



# WELCOME!

The Webinar will begin shortly.

## Tips:

- Be sure your audio is turned on.
- When the webinar begins you will have the option of using the "chat" feature to communicate with the host and technical support.
- From the drop-down menu at the bottom right corner of your screen, be sure to click the option "all participants" for all content-related questions and/or comments.
- We will also be using polls throughout the presentation. Please get ready to participate by visiting **[pollev.com/rvirtualcomm889](http://pollev.com/rvirtualcomm889)** or texting **rvirtualcomm889** to **37607** to join.



Before we start the formal part of the webinar, let's do a quick practice poll to find out from what city, state you are joining us.

### Poll #1



If you have not already done so, point your browser to [pollev.com/rvirtualcomm889](https://pollev.com/rvirtualcomm889) or text **rvirtualcomm889** to **37607** once to join.



# REIMAGINING INTEGRATION

Diverse and Equitable Schools

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RIDESVIRTUAL COMMUNITY WEBINAR

MAY 9, 2019

4:00 PM PST/ 7:00 PM EST

HARVARD



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## **AGENDA OVERVIEW**

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7:00-7:05pm: Welcome & Introductions

7:05-7:10pm: Overview of RIDES

7:10-7:15pm: Navigating the RIDES website & resources

7:15-7:45pm: Addressing the Problem of Practice

7:45-8:00pm: Questions, answers and Next Steps

8:00-8:30pm: Additional Q&A and discussion



## **Objectives for today's webinar:**

- Provide an overview of the HGSE RIDES program
- Share resources and practices that can improve efforts to successfully integrate schools, educate and graduate all students
- Reflect on school discipline disparities, programs and strategies to support students' sense of belonging and academic achievement
- Build individual and collective knowledge, will and skill to be more effective in our work of educational equity and excellence

# OUR VIRTUAL COMMUNITY

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## REQUESTED NORMS

- Stay engaged- during the webinar and over the course of the series
- Seek clarification
- Share your knowledge, resources and experience
- Experience discomfort, and stay in it
- Expect and accept non-closure
- Be willing to do the work



## ***Essential Questions:***

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- ❖ What do we need to consider when adopting programs that claim to decrease student discipline infractions?
- ❖ How do we consider the impact they have on students of color, their sense of belonging and academic engagement?
  - ❖ What approaches could educators use to ensure our students of color in integrated schools are succeeding 'while in school'?



# REIMAGINING INTEGRATION

Diverse and Equitable Schools



Gregory Peters, Ed. D, Executive Director  
of the San Francisco Coalition of Essential Small Schools

Dr. Stacy Scott



*Director of Practices & Research*

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RoLesia Holman



*RIDES Webinar Coordinator*





# RIDES OVERVIEW

<http://rides.gse.harvard.edu>

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The most common error when we talk about school diversity...

...is to act as if

*“Desegregation” and “Integration”*

are the same thing

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RIDES seeks to “reimagine integration” and increase the number and quality of diverse and equitable schools by.....

- Making a clear distinction between desegregation and integration.
- Taking a systemic approach to diversity and equity.
- Offering schools and district partners coaching and support through the RIDES Institute and a customized step-by-step equity improvement cycle.
- Meeting every site where it is-- with a set of customizable diagnostic tools linked to the ABCDs.



RIDES distinguishes between desegregation (getting the bodies in the building) and true integration, that seeks these outcomes:

**Academics** All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.

**Belongingness** All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.

**Commitment to dismantling racism and oppression.** All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.

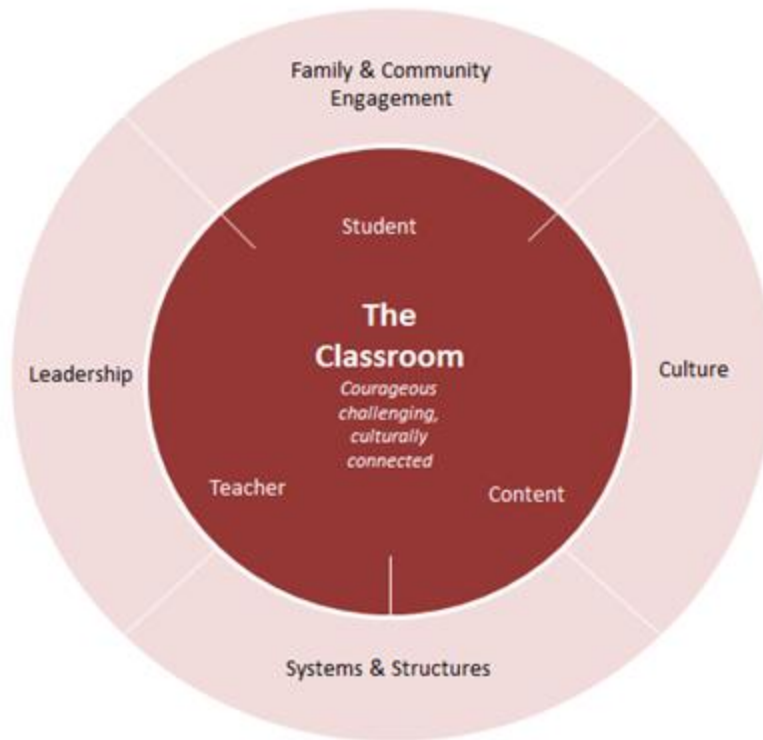
**Diversity** All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults from a variety of racial and economic backgrounds.



## RIDES helps schools and districts systemically support equity...

- At the classroom level, by connecting what students and teachers do with equity- focused content and curriculum
- At the school and district level, by making sure that equity-focused classrooms are not isolated islands, but supported by structures, cultures, and policies of the school and district
- At the belief level, by ensuring that everyone has shared language and beliefs about equity and about racism, and how to dismantle it

## RIDES uses the Systemic Improvement Map to guide this work and to align practices



- You cannot work on Diversity and Equity without consciously dismantling racism.
- You cannot dismantle racism without working consciously at the individual, interpersonal, institutional, and ideological levels.



## *Problem of Practice*

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Discipline disparities in integrated schools



## RIDES RESOURCES



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### RESOURCES

ABCDs

[Systemic Improvement Map](#)

1. Student

2. Teacher

3. Curriculum

4. Family & Community Partnerships

5. Culture

6. Systems & Structures

7. Leadership

### ABCDs

The desired outcomes for diverse and equitable schools can be summarized in four categories. RIDES helps schools achieve the ABCDs through coaching, as well as collecting promising practices on the Resources section of our website.

#### [Academics](#)

All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.

#### [Belonging](#)

All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.

#### [Commitment to dismantling racism and oppression](#)

All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.

#### [Diversity](#)

All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults from different racial and economic backgrounds





# REIMAGINING INTEGRATION

Diverse and Equitable Schools



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## The Children Left Behind: How Zero Tolerance Impacts Our Most Vulnerable Youth

This article explores the concerns and experiences of a public service agency with the growing application of "Zero Tolerance" policies and practices to schools and school children. The purpose of this article is to increase awareness of the nature and effects of zero tolerance policies and to explore the resultant issues that must be addressed.

[Read the article here](#)

**Type** Research Tied to Outcomes

**How to Use** At the district level, this report can be used to provide a historical perspective on zero-tolerance policies and its negative impact on students of color. Using this information, districts can begin to craft policies that are more equitable. Further, this research provides key recommendations on p. 217 - 220.

At the school level, school leaders may be most interested in utilizing the student stories on p. 215- 27.

**Related Media** [Discipline, Achievement and Race: Is Zero Tolerance the Answer?](#)

**Alignment to RIDES Assessment** Systems & Structures - 4) Discipline systems support growth and there are no disproportional suspensions by race or class

ABCD - Belongingness

**Citation** Zweifler, R., & De Beers, J. (2003, January 21). The Children Left Behind: How Zero Tolerance Impacts Our ... Retrieved January 31, 2017



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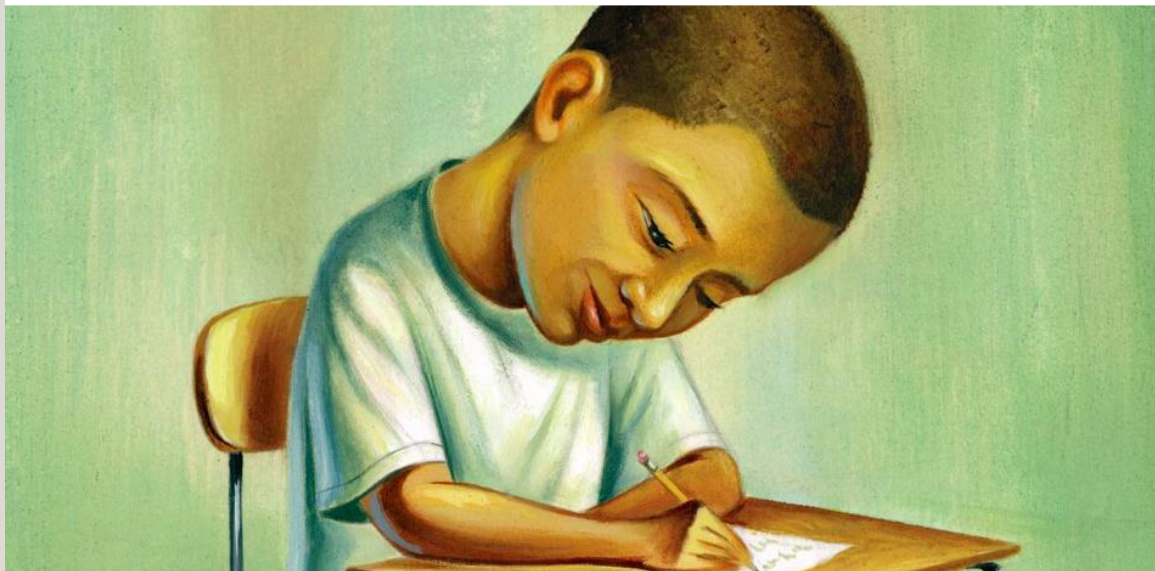
[FEATURE](#)

## The School-to-Prison Pipeline

Policies and practices that favor incarceration over education do us all a grave injustice.

Issue 43, Spring 2013

By Marilyn Elias





# REIMAGINING INTEGRATION

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## White Paper on Systems and Structures

### Systems and Structures

The role of **Systems and Structures** in segregated, desegregated, and integrated schools

#### Introduction and Background:

The manner in which school systems and structures operate ultimately influences their *academic* outcomes, culture of *belongingness*, collective *commitment* to dismantling racism, and appreciation of *diversity* (the ABCDs of RIDEs). For schools, school districts, or Charter Management Organizations (CMOs) to move toward more effective integration and equitable outcomes for all of their stakeholders, schools, systems and structures must create an environment that facilitates student outcomes that align with the ABCDs. Teachers, leaders, and stakeholders interested in driving change must consider the wide range of elements that interact within the systems and structures that persist in public education. These broader systems and structures can range from those at a micro level (i.e. within schools), like no-excuses school discipline or ability group tracking, to a macro level (i.e. district or CMO wide systems), like the structures of student assignment and teacher diversity.

#### Historical and Theoretical Overview:

Systemic and structural analysis of schools has developed over time as an offshoot of the broader movement to understand how all systems can be improved through analysis and continuous improvement. Among those facets of schools studied in the scholarship are social and educational systems. At its most

- **School Discipline**

- [A New Report Shows School Discipline Is Meted Out Unequally According to Race, Gender, and Ability](#)

This article provides a detailed background on the disparities that exist in how school discipline is applied across lines of race, gender, and academic ability.

- [The School-to-Prison Pipeline](#)

Describes in detail what has been referred to as the "School-to-Prison Pipeline", where discipline practices, policies, and procedures tend to push students, especially students of color, out of the k-12 educational system and into the juvenile justice system.

- [Tutorial: Introduction to Restorative Justice](#)

This online tutorial introduces practitioners to the concept of restorative justice, including both the theory and the values of the program as well as recommendations for implementation at a school and district level.



Gregory Peters, Ed. D  
Postdoctoral Scholar & Researcher in Leadership Policy and Organization  
Vanderbilt University

## Next Steps:

- *Visit* the RIDES website and review a few of the resources introduced today
- *Select* a practice, resource or idea you heard from today's webinar and presentation, share and discuss it with students and colleagues
- ***Commit*** to a practice, behavior or action, a shift in thinking about doing this work differently...something that you will explore before the next webinar
- Plan to re-engage with us for the upcoming school year.



## **Webinar Topics for next academic year**

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Send in topics of interest for our next series of webinars. Type in the chat box or email your ideas to [rides@gse.harvard.edu](mailto:rides@gse.harvard.edu).

## Expand our Virtual Community



- Why?** We are a community of learners, so let's learn with and from each other about RIDES and the work happening in integrated school communities all across the country.
- Who?** You, your school team, coaches, organization, all are welcome to join us again next school year.
- What?** Topics will include RIDES's ABCDs, Problems of Practice, resources and strategies for improvement, discussions, and more.



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# ADDITIONAL QUESTIONS AND DISCUSSION



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**HAVE A GREAT SUMMER!**

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