GREAT LAKES EQUITY CENTER

One of the ten regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Great Lakes Equity Center provides assistance to state education agencies and public school districts in the areas of race, gender, and national origin equity.
YOUR PRESENTERS AND FACILITATORS

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Ensuring Civil Rights in Education: An Examination of Critical Issues

Ensuring Civil Rights In Education: Creating Safe and Inclusive Schools
February 25, 2015

Ensuring Civil Rights in Education: Critically Using Social Emotional Learning in Schools
April 29, 2015

Ensuring Civil Rights in Education: Planning for Alternatives to Zero Tolerance Polices and Practices
August 26, 2015
WELCOME TO
EQUI-LEARN WEBINAR SERIES

This presentation is interactive. Participants will be asked to join in real-time group discussions via chat.

To reduce noise distractions, audio will only be enabled during designated points in the presentation.

Please download the webinar materials accessible on the Great Lakes Equity Center website www.greatlakesequitycenter.org
WELCOME AND SESSION OBJECTIVES
PARTICIPANTS IN THIS WEBINAR WILL BE ABLE TO:

- Clearly define the four components in safe and inclusive schools
- Critically reflect on safe and inclusive schools through policies, procedures and practices
- Effectively use practices to facilitate a safe and inclusive school environment
ENSURING SAFE AND INCLUSIVE SCHOOL ENVIRONMENTS IS AN ISSUE OF CIVIL RIGHTS

HOW LAWS PROTECT SAFE AND INCLUSIVE SCHOOL ENVIRONMENTS

<table>
<thead>
<tr>
<th>Title VI of the Civil Rights Act of 1964 (Title VI)</th>
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<td>• Prohibits discrimination on the basis of race, color, or national origin</td>
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<th>Title IX of the Education Amendments of 1972 (Title IX)</th>
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<td>• Prohibits discrimination on the basis of sex</td>
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<th>Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II), and Individuals with Disabilities Education Act (IDEA)</th>
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<td>• Prohibits discrimination on the basis of disability</td>
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Share

What does it mean to you to have a safe and inclusive school environment?
DIFFERENT COMPONENTS OF SAFE AND INCLUSIVE SCHOOL ENVIRONMENTS:

- Social-Emotional Safety and Inclusiveness
- Physical Safety and Inclusiveness
- Cultural Safety and Inclusiveness
- Intellectual Safety and Inclusiveness
UNPACK THE DEFINITIONS OF THE FOUR COMPONENTS

Ask yourself:
When you stand in the classroom, hallway or cafeteria, what do you see? What do you hear? How do you feel?
FOR PHYSICAL SAFETY AND INCLUSIVENESS CONSIDER:

1. How the school’s infrastructure and physical structure are designed to meet the needs of the whole child.

2. How classroom and non-classroom settings are arranged to create open, safe, and equally accessible spaces.

3. To what extent do school personnel implement prevention, as well as intervention plans regarding school safety.

4. Whether students and staff feel safe to report physical safety concerns and if reports are followed up by well-established procedures.
INTELLECTUAL SAFETY AND INCLUSIVENESS CONSIDER:

- Whether all students feel safe to engage in classroom discussions and activities without being afraid that others will judge them negatively.
- How are students and teachers supported to feel comfortable with the ambiguity inherent in the learning process.
- Whether teachers utilize a variety of culturally responsive instructional strategies to involve all students.
- Whether school and classroom norms, rules and procedures provide safe spaces for students to express their concerns and critiques.
CULTURAL SAFETY AND INCLUSIVENESS CONSIDER:

1. If students can feel safe to be who they are and are proud of their personal identities.
2. How students know that their cultural backgrounds as well as their cultural practices are respected and highly appreciated.
3. To what extent teachers recognize and utilize students’ differences, and provide culturally responsive instructions based on students’ unique assets.
4. Whether school policies and procedures are designed and implemented in ways that keep everyone’s cultural value and practices in mind.

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SOCIAL AND EMOTIONAL SAFETY AND INCLUSIVENESS CONSIDER:

- To what extent students feel safe to identify and constructively express their emotions and thoughts without being afraid of being judged, punished or teased.

- Whether students are supported to take the perspective of and empathize with others from diverse backgrounds and cultures.

- If students feel safe to establish and maintain healthy and rewarding relationships with others, resist inappropriate social pressure, and seek and offer help when needed.

- If students feel safe to make constructive and respectful choices about personal behavior and social interactions.
ENSURING SAFE AND INCLUSIVE SCHOOLS THROUGH
POLICIES, PROCEDURES, AND PRACTICES
### Key Questions to Consider

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<th>Policies</th>
<th>Procedures</th>
<th>Practices</th>
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<td>- Do policies cover the <strong>four components</strong> of safe and inclusive school environment?</td>
<td>- Are school procedures <strong>clear and widely understood</strong> by adults and students?</td>
<td>- How have adults and students contributed to the development of clear, appropriate, and consistent social and behavior expectations?</td>
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<td>- Are these policies perceived as <strong>equitable and responsive to needs of students with diverse backgrounds</strong> by all stakeholders including students, families, educators and community members?</td>
<td>- Do school procedures support <strong>proactive, positive, and equitable</strong> practices for students of all?</td>
<td>- Do these practices ensure <strong>equitable quality learning opportunities</strong> for all students?</td>
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<td>- Have <strong>assumptions related to specific policies</strong> been surfaced and discussed among stakeholders? (Macey, Thorius, &amp; Skelton, 2012)</td>
<td></td>
<td>- How are adults and students supported to critically reflect on the degree to which learning environments are safe and inclusive?</td>
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READ AND REFLECT
Scenario

Recently Eddie was verbally harassed and physically assaulted by a group of boys in the first floor restroom at his high school. Knowing that Eddie comes from a home with two lesbian mothers, the boys teased him about his parents’ lifestyle. Feeling scared and anxious that the boys might corner and harass him again, Eddie sought a teacher whom he believed would be sympathetic to his situation. Although Mr. Robbins was not officially “out” to the staff and students of Southwest High School, he and his partner had lived together in the community for many, many years.

When the incident was discussed with him, Mr. Robbins assured Eddie that the group of boys would be reprimanded for teasing him but offered no consolation for the discrimination that had occurred. Because of district policy, Mr. Robbins felt he could not address the matter specifically. Eddie felt discouraged and alienated.
Later that day, Eddie attended Mr. Robbins’ Literature class. During the discussion of the book, *The Perks of Being a Wallflower* by Stephen Chbosky, one of the students raises his hand and asks if the main character is gay. Mr. Robbins quickly states it doesn’t matter and reminds the student and his classmates that they are not supposed to discuss homosexuality while they are in class.

This reminder referred to a district policy that the school board for Southwest Community Schools passed a few years earlier that stated school staff should remain “neutral” on matters regarding sexual orientation including but not limited to student-led discussions.
READ AND REFLECT

Physical Safety and Inclusiveness

Intellectual Safety and Inclusiveness

Cultural Safety and Inclusiveness

Social-Emotional Safety and Inclusiveness

Choose one of the above components to reflect on and address the following question: What impact did the district policy have on the school environment and how did the policy constrain or facilitate Mr. Robbins’ practice?
KEY PRACTICES FOR PHYSICAL SAFETY AND INCLUSIVENESS

✓ Ensure the physical security and inclusive features of the campus (National Association of School Psychologist, 2015)
  • Ask students, bus drivers, custodian, and other school staff members about the hot spots
  • Design and organize spaces taking into account the full range of human diversity, including physical, perceptual and cognitive abilities, as well as different body sizes and shapes.

✓ Be familiar with school policies and procedures
  • Participate in school policy development meeting and create shared vision with all stakeholders
  • Understand the expectations of school policies and procedures; raise different perspective confidently
  • Follow through with procedures and implement practices with fidelity
  • Create opportunities to revisit policies and procedures and make adjustments as needed
KEY PRACTICES FOR INTELLECTUAL SAFETY AND INCLUSIVENESS

✓ Create nurturing and cooperative learning environments
  • Encourage peer support and be attentive to students’ specific needs
  • Create specific structures for cultivating a sense of belonging for all students (Morrison, Robbins, & Gregory, 2008)

✓ Use students’ strengths as instructional starting points and take personal responsibility for students’ success
  • Plan activities/sequence of activities that allow students to have positive first experiences with subject matter before moving on to areas of greater challenge (e.g. use oral assessments for verbally strong students)
  • Revise teaching methods when students struggle with content (Morrison et al., 2008)
KEY PRACTICES
CULTURAL SAFETY AND INCLUSIVENESS

✓ Build on students’ funds of knowledge (González, Moll, & Amanti, 2013)
  • Incorporate students’ cultural/family experiences, events, or artifacts to values, feelings, and languages
  • Affirm students’ identity through honoring home literacy or languages practices

✓ Encourage relationship between school and communities
  • Purposefully invite students, families and communities to form authentic partnerships with school personnel
  • Develop relationships with family and community members to communicate to students that “where they come from is important” (Morrison et al., 2008, p440)
KEY PRACTICES FOR SOCIAL-EMOTIONAL SAFETY AND INCLUSIVENESS

✓ Create open, welcoming, and equitable environments in school and classrooms (DeWitt & Slade, 2014)
  • Use positive and specific language when encouraging students’ effort and work
  • Allow students to make responsible decisions about their work in classroom and respect their cultural values and practices
  • Acknowledge and present multiple perspectives and voices in course content

✓ Teach and Model Specific Social Emotional Skills
  • Encourage students to identify their emotions and provide guidance to help them find constructive ways to communicate and address emotional distress
Recap: Civil Rights Laws and Education

Introducing a framework for safe and inclusive schools.

• What does Safe and Inclusive Schools Mean to You?

Introducing the four Components

• Physical Safety and Inclusiveness
• Intellectual Safety and Inclusiveness
• Cultural Safety and Inclusiveness
• Socio-emotional Safety and Inclusiveness

• Ensuring Safe and Inclusive Schools Through:
  • Policy, Procedure and Practices (key questions to consider)
  • Case scenario discussion
  • Key practices for each components
REFLECT AND SHARE

Consider

• What practices will you use this week to improve school safety and inclusiveness?

Share

• What is one thing you learned from this webinar?
IN NEXT WEBINAR

Making connection between Social Emotional Learning practice and safe and inclusive school

Addressing evidence based strategies to implement Social and Emotional Learning

Raising critical considerations in implementing Social and Emotional Learning
Welcome to the Great Lakes Equity Center, one of ten regional Equity Assistance Centers (EACs) funded by the U.S. Department of Education. We provide technical assistance resources and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Please explore our website to learn more about what we do and how we may serve as a resource for you. We look forward to hearing from you!
Thank you for your participation!

Feedback: Post-Session Feedback

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