

**G
L
E
N
R
O
C
K**



EQUITY ACTION PLAN

Set Me Up For Success

LAST UPDATED: JUNE 2022



Glen Rock Equity Action Plan: Overview

Equity Action Plan Overview

Glen Rock's Equity Action plan and process is to identify inequities and work collaboratively to support a culture that ensures every student is treated equitably, without bias, and is provided the opportunity to attain the highest level of learning and achievement.

Through the formation of the Diversity Equity, and Inclusion (DEI) Committee and our intentional efforts, we have established a framework to ensure all educational stakeholders are seen, valued, and heard.

Beginning in 2021, Glen Rock Schools partnered with 3rd Culture People to develop an action plan to include gathering feedback from stakeholders about concerns, policy & procedures, and best practices to ensure educational equity.

We set out to...

- Develop a process to address concerns and provide transparent procedures & information
- Build our relationship capacity and meaningful connections to create a safe environment to learn and grow
- Establish a process for DEI Focused Decision-Making

Through their sustained efforts, this document was birthed to provide guidance and action steps for Glen Rock Schools. Quantitative and qualitative data helped identify inequities, collaborative solutions and recommendations, and district actions and responses.

This is a living document and will be updated as we learn and grow together. Learning is a journey, not a destination and we are committed to actively listening, creating a seat at the table, and working diligently together to make our schools a safe, productive, and welcoming environment for all to thrive.

The Mission of Glen Rock Public Schools

The Glen Rock School District was founded on principles of education, in partnership with a supportive community, provides an exceptional education to all students to cultivate resilient, responsible and engaged global citizens.

Glen Rock Public Schools serve 2,562 students in grades pre-K through 12 in four elementary schools - Richard E. Byrd, Central, Clara E. Coleman and Alexander Hamilton - plus Glen Rock Middle School and Glen Rock High School. Glen Rock is recognized among the high-achieving school districts in New Jersey.

GLEN ROCK'S PURPOSE

**GLEN ROCK'S EQUITY
ACTION PLAN AND
PROCESS IS TO IDENTIFY
INEQUITIES AND WORK
COLLABORATIVELY TO
SUPPORT A CULTURE
THAT ENSURES EVERY
STUDENT IS TREATED
EQUITABLY, WITHOUT
BIAS, AND IS PROVIDED
THE OPPORTUNITY TO
ATTAIN THE HIGHEST
LEVEL OF LEARNING AND
ACHIEVEMENT.**

STRONGER TOGETHER



Diversity, Equity, Inclusion (DEI) Committee Principles

Our Purpose

The Glen Rock DEI Committee functions to support a school environment that benefits all students where they feel safe, secure, and heard, especially those typically not seen, in addition, bridge the gap that currently exists due to human differences.

Our Vision

Instead of just *inheriting a culture*, our goal is to help *create a culture* that allows all students to be seen and feel valued, which leads to belonging and inclusivity.

Our Norms

- Respect Time (Start and end on time, avoid distractions, and use time wisely)
- Professionalism (maintain a positive attitude, listen and talk respectfully, confidentiality, contribute and participate)
- Goal Setting (be prepared, target and task, focus on student learning, wellbeing and success)

Our Commitment to Courageous Conversations

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure
- If you wonder, ask
- Disagree with the idea
- Share the air
- Confidentiality



Contributors

The committee is made up of stakeholders who represent different segments of the community. Through their collaborative efforts, they serve to ensure all students have what they need to achieve academically and thrive socially. We thank you for dedicating your time, voice, and commitment to do courageous work.

Name	Role
Greg Van Nest	Assistant Superintendent
Manny Morelli	Social Studies Supervisor
Victoria Lubrano	Special Education Supervisor
Michelle Giurlando	Director of Student Services
Ed Hawyard	Board Member
Jodie Craft	Byrd Elementary Principal
Kristin Gomez	Literacy Coach
Chrisanne Moger	Elementary Counselor
Lauren Daniell	High School Counselor
Shari Krapels	English Supervisor
Amanda Jones	High School Counselor

Name	Role
Anna Kang Weyant	Parent
Harneet Arora	Parent
Lisa Torsiello	Parent
Sapna Harichand	Parent
Brad Howe	Community Member
Colin Shay	Parent
Ken Gibbs	Parent



Timeline and Process

- **February 2021:** 3CP began conducting Cultural Intelligence and Diversity Awareness Training.
- **March - May 2021:** 3CP Training continued with all committee members completing eight hours of training.
- **June 2021:** Diversity, Equity and Inclusion Committee Interest Meeting took place inviting all stakeholders to help define the purpose and goals of the committee in partnership with 3CP.
- **July - September 2021:** Planning and preparation for Glen Rock DEI Committee Strategic Planning occurred.
- **October 2021:** Phase 1: Identify - Building the Foundation; the first DEI Committee meeting for 2021-2022 School Year was held.
- **November 2021:** Phase 1: Identify - Building the Foundation. The committee worked to define what diversity, equity, and inclusion means to Glen Rock.
- **January 2022:** Phase 2: Implement - Develop Equity Action Plan; Established Focus Areas and Focus Groups to conduct Roundtable Talks to gather feedback and evaluate data for developing Glen Rock's Equity Plan. The DEI Committee members were trained to guide facilitated focus groups.
- **February 2022:** DEI Committee Members facilitated two one-hour virtual Round Table talks focused on different topics with the public invited to provide input as we work to accomplish the following: Identify inequities and areas of growth in Glen Rock and solicit community informed recommendations.
 - Culture and Climate - February 15th and March 2nd
 - Safety and Wellness - February 8th and February 17th
 - Academic Achievement - February 8th and February 17th
 - Growth and Development - February 17th and March 3rd
- **March 2022:** Phase 3: Inspire - Awareness, Action, and Accountability; DEI Committee Members provided updates from the Roundtable Talks based on each focus group session and work collaboratively to determine the district's next steps.
- **April 2022:** Phase 3: Inspire - Finalize Glen Rock Equity Action plan and prepare to present the living document for public presentation.
- **May 2022** - DEI Committee representatives present Equity Action Plan to board and the public and plan for upcoming school year.



Diversity, Equity, Inclusion (DEI) Committee Principles

Our Role

As stewards of education, we feel empowered, supportive, and enthusiastic in our collective journey to join together to bring about change for the betterment of all staff, students, and stakeholders. We each have a stake in the future success of our children as they represent Glen Rock's core values in and out of the classroom. We utilized the PCIHO Model to help us self-identify where we are in implementing organizational change, where we are as a district, and where we want to go. As a committee, we seek to be pioneers, champions, and influencers as we move with purpose, create an inclusive environment, and invite everyone to join in to help make our community a great place for all to live, learn, and grow.

ROLE	PURPOSE	MOTIVATIONS	IDENTIFIES AS	SELF-TALK/ BEHAVIOR	CHANGE-DRIVEN ACTIONS
PIONEER	Create and cast a Vision for Change	Bring out the best.	Empowered	This is wrong. How do I make this right? What can I do to lead?	Clarify your vision Make it safe for everyone to join you.
CHAMPIONS	Support the Vision & Plan for Change	Being on a winning team.	Supportive	What can I do to help? How can I add value?	You bring structure and organization. You make it as inclusive as possible. You celebrate every incremental step forward.
INFLUENCERS	Carry the message to the community Light other candles	Moving people to action; peacemakers	Enthusiastic	How can I spread the word? How can I get others to join in? How can I take this further?	Can you bring your voice alive? Can you move with intention & purpose?
HESITATERS	Wait and see Watch from a distance	Keeping status quo. Not rocking the boat.	Responsible	Is this safe for us/me? Let's wait and see. Don't stick your neck out.	What's one thing you can do? Can you risk getting it wrong?
OBSTRUCTERS	Be obstructive to change.	Fear of change, the unknown, or being wrong.	Right	This won't work. Here we go again. Waste of time/ money. We don't have this problem.	Can you be open minded to a new idea? Can you seek understanding? Can you declare noble intent? If you can't be for, don't be against.

Another Seat at The Table, Lionheart HR 2022



Diversity, Equity, Inclusion (DEI) Committee Principles

Discussion of Ideas and Priorities

- To have dialogue and experience around the topic of DE&I with urgency.
- Those who are seen with privilege, helping those individuals to understand their privilege and then leverage those privileges for the good of the entire Glen Rock community.
- Sponsor conversations that lead to representation of all cultural identities within the community.
- Ensure that DE&I is at the center and embedded into all facets and areas within the District which includes but is not limited to District policies, mission, vision, strategic planning, hiring and onboarding, school and classroom aesthetics, teaching, curriculum, and extracurricular activities.
- Time for teachers to process and develop DE&I pedagogic resources into curriculum

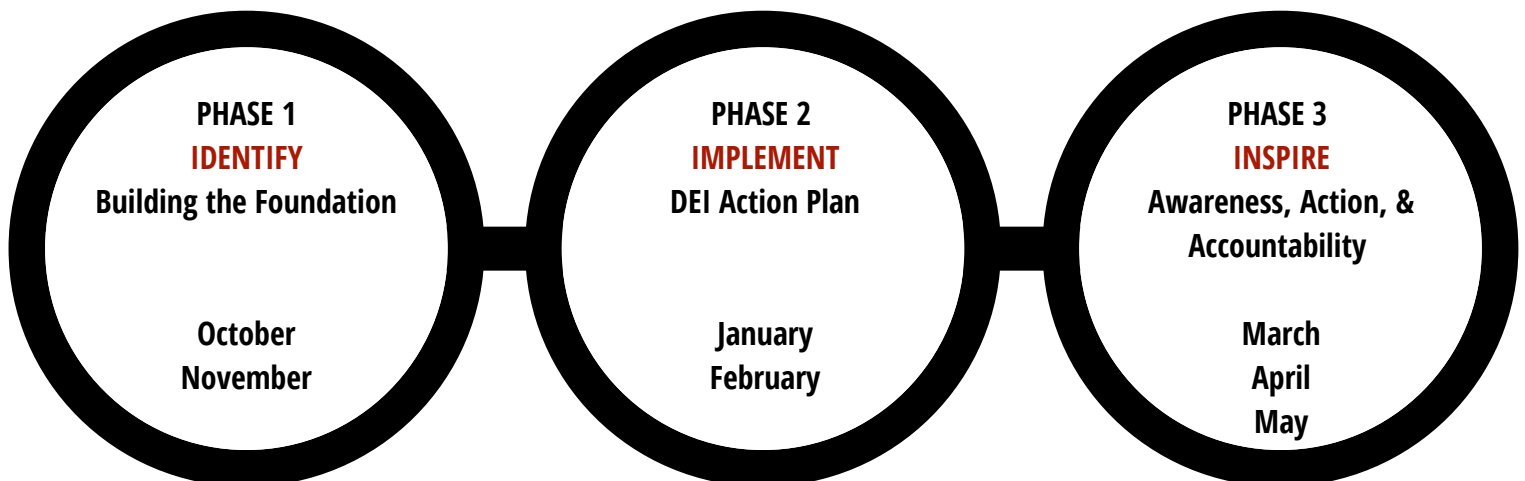
DEI Process

- Awareness
- Empathy
- Opportunity
- Engagement



DEI Phases

- Phase 1: Identify - Build the Foundation
- Phase 2: Implement - Equity Action Plan
- Phase 3: Inspire - Awareness, Action, Accountability



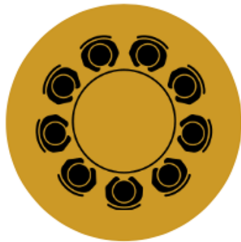


Defining Diversity, Equity, and Inclusion

Definitions

- **Educational Equity** means that each child receives what they need to develop to their full academic and social potential.
- **Working towards equity in schools involves:**
 - Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
 - Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
 - Discovering and cultivating the unique gifts, talents and interests that every human possesses.
(Source: National Equity Project).

At Glen Rock, we believe and strive for



Diversity

in perspectives,
people, positions



Equity

in policies, practices,
procedures



Inclusion

ensuring all voices are
seen, valued, and heard



Equality

in access and
opportunities

All students should have equal access to high quality education and once they get it, they should be afforded equitable supports to achieve success.



Glen Rock DEI Committee Focus Groups

Glen Rock DEI Committee and Focus Groups

The Glen Rock DEI Committee developed focus groups in January 2022 with the purpose to gather quantitative and qualitative data and evaluate feedback from all segments of the community to facilitate conversations and contribute to the development of an Equity Action Plan. The focus groups conducted Roundtable Talks focused on a specific topic.

Focus Groups:

- Culture and Climate
- Safety and Wellbeing
- Academic Achievement
- Development and Engagement

In the focus groups, steps 1 and 2 were identified and shared based on the interaction of and experiences of stakeholders with Glen Rock schools. The information was brought back to the DEI Committee to process and collaborate on Step 3 - Glen Rock's response and action. As a committee, we felt it important to guide this important work, but also create a space for all stakeholders to share their insights and input. In the remaining pages of the document, each focus group has identified inequities, made community recommendations to close the identified gaps, and how best Glen Rock can respond and take action to ensure success for all.

1. Identified Inequities

2. Community Recommendations

3. Glen Rock Response & Action





Focus Group Descriptions

Culture and Climate

The Association of Supervision and Curriculum Development defines “*School climate* refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. *School culture* refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn.” It is the overall feel of the school manifested through the behaviors, values, and beliefs carried out by the people of the organization.

Safety and Wellbeing

Social-Emotional Wellbeing and Safety is defined as the environment of learning to include the physical, emotional, and social conditions. It is important to create a safe environment for student and staff wellbeing. School safety includes bullying, cyberbullying, emergency planning, cybersecurity, infectious and public health, mental health, violence, theft, sexual attacks, assaults, and human trafficking. All students and staff have a right to a safe, orderly, and positive learning environment that promotes wellbeing and achievement for all.

Academic Achievement

Academic achievement measures the performance of students for the purpose of identifying schools in need of support and improvement. The New Jersey Department of Education describes Every Student Succeeds Act (ESSA) Profiles for students and provide disaggregated accountability data for the following student groups: All students (referred to as “schoolwide” in the school level profiles); Economically disadvantaged students (i.e., eligible for free or reduced lunch program); Students with disabilities (i.e., students receiving special education services); English Language Learners, including former English Language Learners for four years after reclassification; American Indian or Alaska Native students; Asian, Native Hawaiian, or other Pacific Islander students; Black or African American students; Hispanic or Latino students (of any race); White students; and Two or More Races (also includes students who race/ethnicity is not coded). ESSA requires states to use a set of indicators to measure the performance of all schools for the purposes of identifying schools in need of support and improvement. The academic achievement indicator measures student mastery of the New Jersey Student Learning Standards (NJSLS). The NJSLS reflect the skills and knowledge that students need to achieve postsecondary success. Thus, this indicator informs the degree to which schools and school districts are successfully implementing appropriate strategies and interventions in ELA/L and mathematics to prepare their students to succeed in their chosen path after graduation. Academic achievement focus groups can evaluate the supports and resources or lack thereof available to students to reach their potential.

Engagement and Development

Learning Forward defines professional development as “the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on growth of their students and themselves. They learn and problem solve together in order to ensure all students achieve success.

Community Engagement is the effective collaboration between the school and community as partners in setting students up for success. Community, family, and schools partner together and are invited to participate and contribute to the educational process. The school plays a role in creating a safe and welcoming environment and the community plays a role in actively participating or taking advantage of the opportunities to get involved.



Focus Group Results - Five Priority Areas

1. Welcoming and Representative Community
2. Representative Curriculum
3. Bias Incidents: Response and Prevention
4. Communication
5. Professional Development





Priority #1: Welcoming and Representative Community

Community Concerns	Focus Group Suggested Actions	Glen Rock Response and Action	Time Frame
1. District forms and policies should use inclusive and welcoming language	<ul style="list-style-type: none"> Review forms and generic letters to guardians, revise with inclusive language. Review and revise student handbooks 	<ol style="list-style-type: none"> Review/Revise intake forms Review/Revise student handbooks Develop district guidelines for family communication Explore solutions to gender and pronouns in student information systems and platforms 	<ol style="list-style-type: none"> Begin summer 2022, complete by summer 2023 Spring 2023 Fall 2022 Summer 2022
2. Staff Representation	<ul style="list-style-type: none"> Explore hiring and recruitment of diverse professionals 	<ol style="list-style-type: none"> District program for supporting staff diversity, beginning at new teacher orientation. Recruit through CJPRIDE and university job fairs that focus on diversity. 	<ol style="list-style-type: none"> Fall 2022 Spring 2023 hiring season



Priority #2: Representative Curriculum

Community Concerns	Focus Group Suggested Actions	Glen Rock Response and Action	Time Frame
1. Health and family life curriculum needs to be updated	<ul style="list-style-type: none"> • Revise elementary Family Life curriculum 	1. K-12 Health and PE curriculum revision	1. June-Sept. 2022
2. Curriculum needs to be representative of all students regardless of race, religion, sexuality or gender. Diversity and inclusivity in curriculum should be embedded in the fabric across all curricular areas K-12	<ul style="list-style-type: none"> • Consider access and cultural responsiveness when drafting new and revising current curricula 	1. Create Culturally Responsive Curriculum Writing guidelines for district	1. June 2022



Priority #3: Bias Incidents - Response and Prevention

Community Concerns	Focus Group Suggested Actions	Glen Rock Response and Action	Time Frame
<p>1. Process for reporting bias incidents is not always clear and/or parents/students do not report for fear they will "rock the boat."</p>	<ul style="list-style-type: none"> Plan for community presentation addressing HIB and Code of Conduct in regard to bias incidents Offer presentation through HSA, evening meetings, School based meetings, community centers Develop plan to address bias situations that don't fall under Code of Conduct and HIB 	<ol style="list-style-type: none"> Anti-Bullying Coordinator will present to community regarding HIB, Code of Conduct, and bias incidents. DE&I Steering committee will work towards solutions for additional presentations to parents and how to address bias incidents outside of HIB or Code of Conduct 	<ol style="list-style-type: none"> Fall, 2022 2022-2023 School year
<ol style="list-style-type: none"> Anti-semitism incidents in schools Student talk includes racial, ethnic, and/or misogynistic microaggressions, often in the form of jokes. 	<ul style="list-style-type: none"> Assemblies, training on what to recognize as anti-semitism Define microaggressions in a variety of places. Develop a See Something, Say Something District-wide Policy and train staff members to respond appropriately to inappropriate comments. 	<ol style="list-style-type: none"> Elementary: Character Education, RULER MS/HS: Look for programming to address bias, allies, character ed Anti-bias training for staff Kean University Holocaust program Social Studies Holocaust lessons developed and delivered in collaboration with Jewish Student Union 	<ol style="list-style-type: none"> Staff training 2021-2022, roll out to students 2022-2023 Summer 2022 for Fall 2022 and ongoing through the year Ongoing Ongoing



Priority #4: Communication

Community Concerns	Focus Group Suggested Actions	Glen Rock Response and Action	Time Frame
<p>1. No formal process for how groups are informed (Community, School, Family) about District DE&I Initiatives. Some parents/community members feel that their voices aren't being heard</p>	<ul style="list-style-type: none"> • Establish a formal process for alerting the GR community about updated DE&I initiatives • How can we consider pointing out in a concrete way that representation is happening because it's embedded within the curriculum? 	<p>1. Create DE&I Section of District website to communicate ongoing programs and representation</p>	<p>1. Summer 2022</p>
<p>2. Access - what percentage of students of color, emerging bilinguals, students with disabilities are in AP classes and G&T</p>	<p>1. Analyze demographic data of achievement and access.</p>	<p>1. Data analysis and reporting (if possible due to privacy concerns)</p>	<p>1. Summer 2022</p>



Priority #5: Professional Development

Community Concerns	Focus Group Suggested Actions	Glen Rock Response and Action	Time Frame
<p>1. Faculty and staff need training and professional development on helping students to recognize and confront unconscious bias and empower students to respond "in the moment."</p> <p>2. Equity and inclusion should be at the center of instruction, and faculty and staff should receive more training and professional development on how to foster engaged dialogue and put students of all abilities in the driver's seat of their learning..</p>	<ul style="list-style-type: none"> Staff development to ensure all teachers are "equipped enough" and further staff development for self-selected committee. 	<p>1. Guest speaker fall 2022, ongoing training for smaller DE&I staff group.</p>	<p>1. Fall 2022: guest speaker 2. Ongoing 2022-2023: small group training.</p>



Next Steps

Tentative Plans for Subcommittees to coordinate DE&I Efforts:

- Student group coordination
- Staff training coordination
- Community coordination and outreach



Resource - Glen Rock Equity-Focused Decision Making Guide

As we are entrusted to lead, learn, and set up all stakeholders for success, Glen Rock Public Schools has developed an instrumental decision making process as a guide when we make decisions and develop policies, practices, and procedures. This guide will help us be reflective in making more just, equitable decisions and outcomes.

Awareness: Diversity in perspectives, people, positions

- Who is at the table?
- Are diverse perspectives and positions present?
- Have we created a safe environment for everyone to share and/or disagree?
- What voices are silenced, ignored, assumed, or muted?
- What dominant views and values are present that may limit our perspectives?

Action: Inclusion ensuring all voices are seen, valued and heard

- How does the solution impact our most vulnerable and marginalized stakeholders (staff and students)?
- Have we heard from all impacted by the problem/solution, policy, practice, or procedure?
- Have we communicated with underserved communities and met them where they are to ensure their voices are seen, valued, and heard?

Action: Equity in policies, practices, and procedures

- What problem are we seeking to solve?
- Who will be impacted and how?
- What groups may be oppressed by the current policy, practice, or procedure?
- How can we ensure the lived experiences, strengths and needs accounted for in underrepresented or underserved communities?

Accountability: Equality in Access and Opportunities

- How will we assess our work and progress? How will we communicate our results and plan for accountability?
- In what ways will we check our work and hold ourselves accountable?
- What steps will we take to ensure we are transparent with our progress?



Resource: What All People Need to be Successful

The 8 Specific Needs of All People

1. **Accessibility** - Ensuring all people can physically access, see, hear, or understand via alternatives, what is being provided or communicated.
2. **Space** - Ensuring there is a space provided that allows all people to feel safe to do what they need to do.
3. **Opportunity** - Ensuring all people are provided a chance to fulfill their potential.
4. **Voice** - Ensuring all people are provided the opportunity to contribute and are equally represented, heard, and valued.
5. **Allowance** - Ensuring allowances and adjustments are made to accommodate the specific needs of all people.
6. **Language** - ensuring the choice of words or language considers the specific needs of all people.
7. **Respect** - Ensuring the history, identity, and beliefs of all people are respectfully included.
8. **Support** - Ensuring additional support is provided to enable all people to achieve desired outcomes.

Source: *The Complete Guide to Creating Fully Inclusive and Diverse Organization*



Resource - Developing SMARTIE Goals

Goals provide us a direction to the path in which we want to go. It is a navigation tool that helps us to better achieve our goal when the goal is specific, measurable, achievable, relevant, time-bound, inclusive, and equitable. When creating goals for schools and districts, accountability and systems drive results. As we identified inequities within our Roundtable Talks, we challenged everyone to use SMARTIE goals in your community informed recommendations.

- SPECIFIC** What goal do we want to achieve? Think of the 5 W's: Who, What, When, Where, and Why
- MEASURABLE** How will we measure our progress and know we have achieved our goal? How will we demonstrate progress toward this goal?
- ACHIEVABLE** Is the goal within our reach? Do we have any influence or control over it? What action steps can we take to achieve our goal? What will we need?
- RELEVANT** Will this goal improve student outcomes and is our relevant goal relevant to our vision? Is it aligned with other school improvement goals? Why are we choosing this as our focus right now?
- TIME BOUND** When will you achieve your goal? How long will it take? When is the due date? Will you need to follow up?
- INCLUSIVE** Did we get input from people who will be impacted by the process or the outcomes? How will we include the voices of those affected by the goal into processes, activities, and decisions? If not, who do I still need to consult with?
- EQUITABLE** What barriers must be addressed? What individual needs must be considered? How can we prioritize those with the least access?

Resource - Examples SMARTIE Goals



SMART	SMARTIE
Create a DE&I Committee by May...	...with at least 10 people from diverse backgrounds who are traditionally underrepresented to be recruited as committee members to help shape & provide feedback on decisions by the end of May 2022. <input type="checkbox"/>
Expand youth mentorship program in our district	Expand the youth mentorship program in our district by the end of June with partnerships across the county that are representative of students in our most vulnerable populations (by age, gender, race, and other characteristics).
Increase the number of students who are college, career, military ready upon graduation	Increase the number of African American and economically disadvantaged students who are CCMR by the end of June and survey students by November to identify what supports and resources are needed
<p>Increased student involvement on campus as research supports student connectedness increases academic achievement and belonging.</p> <p>Review gaps in school engagement and compare academic achievement by demographics</p>	Identify the number of students currently involved in a campus activity and the number of students who are not. Increase the number of students connected to activities, clubs, athletics, by 10%. Through the feedback and responses, we can better understand the factors that contribute to a student not being engaged on our campus outside of the classroom.

Resource: Building A Framework



As a committee, we utilized the *Five Principles for Creating Equity by Design*, to guide our work.

- **Principle 1:** Clarity in language, goals, and measures is vital to effective equitable practices.
- **Principle 2:** ‘Equity-mindedness’ should be the guiding paradigm for language and action.
- **Principle 3:** Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning—not to treat all students the same.
- **Principle 4:** Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
- **Principle 5:** Equity must be enacted as a pervasive institution- and system-wide principle.

Source: Center for Urban Education. (2019). *Five Principles for Creating Equity by Design*.
Los Angeles, CA: Rossier School of Education, University of Southern California.

JAMES BALDWIN

**"NOT EVERYTHING
THAT IS FACED
CAN BE
CHANGED,
BUT NOTHING
CAN BE
CHANGED UNTIL
IT IS FACED."**

IDENTIFY | IMPLEMENT | INSPIRE

GLEN ROCK EQUITY ACTION PLAN

**G
N
R
C
K**

**"I did not say it would be easy,
I said it would be worth it."**

-Mae West



**"It is not our differences that
divide us. It is our inability
to recognize, accept, and
celebrate those differences."**

-Audre Lorde