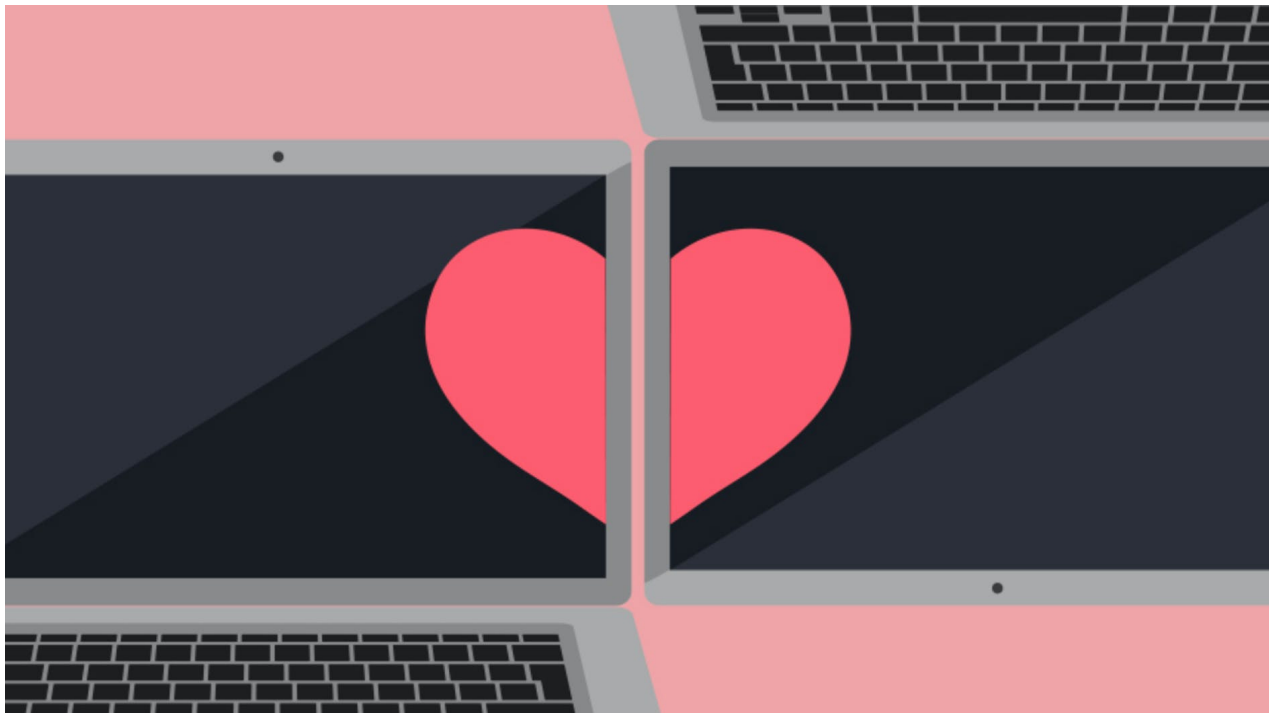


THE EQUITY LENS

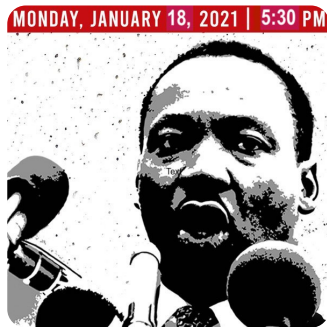
"What lies behind us and what lies ahead of us are tiny matters compared with what lies within us."
Ralph Waldo Emerson



In This Issue



COACH'S CORNER



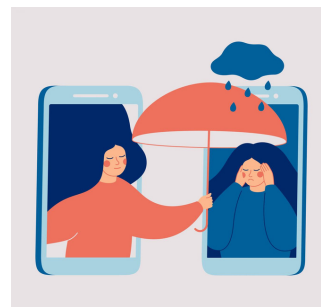
NEWS FROM METCO



2020: SILVER LININGS



**ON THE ROAD
TO EQUITY!**



STAFF GRATITUDE



PASSING THE MIC:

Looking at Remote Learning Through an Equity Lens

BY CAROLINE HAN
December 23, 2020

Social psychologist and professor [Dolly Chugh](#) studies our hidden biases and suggests that people would be better off striving to be "good-ish," rather than great. Chugh argues that being "good-ish" means accepting one's fallibility, which leaves us open to learning and personal growth.

This concept came to mind as I reflected on the stress, self-criticism, fatigue and depression that many adults and students are experiencing due to living in an unnatural, chronic "state of emergency" for seven months. What if we allowed ourselves to have a "good-ish" break and do a "good-ish" job of taking care of ourselves? It seems like a good time to go easy on ourselves.

For my good-ish resolution, I decided that rather than write original content, I would "pass the mic" to talented writers and reporters who have already published articles on the topic of this issue's "Coach's Corner": "looking at remote learning through an equity lens." It is my hope that the articles offer readers perspectives that affirm, challenge and bring about fresh ideas on how we can strengthen students' sense of belonging and engagement given our diverse experiences and circumstances related to schooling and COVID-19.

Optional reading tips:

1. Think about your social and cultural identities (or identity markers): who you are in terms of "the groups to which [you] belong...e.g., race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs" ([link](#)).

Consider how membership in any of the following group identities may affect one's experiences during COVID:

- People affected by mental illness
- Asian and Asian Americans
- Black, indigenous or LatinX
- Essential and Frontline workers
- People 65 years or older
- LGBTQ+
- Part-time, laid off or those involuntarily unemployed
- And many more...

2. As you read, pay attention to instances when you experience a strong reaction. Can you identify which of your identity markers are activated?

3. After you have read the articles, reflect upon what, if anything, has shifted for you? Do you have any thoughts or ideas about how we can strengthen students' sense of belonging and engagement given the current restrictions caused by COVID-19? If so, [send](#) your ideas to *The Equity Lens*!

"When school's out, education might suffer less than you think"

BY ALFIE KOHN
Updated September 3, 2020.
The Boston Globe

The lockdown is bad enough. Must we also deal with the fear that children who aren't going to school are destined to fall behind academically?

Not necessarily. The research that fuels the dire warnings, much of it extrapolated from claims about "summer learning loss" (SLL), is much less persuasive than most people realize. For example, Paul T. von Hippel at the University of Texas at Austin [looked carefully](#) last year at a foundational study on SLL in low-income students and discovered he was unable to replicate its findings.

More important, none of the research...actually shows a diminution in learning -- just a drop in standardized test scores (in some subjects, in some situations, for some kids).

But as numerous analyses have shown, standardized tests (like the MCAS) are not just imperfect indicators; they measure what matters least about teaching and learning...*Standardized testing itself, particularly when exams are timed or consist primarily of multiple-choice questions, mostly tell us about two things: the socioeconomic status of the population being tested and the amount of time that's been spent training students to master standardized tests.*

....Standardized testing simultaneously overestimates students who are just skilled test-takers and underestimates talented thinkers who aren't.

Warnings about academic loss are not just dubious; they're dangerous. They create pressure on already-stressed-out parents to do more teaching at home — and, worse, to do more of the most traditional, least meaningful kind of teaching that's geared toward memorizing facts and practicing lists of skills rather than exploring ideas.

....

The good news — at a time when we're all desperate for some — is that when the learning was meaningful to begin with, it doesn't slip away.

Read the full article [here](#).

Alfie Kohn writes and speaks widely on human behavior, education, and parenting....He has been described in Time magazine as "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores."

"How can I trust it now?" Wary of the system, Black families opt for remote learning

BY KATE SMITH

September 18, 2020

CBS News

For Clarice Doctor, a single mom in New Jersey, asking her daughter to start her senior year through distance learning rather than her high school's in-person option was one of the hardest moments she's had as a parent. But for her family, it was the only option that felt safe. Doctor had many reasons. She shares a home with her parents, who are at high risk for the coronavirus. She's concerned about the virus's deadly impact on communities of color. She's noticed other families not taking it as seriously as her own. But her biggest concern is one that began long before the outbreak of COVID-19:

As a Black woman, she said, she doesn't trust the system to work for her. "Time and time again I've seen the system fail us. How can I trust it now?"

She isn't alone. CBS News spoke to dozens of Black families, all of whom expressed reluctance to send their children back to in-person learning in the midst of the pandemic. **Study after study shows that families of color are much more likely to have safety concerns over in-person learning this fall.**

According to a [Washington Post-Schar School survey](#) conducted in late July, nearly 80% of Black and 72% of Hispanic parents responded it was "not safe" to have their children attend in-person classes this fall. But only 43% of White families felt the same.

As the saying goes, 'If it's a sneeze in the White community it's pneumonia in the Black community,' [said Howard Stevenson, professor of urban education and Africana studies at the University Pennsylvania].

But that racial divide appears to have gone largely unnoticed by many school districts. When surveying parents on their learning preferences, many systems, including most of the largest districts in the country, didn't ask about race. **"The schools are thinking universally, and you think it's a pretty benign question, except you're not comparing the life experiences across these different racial parenting groups,"** said Stevenson.



As the saying goes, 'If it's a sneeze in the White community it's pneumonia in the Black community.'

Howard Stevenson
professor of urban education and Africana
studies at the University Pennsylvania.

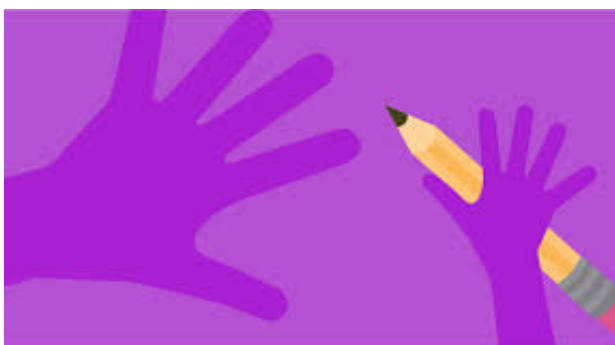
The question of race is a common omission. Medical trials, surveys and research often neglect to account for how the world impacts people of color differently, resulting in incomplete and whitewashed conclusions, said Stevenson.

"Black moms don't really feel heard," said Eboni Taylor, an executive director at Mothering Justice, a Michigan-based political group focused on the needs of moms. "We haven't been given a lot of reason to trust the system. Why would we trust it now, and with our most precious thing: our child."

For parents locked into unforgiving work schedules that don't allow any work from home option, an unexpected school closure or quarantine can be disastrous, Taylor said. That's led many families to prefer remote learning to avoid the possibility of last-minute changes and disruptions.

Experts worry that the stark racial differences in learning-model preferences could worsen the already-problematic [opportunity] gap, a measure by which researchers measure educational differences. A recent study from McKinsey & Company, a New York-based consulting firm, found that if students do not resume in-person learning by January 2021, Black students could experience more than 10 months of learning loss. That loss could exacerbate average [opportunity] gaps between White students and those of color by 15% to 20%, the study found. If Black students indeed are staying home in higher numbers than their White classmates this fall, the gap could grow even further. But Taylor said that in such an unprecedented time, *many Black families don't have the luxury to worry about things like an [opportunity] gap.* "The [opportunity] gap is secondary, dare I say tertiary, to survival right now," Taylor said. "It can't compete with survival."

Read full article [here](#).



IF YOU ARE A PERSON
WHO BELIEVES IN LOVE,
JUSTICE, INTEGRITY,
AND EQUITY FOR ALL
PEOPLE, THEN YOU
KNOW THAT THIS WORK
IS NONNEGOTIABLE.
-LAYLA F SAAD

Why Parents in This High-Performing School District Chose All-Remote Learning

In a heavily Asian-American district of Queens, two-thirds of families have chosen not to send their children back to school.

BY JULIANA KIM
October 14, 2020
The New York Times

Margaret Li once described herself as the kind of mother who rarely allowed her two sons to miss a day of school. But in the pandemic, she faced a dilemma. Though she believed her boys would benefit from in-person classes, she had another person to consider: her 68-year-old mother, who lives with the family in Bellerose, Queens. “While kids are safe, my mom is safe too,” said Ms. Li, an administrative assistant for Queensborough Community College who plans to keep her sons in remote learning until there is a vaccine. “Her health is most important to our family.”

More than half of the [New York City] school system’s 1.1 million students have chosen all-remote learning through at least November.

Like Ms. Li, many District 26 parents said...that they have older relatives living in their homes and fear that an infection brought from school could be deadly for them. Others pointed to concerns that their children would never develop strong ties to their teachers if they were constantly switching between one in the classroom and another for virtual instruction.

Sandra Lau-Mui, like other parents, said the start-and-stop reopening of the hybrid program over the past two weeks gave her an important reason to choose all-remote learning: a predictable schedule.

“I’m feeling relieved that I don’t have to worry about what’ll happen tomorrow,” Ms. Lau-Mui said. She had other concerns that influenced her to opt out of the hybrid program, including that her children might have multiple teachers for the same subject, which made her worry that their instruction would be confusing or inconsistent.

Read full article [here](#).



Parents fear anti-Asian racism as schools mull reopening

BY SIMON OSTROVSKY
June 21, 2020
PBS Newshour

More than half of the [New York City] school system’s 1.1 million students have chosen all-remote learning through at least November.

For every parent the number one priority is the safety of their child and with this pandemic every mom and dad is asking what measures are going to be put in place to keep their children safe when classes eventually resume. But parents of Asian kids have another worry – on top of everything else. In the weeks and months that preceded school closures and stay at home orders there was a spike of an epidemic of a different kind in classrooms around the country.

Racially motivated harassment against Asian pupils ranging from teasing — to physical attacks. Their classmates blaming them for the spread of coronavirus — based solely on their appearance. Now Asian-American parents are asking how their children can safely go back to class.

In April the FBI warned it was concerned about the potential for hate crimes around the country against minorities perceived to be “responsible for the spread of the virus.” “What stood out to us was that of the perpetrators – more than one third – are teenagers. And so that’s why we really want to reach them” (Elizabeth Ouyang, civil rights attorney).

Experts and educators say social media and comments overheard from parents help fuel narratives about who’s to blame for the virus. They also say language used by the president early on in the crisis didn’t help either.

....

Parents like Yuli Hsu, hope that whenever school doors open again her children and others will be entering a safe space.

Read full article [here](#).

NEWS FROM TONY LAING, PH.D.

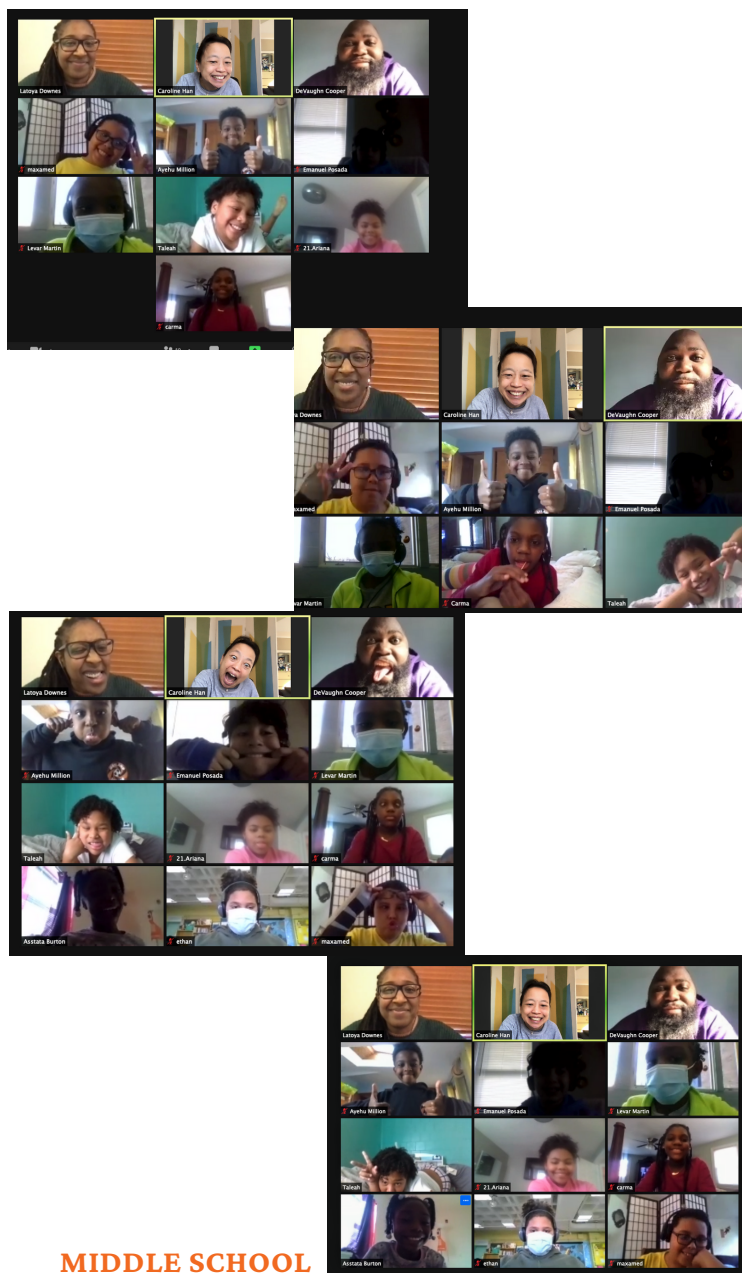
Greetings everyone, I am excited to give appreciation to staff. I'd also like to provide updates on students and information on our annual Dr. Martin Luther King Jr. program. The Fall 2020 has been unlike no other semester as the school year was altered at start due to COVID-19. Despite this change, we started the academic year with our two-week in-school math and literacy camp. This camp enrolled 13 Boston resident students. The program would have not been a success without our dedicated bus monitors Gisele Kouka and Marcia Dawkins. They did an amazing job keeping our Boston resident students safe and healthy to and from Boston to Wayland each day. I'd like to extend additional thanks and appreciation to Eileen Dickson who transported our students from Boston to Wayland for the math and literacy camp. Eileen also assisted me in delivering breakfasts, lunches, and materials to our Boston families since August, prior to the start of the summer 2020 math and literacy camp, and throughout the fall 2020. Another special thanks and welcome to our new Wayland-METCO students who successfully transitioned into the Wayland Public School district amidst COVID-19.

Our kindergarteners through second graders who transitioned are: Uchecukwu Anyanwu (kindergarten), Trinity Franklyn (kindergarten), Yolani Rosario (kindergarten), Eldridge Taylor (kindergarten), and Thierry Thezine III (kindergarten), Markez Norris (1st grade), Redwan Gulet Cali (2nd grade), and Ja'von Sanford (2nd grade). In addition, our third graders through eighth graders who made the transition are: Divine Anyanwu (3rd grade), Drayah Jones Fitzpatrick (3rd grade), Ja'vonah Sanford (3rd grade), Tyler Lewis Neal (3rd grade), Maxamed Gulet Cali (4th grade), Emanuel Posada (4th grade), Ethan Teixeira (4th grade), and Bianca Crosby (8th grade).

CLAYPIT HILL, HAPPY HOLLOW AND LOKER

A huge congratulations goes to the following students with perfect attendance across the three elementary schools. Their dedication to school during COVID-19 does not go unnoticed and deserves recognition. We honor and recognize the following students: Eberechi Anyanwu, Samuela Anyanwu, Uchecukwu Anyanwu, Jeruska Boval, Kaedin Burnett, Naomi Cameron, Malai Dupont, Adajah Saint-Fort, Jemima Saint-Fort, Ariana Irvin, Taj Lopes, Nathan Montrond, Emanuel Posada, Phillip Rosario, Ja'von Sanford, Ja'vonah Sanford, Maisa Siidi, and Manal Siidi, Additionally, special acknowledgment goes to Calvin Arthur who has been recognized by staff at The Loker School for his dedication to schoolwork.

GRADE-LEVEL AFFINITY GROUP MEETINGS MEET WEEKLY! PICTURED BELOW- GRADE 4 W/ MR. COOPER, MS. DOWNES (ACADEMIC COORDINATORS) & MS. HAN (METCO ACADEMIC DEAN)



MIDDLE SCHOOL

There is equally as exciting news for our middle school students that warrants recognition and kudos. These students have been identified by staff for their handwork, self-advocacy, and dedication to school. Ethan Alves has been completing his homework assignments on time and is engaged in all his classes. He also did a great job on his science project. Daymonte Brewster has been on task with all of his assignments and continues to advocate for the support that he needs. Alyssa Durant continues to self-advocate for her academic needs and has truly mastered the art of solving problems independently. Additional congratulations go to Cartell Aime and Claypit Elementary student Carma Aime who received scholarships to participate in the Massachusetts College of Art and Design (MassArt) Saturday Studios' virtual art program. We are so thankful to METCO Headquarters for establishing this partnership with MassArt for our METCO students across all 33 METCO districts to participate.

MORE NEWS...

HIGH SCHOOL

The following students earned honor roll distinction for Quarter 1 in fall 2020. We are very proud of all these students' academic accomplishments. Victor Abalaka, Tatiana Almeida, Dahlak Amanuel, Donovan Edwards, Favour Ejims, Michael Davis-Francis, Muriel Daneijah Franklyn, Lauren Grant-Lubin, Khalia Hamilton, Laila Hamilton, Isabella Lopes-Almeida, Miolany Martinez, Maya-Angelina Powell, Odyssey Reyes, Jayden Saint-Felix, Mohamed Siidi, Cassandra Silva-Cardoso, and Al Young.



Tré Thezine - Loker - Spanish Immersion Kindergarten

save the date

MONDAY, JANUARY 18, 2021 | 5:30 PM



Save the Date
Inaugural Dr. Martin Luther King Program
January 18, 2021
Theme: "Portrait of a Leader"
Time: 5:30-7:00 PM

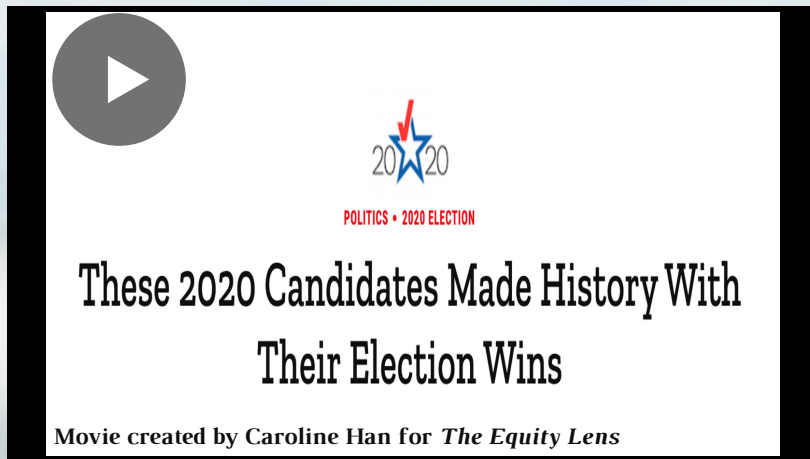
The Dr. Martin Luther King Jr. program will include a portrait slideshow of students' personal artwork or pictures on whom they consider a leader. Elementary students will perform, and we will honor [Elliott Francis](#) (Wayland METCO '71) who is the first Wayland METCO Program graduate. There will also be presentations by Dr. Martin Luther King Jr. contest student winners, and the keynote address will be delivered by [Michael J. Bobbitt](#), Artistic Director of the New Repertory Theatre in Watertown, MA. He was recently named one of the most influential leaders in Boston suburbs by the Boston Globe.

A formal invitation will be sent via email in early January.

Thank you,
 Dr. Laing

2020: SILVER LININGS

Show students this video so they can see what is possible.



MORE SILVER LININGS



Deb Haaland picked for Interior Secretary. Haaland to make history as first Native American cabinet member
Source: Navajo-Hopi Observer



This moment is profound when we consider the fact that a former Secretary of the Interior once proclaimed it his goal to quote, **‘civilize or exterminate’** us. I’m a living testament to the failure of that horrific ideology.

I’ll be fierce for all of us, for our planet and all of our protected land.

The president-elect and vice-president-elect know that issues under Interior’s jurisdiction aren’t simply about conservation – they’re woven in with **justice, good jobs and closing the racial, wealth and health gaps.**

ALL THAT GLITTERS IS NOT GOLD...

MLB elevating the status of Negro Leagues is the problem, not the solution.

Black baseball is not less than. And never will be.

COMMENTARY

BY CLINTON YATES

December 18, 2020
The Undeclared

On Wednesday, MLB announced that the records and statistics from the seven operations that we now classify as the Negro Leagues will be recognized as part of Major League Baseball’s history, presumably paving the way for the posthumous enshrinement of various players into Cooperstown, New York.

Of all the nonsense that the most duplicitously conservative sports league in the history of the United States of America has ever pulled, this might be the most ridiculous piece of soft supremacy we’ve ever seen. This announcement says: Be grateful, we now view you as whole. News flash: That’s the problem. Not the solution.

Black folks taught Japanese people how to like baseball. Black folks started playing night games because it was the only time white folks would let us use their stadiums. Black folks let women actually play on the field, not just stuck them in skirts and made a movie years later about it to much fanfare. Those contributions to baseball have nothing to do with numbers in a book and never will. But they won’t be understood or recognized as vital.

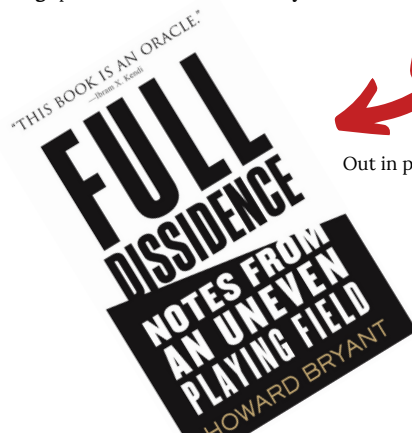


Art Pennington, left fielder Herman Andrews and third baseman Alex Radcliffe (from left) of the Negro Leagues’ Chicago American Giants watch a game from the dugout in New York on July 26, 1942. Bettmann Archive

WATCH THIS FASCINATING INTERVIEW!



From 1920 to 1948, Black baseball players barred from the Major Leagues could only play in what were called Negro Leagues. As a result many of their accomplishments have been forgotten. PBS Newshour correspondent **John Yang** spoke to ESPN’s **Howard Bryant** to discuss.



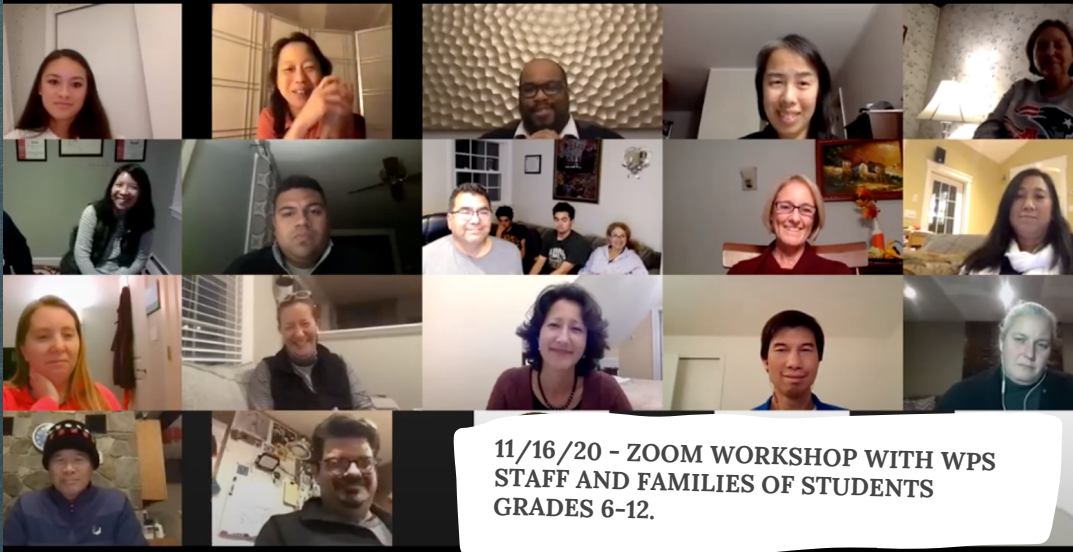
Out in paperback on January 19th!

ON THE ROAD TO EQUITY!

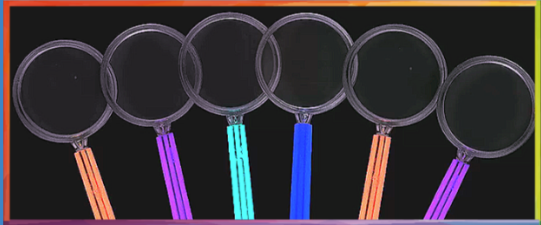
Dates	Events
Aug-Dec 2020	Culturally Responsive Teaching & the Brain course for staff (for PDPs or salary increment credit). 15 hours. 12 participants. Will be offered again Spring 2021. Stay tuned.
10/21, 11/4, 12/2	Affinity group meetings for Asian and Asian American students
11/4	Presentation to School Committee and Boston and Wayland resident families: "Community and Belonging During COVID-19"
11/6	Election Drop-in Sessions (AM & PM)
11/16	Workshop for families: Anti-Asian Racism in the COVID era. Session recordings can be found at these links: Grades K-5: 1 2 3 (3 videos) and Grades 6-12 .
12/2	HS Faculty meeting: Anti-Asian Racism in the COVID era
12/9	Drop-in session for HS staff - supporting Asian American students (follow up to faculty meeting)
12/16	Staff Affinity Group of Color - 1st meeting! Will meet monthly.
ONGOING	
	DESE Diversity Network - Year 2. WPS rep's: Laura Cole (HS), Parry Graham (Ass't Superintendent), Caroline Han (D&E Coordinator) & Tricia O'Reilly (Happy Hollow principal). Goals: Develop talent strategy to hire a diverse workforce, engage staff in cultural proficiency and equity and create a learning environment that limits bias.
3rd Tue of every month	WPS Community Conversations About Race, Identity and Community (7-9 pm). Open to WPS families. E-mail caroline_han@waylandps.org or resmoler@gmail.com for Zoom link.
	K-5 anti-bias curriculum support to integrate Teaching Tolerance's Social Justice Standards with MA Social Studies Framework for K-5
	Bi-weekly newsletter for staff, called "The Mini lens: a bite-sized version of <i>The Equity Lens</i> " in response to staff requests for more regular updates
	Diversity & Equity Google Events Calendar available to staff and WPS families (events, webinars, courses, conferences, etc). Calendar link .
	Diversity & Equity Mobile Book Cart for WPS Staff has been to Loker, the Middle School and is currently at the High School. Rotates every 4-6 weeks.



11/16/20 - AFFINITY GROUPS ARE SO MUCH FUN! OUR K & 1ST GRADERS FOLLOW DIRECTIONS WELL: "MAKE A SILLY FACE!"



11/16/20 - ZOOM WORKSHOP WITH WPS STAFF AND FAMILIES OF STUDENTS GRADES 6-12.



the mini lens: a bite-sized version of *The Equity Lens*

December 1, 2020 • Vol 1, Issue 2
by Caroline Han
Diversity & Equity Coordinator

Welcome to *the mini lens*, a bi-weekly newsletter designed to provide you with bite-sized information designed to be digested in under five minutes.

In this issue, the spotlight is on the holidays: how hard this time of year is for many students and adults, and suggestions from mental health experts on ways to support struggling students, as well as ourselves.

Please let me know if you have any content that you would like me to post here, or in *The Equity Lens*. The next issue will be out before schools close for December break!

Take care,
Caroline

"Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world."

2020's Racial Reckoning: a movie

by Caroline Han

for educational purposes only



This movie is restricted to WPS staff, students and families. Please [request access](#) if you are a member of the WPS community, and the link does not open.

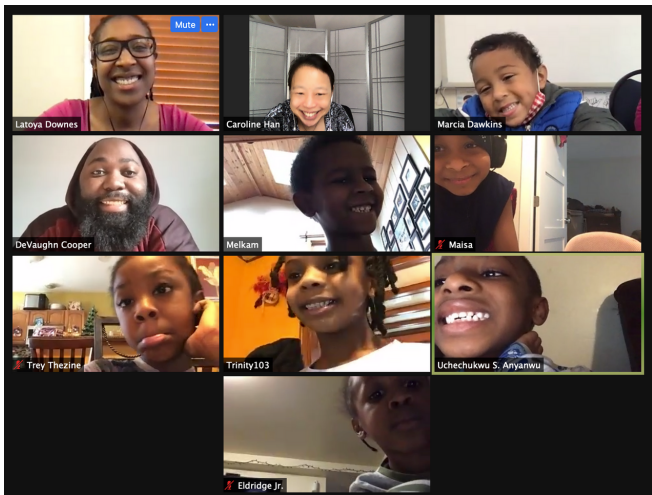
**DEDICATED TO VICTIMS OF COVID-19
AND TARGETS OF RACIAL VIOLENCE AND HATE**

READY,
SET,
FUN!!!



MS. EASTHAM'S STUDENT, ANGEL, EARNS A "SPOTLIGHT" FOR HIS PARTICIPATION DURING A READING OF THE BOOK, *RED*. ANGEL TALKED ABOUT HOW EVERYONE LOOKS DIFFERENT ON THE OUTSIDE AND WE CAN BE NICE TO EACH OTHER NO MATTER WHAT.

MS. DINES' 1ST GRADE CLASS AT CLAYPIT HILL WORK TOGETHER TO COLLECT LEAVES, THEN IT'S, "READY, SET, FUN!"



“ With my class split into two cohorts, I have seen each group adapt in these unexpected, wonderful ways. At recess, my students want to play *together...as a class*. That does not happen with a class of 18 or more 1st graders.

They have found ways to compromise and be flexible so that *everyone* is included. *No one is left out*. It's a beautiful thing. They have this wonderful spirit of, *We're in this together*.

~ Stephanie Dines
1st grade teacher, Claypit Hill
October 2020



MAY MOYNIHAN'S 3RD GRADE CLASS AT HAPPY HOLLOW WORKS ON MATH PROBLEMS!

STAFF GRATITUDE

270 expressions of gratitude in a few days. Staff thank each other every day. Sustaining a culture of gratitude is vital for morale and sustainability during this prolonged pandemic. Beverly Daniel Tatum (below) shares the human impulse to first look for ourselves in a group photo. Many of us will scan the sheet looking for our names. It's natural to feel a twinge of self-doubt or hurt if our name does not appear. It means nothing more than your appreciative and overstretched colleagues missed the deadline (and many told me so!). Second, everyone who is working to meet the academic and social-emotional needs of students deserves a steady, nonstop stream of gratitude. Yes, that means *you*. Finally, if you suspect that a colleague may not read *The Equity Lens*, would you kindly make sure that they receive a copy of the note written for them? Link to the Gratitude doc is [here](#).



Thanks and have a wonderful break

Caroline

TEACHERS OF 2020



If you and I were in a room together with lots of other people and somebody took a photograph of us, and I handed you that photograph at the end of our time together, and you took a look at it, what would be the first thing you would do? You're going to look for yourself in the picture.

If you think about classrooms or workspaces or conferences, wherever we are, we go into these spaces and we look for ourselves. You want to see yourself represented. In that sense, when young people walk into a classroom, they want to see someone who they identify with. It doesn't always have to be about racial identification.

~ Beverly Daniel Tatum, Ph.D., author of *Why Are All the Black Kids Sitting Together in the Cafeteria?*

