

Equity Barriers- INtegrity

March 2021



Guided By Our Values

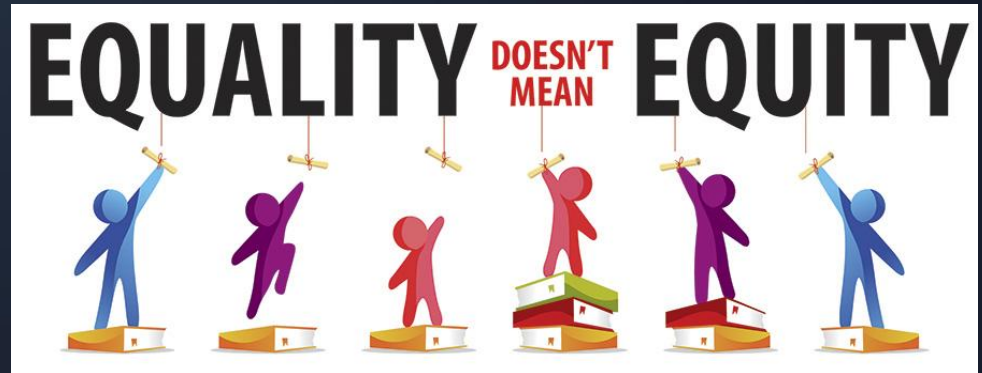
- Supporting the whole child
- Creating inclusive and equitable learning settings
- Ensuring our school communities are safe and supportive
- Providing rigorous and challenging learning



Equity

A commitment to ensure that every student receives what they need to succeed.

- Noguera and Blankenship





Inclusion

All students fully included and accepted as their whole self into their school community and their educational setting is the same as their peers, whenever appropriate.

- Inclusive Schools Network



District Improvement Plan



ELL Model

Up to 2015



Program

2015 to Present



Services

Spectrum Model

Up to 2013



Program

2014 to Present



Services



Changes and Endings

Highly Capable Services


- Dissolve 3rd Grade 2021-2022
- Identify students for services
- Serve in home schools
- Rigorous and challenging for all students
- Inclusive and equitable

Emotional & Behavioral Services

- Dissolve Compass 2021-2022
- Identify students for tiered services
- Serve in home schools
- Inclusive and equitable
- Whole child
- Safe and supportive schools

Inclusive & Adaptive Services

- Dissolve PLP 2021-2022
- Identify students for services
- Maintain resources
- Rigorous and challenging for all students
- Inclusive and equitable



Transitions and New Beginnings

Students

- School implications
- Cultures of community, acceptance and collaboration
- Remove labels
- Student-first language

Staff

- Personal and professional learning
- School and staffing implications
- Remove labels
- Teacher first language

Community

- Information, communication, education
- School implications
- Perceptions, beliefs, traditions

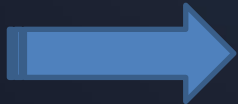


Bridges's
Theory of
Change
and
Transition



Barrier Thinking (Smith, Fischer & Frey: Removing Labels)

Biases



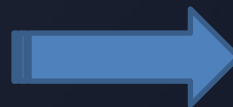
Assumptions



Expectations

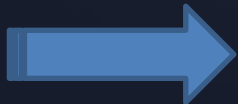


Labels



Possibility Thinking

Values



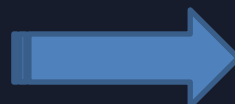
Language



Goals



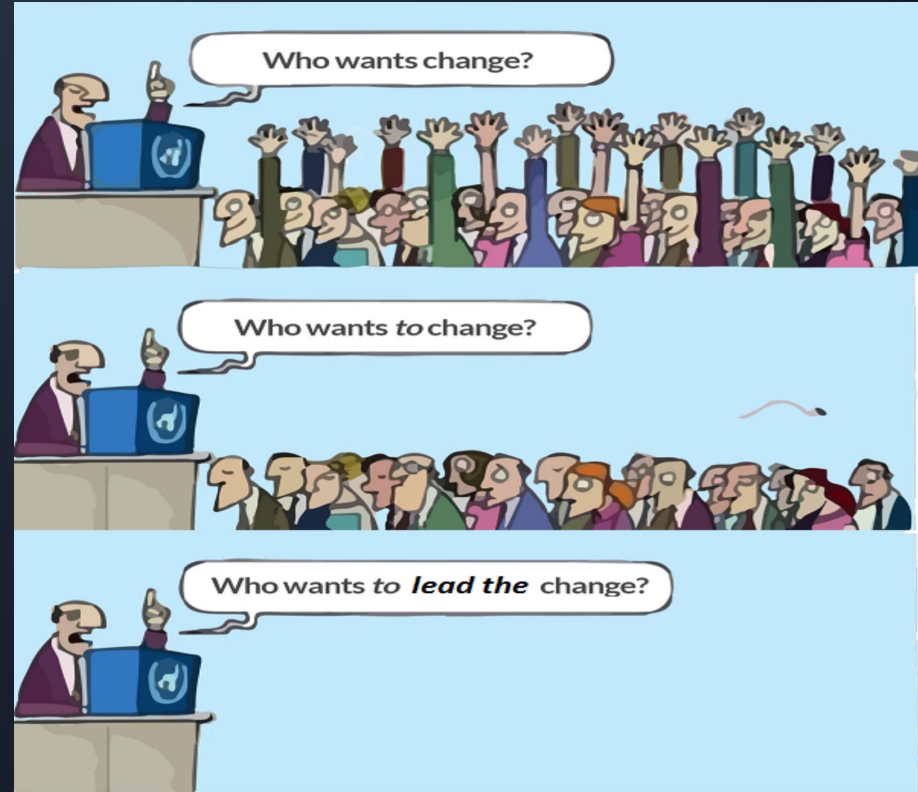
Actions





Leadership

Envisioning a better tomorrow, designing systems, supports, and structures to get there, and inspiring others to build and walk across the bridge with you to get there.





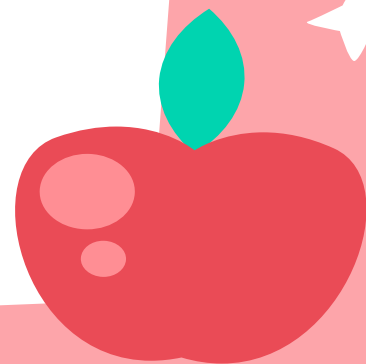
“It is only by taking action-by working to disrupt the cycle-that we will be able to remove underlying attitudinal barriers that feed institutional and structural barriers.”

(Smith, Fischer & Frey: Removing Labels)

MISD Highly Capable Services

UPDATES & CHANGES

March 2021



MISD: Guided by Our Values

- Supporting the whole child
- Creating inclusive and equitable learning settings
- Ensuring our school communities are safe and supportive
- Providing rigorous and challenging learning

EQUITY

A commitment to ensure that every student receives what they need to succeed.

Noguera & Blankenship

EQUALITY DOESN'T MEAN EQUITY



INCLUSION

All students fully included and accepted as their whole self into their school community and their educational setting is the same as their peers, whenever appropriate.



-Inclusive Schools Network



District Improvement Plan

Eliminating Barriers

Universal Design for Learning



Previous Identification Process

- CogAT
- Iowa Reading & Math Assessments
- Matrix Scores
- Multidisciplinary Committee

Revised Identification Process

- Torrance Test of Creative Thinking (TTCT)
- CogAT
- Multidisciplinary Committee
- Iowa Math, Reading, and Science Assessments

SERVICE DELIVERY MODEL

- Effective 2021-2022
 - Starting w/grade 3
- Students remain in their neighborhood schools
- Students receive HiCap services in heterogeneous classes
- Rigorous and challenging for all students
- Inclusive and equitable




ROLLING UP

- 2021-2022
 - Grade 3
- 2022-2023
 - Grade 4
- 2023-2024
 - Grades 5-8

TRANSITIONS

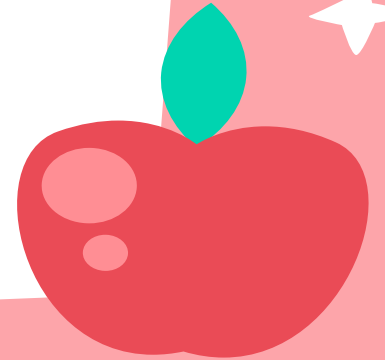


- Inclusion/Integration Coach (IIC)
 - Julie Newcomer
 - 3rd grade teachers
 - Professional learning
 - Curriculum
 - Collaboration
- 

Additional Factors

- John Hattie's *Visible Learning* (A synthesis of over 800 meta-analyses relating to achievement)
 - Meta-research & analysis
 - Ability grouping $d = 0.12$
 - Ability grouping for gifted $d = 0.30$
 - Acceleration $d = 0.88$
 - Enrichment
 - Math $d = 1.10$
 - Science $d = 1.23$
 - Reading $d = 0.59$
 - Eliminating student labels $d = 0.61$
- MISD's Highly Capable Program Review
 - 2018
- James Borland (Columbia University Gifted Education Program)

As additional information is available, we
will update the Highly Capable webpage
on the District website.

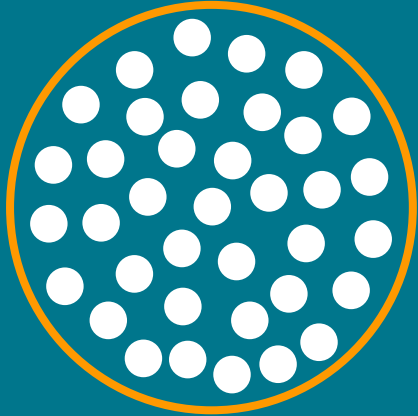




Special Services

- Special Services provides a continuum of services (not places) that assist individuals in accessing general education
- Focus on providing services that are closely integrated with core instruction and tiered supports.
 - Not COMPASS (social-emotional support services,)
 - Not PLP (adaptive services)
 - Not Resource (academic services)
- Students are not their disabilities -- We provide LEARNING SERVICES
- [The Inclusion Dots](#)

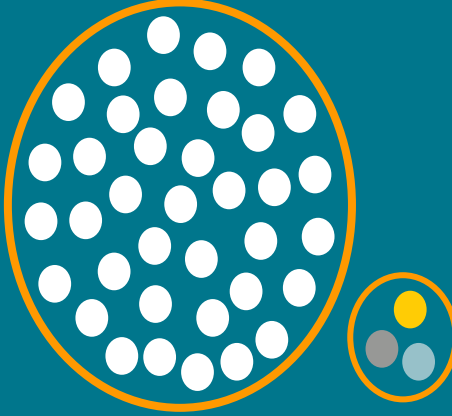
EVOLUTION OF INCLUSION



EXCLUSION



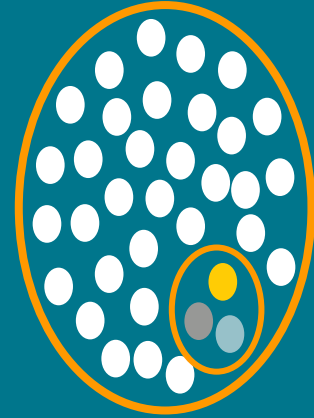
Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.



SEGREGATION



Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.



INTEGRATION



Integration is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.

INCLUSION



***Inclusion** involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all student of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.*

Placing students with disabilities within the mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.

