



TALKING ABOUT DIVERSITY: IN SCHOOL, AT HOME, IN OUR COMMUNITY

KLSD Learning Cafe - Spring 2019

Learning Cafes To Date:

Spring 2016 - Assessments in School

Fall 2016 - Our Learning Commitment

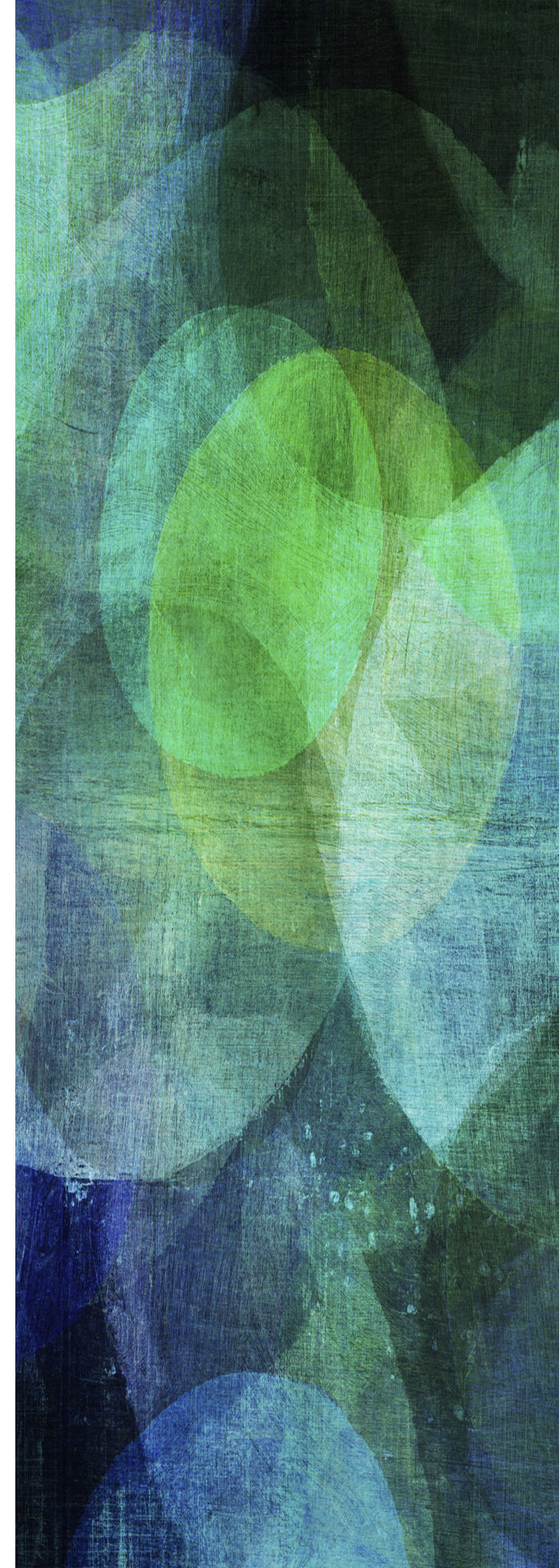
Spring 2017 - Our Learning Commitment

Fall 2017 - When the News Enters the Classroom

Spring 2018 - Intellectual Engagement in the Classroom

Fall 2018 - Feedback: In School & at Home

Spring 2019 - Diversity: In School, at Home, in our
Community





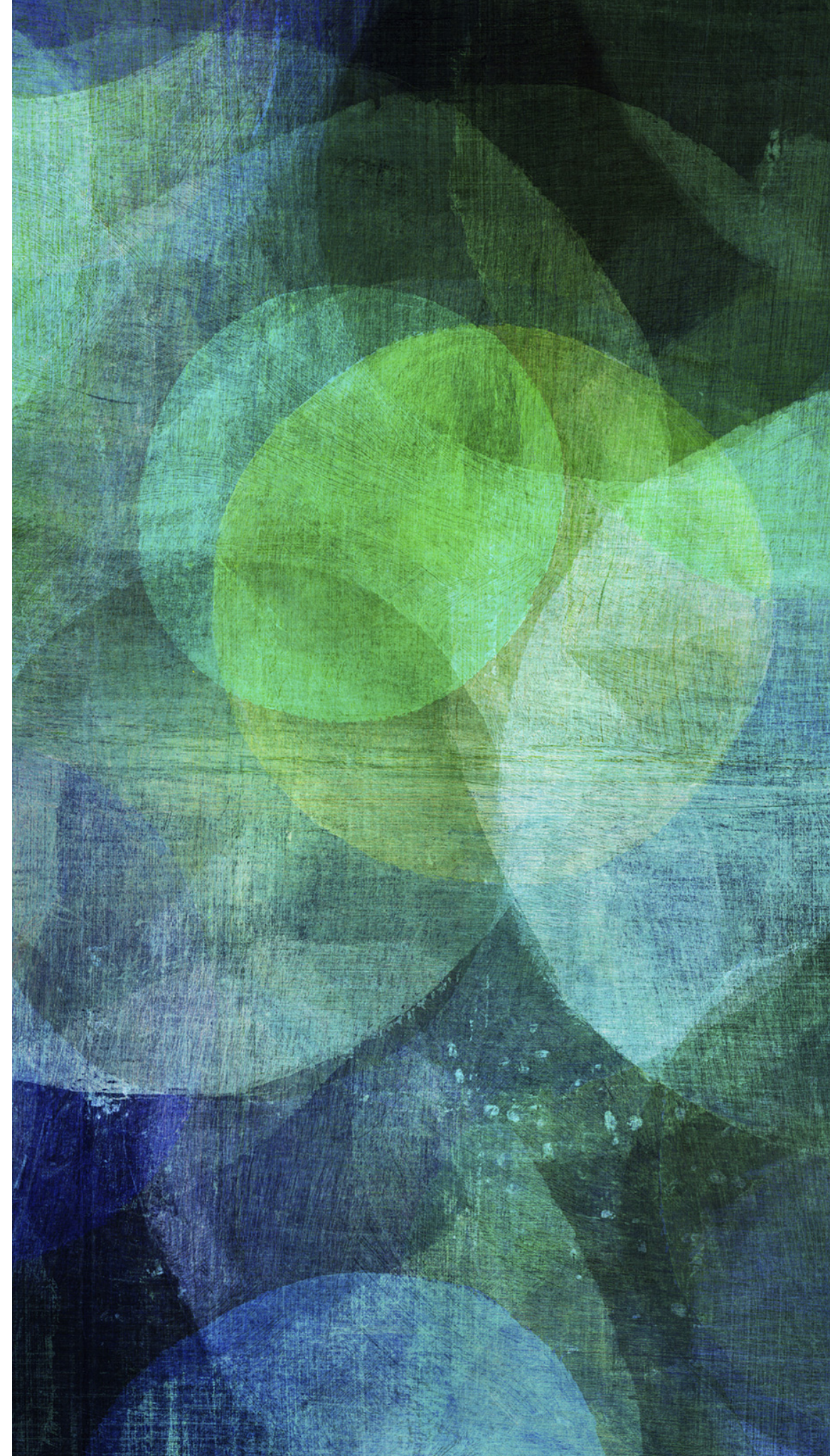
WHAT IS A LEARNING CAFE?

.....

- A community conversation on a complex issue
- Structured to include many voices
- Two way sharing of information and understanding
- Provides District with feedback for further reflection

STRUCTURE OF LEARNING CAFE

- 3 short presentations
- 3 rounds of conversations - different groups each time
- Opportunity to share out between rounds
- Note takers at each table so District holds on to:
 - The conversations
 - The thinking
 - The feedback





TONIGHT'S ROUNDS

- Introduction
- Round 1 - Ourselves
- Round 2 - Our Children
- Round 3 - School, Home, Community

TALKING ABOUT DIVERSITY: *SOME GROUND RULES*

- *Assume good intentions*
- *Recognize that we likely all arrived with somewhat different hopes and expectations for tonight*
- *Monitor your own expectations*
- *Know that this is simply a first conversation, an effort to understand what is important to each person in this room, and to think together about where we go next*

WHY IS TONIGHT'S CONVERSATION IMPORTANT TO US?

- *We want all children in our school district to have every opportunity to be their best selves and to foresee every opportunity and every possibility for themselves.*
- *Research increasingly confirms that student to student interaction solidifies and enhances learning in school.*
- *We want all our graduates to be best prepared for the world they are entering.*

DIGNITY FOR ALL STUDENTS ACT (2010)

New York State's Dignity for All Students Act seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

Including, but not limited to the following protected categories:

- race
- weight
- national origin
- ethnic group
- religion
- religious practice
- mental or physical ability
- sexual orientation
- gender or gender identity/expression
- sex



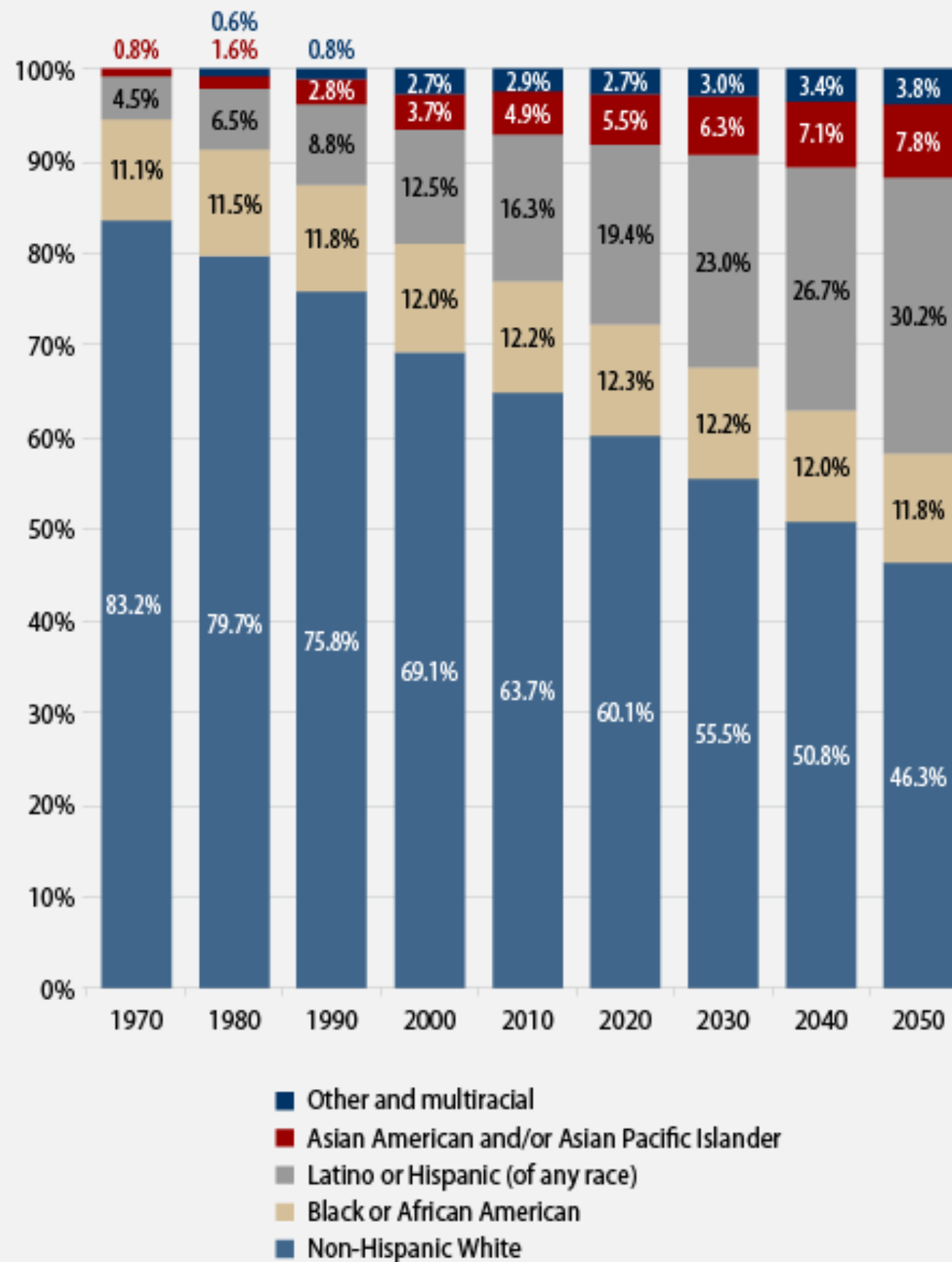
ABOUT THOSE GRADUATES ...

*Next year's kindergarten students will graduate from
JJHS in ...*

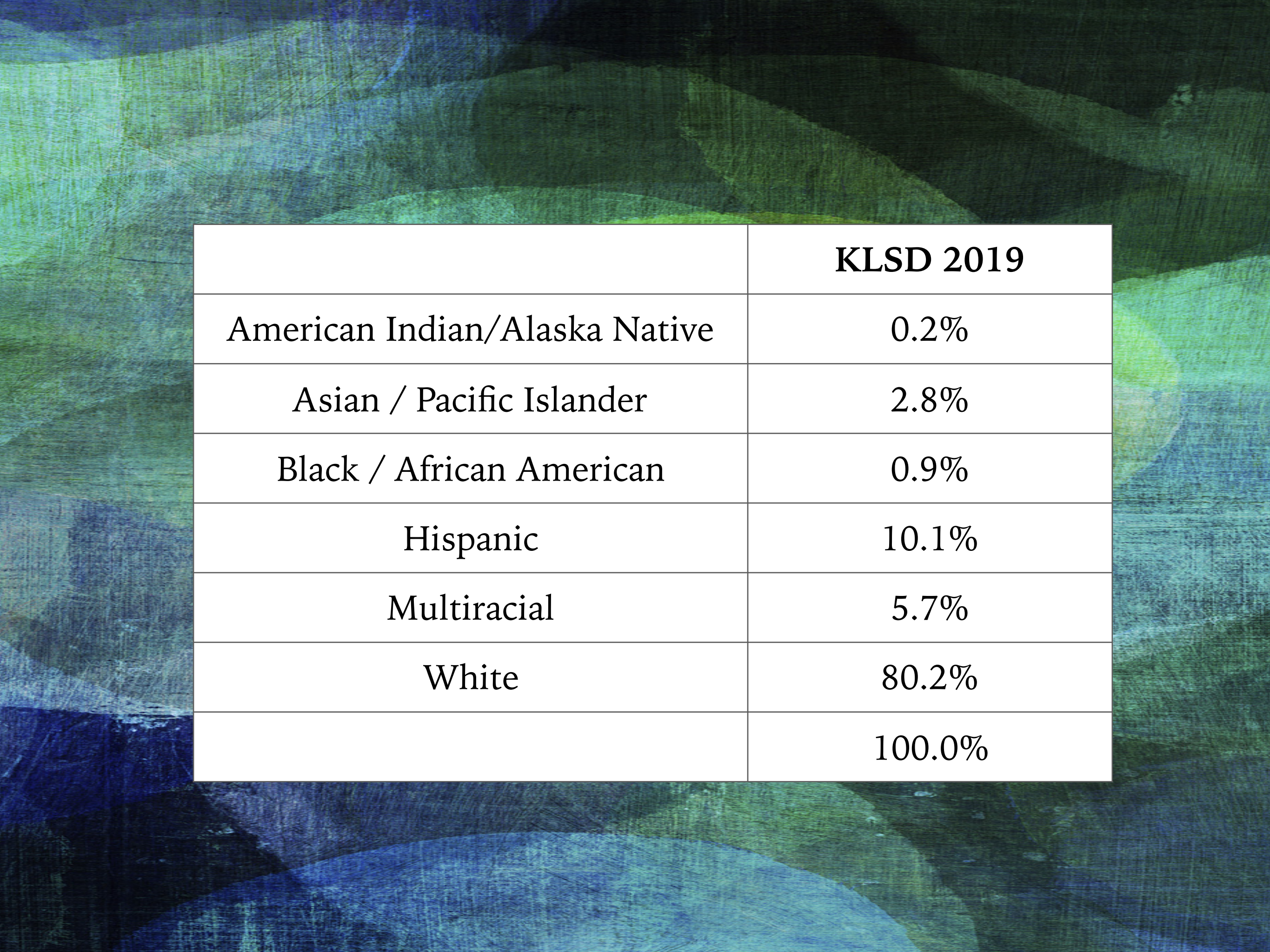
2032!



The racial and ethnic composition of the United States, 1970–2050



Sources: Data for 1970 and 1980 from Statistical Abstract of the United States. Data for 1990, 2000, and 2010 from the U.S. Census Bureau. Data for 2020 through 2050 from the U.S. Census Bureau Population



	KLSD 2019
American Indian/Alaska Native	0.2%
Asian / Pacific Islander	2.8%
Black / African American	0.9%
Hispanic	10.1%
Multiracial	5.7%
White	80.2%
	100.0%

Christians Decline as Share of U.S. Population; Other Faiths and the Unaffiliated Are Growing

	2007 %	2014 %	Change* %
Christian	78.4	70.6	-7.8
Protestant	51.3	46.5	-4.8
<i>Evangelical</i>	26.3	25.4	-0.9
<i>Mainline</i>	18.1	14.7	-3.4
<i>Historically black</i>	6.9	6.5	-
Catholic	23.9	20.8	-3.1
Orthodox Christian	0.6	0.5	-
Mormon	1.7	1.6	-
Jehovah's Witness	0.7	0.8	-
Other Christian	0.3	0.4	-
Non-Christian faiths	4.7	5.9	+1.2
Jewish	1.7	1.9	-
Muslim	0.4	0.9	+0.5
Buddhist	0.7	0.7	-
Hindu	0.4	0.7	+0.3
Other world religions**	<0.3	0.3	-
Other faiths**	1.2	1.5	+0.3
Unaffiliated	16.1	22.8	+6.7
Atheist	1.6	3.1	+1.5
Agnostic	2.4	4.0	+1.6
Nothing in particular	12.1	15.8	+3.7
Don't know/refused	0.8	0.6	-0.2
	100.0	100.0	

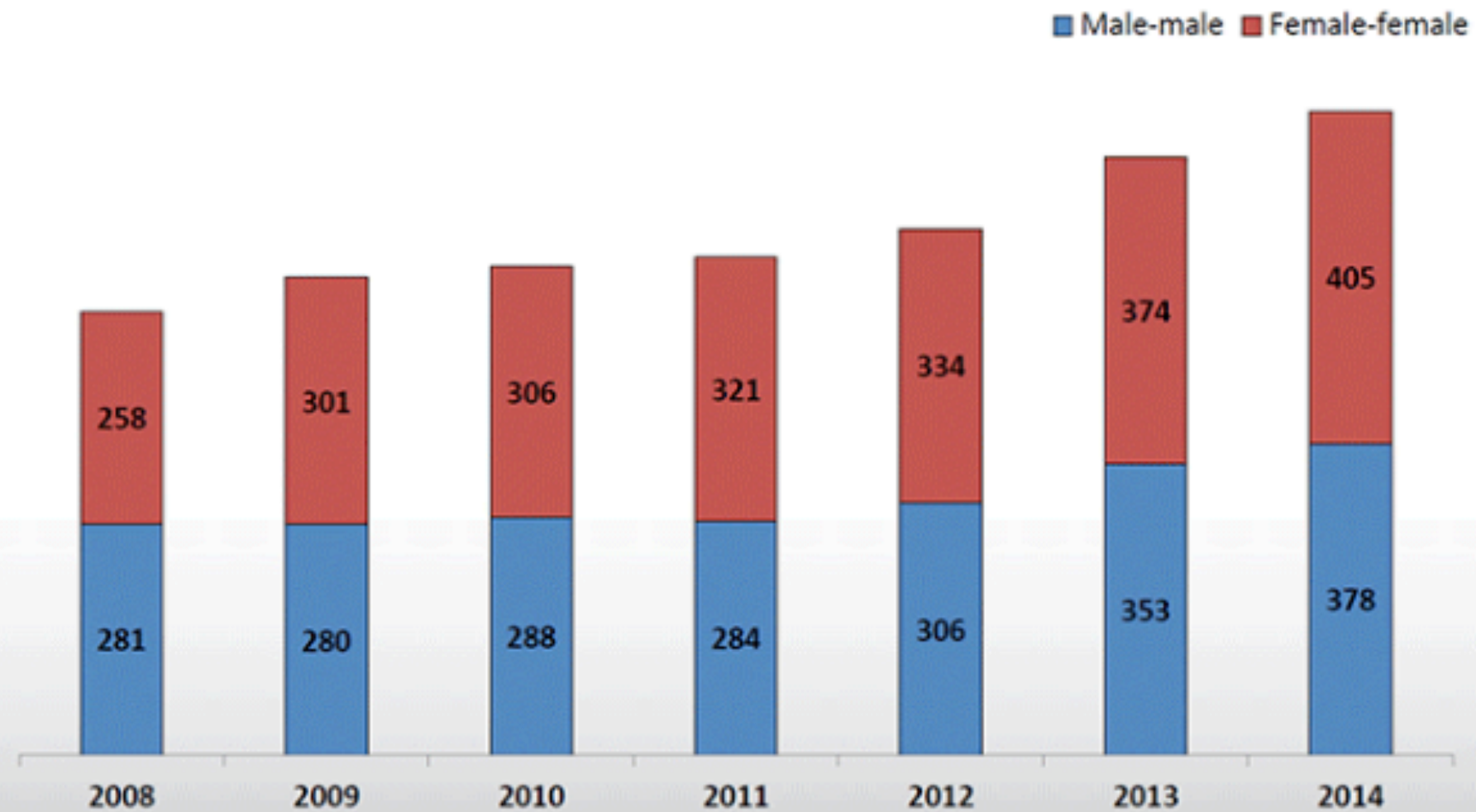
*The "change" column displays only statistically significant changes; blank cells indicate that the difference between 2007 and 2014 is within the margin of error.

**The "other world religions" category includes Sikhs, Baha'is, Taoists, Jains and a variety of other world religions. The "other faiths" category includes Unitarians, New Age religions, Native American religions and a number of other non-Christian faiths.

Source: 2014 Religious Landscape Study, conducted June 4-Sept. 30, 2014. Figures may not add to 100% and nested figures may not add to subtotals indicated due to rounding.

PEW RESEARCH CENTER

Figure 2. Estimates of Same-Sex Couple Households by Sex of Couple: 2008 to 2014



Numbers in thousands

Source: U.S. Census Bureau, American Community Survey, 2008-2014.

United States
Census
Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov



Skills employers will most want in 2020:

10. Cognitive flexibility

9. Negotiation skills

8. Service orientation

7. Judgment and decision-making

6. Emotional intelligence


5. Coordinating with others

4. People management

3. Creativity

2. Critical thinking

1. Complex problem-solving



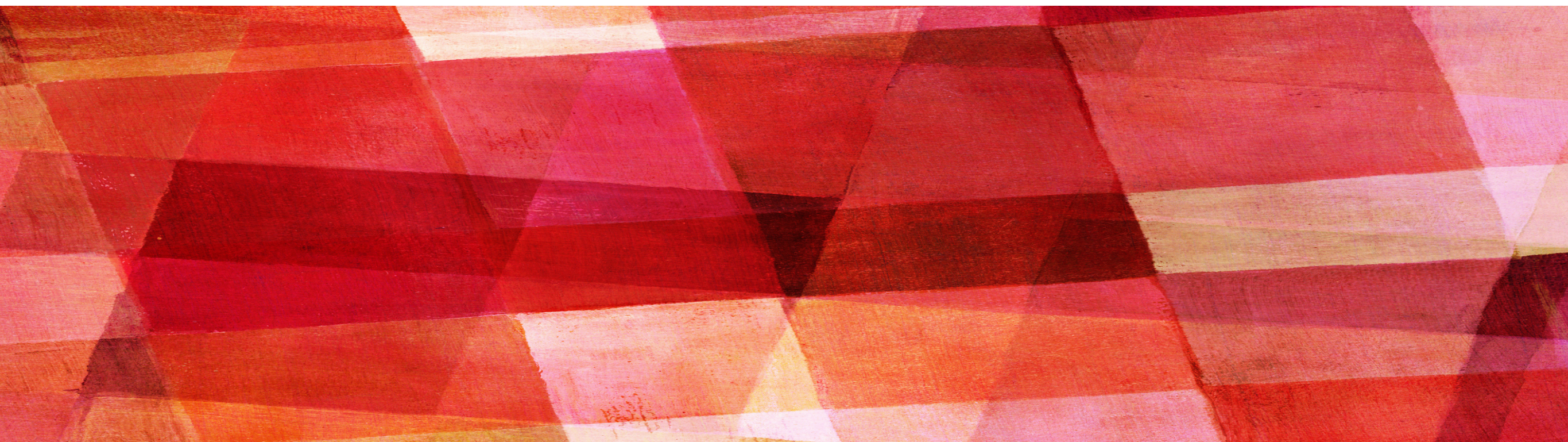
Common Ground Activity

TABLE TALK – ROUND ONE

- 1. Reflect on the activity just completed: What thoughts did it raise for you?*
- 2. What brought you to this school district and this community?*
- 3. What brought you to this Learning Cafe?*

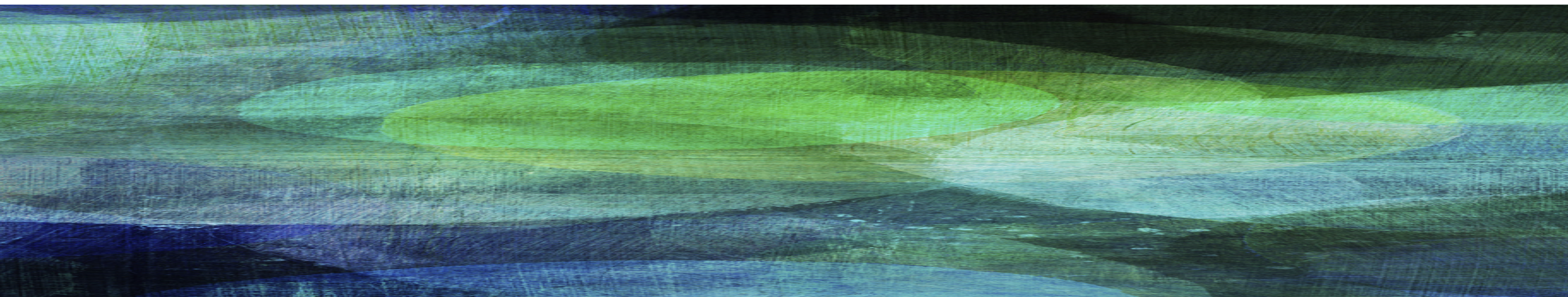


LET'S
MOVE![®]



Round 2

Talking to our Children



How we talk to our children about race

Jennifer Harvey

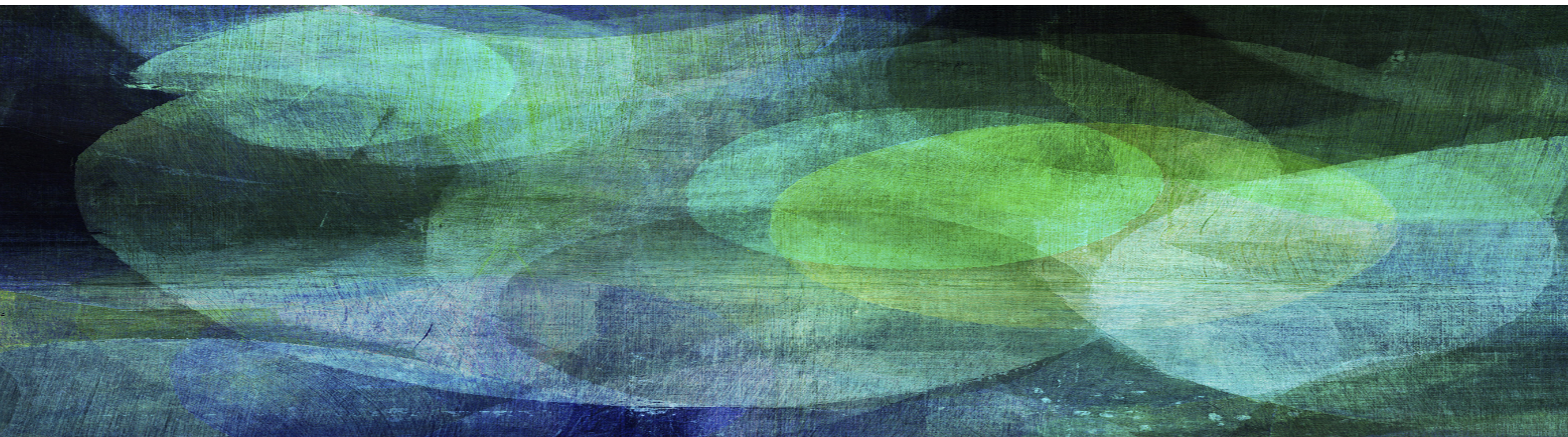
Professor of Religion at Drake University

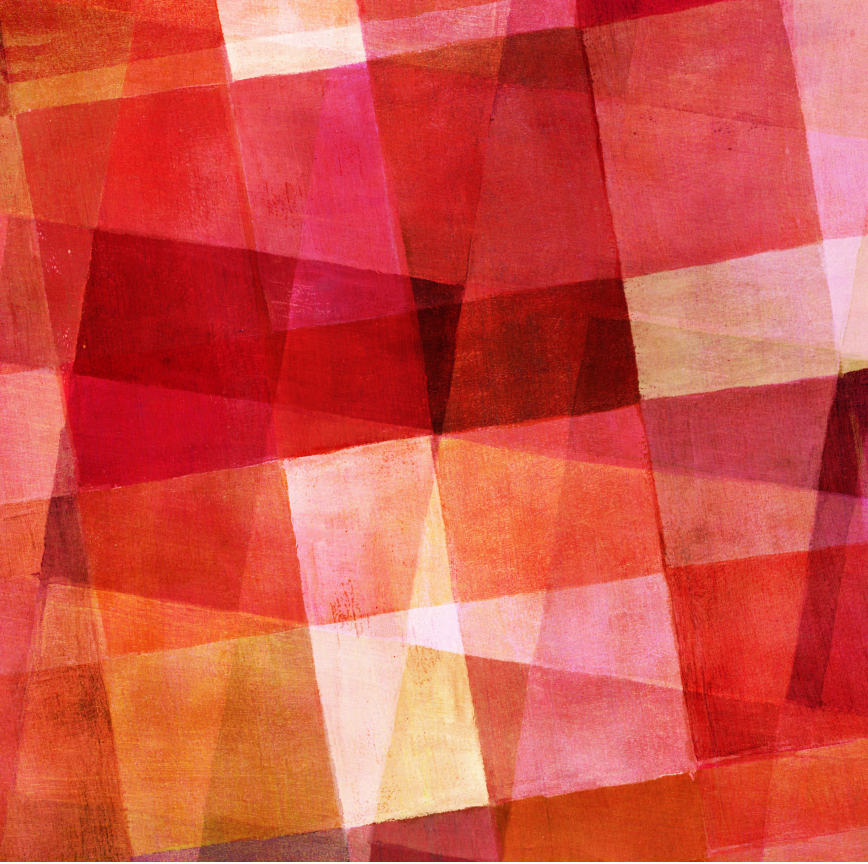
Author: Raising White Kids

Talk of Iowa

Iowa Public Radio

February 18, 2019



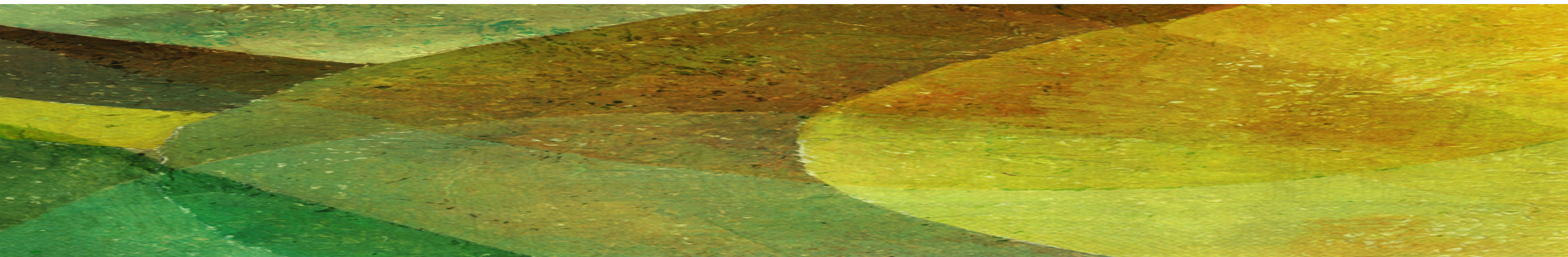


2 short readings

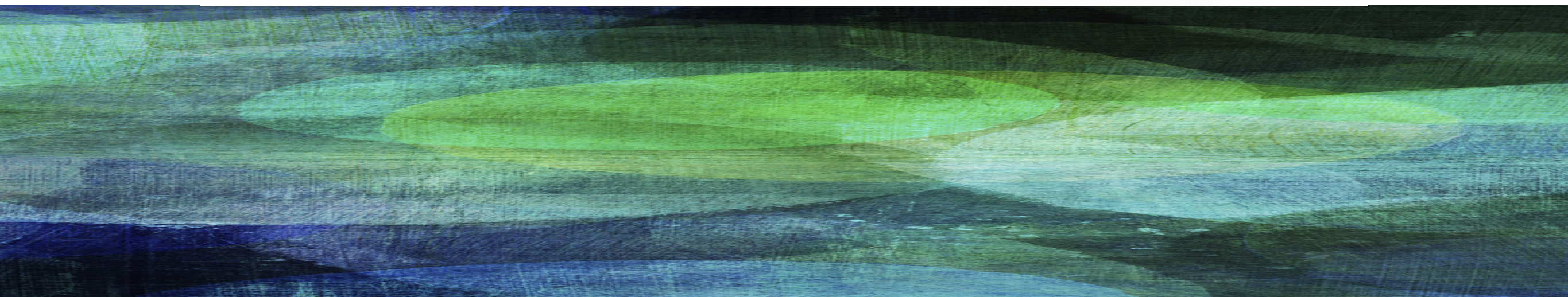


TABLE TALK – ROUND TWO

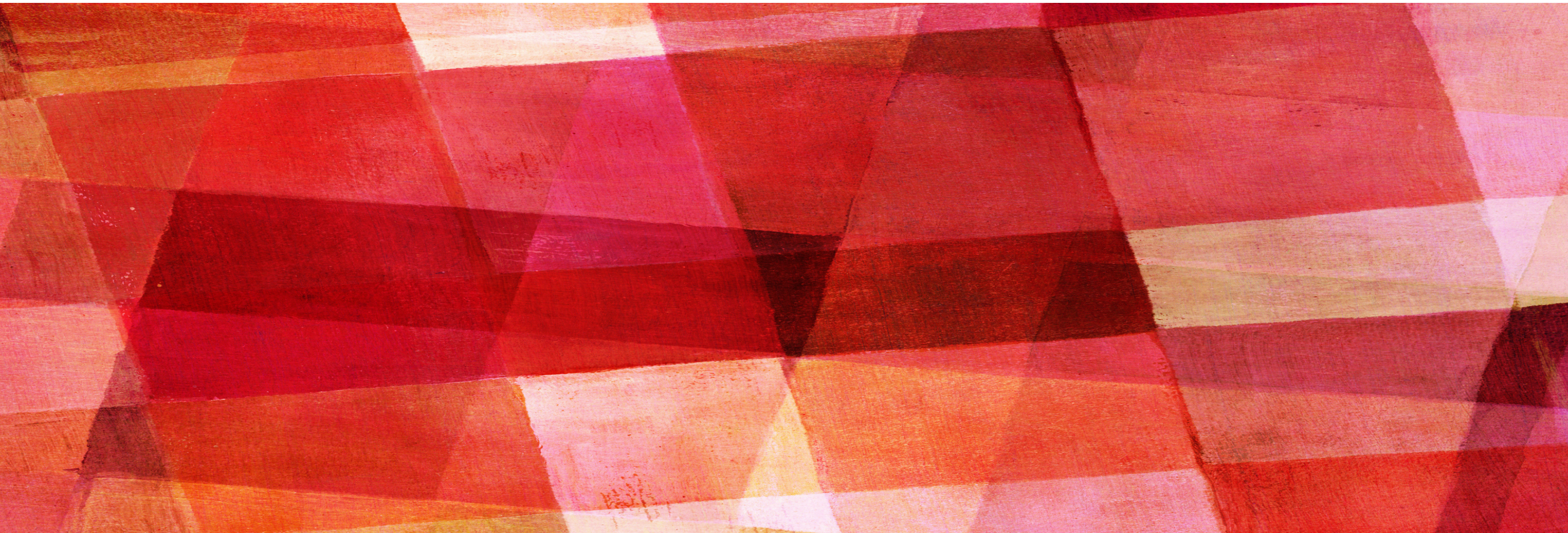
- 1. How were you raised to think and talk about differences?*
- 2. How do you talk to your children/students about differences?*
- 3. When discussing diversity of any kind with children, why and when might you take the “color blind” approach, and why and when might you draw more attention to difference?*



TIME TO MOVE ON!



In our schools...



Elementary Schools

SEL Focus on Empathy, Kindness, Compassion, Safety, and Responsibility

Differences Day (Supported by SEPTO) for 2nd and 5th grades

A World of Differences (AWOD) with 5th grade

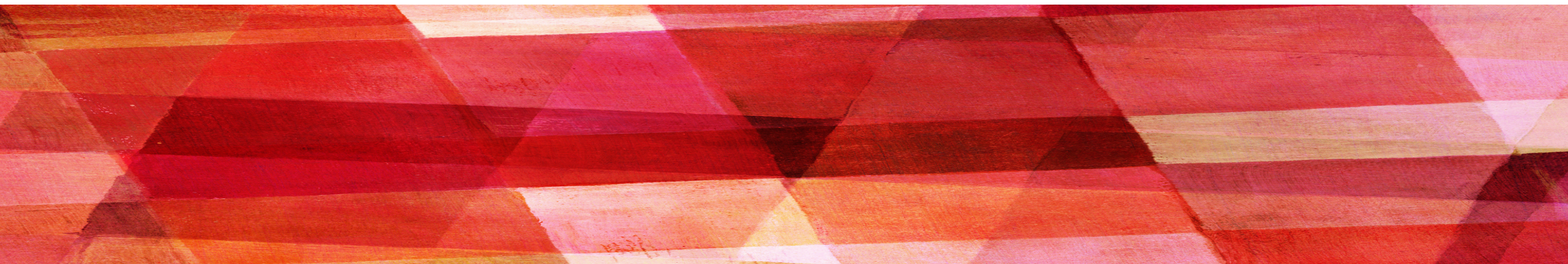
Just Ask Geri Program, the NED show, Second Step program

Tourette Syndrome Presentation - 5th grade and staff

Black History Month - read alouds at morning meeting, library book displays

Classroom libraries with increasingly diverse characters and authors

Curriculum units in Social Studies



Middle School

Units of Study in Social Studies - Civil Rights, Reconstruction, Jim Crow South, Native Americans, Slavery, the Holocaust, Abolition, Women's Rights, Diverse Heroes and Biographies, and World Religions

Deeper focus on particular books and films: To Kill A Mockingbird, Long Walk to Water, Hidden Figures

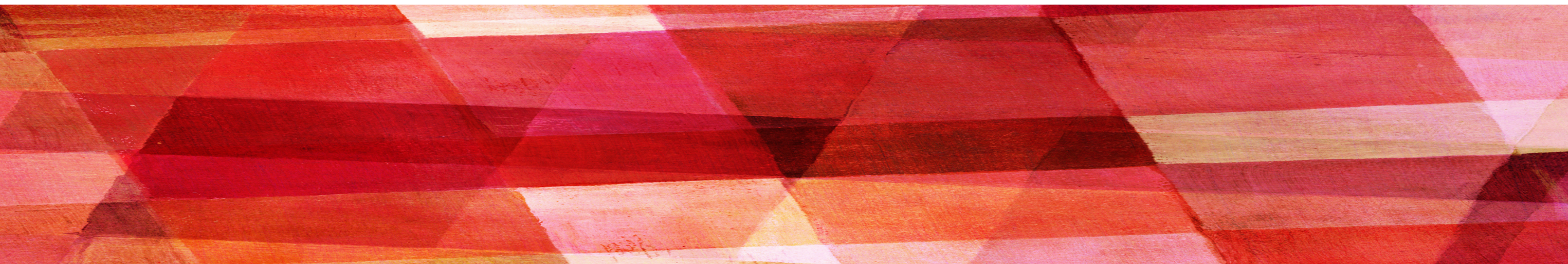
Diverse literature in ELA classroom libraries

Facing History approach to empathy in Social Studies classroom

Home & Careers - Identity, universal needs, and a design project, Foods of the world

Health - DASA, LGBTQA+ information, GSA club

Musical selections in Chorus from different cultures around the world



High School

Collective Summer Reads have focused on race, gender, and class in recent years

Facing History and Ourselves curriculum units

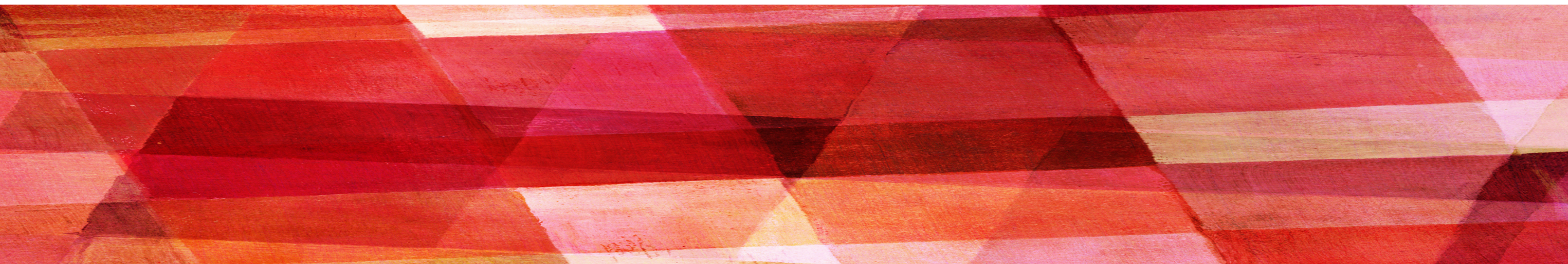
No Place for Hate activities sponsored by ADL

Annual SAGA Evening (invitations go out district wide)

Social Studies classroom activities related to Black History Month and Women's History Month

Guest speakers - Holocaust Survivor and reformed neo-Nazi

Teen Lounge - student club that brings disabled and non-disabled students together for social activities

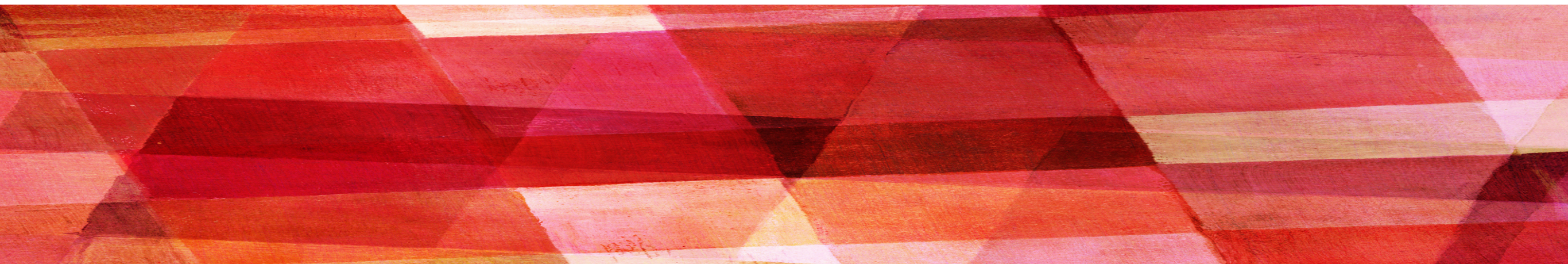


District Wide

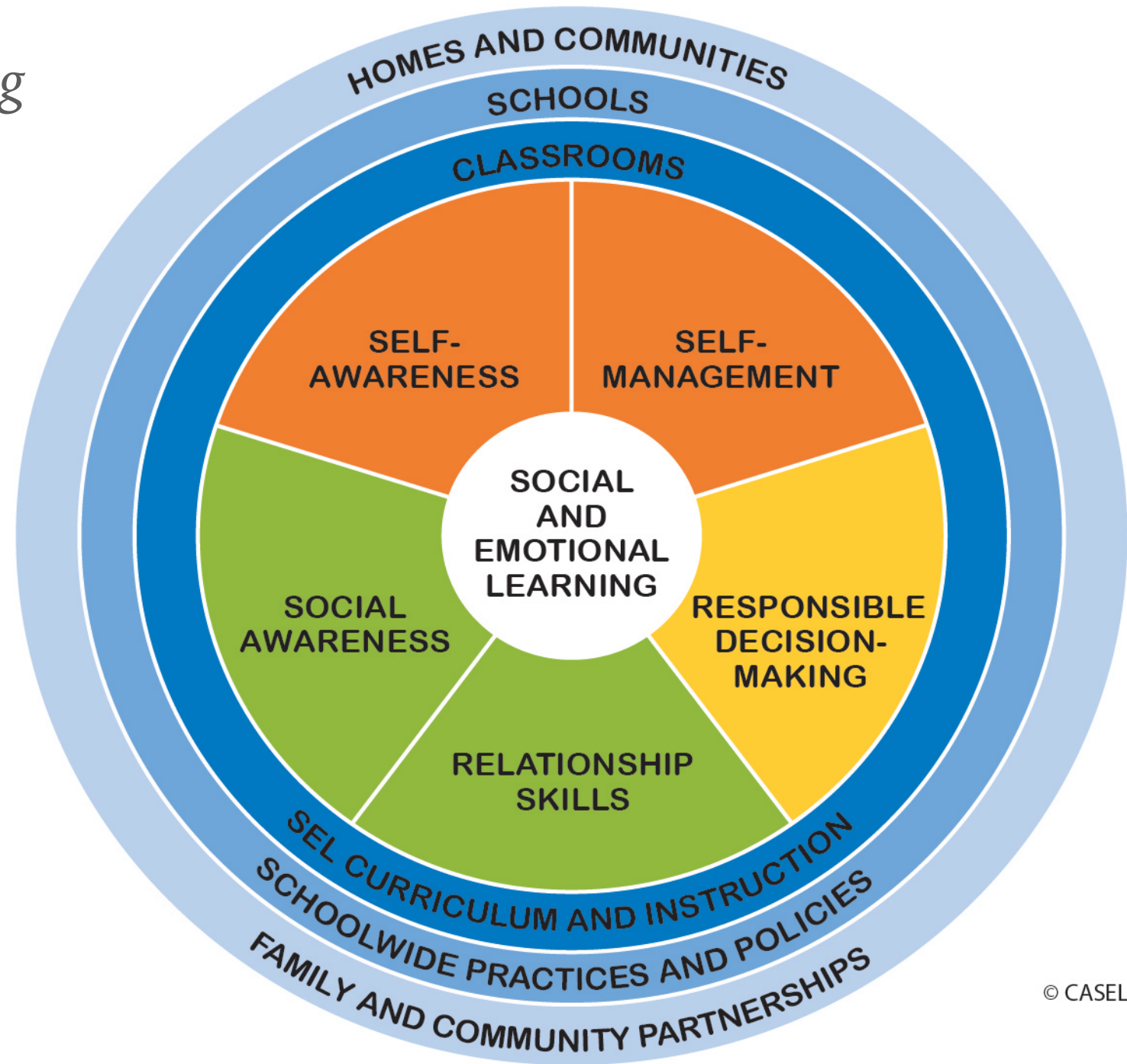
GLSEN (Gay Lesbian Straight Education Network) training for all staff

Social Emotional Learning Committee

Culturally Responsive Education



Social Emotional Learning



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Culturally Responsive-Sustaining Education

The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

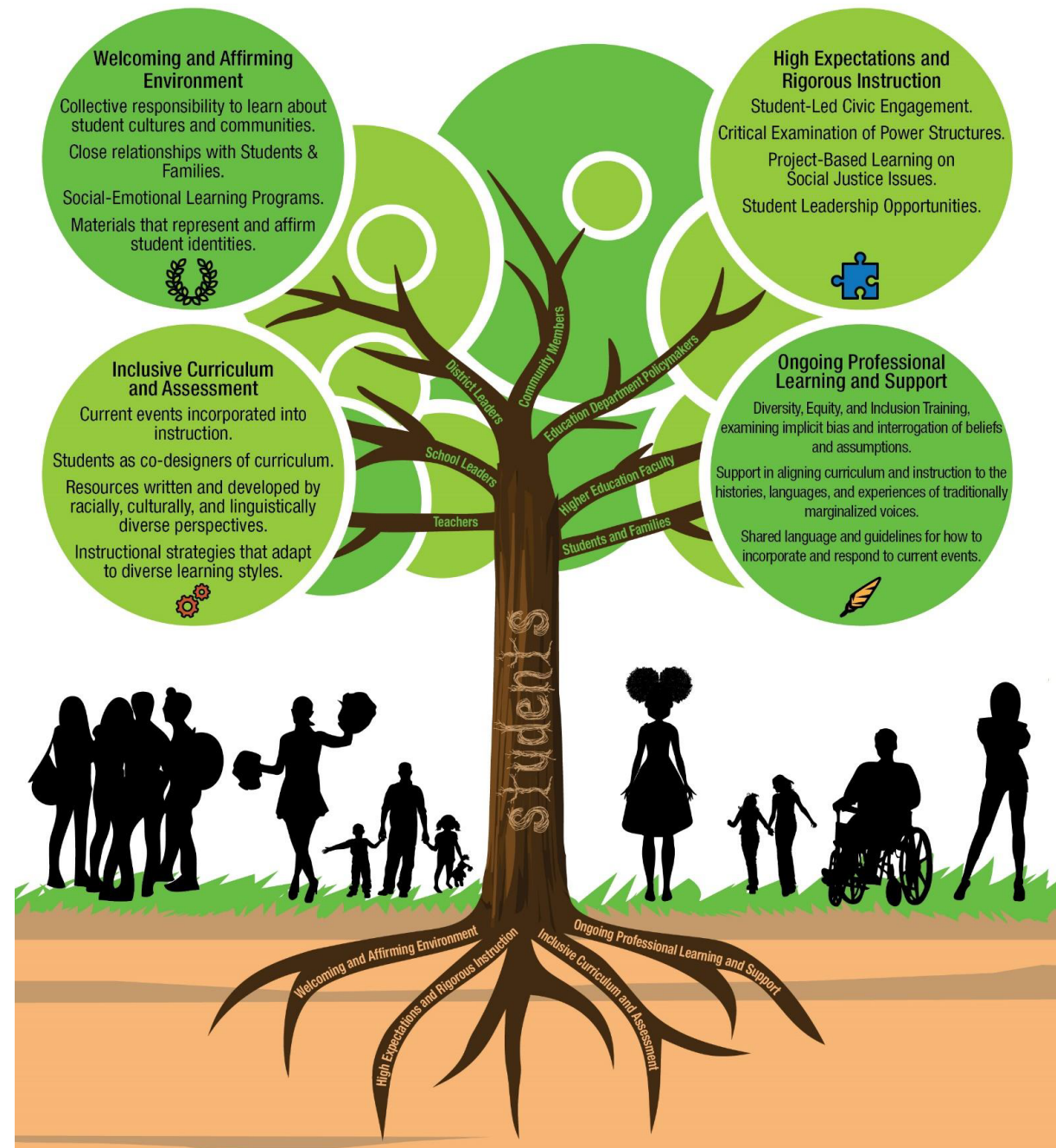


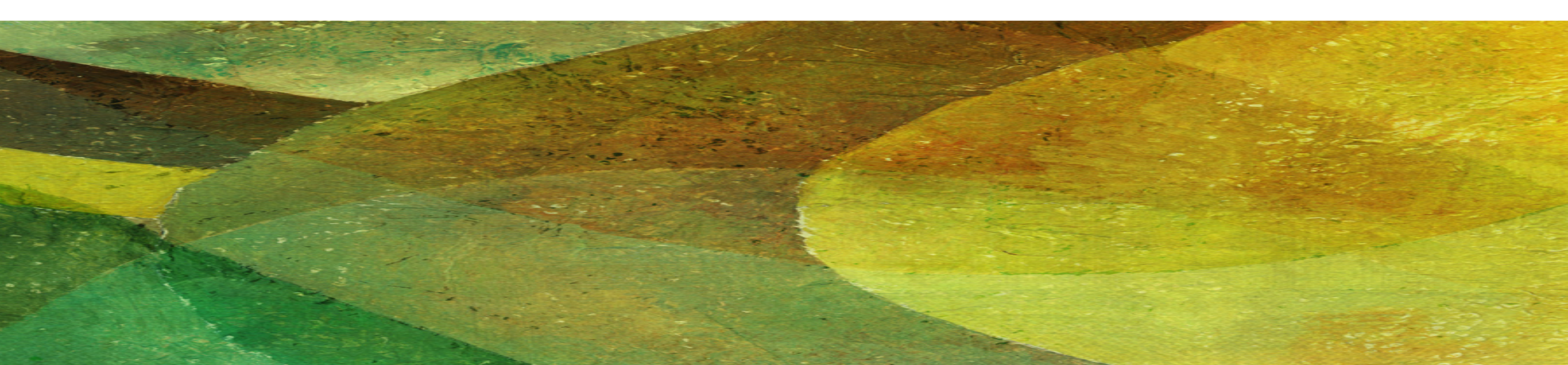
TABLE TALK – ROUND THREE

1. *What do you think a school's role should be in helping to nurture students who value diversity?*
2. *What is the appropriate role for parents, home, and community?*



AND FINALLY...

1. *Where would you like to see this conversation go next? What did we not get to tonight that you think a future conversation should tackle?*





*Thank you
for joining us!*

