

Equity & Inclusion and Restorative Justice at Riverdale School District

2021-2022

Abby Rotwein, Director of Equity & Inclusion K-12 and Restorative Justice Coach 9-12

What does inclusion look like at school?

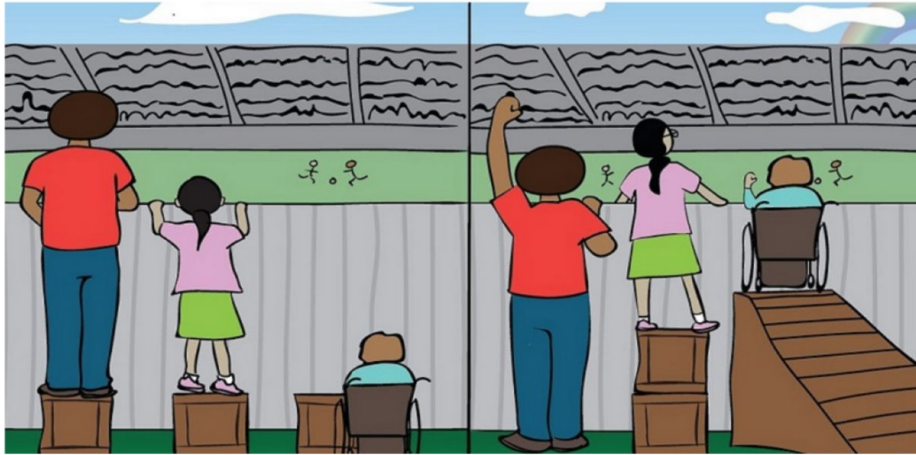
We want Riverdale to be a place where everyone feels like they belong as their most authentic, unique selves.



What does equity look like at school?

Equality means everyone is treated the same.

Equity means that all students are getting what they need to *thrive* - academically, socially, and emotionally.



Equality

Equity

Equity is not about taking from some and giving to others. There is room for everyone at the table.

Who in the Riverdale School District is responsible for equity and inclusion?

All of us.

Teachers, Instructional Assistants, Classified Staff, Administrators, School Board Members, PTC, Community Members...

Director of Equity & Inclusion K-12

The next few slides will detail this role and current projects, tasks, responsibilities, and so on.

Student Investment Account (SIA)

WHAT IS THE STUDENT INVESTMENT ACCOUNT?

Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - Students of color;
 - Students with disabilities;
 - Emerging bilingual students; and
 - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

- Riverdale SD will receive around \$450,000 this year from the state in SIA funds.
- Those funds can cover expenditures related to the topics listed on the left.
- Three times a year, Riverdale must complete documentation about how SIA funds are used with details and evidence.
- Director of EI completes that documentation in partnership with Business Manager, confers with ODE and MESD about processes, and helps Superintendent present to School Board.

Community Learning and Connections

- Bi-weekly column in the Riverdale Newsletter and [Equity and Inclusion Corner](#) on the district website sharing resources, events, holidays...
- Monthly “In the Mood to Include” professional learning sessions about DEI topics for community members
 - September topic: Language About Race
 - Please join us for our session on Wednesday, October 20th, from 5-6:30 PM, the topic will be a repeat of the September session. [Sign up here!](#)
- Collaboration with PTC about events
- Listening Sessions/Affinity Space for community members from historically marginalized populations
 - Three times a school year
 - Current groups: Caregivers of Students of Color, Caregivers of LBGTQIA2S+ students, Caregivers of Students with Disabilities/Neurodiverse

District Policy & Alignment

- Director of EI has so far worked on developing/revising:
 - ACB G1 All Students Belong
 - ACB AR-G1 Bias Incident Complaint Procedure
 - JBB Educational Equity
- Dress Code Guidelines have been created for staff that align with JFCA Student Dress and Grooming Policy

Equity Teams

- Director EI facilitates, plans for, and leads District Equity Team, High School Equity Team, and Grade School Equity Team
- Grade School Equity Team
 - Meets monthly, comprised of staff and community members
 - Planning school-wide thematic events/learning
- High School Equity Team
 - Meets monthly, comprised of staff and community members
 - Planning high school specific professional development around curriculum
- District Equity Team
 - Meets as needed, has members from each building team as well as superintendent
 - Oversees alignment

Professional Development for Staff

- Director EI develops, plans, and leads equity and inclusion professional development for staff
 - This occurs once a month district-wide
 - Building specific content occurs more frequently as needed
- Individual and team professional development
 - Teachers often reach out for support with lesson planning, unit development, and other curriculum related needs
- New Oregon Social Science Standards:
 - SB13: Tribal History
 - SB664: Oregon Holocaust & Genocide Mandate
 - HB2845 & HB 2023: Ethnic Studies & Inclusive Education

Professional Learning and State Alignment

- Director EI is part of a cohort of Directors of Equity and Inclusion from school districts throughout the state
 - Meets bi-weekly
 - Also meets with the Lake Oswego School District Equity, Inclusion and Access Administrator bi-weekly
- Attends Oregon Department of Education, Multnomah Education Service District, and Coalition of Oregon School Administrators equity conferences, events, and required meetings
- Director EI is part of a ODE cohort learning about equitable grading policies

Grade School

- Director EI is writing lesson plans for K-8 teachers aligned with the [Learning for Justice Social Justice Standards](#)
 - Four themes: Identity, Diversity, Justice, Action
 - Teachers get one lesson plan each month
 - Books were purchased as mentor texts for each lesson
 - Director supporting teachers by co-teaching, modelling, assisting
 - First theme- Identity, check out the [Identity Lesson Plan 1 Summaries](#)
 - Example: The “Best Part of Me” poem is the 2nd grade lesson



MY Beautiful smile
I smile when I'm happy
My dad has the same smile
I love my beautiful smile
It's my own speshie kind of smile
It shows people that I'm happy
Theres teeth and lips and
makes a half moon
It helps people feel happy
when there really sad
My smile is beautiful

By Brielle
October 4, 2018

Grade School

- Director of EI is creating slideshows for each Heritage Month
 - These slideshows celebrate people from a wide range of cultures and are for all students K-8
 - Check out the slideshow for [Hispanic Heritage Month](#)
- 7th Grade Leadership Group
 - Meets weekly, facilitated and led by Director of EI
 - Managing the garden, learning public speaking skills, and more
- 8th Grade Leadership Group
 - Meets weekly, facilitated and led by Director of EI
 - Planning school wide events, learning public speaking skills, and more- currently planning spirit week and food drive

High School

- No Place for Hate (NPFH)
 - NPFH is a student-leadership group that focuses on improving school culture
 - Partnership with the Anti-Defamation League (ADL)
 - Director of EI oversees partnership with ADL, facilitates events, and co-leads student group
 - 22 students in NPFH, we meet once to twice weekly
- Student Support Team
 - Member of team that meets weekly to discuss students in need of academic, emotional, and/or social support
 - Team plans for next steps and takes action
- Mental Health Team
 - Member of team that plans school-wide supports and plans for mental health

High School

- Student Support & Restorative Justice
 - About 35% of Director EI's time is direct student support at the high school
 - This is with individuals and with groups
 - This includes both planned supports and “as needed” supports and restorative guidance
 - This involves working with principal, counselor, mental health team, teachers, and other staff supports
 - This also involves frequent communication with parents/caregivers

What is Restorative Justice?

- It's a mindframe/structure for resolving problems.
- It's an investment in the culture and climate of our school community.
- It emphasizes prevention and positive responses to behavior.
- It repairs harm instead of assign blame and punishment.
- It builds healthy relationships between students and teachers.
- It encourages personal reflection and accountability.
- It focuses on respect for all.

The Essence of Restorative Justice- The Four Questions

1. What happened?

This allows the student to be heard because there's always many sides to the story.

2. What were you thinking when it happened?

This is an opportunity for self-reflection on thoughts and emotions that led to the behavior.

3. Who or what was harmed?

This is crucial for building empathy and growth.

4. How do you repair the harm?

This lets the student be a part of the decision making process and builds accountability. There is a focus on making the situation right instead of just serving a consequence.

Restorative Approaches

Communication Stoppers vs. Restorative Language



Judgment:

*What did you do?
Why would you do that?
You never listen, do you?
You know what happens now, don't you?*



Diagnosis:

The problem with you is that you're disrespectful.



"Deserve" Thinking:

He deserves to be punished.



Demand:

Don't you talk to me like that!



Empathetic listening:

I hear you saying that you are still very upset about what happened. Although I am upset, too, I want to hear your side of things. Go ahead and tell me what's on your mind.



Restorative Questions:

*What happened?
What were you thinking and feeling at the time?
Who do you think has been affected?
What do you think you need to do to make things right?*



"I" statements:

When I heard you speaking to Kyle in the way you did, I felt frustrated because I value the respect that we've built in this classroom.

Restorative Justice/Behavior Support at the Grade School

What this looks like:

- Helping to facilitate community building circles and repair circles
- Conflict mediation
 - Between students
 - Between staff and students
- Classroom management problem solving ideas for staff
- Classroom disruptions: working with the student to repair the harm rather than just serve a consequence
- Social skills pull-out groups
- Getting students calm/ready to go back to class
- Build in student breaks and check-ins
- Helping to facilitate Multi-tiered Systems of Support (MTSS)

Questions?

Reach out to Abby Rotwein, Director of Equity and Inclusion at arotwein@riverdale.k12.or.us.

You can find Abby at the high school on Mondays, Wednesday afternoons, Thursdays, and Fridays.

You can find Abby at the grade school on Tuesdays and on Wednesday mornings.