the next level of discipline often makes the problem worse. New teachers are routinely picked on by students, and students are vocal about "getting teachers fired" they don't like.

Examples:

- Reported 4 boys who were [redacted]



[redacted]
- Swept under the rug a Senior Class "prank" in which students [redacted]
[redacted] ([redacted] was a [redacted] year teacher in the district at the time). Admin didn't notice despite being outside overseeing the prank until I reported it to the [redacted]. Despite several department heads and teachers advocating, no disciplinary action was attempted. The teacher had asked several times for help and support on issues in the classroom and was disregarded.

Students are not allowed to share thoughts and opinions that threaten others.

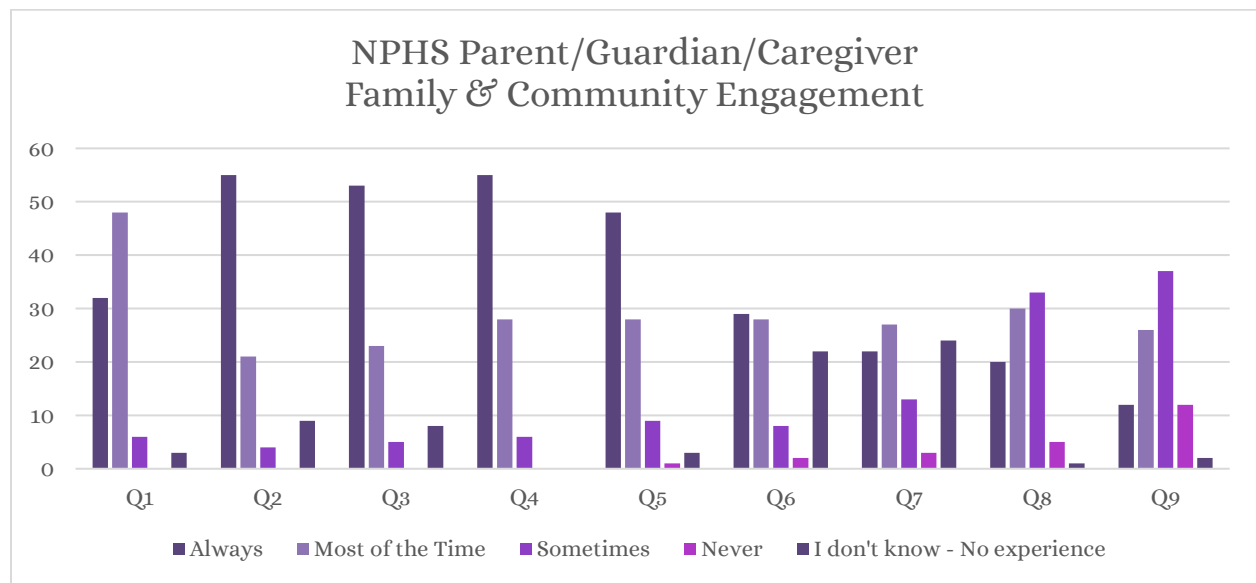
Students are not emotionally safe when they are able to have their phones during class. Also, students are often allowed to roam the halls and go to the cafeteria, where they're unsupervised. In regards, to each student being unique, I feel that some groups of students were not considered when they ordered the new furniture.

Unmonitored students during lunch are often arguing, using inappropriate language, and creating an environment that is neither emotionally nor physically safe for their classmates.



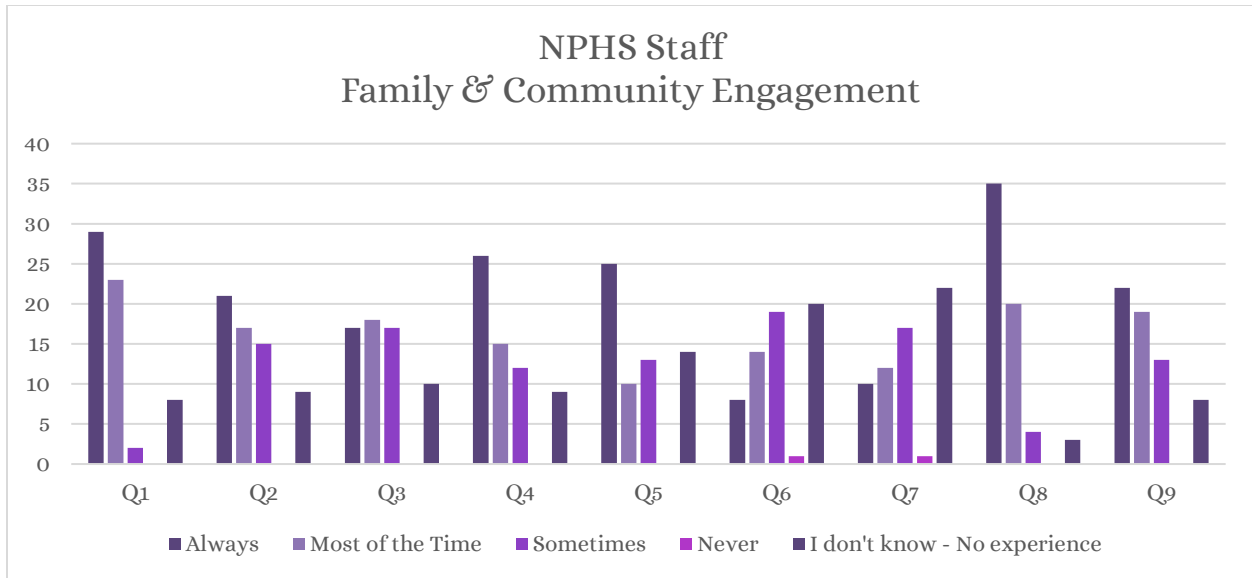
Section 2: Family & Community Engagement

- Q1: Staff members treat families fairly.
- Q2: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q3: District-level communication is inclusive and sensitive to different family dynamics.
- Q4: Families are encouraged to participate in school activities.
- Q5: Families are encouraged to participate in district-level activities.
- Q6: Community members are encouraged to collaborate with the school on projects.
- Q7: Community members are encouraged to collaborate with the district on projects.
- Q8: I am involved in the school and a part of the school community.
- Q9: I am involved in the district and a part of the district community.

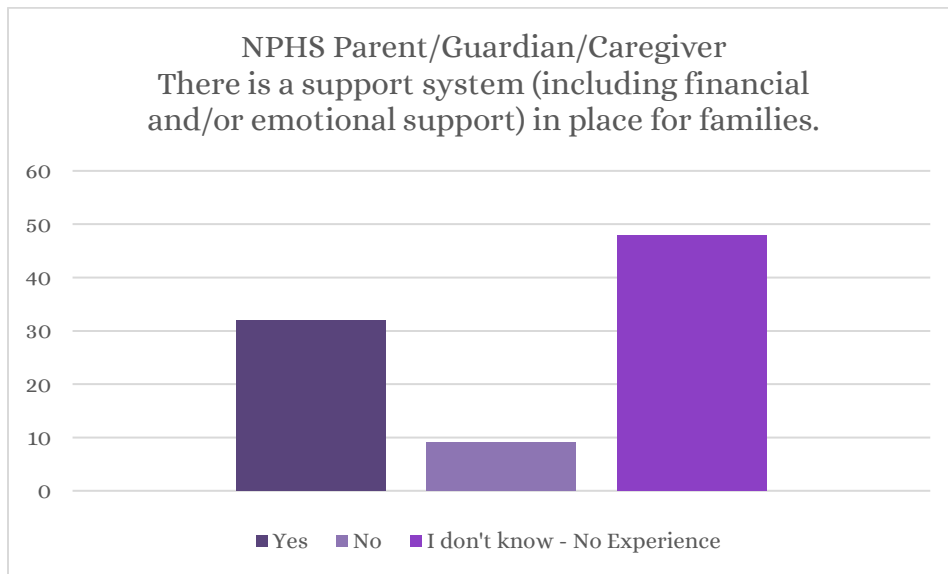


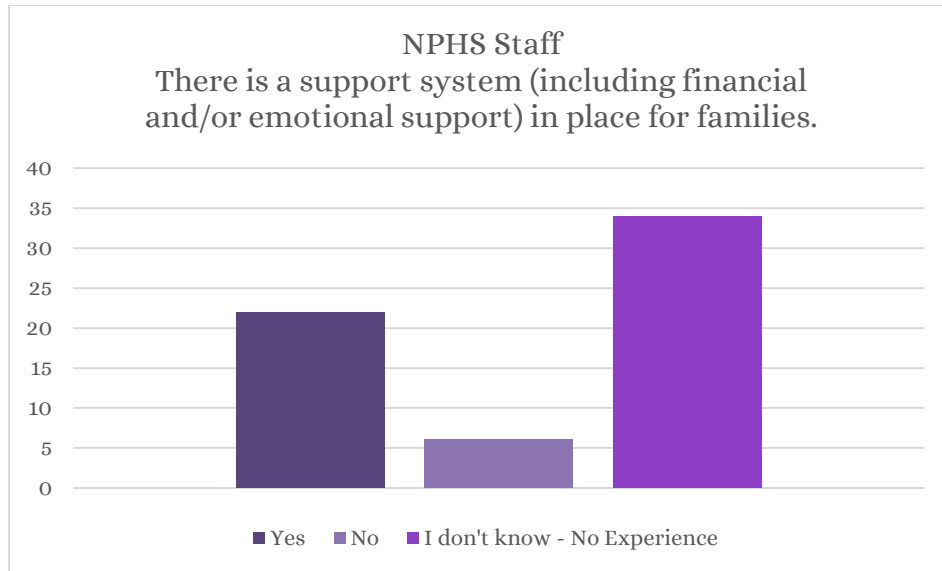
Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	35.96%	61.80%	59.55%	61.80%	53.93%	32.58%	24.72%	22.47%	13.48%
Most of the Time	53.93%	23.60%	25.84%	31.46%	31.46%	31.46%	30.34%	33.71%	29.21%
Sometimes	6.74%	4.49%	5.62%	6.74%	10.11%	8.99%	14.61%	37.08%	41.57%
Never	0.00%	0.00%	0.00%	0.00%	1.12%	2.25%	3.37%	5.62%	13.48%
I don't know - No Experience	3.37%	10.11%	8.99%	0.00%	3.37%	24.72%	26.97%	1.12%	2.25%





Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Always	46.77%	33.87%	27.42%	41.94%	40.32%	12.90%	16.13%	56.45%	35.48%
Most of the Time	37.10%	27.42%	29.03%	24.19%	16.13%	22.58%	19.35%	32.26%	30.65%
Sometimes	3.23%	24.19%	27.42%	19.35%	20.97%	30.65%	27.42%	6.45%	20.97%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	1.61%	1.61%	0.00%	0.00%
I don't know - No Experience	12.90%	14.52%	16.13%	14.52%	22.58%	32.26%	35.48%	4.84%	12.90%





Referring to the question above, if you identified supports in place, what are they? If you did not identify supports in place, would you like to see any supports implemented?

Better understanding around US education system.

Counseling and webinars

Counseling Department

Counseling Department - Consortium

Counseling, access to principal/VP

Counselors have always been available to support my children in all ways.

counselors, nurses, administrators

Excellent School Counselors in [redacted]...

I believe if an individual or family had a need, they could approach the school and be directed to the right location either at the school or in the community.

I would love to see teachers given more training on how to support and compassionately discipline kids who have learning differences. Counselors should also be empowered to advocate on behalf these students when appropriate (eg if there is an issue with a teacher, or for access to a class). In a dream (if the budge were there!) it would be So helpful to have access to an executive functions coach.

Lunch program, counseling, mental health initiatives, food pantry

Mental health is not treated well at all

MH & counseling support,

reduced meals, counseling screening-referral

SEPAG

Staff and administration are very approachable.

There are financial programs to apply if needed and there are school counselors which the students do use..

Would like to see support in place

Again, using the ELL population as an example, I would not say that their families are provided with many opportunities for involvement or support systems.

Child Study Team, School Psychologist



Counseling , Guidance,
Counseling staff
Counseling supports. Funding for students to participate in activities if they are on the free/reduced lunch list
Empathetic staff
Free/reduced lunch, fee waivers, local support for students/families in need.
I am not sure about resources for families. There is a social worker for both middle and high school students but I don't know if there is a program that works with families. A counselor recently started a food bank for some of their students with food insecurity but I am not sure how it is implemented. There are programs within the town, but I am not sure if they extend from the school.
I do not think we provide our under privelege students anything other than the free and reduced lunch. We could also offer a way to get school supplies and support for college related expenses. There is not nearly enough support staff for the SEL component. There are no safe spaces for these children to go when emotional support is needed and the two support staff is already in use.
I know that some of my students and their families have receive financial help for trips and club activities. Confidentiality keeps me from knowing more.
I would like to see an increase in both financial and emotional supports for families
New Providence is an affluent town. Most of the families in town are well off and don't really need supports. However, I don't believe that we do enough for the families that do struggle financially or emotionally. I'd love to see the school district take actions through promoting a night ESL class for families that have immigrated here and are struggling to learn the language. Additionally, when it comes to our SLIFE students, we need to be more understanding of the fact that these kids have escape intense situations in their home countries, are most likely here by themselves, and are working full time ON TOP OF SCHOOL to provide for themselves and their families. I also think at bare minimum, we should be communicating with these families in their native languages.
Open access to information, continual communication.
Programs for parents about emotional support
School Administration, Counselors, Staff and Police provide tremendous level of support for families.
School Counseling, CST, Crisis Counselor, district website resourcecu
There are no funds for students to participate in NON-ATHELTIC functions such as field trips, etc. if they are able to afford them. This is also reflected in the District's inequitable bussing policy for trips. Sports and competitions are paid by the District while academic endeavors must be paid for by the students. This is not only backwards for an academic institution, but also highly inequitable,
There are supports in place, but not necessarily formalized or consistent, other than families identified for free and reduced lunch.
There is emotional support for families in need. The school offers financial support (free or subsidized lunch). At times, the school community raises funds for families who have experienced a setback or crisis.
We have a strong counseling department who are always willing to work with students and families. This group includes our crisis counselor and student assistance counselor. Our counselors are tremendous resources for both emotional and financial support. Beyond the



counseling department, we are lucky to have a secretarial staff at the high school and middle school who are extremely knowledgeable as well and can answer a multitude of questions.

Counseling services, Special services (academic, ESL, Special Needs, and financial), emotional, school nurse

Section 2 Comments:

As a divorced parent, I feel that I am sometimes left out of communications and they are only sent home to my kid's mother.

As a parent, I didn't really understand the need for this consultation company and had no idea what an "Equity Landscape" even meant. I also don't understand why the parents weren't "allowed" to have the HS students survey emailed to the parents for them to review. I went to the NPBOE and read the student survey, under the watchful eye of the NPBOE staff member who had to be there with me while I read it. I read the survey (it was long and much more emotionally triggering questions than the parent survey)...but still don't understand the reasoning behind not just being transparent about the HS students survey! Why make parents go in person to read it? What's the big deal about email the students survey to all the parents? That in itself was a red flag to me as a parent. Anyway, after I read it, I said that of course! My kids know this! NPSD has been teaching "Character Education" since elementary school. And, we teach our kids to treat others as you would like to be treated. I feel sad that this consultation company is needed. The HS Survey was fine,, if not a little sad,, for it to be necessary. My advice is to be 100 % upfront with parents and use language beaten down parents understand! If some parents can't handle the honesty, then these issues are beyond the control of the schools because these are basic human kindness behaviors and ideas that really are learned from the home and family life of children. Good luck and God Bless.

During difficult times tried to access free or reduced lunch. Filled out application and sent in, never received a response. Emotional support is thought to be in place but isn't really effective in helping students.

Hard to define when and where collaboration occurs. Does the district have meetings for the district families to attend, yes. Do they take feedback and do things outside of what the districts parents provided on their own, yes too. So just because you have the meeting but have your mind made up and do what you want is not collaboration.

HS is its own beast. No fault of administration, but be realistic that it is that way.

I believe they encourage all families to become involved, but when some families do - they're assistance seems to not be welcomed - hence the same families continue to volunteer.

I don't quite understand the "inclusive" and "sensitive" for correspondence. It's factual/informative/schedule information. It would be difficult to make it "exclusive" or "insensitive" and I have never encountered any correspondence from the school I would consider as such.

Lots of opportunities for people to get involved if they want. As far sensitivity to family differences, I'm a single parent with a bi-racial child, and we've had a great experience in the school district.

MH issues with teens is at an all time high. The district has made great strides in SEL but needs to do more. Students are going to nurses office when having anxiety, depression, panic attacks, avoidance, etc. and there are not enough trained therapists, psychologists or counselors to handle the volume. The counselors are great but have many other responsibilities e.g. scheduling, college stuff, etc. and may not have bandwidth. There needs to be a WELLNESS CENTER that attends to



both physical and mental health and has a safe place for kids and teachers to relax, calm down, regroup, recharge, etc. This needs Wellness Center should have connected facilities for private therapy, counseling so kids there for a band-aid are not in the middle of a MH crisis. The NPHS and MS need therapist on call at all times in case of a MH issue. Current facilities for counseling/psychology/crisis and if you are sick and need to go into a room to lay down are COLD, uninviting, feel like a jail cell with cinder block, no windows and hard furniture. MH of LBGTQ population is of concern given statistics so this recommendation would help this group but also would help all students and teachers!

There should be common ground for all students to be treated equally by each other.

We have found that the word "racist" is used in the wrong intent and thrown around hurtfully. Also, negative remarks are made towards being white and/or heterosexual. We have had many times our child is referred to as "too white" or a loser for being in a heterosexual relationship. Everyone should be accepted and not be bullied with statements that can define them with no justification.

With regards to divorced families, sometimes communication goes to only one household and not the other. Including both households would be preferred.

At the high school level, I don't necessarily think the parents should be as involved in student activities. I think they should support student activities (seeing games, shows, exhibits...), but I think the students should be the participants by the time they are in high school.

Although there are supports, are families made aware of them in ways that are accessible to their family? Important information/weekly communication is often sent in a singular language.

I do not know how other staff treats families. Some activities are student only due to space - families are not invited. Who wants their parents at the school dance with them anyway?

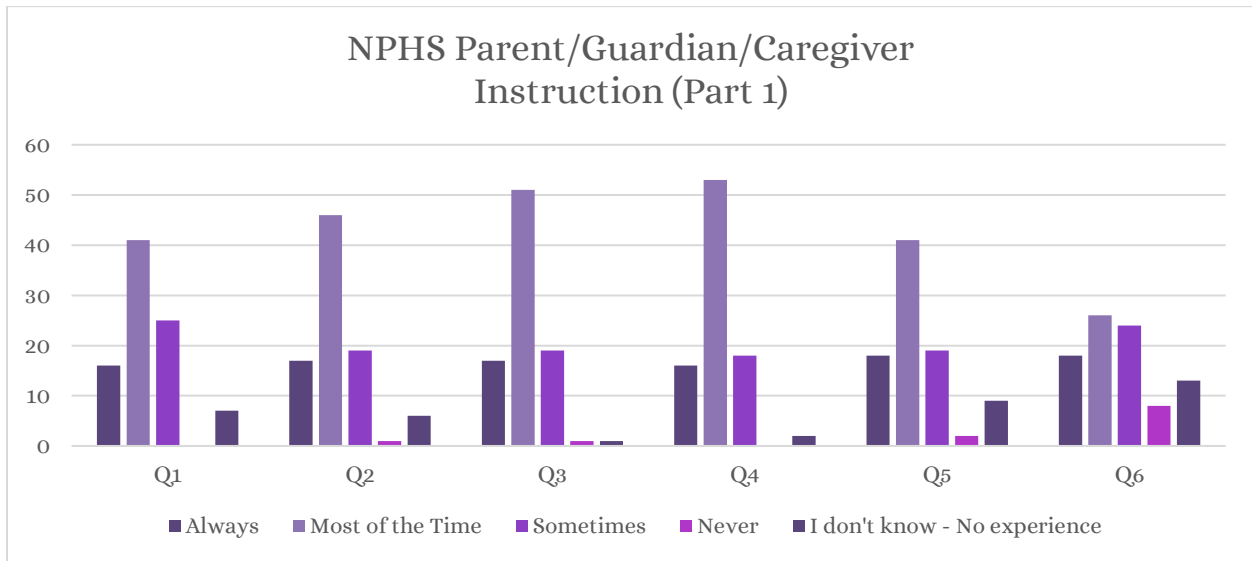
I feel our district information should be translated into Spanish and other languages where we have significant populations of ELL students. I feel we should have more supports for newly arrived students in the high school.

School communications are not routinely translated for ESL families.



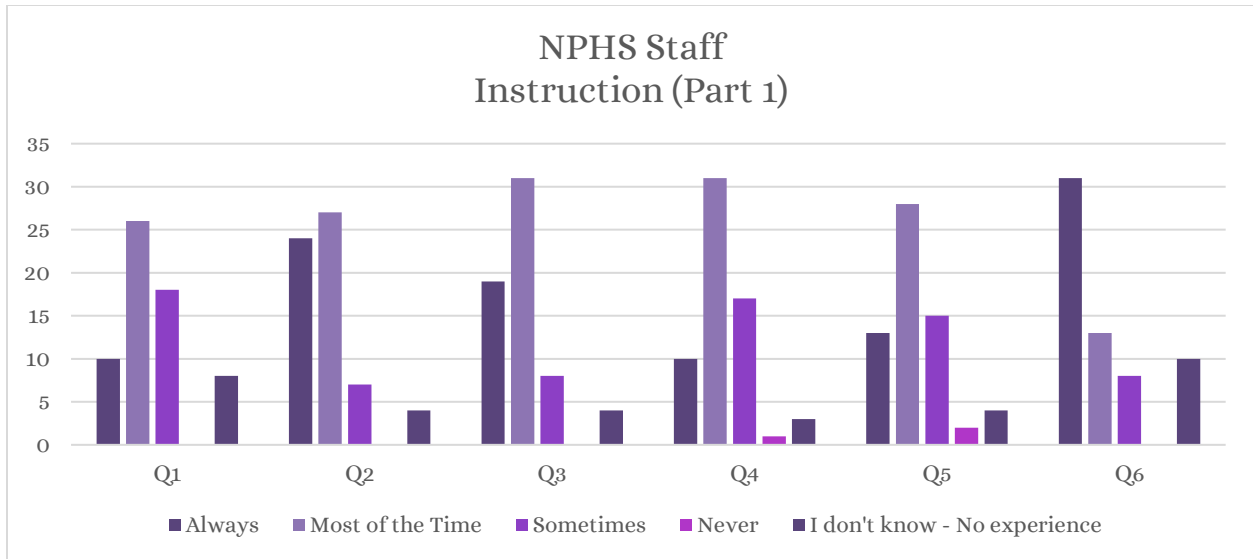
Section 3a: Instruction

- Q1: Students are engaged with material and taught from multiple perspectives.
- Q2: Students are given the opportunity to learn at their level and given supports, when necessary.
- Q3: Students are challenged appropriately to achieve their highest potential.
- Q4: Students work together in a collaborative environment.
- Q5: Students are assessed in terms of growth.
- Q6: I have the opportunity to see curriculum being used with students.



Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	17.98%	19.10%	19.10%	17.98%	20.22%	20.22%
Most of the Time	46.07%	51.69%	57.30%	59.55%	46.07%	29.21%
Sometimes	28.09%	21.35%	21.35%	20.22%	21.35%	26.97%
Never	0.00%	1.12%	1.12%	0.00%	2.25%	8.99%
I don't know - No Experience	7.87%	6.74%	1.12%	2.25%	10.11%	14.61%



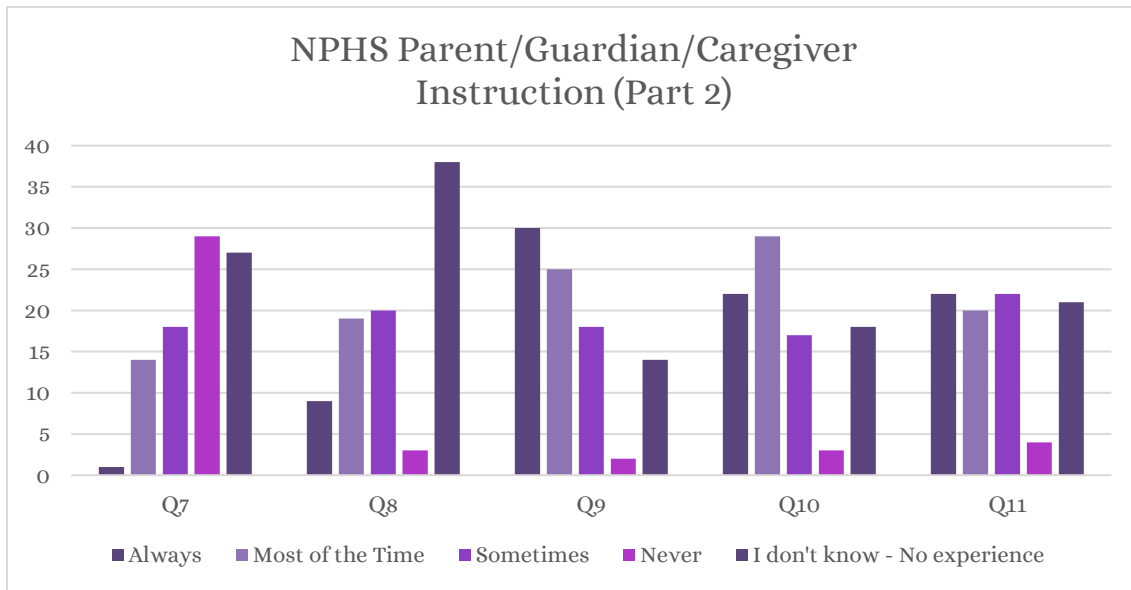


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6
Always	16.13%	38.71%	30.65%	16.13%	20.97%	50.00%
Most of the Time	41.94%	43.55%	50.00%	50.00%	45.16%	20.97%
Sometimes	29.03%	11.29%	12.90%	27.42%	24.19%	12.90%
Never	0.00%	0.00%	0.00%	1.61%	3.23%	0.00%
I don't know - No Experience	12.90%	6.45%	6.45%	4.84%	6.45%	16.13%



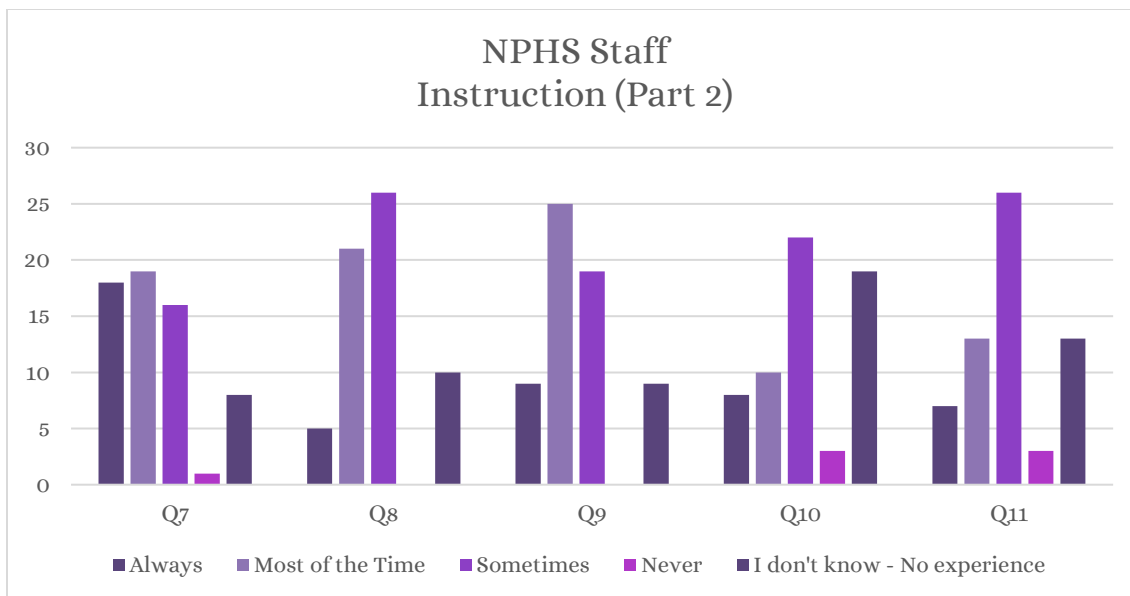
Section 3b: Instruction

- Q7: I have the opportunity to impact curriculum being used with students.
- Q8: Students are provided the opportunity to see themselves in the curriculum.
- Q9: Students are provided the opportunity to understand how people are alike and different.
- Q10: Students are taught concepts around justice and injustice.
- Q11: Students are empowered to take action around justice, equity, diversity, and inclusion issues.



Section 3b	Q7	Q8	Q9	Q10	Q11
Always	1.12%	10.11%	33.71%	24.72%	24.72%
Most of the Time	15.73%	21.35%	28.09%	32.58%	22.47%
Sometimes	20.22%	22.47%	20.22%	19.10%	24.72%
Never	32.58%	3.37%	2.25%	3.37%	4.49%
I don't know - No Experience	30.34%	42.70%	15.73%	20.22%	23.60%





Section 3b	Q7	Q8	Q9	Q10	Q11
Always	29.03%	8.06%	14.52%	12.90%	11.29%
Most of the Time	30.65%	33.87%	40.32%	16.13%	20.97%
Sometimes	25.81%	41.94%	30.65%	35.48%	41.94%
Never	1.61%	0.00%	0.00%	4.84%	4.84%
I don't know - No Experience	12.90%	16.13%	14.52%	30.65%	20.97%

Section 3 Comments:

"Empowered to take action" sounds more like indoctrination than education. I want my child educated not indoctrinated.

DE&I can inherently prevent people from expressing their thoughts for fear of recriminations. If you don't see things exactly how someone expects you to see it, you are judged as not inclusive. I do not think we any longer allow free views

I don't think I know enough about how the curriculum teaches or exemplifies equity, diversity, and inclusion issues. I think I assume and hope it does but probably very naïve of me! There is ALWAYS room for improvement. Proud of concept of Character Education in our district. Not sure I am qualified to measure or evaluate it but definitely is doing some good!

I hear secondhand that some kids are not always supportive of classmates who are transgender. But that's about parents not the school.

I wish schools would focus more on academic subjects that will prepare the to be be successful in their next path in life.

I would be concerned about the lens that Social issues are being taught to encourage all perspectives - not just the "acceptable" viewpoints. Was very unhappy to hear my daughter share a class where white students had to do black students homework, while black students got candy. Not sure what this is teaching.

In terms of Justice, students are encouraged to be witnesses for HIB cases but then after giving compelling eye witness information the bully' gets off and the students are somehow lead to believe there was not enough Info to proceed with discipline. Students learn from this that participating in a process for equity doesn't matter.



Less focus on diversity is needed. Just teach subjects. I think Nphs is fine. Don't fall for the liberal nonsense just making everything worse

My earlier comment concerning students in the "middle" (not AP, not special needs) are not individually challenged to improve still stands. The attitude seems to be more, "student has a B/B+ average, that's good enough." Additionally, it appears to me that the students that do exceptionally well do so with the help of outside tutors as opposed to via in-school instruction.

my student, who had higher academic success & experience than other classmates who were allowed in, was excluded from an important [REDACTED] opportunity. Decision made based on unclear policy, and administration would not budge to even give him the chance to fail or succeed. Now, in a lower level, he is tutoring those in the higher level, but will not get credit for this important course in the most important college-prep year of his K-12 career. This is gate-keeping students (who change and mature between 9-11th grades) from opportunities that could help them excel.

Our family and church are we teach our children respect for all individuals. This is not the job of a teacher or school.

Social Justice, equity, diversity. All woke terms that don't help society. If you want balance add conservative values and beliefs. That has been removed and replaced with this stuff.

Students are limited in what they say if they are white/heterosexual. They are labeled for who they are and not what they are doing. It stifles them in having any say and remaining quiet on things that are negatively impacting their life and studies.

Some studies or events can lean towards a very liberal portrayal. It would be helpful if it remains middle ground.

Students are not empowered in the district unless it fits the school narrative.

students who are advanced / highly intelligent / gifted are not given as many opportunities to excel as students who are average or below average / special needs especially in the grammar schools; public schools do not always have the opportunity to provide what the parents or district would like based on constraints imposed by the state government

The Character Education program that spans grades K-12 helps foster a feeling of belonging in our community

The school provides plenty of opportunities to students to learn about diversity of background and cultures. Different clubs and fairs are held throughout the year which support exploration of interest of the students.

the students spend too much time on WOKE [REDACTED] like this survey - Social Justice is a radical left-wing philosophy and should not be a guiding force in educating child - The focus should be on the 3 R's

The teachers and [REDACTED] program are worth the lack of diversity in the administration, council, and small town politics. You can't really be all white republicans and teach/preach how great you are at diversity.

Vague questions. "Students are provided the opportunity to understand how people are alike and different?" I hope they are taught that they should respect everyone's opinion and point of view and no matter who they are. I have no evidence that isn't happening. These questions seem like they are written with a predetermined answer or end "solution" in mind.

With regards to challenging students I have been frustrated by NPSDs policies. At multiple points throughout both of my kids academic careers each was denied access to challenging classes and/or special programs. In my son's case he received 95+ grades in some classes and was denied access to advanced classes based on placement tests. If he was getting 95+, how is he supposed to know he



<p>needs to "do better"? Now that he is in standard classes, he completes all of his hwk and most of his studying in school and gets 95+ without even trying. Every year he asks to take more challenging classes and is denied for one reason or another. I do not understand the logic in preventing kids with straight A's from challenging themselves.</p>
<p>As [redacted] I am not directly connected to curriculum implementation but assist where the curriculum covers my expertise. i.e.- Classroom Visits- Criminology, Forensics, History- Local Police role in government.</p>
<p>Certain classes have these topics embedded in them more than others. During at least some of the year within curriculum students will learn about differences and justice but some of the curriculum is core content and terminology that needs to be learned before students can understand the varying viewpoints.</p>
<p>Engaging students with materials from multiple perspectives that emphasize justice and equity has become dangerous, and stokes controversy and resistance from students and parents. Many lessons have to be adjusted to be "less controversial" or "less political"</p>
<p>I believe many of the many do not see the need to understand others due to their own bias and uniformity of the town. Especially understanding people with disabilities.</p>
<p>I feel as though our expectations at the school are quite low for the students (academically speaking). Getting an A is a standard expectation here. The students basically assume that if they show up to class, they will get an A. Some teachers promote this behavior too. It's difficult to be a teacher who tries to authentically grade students when this is the current culture. The students view collaboration as dividing and conquering on a Google Doc. It's quite sad to see them "parallel learning" (AKA, they sit next to each other, don't speak, and call that "collaboration").</p>
<p>I teacher [redacted]. The white students definitely see themselves in the curriculum. The students of color? Not so much. Every major work I teach is written by a dead/old white man. I have asked to rewrite the curriculum, but to no avail. I incorporate independent reading so that students can choose some texts to read in which they might feel seen.</p>
<p>I encourage my students to take action around justice, equity, diversity, and inclusion. . . however, they are extremely apathetic to any situation that doesn't involve their grades. Overall, I feel that the students don't get excited or passionate about anything. It's sad.</p>
<p>I feel there should be more of a diverse offering in certain subjects that teach about the experience in the United States from other cultural perspectives.</p>
<p>I would like to include more ethnically diverse literature into my curriculum. In terms of collaborative environment, I find that students in the middle and lower level classes tend to cheat off of one another or just divide up work when asked to "collaborate". Hence, I often have them work independently to truly practice a skills and to assess their growth or progress.</p>
<p>Our students are not aware of DEI or social justice issues. When they are brought up with them, they are usually rejected because they are different from what they know. There is significant implicit, and sometimes explicit, bias in this realm.</p>
<p>Regarding the first question on this page, students are definitely taught from different perspectives; however, that does not mean that they are always engaged.</p>
<p>Regarding the first question on this page: Students are always taught from multiple perspectives; however, they are not always engaged.</p>
<p>Since I am not in all classrooms, I can only answer for the ones I am in. Since I have classes of my own and provide support, I can sometimes see what others are doing.</p>



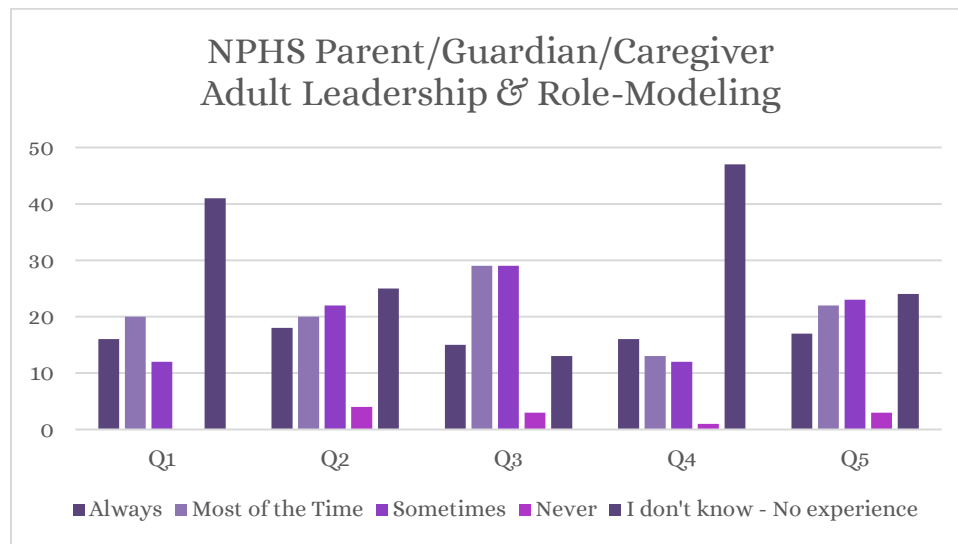
Students are more often not encouraged to look for ways to take action, but instead are allowed if they insist.

The diversity inclusion materials in the recently updated Bio curriculum were cut from the approved version sent to the board.

Whether or not students have the opportunity to see themselves in the curriculum depends on the class being taught and the teacher.

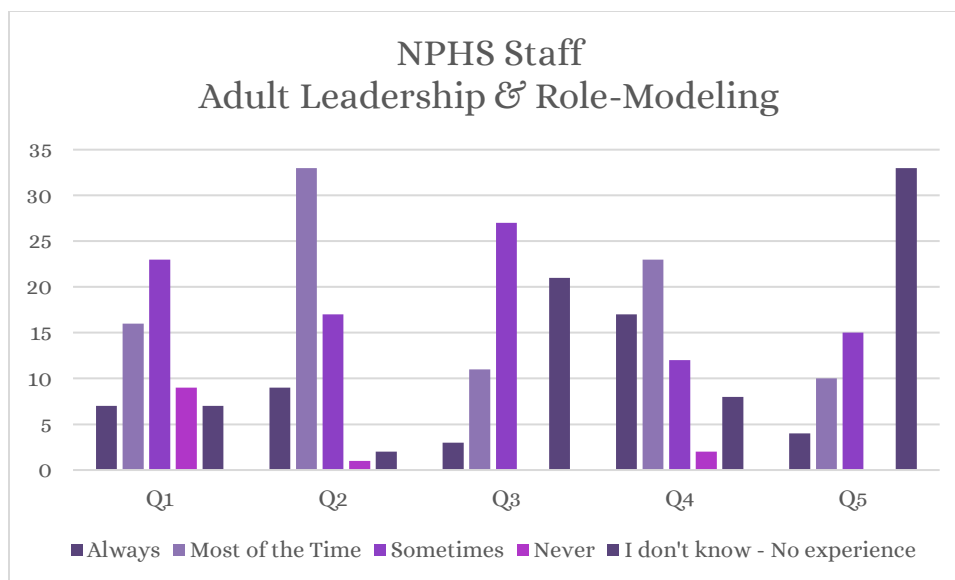
Section 4: Adult Leadership & Role-Modeling

- Q1: There are explicit conversations around equity and inclusion within the school.
- Q2: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Adults in the community (including family members) are open-minded and aware of biases (either their own and/or those found in society).
- Q4: Staff members speak up when witnessing acts of discrimination.
- Q5: Adults in the community (including family members) speak up when witnessing acts of discrimination.



Section 4	Q1	Q2	Q3	Q4	Q5
Always	17.98%	20.22%	16.85%	17.98%	19.10%
Most of the Time	22.47%	22.47%	32.58%	14.61%	24.72%
Sometimes	13.48%	24.72%	32.58%	13.48%	25.84%
Never	0.00%	4.49%	3.37%	1.12%	3.37%
I don't know - No Experience	46.07%	28.09%	14.61%	52.81%	26.97%





Section 4	Q1	Q2	Q3	Q4	Q5
Always	11.29%	14.52%	4.84%	27.42%	6.45%
Most of the Time	25.81%	53.23%	17.74%	37.10%	16.13%
Sometimes	37.10%	27.42%	43.55%	19.35%	24.19%
Never	14.52%	1.61%	0.00%	3.23%	0.00%
I don't know - No Experience	11.29%	3.23%	33.87%	12.90%	53.23%

Section 4 Comments:

Additional academic support would be beneficial throughout the year, especially for the special needs students after their deep decrease in grades after COVID.

Around Covid time I heard from my daughter that a teacher made comments to an Asian student that was inappropriate. I asked my daughter to tell me if that happens again because I would have gone to the principal to have a discussion even though it was not my child who received a comment. At the elementary school, certain teacher made comments that I thought were ridiculous (example: what Jewish people supposed to look like and other unintelligent comments). Made me wonder how she could possibly be an educator.

As a non-minority not qualified to comment on most of this. If I personally saw discrimination in our community - you better believe I would say/do something. With that said, I have not witnessed it but I may have missed it/not noticed it.

Bias and information goes two ways; some groups are treated like one homogenous group even though they have very different backgrounds and experiences. A first generation Italian person is very different than a midwesterner, but they are lumped into the same category as white; hispanic has so many differences, but also lumped together.

I am not responsible for "adults in the community" therefore I can not answer or assume what they think or how they act. I am responsible for myself & my children. They are taught to treat others with respect. While I expect the school to enforce rules of conduct, I think the time spent on bias/racism/equality etc... is over the top.

I can only speak of our family as always being aware of biases and speaking up when witnessing acts of discrimination. I don't really know what others in the community do.

I think there is a positive movement for equality and inclusion however as we move in one direction we exclude others on the same non-substantial reasons. People need to respect each

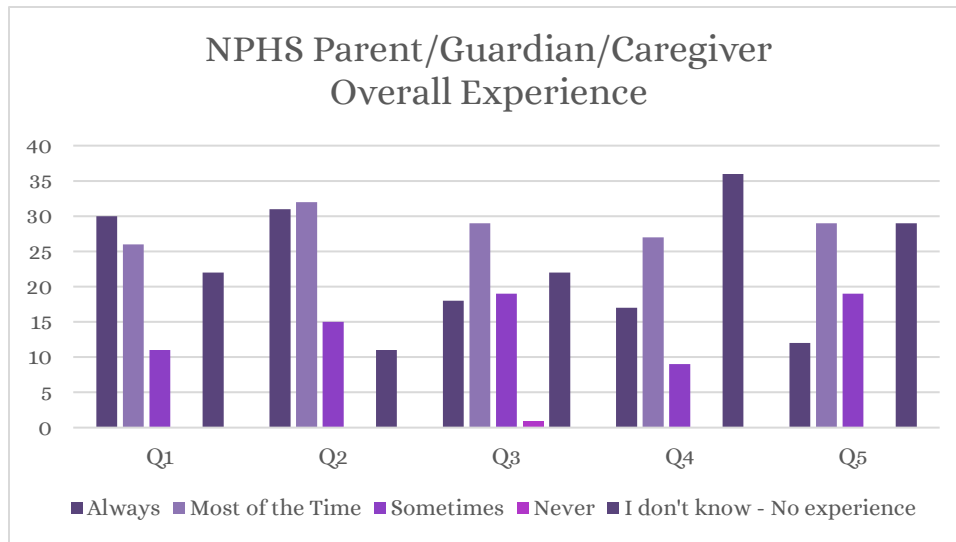


other and stop labeling people based on who they are vs what they do. Everyone should have an open environment to speak and be heard.
It appears to me that this is a very difficult community for black students. While I am not in the classroom ever to observe, I believe I've seen some athletic situations where black students were not given a fair chance. Additionally, please see my final comment re sports.
Probably don't speak up when white people are discriminated against. But yes for all other races. NP has good people for the most part. It reflects in our schools.
Some Teachers left-leaning bias is predominately displayed and not checked by the administration.
Staff are not open minded as they only propagate a singular viewpoint. Very little room for openness and discussion around alternative views and opinions - as they are labelled "discrimination" - as an example, it is not discriminatory to advocate against same sex marriage, if done respectfully. Staff do not recognize the validity of views that oppose the socially accepted norm.
This again is Woke [redacted] and the focus should be on the 3 R's
We have not explicitly discussed bias and discrimination as a staff in a group environment, so I cannot answer most of these questions because I don't know with first hand knowledge. I have discussed bias with a few colleagues one-on-one but not with enough to make a well informed answer about our staff as a whole.
Again, I can only speak from my own experience.
Bad question. Due to privacy issues this would never be made public.
It is difficult to speak for members of the community,
Staff members have been shut down for speaking up about acts of discrimination
There are conversations now about DEI because that's the next initiative. Are there usually? Not really. Many teachers try to go to bat for the English language learners in this district, but to no avail. Our school district isn't equipped to educate them. Instead, we just push them along and hope for the best.
In my conversations with staff, I've picked up on a variety of inherent biases.
There are several teachers in the district who are known for letting their biases show through in their teaching.
There are some staff members who are very open-minded and aware of biases so "Always" would fit for them. There are some staff members who are less open minded or aware of biases, which is why I put "Sometimes." The same goes for adults in the community. I have seen staff members speak up when they feel like they witness acts of discrimination but I have not been privy to every act or staff member so I did not think I should put "Always" since I can not be sure.
There are staff members that often speak in ways that are biased towards females when speaking with other staff members and students have expressed feelings that certain staff members are biased in their view. It is often unreported.
These questions are very difficult to answer given 60% of the options are absolutes (Never, always, Zero experience). A 5-point Likert scale that makes the top option something like "Almost always" and an "I don't know/do not have ENOUGH experience" would provide answers I (and likely others) could feel comfortable selecting. Currently I am just selecting the answer that lies/oversimplifies the least.



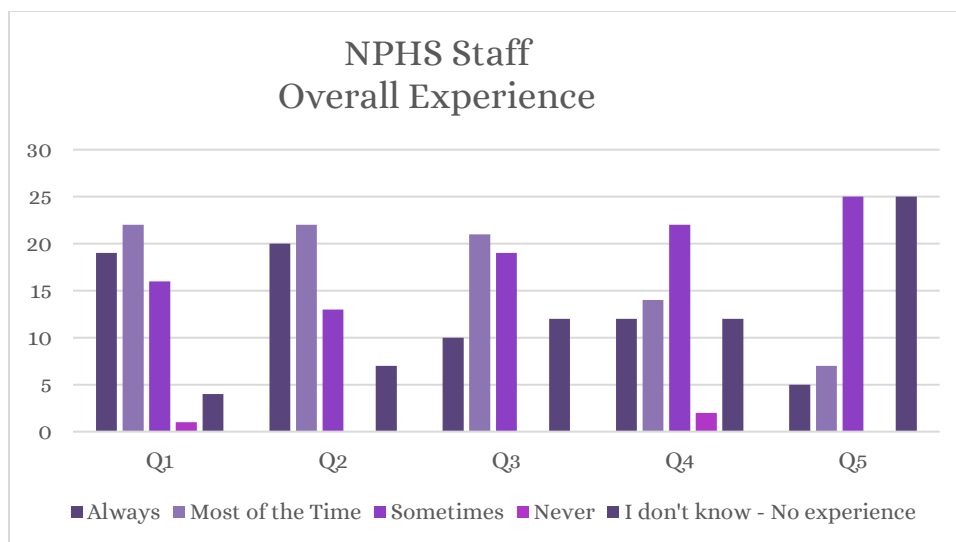
Section 5: Overall Experience

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit actions being taken involving equity and inclusion within the district.
- Q5: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



Section 5	Q1	Q2	Q3	Q4	Q5
Always	33.71%	34.83%	20.22%	19.10%	13.48%
Most of the Time	29.21%	35.96%	32.58%	30.34%	32.58%
Sometimes	12.36%	16.85%	21.35%	10.11%	21.35%
Never	0.00%	0.00%	1.12%	0.00%	0.00%
I don't know - No Experience	24.72%	12.36%	24.72%	40.45%	32.58%





Section 5	Q1	Q2	Q3	Q4	Q5
Always	30.65%	32.26%	16.13%	19.35%	8.06%
Most of the Time	35.48%	35.48%	33.87%	22.58%	11.29%
Sometimes	25.81%	20.97%	30.65%	35.48%	40.32%
Never	1.61%	0.00%	0.00%	3.23%	0.00%
I don't know - No Experience	6.45%	11.29%	19.35%	19.35%	40.32%

Section 5 Comments:

Can the district get a refund for this survey and consulting service?

Diversity committee in town is trying to raise awareness! Hard to comment on some of this.

Equity is not helpful. Equality is helpful. Equity divides and will cause racism. Socialism. All with equal outcomes is not good for society.

Events/celebrations aren't going to change people. There is more town diversity now than when we began in school. That's what will make some change

I know school boards are under a lot of pressure and being politicized. I hope New Providence will stay as neutral as possible and allow people of a wide political spectrum feel comfortable.

Overall all of the parents and students and the New Providence Community display respect for all individuals. If anything the bias is being directed back to white males which is very unfortunate and counter-productive to race relations

The actions are not open to debate and inclusion of parents - ironically

The Borough Diversity committee strives to educate and celebrate different cultures.

The issue of inclusion is much more broad than whether there are “actions being taken” to promote equity/conclusion. Without a bigger concentration of black/Hispanic students, those types of actions will seem pandering and “woke” to many of the typical white New Providence community members. In addition from an overall perspective, there are some high school sports where a huge preference / advantage is shown/ given to student’s whose parents grew up in New Providence as well. I’ve NEVER seen a sport in my own or others high school experience where the best players were not playing but instead, the players who the coach favors (mostly those whose parents grew up in town). This appears to be especially true in boys basketball.

The journey is long but it has to level set and not create same negative environment but just for another group of students.



Teachers also need to teach on fact, not emotion and opinion. The passion most teachers have is fantastic and we have had a wonderful experience but sometimes some topics taught seems to be more in line with political agenda vs fact. It should not be known by students their teacher's political affiliation that can influence students in either direction.

This Survey and the company behind is promoting a radical left-wing indoctrination and should not have be done. It only wastes taxpayer money.

this survey and work is a huge amount of money

I mean . . . we are spending all of this money on new furniture for the classrooms and no one was consulted about it. I'm losing my teacher desk so that the classroom can look more "sleek." What do you think of when you think of a school? I think of a place that is warm, welcoming, colorful, collaborative, exploratory. . . not really sleek.

Every year in our district, there is a new initiative. Once the latest initiative comes around, we forget about the one we worked on last. I believe a year or two ago, the district initiative was social-emotional learning. As teachers, we implemented this in numerous ways. I even collaborated with my colleagues in creating a March Madness SEL bracket. It was great! Anyway, the year ended and we haven't touched on SEL (really) since.

DEI is a "hot topic" in schools now, so this is our next initiative. I hope the district truly takes it seriously and doesn't just drop it after the next year is over. I really hope that we can change the way we are "supporting" our English Language Learners. We don't have a full time ESL teacher in our building, nor do we have a full time ESL program. The students take 2 periods of ESL per day and then are sent to navigate through their general education classes without any support. It's hard on the teachers to know how to instruct these students. I can only imagine how it feels to be an ELL student sitting in a physics class, unable to follow what is happening, and not being able to communicate this to the teacher. I would love to see a re-vamp of this program, in which we get a full time ESL teacher at the high school who has the ability to push into certain classes to support the ELLs.

One time, I worked the summer program at the elementary school and taught ESL. All of the students had to walk 1-2 miles to school and back each day. There was a 2 week stint when temperatures were over 100 degrees. I asked if it would be possible to get these students a bus to school with the extreme weather (especially since there was a bus bringing special education students to the school for their summer program). I was told no, nothing can be done. So, the students continued to walk to school and home from school each day. The class also occurred in a non-airconditioned classroom.

I know that there are more intricacies that go into supporting these students, I really do get that. However, sometimes we need to focus our attention and efforts to a specific population. It's okay to give them an "advantage" over other populations. They need the support. I just feel that the district (or the educational system? Who knows) is set up to privilege the white, affluent, high achieving students. If you do not fit that mold, I feel that the district shrugs its metaphorically shoulders and says "good luck!"

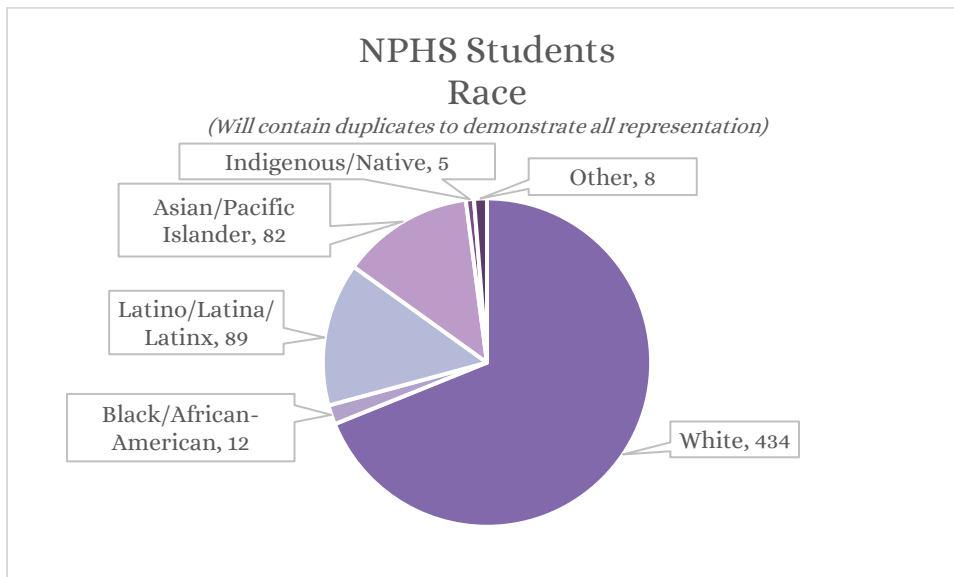
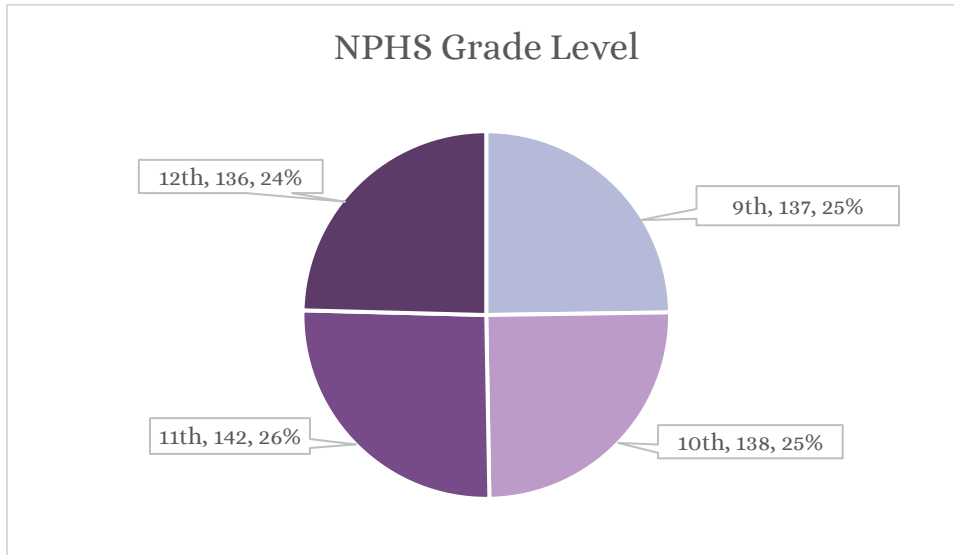
I was not sure how to answer this section as it is obvious that the district is making steps involving equity and inclusion since they hired US² to consult. I am not sure how far the town or district is within their process, but I think it has been more of a focus over the last few years. I think that some people still need to understand their implicit biases when making decisions, but the intention is there.

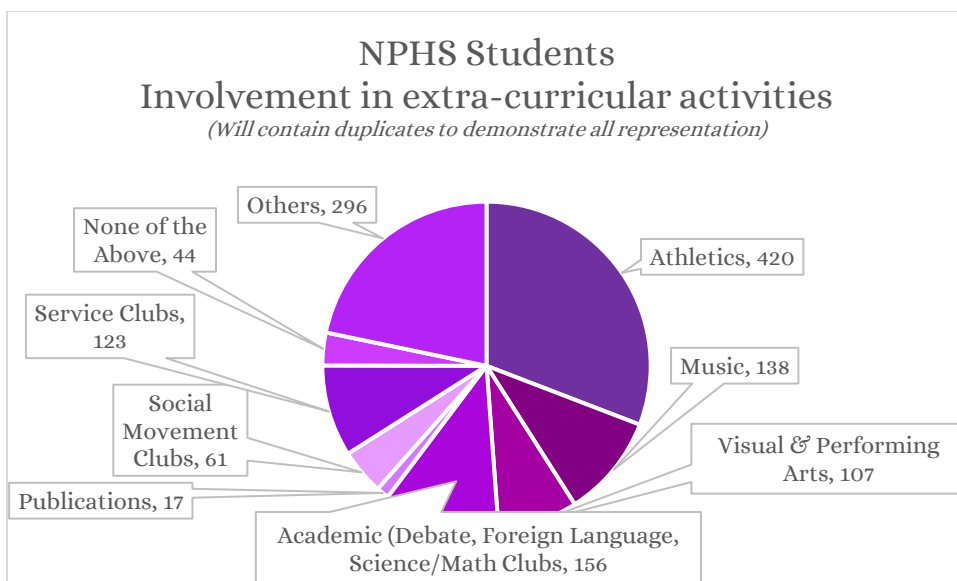
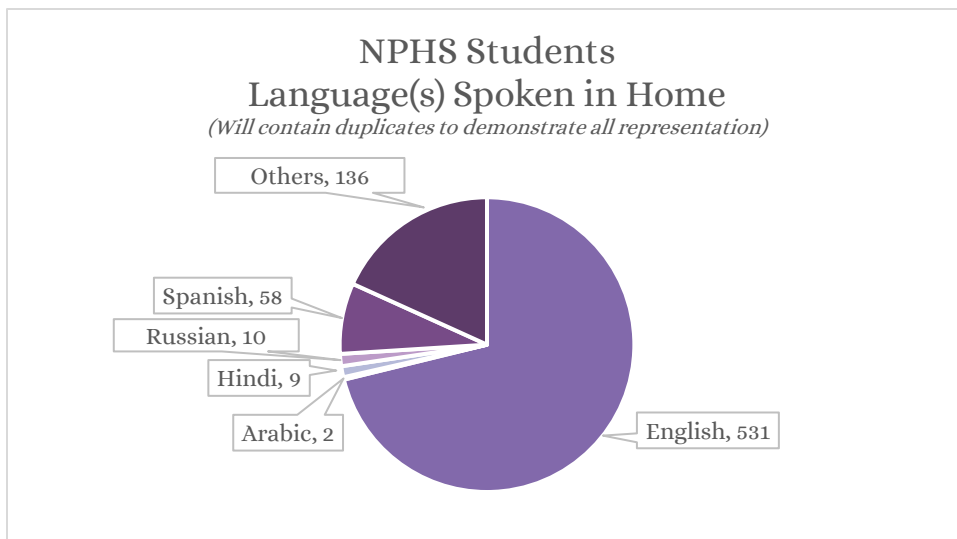
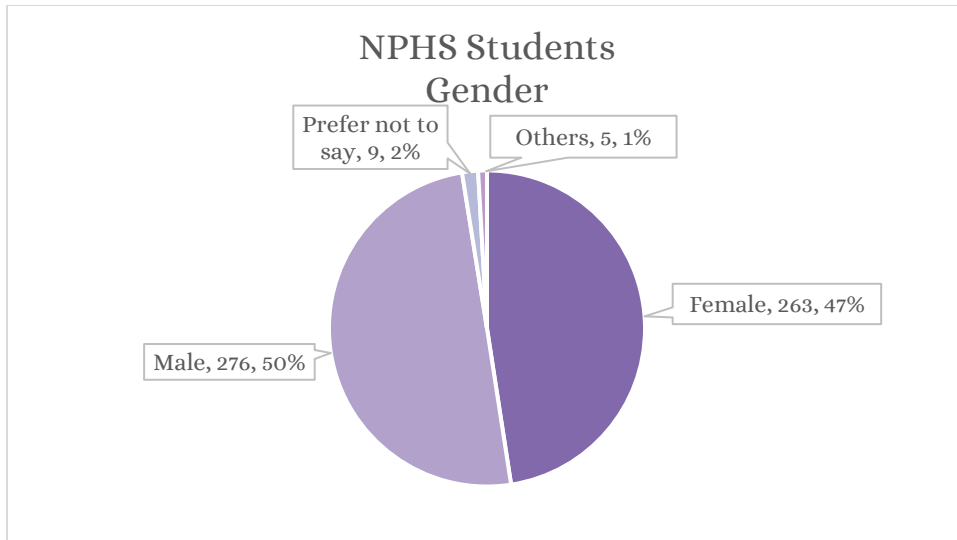
New Providence is not an ethnically diverse community. I am not sure how much action the community takes toward making a decision to attract more diversity to the community.



New Providence School District New Providence High School Student Survey (6-12)

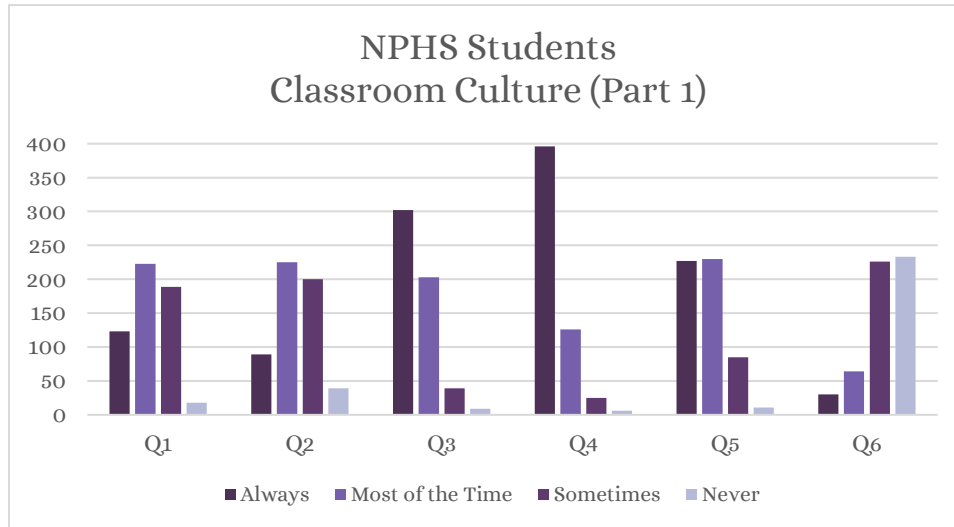
Total Respondents: 553





Section 1a: Classroom Culture

- Q1: I am encouraged to speak my truth and share my thoughts.
- Q2: I can share my opinions without being judged.
- Q3: I know where things are at in my classroom and have access to materials.
- Q4: I am physically safe at school.
- Q5: I am emotionally safe at school.
- Q6: I see and/or experience students not treating others with respect at school.



Section 1a	Q1	Q2	Q3	Q4	Q5	Q6
Always	22.24%	16.09%	54.61%	71.61%	41.05%	5.42%
Most of the Time	40.33%	40.69%	36.71%	22.78%	41.59%	11.57%
Sometimes	34.18%	36.17%	7.05%	4.52%	15.37%	40.87%
Never	3.25%	7.05%	1.63%	1.08%	1.99%	42.13%

If you have witnessed and/or experienced the above, please share more information about who is being treated disrespectfully.

A friend had a video made about her making fun of her weight by a person that has repeatedly made comments about and to her, but there was no punishment for student.

A kid named [redacted] getting pushed in the bathroom

A student by another student

Anyone who is annoying

At least everybody I know has been made of, judge or hurt by another student about either the ways they look, dress or talk/act.

Boys

boys using the r word to insult others

Differs

During [redacted], sometimes people will be angry at people on their team.

Everyone lol this school look [redacted] with dealing with issues within the student community

Friends being mean to a person in their friend group. They might be joking but the person receiving the hate, dont seem to like it.



Friends to other friends
I can't remember an exact time but I know over the years there have been very few issues with conflicts between students.
i can't recall an isolated instance
I do not know of anyone
I don't catch who is who I just know it happens.
I don't really see specific individuals be targeted and treated disrespectfully, but I have seen people (whose names I wish to remain undisclosed) make fun of specific groups of people.
I have not seen or experienced other students not treating others with respect
I have seen students treat each other without respect.
I haven't really seen anyone being treated disrespectful in any form of way from what i see
I haven't witnessed anything like this
I never really see anyone mistreating each other.
I personally dont see a lot
I saw one person being called names and being mock but it might have been a joke or something to their friends.
I've heard some comments here and there about others but nothing to their faces.
I've heard students (freshmen, sophomores, and juniors) say the n word on multiple occasions; I've heard kids use other slurs on multiple occasions
I've seen several instances where someone is not treated the same as their peers, too many times than what can be counted, a lot of people will pretend to be their friends and laugh about them behind the rouse of it
It happens to anyone. People are judged and it is really sad. People are made fun of for their differences and not treated with respect. I feel like we are so used to this no one cares anymore. I wish we could accept differences and just be respectful. We don't all need to be friends but we have to respect others. Some people here are just pure evil and do cruel things for zero reason. I also heard of people who report things and the school doesn't do anything. That hurts to think about.
It's all good pretty much
It's high school people gossip about each other there is nothing that can be stopped
It's never specific people, but people often make off comments about lgbtq+ people and those who identify as transgender.
Just friends messing around with each other.
Just kids have been bodyshamed at some points
Just kids making fun of other kids with learning disability's
Just mostly drama from different friend groups.
Kids being teased even though they have mental disabilities
less athletic kids, quieter kids, kids who don't social climb,
Many people are disrespected, they've been told that they're bad, dumb, etc.
Minorities by people who think they're better than everyone else
Mostly friends teasing and insulting each other.
Mostly I see its just rare minor clashes with friends during gym. I don't think its an actual issue because it rarely happens.
My brother
My two classmates who have special needs.
Nah just teasing bro

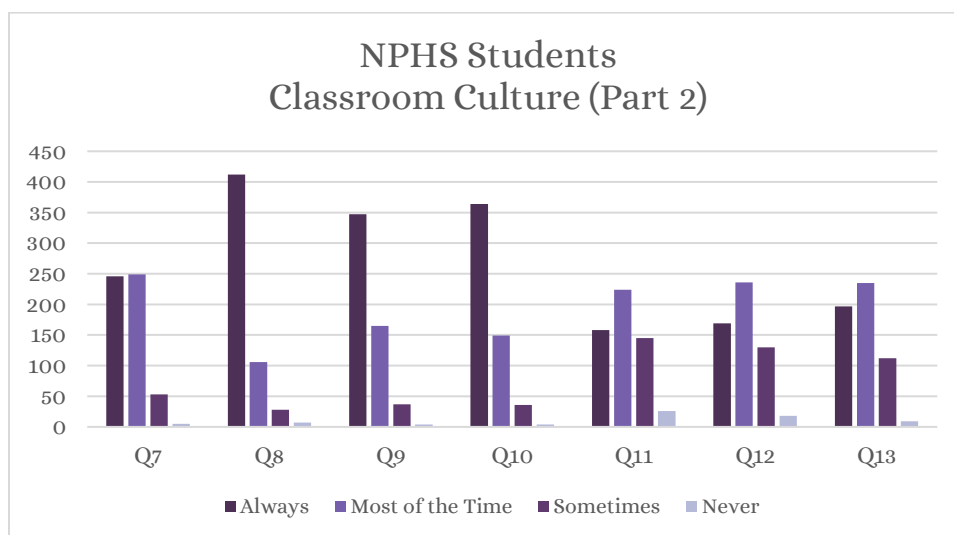


No specific circumstance, just minor occurrences where someone was being ridiculed or something alike
Nobody
Not a witness
Not one race or gender specifically
Not saying
One time a boy put hand sanitizer in my hair. I don't really care though.
Other students and teachers
People here are stuck up and don't have manners.
People open about their own sexuality when it's other than heterosexual and transgender individuals.
Problems have been taken care of by [redacted]
Some people have a tendency to play around with others. I know there is likely bullying going on in ninth and tenth grade because those are usually the prime years, but these instances are generally addressed.
Some staff and administration fail to treat non-white students fairly. On multiple occasions student made media has been played in class that directly mock people of color/other ethnic groups. With a some exceptions, staff repeatedly fails to accommodate, educate and provide a safe environment for ALL students. There is a sense of tension and contempt between some faculty that's is made to belittle and hurt non-white students.
Sometimes I may not know their names because they are in different grades but the sophomore boys can behave very interestingly with each other in the halls or cafeteria. There are times where students may behave inappropriately and the staff notice but either don't do anything about it or they dismiss it fairly quickly. I have also seen various occasions where students are disrespectful towards teachers and each others, and when they are confronted about it by the staff or other students they fail to stop and ignore it. There many other things and situations I can talk about that this school fails to deal with. I can fill this survey and list them all out until actual action is done. I hope that this survey was released because the administration actually cares and it means they will finally do something about various things, and not because they want to seem like they care but proceed to do absolutely nothing.
Sometimes people talk bad behind each other's backs.
Students being laughed at for their opinions; teachers disrespected by students; sometimes students talk badly of teachers or other students.
Students from different countries, racial/ethnic minority students, "weird" kids (mostly those with cognitive conditions outside neurotypical/standard parameters, such as those with autism, ADHD, and other conditions/disorders) and GSRM individuals (Gender, Sexual, and Romantic Minority)
-Students normally treat friends with disrespect face to face -Students treat non-freinds with disrespect behind there back 9 times ten -Normally if you listen to conversations the person being bashed isn't even there. Which is arguably worst than face to face.
There is just general disrespect I feel.
There is never one specific time that I remember seeing someone being treated disrespectfully, but on multiple occasion people have been picked on in the hallways by other classmates.
There is often hostility toward the LGBT community
Uncomfortable micro aggression



Section 1b: Classroom Culture

- Q7: My teachers treat me fairly.
- Q8: My principal(s) treats me fairly.
- Q9: I know the school rules.
- Q10: I know the consequences for my actions if I break school rules.
- Q11: All students are disciplined fairly.
- Q12: I feel connected to people at school.
- Q13: I feel connected to people outside of school.



Section 1b	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Always	44.48%	74.50%	62.75%	65.82%	28.57%	30.56%	35.62%
Most of the Time	45.03%	19.17%	29.84%	26.94%	40.51%	42.68%	42.50%
Sometimes	9.58%	5.06%	6.69%	6.51%	26.22%	23.51%	20.25%
Never	0.90%	1.27%	0.72%	0.72%	4.70%	3.25%	1.63%

Section 1 Additional Thoughts:

I feel I have a more close-knit group of friends outside the school.

I feel like people often get punished from association with someone who broke rules while there are individuals that clearly violated the schools rules and they are not properly reprimanded for it.

I like the color blue.

I love my school. I was afraid of my old school in [redacted].

I really hope this survey is looked seriously upon. Thank you for making this survey and taking your time to try to better the school

I understand all of the rules that are implied, but since I started going into this school under 2 weeks ago I wasn't formally told them with their consequences.

It is a pretty well run school district

Its honestly not terrible. I think its perfectly fine.

Most of the kids in this school are homophobic, racist, and have not respect for others or any human decency and it is honestly disgusting



Not sure what to put here, but I may as well add this: the freshman seem to get more discriminatory every year, and I do not know why. Last year's were bad, but this year, I have heard discriminatory slurs at least 6 times in the past month, all of which were said by freshmen. I can't imagine how next year's freshmen will be, and I don't really want too.

School is kinda fun fr. We should have more time to play brawl stars in class tho. Just a thought.

Teachers at New Providence favor certain students in ever class.

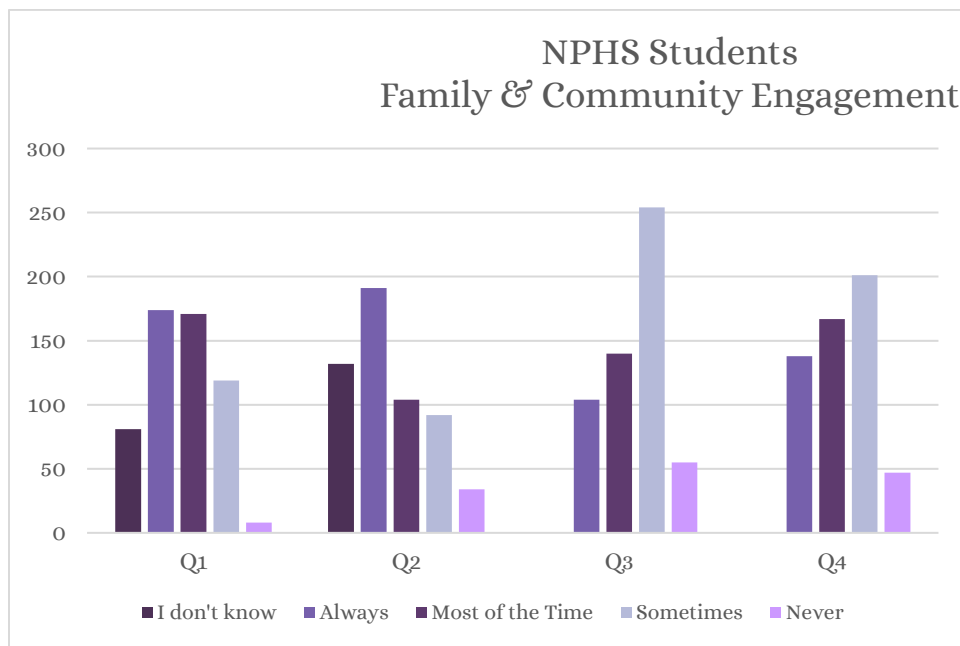
The school has a great environment. Students are often very caring and respectful of one another. If a joke ever offends someone, they never take it too far and often make up for it. Yes, nobody is perfect, but the way that most people treat each other in this school isn't too far off.

There's a lot of ignorance and blatant disrespect in the school especially from freshmen and sophomores.

Why is there an ir at the beginning of irregardless when it means the same thing as regardless?

Section 2: Family & Community Engagement

- Q1: There is communication between my home and school.
- Q2: My family is invited into the school to support me.
- Q3: I learn about my local community.
- Q4: I am encouraged to volunteer in my community.



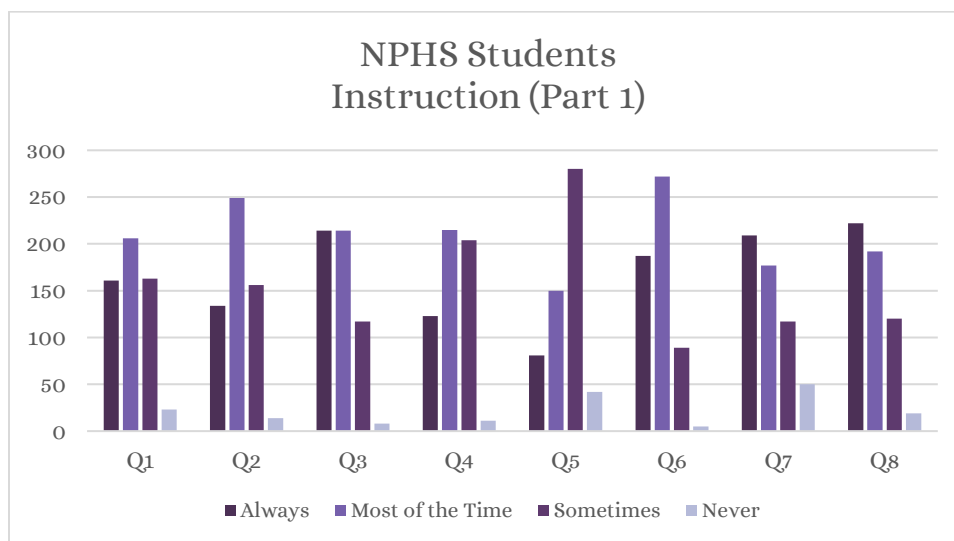
Section 2	Q1	Q2	Q3	Q4
I don't know	14.65%	23.87%	0.00%	0.00%
Always	31.46%	34.54%	18.81%	24.95%
Most of the Time	30.92%	18.81%	25.32%	30.20%
Sometimes	21.52%	16.64%	45.93%	36.35%
Never	1.45%	6.15%	9.95%	8.50%



Section 2 Additional Thoughts:
Don't eat yellow snow.
Families are invited into the school?
I feel like more volunteer opportunities can be put out and made known,
My mom works here, she has to be here to support me
The closest thing to our community we learned about was the state of New Jersey, from a textbook probably published sometime in the late 90s or early 2000s, in 3rd or 4th grade; I can't event remember when. This is the last time I remember learning anything mildly significant about local history and culture.
The community is pretty tight nit and that's a good thing; sometimes because it is tight nit it is hard to assimilate
There is a lack of initiative for volunteer work at this school; students should be required to have some amount of community service to spark the initiative.

Section 3a: Instruction

- Q1: I am taught how to see things from different perspectives.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I am given support, when needed.
- Q4: I work with other students to accomplish my tasks.
- Q5: I am taught things that will help me outside of school.
- Q6: I understand what is expected for work and how it will be graded.
- Q7: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q8: I am supported by adults to help make decisions about my life post-graduation.

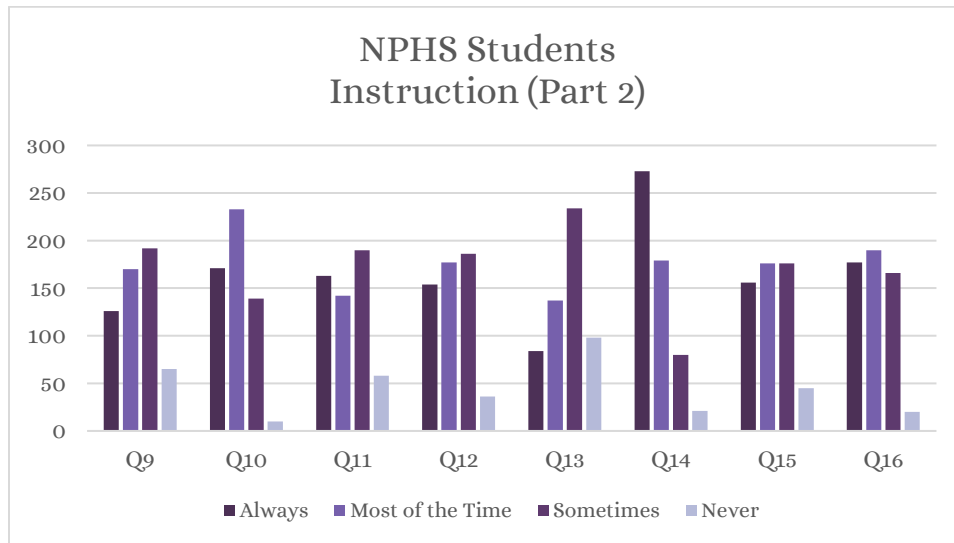


Section 3a	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Always	29.11%	24.23%	38.70%	22.24%	14.65%	33.82%	37.79%	40.14%
Most of the Time	37.25%	45.03%	38.70%	38.88%	27.12%	49.19%	32.01%	34.72%
Sometimes	29.48%	28.21%	21.16%	36.89%	50.63%	16.09%	21.16%	21.70%
Never	4.16%	2.53%	1.45%	1.99%	7.59%	0.90%	9.04%	3.44%



Section 3b: Instruction

- Q9: I learn about people who look like me and/or are similar to me.
- Q10: I have a positive view of myself.
- Q11: I am curious about how people are similar to and different from me.
- Q12: I am taught about people being treated poorly because of who they are.
- Q13: I see people being treated better because of who they are.
- Q14: I recognize unfairness and injustice (in history and current times).
- Q15: I am taught skills on how to stand up against unfair treatment.
- Q16: I take responsibility for standing up to unfair treatment.



Section 3b	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Always	22.78%	30.92%	29.48%	27.85%	15.19%	49.37%	28.21%	32.01%
Most of the Time	30.74%	42.13%	25.68%	32.01%	24.77%	32.37%	31.83%	34.36%
Sometimes	34.72%	25.14%	34.36%	33.63%	42.31%	14.47%	31.83%	30.02%
Never	11.75%	1.81%	10.49%	6.51%	17.72%	3.80%	8.14%	3.62%

Section 3 Additional Thoughts:

I don't really get untreated unfairly

Depends in what way the treatment is unfair

Even though sometimes it's not so blatant, there's a good amount of unfair treatment to students by other students and even by teachers.

Honestly the school is great, the people are nice, the teachers are good, and the food is good. I've been in private education since Kindergarten until now, and honestly this school is better than anything I've seen. Your doing a great job, keep it up.

I answered these regarding outside of school aswell.

I feel as though our school doesn't give students correct consequences for their actions or they just try and have us "talk" it out but normally the two students have tried to and the student coming to you needs help.

I would absolutely love to see this school actually speak more on race, sex, mental diversity unfairness. But unfortunately the school does the bare minimum and having a lesson or two about MLK and Rosa Parks during black history month is not acceptable. And when it comes to



learning about people from my race/ ethnicity it's only when I, myself research and learn about it. But yes let's spend a whole unit on the conquistadors of the colonization era. I really do hope that this can change however.

Most of the time, attempting to combat unfairness or injustice is difficult due to a few factors, but mostly two: 1) people who start or perpetuate this unfairness and injustice are seemingly not intelligent enough to understand why their behavior is wrong, and 2) zero tolerance policies, while effective at deterring any sort of conflict, mostly leads to hiding problems, as people would rather not speak out about issues because of the threat of punishment regardless of fault or side in an issue.

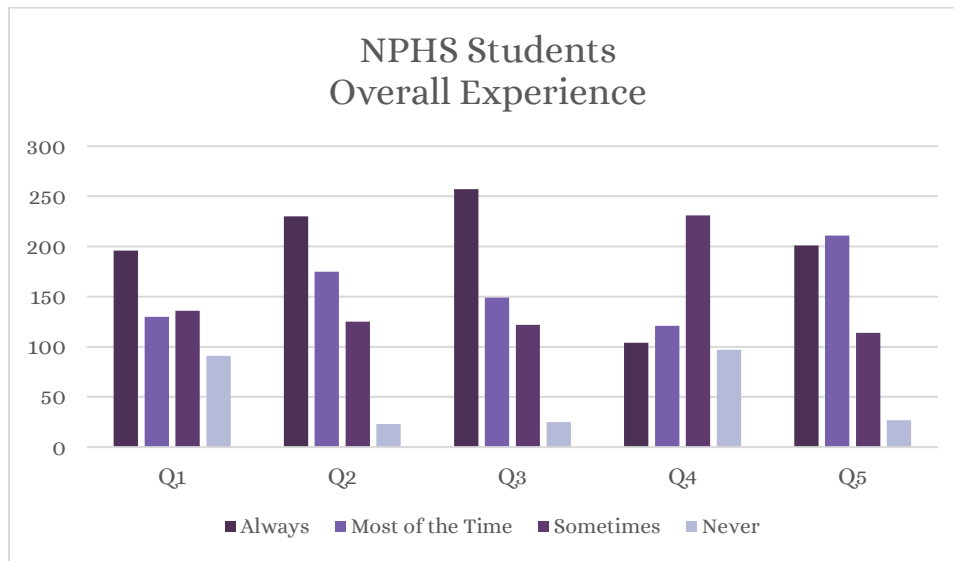
Pineapples are yummy.

Some questions do not apply.

Why is Pre Calc not considered an honors course for juniors even when I am a whole year ahead of everyone else. It really makes it not worth my time to take more advanced courses when there's no benefit

Section 4: Overall Experience

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: We have open conversations about discrimination and its' impacts while we are at school.
- Q5: I am able to be authentically me.



Section 4a	Q1	Q2	Q3	Q4	Q5
Always	35.44%	41.59%	46.47%	18.81%	36.35%
Most of the Time	23.51%	31.65%	26.94%	21.88%	38.16%
Sometimes	24.59%	22.60%	22.06%	41.77%	20.61%
Never	16.46%	4.16%	4.52%	17.54%	4.88%



In regard to the question above, why or why not?

(Translated: A lot of these questions I don't have a lot to compare it to...)

(Translated: why not)

Nobody judges me

The school doesn't force me to become someone i dont want to be, or do anything i do not want to do.

A lot of people don't the topics what I like and most people just seem rude, in my opinion. apparently people dont like it when I dont try to portray myself in a certain manner

Because I am

Because I am not judged.

Because I am surrounded by good people

Because i can

Because I can be

Because i do

Because I don't care

Because I don't care what others think I don't really give into their opinion

Because I feel comfortable in my surroundings to be myself. I also don't care what others think of me.

Because I have a group of friends that I see constantly throughout school that allow me to want to be myself in school.

Because I have friends and they bring out authenticy

Because I have people who won't judge me and if people do, I won't care.

Because I have self confidence in myself and I don't care what people think of me really.

Because I have the right to be me

Because I think being yourself is the best way to express your inner thoughts.

Because I want to be myself and I wouldn't let anyone else affect how I act on a normal basis.

Because I'm comfortable

Because I'm me

Because I'm able to more express myself in some classes.

Because im not focusing on what people think

Because no people annoying to me

Because nobody is judging me.

Because people at the school are judgy

Because people judge me behind my back instead of to my face most of the time

Because people like it when I act a certain way sometimes

because people [redacted]

Because sometimes people are judge but i dont care

Because we all cool with each other

Because when i hang out with my friends, i am able to be myself and they wont judge me.

Because why would I change?

Bro, the school is fine relax. U good bro.

Cause

cause i dont let other people control who i am

Cause of the people I am around

Depends on the group of people I'm around



Different thoughts, ideas, and beliefs cause if I were to be me people would be mad for preaching the word of God.
Don't care
Don't want to answer
Everyone is desperate to be in the inner social circle.. if I constantly am left out because I choose not to compromise myself to get invited to things, I'm not really able to be myself
Homework
I am able to be authentically me because I am confident and comfortable with my actions.
I am able to be authentically me because I know I don't have to do things that I am not comfortable with.
I am able to be authentically myself, because I am near people who know my personality and what I like.
I am able to be myself and feel accepted
I am able to because I know my worth and I know that no one should ever effect who or how I am.
I am able to live me every day where people love me for who I am.
I am able to partake in activities that serve as facets of my personality.
I am always supported.
I am an individual
I am built different
I am comfortable in my own skin, and am made to feel welcome in my environment.
I am comfortable in school.
I am myself
I am not shunned, but I recognize there are times where I should be more reserved.
I am selectively social and I am not really comfortable interacting with people in school, except for a few select people.
i can basically be or do anything that isn't dangerous and will get me in trouble
I can be myself without being judged by my peers.
I can be myself.
I can be who i want to be
I can express myself
I can talk to people with similar interest
I do not feel judged.
I don't break any rules
I don't even know what is authentically me
I don't feel judged. Sometimes I will be nervous to participate, but it is due to my own thoughts not from my peers or my teachers.
I don't follow trends nor do I really feel the need to.
I don't have fear in being myself.
I don't have to change my personality just because I'm in school
I don't know how people will think of me sometimes but that is usually rare
I don't really care to not be myself
I don't stress about what others think.
I dont know what that means
I dont know what the question really means
I feel comfortable around my friends



I feel comfortable around people.
I feel comfortable.
I feel good, I tell the truth, and I help people
I feel I can express myself in a way that is comfortable during school in most situations.
I feel I fit in with the community at school.
I feel judged by a lot of people and because of that I dont like being at school.
I feel like I am always accepted for who I am and encouraged to be myself by everyone around me.
I have freedom to be myself and not be judged for it
I have friends to relate to
I have good friends
I have good supportive friends
I have nice friends
I just feel i can
I just think that being yourself is the best way to present yourself to anyone
I love myself.
I only talk to my friends, not other people so I'm able to express my personality to them
I rather not say.
I said sometimes because being authentically myself I have to face the consequences of cruel people. Due to this sometimes I have to fake certain things and I know a lot of other people less fortunate than I have a lot more faking to do
I say whats on my mind.
I think the only reason why it'd be a sometimes is more of a confidence related issue.
I usually have to act a certain way with different types of friends
I will never be treated the same as my peers
I wouldn't consider writing papers as being authentically me but I don't have a choice
I'm a boy?
I'm not discriminated for who I am
I'm one of only two [redacted] people in my grade, so I feel like there's certain things I can't say or certain jokes I can't make because, no one else would understand them, I would be judged, or people would react badly.
I'm scared of other people judging me, I haven't had good experiences with peers either.
idk i'm just me
idk. I don't really care if i am judge
Im bisexual and i feel that there is still a stigma around lgbtq+ people and it's not that I'm treated differently, but I am more cautious about what I say because some people share different opinions than me.
Im him
Im just able to be me
In any situation at school I always feel like i can be myself
It's life just because the goal is to be judgment free doesn't make everyone judgement free you can be judged for "good" things not just "bad" things
It's school so I cant always completely be me.
It's very open to individuality.
Judgement from peers
judgement is everywhere and public image is way too important nowadays to ignore it.

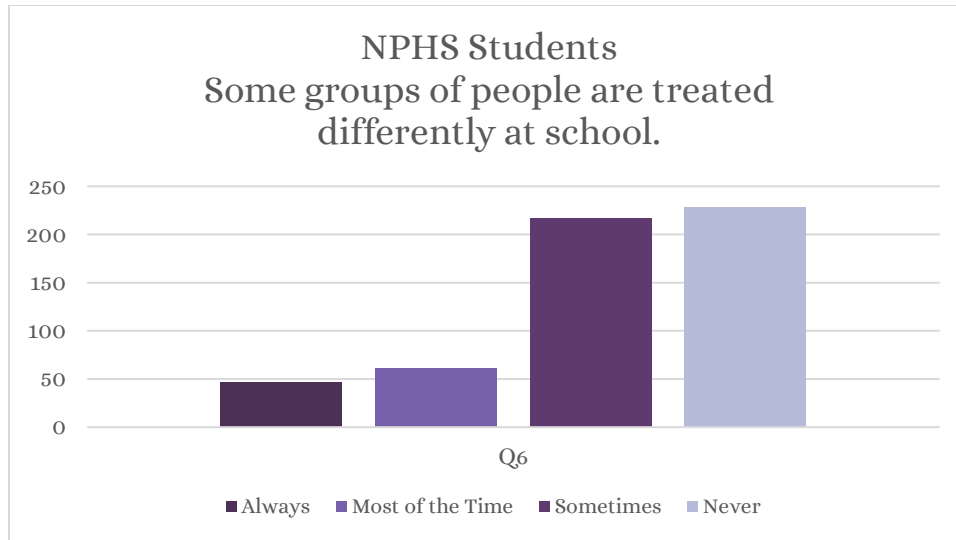


Just doing me for the most part
Maybew
Most people don't seem all too accepting in NPHS. Teachers, maybe. But students don't seem to be; most of them label anything different as "weird" and accepting students are few and far between. Worse, some of those who do not accept others are somewhat vocal in their opposition, and do not hesitate to share their opinions, no matter how hurtful they could be.
Most people in this school act the same so I try to stand out since I'm not from here
Most people will not judge me or someone for the way they act or look
Most teachers create a safe environment but the students do not.
My friends accept me for who I am, but sometimes I prefer to not fully be myself around people I don't know that well
my friends support me
No one has a problem
No one is going to outright make fun of you
No one judges me for it
No one really judges me
No one really judges me for who I am
Nobody shuts down my creative freedom
Nobody's opinion matters enough to me for my "authentic self" to be impacted.
People are judge mental of me in general and it makes it uncomfortable..
People are judgy at this school
People are mean. Very judgmental
People don't have a problem with it
People don't judge for who you are.
People here are very judgmental so sometimes I keep to myself rather than branch out.
People here are white and judgy
People here were raised in different ways than I was, so I feel like sometimes I can share my background, but not all of it.
People opnions are not the nicest sometimes
People respect my enough for me to let myself be me.
People support me
people tend to harshly judge others who are different from them
Personal reason unaffected by things I learn in school.
School is more about the grade than the learning itself or how I act. If wasn't constantly having to worry about power school and my grade I'm sure I would be a more authentic person. In addition the information isn't set into memory rather just studied to get a good grade on a test/essay/ project and once done you move on and don't see the information again. If you have to act a certain way to get a good grade, why wouldn't you? Acting authentically will most like not get you the best grades. The assignments don't conform around us rather we conform around them.
Since this is a small school, it's easy for people to judge each other and know each others business often
Since you can be yourself.
Some people are judgmental and can't look past some things
Some people will always judge, but other will not
Sometimes depending on who is in my class and who the teacher is, my personality changes.



Sometimes I act different at school because I choose to.
Sometimes I am too eccentric and need to be more calm for school
Sometimes I can't because I'm too stressed with school work and stuff
Sometimes i feel I'm judged poorly by my peers
Students or other judging me and disliking my personality.
The school accepts everyone and lets them be who they are
The school allows a safe space for everyone to be themselves.
The students
There are always people who hate others for no reason
There hasn't been a time someone has said I couldn't be myself or chase my dreams, but I couldn't wear the mask that covered half my face during Halloween. All I'm saying is, that wouldn't have been a problem if there was a school wide google form filled-out for who's wearing a mask and what mask.
There is not much judgment and if there is, it does not affect me.
There is pressure to mold with everyone and not stand out so you don't bring attention to yourself.
There's no reason for me not to.
There's always some pressure to fit into school and conform to a certain narrative based on looks, behavior, and more. However, you'd be just fine being yourself.
They don't really care regardless. My friends like to make stupid jokes with me so its fine.
This generation will always judge and have something to say. Nobody really knows anyone's genuine self. It's scary to open up.
This school is disgustingly judgy
Well I have a weird personality. I am constantly jumping between hobbies every two years or so. I don't mind showing that weird personality, but most of the time I be myself without getting my interest involved.
Who's gonna stop me?
Why because I don't care how other people see me
Yes because I be me
Yes but there are still requirements i have to meet
Yes people are cool





Section 4	Q6
Always	8.50%
Most of the Time	11.03%
Sometimes	39.24%
Never	41.23%

If you believe that some groups of people are being treated differently at school, which groups and how are they treated differently?

- Boys are treated unfairly
- A lot of people aren't treated the same her
- All of the groups in the schools are treated the same.
- Any racial minority group, people apart of the LGBTQ community, and neurodivergent people; it's hard to say what exact negative treatment we receive because most of it is in the form of micro-aggressions and people just making insensitive jokes.
- Anyone who isn't in the majority - that is, anyone not straight, or white, or christian - are all treated differently, even though it may not seem so on the surface. Lots of things labeled as "jokes" are actually racist or homophobic, and those who do not understand why others are upset by it often side with the one making the jokes. There's much more, but I don't really think it's necessary to address them. This survey is unlikely to change anything.
- Anyone who isn't white and rich is treated like they're lower class peoee
- Basically any minority, people are always so casually discriminatory
- Because people at this school choose favorites, and you have to look a certain way to fit there standard.
- Boys are treated unfairly in regards to work
- Different friend groups
- Different personalities and groups result in different treatment
- Every group is mistreated by at least one other group there's no specific
- every group is treated differently by one person like people who aren't as popular or people who are popular will get treated differently than those who aren't
- Everyone gets away with about everything. There are friend groups are treated better within the student community and the boys are overall treated better in gym



Everyone treated fair
Everyone treats others differently depending on the situation. No specific group is worse than the other
homophobic/transphobic groups of students
I believe that everyone is treated differently because everyone is a different person, so this is actually a good thing because it accommodates to the person. But racially wise, which I think is what you mean, no.
I do not believe that some groups are treated differently
I don't think any groups are being treated differently unless they need help.
I feel like if you don't fit right into what everyone else wants, you're automatically exiled.
I feel like students who partake in the theater or band or even STEM are judged by others. People have different ways of expressing themselves and I think there are a handful of unaware individuals that often judge.
I feel like we're all exclusive.
I think people are treated the same.
I think some people are treated differently at school because of their race. They can be made fun of behind their backs by their peers.
I think that different groups at school are treated differently more so by the students, since certain groups are clearly picked on less than others.
I think that it's been long enough that this school should be able to hire staff that know how to communicate with Spanish speaking students, which this district gets often. Rather than pulling other students out of class to translate.
I would say people who have special needs that's really. They get made fun of and they do things that they don't want to do nothing sexual nor violent nor self violence or doing crimes just innocent stuff.
I, myself, am [redacted] and don't really get treated like everyone else does and I don't know the reason why.
I'm not sure
I've seen certain groups get made fun of with teasing and mocking because of stereotypes. People sometimes get fun of because of how they look, not specifically race.
If you are not white and rich you are treated poorly
It depends on the situation and person
Just different friend groups. Not necessarily that they're treated worse or better just differently.
Just teacher's bias
Less athletic groups, less socially connected groups. Teachers and student both are guilty of it...
LGBTQ+ community, minority races
Members of the LGBTQ+ community are treated differently, usually due to people being uneducated on the topic or just general comments being made at their expense
No groups are treated differently.
Nobody
Non-white students are always cast to the side. There is a constant struggle for faculty to address non-white students with respect and the same respect they continually provide to white students. The manner of which non-white students are spoken to, the unequal application of discipline, the lack of understanding and failure to recognize individual differences from faculty, alongside inadequate communication and constant denial and suppression of non-white voices.
Not everyone gets treated the same.



Not in a negative way
people in school who have iep's or learning difficulties
People in the LGBTQ community and minorities. We're seen as "different", when we're really not
People in this school are very welcoming of other people
People tend to be treated differently by students and occasionally teachers. Students are favored by other students and often teachers when they are athletic and high-achieving. Many students casually use slurs.
People that dislike vocal participation, or those that are anti-social, are often forced to do so without preparation and are graded on it, though this only occurs in few classes.
People with different personalities and interests form groups, and are treated just differently by nearly everyone
Popular kids often get graded easier and preferred by teachers, usually Caucasian and wealthy
Popularity
Similarly to my previous response, I have heard people make fun of specific groups rather than individuals themselves (eg: I sometimes hear people discriminate the LGBT community)
Some groups are just seen differently than others.
some groups don't get treated as good as others
Some groups that have drama and some that don't
Some jokes can be made about people sometimes
some of the spanish speaking students are treated differently by teachers because of the language barrier
Some other groups have a ton of drama and some don't have any so theres either toxicity or it's just loyalty and honesty
Some people just make jokes to them but the people being made fun of don't find it funny.
Sometimes some groups are treated or seen differently, due to who they hangout with.
special ed is treated differently because of their disabilities not in a bad way as extra help is sometimes needed
Special needs and sometimes other minorities may feel ostracized
Sure
The anti social kids because they are pressured to talk in class, music kids for not always doing sports and being made fun of, kids from a different country who speak differently than everyone else
The antisocial kids are treated unfairly because they are pushed into situations by their teachers that they are not comfortable in without any time to prepare and it stresses them and and gives them panic attacks.
The fun ones
The groups of people that are considered popular are bowed down to even though they are mostly all fake and mean. Popularity isn't real but society has built these stereotypes of groups of people which makes us all split up. So those who are considered the opposite or disrespected and constantly judged. People don't like different as much as people praise it.
The Hispanic group. These Hispanic kids who do not speak English were sent by [redacted] and they are dispersing all over the northeast and the school is not doing enough for these Hispanic kids. I don't think putting them into the lower level classes and have them sit in the back of the class all at one table letting them speak Spanish to each other while not learning anything is not the solution to the Hispanic immigration problem. And its sad because it wasn't their choice to come here they were sent here.



The school treats everyone the same.
The white kids with money, or the kids who have parents in the PTA, board of Ed, ect.
There is definitely a lot of other groups being targeted but this is all I've witnessed...members of the LGBTQ community and those with physical and mental difficulties ‘
They might but I have not had first hand contact
Those that might have special needs or those who might have a different personality that others might think is weird or freakish can be looked down upon during school.
Treated like they're part of the bullies group so they don't get made fun of
When other people in the school look down and sometimes make fun of on a specific group of people.

Section 4 Additional Thoughts:

Discrimination here isn't very addressed because the majority of it is in the form of jokes that most people find funny, so no one sees a problem with it or calls it out. Also since most of the school is white, not a lot of people see the problem with ignorant comments that they're making because they surrounded by white people and the discrimination is normalized, and they don't take it seriously when people call them out. And slurs, especially the "r word" are weirdly normalized here.

Explicit music should be allowed during Junior/Senior prom, as it'd make it much more enjoyable. We don't want to listen to music from 2012-2015 or cotton eye joe. Thinking about it I should've put this down for every single section that said additional thoughts.

I dont agree that this survey is needed, and i feel that it should be anonymous.

I know this was about discrimination, which is present in many school, especially with black people. But in my school we really have no discrimination against them. It's mostly against people who aren't the perfect copy of the person next to them.

I would like to see more participation in the diversity club. I feel like students are unaware that the club even exists and they don't want to participate because their peers don't. I think the absence of participation in this club is part of the reason there are a lot of sheltered people who can be quite arrogant.

It would be nice if this survey actually did something, but anyone with an IQ above room temperature can tell it won't. I feel like we've done something like this before; nothing came of it then, so why would it now? I don't want to sound clinical, but this might just be how it is. In the meantime though, many of us who are unfairly treated sort of form our own groups. We support each other, even if there aren't a lot of us. It's not ideal, but if the school doesn't want to or cannot change, then we may be able to survive off of this. Whatever the case, thanks to whoever set up this survey. It feels good to get my opinions out, even if it doesn't do anything.

What is this survey supposed to show?

