Diversity in education: changing faces

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Diversity in Education

Changing Faces

By

Angela Rose-Bounds

A Thesis

Submitted in partial fulfillment of the requirements of the Master of Arts Degree of The Graduate School at Rowan University

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Approved by

Professor

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As America becomes more and more diverse, public schools are forced to adapt to the changing faces in education. The purpose of this study was to promote culturally responsive teaching and analyze programs that impact non-Asian minority students in a suburban school district. The intern used observations, surveys, and interviews to study programs at the Charles W. Lewis Middle School in Blackwood, New Jersey. The research began by examining the school’s culture and then went on to form committees and groups to promote diversity throughout the building. During this research, the intern determined that non-Asian minority students were disproportionately represented in special education, regular education, and gifted programs. White students were also afforded more opportunities for academic success than minority students. Through culturally responsive teaching, special programs were established to boost self-esteem, promote diversity, and increase academic performance among minority students.
Mini-Abstract

Angela Rose-Bounds                      Diversity in Education: Changing Faces
                                         2003
                                         Dr. Robert Kern
                                         School Administration

America is becoming more diverse and public schools must adapt. In one
suburban New Jersey school, white students were afforded more opportunities for success
and minority students were disproportionately represented in academic programs. In
response, culturally responsive teaching was used to promote diversity and increase
academic performance among minority students.
Acknowledgements

There is a power greater than myself, who loves me exactly as I am.

To God Be the Glory!

To say that I thank everyone would be an understatement, but it is true. To my colleagues, friends, and relatives, you have all encouraged and helped me in one way or another. I acknowledge and thank you for that. I could not have accomplished this without you. Christina Nelson, Ashley Wimberley-Jay, and Tiara Buie, your faithfulness and reliability have been priceless. Good babysitters are hard to come by. I hope you spent your money wisely. Bridget Damico and Susan Genzer, your proofreading skills have been a God send. I owe my GPA to you. If you ever need me, I’ll be there. Nancy Smith, Kim Capone, Theresa Tutt, and Cassandra Brown, thank you for answering my questions. Connie Bauer, Frank Jankowski, and Steven Bollar your tutelage has been greatly appreciated. I hope I was of some use to you, because you were invaluable to me. To Dr. Robert Kern and all of my professors at Rowan University, I say thank you for your insight over the past three and a half years.

An old Ashanti proverb says, “If we stand tall it is because we stand on the backs of our ancestor.” Therefore I would like to thanks those that came before me an inspired me to achieve greatness. When former slaves of the South were sharecropping for former slave owners, Anderson Carter, Sr. acquired his own land and passed it on to his son, Anderson Carter, Jr. His children and their families worked this land to benefit their extended family. My great-grandfather instilled pride and determination in his children.
His spirit lives in me and has guided me to this degree. Dr. Raymond S. Bounds, Sr. owned an operated a pharmacy in West Philadelphia. He was a pioneer in the Black community. I wish I had met him, but I thank him for the pride he instilled in his grandson, my husband. In doing this, Dr. Bounds has inspired me, too. In witnessing the life of Edna Harper, who deserved more than she ever received, I knew that no one would ever walk over me. Mom Harper I wish I could give back to you, because you gave your family so much. I get my generosity from you. Aunt Skip (Janet Wright), you did more for others than you did for yourself. You were always there for me, and I thank you for that.

I also want to thank my immediate family. Zaire, all things happen for a reason. You have been a blessing in my life, too. Thank you for stepping in and helping out so many times. Now that this is over, we can focus more on you. To my parents, Walter and Kathleen Rose, you gave me everything I needed and taught me to work for the things I want. To my husband, David Bounds, thank you for not allowing me to build a circle around you. Now I know Venn diagrams work in marriages too. Thank you for putting up with school and me for the last three and a half years. It will be worth it when you see the joint account statements in a few months. To my greatest inspiration of all, my son, Walter Kahson Rose Bounds, everything I do is for you. You gave me purpose in life. You are truly a blessing. Mommy will always love and cherish the gift of you. Let my life be an example and an inspiration to you, to achieve great things. You can stand on my back anytime.
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Chapter One

Introduction

Focus of Study

This study is focused in Gloucester Township, at the Charles W. Lewis Middle School. In understanding the study, it is first important to understand the school district. Clearly stated, the mission of the Gloucester Township Schools is to provide an educational program for all students in order to build a strong foundation of knowledge and decision making skills. Gloucester Township students will need these skills to meet the challenges they will encounter as citizens in 21st century society. In order to accomplish this, the district will engage in an energetic partnership with all components of our culturally diverse community. The Gloucester Township Schools will seek to marshal resources, which will provide the highest quality intellectual and human relations necessary for the development of students.

In accordance with this mission, Connie Bauer, the principal of the Charles W. Lewis School made a startling announcement at a faculty meeting in May of 2002. While recent test scores showed there was no significant difference in achievement among boys and girl, non-Asian minority students were falling significantly behind their white counterparts. The principal challenged staff members to do something about it because it appears that the educational system is failing non-Asian minority students. Teachers were asked to think out of the box, and be creative in finding ways to help underachieving students, especial minority students, to succeed. As such, the intern observed present practices and program trends and determined their effects on non-Asian minority students.
The intern studied the effect of programs that promote tolerance among staff and students from diverse backgrounds. Through this study, the intern looked at programs that target an underserved population of students (i.e. African-Americans and Hispanics). The intern wanted to determine the effectiveness of school programs on the self-esteem, achievement, and performance of non-Asian minority students.

Purpose of Study

The purpose of this study is to promote tolerance and analyze programs that target non-Asian minority students as well as at-risk female students. The intern used observations and surveys to inform teachers and school administrators about the needs of this underserved population of students. This study greatly contributed to scholarly research conducted in this area.

Definitions

at-risk students: Students at risk are those pupils who may be susceptible to frequent absenteeism, truancy, or tardiness, academic underachievement, psychological or social maladjustment, or who have the potential to dropout of school for, among other factors, pregnancy, marriage, financial needs, intense dislike of school, classes, or teachers, lack of basic skills, disciplinary or behavioral problems, substance abuse, low self-esteem, emotional problems, or feelings of alienation.

cultural appropriateness: Teaching in a way that is suited to the communication or learning style of a group.
cultural compatibility: The way in which teachers alter their speech patterns, communication styles, and participation structures to resemble more closely those of the student’s own culture.

cultural relevance: The pedagogy of teaching that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills, and attitudes.

cultural responsiveness: The way in which schools can be made more accessible to culturally diverse learners.

cultural pluralism: Recognizes the inherent value and contributions of the various cultural groups in the United States, fosters, encourages, and facilitates the preservation and identities of the various cultural groups.

ESP: The Exceptional Student Program for at-risk students at Charles W. Lewis Middle School.

EXCEL: The Explorations and Challenges for Exceptional Learners Program (EXCEL) services grades 3 through 8. These programs provide challenging opportunities for gifted and talented students. Units of study are designed to expand the students' research capabilities as well as their critical thinking skills.

multicultural education: The content, student, and socially orientated programs that seek to reform schools with a broad impact of increased cultural and racial tolerance and by reducing bias.

PAC: The Pupil Assistance Committee is the school-based referral agency for special services. If any teacher has occasion to refer a student for academic, behavioral, or emotional reasons, they must first contact PAC. A case number is then assigned and the
teacher is invited to a PAC meeting to discuss the reasons for the referral and possible intervention. PAC may later refer the child to the Child Study Team for testing to determine if the child is eligible for special education services.

Limitations of the Study

This study paid careful attention to both staff and students at the Charles W. Lewis Middle School in Gloucester Township. There was a focus on non-Asian minority students who participate in extra-curricular activities and special programs offered throughout the year. The intern only looked at students who participated in programs that promoted diversity. There was some overlap in student participation in various programs. Also, some non-Asian minority students were exempt from the study because they chose not to participate in the programs being studied. It will be difficult to generalize these without further study.

Setting of Study

This study took place exclusively at the Charles W. Lewis Middle School in the Gloucester Township Public School System. Gloucester Township, the largest K-8 school district in the state of New Jersey; covers 24 square miles, it is a sprawling suburban community situated in Camden County within the Philadelphia Metropolitan area. Gloucester Township's population stands at over 55,000. It is now the third largest municipality in the county. According to local officials, it will continue to offer a variety of new housing choices and styles for all income groups, ranging from single-family
homes priced in excess of $150,000.00 to garden type condominiums and apartment complexes.

The Lewis Middle School has a total population of 845 students, of which, 35% of the student population qualifies for free and reduced lunch programs. The school has a moderately diverse population. 70% of students are Caucasian; 22% are African-American; 8% are either Asian American, or Hispanic; and less than 1% is Native American. The number of male and female students is equivalent, 50% of the students are female and 50% are male.

On staff, there are 85 professional staff members. However, the staff population is not as diverse. 94% of the teachers are Caucasian and 6% are African-American. In the district, there are twelve public schools with a median teacher’s salary of $44,770.

Significance of the Study

This study made a significant contribution to scholarly research on diversity in suburban schools. Whereas much attention has been placed on minority children in urban districts, very little emphasis has been placed on the growing problem minority children face in suburban districts. There has been a constant influx of minority children in suburban districts. Therefore, the suburban districts are starting to face some of the same problems as the urban districts. There has not been much research conducted in this area, which adds to the significance of this study. Through this study, the intern hopes to uncover the variable(s), which have lead to the underachievement of non-Asian minority students in suburban districts. This research should help suburban schools assess the needs of their school communities.
Data from the New Jersey Department of Education showed that in 2002, African-American students’ achievement on the New Jersey GEPA was significantly lower than Caucasian students’ achievement. In Language Arts Literacy, 10.6% of Caucasians students taking the GEPA received a less than passing score, whereas 32.4% of African-Americans students received a less than passing score. In Mathematics, 28% of Caucasian students and 50% of African-American students did not receive a passing score. Science had the most success with less than 8.2% of Caucasians and 21.6% of African-American students receiving less than passing scores.

Organization of the Study

The intern collected data through observations, questionnaires, and by interviewing key staff members in the school. The intern reviewed the material culture of the building. To determine how non-Asian minority students performed and, if applicable, how they are selected for participation in the program/activity, the intern will interviewed advisors for various special programs and female. The intern also observed the selection/recruitment methods used by various programs (e.g. EXCEL and special education).

The intern will looked for trends that might have a bearing on the study. This information was compiled into a report to the school principal assessing how our school services its non-Asian minority students.
This study included the following chapters: Chapter Two - Literature Search, Chapter Three - Design of the Study, Chapter Four - Presentation of Research Findings, Chapter Five - Conclusion and Implications for Further Study.
Chapter Two

Review of the Literature

Over the past ten years, there has been increased interest in looking at ways to improve the academic performance of students who are culturally, ethnically, racially, and linguistically diverse.

A four year study entitled “Quality 2000: Advancing Early Care and Education” contains eight recommendations with strategies based on national and international research. In presenting the highlights of this study, Sharon Kagan and Michelle Neuman, researchers at Yale University, describe the importance of implementing strategies, which promote both cultural pluralism and sensitivity. These authors view the understanding and the expression of one’s own cultural values and beliefs as a springboard to learning about other cultures and ultimately to celebrating diversity (Ladson-Billings, 1997).

The clash between school culture and home culture is actualized in at least two ways. When a significant difference exists between the students’ culture and the school’s culture, teachers can easily misread a student’s aptitudes, intents, or abilities because of the difference in styles of language use and interactional patterns. Secondly, when such cultural differences exist, teachers may utilize styles of instruction and/or discipline that are at odds with community norms (Delpit, 1992).

Offering a classroom culture of diversity encourages children to bring into the classroom the culture of their home and community. This solidified their command of communication. As children use their knowledge of language, they will enjoy the rhythm and rhyme of different languages and dialects. This knowledge base will be further
enhanced by what these children are trying to learn, what they gain from the popular media and, most importantly, a deep interest in each other (Medearis & Lozano, 2001).

Mohatt and Erickson investigated classroom interactions, specifically the difference in interactions between Native American students and their white and Native American teachers. The study revealed that the teachers who were most effective in communicating with the students used an interactional style that the authors termed “culturally congruent.” This notion of cultural congruence is meant to signify the ways in which the teachers altered their speech patterns, communication styles, and participation structures to resemble more closely those of the students’ own culture (Ladson-Billings, 1997).

Au and Jordan used the term “cultural appropriateness” to describe the methods teachers used to work with native Hawaiian students to improve their reading performance. Rather than teach them to read by using phonics, the teachers arranged the students in small groups and emphasized reading comprehension rather than word decoding. The students were encouraged to discuss what they read in a style similar to their at-home communication style: an overlapping interactional style (which might be seen in some cultures as interruption) that resembled what is known in native Hawaiian culture as “talk story” (Ladson-Billings, 1997).

Other studies have looked at “cultural responsiveness” and “cultural compatibility.” Like the notion of cultural appropriateness, these terms are in a sociolinguistic lexicon used to analyze the ways in which schools can be made more accessible to culturally diverse learners. But in challenge to the sociolinguistic perspective, Ana Maria Villegas suggests that the difficulties that students of color
experience in school are far more complex than “differences between the language and
culture of home and school.” Villegas maintains that culturally diverse students’ failure
in school results from societal conflict and struggle for power. This view is consistent
with the work of such critical theorists as Giroux and McLaren (Ladson-Billings, 1997).

The vision of this country as a melting pot, if ever viable for people of color, is
being seriously contested. In the book, Reconstructing Schools as Multiracial,
Multicultural Democracies: Toward a Theoretical Perspective, Theresa Perry and James
Fraser contend that it is not only possible, but also very desirable, to build such a nation,
and that the outcome of the struggle will be a richer curriculum, more equitable and
humane schools, and a more worthy society for all of the nation’s peoples (Perry &
Fraser, 1994). Their ideas are predicated on the belief that our educational institutions can
and should be places where we struggle for a new vision of society.

Recently, African-American scholars have begun to look at specific cultural
strengths of African-American students and the ways that some teachers leverage these
strengths effectively to enhance academic and social achievement. Scholars like Hale-
Benson and Taylor and Dorsey-Gaines have identified cultural strengths that African-
American children bring with them to the classroom. Unfortunately, teachers always
recognize these traits. For example, even white scholars who have looked carefully at
language communities suggest that school places little value on what is termed the
“nonstandard English” that African-American children bring to school even though that
language is rich, diverse, and useful in both community and work settings (Ladson-
Billings, 1997).
Emory University professor Jacqueline Jordan Irvine suggests that what happens between African-American students and their teachers represents a lack of “cultural synchronization.” She further suggests that the lack of cultural synchronization and responsiveness is related to other factors that inhibit African-American students’ school achievement, including the “prescriptive ideologies and prescriptive structures that are premised on normative belief systems” (Ladson-Billings, 1997).

Faculty and students on college campuses, textbook publishers, and school committees are engaged in the struggle over what Americans need to know, read, and learn; so too are African-American youth in our nation’s cities. Children must want to know why all or most of the people in charge of their schools don’t look, talk, walk, or move like they do. They have to want to know why the teachers don’t come from their communities, and why the curriculum provides them little clue about themselves and their history. This is evident by the questions children ask. An African-American first-grader in a Milwaukee city school asked her white student teacher, “Why are all the student teachers they send us white?” When a teacher asked her first grade class, “Why should children of different races work together?” no one responded. She soon answered, “Because all children are the same, because color doesn’t matter.” A little Black boy in the back of the room raised his hand and said, “What about Rodney King?” As students get older, the questions and the failure of schools to provide meaningful answers, turn to a rage that can barely be contained (Perry & Fraser, 1994).

Today’s youth of color are not willing to accept the ruling culture. They have a rage, born of a sense of unrealized possibilities, not seen before. The perennial question for the children of color in this country is whether the rhetoric of democracy makes sense
if schools are organized around the principle of white political and cultural hegemony (Perry & Fraser, 1994).

Researcher Harry Morgan documents in a 1990 study what most of us who have worked with African-American children have learned intuitively: African-American children, more than white children, and boys more than girls, initiate interactions with peers in the classroom in performing assigned tasks. Morgan concludes that a classroom that allows for greater movement and interaction will better facilitate the learning and social styles of African-American boys, while one that disallows such activity will unduly penalize them. African-American boys are unduly penalized in our regular classrooms. They are disproportionately assigned to special education. They do not have to be, and would not be, if our teachers were taught how to redesign classrooms so that the styles of African-American boys are accommodated (Delpit, 1992).

The literature is scarce regarding the interrelationship of race and gender among gifted students. Gifted African-American students, regardless of their gender, face psychological, social, and cultural barriers to achievement. These factors must be explored relative to the combined influence of race and gender on students' academic well being. This neglect, this inattention to individual difference, must be rectified in future research and literature on gender and equity in academic achievement and educational attainment (Ford, 1996).

A positive school climate for gifted and underachieving Black students is characterized by high staff expectations for students and the instructional program, strong demands for academic performance, denial of the cultural-deprivation argument and the stereotypes that support it (Ford, 1996). Teacher attitude is the key to success for
minority children who underachieve. "Academicians have created a cult of failure whose
doctrine holds that variations in school resources have limited effects on learning, that
schools themselves have little to do with who learns what and how much they learn, that
children's backgrounds have the greatest influence on educational outcomes, and that
reform is meaningless for such students." Proponents of this perspective believe that
Black students are intellectually inferior, that race itself explains their intellectual
inferiority, and that this deficiency is, therefore, biologically determined or inherited
(Ford, 1996).

Unfortunately, public schools across America employ many educators that have
not accepted this theory. Teachers are human beings; as such, they are not immune to
racial and cultural biases. Teaching is influenced by the status of race relations in the
larger society. It is unrealistic and fruitless to assume that teaching occurs in isolation
from societal ills. Social and political forces influence both our personal and our
professional lives. Problems arise when these beliefs influence professional judgment of
educators. Beliefs, attitudes, and stereotypes also influence tracking decisions and
placement. Tracking contributes to the poor educational outcomes of many capable non-
Asian minority students (Walker, 2002).

Tracking, whether it be intentional or not, does exist. At East High School in
Denver, Colorado, students discovered, at a school in which minorities constitute almost
60 percent of the student body, 75 percent of students in Advanced Placement and
Accelerated classes were white. Furthermore, staff at East High was discouraging or
misinforming students of color about these classes. Hence, the students were being
tracked or segregated into inferior and separate classes. After the students held a press
conference sharing this information with the public, school officials praised the students for their initiative and commitment to their classmates. To address the problem, more minority counselors and teachers of color were hired. Additionally, the superintendent called for more sensitivity training for all high school counselors throughout the city and the Board of Education approved seven action steps that included strengthening efforts to widen student access to high level and accelerated classes (Walker, 2002).

This is not just an East High problem, but also a problem that exists across the country. While opportunities for minority students have made great strides since Brown v. Board of Education, barriers still exist for students of color. The literature suggests that these barriers are (a) a clash between school culture and home culture, (b) the lack of culturally responsive teaching, and (c) the unequal access to opportunities to end underachievement. The key to breaking down these barriers is awareness.

One of the greatest challenges facing schools, in this century, is educating an increasingly diverse student population. There is a growing mismatch, between linguistically, culturally, economically, and racially diverse children and a U.S. public school system designed to serve a monolingual, white, Anglo, middle-class culture (First, Kellog, Almeida, & Gray, 1991). Classrooms are becoming more diverse. The U.S. Bureau of the Census (cited in Archer, 1996) predicted that the number of non-Hispanic white students in the United States will fall below 50 percent for the first time in history between 2030 and 2040 and that nearly one in four school-aged children will be of Hispanic origin by 2030. Because the dropout rate for Hispanic students in 1993 was 33 percent nationwide, it can be anticipated that the number of students at risk of school failure and dropout will continue to grow.
Moreover, the teaching force in U.S. schools is overwhelmingly white (88 percent) and female (73 percent) (Allen-Meares, Washington, & Welsh, 1996). African-American, Asian, Hispanic, and Native American teachers make up about 10 percent of the total teaching force (Viadero, 1996). It is anticipated that the percentage of teachers of color will not increase in the near future because business and industry have not been actively recruiting employees of color. Teachers and education students of color may leave the classroom for more lucrative careers (Dupper, 1996).

With so many changes taking place, schools have to react to the changing faces in education. The Charles W. Lewis Middle School accepted this challenge and multicultural-diversity education to address the needs of the students and faculty populations. Cultural researchers have noted, “Culture is the lens through which everyone sees the world” (Viadero, 1996). As such, multicultural-diversity education attempts to help students and educators gain an acceptance of one another and to interact and teach from this awareness. It requires looking beyond the obvious—the student’s ethnicity, culture, environment, and behaviors, and instead looking into his or her eyes to see the impact of these factors on the students and responding and teaching from that point of view.

The purpose of multicultural-diversity education is to move public schools from a white, Anglo, middle-class perspective to an acceptance and inclusion of diverse cultures. Multicultural-diversity education seeks to go beyond African American and Women’s History Months to infuse the entire school system with a true acceptance of all diversities. Educators become creators of invitational, welcoming, culturally diverse schools in which all students feel acknowledged, appreciated, and respected. When
schools are culturally responsive to students, students are less likely to gain attention or acceptance through negative behaviors, and schools become more tolerant and less rigid. Furthermore, multicultural-diversity education brings about a greater awareness of overt and covert racist practices that currently exist in schools. For example, educators can address the impact of teacher expectation, disciplinary practices, and pedagogical practices that detrimentally affect culturally and economically diverse students. (Dupper, 1996)
Chapter Three
Design of the Study

Research Design

The Charles W. Lewis Middle School has been rich in diversity. The students represent various ethnic, cultural, religious, and socioeconomic walks of life. The faculty has strong cultural ties and varied years of teaching experience, which makes the school a very unique place. This research analyzed of the school’s culture over a one-year period. The study focuses on using culturally responsive teaching to address the underachievement of non-Asian minority students. The study looked at programs and techniques that affect the whole development of the child.

The study began with the intern surveying the school about boundaries that exist and prevent interaction among students from various backgrounds. The study continued with the development of special programs that promote diversity, and concluded with an analysis of programs that affect students of color. The intern’s goal was to have a positive affect on the overall culture at the Lewis School in such a way that non-Asian minority students perform better.

This study was conducted at the Charles W. Lewis Middle School in Gloucester Township. The research began with the intern examining the school’s culture through an activity called Mix-It-Up Day. A project of the Southern Poverty Law Center, Mix-It-Up Day provided resources and support for people nationwide who are seeking to bridge the boundaries that separate us in our daily lives.
The first step in the program was to have students make the commitment to step out of their cafeteria comfort zones and take a new seat, and see what would happen. In turn, the intern hoped that students and staff would recognize some of the problem that existed in school as to why non-Asian minority students don’t perform well. This activity could raise the question, “Do non-Asian minority students feel comfortable and accepted at school?” This one-day experiment was to lead into a yearlong exploration and questioning of the boundaries that ordinarily separate people. A variety of follow-up activities were conducted throughout the school year to cross the lines of race, age, gender, income, ethnicity, language, ability, interests, and sexual orientation. After each activity, the intern interviewed school leaders to determine what types of affect that activity had on students and staff in general.

In the next phase of the research, the intern attended and facilitated regular meetings with staff members to promote diversity at the Lewis School. The intern chairs the Multicultural Awareness Committee consisting of seven professional staff members. The intern had three major activities in mind for the year. The first activity was designed to identify the commonalities that students and staff members have. It was centered on Thanksgiving. Each student and teacher was asked to write on a leaf why he/she was thankful. These leaves were made of various colors and together made a tree with beautiful fall foliage for display during the holiday. It represented, mostly all students and staffs at the school celebrate thanksgiving or at the very are thankful.

The next project was a holiday display/decorating contest to celebrate the diversity that exists in the building. Students and staff members were divided into teams
and asked to construct displays representing all of the holidays celebrated by Lewis
students at this time of year.

The winning core received an ice cream party for their efforts when they returned
to school after the winter break. To thank the staff for their support, the committee
obtained funding for a continental breakfast on Three Kings Day, January 6, 2003. Both
disgruntled and enthusiastic staff members came together to celebrate their
accomplishments.

The criteria dictated that displays had to have an educational component. Many
cores took this requirement a step further and created inter-disciplinary units to teach
students about the many cultures and holidays that exist. Teachers were surprised to
discover, in their classrooms, were many students who did not celebrate Christmas.
Students, who had often time felt abandoned. During the month of December now
proudly shared their family stories of Diwali, Ramadan, Kwanzaa, Hanukah, Three Kings
Day, and Lunar New Year celebrations.

The last project was a covered dish dinner at the “Table of Brotherhood.”
Unfortunately, this event was tabled until next school year. With this event, each staff
member was asked to bring in a covered dish that represents his or her heritage. Together
the staff would feast and have an opportunity to celebrate the schools diversity. The
committee fine tuned all but the last project and launched them for the entire staff and
student body to participate.

In addition to these events, the intern also participated in a program called Read to
Succeed, where staff members shared articles that would foster better educational
practices at school. These articles were centered on equity issues as related to gender,
ethnicity, socioeconomic status, and/or sexual orientation. Articles were submitted to the principal first, for approval, then sent out as a memo from the principal to professional staff and district supervisors. The memo noted a date for a follow-up discussion group meeting. Read to Succeed meetings occurred every three weeks to discuss the articles and other issues that might arise. Insight and observations from these meetings were used as a guide by the intern in developing future programs and projects related to this study.

Finally, the intern studied student groups to see how non-Asian minority students serviced across the three grade levels. Through observations and interviews, this data was collected. The intern observed the selection process for various special programs and extra-curricular activities operated throughout the school (i.e. EXCEL, special education, cheerleading, etc.). The intern then looked for trends that might have a bearing on the study. This information was compiled into a report to the school principal assessing how our school services its non-Asian minority students. All observations were made by the intern and discussed with the appropriate staff members who facilitate the selection process for these programs. These special programs and departments included the Pupil Assistance Counsel, the EXCEL program, and the Child Study Team.

**Development and Design of the Research Instruments**

The research instrument used to analyze the school culture at Charles W. Lewis Middle School was the Mix-It-Up survey (see Appendix A) distributed by Teaching Tolerance, an organization that promotes diversity nationwide. The survey was used to begin or enhance dialogue on group boundaries at school, while promoting the ideas
behind the concept of Mix-It-Up Day. It is also designed to encourage students and educators to participate in a national online dialogue occurring at www.mixitup.org.

In the survey, students were asked about the school culture. Specifically, students were asked if the school had a warm and friendly environment, can they make friends easily, what kinds of groups exist at school, and what boundaries are hard to cross. They were asked to share their opinions about barriers that exist at the school so they, in turn, would have some insight on the school's culture.

Specifically, the survey asked participants ten questions about the social climate at the Charles W. Lewis Middle School. There were six questions with a variety of forced-choice answers, of which two forced-choice questions also provided a section for the participant to write in an answer. The final four questions were open-ended questions about boundaries, resources, and the school climate.

Both formal and informal staff meetings were also conducted for the purpose of promoting diversity. Information gathered through these events and the study of student groups was used for a qualitative analysis made through observations or informal interviews of other staff members.

Sample and Sampling Technique

The student body, which consisted of 845 students, was surveyed in their social studies classes the week of Mix-It-Up Day. All students at the Lewis school are assigned a social studies class that meets daily. With the exception of students who may have been absent or participating in a pull out instructional program, all students had an opportunity to complete the survey.
The population sample was a close representation of the school’s population. The school population was comprised of 845 students of which 70% were Caucasian; 22% were African-American; 8% were either Asian American or Hispanic; and less than 1% was Native American. There were an equal number of male and female students. The faculty population however, did not represent the school population demographics. Lewis school consists of 85 professional staff members, of whom 94% were Caucasian and 6% were African-American.

In addition to the students’ surveys, teacher surveys where distributed to the social studies teachers. Of the ten social studies teachers surveyed, only three returned them. Since there are 85 professional staff members, the survey results were negated from the study. It was determined that the small sample size would yield invalid results; therefore, this data was discarded.

While the staff discussion group is open to all staff members, a small percentage of teachers attend regularly, approximately 23% of all professional staff members. In terms of the minority population, 6% of the staff population was African-American, yet 20% of the study group population was African-American. The people, who attend the meetings regularly, were the people who champion causes for diversity on a regular basis. In that sense, the population was skewed.

Finally, by reviewing the GEPA scores from the pervious school year and data compiled by the Pupil Assistance Committee (PAC), the intern analyzed the level of service provided to non-Asian minority students.
Data Collection Approach

Social Studies teachers were trained on how to administer the Mix-It-Up surveys during November’s Social Studies meeting. Although everyone administered the same survey, each teacher had the freedom to conduct their discussion in whatever manner they deemed appropriate. The Assistant Principal issued the directive for all social studies teachers to conduct the conversation and surveys in regards to Mix-It-Up Day. Once teachers had completed this task, all surveys were to be returned to the intern in a timely manner. Most surveys were received within a week’s time.

Once, teachers finished conducting discussions and surveying their classes, the surveys were sent to the intern. The final sample population consisted of 700 student responses. The intern used question three as the prominent variable for sorting responses. The questions asked, “Which of the following categories create group boundaries among the students at your school?” The respondent then had to choose between sixteen different factors or write in their own response. This question seemed to set the tone for all other responses on the survey. After analyzing the surveys, the intern drew conclusions and reported them to the Mix-It-Up organization to be included in their national study.

Through the Read to Succeed program, the staff made note of their own cultural biases and ignorance. In one meeting, it was noted that the principal and vice-principals had to fill out an information form and needed to know if any student celebrated Diwali. None of the administrators knew what it was. However, the social studies teachers did. Diwali is a Hindu holiday celebrated on the 15th day of Kartika. Several students at Lewis school celebrate Diwali. Because of the administrations ignorance, the intern presented
the Multicultural Awareness Committee with the idea of having a holiday decorating contest in celebration of the many holidays celebrated at this time of year.

This and other information gathered through the Read to Succeed program was used for future planning of activities through the ESP (Exceptional Student Program) group, Multicultural Awareness Committee, and the Black History Month Committee. Some of these activities included assemblies, student rap sessions, Thanksgiving reflections, Multicultural Displays, and the Table of Brotherhood Dinner.

The intern used notes from the Read to Succeed discussion groups and data from the PAC Analysis to facilitate conversation among team leaders and professional staff members about the state of the school’s non-Asian minority students. Information collected through these meetings and conversations was used to promote diversity with student groups at the Lewis school. The intern looked for trends that might have a bearing on the study. This information was compiled into a report to the school principal assessing how our school services its non-Asian minority students.
Chapter Four

Presentation of the Research Findings

The Civil Rights Movement of the 1950s and 1960s dismantled a system of laws that had divided the nation along racial lines for centuries. Despite the gains of the last fifty years, many Americans continue to live within rigid social boundaries. While many of these boundaries are inherent, other boundaries have been self-imposed by personal choice. Whereas, Jim Crow laws segregated people in the past, beliefs, interest, races, and style, among other variables, segregate people in the 21st century. To address this issue, the staff at the Charles W. Lewis Middle School instituted the Mix-It-Up program and joined hundreds of other schools in asking students, “Where you gonna sit?” Taking a new seat for one day was just the start. Over the course of the school year, the staff and students at the Charles W. Lewis Middle School became involved in several initiatives to promote diversity.

A project of the Southern Poverty Law Center, Mix-It-Up Day provided resources and support for people nationwide who seek to bridge the boundaries that separate human beings in their daily lives. The first step in the Mix-It-Up campaign was to have students break out of their comfort zones for one day and take a new seat to begin the process of exploring and crossing group boundaries. The Mix-It-Up organization estimates that 200,000 students swapped seats and participated in the national survey for Mix-It-Up Day 2002.
Of the first 1,000 students surveyed nationwide, 53 percent described their schools as “quick to put people in categories,” and 56 percent of the first 1,000 teachers rated their schools as “welcoming to all kinds of people.” Among the students, the top three factors that create group boundaries at school were style (60 percent), athletic achievement (53 percent) and appearance (52 percent); the students cited race and ethnicity at 25 percent and 18 percent respectively. From the teachers’ perspective, academic achievement ranks as the top influence on boundaries among students (64 percent), followed by athletic achievement (59 percent); the teachers rated ethnicity at 50 percent and race at 42 percent (Mix-it-Up, 2003).

When asked about crossing boundaries, students rated those of appearance (17 percent) and style (16 percent) as the most difficult to get over. On the same question, teachers cited race (20 percent) and income (19 percent) as the biggest social hurdles for students. As widely as students and teachers varied in their perceptions, the two groups strongly agreed on one count. Students (68 percent) and teachers (77 percent) named the cafeteria as the school setting where social boundaries are most clearly drawn (Mix-It-Up, 2003).

In studying the culture of the Lewis School through the Mix-It-Up program, the intern surveyed the entire student population. The survey had a 73 percent return rate since 846 surveys were distributed and 632 were returned. The intern discovered that in many cases students were making a conscious decision to segregate themselves. The first question on the survey asked students to describe their school as either welcoming to all kinds of people or quick to put people in categories. Responses to this question were split. 53% of all students thought the school were welcoming, 48% thought that people
were quickly put into categories, 5% of the recipients did not respond to this question. The interesting factor though was the responses differed by grade level. An overwhelming majority of sixth grade students thought the school was welcoming and the majority of eighth graders thought the school was quick to put students into categories.

This shows some of the social dynamics that exist in the different grade levels. Sixth graders have a unique impression of the school that they lose by eighth grade. The staff puts a lot of time and energy into orienting them into the building. The fifth grade class visited the middle school in the winter to see the drama production. In the spring, the sixth grade department heads start visiting the elementary schools met with teachers, parents, and students to discuss special placement issues. Parents attended sixth grade orientation in March. Ten percent of incoming sixth graders have an opportunity to participate in a summer program designed to help students with the transition from elementary to middle school. Finally, all sixth grade students were invited to orientation two weeks before school opens.

Because of these initiatives, a sixth grade student taking this survey in November might think the school is very welcoming. Many seventh and eighth grade students no longer have this perception. By this time, the students have formed social cliques and are involved in student activities.

In the next survey question students were asked, “In what settings have you noticed people grouping themselves?” While the students selected any number of the seven choices to this question and even wrote in their own answer, 78% of the students selected the cafeteria. This is surprising since students have limited liberty in the school cafeteria. During lunch for each grade level, students must sit at a table with their
homeroom. Through the school Renaissance program that rewards students for academic achievement, students have gold cards, which allow them to sit at any table in the cafeteria. With limited choices as to where students can sit, it would seem that the grouping would take place in after school clubs or recreational activities. Yet, the students have found a way to group themselves at lunch despite the constraints being placed on them.

In obvious and subtle ways, students experienced meaningful contact mainly within their own social circles. The school system also contributed to the segregation of students. Even though most classes are heterogeneously grouped, special programs like EXCEL, BSIP, and special education separate the students into classes were homogeneous based on student achievement on the Terra Nova test. This created a scheduling conflict that forced many of these students in the same classrooms all day long. The students began to form social cliques in these classrooms that carry over into the cafeteria. However, these students were in different homerooms and therefore, don’t necessarily sit together in the cafeteria.

The next three questions asked students to identify the factors that created group boundaries at school and then identify which boundary were the hardest to overcome. There were fifteen choices for this question and students could write in an answer. Three out of eight students selected personal appearance and/or style as the hardest boundary to cross. This was chosen over race, gender, athletic achievement, and academic achievement. Students cited reasons like “not all people can afford nice clothes,” “if you don’t seem to have the right clothes then you get made fun of,” and “people are judged by what they wear.”
Although the students stated personal appearance and style as the hardest boundaries to overcome, there were other underlying issues in this finding. Family income was a choice that many students didn’t pick, but family income dictated what clothing families can afford to buy. A child who did not have the most stylish clothes was not able to afford to stay in style. Race was also a choice that didn’t get high rating, yet race plays a part in what was considered style since styles were different for different ethnic groups.

During the post discussions held by the teachers, Mix-It-Up Day met with mixed reviews. Students were excited about the idea of getting to sit with different people, probably because they were forced to sit with their homeroom sections unless they had a gold card. However, many students were disappointed after the event. It seems that the students saw it as an opportunity to sit with their friends. In some ways, this was a set back for them. At the onset of the new school year, students were assigned to new homerooms and have to make new friends. As they begin to socialize with new people, they eventually they found a comfort zone. This activity upset that comfort zone and threw them back into that first day of school mentality. Over time, they could develop a new comfort zone with new people. Once was not enough.

When asked how they felt about the activity, the sixth graders were more receptive to the idea of taking a new seat in the cafeteria. Once again, everything is new to sixth graders and they are more receptive to change. The seventh and eighth grade students were adamantly against the idea of repeating this activity. They did not like their social settings being disrupted. I wonder if it is the children in established cliques that feel this way, or if it is, a feeling truly held by the majority of upper-classmen. There was
no way to tell since students were no required to complete any demographics and they did not state their affiliations on the survey.

The Mix-It-Up survey showed how far we have came as a people in the United States, yet boundaries still exist in schools that prevent children from socializing. Knowing the level of diversity that existed in the building, it may have appeared that race would play a stronger role in defining boundaries. However, the students didn’t cite it as a reason. The fact remains that when given a choice, the students did segregate themselves into racial groups. They also seat themselves by gender, yet very few people cited gender as a boundary. It appears that the students were comfortable with the gender boundary and didn’t want to overcome it.

The Mix-It-Up survey showed that although personal appearance and style were two primary boundaries that separate students, race and socioeconomic status were also contributing factors. This information, coupled with the Grade Eight Proficiency Assessment (GEPA) scores shared with the staff by building principal released in May of the previous school year, demonstrated the school’s need for programs that break social barriers and boost the scholastic achievement in non-Asian minority students. To address these needs, the intern formed and met with the school’s multicultural committee.

This group was used as a vehicle for change in the building. It was decided that the first activity would focus on commonality as opposed to diversity. Thanksgiving is a holiday that is celebrated by most Americans despite their race and religion. The committee decided to have students use this holiday to reflect on the thing the each student was most thankful for. Students were given colored leaves and asked to state what they were most thankful for. The leaves were then used to create a colorful hallway.
display showed all the things those Lewis students and staff were thankful for. The heading for the display read, “Fall into Thanksgiving with the Lewis Indians” (see Appendix D).

While the staff and students commended the committee on their creativity, noting that the colorful leaves reflected our diverse student body, the committee made a startling discovery while creating the display. Not everyone gives thanks at Thanksgiving. We had one Native American student in the building. Thanksgiving was not a holiday his family celebrates. In fact, they were not fond of the school using the Indian as a logo. While we try to promote inclusion and diversity through our deeds, our actions as “Lewis Indians” undermine these efforts. It was decided by the committee to start researching the schools mascot and logo to determine if it is appropriate to continue this 43-year tradition. The committee will present its findings to the building principal in the summer of 2003.

The committee found that the use of Native American names, symbols, and mascots was a significant issue being looked at across the nation in states like New York, North Carolina, and Washington. While some people believe that the use of these mascots and symbols honor or pay tribute to Native American culture, most Native Americans found their portrayals to be disrespectful (Mills, 2001). The Society of the Indian Psychologist of the Americas has raised the concern that the use of these mascots and symbols creates an unwelcome academic environment for Native American students. The use of these depictions as mascots can become a barrier to building a safe and nurturing school community. As a result, improving academic achievement for all students may not be possible (Mills, 2001).
In the state of New Jersey, 71 schools use Native American symbols or logos or mascots (Ishgooda, 2001). Many Native American organizations are now approaching these schools to request they change their mascots. These organizations shared the names and addresses of these institutions in advertisements that requested readers to contact the schools directly and demand they stop using Native American symbols. Ishgooda, who is a prominent Native American lecturer, teacher, and historian, did this on her webpage where she lists Charles W. Lewis Middle School as one of 71 schools in New Jersey that offend Native Americans by using racial mascots.

Lewis Middle School still proudly displays its mascot the Indian and its motto, “Once a Lewis Indian...Always a Lewis Indian” throughout the building. To make matters worst, a new Indian head plaque honoring the legacy of retired staff members was dedicated in June of 2002 at the annual retirement dinner. It was not clear to the intern or the committee what action had been taken in the past under the current or previous administration.

The next event examined the school’s rich and diverse culture. Every December, public school students, parents, teachers and administrators face the difficult task of acknowledging the various religious and secular holiday traditions celebrated during that time of year. The First Amendment guarantees freedom of religion to all Americans, including young schoolchildren, by prohibiting the government from endorsing or promoting any particular religious point of view. While this prohibition has led courts to ban prayer in schools and the teaching of creationism, the law was less clear regarding the limits on holiday celebrations in public schools.
There were appropriate educational benefits to teaching about the diverse religious traditions and cultures of our country. In fact, in *School District Of Abington Township, PA v. Schempp* (1963), the court went as far as to say, "One’s education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization." The Supreme Court has said that religion may only be studied when it is "presented objectively as part of a secular program of education."

In reviewing the district policy on holiday traditions, it was evident that the policy’s phraseology and scope need to be re-examined. It states, "Holidays are intended to be a happy time; however, we must abide by the following:

1. Live Christmas trees may not be erected in the classroom because of safety features; however, a tree will be placed in your building by your principal.

2. Homeroom or Christmas parties are to be established in correlation with the building principals. These should be limited in scope.

3. Decoration in classrooms should be kept simple:
   a. Bulletin board displays
   b. Nails, tacks, etc. must not be put in the doors or walls

4. All decorations must be removed before Christmas vacation begins by those responsible for the displays.

5. Holiday programs, etc., are to be established with the building principal.

6. Decoration of windows throughout the building is to be standardized.
7. Please remember that we are a multi-cultural society with many people celebrating different holidays. We must not discriminate.

Its phrasing alone is discriminatory because it references Christmas multiple times and does not acknowledge other holidays until it reached the sixth and seventh point. Placing a Christmas tree in every building and not requiring other holiday symbols, can be discriminatory. The Anti-Defamation League published a guide for public schools in the year 2000 called *The December Dilemma.* The manual stressed that teachers should make sure not to cover a single holiday or religion, but instead to teach children about the holiday celebrations of a number of different cultures. Therefore, it is permissible for teachers to display religious symbols, so long as they are used solely as a teaching aid and were displayed temporarily as part of an educational lesson.

Knowing this, the Multicultural Committee initiated a school-wide study of the many religious and ethnic holidays celebrated during the winter months. Every teacher was assigned to work with a group of classes to create a hallway display to represent the following holidays: Ramadan (Muslim), Diwali (Hindi), Hanukah (Jewish), Christmas (Christian), Three Kings Day (Hispanic), Kwanza (African-American), and the Lunar New Year (Asian). A memo on the competition was given to each staff member, and resources on the holidays were given to the team leader for each of the six groups. Teachers were reminded that this was an awareness campaign not a celebration. Therefore, displays should be festive and informative.
The groups began to feverishly work in competition against one another to create the best display. The committee set simple parameters for the competition:

- Each core was assigned six special area teachers who could assist the core in any way the team deemed appropriate.
- Displays were confined to the cores designated area.
- All displays had to have an educational component.
- Each core had the freedom and latitude to be as creative as possible.
- Displays had to be up by Tuesday, December 12, 2002
- Judging was to occur on Friday, December 13, 2002.

During the competition, the students were engaged and showed a great deal of pride for the displays they had created. Though most of the teachers shared the enthusiasm of the students, some were disgruntled about the project. In confronting the intern, they stated it was too much work and that not enough resource material was made available. The intern reminded these staff members that there were twelve professionals on each team and approximately 150 students and additional resources were available in the library. Most importantly, the displays could be as elaborate or simple as the team decided.

The committee under the direction of the intern set a criterion and the displays were scored. Judges included the Assistant Superintendent, the district Public Relations coordinator, two professional staff members, and two support staff members. As the judges were escorted through the building, they scored the displays and conferred with
At the end of the day, the sheets were tallied and the results were shared during homeroom.

The project was a success because students and teachers were learning together. The boundaries that were separating groups were just starting to dismantle. Unbeknownst to the teachers, they had just received a lesson in culturally responsive teaching. Culturally responsive teaching promotes a win-win situation for staff and students. Gloucester Township Public School system has committed itself to providing professional development to staff members in the area of differentiated instruction as a way of fostering culturally responsive teaching. At the Lewis school, teachers were asked to participate in a program called Read to Succeed.

Read to Succeed is a discussion/study group that meets on average every three weeks to discuss issues that affect education. The group was the brainchild of the building principal. In May of 2002, the principal addressed equity issues at the Lewis Middle School during a faculty meeting, revealing the school's results GEPA scores for that school year. This data indicated that non-Asian minority students were failing at an increased rate in comparison to their white counterparts.

In Language Arts Literacy (LAL), 73.2 percent of all students received a passing score on the GEPA. This appeared to be good news until the staff saw the breakdown of passing schools by race. While 78.5 percent of white students passed the LAL GEPA, 90 percent of Asian students, 75 percent of Hispanic students, and 46.5 percent of African-American students received passing scores. In Mathematics, 49.6 percent of all students passed the GEPA. This was an area of concern for all students. However, looking at the data by race intensified it more. 70 percent of Asian students, 55.5 percent of white
students, 41.6 percent of Hispanic, and 21.4 percent of African-American students passed the Math GEPA.

The principal challenged the staff to examine common practices and think out of the box to address the issue. In following her own advice, she began the Read to Succeed study/discussion group to facilitate conversation about equity issues. The discussion groups were open to all staff members. Attendance was voluntary. Every three weeks, the principal would distribute an article to the faculty and district supervisors. She attached a memo that highlighted the significance of the article and set a date for the discussion group to meet. At that meeting, the staff would share their impression of the piece and its relevance to education. Over the course of the school year, the intern reviewed and submitted articles for the study group to review. Many of these articles were used in the literature review for this study.

During the Read to Succeed program, staff members discussed the concept of lowering the bar versus raising expectations. Some staff had lowered their expectations because of heterogeneous grouping, mainstreaming, inclusion programs, and a transient population. With so many students in the classroom with varying abilities, some teachers began to accept mediocrity. In raising the bar of expectation, many teachers voiced their frustration in assessing students on their individual abilities. It was determined that professional development was needed in this area.

The outcomes of several meetings were manifested in this research. The Multicultural Committee holiday project was conceived at an October meeting when the school administration stated that in filling out a report on the student body and holiday traditions they did not know what Diwali was or if there were students in the building
who celebrated it. Another vice-principal was unsure if Judaism was just a religion or if it was an ethnicity as well. The staff soon realized that there was a lot to learn about their differences. The group soon realized that if they were so unsure about cultures and traditions, the student body had to have the same handicap. The holiday project addressed this issue.

Though the meetings were very rewarding and productive, they only had a direct impact on a small percentage of professional staff members. On average, the same twelve teachers attended the meetings on a regular basis. Occasionally, a small group of non-tenured staff members would attend, or seasoned veteran teachers would make a grand appearance. But for the most part, the same teachers who champion equity issues on a daily basis attended the Read to Succeed meetings.

In order to reach more staff members, the Multicultural Committee considered holding a covered dish dinner where each staff member would bring in an ethnic dish. The committee decided to hold this dinner at “The Table of Brotherhood.” The event was slated for February 6, 2003, since that was the night of afternoon and evening parent conferences during conference week. Many staff members tend to stay in the building on that day or go out to dinner in between. It seemed like a good date for the program. Unfortunately, the intern was forced to take a medical leave; therefore, this project could not be implemented. The committee conducted several other events during the intern’s absence, which proved that good leaders are facilitators of change.

In the next phase of the research, the intern looked at student referrals to the Public Assistance Committee (PAC). During the course of the 2001-2002 school year there were 826 students enrolled at Charles W. Lewis Middle School of which 127
students (15 percent of the total school population) were classified as eligible for special
education services. Classification data for the total school population revealed that 35
percent of African-American males and 20 percent of Hispanic males were classified in
comparison to only 14 percent of white males. Consequently, 30 percent of Hispanic
females and 19 percent of the African-American females were classified in comparison to
10 percent of white females (see chart 1.1).

This data echoes the same sentiments as the GEPA statistics shared by the
school’s principal in May of 2002 (see chart 2.1). Minority students at Charles W. Lewis
Middle School were failing the GEPA and classified at an increased rate. To make
matters worst, intervention data showed that the duration of intervention for African-
American students is shorter than white students. This suggests that teachers are spending
less time with the students who need the most help.

One change that is needed in the Gloucester Township Public School System and
many other suburban districts was a faculty population that was representative of the
school’s demographics. During the current 2002-2003 school year, Lewis Middle School
had a moderately diverse population of 845 students. 70 percent of students were
Caucasian; 22% were African-American; 8% were either Asian American, or Hispanic;
and less than 1% was Native American. The number of male and female students was
equivalent; 50% of the students were female and 50% were male. There were 85
professional staff members. However, the staff population was not as diverse. 94% of the
teachers were Caucasian and 6% were African-American.
Moreover, the teaching force in U.S. schools was overwhelmingly white (88 percent) and female (73 percent) (Allen-Meares, Washington, & Welsh, 1996). African American, Asian, Hispanic, and Native American teachers make up about 10 percent of the total teaching force (Viadero, 1996). It was anticipated that the percentage of teachers of color would not increase in the near future because business and industry had been actively recruiting employees of color. Teachers and education students of color would leave the classroom for more lucrative careers (Dupper, 1996). More work has to be done to recruit and keep qualified minority teachers.

While African-American students were being classified for special education at a higher percentage than white students, they were less likely to qualify for gifted and talented programs than white students. However, the intern found conflicting reports while trying to substantiate this at the Lewis Middle School. The EXCEL teacher responded to the intern’s inquiries in a memo that said in brief: “To state that the EXCEL program does not currently service any African-American students is inaccurate. Currently as in the past, minority students including African-Americans have received services at the Charles W. Lewis School and throughout the district. Each year reports on ethnicity are submitted to the Assistant Superintendent and passed on to the proper state agencies. Every five years a report is submitted to Middle States. At this point C. W. Lewis and Gloucester Township minority gifted population figures have been reflective of district population percentages” (Mocharnuk, 2002)
Gloucester Township is a growing community with an enrollment of approximately 8,000 students attending grades K-8. The district is comprised of one preschool, seven elementary schools (grades K-5), and three middle schools (grade 6-8).

After communicating with the district's Assistant Superintendent of schools, the intern discovered the minority gifted population figures are not reflective of the district population. As of February 2003, there were 822 gifted students in the district. While African-American students comprised 18.2 percent of the district population, they only made up 7.3 percent of the gifted and talented population. More specifically, at the Lewis Middle School, 20.8 percent of the school population is African-American. However, there were only three African-American students in the EXCEL program. That was 4.7 percent of the school's total gifted and talented population.

When meeting with both the Assistant Superintendent and the building principal to discuss this matter, they both agreed that this was an area of concern. At the building level, African-American students who had qualified or just missed the cut-off numbers for the EXCEL program were interviewed by the building principal and assistant principal to determine why they were not participating in the EXCEL program. The intern was not allowed to participate in the actual interview, but was given the opportunity to review the notes from these meetings and draw conclusions with the building administration. An overwhelming majority of the students interviewed said, "I don't think the program is for me." Through further questioning, it was determined; that many of the African-American students felt the program was not designed to meet their needs. They felt the class was "too white," because many EXCEL classes did not have any African-American students. The students interviewed did not want to be in a class
where they would be the only minority student. For these reasons they opted to not participate in the program or appeal their rejection.

Many of these students did choose to participate in other programs throughout the building especially those programs that promote diversity. Programs that promote diversity had a positive impact on the students and staff that participate in them. Three years ago, the intern along with five other minority teachers, started a tradition at the Lewis school, the Black History Assembly. Up until that time, minority students had inquired about a drill team and gospel choir with no avail. Seeing the interest, several staff members volunteered their time to work with students on an assembly program. What originally was scheduled as one show for the sixth grade class, has become three annual performances for the sixth, seventh, and eighth grade classes respectively and an encore performance for fifth grade students from the sending elementary schools. During this event students from various ethnic backgrounds read monologues, sang, and danced in honor of the heritage and accomplishments of African-Americans.

Twelve students had been involved in the assembly since its inception three years ago. The intern held a rap session with these students asking them questions about how their involvement in the assembly has affected them and the total climate at the Lewis School.

The Black History Assembly consists of six separate groups: various speakers, a choir, mimes/praise dancers, a drill team, and a dance troupe. None of these groups were official school clubs, they all were organized in January and they practiced for two months after school for the assembly program in March. There were school clubs that served similar purposes like the chorus, cheerleading, and a drama, but they typically
only serviced a small percentage of minority students. Like the EXCEL program, some students tried out for these clubs and made the cut-off, some did not, and many other students chose not to join at all. However, the Black History Assembly attracted a large number of minority students, 34 percent. Of the 207 African-American and Hispanic students in the building, 70 of them were involved in the program.

When asked why they chose to participate in the Black History Assembly year after year, most students agreed it gave them a sense of pride. The students felt that the program was something they could call their own. It displayed their culture through forms of expression they were familiar with. The students enjoyed the comfort zone the program offered. Members of the choir enjoyed singing Negro spirituals and gospel music that the chorus did not offer. Many students in drill team and dance did not have the gymnastic background that cheerleading required. However, they did have the step experience needed for a drill team. They enjoyed doing the latest dances to hip-hop and R&B. Some of the speakers had in fact tried out for drama club and made it, but soon realized that the practice schedule for drama conflicted with the Black History program. They all chose to drop out of drama to be involved with the Black History program instead.

When asked what they liked most about the assembly, the students pointed out two things. They enjoyed being together. Because Gloucester Township is a predominately white community as is Lewis Middle School, the minority students don’t have many opportunities to interact. The other thing they enjoyed was a feeling of pride after the assembly when their peers and teachers congratulate them on their performance.
The feeling of unity and accomplishment was by far the greatest bi-product of the assembly, which made it a successful program.
Conclusions

This study was designed to analyze programs that service non-Asian minority students. Through observations, surveys, and interviews, the intern collected a multitude of information to enlighten teachers and school administrators about the needs of this underserved population of students. The following questions guided the intern to these conclusions.

What programs have an effect on non-Asian minority students?

In reviewing the material culture at the Lewis School, it was determined that three programs were having an intense impact on non-Asian minority students: the PAC committee, special education services, and the Black History Assembly Program. Consistently, these programs were serving a high number of non-Asian minority students.

PAC had been instrumental in identifying strengths and weaknesses of individual students and making recommendations for ways to improve the student’s academic performance. When these recommendations were not successful, PAC then had the option of requesting an evaluation from the CST. The intern discovered that white female and black female students were given the same average number of interventions. White female students were given these interventions four to five times per week, whereas African-American female students were only given the intervention three times a week. The average duration of interventions among white students was 27.5 to 30.4 weeks;
whereas, the duration for African-American students was 21.3 to 23 weeks. This demonstrated that white students were given more opportunities for academic success than African-American students. While the school does not intentionally discriminate against its minority population, minority students were not as successful as their white counterparts.

The special education program services 15 percent of the school total population. However, it serviced 40.2 percent of the schools non-Asian minority students. This was a high percentage and has prompted an investigation by the New Jersey Department of Education. Minority students should not be classified as readily as they were in Gloucester Township Schools.

Instead, educators need to make modifications in their education programs to adapt to the changing faces in education. The needs of minority students may be different than the needs of white students. Through culturally responsive teaching, these needs can be met.

How do programs affect student performance, achievement, and/or self-esteem among non-Asian minority students?

Minority students at Lewis Middle School had hurdles to overcome. There were almost as many non-Asian minority students in regular education classes as there are in special education classes. At the school, classes were heterogeneously grouped and inclusion programs put special education students in regular education classrooms. However, the students could tell who among them was gifted and who struggles despite modifications. Because of this, many minority students began to doubt their own ability.
Some did not perceive themselves as being bright and competent students. They had difficulty conforming to classroom rules and standards and could not be as successful as other students.

What percentage of the school population participates in various programs?

The special education department services a high percentage of non-Asian minority students. Fifteen percent of the school’s student population was classified. However, the classified population was not representative of the school’s student population. While 14 percent of white males and 10 percent of white females were classified, 35 percent of African-American males, 19 percent of African-American females, 20 percent of Hispanic males, and 30 percent of Hispanic females were classified. While non-Asian minorities were 22 percent of the total school population, they were 40 percent of the total classified population.

Looking at the other end of the continuum, African-American students were only 4.7 percent of the total gifted and talented population. In a normal distribution we know that 68 percent of the population falls between -1 and +1 SD (standard deviation) of the mean (McMillan, 2000). However, the special education population skews this curve. The range of this dispersion showed 55.1 percent of non-Asian minority students in the regular education population. If the laws of normal distribution applied, 68 to 95 percent of the students would be in the regular education program. Less than 13.59 percent would be classified as needing special education services and 2.14 to 0.13 percent would be classified as gifted and talented. This was far from the case.
Charles W. Lewis Middle School offers 23 clubs, organizations, and extracurricular activities for students. With the exception of track, W.C.W.L Radio, and basketball, these organizations had a small minority population. Although, the Black History Month Assembly Program was not a recognized club or organization, it attracts a large number of minority students. In fact, 37 percent of the school’s minority population tried out for the program, and approximately 33 percent were able to participate. 93 percent of all participants were non-Asian minorities.

In the Black History Assembly Program, roles are reversed. African-American students make up the majority and Hispanic students out number white participants. The students relish this experience because it didn’t happen often in a school that has predominantly white population.

**What prevents more students from participating in programs?**

The Mix-It-Up Program demonstrated that students create many boundaries for themselves. They choose to segregate themselves based on race, socioeconomic status, style, and appearance. One student chose not to participate in the EXCEL program because the student believed the program wasn’t for him/her. Another student didn’t want to be the only black child in the class. As far as other programs and clubs were concerned, some students lack the advanced training needed like a gymnastics background for cheerleader and others prefer to participate in activities that have a large number of minority students like the Black History Month Assembly.

While this separatist attitude offered a comfort zone for minority students, it could also hinder positive race relations. Lewis Middle School, rich in diversity; the holiday
decorating contest demonstrated that. This diversity deserved to be celebrated. The high number of minority involvement in the Black History Assembly discouraged non-minority students from becoming involved in the program. They too may begin to say, “That program isn’t for me.” The Black History Month Committee must be continued to provide opportunities for all students to become involved in the program.

What programs are non-Asian minority students successful in at school?

Instead of identifying programs that were successful in teaching minority students, the intern examined practices and pedagogy that helped minority students succeed. The Read to Succeed program brought literature and discourses to the professional staff members and encouraged culturally responsive teaching.

Although Lewis Middle School’s student population was becoming more and more diverse, the staff population was not. Of the 85 professional staff members, 94 percent were Caucasian and six percent are African-American. There were no Hispanic teachers or African-American male teachers. Therefore, minority students had few ethnic role models to identify with.

Implications

This study contributed to scholarly research that supported the notion of culturally responsive teaching especially as it related to suburban schools. It addressed recurring social policy issues that were not often examined in suburban settings. While society had made major strides in the past 40 to 50 years, schools were still coping with issues that separate children along racial divides. At a first glance, Gloucester Township looked like
any average suburban district. A high mobility rate and transient population brought urban educational concerns to a suburban district. While little animosity existed between races, students chose to segregate themselves as is evident in the data from Mix-It-Up Day.

The level of achievement among minority students was an area of concern both in the school and in the district at large. In looking at the GEPA test results, and PAC data of the previous school year, coupled with current gifted and talented statistics, it was evident that non-Asian minority students were not achieving at the same rate as white students. For decades, Gloucester Township has had a predominantly white community. In the last ten years, it has seen an influx of people from various ethnic and socioeconomic backgrounds. Because of this, the district had opened a new middle school in 1996 and new elementary school in 2001. The community was becoming more and more diverse, and the school was gradually responding to the changing faces in education. This research brought these issues to light.

In facing this issue, many teachers argued that they are not to blame for the lack of achievement in many non-Asian minority students. The students have transferred into the district lacking basic skills that put them at a disadvantage. The PAC analysis showed that non-Asian minority students were referred to PAC at a higher rate than white students. While the committee makes referrals for interventions and modifications for all students referred to PAC, non-Asian minority students were given less time with these modifications and were readily referred to the Child Study Team (CST). In discussing this with staff, it is clear that there was a perception problem. Many staff members who have seen non-Asian minority students struggle pressured PAC to make
recommendations for a CST evaluation, hoping that these students would receive much needed services more quickly. By doing this, the students did not get an equal amount of time with PAC modifications and interventions. Non-Asian minority students were then pushed through the system at an accelerated rate in comparison to white students.

In looking at African-American students at Lewis Middle School, twenty percent were receiving special education service and less than five percent were in the gifted and talented program. The special education population skewed the bell curve. African-American students at Lewis School found them to be average or below average academically. To make matters worse, they were not striving for the advance placement programs like EXCEL. They cited reasons like, “The program is not for me,” minority students are settling for mediocrity.

Culturally responsive teaching can address this issue. While some educators have lowered their expectations with the changing faces in education, others have accepted the challenge. Differentiated instruction is one-technique educators have explored this school year at Lewis School to address classroom dynamics. Research suggests that African-American boys need movement and peer interaction in class (Delpit, 1992). Gifted black students face psychological, social, and cultural barriers to achievement (Ford, 1996). Teachers are human beings; as such, they are not immune to racial and cultural biases (Walker, 2002). Teacher attitude is the key to success for minority children who underachieve. (Ford, 1996)

In Gloucester Township, the district’s position is: Where the students come from is irrelevant; they are the district’s concern now. By taking this approach, the district is moving in a direction to provide additional services for all students who are academically
“at-risk.” In the years to come, inclusion programs will put basic skills teachers as well as special education teachers in regular education classrooms. Team teaching will be more and more common. PAC will recommend more classroom interventions and modifications with less CST referrals. Student-centered classrooms will be on the rise, and differentiated instruction will be used in all educational programs. Teachers will have high levels of expectations for all students and gifted and talented program populations will reflect the district’s demographics.

Because the dropout rate for Hispanic students in 1993 was 33 percent nationwide, it can be anticipated that the number of students at risk of school failure and dropout will continue to grow. With the passing of the “No Child Left Behind” legislation, schools must make some drastic changes if they are to educate all children.

Surveyed children about social trends through the Mix-It-Up program, the intern learned a lot about the culture at Lewis Middle School. Many of the social boundaries students cited as a means of separation stem from learned behaviors that the children exhibit at school. There were external factors, which lead the children to believe that certain personal appearances were better than others. Because of this, students were segregating themselves and reinforcing the boundaries that exist in school. Though students cited personal appearance and style as the greatest boundaries that exist, the intern was convinced that these boundaries were driven by race and socioeconomic status. They don’t seem to comprehend the dynamics behind the styles and trends that lead to personal appearance.

While cliques shared similar personal appearance and style, many group members also share ethnic background and were from the same neighborhoods as well. Students
had a comfort zone that they would stay in if allowed. Under the direction of the intern, educators at the Lewis school tested and extended these boundaries.

The Multicultural Committee conducted several projects throughout the school year to extend these boundaries. The first activity the committee chose capitalized on commonality as opposed to diversity. The committee used Thanksgiving as a holiday celebrated by Americans despite ethnicity and religion. In doing so, the committee explored Native American heritage and made a startling discovery. The school’s mascot, the Indian, and motto: “Once a Lewis Indian, always a Lewis Indian,” is offensive to Native Americans. For years, Native American, organizations have opposed the use of Native American names and symbols as mascots, finding them offensive and a racial slur against their people.

In April 2001, the U.S. Commission on Civil Rights recommended that all non-Native American schools drop their Native American mascots or nicknames. The commission declared that “the stereotyping of any racial, ethnic, religious or other group, when promoted by our public educational institutions, teaches all students that stereotyping of minority groups is acceptable, which is a dangerous lesson in a diverse society.” The commission also noted that these nicknames and mascots are “false portrayals that encourage biases and prejudices that have a negative effect on contemporary Indian people” (Emert, 2003).

Organizations such as the NAACP and the NEA have issued statements calling for an end to the use of mascots (Mills, 2001). As college and professional teams begin to examine this issue, Hank Aaron recently became one of the most prominent athletes to take a position publicly. When taking the platform to throw out the first pitch at the All-
Star Classic Game in Atlanta, Aaron stated that if the name “Braves” that he wore on his chest for decades was hurtful to many Native Americans, then it should be changed (Lapchick, 2002).

Over the last 30 years, more than 600 colleges, universities, and high schools have changed or eliminated their use of Native American mascots (Mills, 2001). The argument is that schools must provide a safe and supportive environment that promotes achievement of the standards for all children. The use of Native American mascots by some schools can make that school environment seem less safe and supportive to some children, and may send an inappropriate message to children about what is or is not respectful behavior toward others. This is not the message the Lewis School is trying to convey.

The Interstate School Leaders Licensure Consortium (ISLLC) makes this statement of the dispositions of school leaders, “The administrator believes in, values, and is committed to taking risks to improve schools and making management decisions to enhance learning and teaching” (Ubben, Hughes, Norris, 2001). As such, members of the Multicultural Committee under the direction of the intern requested a meeting with the school administration to address this issue.

For 43 years, the school held the Indian as its mascot; the committee called for an end to this tradition. Although, to date no decision has been made on the status of the school mascot and motto, the intern believed that the administration and staff will follow in the footsteps of New Jersey’s Parsippany High School, which recently changed from the Redskins to the Red Hawks ending a 45-year tradition (Emert, 2003).
While this issue was still pending at the time the research was completed, other programs sponsored by the Multicultural Committee were quite successful. ISLLC says in their first standard “A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community” (Ubben, Hughes, Norris, 2001). One of the most successful programs the intern sponsored satisfied this objective. The Holiday Decorating Contest got the entire staff involved in promoting diversity. It organized the staff in teams assigned to specific groups of students to maximize results. The committee fed the groups information, and the teams analyzed and synthesized it into a project that facilitated learning for students and staff alike. Though all staff members were not happy about having to participate in this mandatory program, all staff members cooperated.

This program was successful because of the intern’s knowledge of effective communication and consensus building as a strategy to initiate change. The intern was willing to continuously examine her own assumptions, beliefs, and practices while doing the work required for high levels of organizational performance. As a result, progress toward the vision and mission was communicated to all stakeholders and the entire school community was involved in the effort.

Though this was evident in the presence of the intern, it was clearer in the intern’s absence. During the month of January, the intern was forced to take a sudden medical leave. The committee had bought into the vision and was able to perform many tasks without the immediate supervision of the intern. ISLLCS says in standard three, “A school administrator is an educational leader who promotes the success of all students by
ensuring management of the organization, operations, and resources for a safe, efficient,
and effective learning environment (Ubben, Hughes, Norris, 2001). In doing so the
administrator facilitates the process and makes sure that responsibility is shared to
maximize ownership and accountability.

Teachers at the Lewis school have committed themselves to addressing equity
issues in the classroom as a building objective for the 2002-2003 school year. Through
the Read to Succeed program, staff members have examined common practices that
advance education as well as those that hinder the educational process. In the wake of
these discussion groups, programs like the Holiday Decorating Contest were instituted to
promote diversity.

While the Read to Succeed program was successful in opening the lines of
communication, it is unclear as to how the program affected the staff as a whole. While
all staff members did not attend the discussion groups, all staff members did receive the
literature. Perhaps minutes of these meetings could have been circulated among the staff
so everyone could receive feedback from the articles and discussion groups. This was
just one way to encourage culturally responsive teaching. Even though the staff was not
committed to regular attendance at these group meetings, the intern firmly believed that
many staff members who were not in attendance were still committed to the idea of
culturally responsive teaching. In future research, the “Table of Brotherhood” activity
could be held as round table discussion among staff members.

Because the staff had made a commitment to address equity issues at the building
level, many programs exist to teach tolerance and promote diversity. The Black History
Month Assembly gives African-American students an opportunity to shine, while
exposing other ethnic groups to Black culture. The majority of students who participate in the program are African-American, but many Hispanic and some white students also perform with the choir, mimes, drill team, and dancers. The entire student body sees the assembly and receives the information well.

More importantly, the African-American students who participate in the assembly are seen in a different light. Typically, the students who have participated in the program over the years have been students who get bad grades, are in special education or BSIP program, and are behavior problems. Many of the students would not qualify for an after school club because of their grades. Since this program was not an official club, students do not have to meet an eligibility requirement. Originally, many of the students, who excel in the assembly, never excelled at anything in school. Over past two years this phenomenon has changed. Historically students who participate in the Black History Assembly walk away with higher self-esteem, a positive outlook on school, and strong bonds with professional staff members. These ingredients fostered academic success in the following school year. The intern saw this happen with the returning population of Black History Assembly participants.

At a glance, it appeared that Gloucester Township had failed its non-Asian minority students. However, taking into consideration strides made at the Lewis Middle School this year, it was clear that the issue was being addressed. Programs that promote diversity must be a norm and culturally responsive teaching is the key. ISLLC says in standard four, “A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources” (Ubbern,
Hughes, & Norris, 2001). That means that a school administrator has knowledge of emerging issues and trends that impact the school community and needs to be aware of the conditions and dynamics of the diverse school community. The administrator’s disposition showed commitment to the school operating as an integral part of the larger community. Also, the administrator facilitated activities ensuring that diversity is recognized and valued. This principle has guided the intern through the research.

ISLLC says that school leaders must understand the importance of diversity and equity in a democratic society and that education is a key to opportunity and social mobility (Ubben, Hughes, & Norris, 2001). The intern wanted to make sure this key is given to each and every student, regardless of his or her ethnicity and socioeconomic status. All children can learn, and should be given a fair chance in their academic careers. However, what is fair is not always equal and what is equal is not always fair. Minority students may need additional support, affirmative action programs, and quota systems to ensure their representation. More importantly, minority students need a fair chance so they too can succeed in greater numbers.

Further Study

Gloucester Township Public Schools are on the right tract. They have identified the problem with minority students and standardized test scores (GEPA/ESPA). The administration should continue to provide the faculty staff development opportunities in differentiated instruction. Lewis Middle School has taken this a step further by providing teachers with literature and opportunities for staff discourse to foster culturally responsive teaching. The district could encourage other schools to adopt this model or
develop other programs that will encourage teachers to examine common practices and pedagogy on an on-going basis.

Culturally responsive teaching methods must be incorporated into the EXCEL program so it attracts more minority students. An affirmative action program or quota system could even be put into place so the gifted and talented population truly reflects the total district population. Many minority students just need a chance to succeed. Given that chance, they will rise to the occasion.

PAC must be closely monitored so minority students are afforded equal opportunities. Before referring minority students to PAC, teachers need to thoroughly examine the child’s learning styles. The literature suggests that minority students may have special needs for movement, modeling, and social interaction. If teachers incorporate these needs into their lessons, minority students may not need to be referred to PAC.

Since minority students skew the special education population, the administration may want to offer additional support programs to help mainstream minority students into the regular education program. If this move is successful, eventually some minority students will be declassified and the total number of minority students in special education programs may reflect the district population.

Finally, the district needs to actively recruit minority teachers so the staff population is also representative of the student population. Teachers often times teach the way they learn. Their teaching style echoes their own learning style. Minority teachers bring a dynamic variable into the classroom, their culture. Minority students identify with this culture and develop a sense of security. Minority teachers also have a high
commitment to the notion of culturally responsive teaching. At Lewis, they showed this by their presence at the Read to Succeed meetings. Of the total population of professional staff members, 17 percent of white and 67 percent of African-American teachers participated in the program. The district has everything to gain by hiring qualified minority teachers.
Reference List


Mix-It-Up. (2003). Identify, questions, & cross the social boundaries in your school and community. [Brochure].


Educational Leadership, 56, 7.

Ubben, Gerald C., Hughes, Larry W., Norris, Cynthia J. (2001). The Principal: Creative 
Leadership for Effective Schools. 4th ed. Allyn and Bacon.


Villegas, Ana Maria & Lucas, Tamara. (January 2002). Educating Culturally Responsive 

Walker, Tim (Fall 2002). Something is wrong here: Denver students confront racial 
tracking at their high school. Teaching Tolerance, pp. 38-43.

MISSION STATEMENT

The mission of the Gloucester Township Schools is to provide an educational program for all students in order to build a strong foundation of knowledge and decision making skills. Our students will need these skills to meet the challenges they will encounter as citizens in the 21st century society. In order to accomplish this, the district will engage in an energetic partnership with all components of our culturally diverse community. The Gloucester Township Schools will seek to marshal resources, which will provide the highest quality intellectual and human relations necessary for the development of students.
HOLIDAY TRADITIONS

Holidays are intended to be a happy time; however, we must abide by the following:

1. Live Christmas trees may not be erected in the classroom because of safety features; however, a tree will be placed in your building by your principal.

2. Homeroom or Christmas parties are to be established in correlation with the building principals. These should be limited in scope.

3. Decoration in classrooms should be kept simple:
   a. Bulletin board displays
   b. Nails, tacks, etc., must not be put in the doors or walls

4. All decorations must be removed before Christmas vacation begins by those responsible for the displays.

5. Holiday programs, etc., are to be established with the building principal.

6. Decoration of windows throughout the building is to be standardized.

7. Please remember that we are a multi-cultural society with many people celebrating different holidays. We must not discriminate.

CLASS PICTURES

Class pictures of all students are taken during the fall of each school year. Advance notification will be given to all teachers and students concerning this activity. Staff must have picture made for identification badge to be worn during the school day.
SPECIAL SERVICES REFERRALS

If any teacher has occasion to refer a student for academic, behavioral, or emotional reasons, they should first contact the building Pupil Assistance Committee (PAC) by completing the Request for Assistance form, a copy of which is attached, and give it to any PAC member. A case number will be assigned since cases are handled in order by date received. The teacher will then be invited to a PAC meeting to discuss the reasons for the referral. Interventions will be discussed as well as an invitation to the parents or guardians to also meet with PAC. Sometimes it is very clear that a Child Study Team referral is the best course to take. PAC will ask the teacher to fill out the Child Study Team referral (Green form) and then give it to the nurse. The nurse, by law, will do a vision and hearing screening and a notation of any significant medical facts. The Department of Special Services will invite the parents to a pre-referral meeting within 20 days of the referral date. At that time the parents and team will decide what, if any, evaluations are required and who shall perform these evaluations. If the parent is in agreement and signs the referral form, then the team has 90 days by law to complete the evaluation.

Teachers should be aware that part of the evaluation will include classroom observations, pull-out testing, and excused absence for off-site physician's examinations. When all testing is completed, the team will have a conference with parents and teacher invited to hear the recommendation and findings. The team will provide updates on the process to the building principal. Teachers can help speed up the progress by encouraging parents to respond quickly with the permission slips.
Charles W. Lewis
Middle School
2002-2003
Faculty Handbook
The following committees have been established to carry out the necessary functions and operations of our school. The chairperson shall assume responsibility in executing the functions of his/her committee and each member shall cooperate with the chairperson to the fullest. Please contact me if there are any recommendations, etc., they will be reviewed with the Principal prior to implementation. Additional committees will be established if the need arises.

**AMERICAN EDUCATION WEEK**

ROBERT KULKA-CO-CHAIRPERSON  
DAVID RAUER-CO-CHAIRPERSON  
JAN MOCHARNUK  
DIANE GRASSO  
DALE FREAS  
CHRISTOPHER QUEMORE  
SAM SIMOES  
BOB NOON

**CRISIS MANAGEMENT TEAM**

ALL ADMINISTRATORS/COUNSELORS  
ROBERT KULKA  
ANTHONY DIBABBO  
ROE GRAHAM  
DAVID RAUER  
ROE PATRIZIO  
BOB KEATING  
PAUL RUTH  
SUE BEETLE

**ARBOR DAY**

SUSANNE SCHAEFELE-CO-CHAIRPERSON  
SCOTT SCHAPPPELL-CO-CHAIRPERSON  
CATHY KEMP  
DAWN BARTLETTA  
CARMELLA STARRETT  
BENJAMIN KESSLER  
RON WINES  
BRIDGET DAMICO  
LYNDA ACCHITELLI

**SPIRIT COMMITTEE**

RANDI POLLACK-CHAIRPERSON  
ROSALIE FEDELE  
CHRISTA PALMIERI  
DAN GIANNATTASIO  
KENDRA JONES  
CATHY GALLAGHER  
GAIL POWERS  
TERESA SCHULTZ  
MATT FISHER  
LYNDA ACCHITELLI  
JENNIFER PETTINEO  
SUSAN GIANGRASSO

**BLACK HISTORY MONTH**

ROBERT KULKA-CO-CHAIRPERSON  
SHEREE ALEXANDER-CO-CHAIRPERSON  
VANESSA ECHEVARRIA  
SUSAN GENZER  
ANGELA ROSE-BOUNDS  
NANCY D'AMICO  
ALVA CAMPBELL

**CURRICULUM FAIR**

TAKISHA FORD-CHAIRPERSON  
ANGELA ROSE-BOUNDS  
JAN MOCHARNUK  
SAM SIMOES  
JANICE CARCHIDI  
PAT OSMAN  
CATHY GALLAGHER  
RAY BEAVER  
NANCY D'AMICO  
ART KOPCZYNSKI  
MARIE BARRIE

**GRADUATION DANCE**

DIANE GRASSO-CO-CHAIRPERSON  
MARY BARRIE-CO-CHAIRPERSON  
TAKISHA FORD  
ALICIA MERKEL  
CATHERINE FIEBLEKORN  
RANDI POLLACK  
SHEREE ALEXANDER  
GAIL SHEARER  
DALE FREAS  
SCOTT SCHAPPPELL  
DEBBIE LOBE  
MAUREEN AIRO  
JENNIFER VISCO-BURR

**MULTI-CULTURAL AWARENESS**

SUSAN GENZER-CO-CHAIRPERSON  
ANGELA ROSE BOUNDS-CO-CHAIRPERSON  
BOB NOON  
DENISE REAMER  
MARLENE RUBIN  
RAY BEAVER  
ALVA CAMPBELL  
KENDRA JONES  
VERONICA MORAN
### MIDDLE SCHOOL GEPA WORKSHEET

**AYP FORMULA**

\[
100 - \text{SCORE} \div 12 = \text{AYP}
\]

**SAFE HARBOR FORMULA**

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**C. W. LEWIS**

NA = Statistically insignificant

* = Subgroups at Risk
## ELEMENTARY SCHOOL
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### DISTRICT

**NA =** Statistically insignificant

**= Subgroups at Risk**

### AYP FORMULA

\[100 - \text{SCORE} \div 12 = \text{AYP}\]

### SAFE HARBOR FORMULA

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# MIDDLE SCHOOL GEPA WORKSHEET

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<td>58.9</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td><strong>LEP</strong></td>
<td>2</td>
<td>50.0*</td>
<td>4.2 pts</td>
<td>0</td>
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<tr>
<td><strong>Poverty</strong></td>
<td>55.7*</td>
<td>3.7 pts</td>
<td>36.5*</td>
<td>5.3 pts</td>
</tr>
<tr>
<td><strong>IEP/Special Education</strong></td>
<td>20.6*</td>
<td>6.6 pts</td>
<td>5.8*</td>
<td>7.9 pts</td>
</tr>
</tbody>
</table>

## DISTRICT

NA = Statistically insignificant

* = Subgroups at Risk

### AYP FORMULA

\[
100 - \text{SCORE} \div 12 = \text{AYP}
\]

### SAFE HARBOR FORMULA

Not clearly defined yet.
PAC DATA ANALYSIS

SCHOOL: Lewis

CLASSIFICATION DATA

<table>
<thead>
<tr>
<th>BM classified of total</th>
<th>WM classified of total</th>
<th>BF classified of total</th>
<th>WF classified of total</th>
<th>HM classified of total</th>
<th>HF classified of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 88</td>
<td>43 299</td>
<td>15 75</td>
<td>32 305</td>
<td>2 10</td>
<td>3 10</td>
</tr>
<tr>
<td>BM = 5%</td>
<td>WM = 14%</td>
<td>BF = 19%</td>
<td>WF = 10%</td>
<td>HM = 20%</td>
<td>HF = 30%</td>
</tr>
</tbody>
</table>

127 Sp. Ed population of total population 826 = 15%
0 Declassifications of 127 Sp. Ed = 0%

INTERVENTION DATA

7 CST referrals from 23 PAC cases = 30%
2 of 7 CST referrals are parent requests = 29%
7 CST referrals from PAC 3 of classifications = 43%

FORM COMPLETION CONCERNS TO DISCUSS

2 blank durations
3 said referred to CST, but weren't

INTERVENTION CONCERNS TO DISCUSS

# of blacks sent through PAC
### Analysis of Interventions and Other Factors

- **District:** Gloucester Township
- **School:** CW Lewis Middle School

### Total School Population 10/15/01

<table>
<thead>
<tr>
<th>Race</th>
<th>Male</th>
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<th>Female</th>
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<td>305</td>
<td>88</td>
<td>75</td>
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<tr>
<td>Black</td>
<td>256</td>
<td>273</td>
<td>57</td>
<td>60</td>
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<td>Hispanic</td>
<td>43</td>
<td>32</td>
<td>31</td>
<td>15</td>
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<tr>
<td>Asian</td>
<td>17</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian/Alaskn Ntv</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>15</td>
</tr>
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<td>Hispanic</td>
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<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian/Alaskn Ntv</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Interventions

- **Avg. Number:** 1.5, 1.7, 2.0, 1.7
- **Avg. Frequency (X per wk):** 4.6, 4.4, 4.7, 3.0
- **Avg. Duration:** 27.5, 30.4, 21.3, 23.0

### Preschool

- % of total w/ diff.
- Number classified
- % of total classified

### Free or Low Cost Lunch

- **Number Qualified:** 36, 42, 25, 35, 3, 7, 3, 6
- **% Enrolled of Total Pop.:** 12.0%, 13.8%, 28.4%, 46.7%, 30.0%, 30.4%, 17.0%, 66.7%
- **Number sent to PAC:** 2, 0, 6, 2, 0, 0, 0, 0
- **% Free/Reduced sent to PAC:** 5.6%, 0.0%, 24.0%, 6.7%, 0.0%, 0.0%, 0.0%, 0.0%

### Mobility

- **Students with Disabilities**
  - Moved In: 4, 2, 4, 3
  - % of Classified: 9.30%, 6.25%, 12.90%, 20.00%
  - Moved Out
  - % of Classified

- **Students without Disabilities**
  - Moved In
  - % of General Ed.
  - Moved Out
  - % of General Ed.
### Summary Analysis of Referrals, Classification, and Declassification

**District:** Gloucester Township  
**School:** CW Lewis Middle School

<table>
<thead>
<tr>
<th>Referrals by Grade</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Am. Indian/Alaskn Ntv</th>
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</thead>
<tbody>
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<td></td>
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<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Second</td>
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<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Seventh</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth</td>
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<tr>
<td>Total</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

| Parent Referrals   | 1     | 1     | 0        | 0     | 0                     | 0     | 0    | 0     | 0    | 0      |
| % of Total         | 33.33%| 100.00%| 0.00%    | 0.00% |                      |       |      |       |      |        |

| Reason for Referral| Behavior| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % of Total         | 33.33% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Academic           | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| % of Total         | 0.00% | 100.00% | 50.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| Behavior & Academic| 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % of Total         | 66.67% | 0.00% | 50.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Other Reasons      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % of Total         | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

| Evaluated          | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| % of those sent to PAC | 30.00% | 33.33% | 28.57% | 33.33% | 33.33% | 33.33% | 33.33% | 33.33% | 33.33% | 33.33% | 33.33% |

| Classified         | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| % of those evaluated | 33.33% | 0.00% | 50.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |


**Note:** The table provides a detailed breakdown of referrals by grade, referral reasons, and evaluation status.
# Enrollment Summary

**School:** 09 C.W. Lewis School

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<th>Grade</th>
<th>Sex</th>
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<tr>
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<td>BOYS</td>
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<td>BOYS</td>
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<td>Total:</td>
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<td>266 *</td>
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<td>8</td>
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<td>BOYS</td>
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<td>845 **</td>
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</table>

School total:

Total students:

845 **

845 ***
## GIFTED/TALENTED STATISTICS

### FEBRUARY 2003

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<th></th>
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<td>62.2%</td>
</tr>
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<td><strong>Chews</strong></td>
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<td>45.9%</td>
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</tr>
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<td>81.5%</td>
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<td>Location</td>
<td>G/T Totals</td>
<td>Population</td>
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<td>------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Union Valley</td>
<td>10.1% 85.9% 4</td>
<td>59.6% 40.4%</td>
<td></td>
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<tr>
<td>Total Population</td>
<td>15.8% 75.7% 8.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. W. Lilley</td>
<td>13.3% 81.3% 4</td>
<td>41.3% 58.7%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total Population</td>
<td>28.3% 62.2% 9.4%</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Loring Flemming</td>
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</tr>
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<td>17.2% 74.3% 8.5%</td>
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<td></td>
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<tr>
<td>District</td>
<td>7.3% 86.9% 48</td>
<td>46.9% 53.2%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total Population</td>
<td>18.2% 74.5% 7.3%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix B

Communication Documents
Mix It Up is a network for teen activists who want to challenge social boundaries in their schools and communities.

At many schools around the country, the cafeteria at lunchtime is a social map of the whole school—a map criss-crossed with boundaries. These boundaries exist for many reasons—habit, friendship, status, fear, prejudice. The simple space of a cafeteria table is, for many of us, a comfort zone where we can be ourselves with those who know us best. Touch base. Regroup. Let down the guard that classroom pressures often require of us. For others, the lunchroom with all its boundaries is a world with its own pressures—a world of familiar strangers and rigid expectations.

But, on November 21, students across the country are going to stir things up in their school cafeterias. And you can do it, too.

Here are some ideas to help you Mix It Up at Lunch.

Organize

All it takes is one person venturing outside the comfort zone to Mix It Up but on November 21, 2002, why not have a whole crowd sitting someplace new?

1. Ask your friends to join in. Who are the people you normally sit with at lunch? Ask them to trade in for a new seat on November 21, too.
2. Pitch the idea to the clubs, sports teams and other groups you belong to. Do you belong to the French club? The basketball team? The student government association? Get peers involved—teachers and administrators, too.
3. Invite other clubs to participate. Build a coalition of campus groups to do the mix! Ask friends to pitch the idea to the clubs they belong to. Get band members talking to basketball players, and the Ecology Club talking to cheerleaders. Get student government talking to the PTA! Get everyone involved.
4. Start a club. No clubs in sight? With a friend or two, ask a teacher to sponsor a Mix It Up Club at your school. Make it official, and move forward!
5. Publicize. Make announcements on the school intercom. Write an article for the school newspaper. Make an announcement on campus radio or TV. Download Mix It Up at Lunch fl yers and hang them up.
Build an email database, and use the Mix's E-cards to send announcements to people who plan to participate and invite others to join in.

Plan

How are you going to “do the day?” Here are 5 ways to mix up lunchroom seating.

Create a “calendar” out of 12 tables and sit by birth month, or by Zodiac signs!
Number several tables and draw your seat assignment from a hat.
Draw colored candies out of a bag and sit with the matching tablecloth.
Find a table where you don’t know more than two people.
Give each person a “ticket” that matches the color tag on a chair.

Act

The day has arrived. It’s November 21st, and you’re sitting at a new table staring at a bunch of people you don’t know. What now? Here are 5 ideas to jump-start the conversation.

What’s the last CD you bought?
Imagine you rule the world. What’s the first law you’d make?
What’s the craziest thing you ever did in public?
You’re signing autographs. What are you famous for?
You’re the principal. What’s the first class you drop—and what class do you add?
Document
How'd it go? What were the hits? The misses? What would you change? What would you do exactly the
same? Where did your conversations take you? Will you talk to the people you mixed it up with again?
How easy or hard was it to relate to others? Write a story for Mix It Up about your experiences; print
it in
the school newspaper, too. Take photographs of the cafeteria before, on and after the day. Draw a
map
of the social boundaries at your school.
Look Ahead
Mix It Up kicks off this year with Mix It Up at Lunch Day. And that's just what “the Day” is – a kick-
off, a
starting place. After Lunch projects get more serious. Sure, we make a personal decision every day
about
where we're going to sit and who we'll break bread with – but, sometimes, external factors shape
those
decisions. Does your school, for example, schedule lunch for AP and “regular” classes in different
periods?
Do you mainly hang out with people from your neighborhood? Are there rules, written or unwritten,
about who is welcomed at which tables and who is not?
Use the Mixitup Student and Teacher Surveys to begin a dialogue on group boundaries at school, or to enhance ongoing dialogue on related issues. The following activity can be adapted for middle and upper grades as a self-contained discussion or as an introduction to further activities at www.mixitup.org.

**Step 1 • Pre-Survey Discussion**
Before informing students that they are about to take a survey, divide the class randomly into groups of four or five and, if possible, let them arrange their seats into clusters. Give each student an index card and ask them to write down five groups they belong to that help define who they are, leaving plenty of space on the card for further writing. Explain that “belonging” includes all kinds of categories, not just formal membership in an organization.

Next, ask them to pass the card clockwise to the next person. Students will then review their neighbors’ list, adding a tally mark for every group on the list that they also belong to (whether or not they listed it themselves) and writing down the other groups they listed on their own cards. Continue the process until the cards return to their “owners.”

Ask students what they notice about their cards. Are there more tally marks than added groups, or vice-versa? Are any of the added groups surprising? When they reviewed other students’ cards, what did they discover? Invite discussion about what the lists reveal.

As a follow-up, have students turn their cards over and list on the back any groups they can think of that exist at their school but are not listed already. Let them share their new lists and consider the following questions:

Which of all the groups listed are ones that people are born into?
Which are groups that people belong to by choice?
Which are groups that people are “assigned to” by others?
Notice how many of the groups include: at least one of your good friends; some people you know casually, but no good friends; or no one you know at all.

What do these lists say about who we are as individuals? What do they say about the school community?

**Step 2 • Student Survey**
Introduce the student survey by describing the National Mixitup Campaign, displaying the poster, and announcing that other schools nationwide are designating Nov. 21 as Mixitup at Lunch Day. Explain that the survey will help gauge student interest in promoting the day at their school, while adding to a national online dialogue at www.mixitup.org. Distribute copies of the Mixitup Student Survey. Allow 10-15 minutes for completion. Fill out the teacher survey while students are working. Before collecting the surveys, invite discussion using the prompts in Step 3.

**Step 3 • Post-Survey Discussion and Activity**
Invite students to reflect on their own and their classmates’ survey answers by responding to the following:

- Where are social groupings most obvious at your school, and why?
- How rigid are these social boundaries?
- What kinds of groupings do you see?
- Is this pattern something that people talk about? Why or why not?
- What are some pros and cons of separate groupings?
- What is one thing you would change about the group boundaries at school?
- What can you do as an individual to challenge boundaries that divide people?
- What would happen if you mixed up seating patterns at lunch one day a week?
- What other actions could you organize or participate in to challenge boundaries?

Encourage students to develop individual and group action plans based on their responses to Survey Question 8. Read examples from the back of this brochure to discover what other students have done. For more ideas, activities and resources, including the downloadable booklet 101 Tools for Tolerance and information about how to participate in Mixitup at Lunch Day (November 21st) at your school, visit www.mixitup.org.

Please return your completed surveys to:
MIXITUP SURVEY
Teaching Tolerance
400 Washington Ave.
Montgomery, AL 36104
FOR TEACHERS

Mixitup is a national campaign to identify, question and cross group boundaries in our daily lives. Please take part in our teacher and student surveys, adapt our "Border Crossings" activity for your classroom, and visit us online at www.mixitup.org. The first 5,000 teacher survey respondents will receive a complimentary copy of the video-and-text kit A Place at the Table.

1. Which best describes your school?
   - welcoming to all kinds of people
   - quick to put people in categories

2. In what settings have you noticed people grouping themselves and others by categories?
   - after-school clubs
   - assemblies
   - bus
   - cafeteria
   - classroom
   - faculty meetings
   - recreational activities
   - spectator events
   - teachers’ lounge
   - other

3. Which of the following categories create group boundaries among the students at your school? Which create boundaries among teachers and staff?
   - STUDENTS
     - academic achievement
     - athletic achievement
     - beliefs
     - ethnicity
     - family income
     - gender
     - grade level
     - hobbies
     - home neighborhood
     - language
     - musical preference
     - personal appearance
     - race
     - sexual orientation
     - size
     - style
     - other
   - TEACHERS AND STAFF
     - beliefs
     - education
     - ethnicity
     - family income
     - gender
     - hobbies
     - home neighborhood
     - language
     - personal appearance
     - race
     - sexual orientation
     - style
     - other

4. Which of those group boundaries do you think are the hardest for students to cross, and why?

5. Which are hardest for teachers and staff to cross, and why?

6. How easy is it for your students to make friends with people in different groups?
   - very easy
   - moderately easy
   - moderately difficult
   - very difficult

7. What can you do to encourage more interaction across group boundaries?
   - use the Mixitup Student Survey and lesson plan in my class
   - develop my own lesson plan
   - prompt classroom discussion and reflection as opportunities arise
   - participate in Mixitup at Lunch Day
   - encourage my colleagues to participate
   - visit www.mixitup.org to find out more about challenging group boundaries
   - share my experiences with others at www.mixitup.org
   - develop a school project
   - sponsor a club for students who want to “mixitup”
   - other

8. What resources could Teaching Tolerance provide to help you “mixitup” at your school?

9. What activities and resources would you recommend to others who want to explore and challenge group boundaries?

www.mixitup.org
FOR STUDENTS

Mixitup is a national campaign to identify, question and cross group boundaries in our daily lives. Please take part in our survey and visit us online at www.mixitup.org to find out how other young people around the country are challenging the lines that divide them – and to share your own stories.

1. Which best describes your school?
   - welcoming to all kinds of people
   - quick to put people in categories

2. In what settings have you noticed people grouping themselves and others by categories?
   - after-school clubs
   - assemblies
   - bus
   - cafeteria
   - classroom
   - recreational activities
   - spectator events
   - other

3. Which of the following categories create group boundaries at your school?
   - academic achievement
   - athletic achievement
   - beliefs
   - ethnicity
   - family income
   - gender
   - hobbies
   - home neighborhood
   - language
   - musical interests
   - personal appearance
   - race
   - sexual orientation
   - style
   - other

4. Which of those group boundaries are the hardest to cross, and why?

5. At your school, how easy is it to make friends with people in different groups?
   - very easy
   - kind of easy
   - kind of hard
   - very hard

6. Have you ever felt unwelcome or rejected by others on the basis of any of the categories listed in Question 3? O Yes O No
   If so, which ones, and how?

7. Have you ever been part of a group that rejected someone on the basis of any of these categories? O Yes O No
   If so, which ones, and why?

8. What would you be willing to do to encourage more interaction across group boundaries?
   - introduce myself to someone new
   - sit with someone different at lunch
   - help my school participate in Mixitup at Lunch Day on November 21st
   - choose someone I don’t know for my pick-up team
   - invite “outsiders” to a party with my friends
   - join a club of others who want to “mix it up”
   - other

9. Of the people you know, who would be most likely to listen to and support your attempt to cross group lines?
   - a coach
   - a counselor
   - a friend
   - a parent
   - a religious leader
   - a teacher
   - other
   Why did you choose this person?

www.mixitup.org
Middle School
Grades 6 - 8
GLOUCESTER TOWNSHIP PUBLIC SCHOOLS
Pupil Assistance Committee (PAC)
REQUEST FOR ASSISTANCE
(Anecdotal Records to be attached)

Pupil’s Name: ___________________________ Grade: ______ School: ___________________________

I. Problem Identification: (Behaviors)
   A. What does the student do that is inappropriate? _______________________________________
   
   B. What are some positive behaviors that the student exhibits? ___________________________
   
   C. Describe behavioral changes which are needed: _______________________________________
   
II. Pupil’s Abilities: (Overall Characteristics)
   Strengths: _______________________________________
   
   Weaknesses: _______________________________________
   
III. Pupil Assistance Plan:
   List any approaches you used to assist pupil:
   1. _______________________________________
   2. _______________________________________
   3. _______________________________________
   
   List Dates of any previous parent contacts and comments:
   _______________________________________
   
IV. Parent Notification of Pupil Assistance Committee Referral:
   When Notified? ___________________ By Whom? ___________________
   How Notified? ___________________ Parental Concerns: YES or NO
   
   Signature of Requesting Person ___________________________
   Job Title/Relationship/Position ___________________________
   Date of Request ___________________________

Sp.S 47(a) 8/01
Appendix C

Communication Documents
The Multi-Cultural Awareness Committee will hold its first meeting on Wednesday, November 6, 2002, in the Lewis Library from 7:40 A.M. until 8:10 A.M. Homeroom coverage has already been arranged. At this meeting we will begin planning a school wide observance of Thanksgiving, Hanukkah, Divali, Ramada, Christmas/Epiphany, Kwanza, and Chinese/Korean/Vietnamese New Year. Please come armed with suggestions and ideas for how we can make this endeavor successful.
Charles W. Lewis Middle School

To: Connie Bauer
From: Angela Rose-Bounds and Susan Genzer
Date: November 6, 2002
Subject: Multi Cultural Awareness Committee Recommendation

Today’s meeting was very productive. There are three activities in the works that we would like to make you aware of.

1. **Lewis Indians Give Thanks**
   As a spring board activity we intend on focusing on commonalities. Thanksgiving is an American holiday that we all share. With your approval, we would like to extend homeroom for five minutes on November 15. Students will receive an Indian head where they will list what they are thankful for. During the conference week, the Indian head will be placed on a turkey feather for a hallway display in celebration of Thanksgiving and Native American Indian Heritage Month.

2. **Holidays Around the World**
   On December 1st the turkey will come done and the holiday project will begin. To celebrate our diversity, each cores will be challenged to create a two dimensional display that highlights the six major holidays of the season: Ramada (Muslim), Divali (Hindi), Hanukah (Jewish), Christmas/Three Kings Day (Christian/Hispanic), Kwanza (African-American), and Lunar New Year (Chinese, Korean, Vietnamese). The cores will have one week to create their displays in competition. Judges from the community will be invited in to assess their displays on December 11, 2002 (Human Rights Day). A prize will be awarded to the core with the best display. (The prize will be determined by funds that are made available for this project.)

3. **Diversity Dinner at Lewis**
   To celebrate our diversity as a staff, we would like to sponsor a covered dish dinner for staff on Thursday, February 6, 2003 in the library. The committee feels this is the best day since we are obligated to be in the building that evening for conferences. We would invite staff to bring a dish that represents their culture/heritage and together we will dine at the “table of brotherhood.” The committee hopes this event would boost cultural awareness among staff members.

With your approval, we would like to begin working on these events immediately. As always, we welcome you comments and suggestions.
To: All Homeroom Teachers

From: Multi-Cultural Awareness Committee

Date: Thursday, November 14, 2002

Subject: Extended Homeroom Activity

On Friday, November 15, 2002, we will extend homeroom for five minutes so students can complete an activity for the Multi-Cultural Awareness Committee. Attached, please find 32 leaves for you to distribute to your homeroom. Explain to your students that Thanksgiving in a time of tradition and reflection. In homeroom ask students to reflect on their lives. Distribute one leaf to each student and have him or her write a statement on it that says what he or she is thankful for this Thanksgiving.

At the end of homeroom sixth grade teachers are asked to return their leave to Alva Campbell, seventh grade teachers are asked to return their leave to Kendra Jones, and eighth grade teachers are asked to return their leave to Ray Beaver.

Leaves will be used for a hallway display in celebration of the Lewis Thanksgiving tradition.
To: All Staff  
From: The Multi-Cultural Awareness Committee  
Date: April 7, 2003  
Subject: Holiday Festivities

At this time of year, various holidays are celebrated by people all over the world. We are fortunate in this country and in this building to have many so many people from diverse backgrounds. The Multi-Cultural Awareness Committee would like to celebrate this diversity with a little friendly competition among the cores. We are challenging each team to create a display that highlights all six of the major holidays celebrate during this season: Ramada (Muslim), Divali (Hindi), Hanukah (Judaism), Christmas/Three Kings Day (Christian/Hispanic), Kwanza (African-American), and the Lunar New Year (Chinese, Korean, Vietnamese). Be advised that this is an awareness campaign, not a celebration. Therefore, displays should be festive and informative.

The parameters for the competition are simple:

- Each core is assigned six special area teachers who can assist the core in any way the team deems necessary.
- Displays are confined to the cores designated area (see attached map).
- All displays must have an educational component.
- Each core has the freedom and latitude to be as creative as possible.
- Displays should be up on or before Thursday, December 12, 2002.
- Judging will occur on Friday, December 13, 2002.

We hope that this project will build awareness and knock down barriers among the faculty and student body. As always, your cooperation and support is greatly appreciated.

Teacher Assignments for Holiday Displays

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<th>8 Red</th>
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</table>
Memo

To: All Staff
From: The Multicultural Awareness Committee
CC: Connie Bauer, Frank Jankowski, and Steve Bollar
Date: 12/10/2002
Re: Holiday Contest

Please be advised that the time line for the holiday displays has been adjusted to compensate for last week's snow. We are now asking to have all decorations up by Monday, December 16, 2002. Judges from our building and the district administrative offices will be here on Wednesday, December 18, 2002, to assess the displays. Judges will be looking for the following when assessing your work:

- Equal representation of each holiday
- Educational value
- Evidence of student learning
- Creativity
- Colorful and/or festive decor
- A clearly visible team name (i.e. 8R, 8W, 7R, 7W, 6R, 6W)

The winning core will receive a special, creamy, icy treat at lunch on Friday, December 20. We will award honorable mentions to two additional cores. This way we can recognize a core at each grade level.

This undertaking is just one of the many things we do at Lewis school to embrace and celebrate our diversity. Therefore, we greatly appreciate your commitment.
Appendix D

Products
Scoring Sheet for the Holiday Decoration Contest

DIRECTIONS: Please use this scoring sheet to rate the quality of the displays you see throughout the building.

Excellent=5 Above Average=4 Average=3 Below Average=2 Poor=1

1. There is information symbolic to Christmas
2. There is information symbolic to Divali
3. There is information symbolic to Hanukkah
4. There is information symbolic to Kwanzaa
5. There is information symbolic to the Lunar New Year
6. There is information symbolic to Three Kings Day
7. There is information symbolic to Ramadan
8. There is equal representation of each holiday
9. The display has an educational value
10. There is evidence of student learning
11. Decorations are colorful and festive
12. Displays are aesthetically pleasing
13. Displays show creativity
14. Display makes good use of space
15. There is a clearly visible team name

Team Name: ____________________

TOTAL _______ /75

Thank you for your assistance
Acknowledgments

The Charles W. Lewis Middle School Black History Month Committee would like to thank the school’s administration, teachers, and staff for making this program a success. More specifically we thank the Music, Physical Education, and Art Departments for sharing their space, equipment, and talents with us. We also give a special thank you to our parent and community volunteers, Ms. Hattie Mason and Ms. Zaire Wright. They both gave their time to work with students in the choir and drill team respectively.

Black History Month Committee and Program Advisors
Bob Kulka, Co-Chair
Sharee Alexander, Co-Chair
Steven Bollar
Alva Campbell
Nancy D’Amico
Vanessa Echevarria
Paul Evans
Susan Genzer
Angela Rose-Bounds

MARCH 24, 25, & 26, 2003

CHARLES W. LEWIS MIDDLE SCHOOL
875 Erial Road
Blackwood, New Jersey

Constance Bauer, Principal
Frank Jankowski, Assistant Principal
Steven Bollar, Assistant Principal
Program

Master of Ceremonies ........................................ James Thorton

Choir ................... Mrs. Alexander, Mr. Evans, & Ms. Mason
Uwana Akpan, Charlie Banks, Brittany Baylor,
Jasmine Brown, Darius Coleman, Briana Hawkins,
Whitney Mason, Ashley McCray, Shaniqua McPherson, & Brittany Payton

Martin Luther King Award Recipients ......................Ms. Bauer
Mrs. Alva Campbell & Mrs. Susan Genzer

MLK Dream Team Award Presentations ......................Ms. Bauer
Erin Barbone, John Battee, Kelly Ann Bond, Ashley
Conquest, Duan Curry, Irika Green, Darlene Hermerka,
Samantha Shannon, & Mariedel Ticzon

Blacks in Wax Museum ..........Mrs. Freas & Mrs. Echevarria
Sojourner Truth Rashida Padgett
Harriet Tubman Jaquetta Starks
Ida B. Wells Janaida Smart
Langston Hughes Michael Mack
Carter G. Woodson Bobby Cannon
Malcolm X DeLeon Floyd
Maya Angelou Zania Bailey
Mae Jemison Britni Green
Condoleezza Rice Ashley Brown
Colin Powell Michael Daniels

Mime Presentation .......................................Mrs. Alexander
Uwana Akpan, Charlie Banks, Brittany Baylor, Brittany
Cohen, Darius Coleman, Brianna Hawkins, Shaniqua
McPherson, & Brittany Payton

Lewis Step Drill Team ..........Ms. Rose-Bounds & Ms. Wright
Shamira Alford, Ashley Anderson, Jimella Best, Destiny
Byrd, Ashley Conquest, Angie Costello, Watia Goldston,
Jessilyn Gray, Jeen Johnson, Turquoise Moore, Emily
Peters, Andrea Rodriguez, Crystal Tonelli, & Ashley
Yurko.

Lewis Step Dance Troupe......................Ms. Rose-Bounds
Amanda Anderson, Danasia Durston, Denise Fraizer,
Irika Green, Contessa Holley, Aliyah Irizarry, Aminah
Irizarry, Christane Irizarry, Capri Knight, Evian Lindsay,
Leslie Mason, Ashley McCray, Christina McLendon,
Arielle Moore, Danielle Muldrow, Rashida Padgett,
Danielle Sheppard, Jaquetta Starks, Ave’ Stokes, &
Cassandra Wilson

Lights & Curtain........................................ Stage Crew
Mitchell Witcher & Ryan Hawkins

Closing Remarks ................................................. Ms. Rose-Bounds
FALL INTO THANKSGIVING WITH THE LEWIS INDIANS
Biographical Data

<table>
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<tr>
<th>Name</th>
<th>Angela Rose-Bounds</th>
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<td>High School</td>
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