

Fostering an Inclusive School Community

March 31, 2016

MASA/MOSPRA

Lodge of the Four Seasons

Beginning Today's Journey

- Introductions
- Vocabulary: Creating a common understanding
- Resources: To help guide your journey

<http://bit.ly/1o75ZTn>



Today's Outcomes

1. To engage in open and honest reflection and communication about where your school/district is on their journey to becoming an inclusive community.
2. To understand the power of empathy, community and autonomy for an inclusive school culture and climate.
3. To reflect on policies and practices for an inclusive school community.

Student Voice

Creating an inclusive environment through.....EMPATHY

- Lessons in advisory, family meetings, class meetings
- Service Learning – identifying people in need:
 - Homeless (Salvation Army)
 - Hungry (Food Pantries)
 - Physically/Cognitively Impaired (Special Olympics, Adult Center)
 - Women in Need (Crisis Pregnancy Centers, Women Shelters)
 - Sick (Heart Association, Leukemia/Lymphoma Society)
- Inviting visitors to school to share their story – follow up discussion to relate personal feelings and make connections

Creating an inclusive environment through.....COMMUNITY

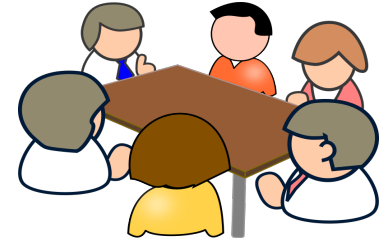
- Does everyone feel welcome?
- Look for groups of students whose behavior suggests they are not connected – what can the school do to foster their sense of belonging?
- Create after-school activities or classes
- Assemblies

Creating an inclusive environment through.....AUTONOMY

- Set principal/superintendent meetings with students to discuss issues and make plans
- Give students the opportunity to identify and solve problems at the school
- School and District Student Summits – create plans – students take ownership



Let's reflect...



- What are some of your District/School Traditions?
 - Daddy/ Daughter Dance?
 - “Watch Dogs” Program
 - Mommy Makeovers
 - Grandparents’ Day
 - Other
- What activities continue year-to-year that might need to be updated?

Let's Get Critical About Forms

- What do your school registration forms look like?
- What about Parent Permission Slips?
- Think “Forms” – whether paper or electronic...what terminology is used to provide family and child information?
 - Mom/Dad
 - Parent 1 / Parent 2
 - Guardian
 - Gender / Gender Preferred
 - Legal Name / Preferred Name

Critical Eye

What forms, policies and procedures need to be reviewed with a new lens?

The truth is....Probably ALL of them!

Things to consider in your school and district level audit:

- Equality
 - Accessibility
 - Open to all
- Inclusion
- Language / Pronoun Use
 - Parent Guardian Language
 - Gender Identity Language
- Past traditions = New Traditions

What should we review?

- Besides Everything?
- Forms: ALL
 - Permission Slips
 - Registration Packets
 - Student Information System
- Activities:
 - Example: Saturday Detention
 - Review purpose, intent and audience through the filter of equal access

What else?

- Policies, Programs and Procedures
 - District
 - School building by building
 - Consult with Legal Counsel

Planning Your Audit

- Who will be on your committee?
 - Staff
 - Parents
 - Community Members
- District Audit
- Building Audit
- What are you auditing?
 - Make those resources available
- Timeline?
 - NOW

Creating safe, caring and inclusive schools

Remember, this is about equality and inclusion
for all. Keep your focus on the end goal....

Our students!

&

A Conversation with Kyle

Closing Comments

<http://bit.ly/1o75ZTn>

