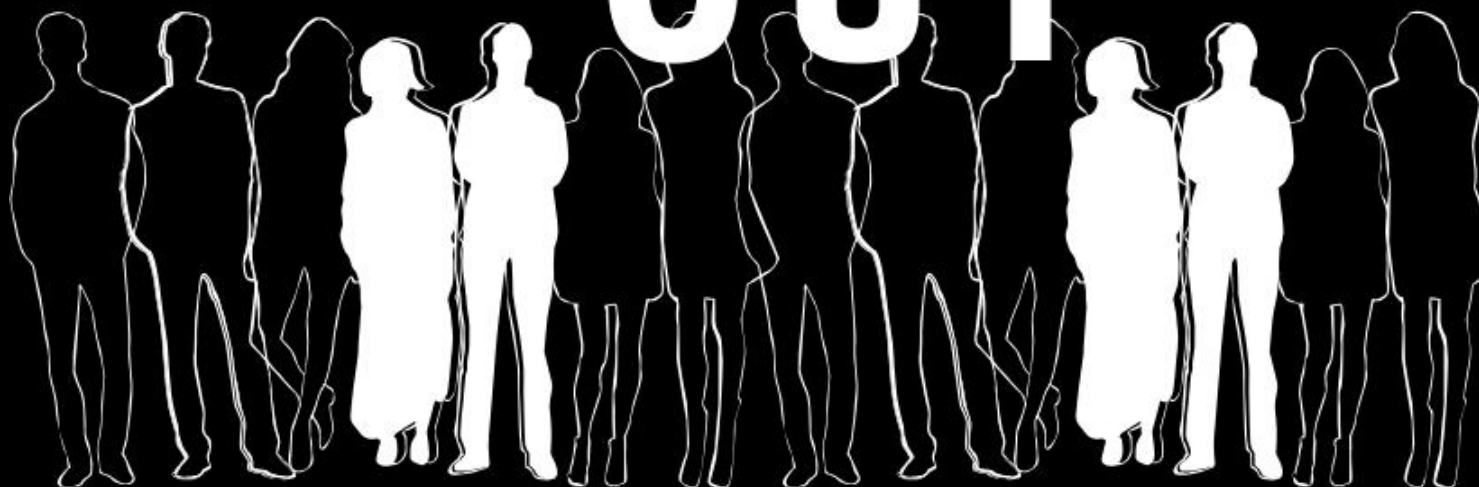


**FROM  
THE INSIDE**



**OUT**



# JUSTIFICATION:

## **TITLE**

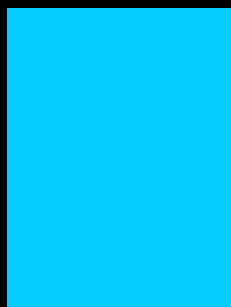
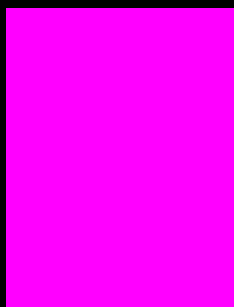
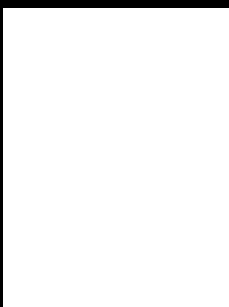
From the inside out is referring to taking students real, unique personalities, and teaching them that it is okay to show their true colors, whether that be through their sexual identity, their gender, their culture, their language, or their ability.

## **TOP AND BOTTOM GRAPHIC**

Everyone is outlined and fading into the back and the fact that certain students are white and standing out is representing the problem of white superiority. This connects to our unit on race within the curriculum and textbooks. We talked alot about how our current material is very white, male eurocentric. This graphic is knocking that, because this school is wuite the opposite.

## **MAIN GRAPHIC**

This is a play on gender roles, the male is pink and the girl is blue, it also isn't showing their race so that is left for the viewer to decide. This connects to our discussion about the gender spectrum and how you can fall anywhere on it. I know that very stereotypical pink and blue colors are being used, but that is just to make the point that it doesn't matter what extreme you feel, like if you're a male and wear makeup and sparkles, it is okay and you're accepted.



The background of the image features a collection of stylized human silhouettes. Most are simple black outlines, but several are filled with solid colors: a magenta figure in the upper center, a blue figure in the middle left, a pink figure in the lower left, and a blue figure in the lower right. Overlaid on these silhouettes are four pieces of torn, light blue paper with black text.

CREATED BY:

EMMA HAVRILLA

SPRING 2019

E300

# MANIFESTO

## **STUDENT IDENTITY CULTIVATES ACADEMIC ATTAINMENT**

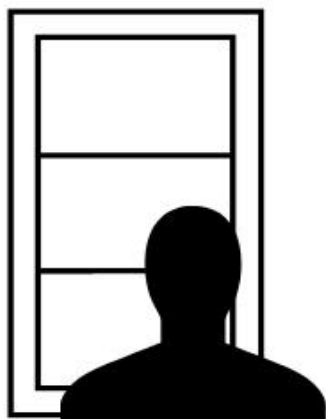
Education is personal. Education is about making connections between your school and your community. Education is representing different cultures, in order for your students to feel valued. My school takes students experiences outside of school, and helps them make meaning of it.

## **ACHIEVEMENT DEMANDS THAT STUDENTS HAVE AGENCY IN THEIR EDUCATION**

Education has agency. Education gives students the power of choice. Education is a path created by students, guided by teachers. Education is successful when students have control of their learning. My school gives students a voice.

## **ACTIVE COMMUNICATION CRAFTS ACTIVE LEARNING**

Education is active. Education is always changing, requiring everyone involved to change with it. Education needs communication between parents, staff, and students in order to be effective. My school has a foundation rooted in communication.



# JUSTIFICATION:

## **STUDENT IDENTITY CULTIVATES ACADEMIC ATTAINMENT**

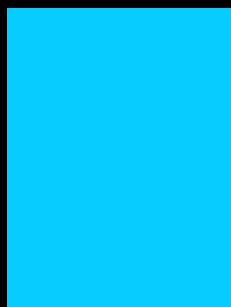
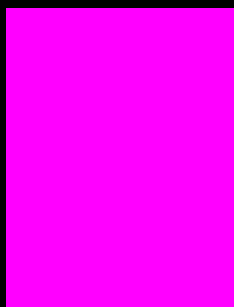
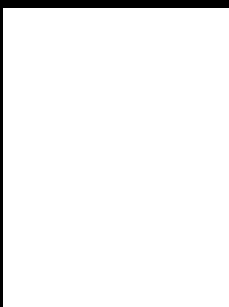
This statement connects to the SES and Education reading during our class and socioeconomics unit. This article describes the relationships between socioeconomic status and school environment, family life, and academic achievement. My manifesto is saying that we take those factors into consideration when teaching our students.

## **ACHIEVEMENT DEMANDS THAT STUDENTS HAVE AGENCY IN THEIR EDUCATION**

This statement connects to the Window and Mirror article. The article explains that students learn better when they see themselves in the curriculum. My manifesto explains that it is important to let students choose the material they want to learn about, because if they have a part in it, it will create a more meaningful connection. Letting students choose what they see in the curriculum, such as a Chinese American student reading about Chinese culture, allows them to see themselves in the curriculum.

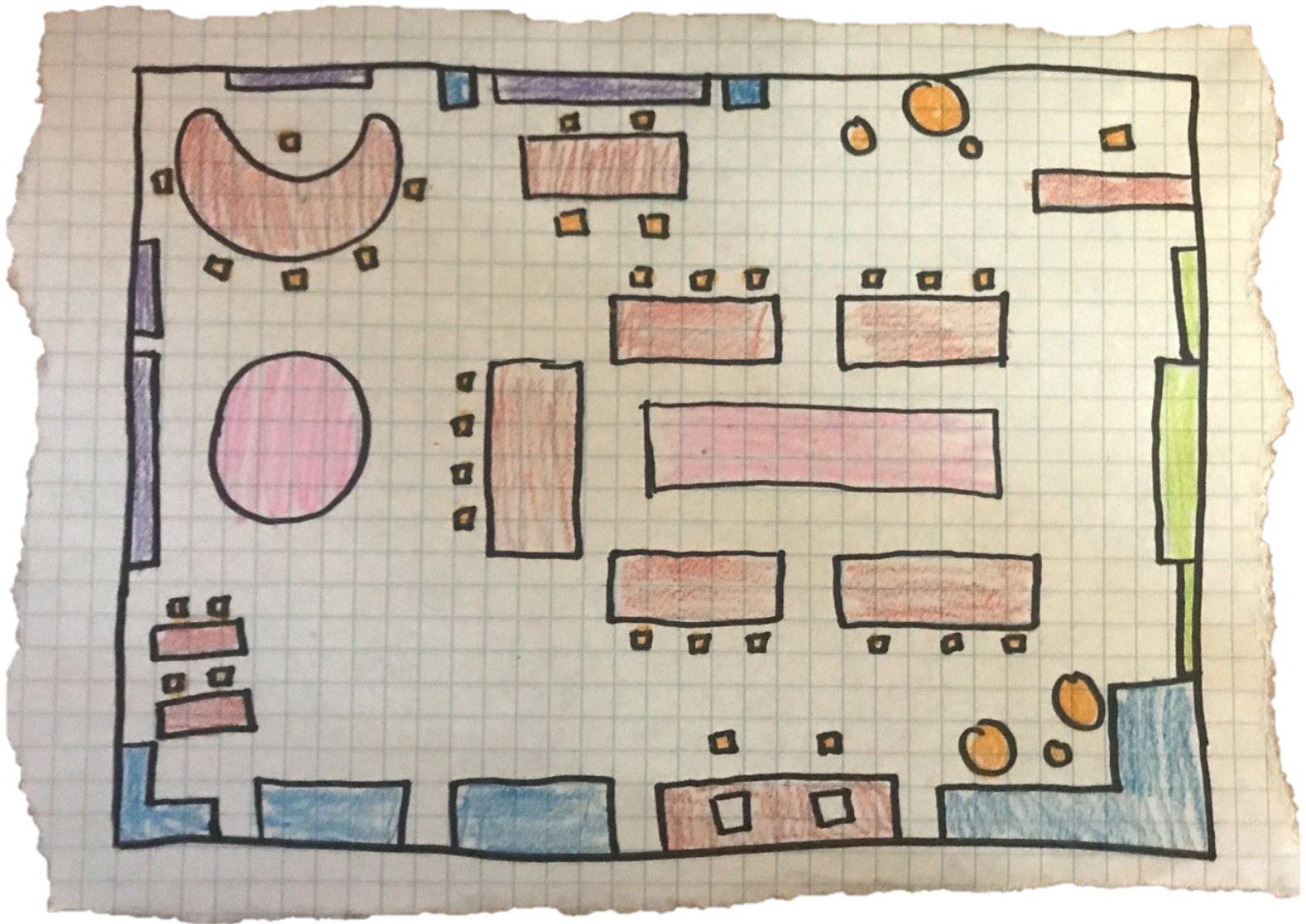
## **ACTIVE COMMUNICATION CRAFTS ACTIVE LEARNING**

I think that this statement is just overall important. Communication is needed to create a functioning and effective school. Communication with parents is important because it can help us learn more about our students. It can be done in many ways, through face to face meetings, emails, phone calls, or even house visits like we read about it Gorskis Case Studies.





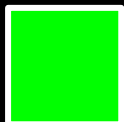
# CLASSROOM LAYOUT:



Tables



Chairs



Smart board/white boards



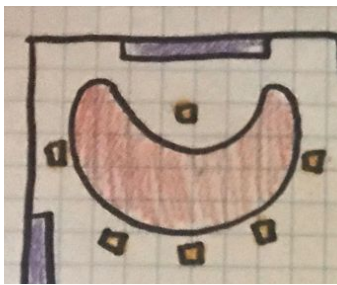
Shelves



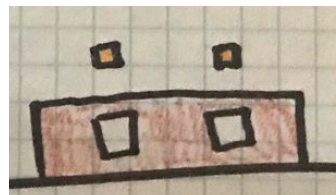
Bulletin Boards



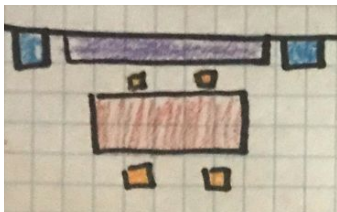
Rugs



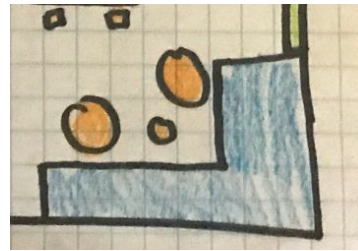
**SMALL GROUP WORK:** A space for the teacher to work with small groups for conferences, reading circles, or center time



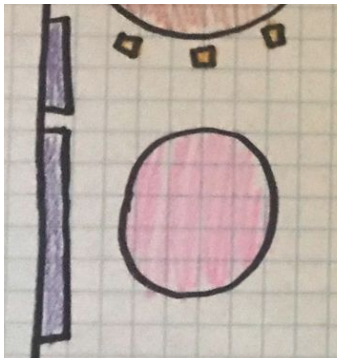
**TECH CENTER:** This space has a table with 2 computers and a space to store ipads.



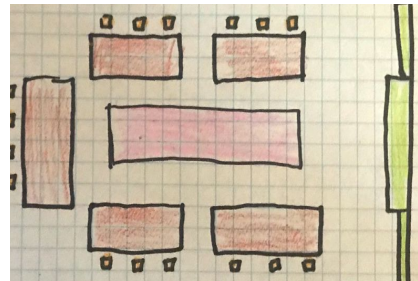
**ART CENTER:** This area has a bulletin board for student art work, shelves for supplies, and a space for students to be creative



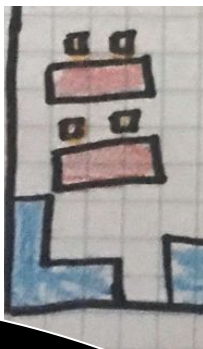
**LANGUAGE CORNER:** This corner has bean bags and is next to the ipads for access to apps like duolingo. It also has shelves with bilingual books and language texts and worksheets.



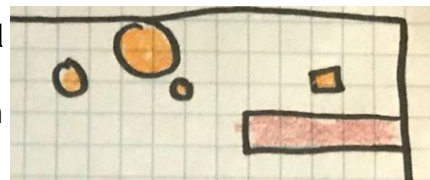
**CIRCLE TIME:** This has a circle rug for students to sit on and a bulletin board with a large calendar. This calendar includes all student's holidays and celebrations as well as events such as student basketball games and recitals.



**STUDENT DESKS & SMART BOARD:** This is where students sit during smart board instruction, it is laid out so that each student can see each other, while leaving space to walk between tables.



**WRITING WORKSHOP:** This area has tables for students to sit in pairs and edit each others writing. It also includes shelves with published student work, their idea folders, and writing tool kits



**SAFE SPACE:** Bean bags and stuffed animals next to the teachers desk, where students can spend a few minutes if they're having a rough day.



## SCHOOL GARDEN

This garden is located by the playground. Each classroom has their own section that they are responsible to take care of, many of the classrooms use the garden to teach science. Every family in the school has access to the garden every Friday from noon to 6 pm, where they can pick from their students class section for free.

## Bulletin Board Features:

### Moral/theme of the month

This board will include the moral/theme, the text set used in class for the topic, examples of role models who embody this, and a showcase of student work on the topic

### Self check-in

Every morning students will have a sticky note with their name on the back, then they will place it next to the mood they came in with. There are 5 mood choices; Great, Okay, Meh, Struggling, and Really Tough Time.

### Family Portrait

Students will draw pictures of their family, then design a picture frame to go around it



# SPECIFIC JUSTIFICATIONS:

## CLASSROOM LAYOUT

The classroom is spread out so that it is accessible to all students. The main desks that students use are actually tables, so that students with wheelchairs are able to sit there as well. In addition, the tables are spread out so that wheelchairs can get through them. Using tables instead of individual desks, also allows for the use of different seating. If any students with ADHD or ADD need special moving chairs, it can be easily adapted. Making my classroom functional for all abilities can be connected to our class activity where we observed ability accommodations in the school of ed.

## CLASS CALENDAR

I want to make note of the class calendar because I think it serves an important role in connecting teachers to their students communities and cultures. The calendar will contain all the holidays celebrated by students in the classroom and will serve as a tool for teaching about different religions. I know we talked alot about going beyond heroes and holidays, but this would just serve as an opener for a bigger lesson. For example, if a student celebrated ramadan, we would discuss what that holiday consisted of, and then take a look at the Islamic religion. This would tie into our class discussions about both multiculturalism and religion. In addition, the calendar would also include community events that students are involved in such as their soccer games and ballet recitals. This will help the teacher make a connection with the community the students come from.

## LANGUAGE CORNER

The language corner is a space where students can go during free time to practice the language they're studying for the year. This space provides the tools needed to practice and learn a language, in addition to the class they're taking on Fridays. The inclusion of a language corner was inspired by the documentary *I Speak In Tongues*. In the video, it shows the benefits of having a bilingual classroom. While my school is only bilingual one day of the week, this corner allows them to have extra practice.

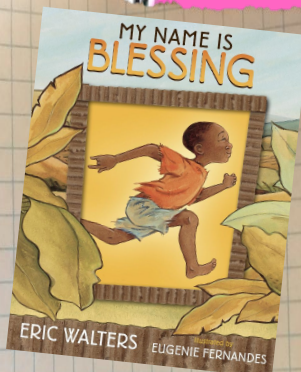
## FAMILY PORTRAIT BULLETIN

This bulletin board portrays family portraits drawn by the students at the beginning of the year. The article *Schools as Sites for Constructing Minority Gay Identities*, talks about how the concept of sexuality is often hidden and/or being LGBTQ is seen as "other". It talks about how schools can mistakenly enforce this by doing things like having students draw their "mom and dad". Instead, this activity will be having students draw whatever their family is, whether their guardians are an aunt and uncle, two moms, two dads, or one grandparent. Then, each student will share and describe their picture with the class before hanging it up. This way, if the teacher does notice any confusion, they can make note to address it throughout the year using picture books and other resources.

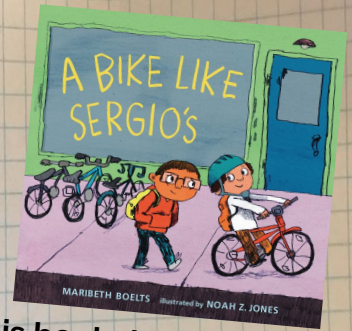




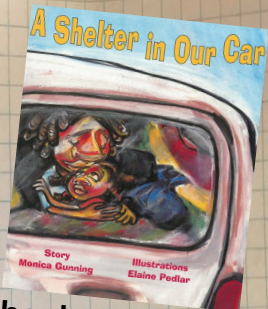
# CLASS LIBRARY:



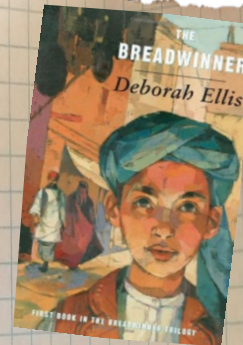
This book tells the true story of a boy in an African Orphanage. It deals with themes of poverty, family, and third world countries.



This book depicts a boy who lives in poverty and finds out that kindness is more valuable than money. It deals with themes of poverty and kindness.



This book shows a young girl and her mom who are homeless. It deals with themes of poverty, homelessness, and immigration.



This short novel is about a young girl in Afghanistan when the Taliban takes over. This book breaks gender stereotypes, shows the heartbreak brought by the Taliban, and deals with poverty.

The class library will consist of books from different genres including informational texts. There will also be books highlighting main characters of different color, ability, religion, and socio-economic class. There will also be a spot where books get changed out frequently that the teacher will get from the public or school library, that are all on the same subject. For example, if the class is doing a unit on underwater creatures, that section will have new books on that subject for students interested.

# SCHOOL PROGRAMMING:

## SCHOOL POLICIES & BELIEFS

**CO-TEACHERS IN INCLUSION:** Inclusion classrooms will have co-teachers, which will enhance the effectiveness of learning for all students

**OPEN COMMUNICATION:** Have strong communication with parents and families. Have frequent parent-teacher conferences, either in person, on the phone, or through video chat.

**SCHOOL WIDE REQUIRED READING:** Every student must read for 30 minutes every night at home

**NO ONLINE HOMEWORK:** We will not assign any homework that requires access to the internet, so that no kids are punished for not having it

**FREE LUNCH:** Lunch at our school will be free for all students, so that no student feels excluded

**INQUIRY BASED LEARNING:** All classrooms will be centered around an inquiry based pedagogy, where students can be creative.

**ACTIVE IN COMMUNITY** The school holds events for all members of students communities

## ELECTIVES:

Each day (except Friday because it's language day) students will have one special, either gym, art, technology, or music. At the beginning of the year, students get to choose one elective of their choice from each category, that they will take all year.

**GYM:** Yoga, Dance, Sports, Exercise

**ART:** Painting, Drawing, Ceramics, Graphic Design

**MUSIC:** Choir, Choraliers, Instrument, Music Mixing

**Technology:** Word Programs, Coding, Digital Citizenship, Keyboarding

## EXTRACURRICULARS:

**GARDENING CLUB:** Students can help take care of the school garden and landscaping/flower planting

**SPELL/MATH BOWL:** This is perfect for students who enjoy academic challenges

**BE FIT CLUB:** Students will meet once a week to play a different physical activity game

**CARE CLUB:** Students will do different community service projects like visiting nursing homes or soup kitchens

**BOOK CLUB:** Students read books and come together to talk about it

**PEER MENTOR:** Students will be paired with a high school student to have a mentor who they meet once a week with to get homework help and advice

**CIVIL JUSTICE CLUB:** Students can discuss topics topics that are in the current news and review the different activists that are looking for justice

**OTHER:** Each extracurriculars (including language) will also have an outside club that students can join

# JUSTIFICATION:

## **SCHOOL POLICIES/BELIEFS**

### **Co-teachers in Inclusion Classrooms**

All classrooms that include kids with different abilities will have a co-teacher. This is important because the teachers can work together to keep all students on task more effectively. Even though the co-teacher is in the room to help students with disabilities, they really serve all students. Some benefits are that during center time, there will be two groups meeting with a teacher and while one teacher is teaching a whole group lesson the other can walk around to make sure students understand.

### **No Online Homework**

When we had a conversation about socioeconomic status in class, we talked about the resources that would be available for students at home. I remember a big part of that discussion was the lack of technology. If teachers require students to do assignments that are online, they are placing certain students at a disadvantage. By creating a rule that bans any homework from being online, you are giving all students an equal opportunity to complete it..

## **ELECTIVES**

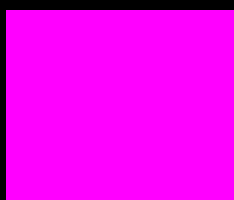
### **Friday Language Day**

At the beginning of the year students will sign up for the language they want to study. Then, every Friday, they will spend half a day in a bilingual classroom with that language. In that classroom students will be learning how to speak it, while learning different subjects in that language. This connects with the *Speaking in Tongues* documentary because it is creating a bilingual space. I think this goes above and beyond a regular language class because students will be learning more than just the language, they will be learning english, math, and social studies.

## **EXTRACURRICULARS**

### **Civil Justice Club**

This club ties together a lot of the subjects talked about in class including socioeconomic status, race, gender, multicultural education, and sexuality. This club has students talking about current events and how they impact themselves and the school. It also promotes students involvement in current affairs and gives them a voice to make a difference. I think this club follows our framework by identifying the problems and coming up with equitable solutions.





# CURRICULUM:

**SCIENCE:** Science will be very inquiry based. At the beginning of each month, students will be given a broad topic such as the ocean, the jungle, or movement. Students will then come up with their own inquiry question, and complete research based on that. At the end of each unit students will present their research using a poster, model, or powerpoint. Classroom science lessons will correspond with the unit and aid in their personal research.

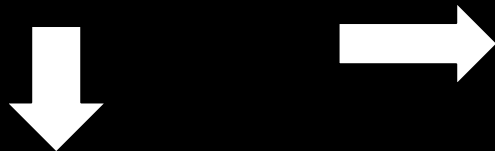
**LANGUAGE ARTS:** Language arts will be done in centers, so that students are exposed to different kinds of reading activities along with hands-on opportunities. This also gives the teacher a chance to work with small groups.. Kids will be assigned groups based on their achievement, and the teacher will have scheduled times to work with them throughout the week. The lower groups will get meetings more frequently than the high achieving groups. Reading will be encouraged, and students will start and end their day with 20 minutes of free read, which they can choose from the class library.

**WRITING:** Writing will be done in a writing workshop style. This means students will work each month to publish a piece of their own writing. At the beginning of the year students will spend time doing creative activities to build a list of possible writing ideas. They will be encouraged to add to it throughout the year. Each month, students can choose whatever topic they would like from their list, and work on getting it "published". Throughout the month the teacher will have conferences with the student to check in on them, the student can get it peer edited from classmates, edit and rewrite the paper, and add drawings. Each month will have a different theme of mini lessons that the teacher will focus on, including things like point of view, grammar, and story structure. At the end of the month when it is published, it will be put into the class library for other students to read. On the last day of each month when all writings are published students will have time to read some of the "books" and leave sticky note comments with a rose and a thorn. A rose being a good thing the story did and the thorn being an improvement.



**MATH:** Math will be based on real life problems and applications. It will also use art to make it more creative, for example students will learn about money and have to design their own, or learn about fractions and draw a cake, pie, or pizza. However, even with the creativity students will still be expected to know facts. Each year students are challenged to get a "math license", which means they have mastered a math table in either addition, subtraction, multiplication, or division.

**CURRICULUM EXPLANATIONS ARE INCLUDED WITHIN EACH SUBJECT, HOWEVER THESE SUBJECTS HAVE SPECIFIC JUSTIFICATIONS**



**HIGH ACHIEVEMENT:** Students who are high achieving will often finish their work before other students. In these scenarios, those students will have special "advanced" folders. These folders will have guides for students to do an ethnic studies lesson. This allows them to use their extra time effectively rather than iPad free play. This curriculum was inspired by ethnic studies program in Arizona. In the documentary students were able to find power in the truth. This activity would be the same way, because students will be learning about a new culture and what really happened in history

**ELL STUDENTS:** During both math and language arts, lessons are placed in two parts: whole group instruction and center time. During whole group instruction, ELL students are learning with the whole class. During center time, ELL students will be in a small group with the ELL teacher, where they will learn and practice the math and language arts lessons in their own language. As the year progresses, and so does their language, they will slowly integrate into learning in only English. This curriculum is inspired by language workshop we did in class. During that workshop, I was reminded that just because a student doesn't know an answer in English, doesn't mean they are behind or unintelligent. By teaching some things in their native language, you can better assess their intelligence and it gives the student a better chance.

# SCHOOL STAFF:

**LRE FACILITATOR:** Expert on students with special needs who helps give techniques/modifications

**ELL TEACHER:** Helps any student who speaks any other language. Specializes in techniques for teaching anyone who doesn't speak English

**SCHOOL COUNSELOR:** Helps kids cope with difficult situations and issues. Once a month comes in the classroom to teach age appropriate coping skills. Ex. how to be a good friend

**SCHOOL PSYCHOLOGIST:** Helps students with learning or emotional disabilities

**SCHOOL NURSE:** Full time nurse that is available for students and their families for free. Also does vaccines.

**SPEECH PATHOLOGIST:** Helps students who have speech issues

**LITERACY COACH:** Specialist with reading interventions and works with struggling readers

**OCCUPATIONAL THERAPIST:** Works on developing fine motor skills

**PHYSICAL THERAPIST:** Helps students with physical therapy and motor skills

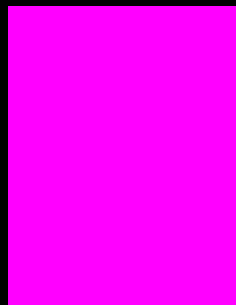
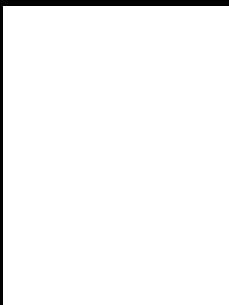
**NUTRITIONIST:** Plans healthy meals in cafeteria and knows students diet restrictions

**HOME-SCHOOL COORDINATOR:** Helps with home issues and is a liaison between home and school

**1:15 TEACHER TO STUDENT RATIO**

# JUSTIFICATION:

The entire school staff was based on meeting the needs of a low-socioeconomic school. In particular, roles like a school nurse, school counselor, nutritionist, and home-school coordinator were considered important and necessary to effectively teach students. A school nurse is required because many families living below the poverty line don't have medical insurance, meaning they are less likely to seek medical help when sick. By having a free, family school nurse, students will be healthier which means they will spend more time in school. A school counselor is important for all types of students. This position is responsible for checking on the emotional needs of students, whether that be difficult life situations at home or at school. When relating this to class, the counselor can be helpful for LGBTQ or transgender students, when they're struggling with identity. A school nutritionist in the lunch room would be beneficial for students who have religious dietary restrictions. It was talked about in class, how some students can't eat certain kinds of meat or food that is "kosher". The dietician would make sure those students are still getting a healthy lunch that follows their religion. Lastly, the home-school coordinator is important for the safety of all students. This staff member can be used to do check-in's on students to make sure their needs at home are being met.



# BEHAVIOR POLICY:

1

Our main goal is to keep students in the classroom. Students will only be sent to the principal's office or resource officer, if the teacher deems it necessary for the immediate safety of all students.

2

Our school does not believe in in-school suspension or out of school suspension. We believe expulsion is only necessary if the safety of our students and staff is threatened.

3

The school will have a resource officer, but he/she will have a very friendly and community based relationship with the school. This officer will be used for assemblies on stranger safety, cyber safety, drugs, and school safety plans.

4

If a teacher notices bad behavior that is unlike a child, send them to the safe space in the corner of the room located next to the teachers desk. The child can take a moment to regroup and calm down, before rejoining the class.

5

If two students are having a conflict in the classroom, separate them, let them cool down, then express how they feel to each other in a calm manner so they can come to an agreement.

6

Students who are a constant behavior problem, will have a personal conference with their teacher and the school counselor to create a behavior plan/contract. This plan will help the student take responsibility and ownership for their actions and help them come to an agreement on expectations and punishments. Along with that, they will also set a schedule for the student to meet with the school counselor twice a week to learn better ways to handle their emotions. Once that student goes for a certain time period without getting in trouble, their behavior contract will be removed.



# JUSTIFICATION:

Like it was mentioned previously, the main goal of our school is to keep kids in the classroom. My main concern when coming up with the behavior policy, was to challenge the school to prison pipeline. The school to prison pipeline is the mass amount of low socioeconomic, minority males that are incarcerated due to harsh and unfair school policies. The main group that the pipeline is referring to are African American males, who are typically suffering from untreated an emotional behavioral disorder. My behavior plan, instead tries to treat the EBD through meetings with the school counselor and taking time to teach students how to safely handle their emotions. If students are able to learn better coping methods, they will act out less often. I also incorporated a safe space in each classroom where a student can calm down. This allows them to put their coping methods into practice, instead of sending them away to be punished, leaving their feelings unattended to.

