

SEPARATE NOT EQUAL

MINNESOTA'S INTEGRATION STORY



“

TO CREATE A MORE WELCOMING, CONNECTED SCHOOL
AND INCLUSIVE COMMUNITY TODAY, IT IS ESSENTIAL
WE LEARN FROM OUR PAST

”



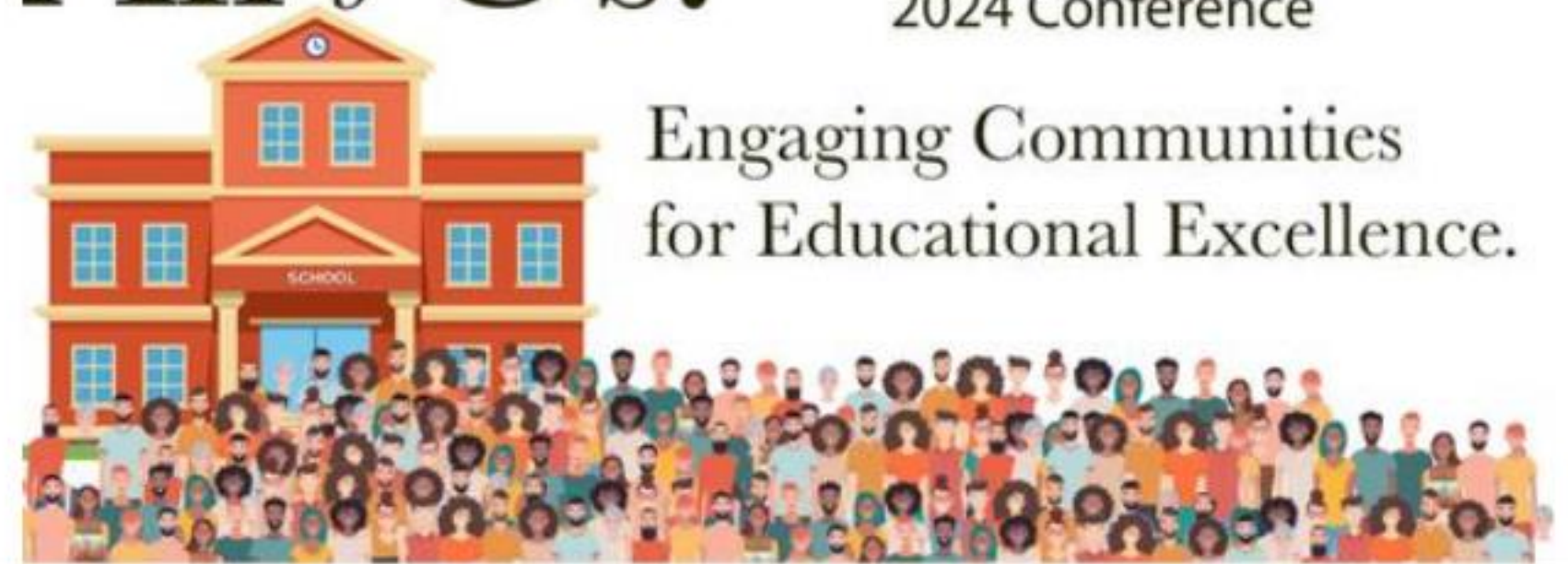
TWIN CITIES
FILM FEST

It takes
All of Us.

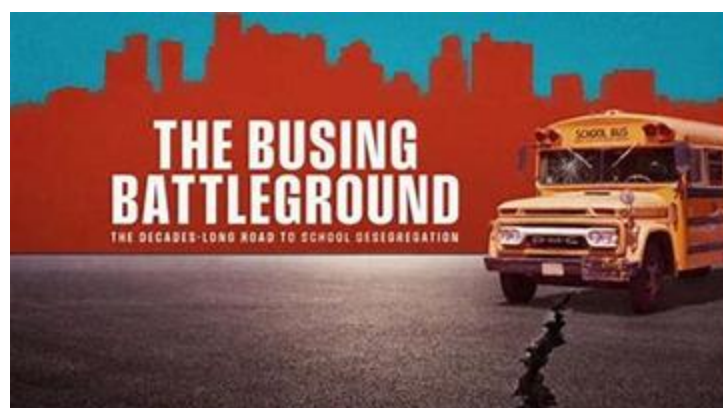
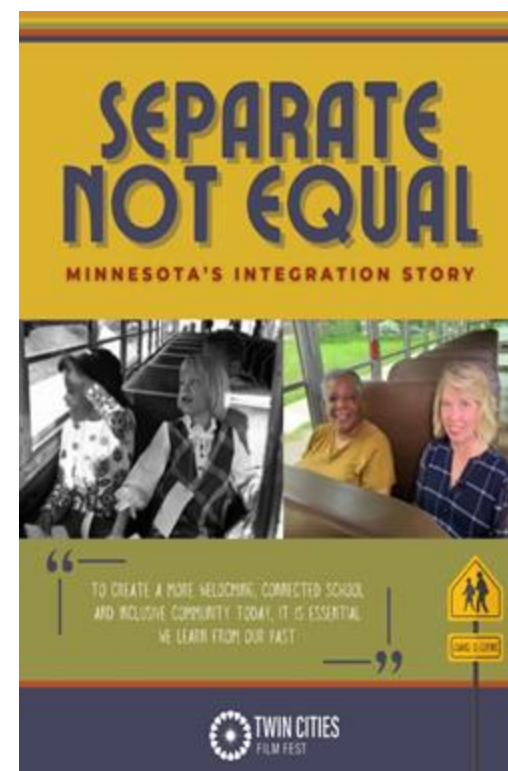
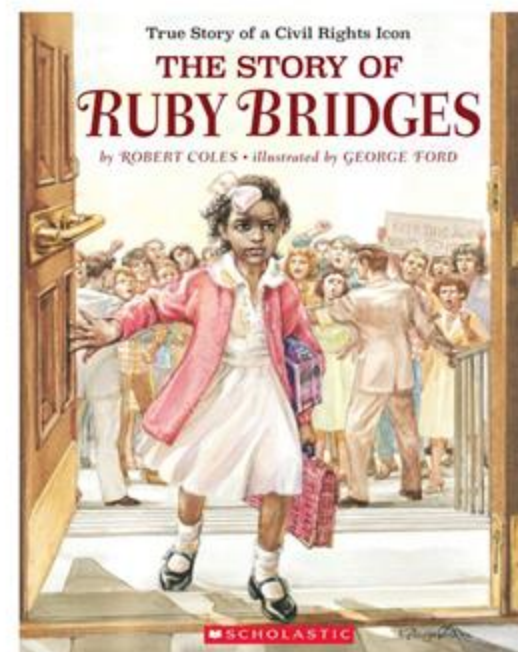
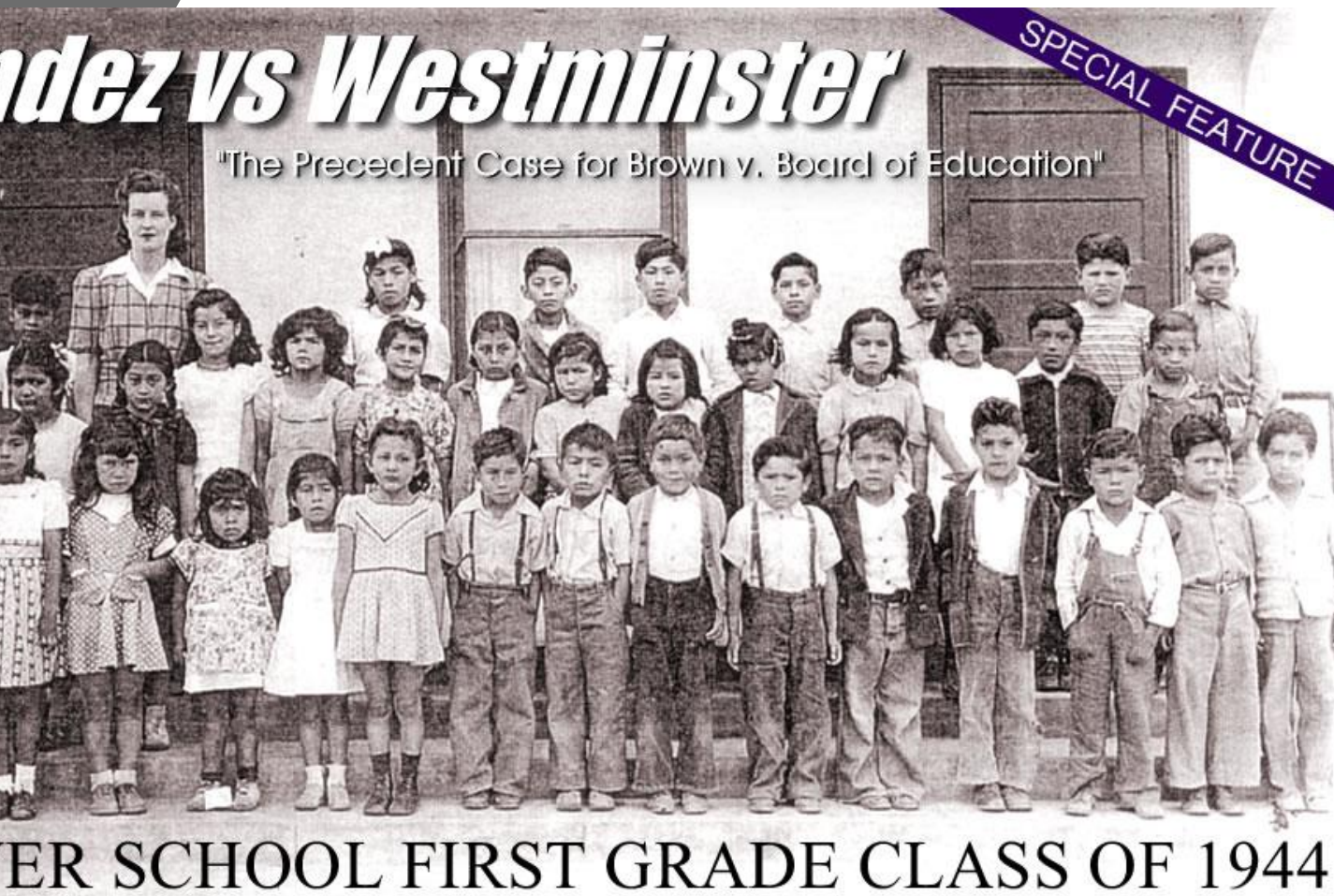


2024 Conference

Engaging Communities
for Educational Excellence.



School Integration In The US



About The Presenter



Land Acknowledgement

BrightWorks respectfully acknowledges that the land known as Minnesota is the ancestral homelands of the Dakota and Anishinaabe people, and we pay our respect to these stewards both past and present.



Reflection and Dialogue

Community Norms

Stay Engaged: Remain morally, emotionally, intellectually and socially involved in the dialogue

Experience Discomfort: As you lean into vulnerability, notice what surprises you or where and when you might experience cognitive dissonance. Identify these moments and seek to understand what's challenging you and why.

Speak Your Truth: Be willing to share your personal truth, experience and expertise and avoid just saying what you think others want to hear.

Expect and Accept Non-Closure: Focus on the journey and remember that disrupting and eliminating inequities requires ongoing dialogue and direct action.

Reflection and Dialogue are essential processes for individuals and organizations engaged in a journey toward Cultural Proficiency:

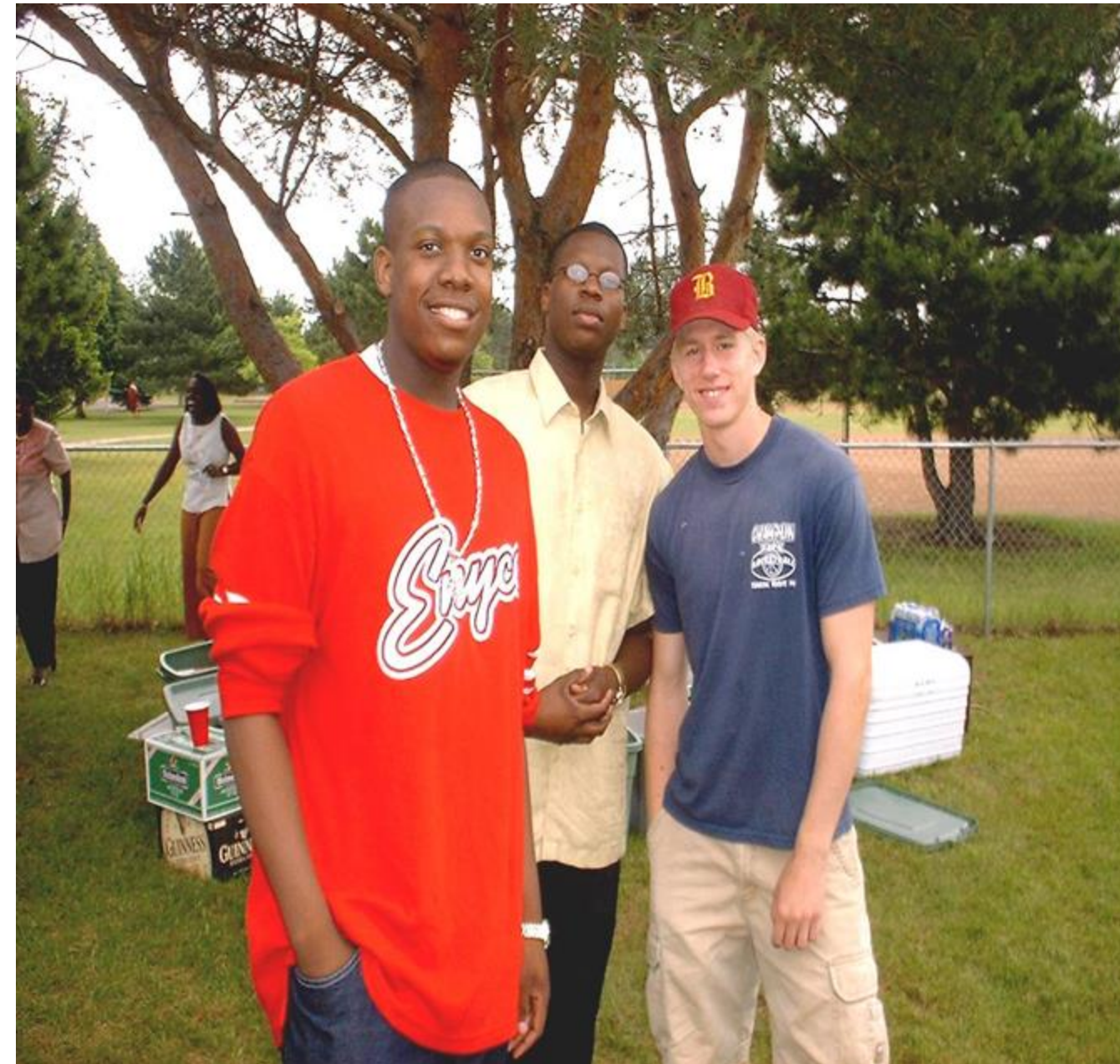
- **REFLECTION** is the discussion we have with ourselves to understand our values and behaviors
- **DIALOGUE** is the discussion we have with others to understand their values and behaviors

School Integration In Minnesota

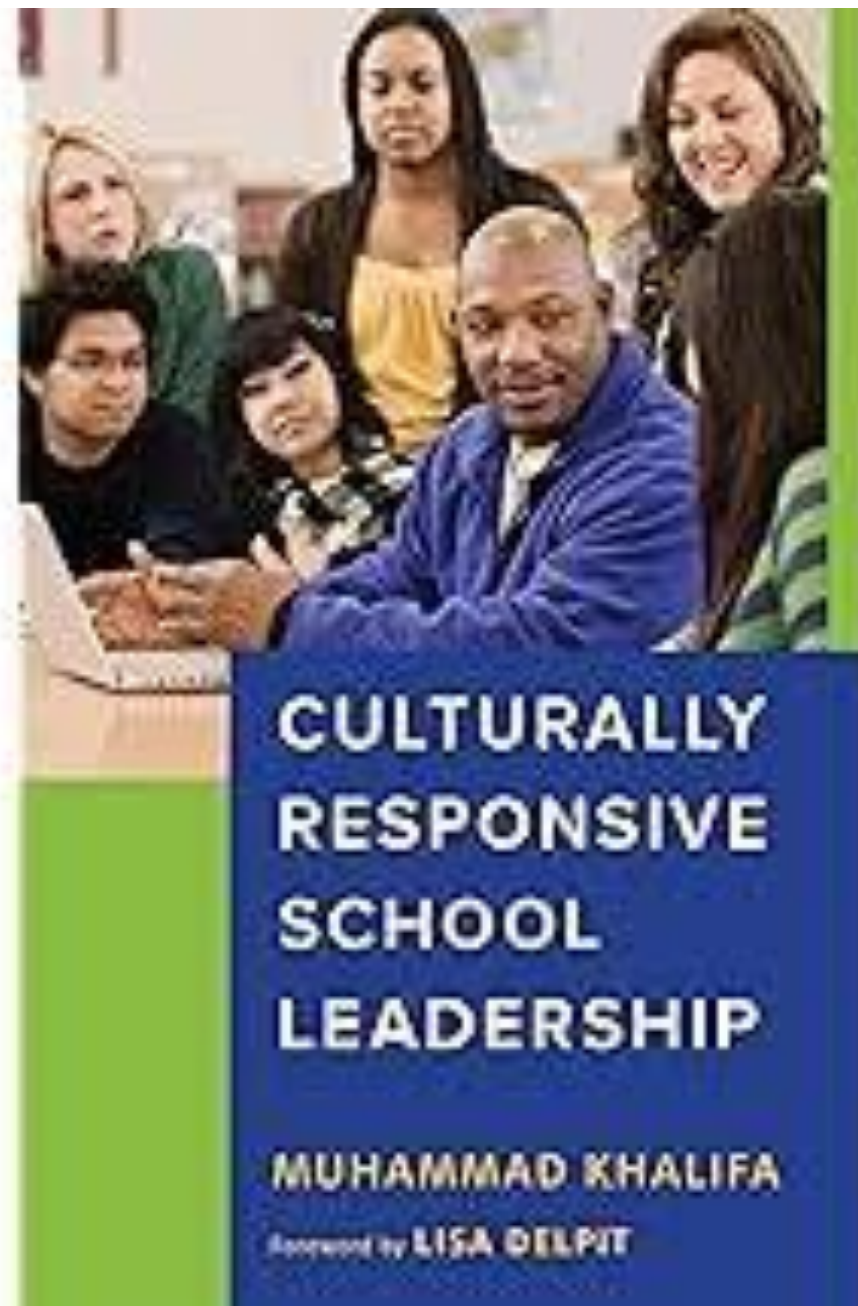
- Unpack the unique history of school desegregation in the US and Minnesota
- Reflect on your identity and the experiences of others in school and community community
- Review equity focused school counseling strategies to promote school integration in our counseling practice today

When do you recall having your first friend of a different race?

How many teachers of color did you have in your K-12 educational experience?



Culturally Responsive School Leadership



Culturally Responsive School Leadership Framework

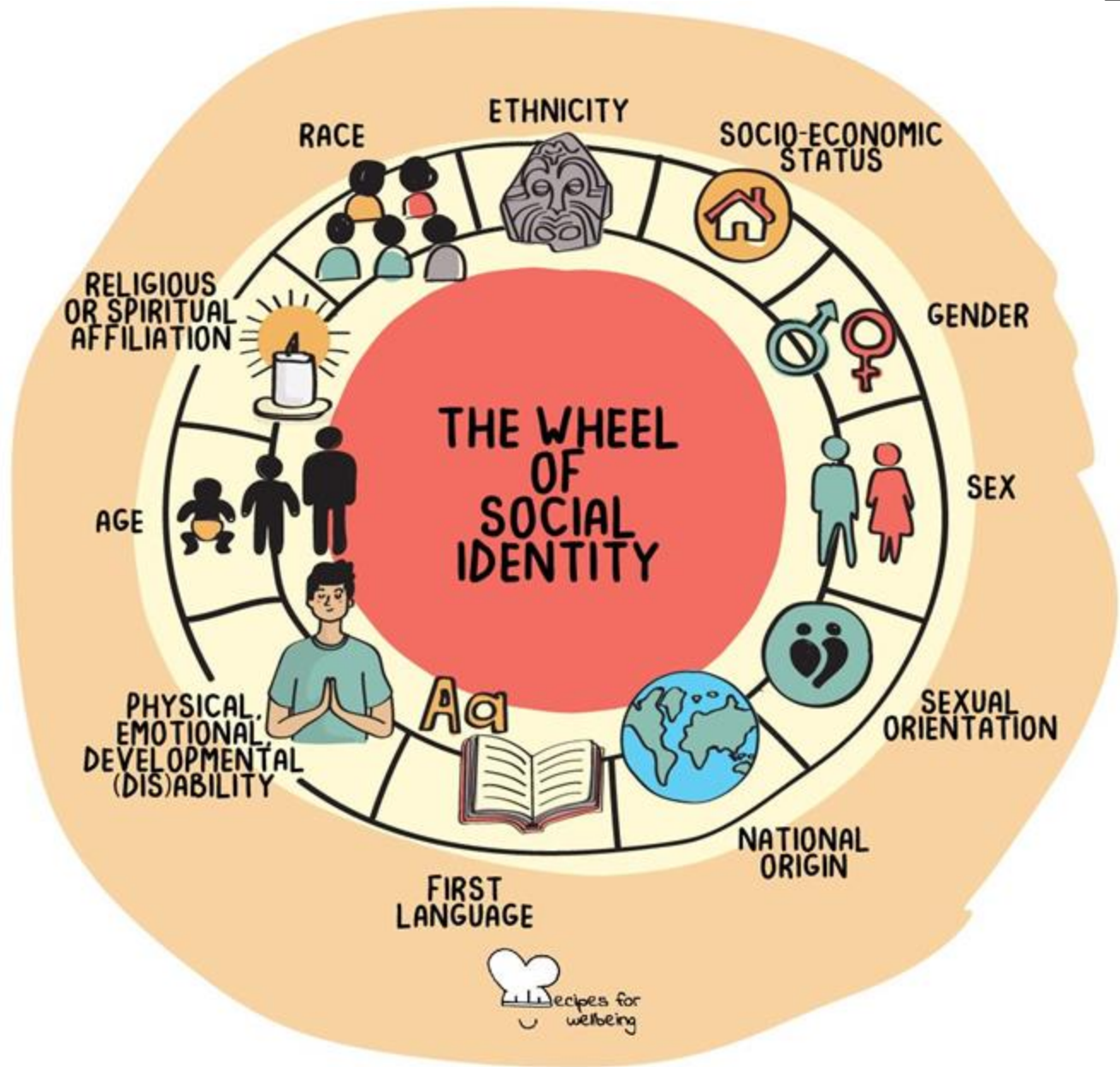
Muhammad Khalifa, University of Minnesota

Mark Anthony Gooden, University of Texas

James Earl Davis, Temple University

Critically Self-Reflects on Leadership Behaviors	Develops Culturally Responsive Teachers
- Is committed to continuous learning of cultural knowledge and contexts (Gardiner & Enomoto, 2006) - Displays a critical consciousness on practice in and out of school; displays self-reflection (Gooden & Dantley, 2012; Johnson, 2006) - Uses school data and indicators to measure CRSL (Siria, Scheurich, Garcia, & Nolly, 2004) - Uses parent/community voices to measure cultural responsiveness in schools (Ishimaru, 2013; Smyth, 2006) - Challenges Whiteness and hegemonic epistemologies in school (Theoharis & Haddix, 2011) - Using equity audits to measure student inclusiveness, policy, and practice (Siria et al., 2004) - Leading with courage (Khalifa, 2011; Nee-Benham, Maenette, & Cooper, 1988) - Is a transformative leader for social justice and inclusion (Alston, 2005; Gooden, 2005; Gooden & O'Duerty, 2015; Shields, 2010)	- Developing teacher capacities for cultural responsive pedagogy (Ginsberg & Wlodkowski, 2000; Voltz, Brazil, & Scott, 2003) - Collaborative walkthroughs (Madhlangobe & Gordon, 2012) - Creating culturally responsive PD opportunities for teachers (Ginsberg & Wlodkowski, 2000; Voltz et al., 2003) - Using school data to see cultural gaps in achievement, discipline, enrichment, and remedial services (Siria et al., 2004) - Creating a CRSL team that is charged with constantly finding new ways for teachers to be culturally responsive (Gardiner & Enomoto, 2006) - Engaging/reforming the school curriculum to become more culturally responsive (Sleeter, 2012; Villegas & Lucas, 2002) - Modeling culturally responsive teaching (Madhlangobe & Gordon, 2012) - Using culturally responsive assessment tools for students (Hopson, 2001; Kea, Campbell-Whitely, & Branton, 2003)
Promotes Culturally Responsive/Inclusive School Environment	Engages Students, Parents, and Indigenous Contexts
- Accepting indigenized, local identities (Khalifa, 2010) - Building relationships; reducing anxiety among students (Madhlangobe & Gordon, 2012) - Modeling CRSL for staff in building interactions (Khalifa, 2011; Tillman, 2005) - Promoting a vision for an inclusive instructional and behavioral practices (Gardiner & Enomoto, 2006; Webb-Johnson, 2006; Webb-Johnson & Carter, 2007) - If need be, challenging exclusionary policies, teachers, and behaviors (Khalifa, 2011; Madhlangobe & Gordon, 2012) - Acknowledges, values, and uses Indigenous cultural and social capital of students (Khalifa, 2010, 2012) - Uses student voice (Antrop-González, 2011; Madhlangobe & Gordon, 2012) - Using school data to discover and track disparities in academic and disciplinary trends (Siria et al., 2002; Siria et al., 2004; Theoharis, 2007)	- Developing meaningful, positive relationships with community (Gardiner & Enomoto, 2006; Johnson, 2006; Walker, 2001) - Is a servant leader, as public intellectual and other roles (Alston, 2005; Gooden, 2005; Johnson, 2006) - Finding overlapping spaces for school and community (Cooper, 2009; Ishimaru, 2013; Khalifa, 2012) - Serving as advocate and social activist for community-based causes in both the school and neighborhood community (Copper, Hufner, & Keyes, 2002; Gooden, 2005; Johnson, 2006; Khalifa, 2012) - Uses the community as an informative space from which to develop positive understandings of students and families (Gardiner & Enomoto, 2006) - Resists deficit images of students and families (Davis, 2002; Flessa, 2009) - Nurturing/caring for others; sharing information (Gooden, 2005; Madhlangobe & Gordon, 2012) - Connecting directly with students (Gooden, 2005; Khalifa, 2012; Lomotey, 1993)

Culturally Responsive School Leadership



History of Race and Ethnicity in the US

Measuring Race and Ethnicity Across the Decades: 1790–2010 Mapped to 1997 U.S. Office of Management and Budget Classification Standards

This is an infographic timeline capturing one aspect of the operationalization of the U.S. Census Bureau race and ethnic variables in decennial Censuses from 1790 to 2010. In order to understand the history of how race and ethnicity has been conceptualized and operationalized, the authors relied on historical Census documents. The authors also relied on Humes and Hogan (2009) which detailed the social, political, and economic influences on how the U.S. Census Bureau collected race and ethnic data throughout our history. U.S. Census Bureau history was researched in order to understand the relationship between this history and the present time, i.e., the "2010 Census Race and Hispanic Origin Alternative Questionnaire Experiment", current mid-decade testing including the 2015 Census Test, the 2015 National Content Test, and the 2016 American Community Survey Content Test; and the possibility of design changes for race and ethnicity in the 2020 Census.



8. What Is Person 1's race or origin? Mark ☒ one or more boxes AND write in the specific race(s) or origin(s).

☐ White — Print origin(s), for example, German, Irish, Lebanese, Egyptian, and so on. ↴

☐ Black, African Am., or Negro — Print origin(s), for example, African American, Haitian, Nigerian, and so on. ↴

☐ Hispanic, Latino, or Spanish origin — Print origin(s), for example, Mexican, Mexican Am., Puerto Rican, Cuban, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↴

☐ American Indian or Alaska Native — Print name of enrolled or principal tribe(s), for example, Navajo, Mayan, Tlingit, and so on. ↴

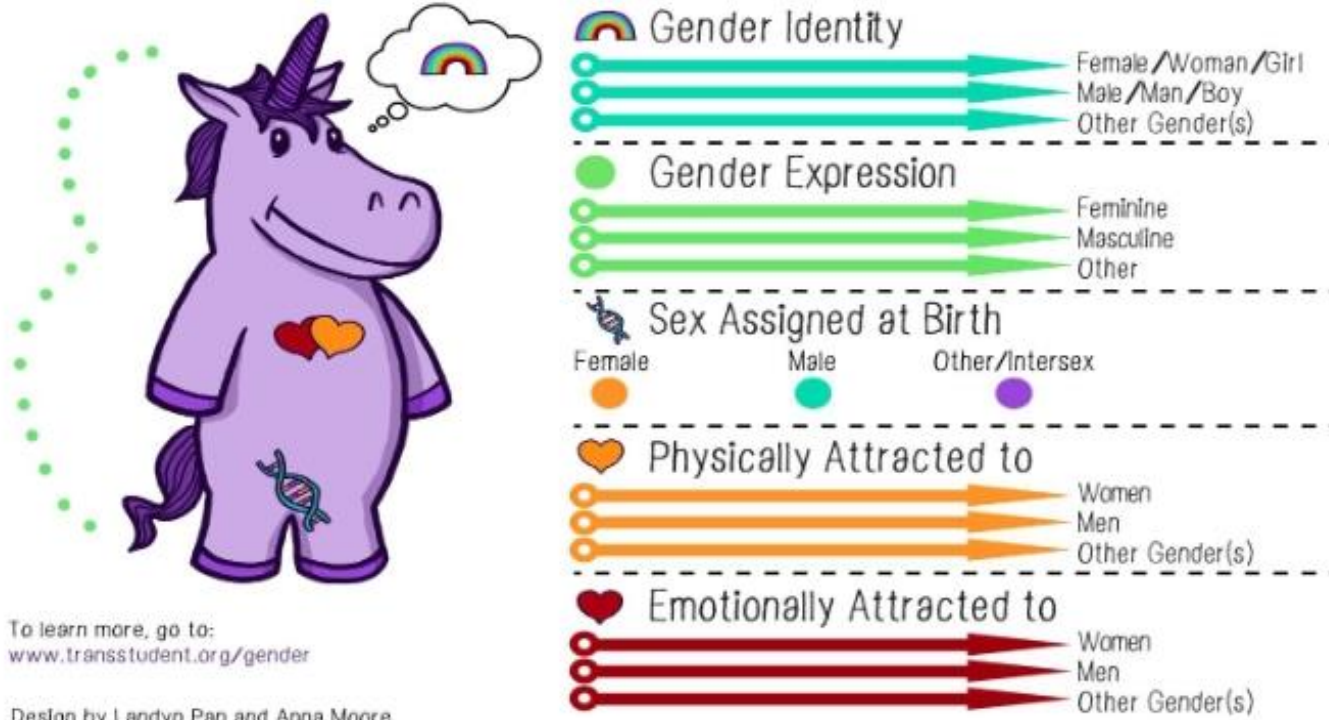
☐ Asian — Print origin(s), for example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↴

☐ Native Hawaiian or Other Pacific Islander — Print origin(s), for example, Native Hawaiian, Guamanian or Chamorro, Samoan, Fijian, Tongan, and so on. ↴

☐ Some other race or origin — Print race(s) or origin(s). ↴

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Gender Unicorn Definitions



Gender Identity: How I identify.

One's internal sense of being male, female, neither of these, both, or another gender(s). For transgender people, their own internal sense of gender identity and their sex assigned at birth are not the same.



Gender Expression/Presentation: How I look and express myself.

The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Most transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.



Sex Assigned at Birth: The sex classification that I was assigned at birth.

The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, and chromosomes. This is usually decided at birth or in utero, and is usually based on genitalia.



Sexually Attracted To: Whom I am sexually attracted to.

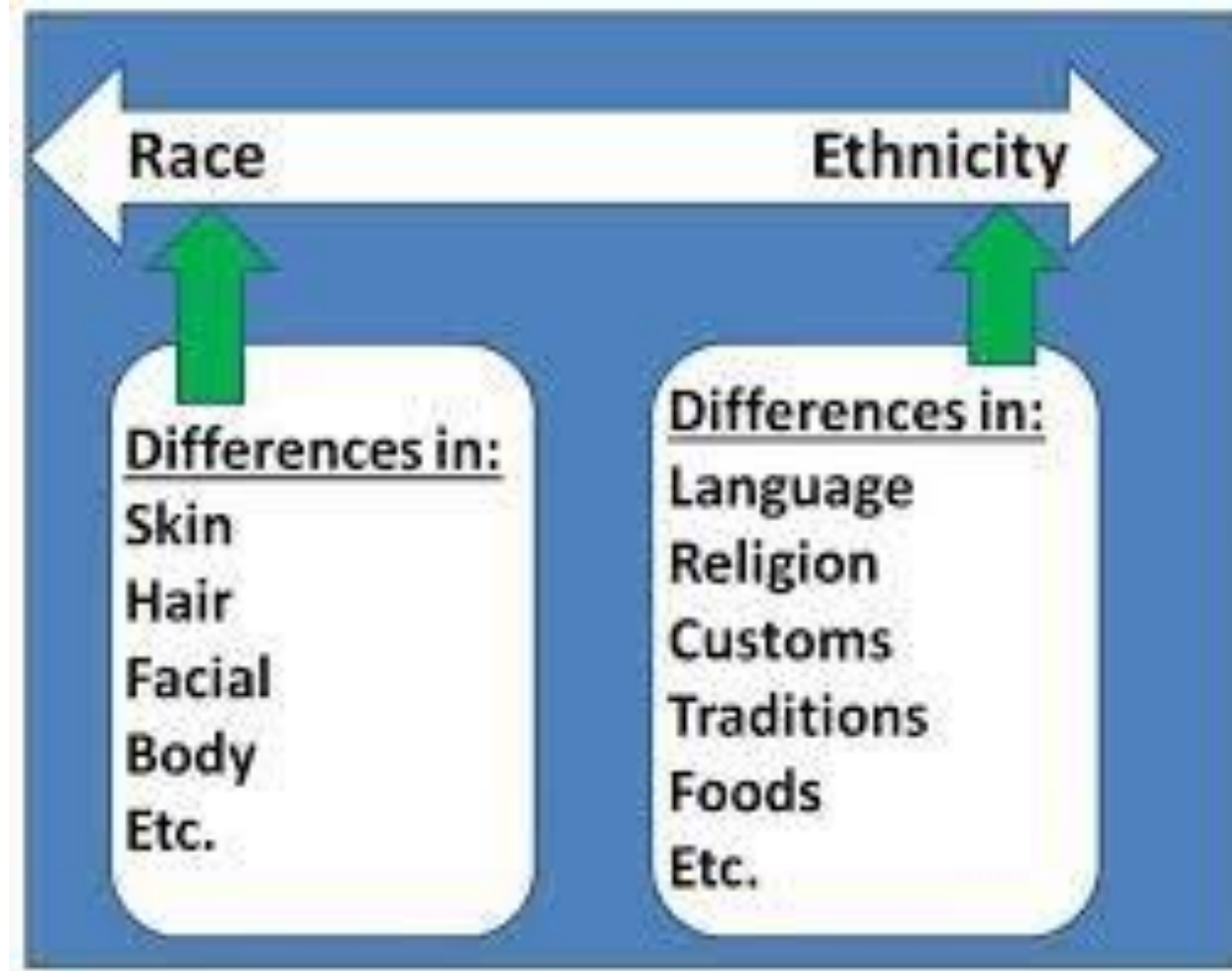
The group of people or genders to which a person can become sexually attracted to, if at all.



Romantically/Emotionally Attracted To: Whom I am romantically/emotionally attracted to.

The group of people or genders to which a person can become romantically, emotionally, or spiritually attracted to, if at all.

Examples of Genders: We included "other genders" to indicate the many genders that other people might identify as, express themselves as, and be attracted to. Examples of these genders include: Agender, Bigender, Genderfluid, Genderqueer, Transgender, Non-binary, Gender Non-Conforming and Two-Spirit.



CHILD-FRIENDLY DEFINITIONS

1. **Prejudice:** Believing negative or bad things about someone who is different from you without proof.
2. **Stereotype:** An idea about a group of people, which could be based on their skin color (or whether a person is a boy or girl, a person's religion, or other qualities).
3. **Discrimination:** Unfair treatment of a person or group of people because they are different from you.
4. **Race:** Often when people talk about the race of a person, they are noticing the skin color of a person.
5. **Racism:** Treating people unfairly (or discriminating against people) base on their race

Metro Area Racial Demographics

Table 1. Race and Hispanic Origin, 2022	Twin Cities Metro Area				Minnesota	
	Number	Percent	Change from 2011-2022 Numeric Percent		Percent	Change from 2011-2022
Total	3,148,367	100.0%	+315,217	+11.1%	100.0%	+7.9%
White	2,283,001	72.5%	+8,949	+0.4%	79.7%	-0.4%
Black or African American	316,468	10.1%	+86,734	+37.8%	6.7%	+44.3%
American Indian & Alaska Native	15,906	0.5%	-3,163	-16.6%	0.9%	-10.2%
Asian & Other Pac. Islander	246,972	7.8%	+67,313	+37.5%	5.1%	+37.1%
Some Other Race	91,227	2.9%	+39,446	+76.2%	2.3%	+84.7%
Two or More Races	194,793	6.2%	+115,938	+147.0%	5.3%	+159.6%
Hispanic or Latino origin	210,024	6.7%	+47,809	+29.5%	5.7%	+34.6%
Source: U.S. Census Bureau, 2018-2022 American Community Survey						

History of US Integration



Researching Integration

Brown vs the Board of Education

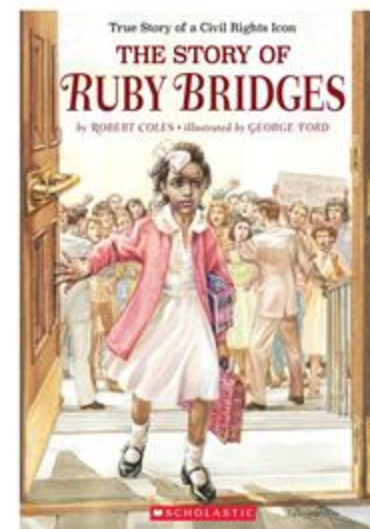
- May 17, 1954, unanimous (9-0) decision
- "separate educational facilities are inherently unequal."
- de jure racial segregation was ruled a violation of the Equal Protection Clause of the Fourteenth Amendment,
- this victory paved the way for integration and the Civil Rights Movement.



The Integration Years



- 1931 Lemon Grove Incident
- 1946 California Mendes Vs. Westminster
- 1954 - Topeka Kansas, Brown Vs. Board of Education
- 1956 Clinton Tennessee - The Clinton 12.
- 1957 New Orleans Louisiana - Ruby Bridges
- 1957 Little Rock Arkansas – Little Rock 9
- 1963 Illinois - Armstrong Act
- 1963 Birmingham, Alabama – motive for 16th Street Bombing
- 1965 Milwaukee Wisconsin
- 1969 Leland Mississippi – The Harvest
- 1971 Minnesota - The Hale Field Pairing**
- 1972 North Carolina - Swan Vs. Charlotte Mecklenburg
- 1974 - Springfield Massachusetts
- 1974 – Boston Massachusetts
- 1974 – St. Paul, Minnesota
- 2017 Mississippi – Cleveland and Central HS



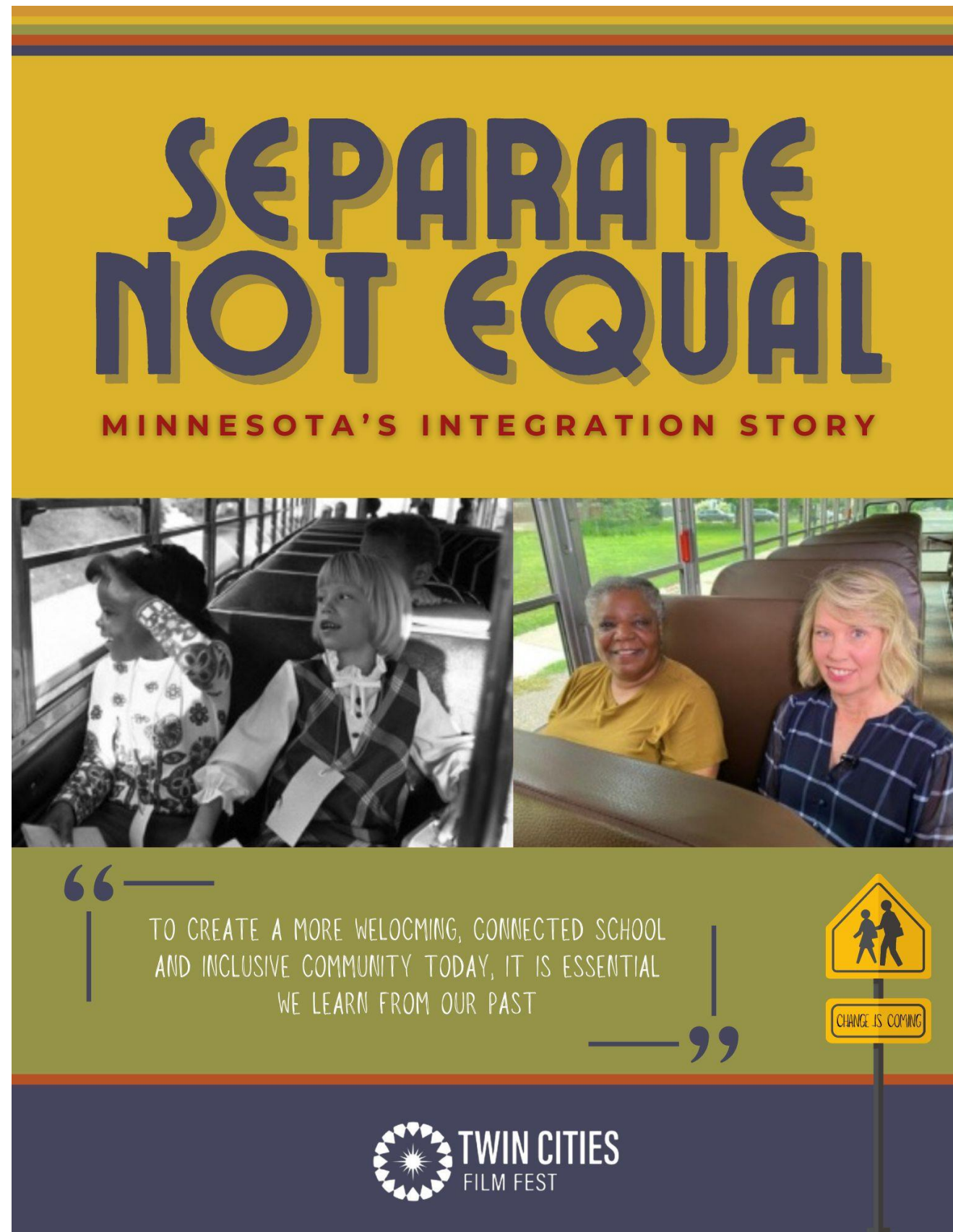
MN Integration Story–The 1971 Pairing



**SEPARATE NOT EQUAL:
THE HALE-FIELD PAIRING**



Minnesota Integration Story



What is one new learning you had around school integration?

What are ways we see components of segregation in schools and the community?

Integration Impact On Black Educators



Prior to 1954, there were about 82,000 Black teachers in the United State.

By 1964 38,000 black teacher had been fired

1954-55 90% Black had been administrators fired

6.7% of US teachers today are Black



School Administrators Strategies to Promote Integration

- Know yourself and your own identities. Share real life experiences. (Relationship with students, assumptions, bias)
- Promote learning about individual identity and build inclusion and curiosity with people of different identities.
- Disaggregate and analyze data by student subgroups
- Address hate and discrimination
- Lead community engagement, classroom lessons, small groups and individual counseling spaces to promote inclusion and belonging of all students



My Identity



What is your identity? Please write 5 different things that are a part of your identity. Complete each column for the Personal and Social Identity.

Personal

Personal identity is defined by how you see yourself and what makes you unique (i.e. talents, skills, likes, personality, etc.).

•

Social

Social identity is a person's sense of who they are based on their group membership(s).

•

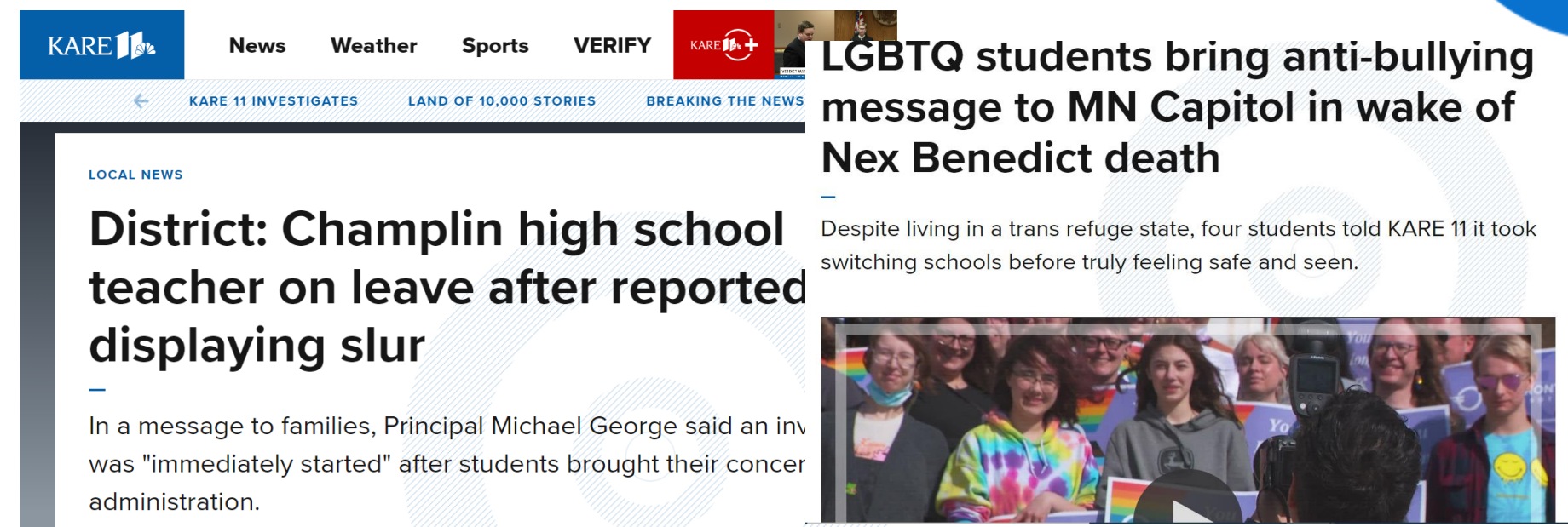


Race And Identity Harm In Minnesota Schools



2024 Woodbury High School - substitute teacher reenacts George Floyd's murder on student

- 2024 Statewide-LGBTQ students bring anti-bullying message to MN Capital in wake of Next Benedict
- 2023 St. Cloud leaders issue plea to MSHSL to address racial harassment at games
- 2023 - Ricori High Schools settles lawsuit with family over racial harassment
- 2023 – Champlin Park High School teacher writes N-word on board during English.
- 2022 New Prague Schools – Parents and students make racist remarks at basketball game. Future matches cancelled.
- 2021 Prior Lake High School student told her Black skin is ugly and to kill herself
- 2021 Maple River High School – Multiple racial incidents including a student yelling racist slurs in the hall, and.
- 2021 Centennial High School Students Students organize walkout after patterns of anti-Asian hate
- 2020 Maple Grove Middle School – Social media video posted of two African American students jumping a White student after ongoing racial harassment.
- 2019 Minnetonka High School- In a photo shared on social media, two students held up a placard referring to Hitler and make Nazi salutes



Education

Two MN high schools refuse to compete with New Prague teams after reported racist incidents

Elizabeth Shockman February 22, 2022 5:27 PM

Share

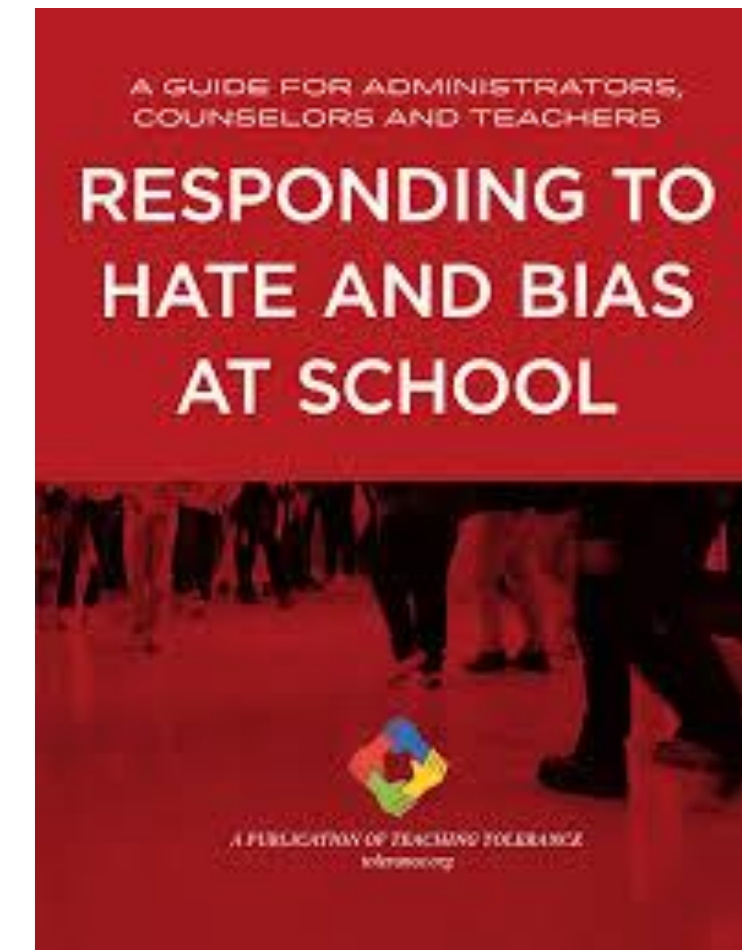
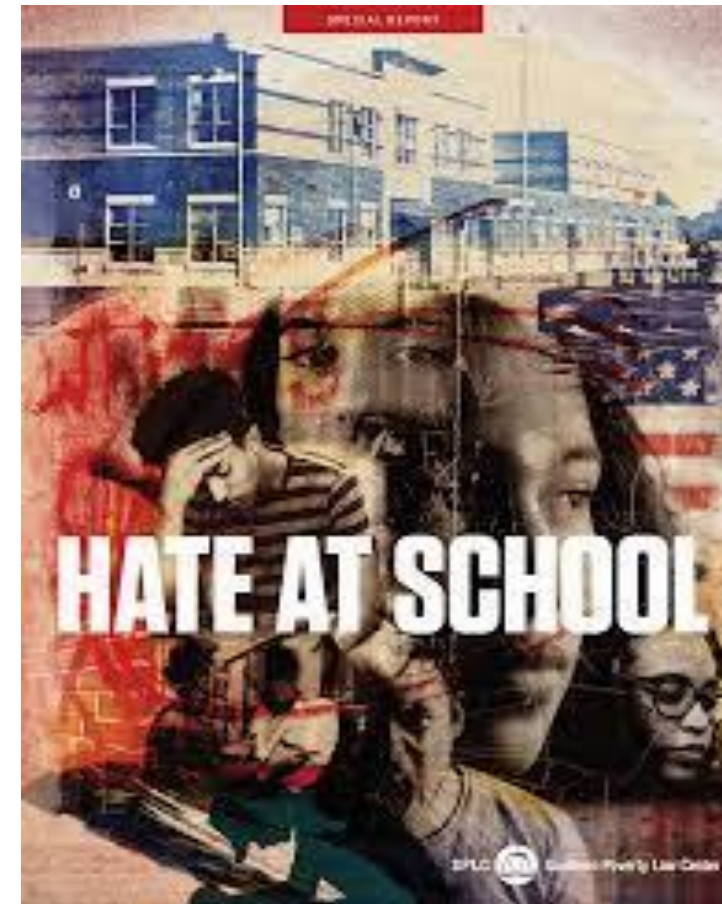
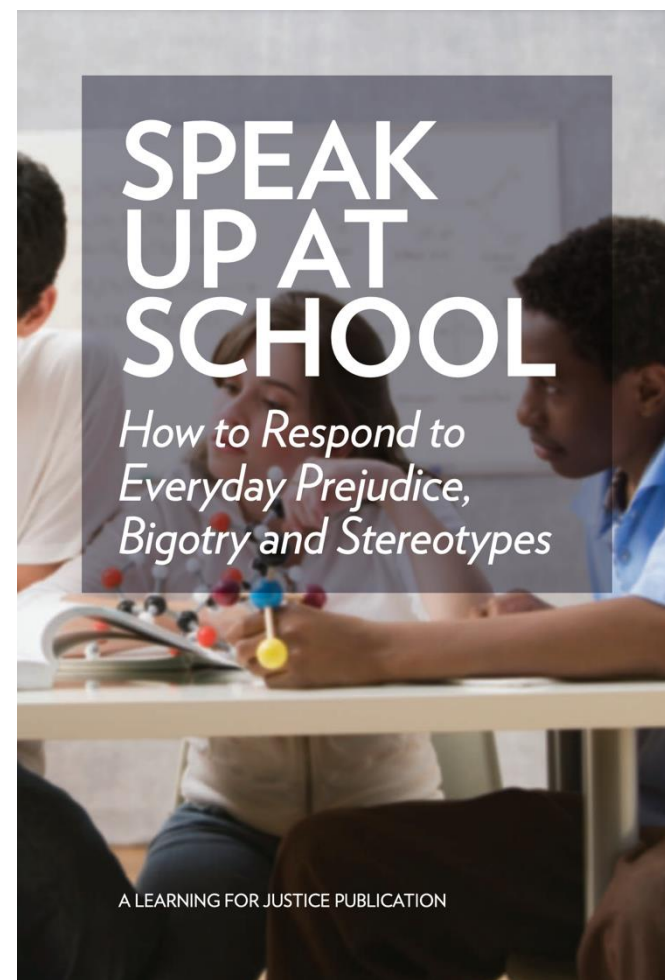


Updated Feb. 23, 5:53 p.m.

A Robbinsdale district high school joined St. Louis Park High School Wednesday in its decision to cancel future athletic competitions with New Prague High School.

Robbinsdale Cooper High School said that its girls basketball team and coaches were subjected to racist comments from students and adults while playing a game in New Prague on Feb. 15, the same day as a similar incident with a St. Louis Park boys hockey team.

What is one strategy you have used or could use to promote integration at your school or district?



INTERRUPT

Speak up against every biased remark—every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly.

TRY SAYING

"I DON'T LIKE WORDS LIKE THAT." OR "THAT PHRASE IS HURTFUL."

QUESTION

Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation.

TRY ASKING

"WHY DO YOU SAY THAT?" WHAT DO YOU MEAN?" OR "TELL ME MORE."

EDUCATE

Explain why a term or phrase is offensive. Encourage the person to choose a different expression. Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population.

TRY SAYING

"DO YOU KNOW THE HISTORY OF THAT WORD?"

ECHO

If someone else speaks up against hate, thank her and reiterate her anti-bias message. One person's voice is a powerful start. Many voices together create change.

TRY SAYING

"THANKS FOR SPEAKING UP, ALLISON. I AGREE THAT WORD IS OFFENSIVE AND WE SHOULDN'T USE IT."

It takes
All of Us.



2024 Conference



Engaging Communities
for Educational Excellence.

Twitter - @MrFranchise34

Instagram – Love.Hope.Grace.3

MPS Neighborhood

Minneapolis Public Schools Derek.Francis@brightworksmn.org

THANK YOU