

THE EQUITY LENS

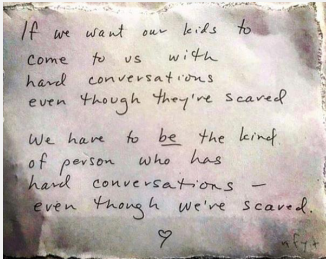
The "Good Trouble" Edition



'Our minds, souls, and hearts cannot rest until freedom and justice exist for all the people.' ~ Congressman John Lewis

Inside the Issue

COACH'S CORNER



NEWS FROM METCO



SUMMER SHARES



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LESSONS FROM CHILDREN



BY CAROLINE HAN
JULY 31, 2020

Earlier this summer, a few weeks into the Black Lives Matter protests, I heard about an exchange between a teacher and her eleven year-old Black son. She asked, "How old do you think students should be before they learn about racism?" Her son replied, "As old as young children are when they learn how to hate."

(continued on next page)

D&E CALENDAR WEBINARS, EVENTS, PD WORKSHOPS

August 2020						
MON	TUE	WED	THU	FRI	SAT	SUN
3 10 to RJ (Racial & Restorat	4 2:30m Race, Equity, and the State of Ed 2:15pm Sex Trafficking of Native Am 3 more	5 11am Remote Teaching Through an E 5pm The 4 Steps to Creating Intellect 7pm 3rd Annual Youth Leadership Su	6 2pm Black Media Master Series 4pm Equity of Power in Arts Educat 1pm "Backlash" Dr. Joy DeGrey-SBL 2	7 5am The 2020 National 10am Creating Anti-Rac 7pm 8/7 AAJL: The Mc		
10 nal Educator Anti-Racism C selling High Achieving, Low	11 3pm Trans & Queer Liberation in 2021 5pm National Educator Anti-Racism C 5pm FREE Online Film Screening - H	12 8am Understanding & Supporting LGE 2pm LGBTQI2-S: Stigma & Discriminat 7pm AAPIQ3 9066 to 9/11: The Past	13 12pm National Educator Anti-Racism 4pm The Art of Anti-Racist Teaching 4 more	14		
17 1st Color Blind Tour: Taking	18 7pm South Asians for Black Lives: Ca	19 12pm Tracey A. Benson and Sarah E.	20 1pm SBL 2020 Virtual Series-Educate	21 7pm 8/21 AAJL: Color		
24	25 7:30pm Weath Negrin: Culture on Black Latin American History & Contemporary Life	26	27 1pm "Parent Power"-SBL 2020 Virtua	28 10am Supporting LGBT 2 more		
31	Sep 1	2	3	4		

LESSONS FROM CHILDREN..continued from page 1

I got curious: *at what age do children start to notice racial differences?*

To my surprise, "infants as young as six months old can recognize differences in skin color. By age two and a half...children prefer playmates who are similar in race and gender. And as early as age three, they are forming judgments about people based on racial differences" ([emphasis added](#)).

According to [Yarrow Dunham](#), assistant professor of psychology at Yale: "They make those decisions by observing the world around them. And here — unfortunately — the world presents them with abundant evidence that race matters."

Here's where parents, caregivers and teachers play a formative role. Talking about race is a place to start, and national attention on this issue provides many entry points. Studies show that these ongoing conversations can reduce students' racial biases. It is about getting started, not being perfect. [Dr. Amalia L. Tobon](#), clinical fellow at the Yale Child Study Center encourages us to get "comfortable with the fact that you don't know everything. The words are important, but what's more important is that you are open to talk about this. It's not one conversation, it is many conversations."

One "back to school" practice to consider is to name the "elephants in the room:" the twin viruses of COVID-19 and racism. Not only can doing so make marginalized students feel seen, but it also provides those who have not suffered hardships, an opportunity to practice empathy. Most children can remember times when they have felt scared, angry, sad, lonely or confused. From my years in the classroom, I discovered that when I began with a personal story about how an event affected me, the more willing my students were to share theirs. The more vulnerability I showed, the more vulnerability they showed. Sharing stories also allows students to connect on an emotional level. This type of proactive planning may give some students reason to think twice before making an insensitive racial remark related to COVID-19 ("the Chinese virus"), anti-Black police violence or the Black Lives Matter protests.

Conversations alone aren't enough. As any parent or teacher knows all too well, *students are keen observers* of our behaviors and become expert imitators (Any teacher who has seen a student affectionately imitate their mannerisms knows what I mean!). Studies show that when it comes to internalizing racial bias, students are influenced by what we *do*. The more consistently our professed values align with anti-racist behaviors, the better.

[Dr. Margaret Hagerman](#), author of [White Kids: Growing up with Privilege in a Racially Divided America](#), suggests: "Rather than focusing solely on what they say to kids about race, white parents should think more critically and carefully about how what they do on an everyday basis may actually reproduce the very racist ideas and forms of racial inequality that they say they seek to challenge."

Dr. Hagerman studied 30 affluent White kids and their families for two years, and her research, described in her book, [White Kids...](#) is fascinating. Some of the affluent parents (though not many) made decisions that went against their children's academic interests (i.e., voting against a school proposal to implement tracking (leveling) or separate A.P. classes) because they valued racial equity and integration more than making sure that their children were in the most rigorous courses. So, did the children of these parents, who used their race and class privilege for the greater good, express views that were more race-conscious than their White peers? *Yes!* (Please see link above if you are interested in reading her book).

Hagerman explains what she calls, "the conundrum of privilege":

*Ultimately, being a good citizen sometimes conflicts with being good parents. She continues: when white people give their children advantages, they are often disadvantaging others. Parents need to confront how their own decisions and behaviors reproduce patterns of privilege. They must actually advocate for the well-being, education and happiness of all children, not just their own....**helping one's own child get ahead in society may not be as big a gift as helping create a more just society for them to live in in the future.***

This fall, students and teachers in Wayland will begin with remote learning. Unlike a classroom setting, where students have access to the same resources, in remote learning, conditions vary widely based on resources at home. [Dr. Pamela Davis-Keane](#), a research professor at the Institute for Social Research's Survey Research Center, is concerned about the equity gaps that are almost certain to widen as highly educated, highly resourced families explore other options for their kids, including learning pods, homeschooling and private tutoring. She is also concerned about the negative impact on students who are removed from public schools: "Now, instead of a child [meeting] people of different ethnic and cultural backgrounds,... they're going to have kids with a very similar culture and very similar backgrounds all in these learning pods. It's not just the cognitive stimulation." Dr. Davis-Keane would like to see schools and parents create [school-based "learning pods"](#) that are diverse and made available to all students, regardless of family income. Dr. Hagerman insists that not only is it possible for affluent parents to be both good citizens and good parents, but that in doing so, they will create a more just and happier society for their children to live in.

All of this is easier said than done, and you may feel like it's hard to make a dent unless you are the next John Lewis. I find comfort [in his words](#) at times like these. His emphasis on the importance of individual acts, patience and optimism are reflected in his words:

We've made progress, we've come a distance — we still have a distance to go. And we cannot let that sense of hope die, and we cannot let it be beaten down...

[W]hen you see something that's not right, not fair, not just, you cannot afford to be silent. You have to do something. Wherever you find yourself, speak up, speak out, and find a way to get in the way, to get in what I call "good trouble, necessary trouble."

John Lewis died before seeing the dream of racial equality that he fought for almost his entire life, fulfilled. We may not see it in our lifetimes either, but we still have a vital task to complete. Through our words and actions, we must plant seeds in our students, our children, to help them envision the anti-racist society that they will one day build.

They are watching us. Each time we make a choice, however big or small, that shows our sense of responsibility and obligation to the community of children who do not have race and wealth privilege, not because of anything they or their parents did or didn't do, but because that's the way historical oppression works, we are planting seeds in our children's consciences that racial injustice is unacceptable, intolerable. One day, children of all races, will use their collective education, power and privilege to dismantle the systems and structures of racism and white supremacy.

And a future teacher's eleven year-old Black son will no longer bear the weight of learning about racism and hate long before his white peers have to, and long before he was ready.

Caroline Han is the Diversity & Equity Coordinator of Wayland Public Schools. She can be reached at caroline_han@waylandps.org.

NEWS FROM TONY LAING, PH.D.

As I close out my first year as METCO director, I must pause to publicly give thanks to my staff who helped to provide amazing programs and services for our students. With the disruption of the school closure, my staff and I worked hard to ensure that our students' educational and socio-emotional needs were being met as our highest priority. We also could not have been able to problem-solve the multiplicity of students' needs without the help of teachers, staff, and parents. Thank you, everyone!

As with previous *Equity Lens* newsletters, I now share news and highlights across each school, and within the Wayland METCO Program.

CLAYPIT, HAPPY HOLLOW, AND LOKER

Lexia literacy goal met: Manal Siidi, Camila Crosby Bernal, Angel Tejada Gonzalez, Deborah Ejims, and Kaedin Burnett.

Symphony math goal met: Camila Crosby Bernal, Kaleb Nigus, Abdulrahman Siidi and Cualyn Bonds

All 5th graders participated in the first virtual **5th grade school play**. A special shoutout to students at Claypit who reenacted historical figures through their virtual stories: **Z'Naiya Lima-Holman** (Madame CJ Walker), **Joshua Lewis-Guy** (Patrick Ewing), **Abdulrahman Siidi** (Muhammed Ali), **Jaya Harding** (Michelle Obama), **Quentin Edwards** (Milton Hershey), **Joah Bigord** (Jacqueline Woodson), **Cualyn Bonds** (Pele), and **Valeria Tejada-Gonzalez** (Betsy Ross).

4th grade students completed their **animal adaptations projects** from home with the help of teachers and parents.

I would be remiss to close out this section without sharing that **Carlene DosSantos, Alyssa Durant, Jaya Harding, Z'Naiya Lima-Holman, Malai Dupont, and Samuela Anyanwu** will be participants in the 1st **virtual METCO summer program**.

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



MIDDLE SCHOOL

There is equally exciting news on our middle school students. For instance, I'd like to congratulate the following students for perfect attendance in the second quarter: **Jewel Abalaka, Ethan Alves, Amidat Ayinde, Journi Dixon, Kai Drayton, Anna Huynh, Jayda Ortega, and Nehemiah Saint-Fort.**

Our After School Enrichment Activities program included **Kiarra Shouder** who served as a co-water warriors volunteer instructor. **Mekhi Walker** played on the boys basketball team.

The following students will participate in the 1st virtual METCO summer program: **Daniel Barnes, Guiliardo Centro, Jahdaya Franklyn, Mohamed Siidi, Abdulwahid Siidi, Kiarra Shouder, and Mekhi Walker.**

Several of our students received awards, including: **Daniel Barnes** (Adventurous Writer Award), **Zuriya Lopes** (Adventurous Reading and Writer Award), **Ayanna-Ali Powell** (BERT Award for Perseverance), and **Erica Wilson** (Adventurous Writer Award).

I close out this section of the newsletter with congratulations to **Isabella Almeida, Journi Dixon, Vaughn Edwards, Brandon Jenkins, Noel Rascoe, Mohamed Siidi, and Mekhi Walker.** They have graduated 8th grade and will be entering 9th grade this fall.



MORE NEWS...

HIGH SCHOOL

Four students have been nominated for the prestigious Posse Foundation scholarship: **Khalia Hamilton, Miolany Martinez, Raseed Parham, and Elyz'sa Weathers**. If selected, they will receive a full scholarship toward tuition at a participating Posse Foundation partner college or university.

In conjunction with the Student Council, and in light of the recent racial tensions in our world, three Boston resident students led online forums to discuss police brutality and other topics: **Khalia Hamilton, Maya Powell, and Elyz'sa Weathers**.

The Power Club was created in 2016 to galvanize students in favor of creating a more just society. The outgoing president is Boston resident, **Shawn Bernier**. In the 2020-2021 academic year, there will be a co-presidency led by **Khalia Hamilton** and **Elyz'sa Weathers**.

I am very excited to share the list of colleges/ universities our 2020 alumni will attend this fall: **Shawn Bernier** (Wheaton College), **Kael Bonds** (Winston Salem University), **Adianez Cabral** (Massachusetts College of Pharmacy and Health Sciences), **Allyson Christian** (Florida Agricultural and Mechanical University), **Josephina Davis** (Ithaca College), **Joshua Dominguez** (Johnson & Wales University), **Amira English** (University of Massachusetts-Lowell), **Tamira English** (Stetson University), **Kuran Freeman** (Curry College), **Francisco Gonzalez** (University of Massachusetts-Boston), **Michayla Mathis** (University of Hartford), **Taliah Nicolas** (Massachusetts College of Pharmacy and Health Sciences), and **Elissa Perez** (Johnson & Wales University-Miami campus).

thank you

to the staff, students and parents for coming to Boston to congratulate our seniors! (See below)

A record number of 2020 METCO alumni competed for and received a \$500 **METCO Directors Association College Scholarship**. Wayland recipients are: **Shawn Bernier, Allyson Christian, and Josephina Davis**.

Lauren Grant-Lubin has been accepted into Wake Forest University virtual summer medical scholars program!

Finally, I close out my news with an equally exciting announcement! After several months of interviews and meetings with my newly formed Wayland METCO admissions team, I am pleased to share that this fall, our Wayland community will be joined by **17 new students from current and/or new METCO families** who have been offered admission into Wayland Public Schools.

Hope everyone is having an amazing summer!

~Dr. Tony Laing



Photo credit: DeV Vaughn Cooper

METCO COORDINATORS **DEVAUGHN COOPER & LATOYA DOWNES**, WITH ASSISTANCE FROM METCO ACADEMIC DEAN, **CAROLINE HAN**, GOT THEIR CREATIVE JUICES FLOWING TO PEN SOME POETRY, WHICH WAS SHARED WITH THE FABULOUS FIFTH GRADERS IN THE LAST ZOOM MEETING OF THE YEAR.

MOVIN' ON UP! CLASS OF '27

Zealous, Zazzy, Z'Naiya

always with some slime

Works so hard in school, and always takes her time. A good friend to others, a swimmer, now big sis 6th grade will be great, because you will persist.

Ambitious, Athletic, Alyssa

stays on the run

Can't believe elementary school is all done.

We are so proud of all of your hard work.

Your quiet determination will keep you from going berserk!

Caring, Capable, Cualyn

a good friend indeed

We can count on you when someone is in need.

You have a smile that brightens the room.

Next year, like a flower, you will bloom.

Jocular, Genuine, Jaya

makes friends smile with wit and jest.

Anyone that knows you, knows your conversations are the best.

You'll follow in the footsteps of your big brother Shawn.

We're proud of you and will miss you now that you're moving on.

Calm, Creative, Carlene

knows every new dance

That great memory of yours will help as you advance.

Always open to performing up on a stage.

We hope you know you are so very brave.

Quick-witted, Quiet, Quentin

is quite the gamer.

Ask him a question, you'll get a thoughtful answer.

Middle school will be great, but you already know that.

Any challenge comes your way, you'll knock it down FLAT!

Active, Ambitious, Asiel-Yoel

has a lot to say.

He will keep you in conversation until he gets his way!

Future lawyer or executive, whatever you want to do.

Just believe in yourself, and you'll see your dreams through.

Masterful, Magnificent Max

the great debater,

Joke teller and problem solver, he's no hater.

The middle school is getting the next Einstein.

Because he's so smart, he'll be just fine.

Jovial, Joking, Jayden

making his own books.

The stories he tells, will keep you hooked.

Running into 6th grade at lightning speed,

If it's a race, he'll be in the lead.

Artistic, Adaptable Abdul

new in 5th grade year.

Came into Claypit like he's always been here.

Off you go to Middle School to join your big brother.

It's great you will be there to support each other.

Comical, Courageous, Chase

taking the lead.

You're one of a kind, you follow your own creed.

No matter the situation, you run the place.

When the light shines the brightest, you're sure to be the ace.

Judicious, Just, Joah

gets joy when she reads.

Give her a math problem, she'll take the lead.

When it comes to academics, you are very smart.

And when you are with friends, you have the biggest heart.

Musical, Mindful, Maereg

can be found playing bass.

Next year in Middle School, no doubt she will ace.

Thoughtful and kind, you are as gentle as lace.

But when playing Scattergories, you put your competitors in their place.

Jubilant, Jumpman, Josh

loves all things anime.

Hand him a basketball and ask him to play.

Your skills on the court will also help you in school.

Your dedication and hard work are your best tools.

Sweet, Stylish, Skyler

always dressed to the nines.

With your positive attitude, 6th grade will be fine.

After you move on, we will miss that big smile.

Make sure you come visit once in a while.

Valiant, Visionary, Valeria

moving on from Wayland.

Next year at your new school is sure to be grand.

These two years you've been here have been a plus.

We'll miss you a ton, please don't forget about us.

Individually,
we are one
drop.
Together,
we are an ocean.



Cathy Park Hong on Anti-Asian Racism in Time of Coronavirus

BY [HARRIET STAFF](#)

DRAWN FROM AN INTERVIEW WITH AUTHOR BY CRYSTAL HANA KIM THAT APPEARED IN THE GUARDIAN.

“Anti-Asian racism has come roaring back with the coronavirus scare,” says Hong. More from their conversation: “People don’t think Asians face racism, but it’s always lurking under the surface. For instance, my friend is worried for his kids. He lives in New York City, and he has a son in school who has been bullied and made fun of for having the coronavirus. There’s this yellow peril stereotype that never goes away.”

Minor Feelings, Hong’s collection of essays, explores how society’s perception of Asian American identity shapes the experience of being an Asian American. Growing up in Los Angeles, Hong was reminded almost daily that how white America viewed her community clashed with her own experiences. For instance, she writes: “You are told, ‘Asian Americans are so successful,’ while you feel like a failure.

“Minor feelings” are defined in the book as the feelings that arise “for instance, upon hearing a slight, knowing it’s racial, and being told, Oh, that’s all in your head”. Hong explains: “When I was a kid, I would see my mother clearly being condescended to by white adults, by white women especially ... they would dumb down their words.” She points out that there has been “no critical vocabulary for this dominant culture that was constantly gaslighting my lived experience. Because my experience wasn’t being acknowledged, I had these feelings of shame, suspicion, melancholy, and paranoia.”

You can find the entire interview at [The Guardian](#).

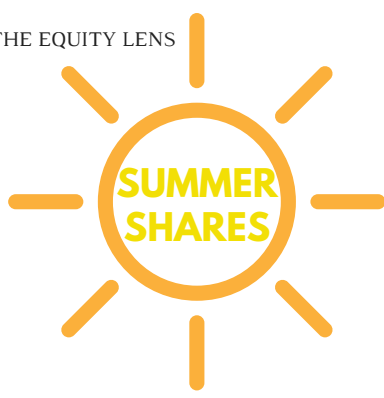


CLICK ON "PLAY" TO LISTEN TO A GREAT INTERVIEW WITH HONG ON KQED.



People don’t think Asians face racism, but it’s always lurking under the surface.Because my experience wasn’t being acknowledged, I had these feelings of shame, suspicion, melancholy, and paranoia.

~ Cathy Park Hong



VIRTUAL DROP-IN SESSIONS OFFER CONNECTION & CONVERSATION

BY RUTH BURMAN
June 1, 2020



4% [of WPS' student body is] Black, [and made up] **80%** of the students that came to my remote library drop-ins.

I have set up drop in library sessions, totally voluntary for whoever wants to come. My 4th grade one has become popular. Wayland public school population is 4 percent Black, but 80 percent of the students that come to my remote library drop-ins are Black. I hope that is because I have created a safe space for my kids.

So we've had fun in these drop-ins. We usually chat about our weeks, talk about books, I read a story, and last week we were doing TikToks. One of my buddies comes every week. He said to me, "Ms. Burman aren't you glad I'm not falling asleep?" I told him: I never mind when he falls asleep, we've known each other a long time and you know it's ok with me if you fall asleep. And we talked about our

relationship through the years and how we have gotten to know each other and he said, "In first grade I was just scared."

In first grade I was just scared. Of course he was scared, he was 6 years old going on a bus to a school an hour away filled with white people. So what do I say to him on Tuesday when he comes to my meeting? Do I say, "I know you're still scared. I know it's so scary to be a young black boy in America." How can I know? I can't. I will never live his life, and I will never experience his experiences. All I can do is be an ally. Teach through example. Lead through example. And continue to try to create safe spaces for my students.

Ruth Burman is the Claypit Hill librarian. She sent The Equity Lens a longer version of this piece the week after George Floyd was killed.

RACE, EQUITY & COMMUNITY: A WORKSHOP FOR WPS PARENTS

- 16** WPS PARENTS
- 6** SCHOOL COMMITTEE MEMBERS + DR. UNOBSKEY
- 7** PEOPLE OF COLOR
- 15** WHITE
- 3** RESIDENTS OF BOSTON
- 19** RESIDENTS OF WAYLAND
- 6** # OF HOURS IN PERSON
- 16** # OF HOURS VIA ZOOM



NOT PICTURED: AMY CAPUTA, AZELENE EDOUARDIN, ELLEN GRIECO (SC), DAWN GUNN, DANI LEBLANC, LANA MURPHY, NATALIE PARHAM, KIM REICHEL (SC) AND TOMEKKA THOMPSON.

How can I leverage my individual and social identities to help create a more equitable and inclusive WPS community?

This free workshop series, funded by Wayland Public Schools, and taught by IDEAS instructors Caroline Han and Rebecca Smoler, explored what it means to be a welcoming community for all. Exploring our cultural identities was a point of emphasis since our identities influence how we make sense of the world around us, and how others see and relate to us.

We discussed theories; systems of privilege and oppression, the bias that lives within all of us, and what it means to be an antiracist. Participants shared personal stories and experiences related to race. Many of us feel a call to action given the current times and are committed to leveraging our respective identities to create more inclusive spaces for marginalized students and families in Wayland. On the next page, parents share a few thoughts about the impact of the work on them.

The group will meet monthly during the school year. and plans to invite admin and faculty, parents and students who share an investment in creating an equitable and welcoming Wayland community.

**MY TAKEAWAYS
FROM THE WAYLAND
IDEAS PARENTS
WORKSHOP
SERIES**

The course was a safe space for me, a white woman, to explore my own identity, my biases and hopefully a few blind spots. I was also so appreciative of the time allotted for discussions, sharing, and processing. There were so many eye-opening moments for me during the exercises and the partner discussions. I will forever remember the emotional stories shared amongst the group members. My greatest take-away was learning that there is no non-racist: either racist or anti-racist. To be anti-racist requires action, effort and intention.

CALLY RITTER
2 9TH, 12TH & 1 WPS GRAD

I initially joined the Race and Equity workshop hosted by Caroline Han and Rebecca Smoler to gain a better understanding of the issues around diversity, equity and inclusion. In particular I was very moved by reading Ijeoma Oluo's "So you Want to Talk About Race" and discussing its themes with a small breakout group. Equally powerful were the end-of-session reflections where our group opened up and became vulnerable by sharing personal stories about race and belonging. What I soon learned is that I have been, and still am, part of the problem. As a white educator and a resident of Wayland, by not actively confronting racism on a consistent basis, I have clearly benefited from the systemic racism that pervades our community and the country as a whole. I had always thought of myself as progressive and aware of how issues affect my community, so it was difficult to then look at myself, at my actions or lack thereof, as racist. Until I fully engage in anti-racist actions, I will only add to the problem. I understand this now and realize I have a lot of work to do.

NATE BUFFUM
6TH & 8TH GRADERS

When I learned about the workshop I was excited to know that folks are looking to learn and bridge gaps, however I felt a sense of concern because I didn't want to impose or offend anyone with my feelings or ideas. Once attending a few meetings, what I found was that it was a safe, comfortable place to learn and educate others. I appreciate the fact that we had an opportunity to identify areas where we are weak in as humans and as a community, and attempt to bridge gaps that will last a lifetime starting with ourselves and our children.

TOMEKKA THOMPSON
HAPPY HOLLOW & MIDDLE SCHOOL
1ST, 4TH & 6TH GRADERS

As a white parent living in Wayland, this workshop gave me an opportunity to reflect on how whiteness has benefited me throughout every aspect of my life. The course reminded me of specific times early in my life when I had an advantage that my friends of color did not. A childhood friend of mine grew up with adults and kids telling her that her name was too hard to pronounce, but they said mine without any problem. I am pushing myself to educate my white sons about their privilege so they have the language and tools that i did not have to speak up when they see or hear something that isn't right. I learned new skills in this workshop to start discussions about race and privilege that are age appropriate with my sons. I am grateful that I had this space guided by Caroline to learn and take action on a personal level, and will continue the journey.

NORA ROTHSCHILD
K & 5TH GRADER

I really enjoyed getting to know parents in this intimate context where we talked about our personal experiences with race. i appreciated that we could have the kinds of cross-racial conversations that don't happen often enough in our daily lives, both professionally and personally.

DR. ARTHUR UNOBSKEY

I used to think that these types of conversations would never happen in Wayland, then I found out that the leadership does have an interest in this work. Now I feel like there is hope for future METCO classes.

SHAVON DRAYTON
8TH & 10TH GRADERS

STAFF DIVERSITY & EQUITY LIBRARY ON WHEELS IS READY TO ROLL!



50 Fearless Women
An American History Book for Kids
Jennifer Buzant

Summary: Discover American history through the lives of 50 inspiring women—biographies for kids ages 8 to 12. Women have always been at the forefront of American history—and it's time to honor their outstanding work! This book introduces American history for kids in a fun and engaging way that explores the lives of these influential women from different backgrounds and a wide array of fields. From Revolutionary War soldier Deborah Sampson and abolitionist Harriet Tubman to Hawaiian Queen Lili'uokalani and Supreme Court Justice Sandra Day O'Connor, this engaging guide to American history for kids takes you on a fun and fascinating journey, one fearless woman at a time. Each of these chronologically ordered biographies offers an exciting look into the life and accomplishments of these heroic figures and how they made history. Explore this captivating side of American history for kids with incredible stories, incredible women—With multiple biographies that focus on the accomplishments of heroic women, this is what a book about American history for kids should be. Historical details—better understand how each of these women fit into history thanks to timelines that show what else was happening during their lifetimes. Dive deeper—Enter also feature an insightful sidebar that further explains a specific part of the biography, introducing you into more learning about American history for kids. Discover the amazing women who helped shape America with this enlightening American history for kids.

Date Published: January 7, 2020 **Number of Pages:** 172
ISBN: 9781646111029

A Hope in the Unseen
An American Odyssey from the Inner City to the Ivy League
Roi Jones

Summary: It is 1993, and Cedric Jennings is a bright and deceptively determined honor student at Indiana, a high school in one of Washington, D.C.'s most dangerous neighborhoods, where the dropout rate is well into double digits and just 80 students out of more than 1,300 bow an average of B or better. At Indiana, Cedric has almost no friends. He sits alone in a classroom most days, glomming through the extra work he has asked for, knowing that he's really competing with kids from other, harder schools. Cedric Jennings's driving ambition—which is fully supported by his formidable mother—is to attend a top-flight college. In September 1995, after years of near-constant dedication, he receives that audition when he begins as a freshman at Brown University. In this updated edition, A Hope in the Unseen chronicles Cedric's odyssey during his last two years of high school, as he flows through his difficult first year in college, and now tells the story of his subsequent successes to college and the world of work.

Date Published: 1999 **Number of Pages:** 317 **Format:** Book **ISBN:** 9780767012000 **Condition:** Used

A Queer History of the United States for Young People
Michael Bronski, Raibyn Chavaz

Summary: Named one of the Best Nonfiction Books of 2019 by School Library Journal, Queer history didn't start with Stonewall. This book explores how LGBTQ people have always been a part of our national identity, contributing to the country and culture for over 400 years. It is crucial for lesbian, gay, bisexual, transgender, and queer youth to know their history. But this history is not easy to find since it's rarely taught in schools or commemorated in other ways. A Queer History of the United States for Young People corrects this and demonstrates that LGBTQ people have long been vital to shaping our understanding of what America is today. Through engaging narratives, letters, drawings, poems, and more, the book encourages young readers, of all identities, to feel pride at the accomplishments of the LGBTQ people who came before them and to use history as a guide to the future. With over 60 illustrations and photos, a glossary, and a corresponding curriculum, A Queer History of the United States for Young People will be vital for teachers who want to introduce a new perspective to America's story.

Date Published: 2019 **Number of Pages:** 336 **ISBN:** 9780875931217

All the Real Indians Died Off: And 28 Other Myths about Native Americans
Roxanne Dunbar-O'Neil, Dina Gilio-Whitaker

Summary: Unmasks the twenty-one most common myths and misconceptions about Native Americans in this enlightening book, children and activists Roxanne Dunbar-O'Neil and Dina Gilio-Whitaker tackle a wide range of myths about Native American culture and history that have misinformed generations. Tracing how these ideas evolved, and drawing from history, the authors dispel long-held and enduring myths such as "Columbus 'Discovered' America," "Thanksgiving Proves the Indians Welcomed Pilgrims," "Indians Were Savage and Warlike," "Europeans Brought Civilization to Backward Indians," "The United States Did Not Have a Policy of Genocide," "Sports Mascots Honor Native Americans," "Most Indian Act on Government Welfare," "Indian Casinos Make Them All Rich," "Indians Are Naturally Profoundly in Alcohol." Each chapter details how these myths are rooted in the fear and prejudice of European settlers and in the larger political agenda of a settler state aimed at acquiring Indian lands and land to narratives of erasure and displacement. Accessibly written and revolutionary, All the Real Indians Died Off challenges readers to rethink what they have been taught about Native Americans and history.

Date Published: 2016 **Number of Pages:** 208

America for Americans: A History of Xenophobia in the United States
Erik Lee

Summary: An award-winning historian refashions our continuing debate over immigration with a compelling history of xenophobia in the United States and its devastating impact. The United States is known as a nation of immigrants. But it is also a nation of xenophobia. In America for Americans, Erik Lee shows that our national fear, hatred, and hostility toward immigrants has been a defining feature of our nation from the colonial era to the Trump era. Benjamin Franklin ridiculed Girolamo for their "strange and foreign ways." American anxiety over Irish Catholics turned xenophobia into a national political movement. Chinese immigrants were excluded, Japanese incarcerated, and Mexicans deported. Today, Americans fear Muslims, Latinos, and the so-called bordering of America. Forging us to confront this history, America for Americans explains how xenophobia works, why it has endured, and how it threatens America. It is a necessary corrective and clear to action for any concerned citizen.

Date Published: November 26, 2019 **Number of Pages:** 432 **Format:** Book **ISBN:** 9781541672604

American Born Chinese
Gene Luen Yang

Summary: Jin Wang starts at a new school where he's the only Chinese-American student. When a boy from Taiwan joins his class, Jin doesn't want to be associated with the FOB like him. He just wants to be an all-American boy, because he's in love with all-American girl, Dancy. It's an all-American boy, great at basketball, popular with the girls. But his obsession Chinese cousin Chin-Kee's annual visit in such a disaster that it ruins Dancy's reputation at school, leaving him with no choice but to transfer somewhere he can start all over again. The book's Yang has lived for thousands of years and mastered the art of being Yang. It and the heavenly disciplines. It's ready to join the ranks of the most popular books in history. But there's a place in heaven for a monkey. Each of these characters cannot help himself, alone, but how can they possibly help each other? They're going to have to find a way—they just want the life disasters their lives have become.

American Born Chinese is a 2006 National Book Award Finalist for Young People's Literature, the winner of the 2007 Eisner Award for Best Graphic Album, New, an Eisner Award nominee for Best Coloring, a 2007 Bank Street Best Children's Book of the Year, and a New York Times bestseller.

Date Published: 2009 **Number of Pages:** 233 **ISBN:** 9780312344847

An Indigenous Peoples' History of the United States for Young People
Roxanne Dunbar-O'Neil, Dabbie Reese, Juan Mendonza

Summary: 2020 American Indian Youth Literature, Young Adult Honor Book, 2020 Notable Social Studies Trade Books for Young People selected by National Council on the Social Studies (NCSS) and the Children's Book Council, 2019 Best Of Line, Best YA Nonfiction of 2019 (Kirkus Reviews), Best Nonfiction of 2019 (School Library Journal), Best Books for Teens (New York Public Library), Best Informational Books for Older Readers (Chicago Public Library) Opening more than 400 years, this classic bottom-up history examines the legacy of indigenous peoples' resistance, resilience, and steadfast fight against imperialism. Going beyond the story of America as a country "discovered" by a few brave men in the "New World," Indigenous human rights advocate Roxanne Dunbar-O'Neil reveals the roles that settler colonization and policies of American Indian genocide played in forming our national identity. The original audiobook is fully adapted by renowned curriculum experts Dabbie Reese and Juan Mendonza, for middle-grade and young adult readers to include: decolonization, activism, language, original maps, recommendations for further reading, and other materials to encourage students, teachers, and general readers to think critically about their own place in history.

Date Published: 2019 **Number of Pages:** 270 **ISBN:** 9780870495956

Atomic Habits
James Clear

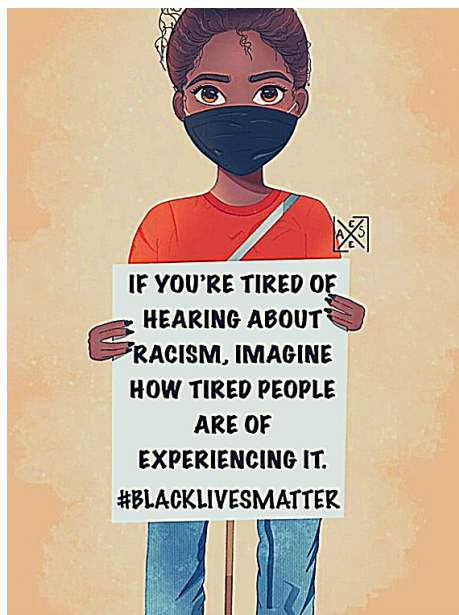
Summary: The instant New York Times bestseller! Tiny Changes, Remarkable Results. No matter your goals, Atomic Habits offers a proven framework for improving—every day. James Clear, one of the world's leading experts on habit formation, reveals practical strategies that will teach you exactly how to form good habits, break bad ones, and master the tiny behaviors that lead to remarkable results. If you're having trouble changing your habits, the problem isn't you. The problem is your system. Bad habits aren't stubborn—they just repeat themselves again and again because you don't want to change, but because you have the wrong system for change. You don't rise to the level of your goals. You fall to the level of your systems. Here, you'll get a proven system that can take you to the top. Clear is known for his ability to distill complex topics into simple behaviors that can be easily applied to daily life and work. Here, he draws on the most powerful ideas from biology, psychology, and neuroscience to create an easy-to-understand guide for making good habits inevitable and bad habits impossible. Along the way, readers will be inspired and entertained with true stories from Olympic gold medalists, award-winning artists, business leaders, life-saving physicians, and star comedians who have used the science of small habits to master their craft and vault to the top of their field.

Date Published: 2018 **Number of Pages:** 316 **ISBN:** 9780735213292

thank you

to the PTOs from all 5 schools. Their donations made this collection of anti-bias, anti-racist resources possible.

FOR STAFF:
HERE'S P1 OF THE D&E LIBRARY CATALOG. CLICK ON IT TO ACCESS INSTRUCTIONS ON HOW TO CHECK OUT BOOKS.



A PARENT'S DILEMMA

Editor's note: This letter was originally an e-mail sent to me by a Boston resident parent. Given the urgency to confront uncomfortable truths about race in America, I asked for her permission to include her e-mail in this newsletter so members of our community might consider her perspective and dilemma. She granted me permission, and requested that it remain anonymous.

May 25, 2020

The town of Wayland says that the schools are for all of the children who go there. All METCO towns are welcoming to the children of color who get bussed out on long rides to attend these schools. The irony is the contradiction in children having to be bussed in the first place. If families of color were truly welcome, towns like Wayland would already be racially integrated, making busing and the METCO program nonessential.

METCO is a great program, but let's think about why it was originally created: "to desegregate" schools...in 1966. Yet in 2020 the program still exists which means what? That there is still segregation.

The few Black families that do live in the town of Wayland still deal with discrimination and racism. If White residents are not welcoming to the Black families living in the town, why would they be welcoming to students of color being bussed into town?

It's not just the children or teachers who have issues to work through, it's the parents too. We don't want to think that parents are intentionally or unintentionally teaching their children racist ideology, but it really happens. I have sat in meetings and listened to White parents ask questions about why METCO kids get special treatment. Then, they answer their own question: *because they are METCO kids. Because they are Black.*

I was taken aback because really, the job of any parent is to come up with solutions to a problem, not add to it! How does a parent who has negative stereotypes about Black children help their own child who may also be feeling resentment? They could give their child some facts about the METCO program and explain why bussing still exists in 2020. They could ask their child how they would feel if *no one else in the class*, including the teacher, looked like them (racially). I wonder what White Wayland parents say about my kids to their kids.

METCO'S MISSION is to "provide students with a strong academic foundation rich in cultural, educational, ethnic, socioeconomic, and racial diversity, fostering the opportunity for children from Boston and from neighboring suburbs to develop a deeper understanding of each other in an integrated public school setting" ([METCO, Inc.](#)).

There is no, I repeat, no TV show that teaches a child that you can not be friends with a person because their skin is brown and resembles the color of poo. When my son came home and told me that a classmate said this to him, I had to detox him of this racist stereotype. I had to teach him that he is brown and beautiful, and he is to be proud.

I feel like instead of the children having a sense of togetherness, some are becoming resentful. Maybe they don't like METCO children. Maybe they don't like changes taking place to help the METCO program. I couldn't help but wonder: *how do you fix that?*

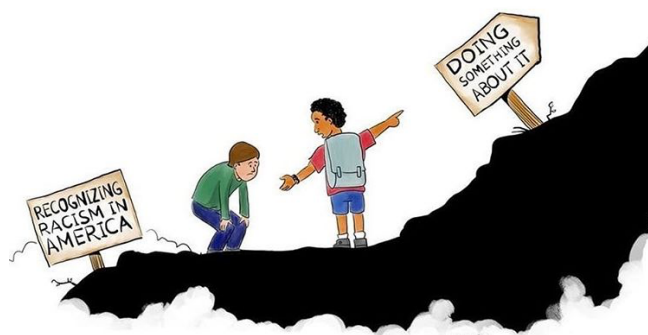
When I decided on METCO, I only thought about my children's education and giving them access to diversity. Now I feel like I have to measure what's more important: my children's education (because I do feel METCO is the best option for them academically) or their social and emotional well-being? Can or will they come out of this with confidence?

White parents have a way of making me feel like I'm less than, acting almost as if *they* are paying for my children's education when they "casually" bring up their finances and complain about taxes when I am around. Although I know state funding follows my children to Wayland, it doesn't make me feel any better.

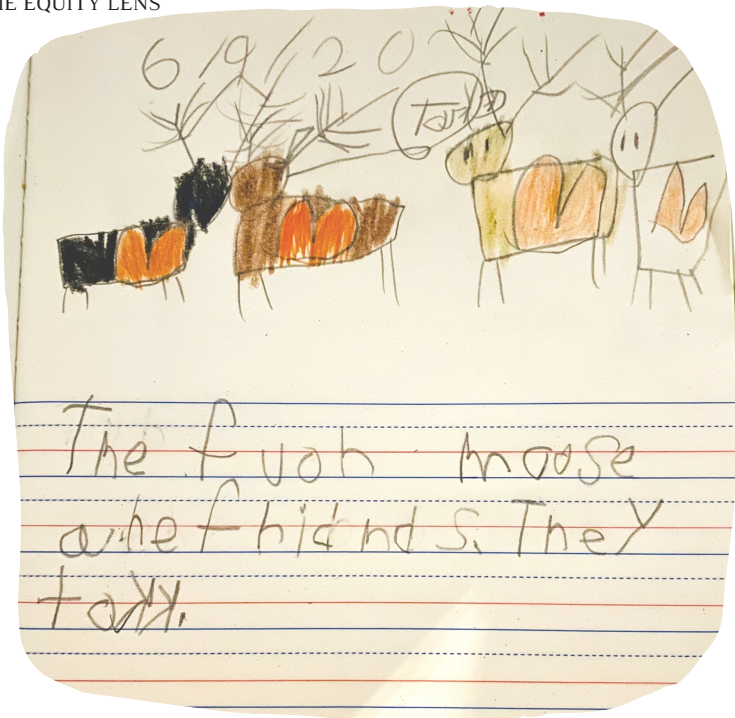
Then I wonder how my children feel, and what they experience while attending school. I didn't get the best education in Boston, I can say this for certain, but neither did I have to deal with racial tension and racism. At this point, I wonder which is worse. Am I doing my children a disservice to make them navigate through a form of segregation? All these things just give me a bit of anxiety. So many questions and not many answers.

Sincerely,

A Concerned Parent



"Actually, we're just getting started."



A STORY ABOUT RACISM

Editor's note: Printed with permission of the author and his mom. Melkam verbally told his story, which is captured below.

BY MELKAM MILLION
June 9, 2020

This is a story about four moose. See, each one is a different color. This one is black. This one is brown. This one is tan. This one is white. What do they all have? Big hearts! They look different, but they are friends and they talk to each other.

Melkam is a 1st grader at Happy Hollow. He lives in Wayland with his dad, mom, sister Maereg (6th grade) and brother Ayehu (4th grade).



MELKAM MILLION



PHOTO CREDIT: BRAD KEYES



THE MILLION FAMILY • WAYLAND COMMUNITY FOR SOCIAL JUSTICE PEACE VIGIL FOR BLACK LIVES • WAYLAND TOWN CENTER • JUNE 14, 2020 • PHOTO CREDITS: CAROLINE HAN

On a Tuesday afternoon in June, racism was on Melkam's mind. He told his mom, "I want to write a story about racism."

The immediate context were the murders of Ahmaud Arbery, George Floyd and Breonna Taylor, followed by Black Lives Matter protests. The Million family has attended "Standing in Support of Black Lives Matter" events, organized by Wayland Community for Social Justice (see photos from one of the events below).

His sister, Maereg, holds a sign, "No Justice, No Peace!" Big brother Ayehu's sign reads: "My Life Matters," and Melkam's says, "Justice for All." How does a young Black child process the reality that people, even some police officers, harbor feelings of anger and hatred toward people with dark skin, enough to hurt and even kill them? Young Black children worry: *What about Papa? Why did the police kill him/her/them? Will this happen to me when I grow up?*

These questions are not unusual for children five years old and up. [Dr. Tunette Powell](#), a scholar-activist and mother of three Black boys, says that her five-year-old is asking her many questions: **"I have an obligation to be honest with them about the world that we do have, but also give them freedom to dream of something new, and to talk about how we can be a part of building something new in this country."**

Freedom to dream of something new. As I listened to Melkam, I sensed that he wasn't talking about the world as it is. The moose live in what Congressman Lewis might call, a "Beloved Community." In a society free of racism, "justice for all" signs have been retired, along with Black Lives Matters banners and marches. When that world is created, then yes, "talk" and friendships will follow. Melkam is onto something.

U.S. HISTORY CLASSES CREATE A "DIGITAL TIME CAPSULE" TO RECORD HISTORIC ERA

From [the project's homepage](#): "Only time will tell how structurally altering these months shall prove to be, but there is little question that both the Coronavirus pandemic and the Black Lives Matter uprising have deeply impacted Americans, perhaps signalling a national paradigm shift in our ongoing quest to achieve life, liberty, and pursuit of happiness for all."

Kevin Delaney
Wayland High School
June 14, 2020

A few student samples from the many that are posted on the "[Locked In The Sick Spring As We Lived It](#)" website. Go take a look!



Although my brother and I do not need to social distance, ping pong is a cool way to pass time and have fun while maintaining a proper distance.

Photo credit: Nico A.



COVID-19 testing sight in parking garage of Newton-Wellesley Hospital.

Photo credit: Grace C.



Photo credit: Jasmin Wong

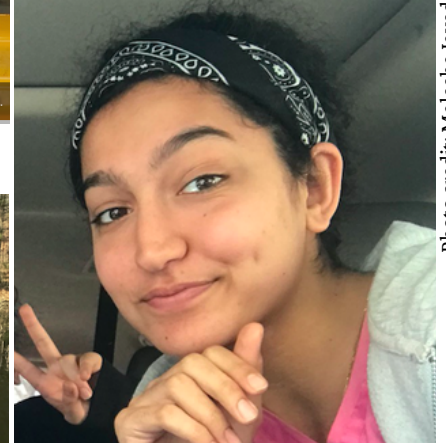
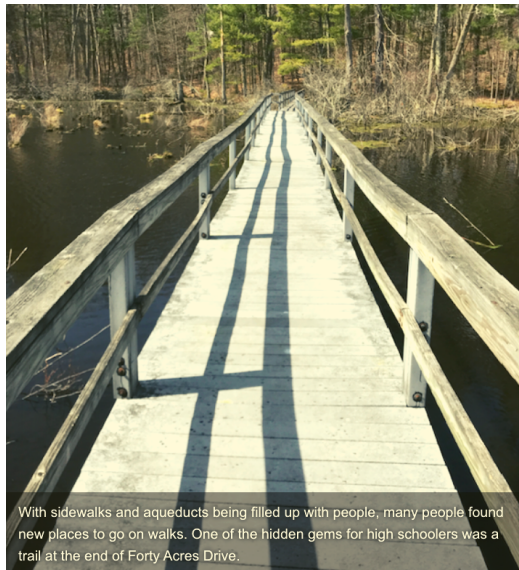


Photo credit: Maleeha Javed

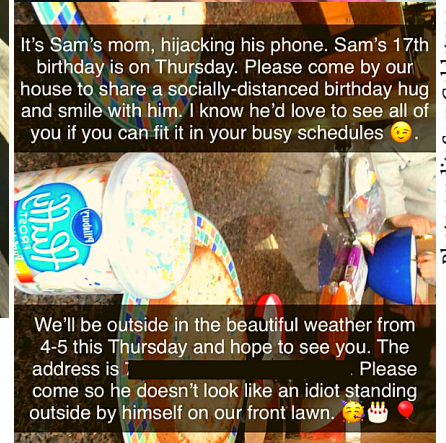
BY JASMIN WONG, MAY 2020

The day
Spreads into night
Spreads into day
I used to fall asleep in the rigid hands
Of my textbooks and papers
Now
I lie awake for hours
After the sun has left town
Sinking into my phone screen
To ignore the impending strife
Of walking through another day
That is just like the one before
Even when I awaken at midday
I am fixed in bed
Hours on hours
I become no more alive
than the chair or the armoire



With sidewalks and aqueducts being filled up with people, many people found new places to go on walks. One of the hidden gems for high schoolers was a trail at the end of Forty Acres Drive.

Photo credit: Jimmy P.



It's Sam's mom, hijacking his phone. Sam's 17th birthday is on Thursday. Please come by our house to share a socially-distanced birthday hug and smile with him. I know he'd love to see all of you if you can fit it in your busy schedules 😊

We'll be outside in the beautiful weather from 4-5 this Thursday and hope to see you. The address is . Please come so he doesn't look like an idiot standing outside by himself on our front lawn. 🥳🎂❤️

Photo credit: Sam Goldstone

BY MALEEHA JAVED, JUNE 2020

Since George Floyd was murdered by cops on May 25, there has been demand for change through social media and protests. With the protests came riots and looting that have been very controversial. I don't really care for large corporations such as Target that are getting looted. They can easily be replaced. I hate to see small businesses being destroyed...but I am much more appalled by the black lives being taken away by the police. Property can be replaced, human lives cannot. The way I see it, if people never created this much chaos around George Floyd's death, there would be no change....Martin Luther King said himself that "riots are the voice of the unheard." Black people are tired of not being heard.



Signs outside of my workplace celebrating healthcare workers and other staff members.

Photo credit: Shin C.



STAFF SHOUT OUTS

David Gavron and Mark Liddell - Social studies teacher, METCO Coordinator - WHS - Following the murder of George Floyd and ensuing protests, David and Mark took it upon themselves to craft a virtual discussion forum ("Conversations around Race and Society") for WHS students that they offered several times in the last few weeks of the school year. This provided students a healthy and meaningful opportunity to process their feelings, learn more about the context of recent events, and discuss ways to make positive change. In this remote learning environment, they created a way for students to connect, learn, and galvanize. Thank you, David and Mark!

Ingride Francoeur - Teaching Assistant - WMS - I would like to give a shout out to Ingride Francoeur for facing her fear of technology head-on during our remote learning phase. Recognizing that she needed additional skills to support her students, Ingride completed a computer literacy course online and received not only a certificate but the confidence to troubleshoot tech issues as they arise (and boy do they!).

Alanna Ghetti - Spanish teacher - WHS - You handled a situation with a student so incredibly well. Thanks for your thoughtful guidance around race and supporting your students.

Meg Haydon - Kindergarten teacher, Claypit Hill - Meg hosted successful virtual class meetings with her Kindergarten class.

Brian Jones - Principal - Loker - He's had to face tremendous challenge between supporting our staff and teacher through a diagnosis of cancer, pandemic, loss of another colleague to cancer, guiding our staff through the challenges of racism in society, truly remaining an ultimate leader through thick and thin. He is Loker's stone!

Gisele Kouka - METCO Bus Monitor/Teaching Assistant - Claypit Hill - Gisele is a valuable team member. She has always been available to support students and staff in classrooms. During this time of school closure, she has been sewing face masks to be donated to local hospitals in addition to helping staff connect with Boston resident families.

Sara Langelier - French teacher - WHS - Sara sent a beautiful, heart-felt message to her students after George Floyd's murder, acknowledging the terrible event itself, the inequity people of color face on a daily basis, and her sincerest desire to be an agent of change.

Betsy Meindl - Tech Lab Assistance at Loker (and administrative assistant at Happy Hollow) - Betsy has been such a consistent and constant support at our Room 22 Morning Meetings since our school closure in March. She is one of the first to log on each time we meet and always brings a warm smile and calming presence to our virtual time together. Thank you, Betsy, for supporting Room 22 and so many other classrooms at Loker! We are so lucky to have you in our Loker community!

Anne Bachman - Skills lab teacher - Claypit Hill - Right from the get-go, Anne reached out asking how she could be of assistance. She was an invaluable member of my team during remote learning. She conducted Games Clubs, and was my second teacher during whole class, small groups and 1:1 instruction meetings. She even took over for me on some small group and 1:1 meetings with Cary Monz. Anne is professional, positive, collaborative, flexible and not afraid to dive into new technologies or projects.

Mary Barber - Technology Head - WHS - Mary is always endlessly patient and kind but has been especially so during this time.

Children's Way Staff - First time whole staff did online virtual teaching and learning with preschoolers

Colleen Flannery Schwartz - Librarian, Happy Hollow - Colleen created fun virtual Friday Field Trips. These field trips included exciting places to explore and included bitmojis of school staff. Students and staff loved hopping on the bus and heading off on a fun learning adventure each week. She has taken HH to the Ocean, Outer space, the Olympics, Around the World, to Harry Potter World, and to Disney World. She has allowed all of us (teachers, students, and parents) to experience things that we may never see. Through these presentations she also connected the staff by inviting us to submit Bitmojis of ourselves in these various settings. Her creativity is endless!





May Moynihan, Deb Dowd, Beth Crozier, Colleen Flannery- 3rd grade team - Happy Hollow - They have been a technological life line for me...kind, gracious, generous with their time and PATIENT!!

Joanna Posner - Academic Resource Center - WMS - Joanna is always organized and ready to deal with what is coming her way. She has worked to foster independence for the kids in the program who are headed to the high school next year!

Bethann Monahan - Technology Integration Specialist - WMS - Bethann deserves a shout-out for her tireless efforts in supporting our entire building throughout our transition to online learning. She has shown dedication in her work to make sure that our distance curriculum is accessible to all in a way is equitable and manageable for students and teachers alike.

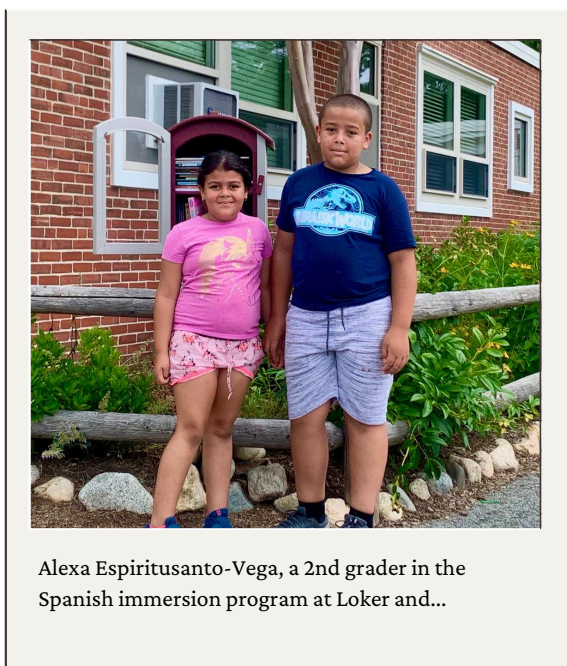
The World Language Department - WMS - Thank you for the World Language Department for sharing fun games that kept students coming to the google meets and finding them fun. In all my surveys, students reported that starting the meet with a game helped them relax and learn.

Virginia Whitesides - Teacher - Claypit Hill - During a class discussion one day prior to the school closing in March, a student made a statement about an occurrence at school that appeared to come from the student's racial bias. It likely went unnoticed by the class and Virginia could have continued with the planned lesson or could have addressed the comment at a later time. Instead, Virginia halted the lesson and addressed the comment, with the class participating in the new discussion about racial bias.

Robbin Rossi - Retiring 3rd grade teacher - Claypit Hill - Robbin was given special recognition for her contributions and commitment to the METCO program. When asked what she wished for her retirement gift after 34 years of service, she asked for two library stops -- one in Wayland and one in Boston, so that students will always have a way to access books for free.

Thank you, Robbin!

If you have children's books in very good condition that you would like to donate, please contact 5th grade teacher at CH: jacqueline_moquin@waylandps.org



Alexa Espiritusanto-Vega, a 2nd grader in the Spanish immersion program at Loker and...

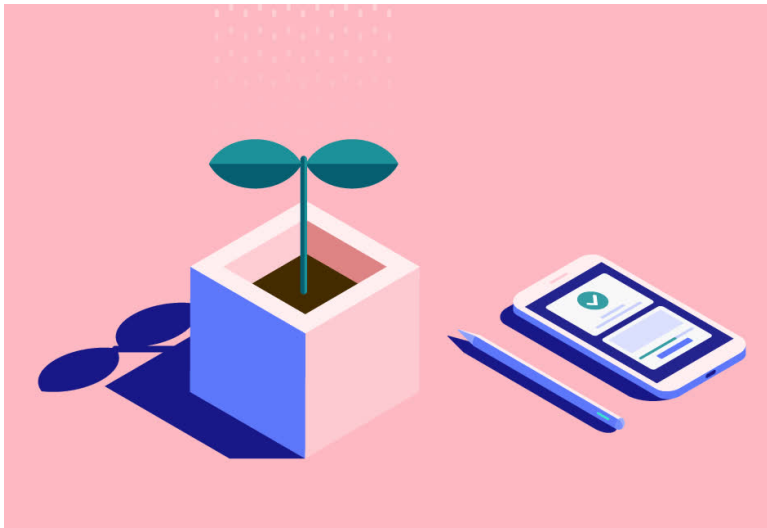
Photo credits: Christie Harvey



big brother Alex, a 5th grader at Claypit Hill, enjoy the Robbin Rossi Little Free Library, located at Claypit Hill. July 2020.

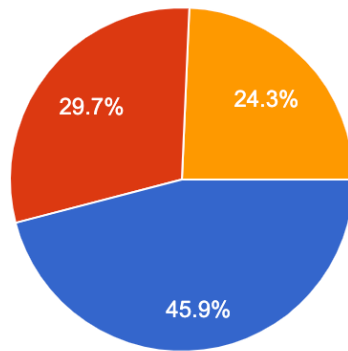
THANK YOU FOR THE FEEDBACK

I APPRECIATE EVERYONE WHO COMPLETED A GOOGLE FEEDBACK FORM LAST JUNE WHEN THERE WERE SO MANY OTHER PRESSURES AND DEMANDS ON YOUR TIME. I ALSO APPRECIATE ANYONE WHO INTENDED TO AND DIDN'T GET TO IT! I READ EACH ONE CAREFULLY AND WILL USE YOUR FEEDBACK TO STRENGTHEN THE SUPPORT AND SERVICES OF THE DIVERSITY & EQUITY COORDINATOR. FOR NOW, HERE IS A GLIMPSE INTO THE COLLECTIVE FEEDBACK.



37 RESPONSES

ELEMENTARY 17
MIDDLE SCHOOL 11
HIGH SCHOOL 9



WHAT DID THE D&E COORD. DO THAT WAS HELPFUL TO YOU, YOUR STUDENTS, SCHOOL OR DISTRICT?



WHAT CAN THE D&E COORD. COULD DO DIFFERENTLY, OR BETTER, TO IMPROVE HER EFFECTIVENESS & SUPPORT TO STAFF TO MEET THE NEEDS OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS?

Professional Development during school is key.
 Continue sharing ideas
 Just more
 More black authors and inspiring voices.
 Clone herself.
 Classroom visits.

Wanted to understand the opportunity gap. Require all teachers to take an anti-racist course during their first 5 years. A PD day focusing on research and programming that have proved successful in helping children catch up. I would also love to learn about best practices. A powerful speaker that can help us better understand the needs of our students of color? I would love to see staff (and student) book clubs, discussion groups, etc. Collaborative disabodford with our Boston Resident Families about their students' progress. My ideal PD regarding diversity and equity would involve inviting the best of how to create a school or district that is more inclusive and equitable. Opportunity to discuss/establish/normalize anti-racist practices as a whole school or district. Work together to share books and other information with colleagues and students. invite diversity into white schools. no more PD, spend time working with kids and teachers!! Mandatory work on truly understanding systemic racism and white privilege. Always more learning to do. Need for more information always! Make participation/training around D & E issues required. I'd like to be more informed about your role with students. Continued professional development with staff with actionable steps toward antiracist teaching. Reco I would love to see her with the children! I think kids would really respond to her energy! Continue work in equity in education --- I would like to explore Racial, cultural, linguistically dif Honestly? think I need it all. I signed up for a number of courses this summer and am reading a lot I think you are doing it ALL right now!