KLSD Learning Café: Inclusion

April 26, 2022

What is a Learning Café?

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

Past Learning Cafes:

- **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
- **Fall 2019**   John Jay Mascot and Moving Forward Together

- *Spring 2020 – Spring 2021 COVID*

- **Fall 2021**   Learning from the Pandemic Experience

Structure of Tonight's Cafe

- 3 brief presentations
- 3 rounds of conversations
- Note takers at each table so District holds on to:
  - The conversations
 - The thinking
  - The feedback

Talking about Inclusion: Inclusive Listening Practices

- *Assume good intentions*

- *Recognize that we likely all arrived with somewhat different hopes and expectations for tonight*

- *Monitor your own expectations and your "air-time"*

- *Remain mindful of body language and facial expressions, whole body listening*

- *Cycle of Humility, Doubt, Curiosity, Discovery*

- *Tonight is an effort to understand what is important to each person in this room, to think together, and to gather thoughts about where we might go next*

# Conversation advice from Glenn Singleton

4 Agreements:

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure
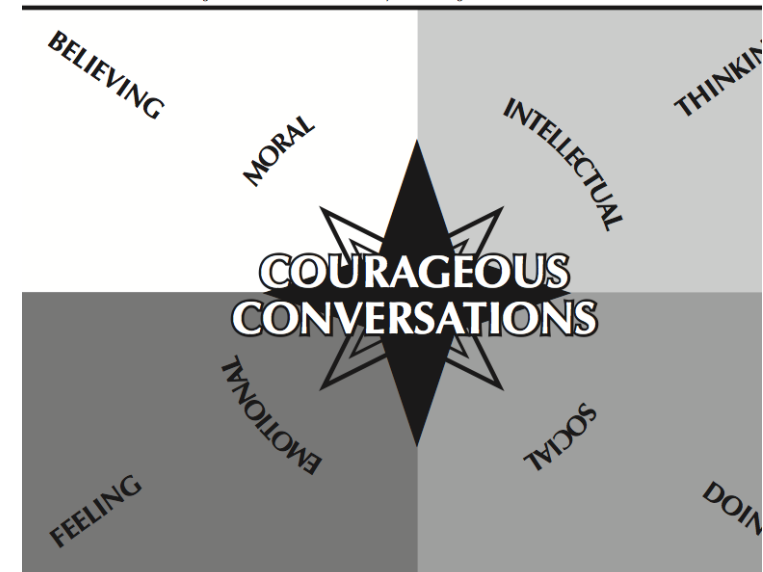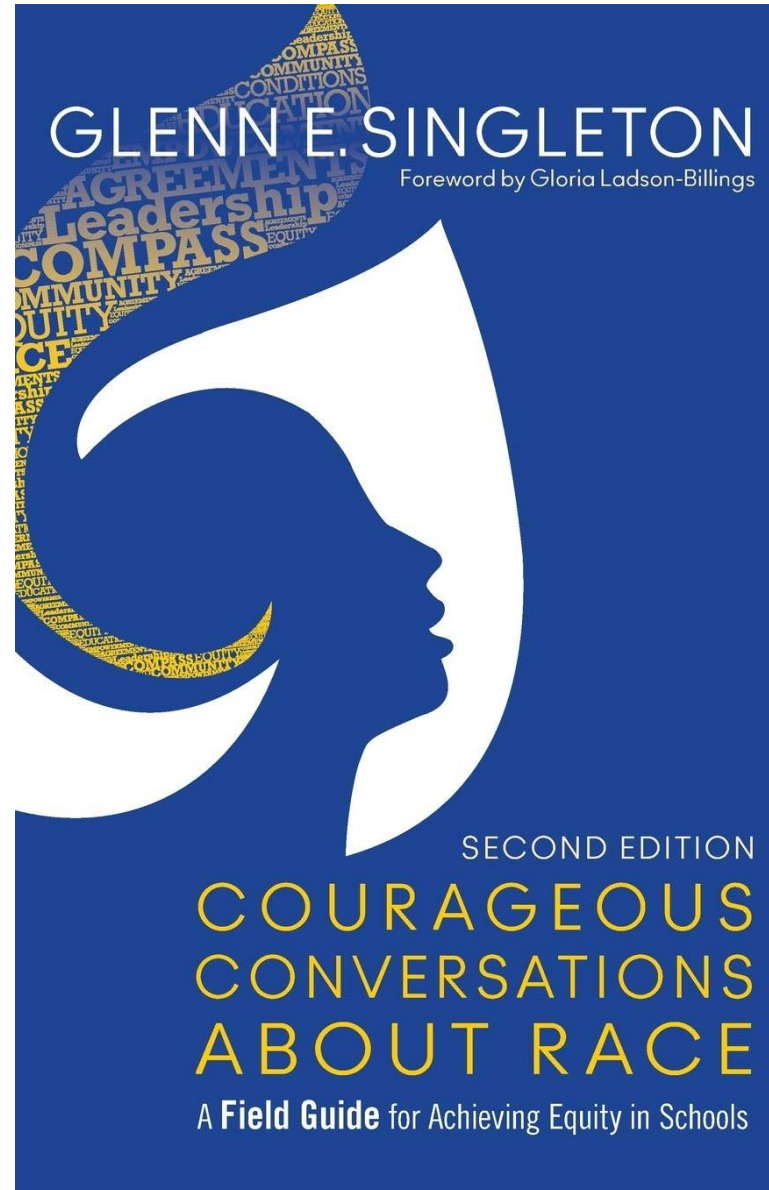
Tonight's 3 Rounds

- Round One: Context

- Round Two: How do we include the diverse learning needs of all students?

- Round Three: How can our Diversity, Equity, and Inclusion work help us to create ever more inclusive environments?

GLOBAL EDUCATION MONITORING REPORT 2020

Inclusion and education:
ALL MEANS ALL
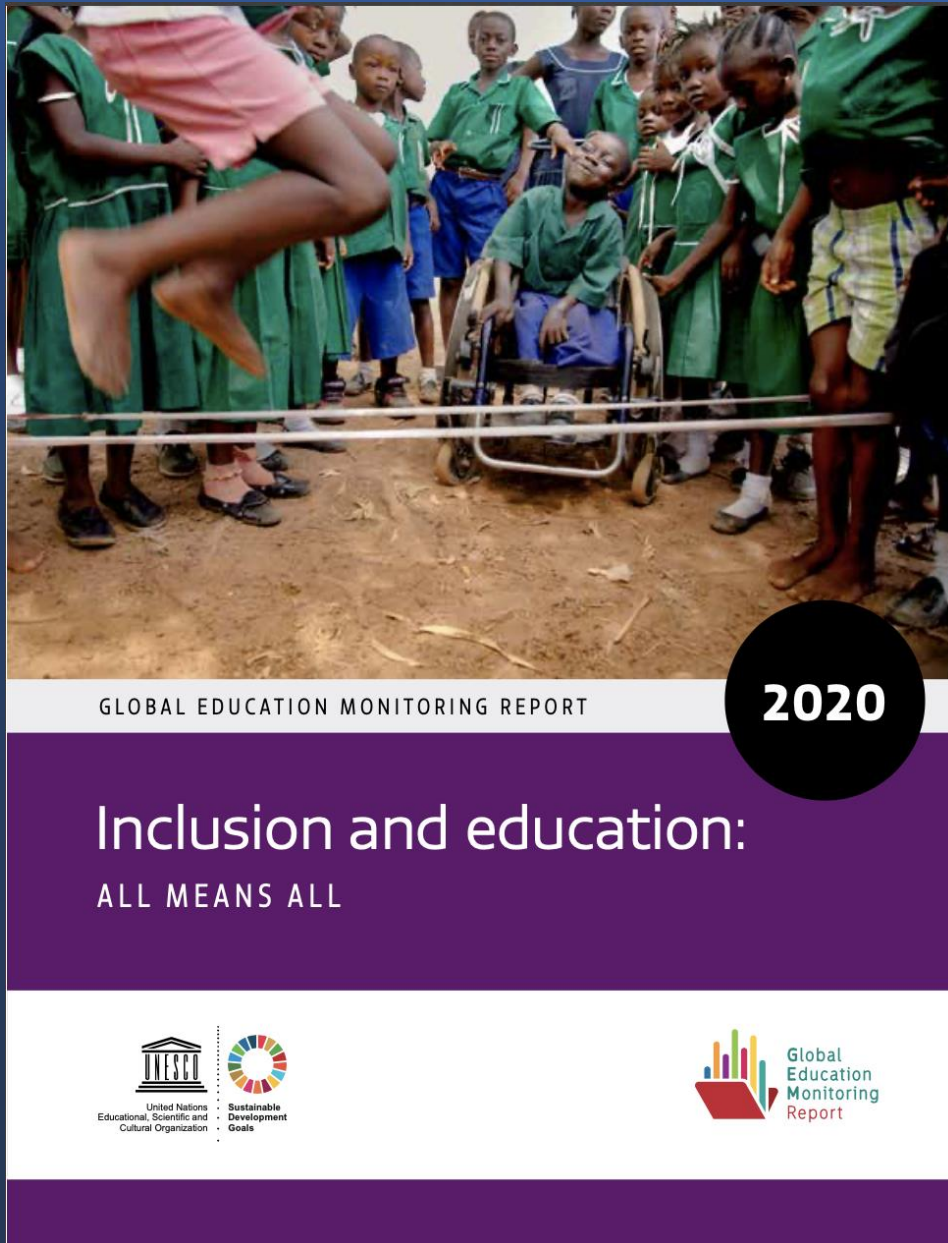
Round One:

Context

Inclusion and Education: All Means All

Even before Covid-19, **one in five** children, adolescents and youth were entirely excluded from education. Stigma, stereotypes and discrimination mean millions more are further alienated inside classrooms.

To rise to the challenges of our time, a move towards more inclusive education is non-negotiable – failure to act is not an option.

Audrey Azoulay

Director-General of UNESCO

From 2020 United Nations Report - Inclusion and Education: All Means All

Legal Progress in the US:

- 1954 Brown v. Board of Education declared state laws establishing separate public schools for students of different races to be unconstitutional

- 1972 Congress passed Title IX of the Education Amendments – barring sex discrimination in education programs

- In 1975, the federal Education for All Handicapped Children Act (EHA) (Today called the Individuals with Disabilities Education Act – IDEA) required public schools to guarantee a free, appropriate public education to students with disabilities in the least restrictive environment.
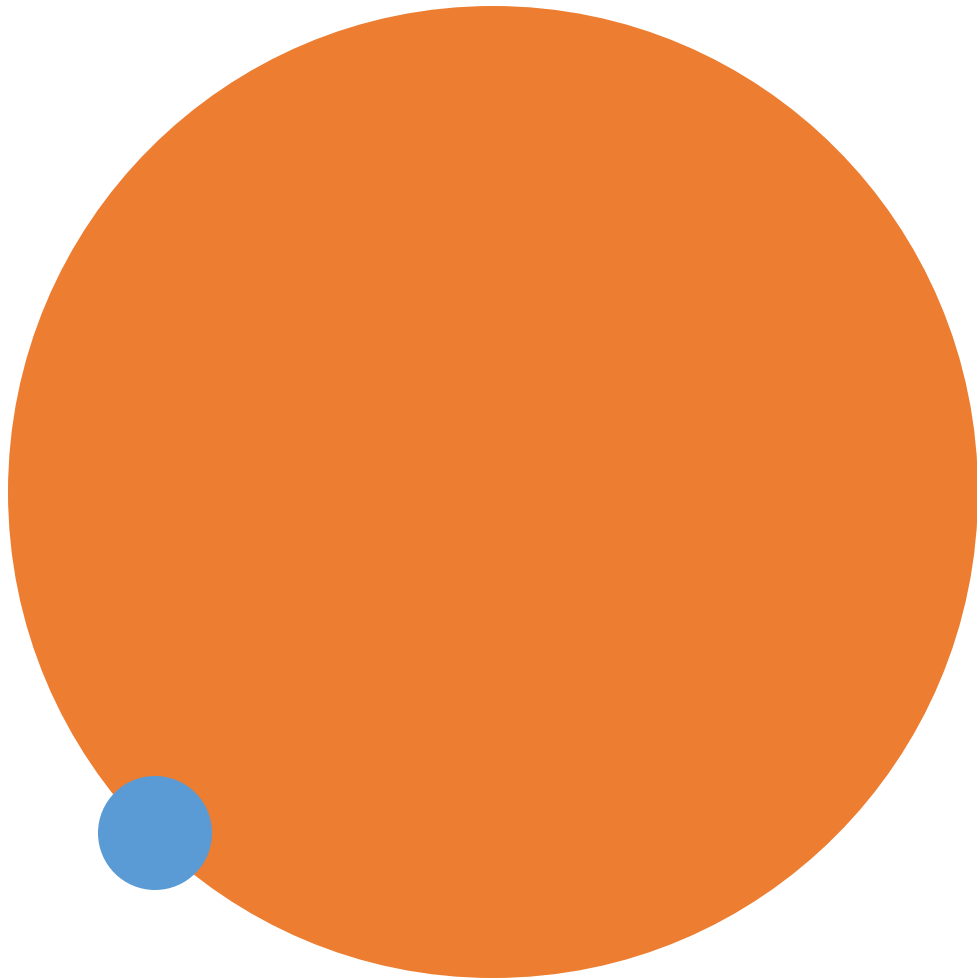
Given the legal progress in the United States when it comes to including all children in school itself ...

... We can focus on the nature and quality of inclusion - how children are included - rather than whether they are included or not.

... Which causes us to think about the foundational goals of public schools...

The purpose of our public schools?

According to Johann Neem, author of "Democracy's Schools: The Rise of Public Education in America," the founders of the American republic had three fundamental goals for the public school system:

- To educate citizens
- To develop human beings' capabilities
- To unify a diverse nation

Neem suggests that the preparation of citizens who will support the continuation of our democracy IS the public good that public education provides.

Original Goals of Public Education:

• **To educate citizens**: Content Knowledge

• **To develop human beings' capabilities:** Formation of Self

• **To unify a diverse nation:** Appreciating and supporting one another, inclusive of our differences

In more recent times, a tension develops between goals:

A focus on greater levels of educational achievement for individuals

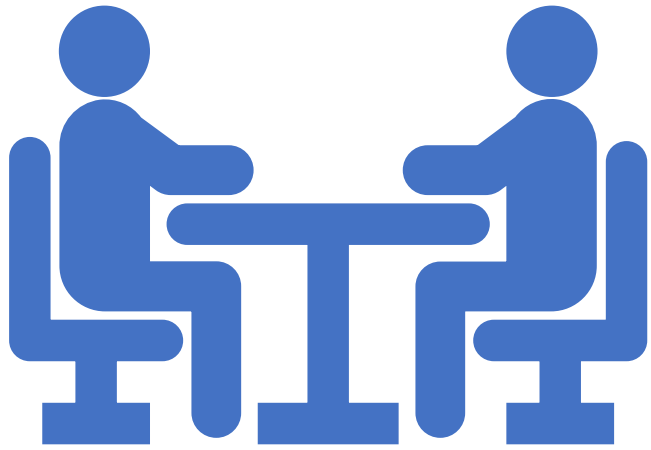A focus on the public good and more inclusive environments

Factors that may have increased this tension:

Race to the Top

No Child Left Behind

America 2000

An Increasing Focus on Assessment and Accountability

Round One Discussion Questions:

• Introduce yourselves – Why did you come tonight?

• Was your own school experience one that was more reflective of the sorting of students or one that prioritized bringing students together, regardless of differences?

• What are your thoughts about this potential tension between the focus on individual educational achievement and the focus on inclusive environments and the public good?
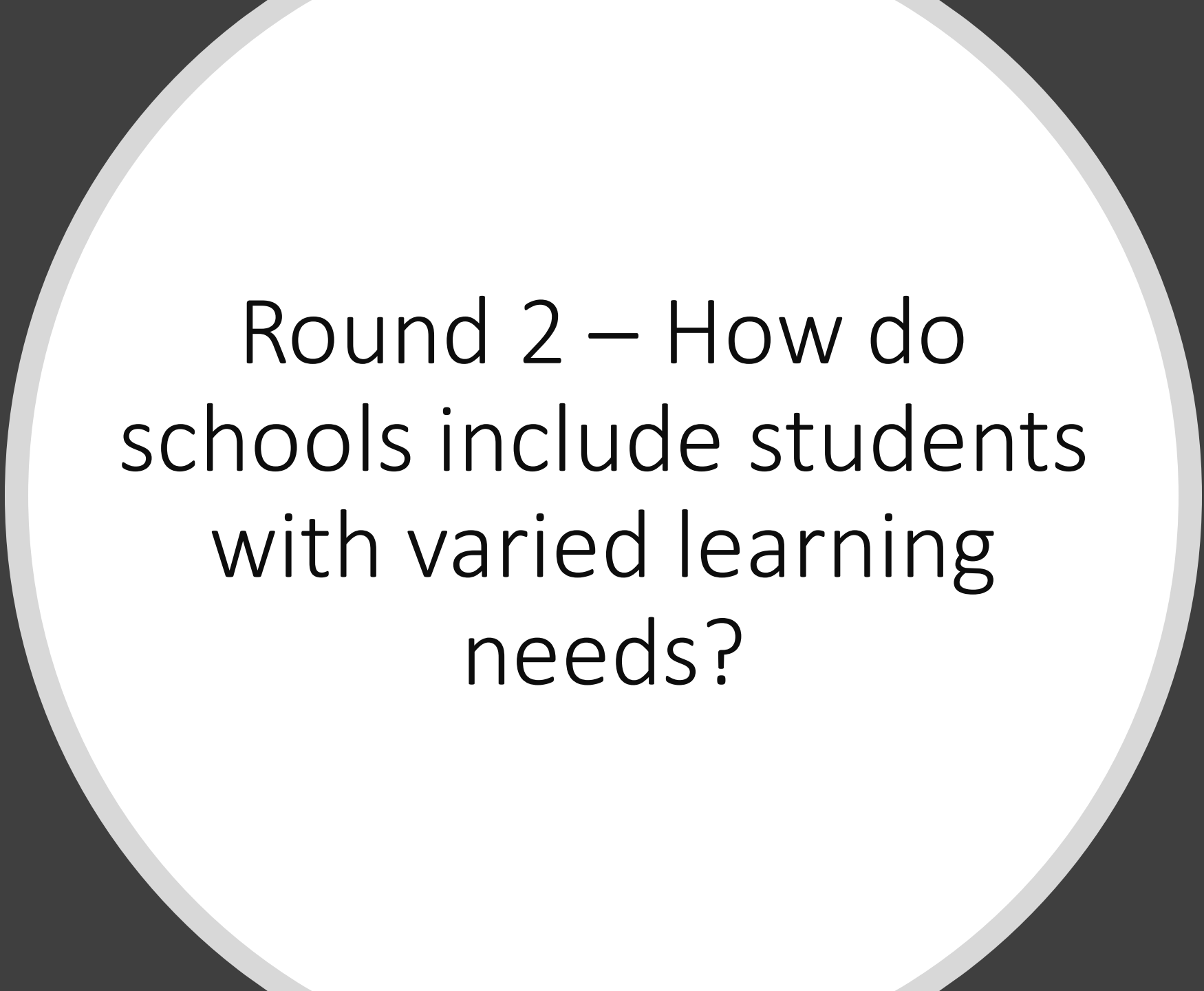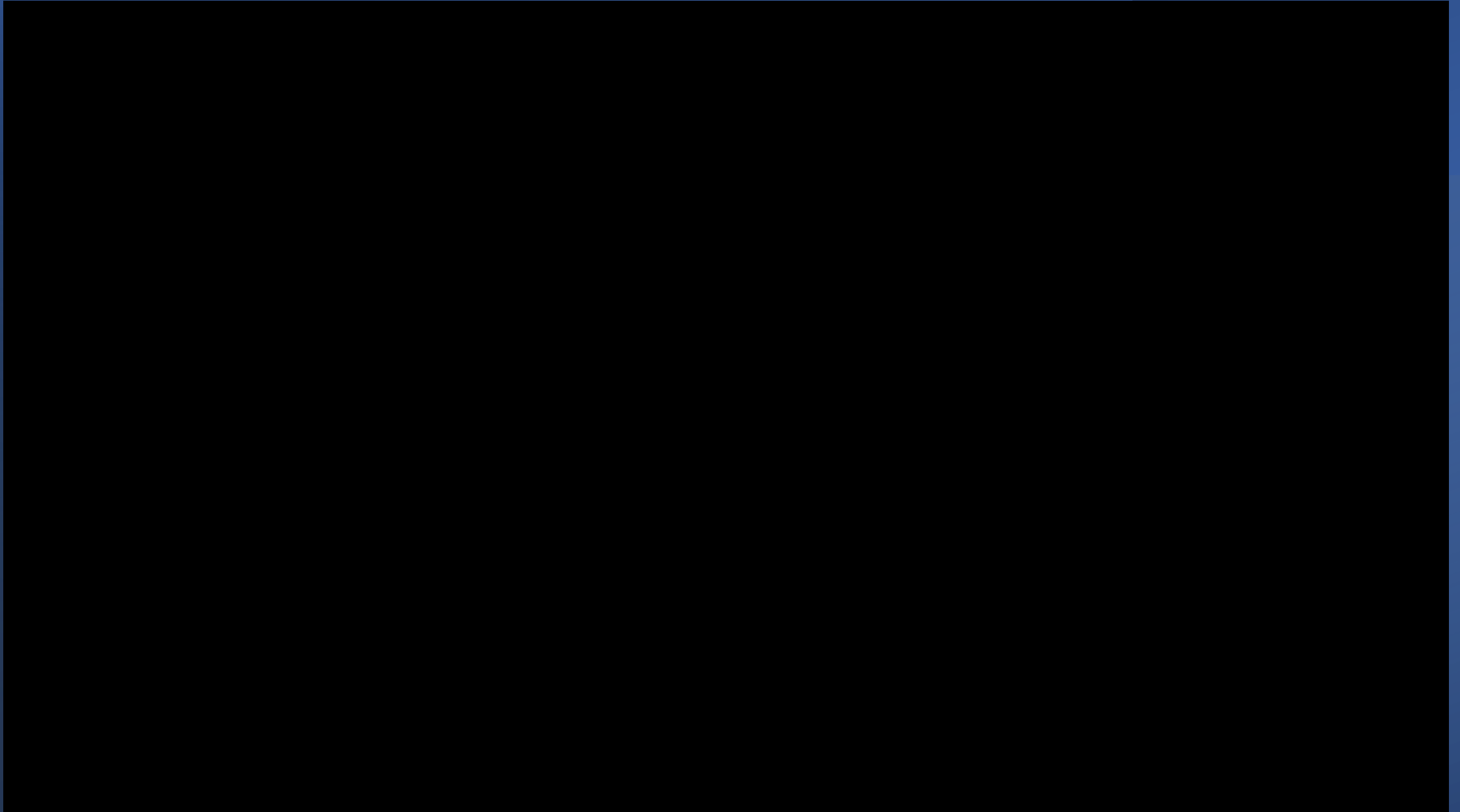
Sharing Out

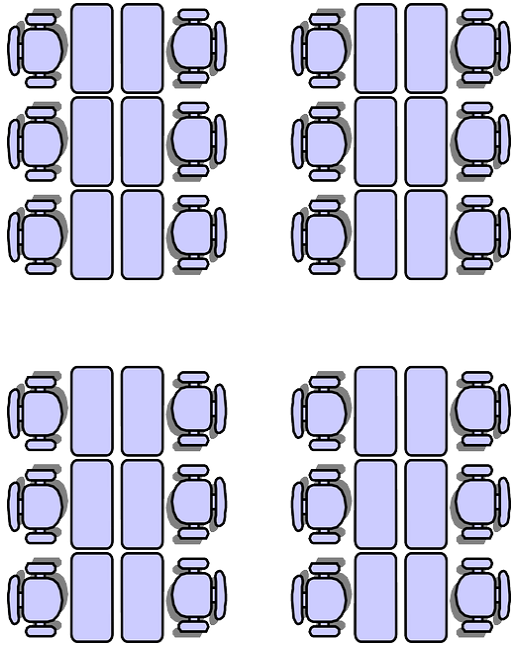Round 2 – How do schools include students with varied learning needs?
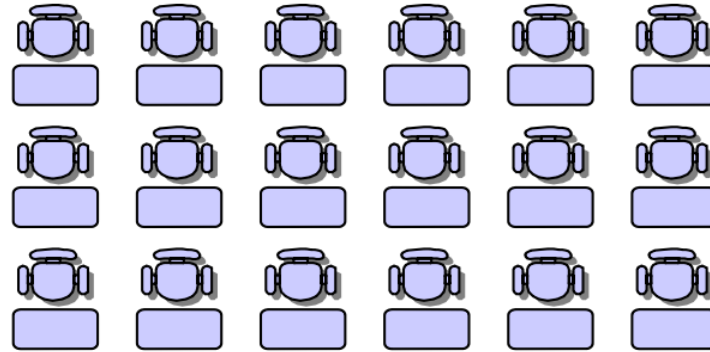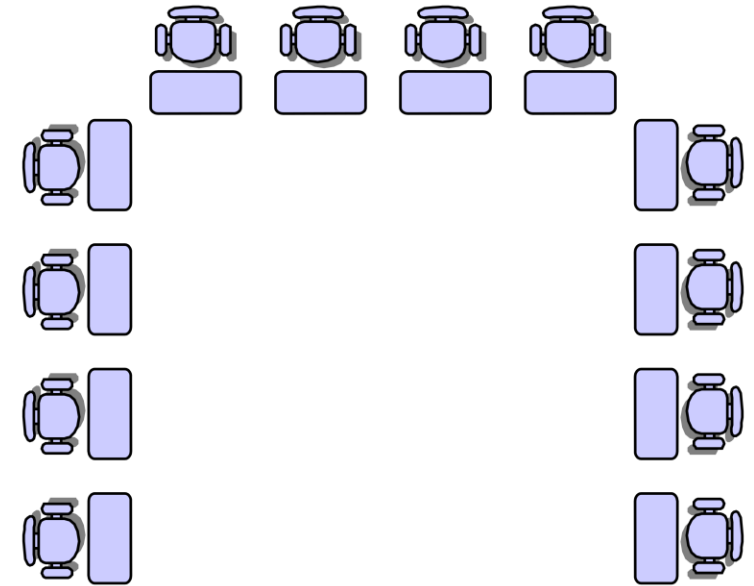
Classroom Formats

Classroom Formats

Collaborative
Group Work

Whole Group Lessons,
Independent Work

Group Discussions

Classroom Format: Collaborative Groups

- Problem and Project-based learning
- Inclusive of a range of abilities, strengths, and perspectives
- Opportunity for students to learn social and emotional skills in addition to academics

Classroom Format: Whole Group

- Mini-lessons, demonstrations, lectures or presentations
- Provide a common experience and/or direct instruction to the entire class

Classroom Formats: Independent Work and Small Group Instruction

- Students work on their own
- Work may be differentiated to accommodate a range of levels, strengths and perspectives
- During independent work time, the teacher meets with individuals or small groups to provide targeted feedback or direct instruction

Classroom Format: Group Discussion

- Whole Class or small group
- Inclusive of a range of abilities, strengths, and perspectives
- Opportunity for students to process and apply academic knowledge and skills, as well as to learn and practice social and emotional competencies

KLSD Continuum of Special Education Services

(Within District)

Self-contained Special Class (All academic subjects)

Special Class, partial day (Specific academic subjects)

Consultant Teacher Direct (2 teachers provide direct instruction for part of the day, specific subjects)

Integrated Co-teaching (2 teachers, specific subjects)

Resource Room (Outside the general education classroom, small group, focused on IEP goals)

Related Services (Speech, Occupational Therapy, Physical Therapy, Counseling; may be provided within or outside the general education classroom, may be provided alone or with other services)

Adaptive Physical Education

Travel Training

Transitional Support Services

Least Restrictive Environment

Language from the Individuals with Disabilities Education Act (1975):

"Each public agency must ensure that—

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

English as a New Language: K-8 Continuum

From New York State Education Department, Commissioner's Regulations, Part 154-2

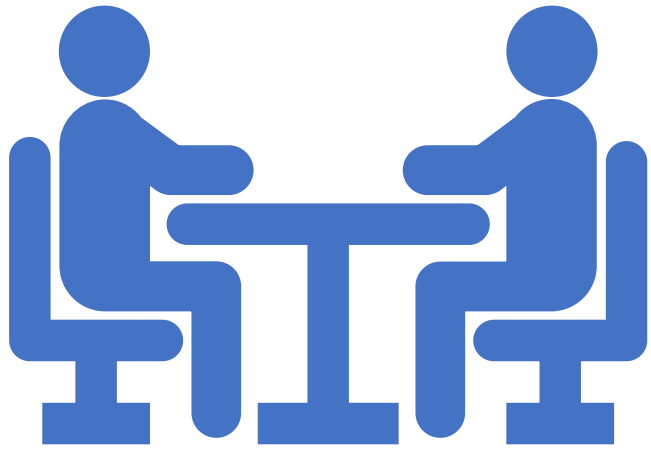|	Entering	Emerging	Transitioning	Expanding	Commanding
Stand-alone Services	1 unit	.5 unit			
Integrated Services	1 unit	1 unit	.5 unit	1 unit	
Flexibility (either or both options)		.5 unit	.5 unit		.5 unit

Equality

Equity

Accessibility

Round Two Discussion Questions:

How does the "Myth of Average" and the concept of the "jagged learning profile" confirm or challenge your own experience from when you were a student or now as a parent/educator?

What do these ideas about how schools can meet diverse learning needs leave you wondering about, worrying about, and/or hoping for?

Sharing ideas

Time to move again ...

Round Three: Diversity, Equity, and Inclusion

New York State Board of Regents "Call To Action" April 2021

"Schools must create opportunities for all students to learn from multiple perspectives – perspectives that are just as important and valid as the narrow point of view from which history and other content areas have traditionally been taught. We must always be vigilant to guard against the danger of a single story."

The racial and ethnic composition of the United States, 1970–2050
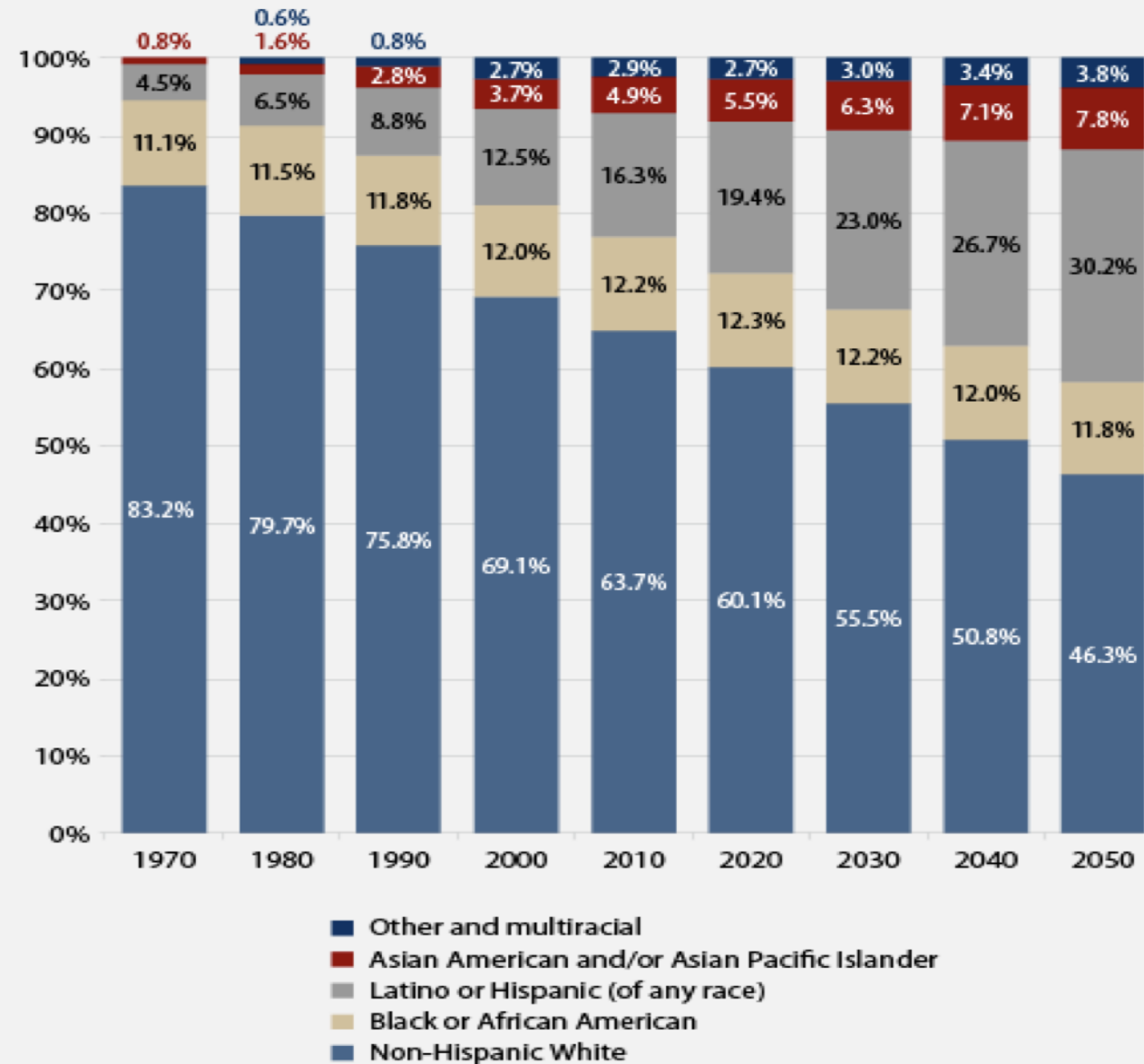
Sources: Data for 1970 and 1980 from Statistical Abstract of the United States. Data for 1990, 2000, and 2010 from the U.S. Census Bureau. Data for 2020 through 2050 from the U.S. Census Bureau Population Projections by Race and Ethnicity (2008).
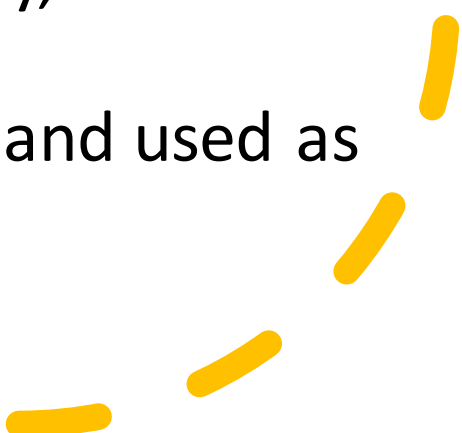
	KLSD 2019	KLSD 2022
American Indian/Alaska Native	0.2%	0.1%
Asian / Pacific Islander	2.8%	3.5%
Black / African American	0.9%	1.0%
Latino/Hispanic	10.1%	11.7%
Multiracial	5.7%	6.4%
White	80.2%	77.3%
	100.0%	100.0%

New York State Education Department

2018 NYSED publishes the **Culturally Responsive-Sustaining Education Framework**

A welcoming and affirming environment ... is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.

The Impact of Inclusion

- "Think about inclusion like connection...Inclusion allows individuals with different identities to feel they belong within the group because they are valued, relied upon, welcomed, and empowered."

- Alida Miranda-Wolff, *Cultures of Belonging*

Parts of the Journey in KLSD:

Mascot Change

Diversifying Classroom and School Libraries

No Place for Hate (ADL) and Facing History and Ourselves curriculum

Learning Café on Diversity in 2019

Equity and Racial Justice Committee (ERJC)
- Recommendations
- ERJC Sub-Committees

Evolving Recruitment, Hiring, and Retention Practices

"All In" group

Teacher Leadership Positions (Equity/SEL)

Increasing support for ENL students

22-23 Recommendation for Assistant Superintendent of Student Support Services

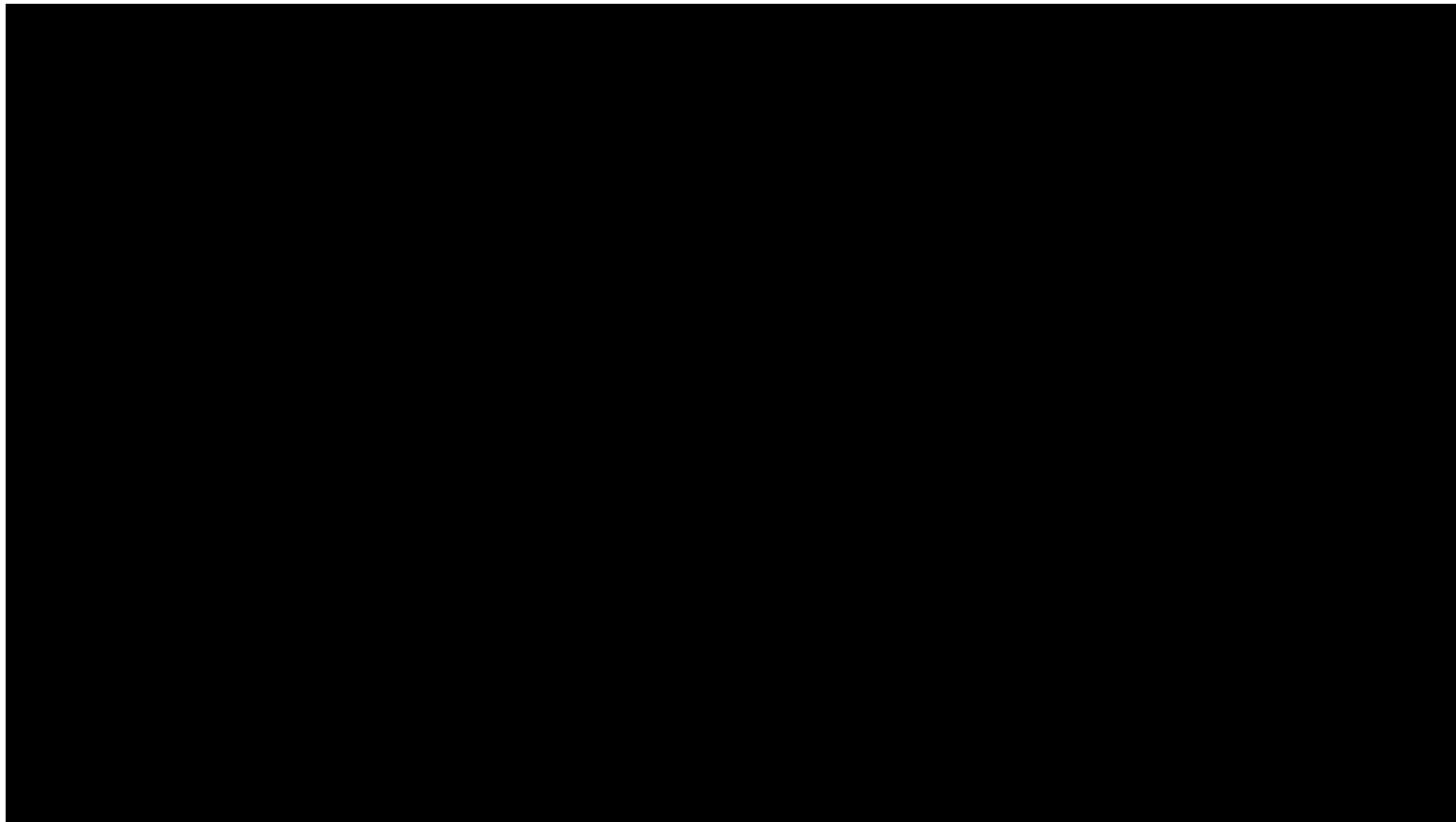22-23 Recommendation for substantial budget allocation toward DEI.
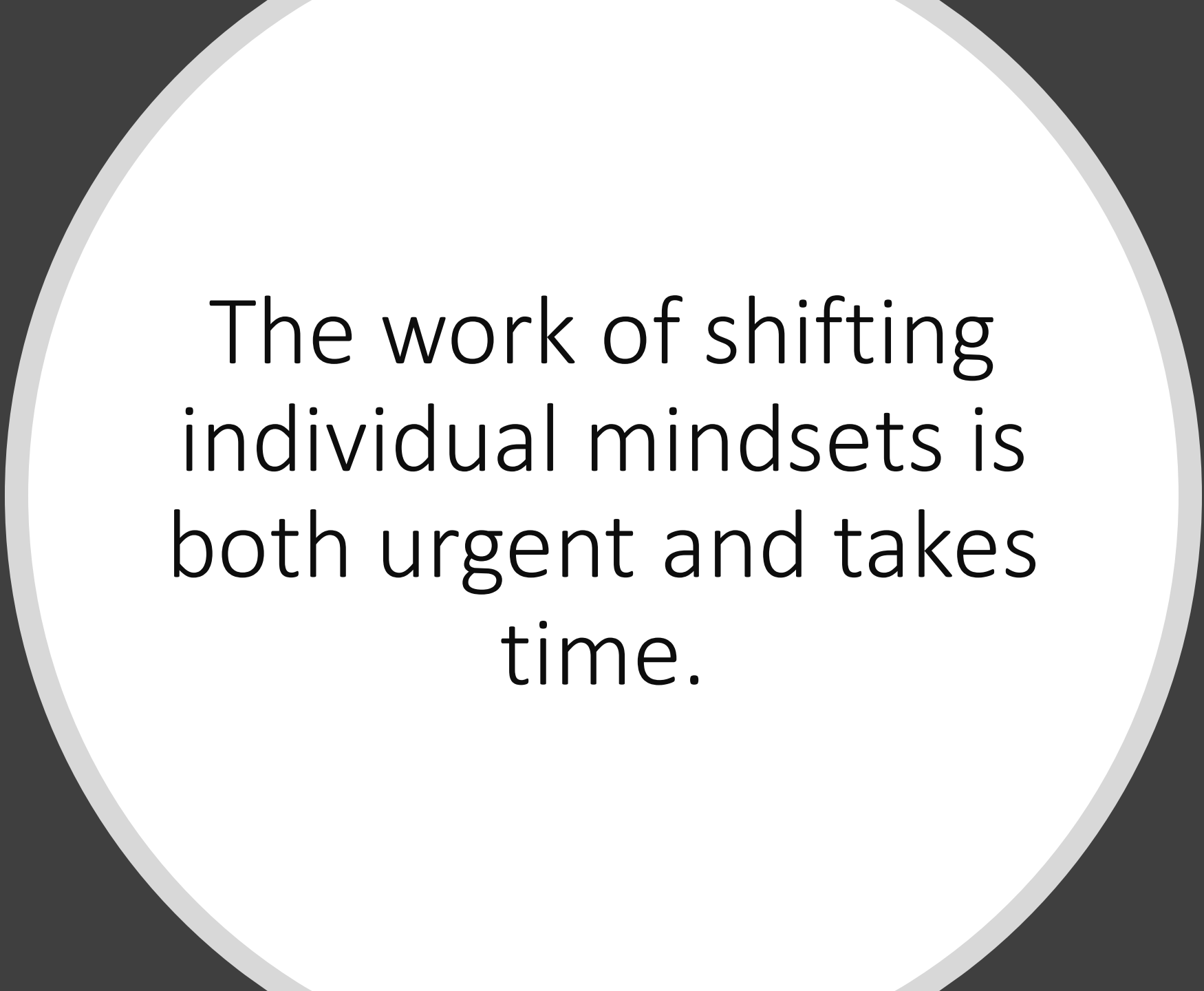
Blind Spots: Challenge Assumptions

The work of shifting individual mindsets is both urgent and takes time.

Commitment to Transformation of Mindsets

Reflection, using a mirror to better understand ourselves, our biases, is really hard work.

This is a process, not a quick fix (Ginwright, 2022).

Real, lasting change- In order to transform a group, a system, an organization, the world we must first transform ourselves (Boggs).

An orientation toward learning and growth, constantly seeking to update their knowledge about people (Nordell, 2021).

Humility-Doubt-Curiosity-Discovery (Grant, 2021)

Book 1 (green cover):

NEW YORK TIMES BESTSELLER

"Conversational . . . easy to read, and best of all, it has the potential, at least, to change the way you think about yourself."
—LEONARD MLODINOW, *The New York Review of Books*

BLIND SPOT

HIDDEN BIASES *of* GOOD PEOPLE

MAHZARIN R. BANAJI
ANTHONY G. GREENWALD

Book 2 (orange/pink cover):

UNCONSCIOUS BIAS IN SCHOOLS

A Developmental Approach to Exploring Race and Racism

TRACEY A. BENSON
SARAH E. FIARMAN

Foreword by
GLENN E. SINGLETON

Revised Edition

Book 3 (tan cover):

"Dolly Chugh applies the power of a growth mindset to work on equity and inclusion at a time when it is much needed. *The Person You Mean to Be* is essential reading."
—CAROL DWECK, bestselling author of *Mindset: The New Psychology of Success*
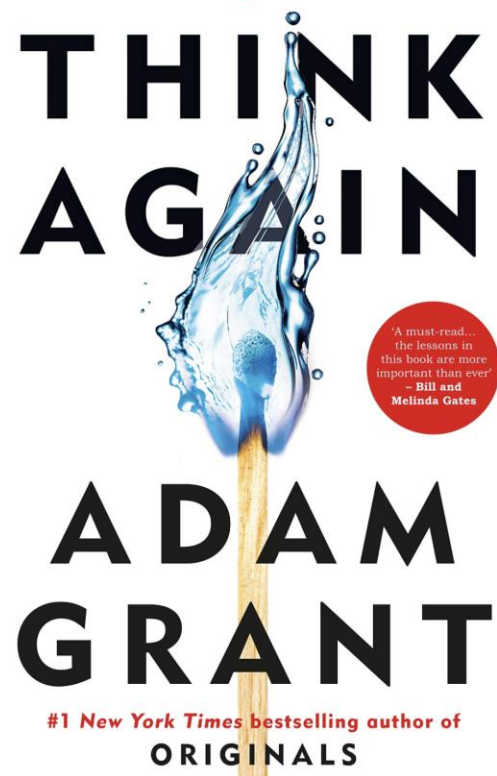
How Good People Fight Bias

The Person You Mean to Be

Dolly Chugh

FOREWORD BY LASZLO BOCK

THINK AGAIN

The Power of Knowing What You Don't Know

ADAM GRANT

'A must-read... the lessons in this book are more important than ever' – Bill and Melinda Gates

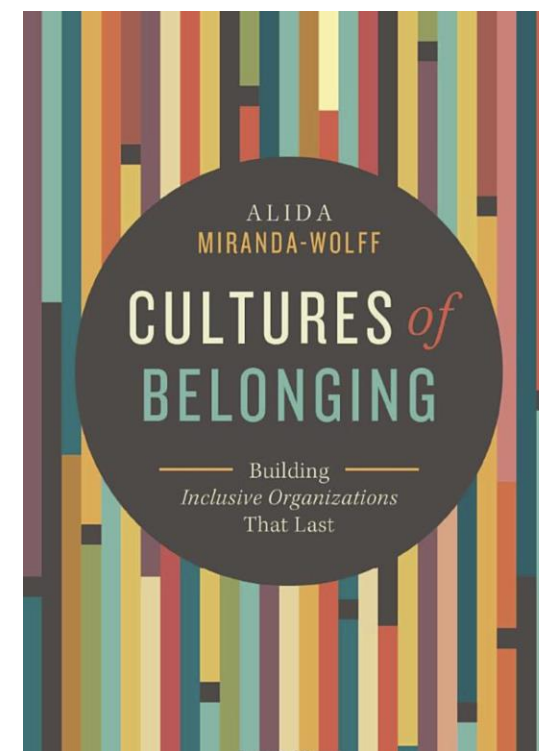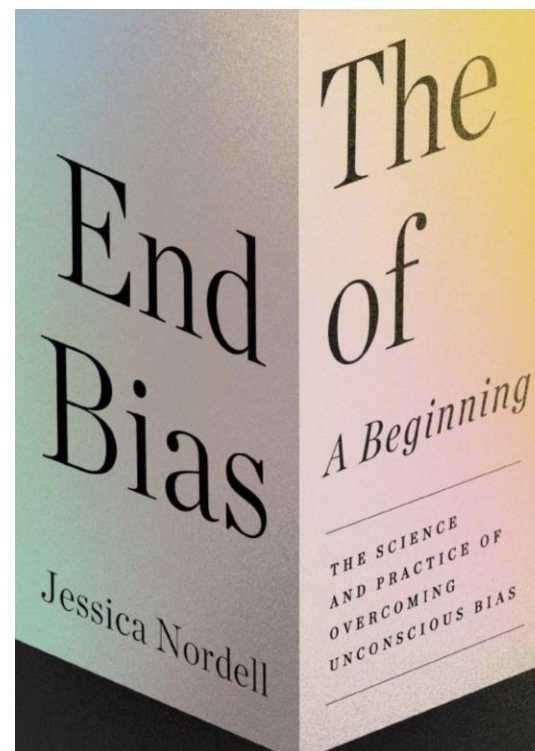#1 *New York Times* bestselling author of
ORIGINALS

"Reading this courageous book feels like the beginning of a social and personal awakening. . . . I can't stop thinking about it."
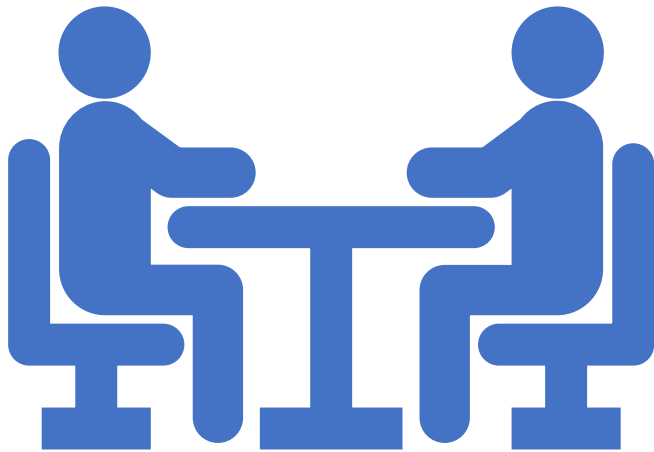—BRENÉ BROWN, PhD, *author of Dare to Lead*

The Four Pivots

Reimagining Justice,
Reimagining Ourselves

SHAWN A. GINWRIGHT, PhD

The End of Bias

A Beginning

THE SCIENCE AND PRACTICE OF OVERCOMING UNCONSCIOUS BIAS

Jessica Nordell

ALIDA
MIRANDA-WOLFF

CULTURES *of* BELONGING

Building *Inclusive Organizations* That Last

- **Round Three Discussion Questions:**

- Beyond what you've already heard, what are some ways you think KLSD might become ever more welcoming and inclusive as a district to *all* families and *all* students?
  - Individual Level
  - Group Level
  - System Level

- As a public school district aspires to be ever more inclusive, what obstacles might get in the way? In light of what you just heard about unintentional biases, think about obstacles that are both internal to the district and external in the community – locally and/or nationally. ***Together, how might we overcome those obstacles?***

- Is there anything else you'd like to share before we conclude tonight?

Sharing Out

Thank you for joining us.