



# Equity in Integration Symposium

---

Dr. Ronald G. Taylor, Superintendent of Schools

*January 8, 2020*

# Overview

---

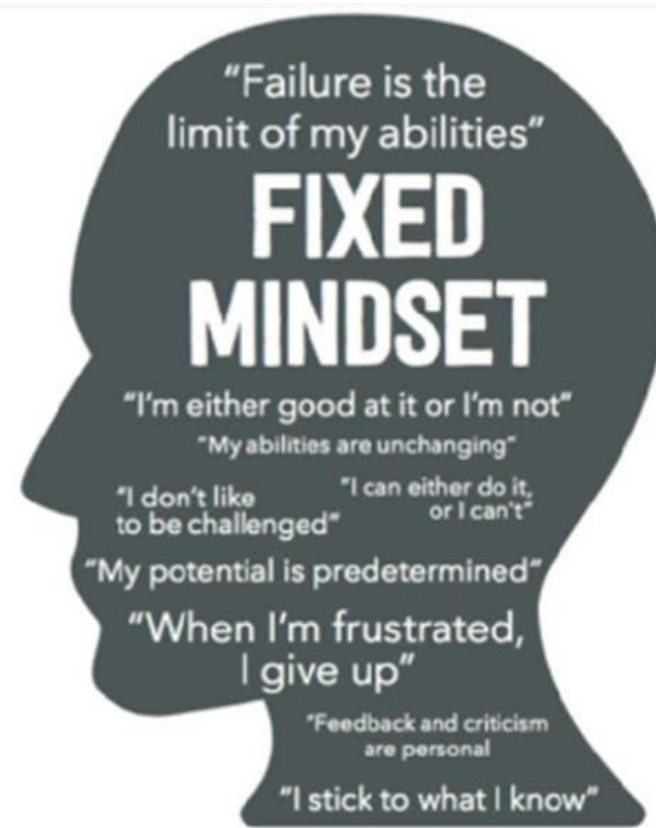
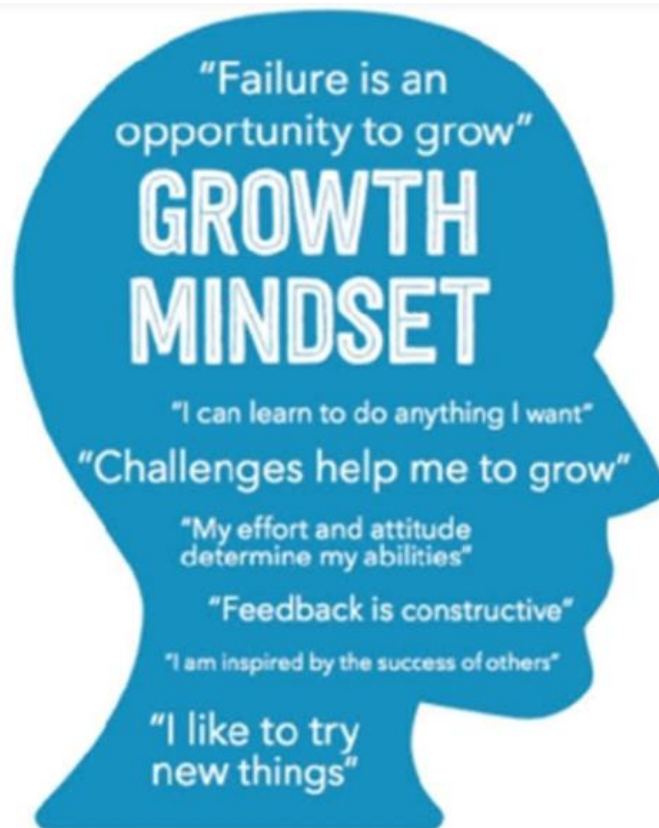
Purpose of the Equity Symposium is to briefly discuss the South Orange & Maplewood School District's:

- + Global commitment to the 'growth-mindset' for all of our stakeholders;
- + Mission and vision with regards to intentional integration;
- + Belief in the benefits that intentional integration can have for both the children and community that we serve; and,
- + Plan towards not just compliance, but relevance and ultimately excellence.



# What is “Mindset” Anyway?

---



# Growth Mindset

A fixed or growth mindset can be learned and developed like any other skill, so we must treat it as such.



## A Growth Mindset Drives Motivation and Achievement



Blackwell, Trzesniewski & Dweck (2007) *Child Development*

# 'Growth Mindset' and Our Integration Journey

---

- + Many times we reference 'Growth Mindset' with a focus on the academic ability of our student learners...
- + However, we assert that we are a 'learning community'...we believe that **we** are ALL learners, (not finished products).
- + Board Members, Educators, Students, Parents, Community Stakeholders, etc. **we** are ALL learners.
- + Today, our goal is to continue to model this Growth Mindset belief, as we all work **together**, to learn more about "integration" not just as a legal mandate, but a much richer dialogue regarding the generational impact of this work.



**WHY?**

## Our Mantra

---

**+ The School District of South Orange & Maplewood...a District that Celebrates Diversity!**





# Mission & Vision

---

- + The mission of the South Orange Maplewood School District is to empower and inspire each student to explore and imagine, to pursue personal passions, and to collectively create a better future by creating a learner-centered environment through multiple pathways; re-imagined structures, systems and supports; innovative teaching; partnering with families; and maximizing community expertise and resources.





# Mission & Vision

---



**“empower  
and inspire  
each  
student...”**

## Our Reality...

---

**As we sit here today our  
elementary schools are racially  
and social-economically  
segregated...**

# Racial Breakdown District vs Elementary Schools

School	W	B	H	A	I	P	M	Total	Free/ Reduced
CLIN	62.30%	17.40%	5.50%	6.30%	0.00%	0.00%	8.60%	100.00%	14.40%
JEFF	63.60%	17.10%	2.40%	4.20%	0.00%	0.20%	12.50%	100.00%	8.10%
MARS	61.00%	17.20%	1.40%	2.50%	0.20%	0.40%	17.40%	100.00%	8.70%
SB	23.10%	55.90%	3.80%	2.20%	0.20%	0.20%	14.60%	100.00%	42.90%
SM	64.30%	11.30%	2.30%	4.30%	0.00%	0.20%	17.60%	100.00%	3.60%
<b>TUSC</b>	<b>70.00%</b>	12.90%	2.80%	2.20%	0.00%	0.00%	12.10%	100.00%	6.90%
District	55.30%	25.90%	3.70%	3.70%	0.10%	0.10%	11.10%	100.00%	15.80%



# Racial Breakdown District vs Elementary Schools (cont.)

School	W	B	H	A	I	P	M	Total	Free/ Reduced
CLIN	62.30%	17.40%	5.50%	6.30%	0.00%	0.00%	8.60%	100.00%	14.40%
JEFF	63.60%	17.10%	2.40%	4.20%	0.00%	0.20%	12.50%	100.00%	8.10%
MARS	61.00%	17.20%	1.40%	2.50%	0.20%	0.40%	17.40%	100.00%	8.70%
SB	23.10%	55.90%	3.80%	2.20%	0.20%	0.20%	14.60%	100.00%	42.90%
SM	64.30%	11.30%	2.30%	4.30%	0.00%	0.20%	17.60%	100.00%	3.60%
<b>TUSC</b>	<b>70.00%</b>	12.90%	2.80%	2.20%	0.00%	0.00%	12.10%	100.00%	6.90%
District	55.30%	25.90%	3.70%	3.70%	0.10%	0.10%	11.10%	100.00%	15.80%



# Racial Breakdown District vs Elementary Schools (cont.)

School	W	B	H	A	I	P	M	Total	Free/ Reduced
CLIN	62.30%	17.40%	5.50%	6.30%	0.00%	0.00%	8.60%	100.00%	14.40%
JEFF	63.60%	17.10%	2.40%	4.20%	0.00%	0.20%	12.50%	100.00%	8.10%
MARS	61.00%	17.20%	1.40%	2.50%	0.20%	0.40%	17.40%	100.00%	8.70%
SB	23.10%	55.90%	3.80%	2.20%	0.20%	0.20%	14.60%	100.00%	42.90%
SM	64.30%	11.30%	2.30%	4.30%	0.00%	0.20%	17.60%	100.00%	3.60%
TUSC	70.00%	12.90%	2.80%	2.20%	0.00%	0.00%	12.10%	100.00%	6.90%
<b>District</b>	<b>55.30%</b>	<b>25.90%</b>	<b>3.70%</b>	<b>3.70%</b>	<b>0.10%</b>	<b>0.10%</b>	<b>11.10%</b>	<b>100.00%</b>	<b>15.80%</b>



# Racial Breakdown District vs Elementary Schools (cont.)

School	W	B	H	A	I	P	M	Total	Free/ Reduced
CLIN	62.30%	17.40%	5.50%	6.30%	0.00%	0.00%	8.60%	100.00%	14.40%
JEFF	63.60%	17.10%	2.40%	4.20%	0.00%	0.20%	12.50%	100.00%	8.10%
MARS	61.00%	17.20%	1.40%	2.50%	0.20%	0.40%	17.40%	100.00%	8.70%
SB	23.10%	55.90%	3.80%	2.20%	0.20%	0.20%	14.60%	100.00%	<b>42.90%</b>
SM	64.30%	11.30%	2.30%	4.30%	0.00%	0.20%	17.60%	100.00%	<b>3.60%</b>
TUSC	70.00%	12.90%	2.80%	2.20%	0.00%	0.00%	12.10%	100.00%	<b>6.90%</b>
District	55.30%	25.90%	3.70%	3.70%	0.10%	0.10%	11.10%	100.00%	15.80%



# Racial Breakdown District vs Elementary Schools (cont.)

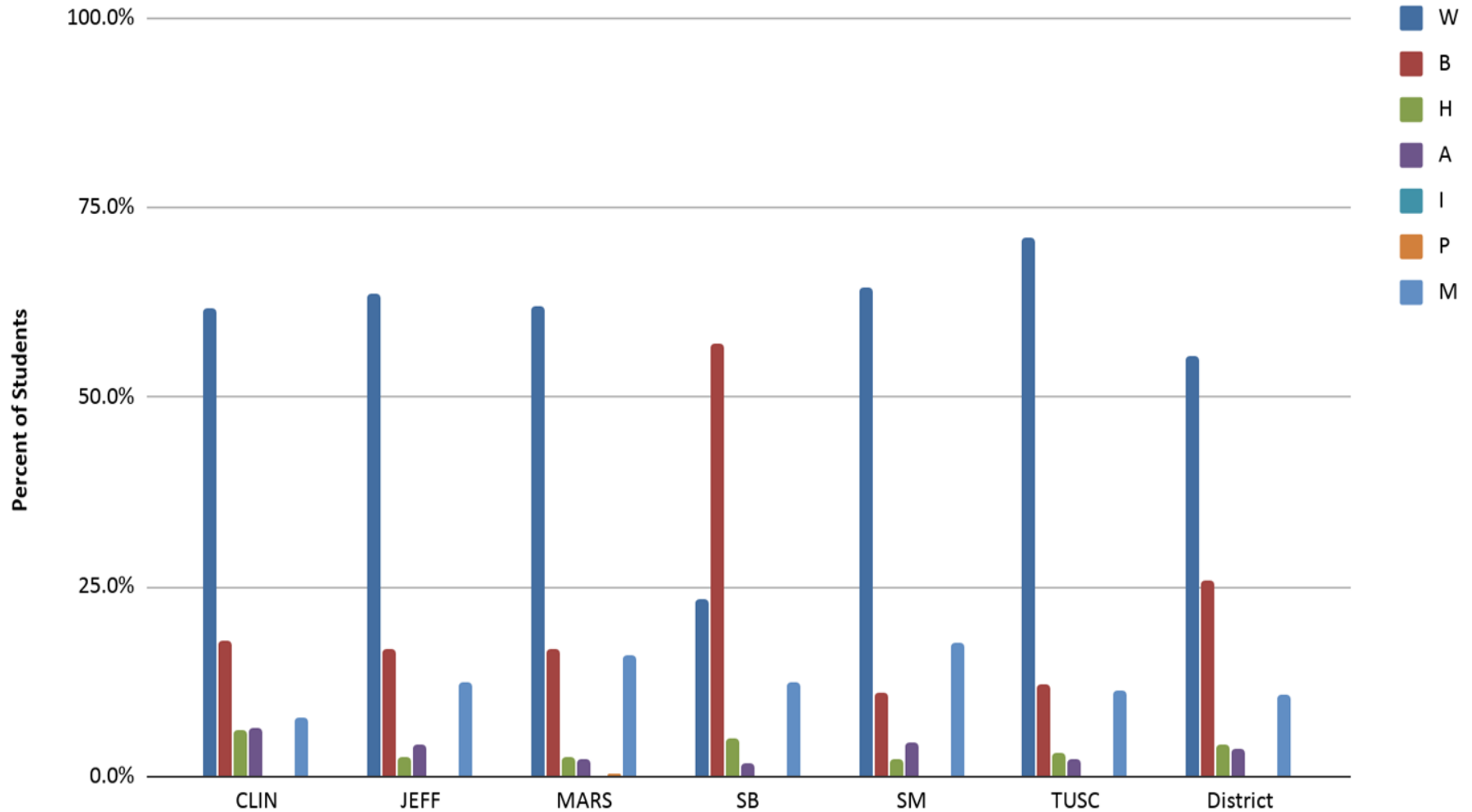
School	W	B	H	A	I	P	M	Total	Free/ Reduced
CLIN	<b>62.30%</b>	<b>17.40%</b>	5.50%	6.30%	0.00%	0.00%	8.60%	100.00%	14.40%
JEFF	<b>63.60%</b>	<b>17.10%</b>	2.40%	4.20%	0.00%	0.20%	12.50%	100.00%	8.10%
MARS	<b>61.00%</b>	<b>17.20%</b>	1.40%	2.50%	0.20%	0.40%	17.40%	100.00%	<b>8.70%</b>
SB	<b>23.10%</b>	<b>55.90%</b>	3.80%	2.20%	0.20%	0.20%	14.60%	100.00%	<b>42.90%</b>
SM	<b>64.30%</b>	<b>11.30%</b>	2.30%	4.30%	0.00%	0.20%	17.60%	100.00%	<b>3.60%</b>
TUSC	<b>70.00%</b>	<b>12.90%</b>	2.80%	2.20%	0.00%	0.00%	12.10%	100.00%	<b>6.90%</b>
District	55.30%	25.90%	3.70%	3.70%	0.10%	0.10%	11.10%	100.00%	15.80%



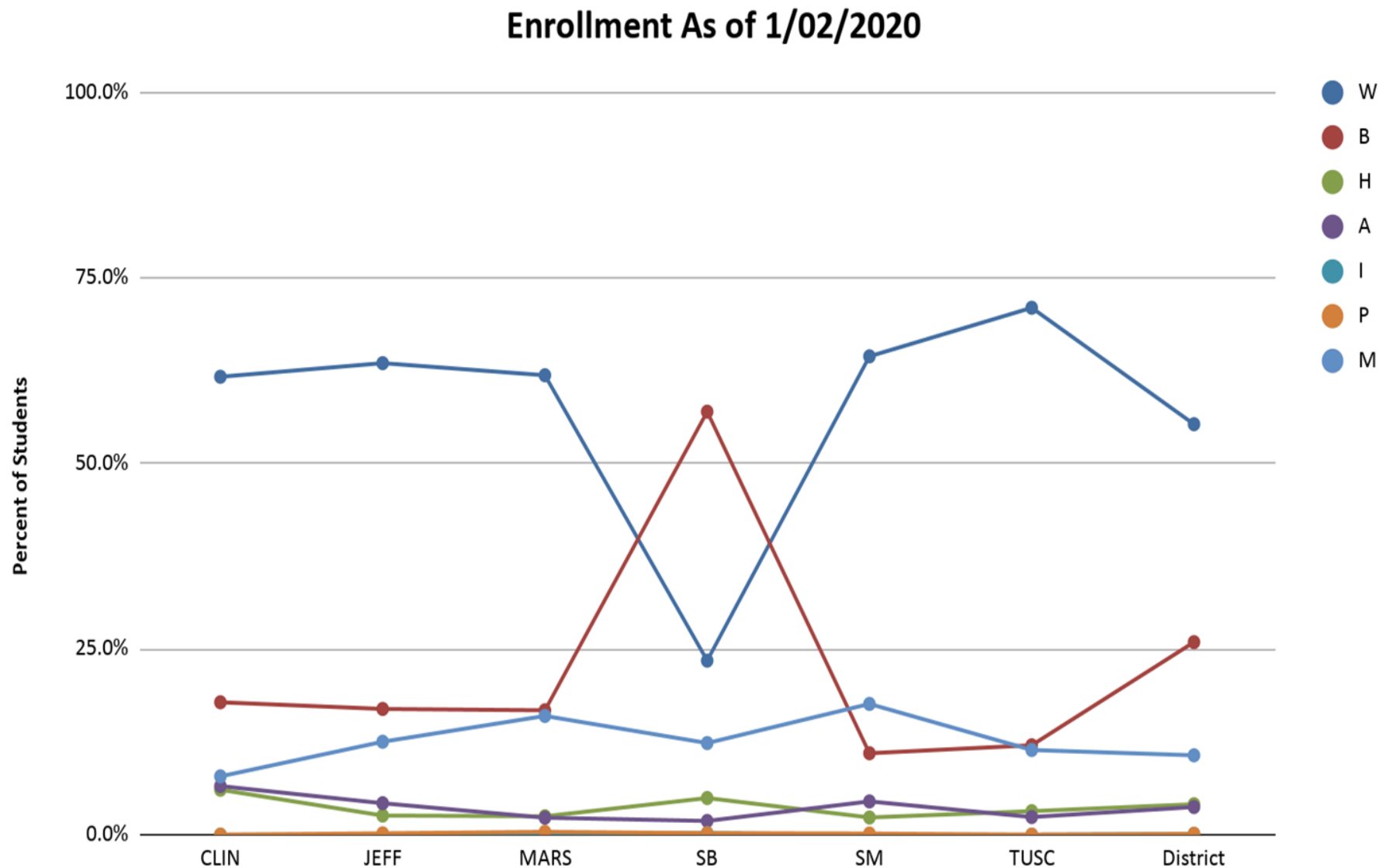


# Racial Breakdown District vs Elementary Schools (cont.)

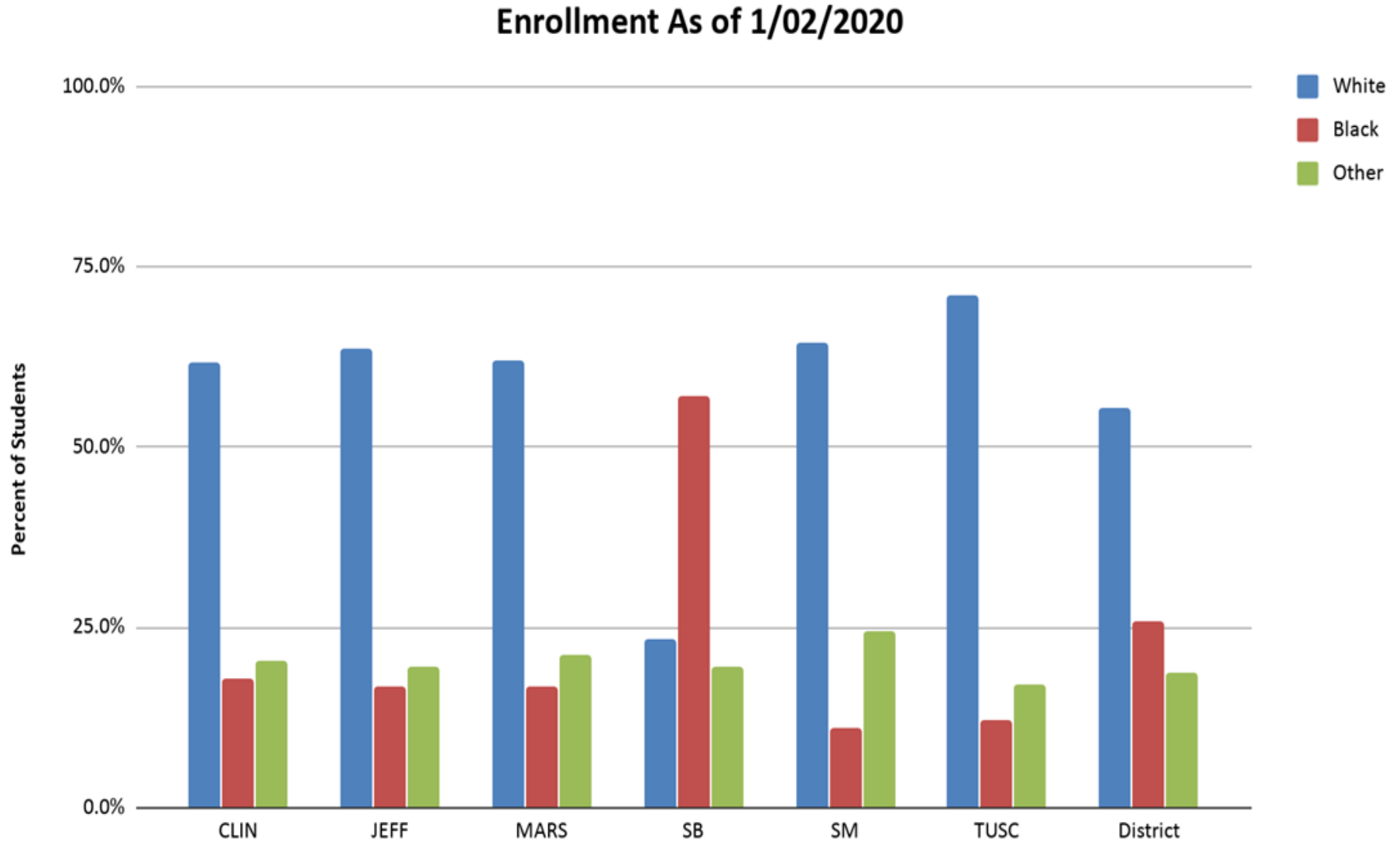
Enrollment As of 1/02/2020



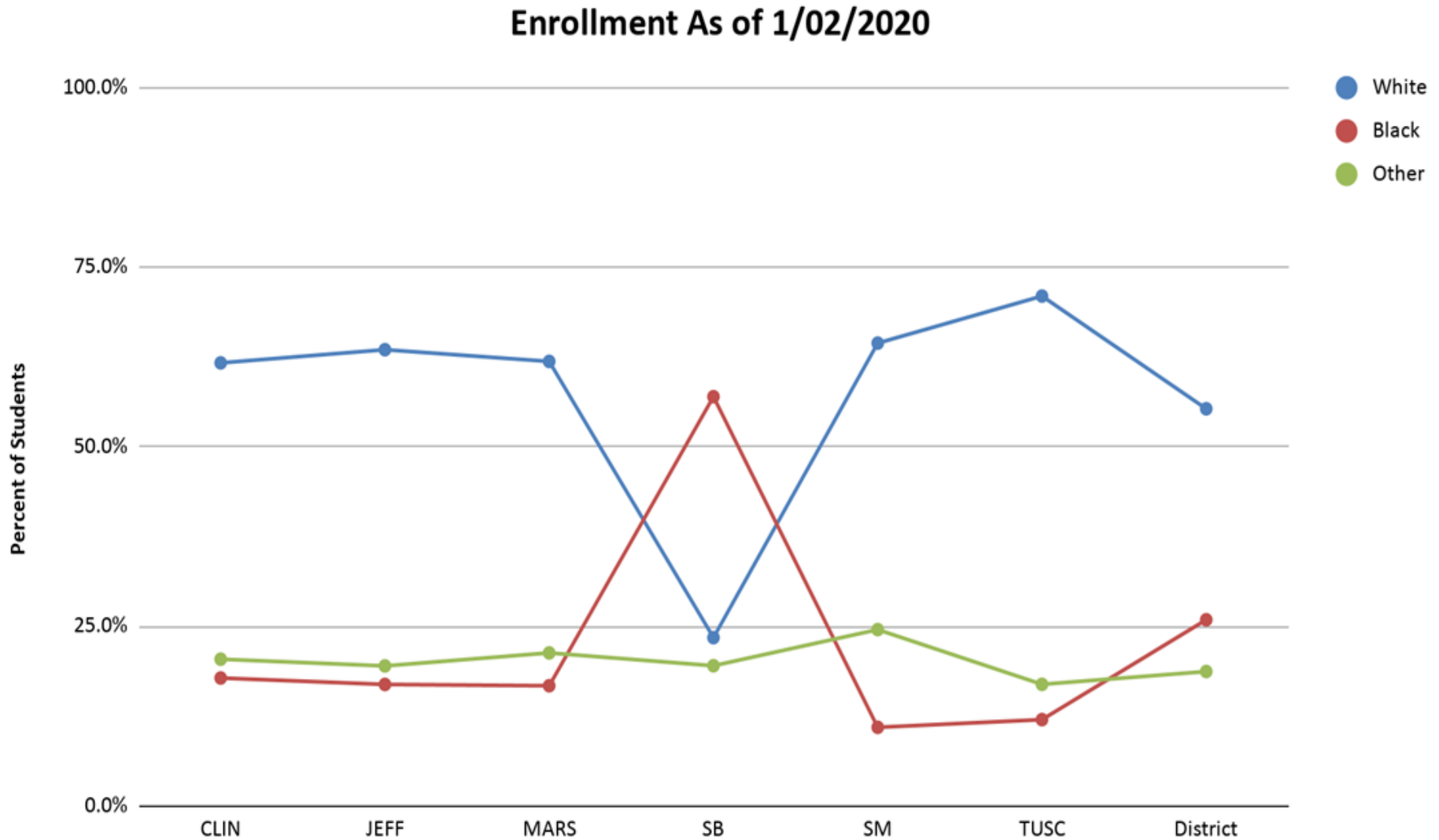
# Racial Breakdown District vs Elementary Schools (cont.)



# Racial Breakdown District vs Elementary Schools (cont.)



# Racial Breakdown: District vs. Elementary Schools



# Now what do we do about it?



# Beliefs

---



## **Beliefs (cont.)**

---

While we are aware of our legal\* obligation/mandate to integrate our Elementary Schools, this work goes beyond obligations, it translates to our beliefs....

**1. We believe that educating our children in schools that accurately reflect their communities will best prepare them for success as adults...**

**2. We believe that our students will benefit both academically and social-emotionally by being educated in diverse schools that closely mirror the demographics of their communities...**





# Beliefs

---

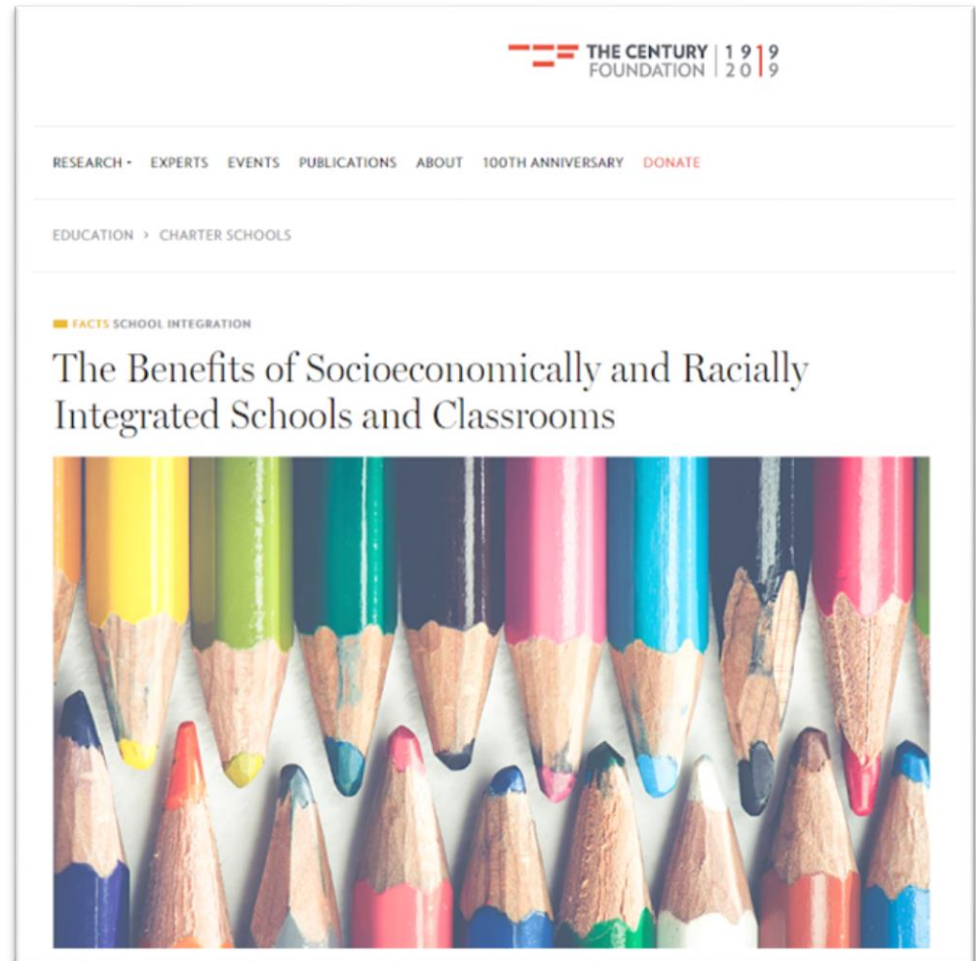
**3. We believe that no singular school community (nor ethnicity) should bear the majority of the burden of this transition...**

**4. We believe that ‘together,’ we can create an intentional strategic plan of action, that can seamlessly complete this transition for our community in a thoughtful and effective way.**

# Benefits of Integration Research

According to this recently published scholarly work, students who attend schools in integrated environments...

- + Have reduced anxiety...
- + Are less likely to have racial biases;
- + Have enhanced student leadership skills;
- + Help schools/districts to reduce achievement gaps;
- + Have higher standardized test outcome averages;
- + Are more likely to enroll in college;
- + Are less likely to drop out; and,
- + Have improved intellectual self-confidence (stamina).



# Planning

We acknowledge and understand that change in school design and methodology can cause anxiety and angst for students, families and staff members...

**To this end, while planning, we will be very mindful of the impact of these ‘generational’ recommendations, including:**



1. Sibling Preference	2. Transportation concerns	3. Students w/ special needs
4. Aftercare consistency	5. Systemic pacing of initial implementation	6. Annual review of guidelines and holistic implementation of goals

# Legalities & Mandates



# Legal Cases & Mandates

Friday, January 03, 2020 | Today's Paper

The Philadelphia Inquirer

Unlimited Access

NEWS SPORTS BUSINESS OPINION POLITICS ENTERTAINMENT LIFE FOOD HEALTH REAL ESTATE OBITUARIES JOBS

ADVERTISEMENT

## N.J. school segregation lawsuit inches toward trial after negotiations stall

by Maddie Hanna, Updated: May 30, 2019

ADVERTISEMENT

- f POST
- TWEET
- SUBMIT
- EMAIL
- SHARE
- in LINKEDIN



TIM TAJ / FILE PHOTOGRAPH

A year after civil-rights advocates and students sued the state over desegregating New Jersey public schools, negotiations have broken down and the case may be headed to trial.

# Legal Cases & Mandates (cont.)



Students at their desks at Newark Prep Charter School in New Jersey. The state's public schools are among the nation's most segregated for black and Latino students. // Lucas Jackson/Reuters

## New Jersey Is Getting Sued Over School Segregation

RACHEL M. COHEN JANUARY 3, 2019



# Legal Cases & Mandates

---

Backed by a mix of civil rights groups, the suit represents a rare legal challenge: Since *Brown v. Board of Education*, most segregation cases have been decided in federal court.



This past May, on the 64th anniversary of *Brown v. Board of Education*, a coalition of civil rights groups and students sued the state of New Jersey, calling on its leadership to desegregate New Jersey's public schools. Nearly half of all black and Latino students in the state, roughly 270,000 children, attend schools that are more than 90 percent non-white. According to the UCLA Civil Rights Project, the Garden State ranks as the sixth most segregated state in the U.S. for black students, and seventh for Latinos.

It's a rare legal challenge. Since *Brown*, almost all legal attacks on school segregation have been mounted in federal court. New Jersey's lawsuit is only the fifth, in four states, to be brought in state court, relying on a state constitution. The U.S. Supreme Court has held that unless it could be shown that a district deliberately sought to discriminate against students by race, it could not be held responsible for school segregation. By taking aim at state constitutions, lawyers hope to avoid these factual questions about intent.



# Next Steps



# Next Steps & Plans

---

- We are continuing professional development for our staff and leaders on restorative practices and cultural competency to prepare for a shift in our enrollment design (Growth Mindset-Dweck);
- Backwards mapping: January/February 2021 Kindergarten Registration should reflect redistricting plans;
- Board will receive recommendations for redistricting/school assignment process, no later than June 2020;
- Today's Symposium launches a listening tour where we will provide opportunities for smaller settings throughout our community to discuss and exchange ideas; and,
- Simultaneously, our construction plans are moving forward. We know that our final redistricting design must 'fit' in our soon to be newly renovated buildings.
  - ✓ To that end we have spent several months working with our architects, reviewing 'what is' and 'what is not' possible, when comparing intentional integration models to our initial long-term facility plans.

# Recap

---

To briefly discuss the School District of South Orange and Maplewood's:

- + Global commitment to the 'growth-mindset' for all of our stakeholders;
- + Mission and Vision with regards to intentional integration;
- + Belief in the benefits that intentional integration can have for both the children and community that we serve; and,
- + Plan towards not just compliance, but relevance and ultimately excellence.



# To provide feedback/questions:

- ✓ <http://somsd-nj.org/somsdiii>
- ✓ [somsdiii@somsd.k12.nj.us](mailto:somsdiii@somsd.k12.nj.us)

## Upcoming Event:

**SOMSD Intentional Integration Initiative (III) Listening Tour :**  
*(hosted by The Parenting Center)*

**Wednesday, February 19, 2020 @ Jefferson School, 7:30pm**

