Diversity + Inclusion COMMITTEE

April Newsletter

AT HOME: BOOK OF THE MONTH

The April book of the month selections are now on our Webpage, along with discussion questions as well as a Video Reading of this month's K/1st Grade book. This month's theme is, "Awareness of learning, emotional and physical differences." Featured titles are:

- K/1st Grades: *Since We're Friends, An Autism Picture Book* by Celeste Shally
- 2nd/3rd Grades: *El Deafo* by Cece Bell
- 4th/5th Grades: *Wonder* by by R.J. Palacio

If you would like to buy any of these books for home or for a classroom to be "checked out" by students, we've created an Amazon Wish List where books can be purchased. Additionally, if you have any of these books and are willing to lend them to classrooms for the month, please drop them off with our Parent Coordinator, Karen Herskowitz.

DIALOGUE & DRINKS

Our reading group meets again on Monday, May 14th @ 8:30pm, at Commonwealth. This month, we will be reading Exit West, by Mohsin Hamid. RSVP to diversity@ps39.org

YOUR STORY, OUR STORY: TENEMENT MUSEUM PARTNERSHIP

PS39 is partnering with the Tenement Museum on "Your Story, Our Story," which invite us to look back at the ways families change over time, and how we define our own American identity through the generations. Objects that evoke sounds, smells, tastes and memories connect us to our family's immigrant or migrant heritage. Started in a Brooklyn middle school, and now expanded to high school and colleges, PS39 is the pilot for the program's elementary school expansion. We are excited to celebrate our children's unique and rich histories. Sharing our stories grows our community. Our project will launch during screen free week, May 14th - 18th. For a sneak peak of the project, visit our Webpage.

DEFINING A TERM

Inclusive education: in·clu·sive inˈkloōsiv/ ed·u·ca·tion ˌejəˈkāSH(ə)n/

When all students, regardless of challenges they may have (whether physical, cognitive, academic, social, or emotional), are placed in age-appropriate general education and receive high quality instruction, interventions, and supports, enabling them to meet success and receive their education in the least restrictive environment (LRE). Children remain with their peers without disabilities to the maximum degree possible, with general education as a first choice for all students. The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts.

FEATURED MEDIA

[Hold the Line Magazine](#) is an online publication "Where parenthood and social justice collide." A collective of a diverse group of writer's and artists write on the complexities of parenthood and challenge misconceptions on equality. It is a subscription based resource, and it is fantastic. Check it out.

MEMBER SPOTLIGHT: JONAS OXGAARD

When I first heard about the D&I committee, I thought "what this committee needs is a white dude! I joke, but, non-inclusion can take many forms, even for white guys. I came to the U.S. 20 years ago for graduate school, and remember the loneliness of being the only Swede in Indiana. My fellow students were far from unfriendly, but they also weren't inclusive (I don't mean to equate my obviously fairly privileged experience with, say, living without power in Puerto Rico... but being a foreigner gives me some insight into what it means to be excluded). I'm also the father of a gender-non-conforming boy, and I worry about his experience, and also about whether or not I'm doing all I can to make sure he becomes the best person he can be. I quickly realized that I don't really know how to improve upon either of those things, so I joined the D&I committee to help make the PS39 community even better, and also to educate myself.

CONTACT US!

If you have any questions or input, please [Contact Us](#) @ diversity@ps39.org