Share something that is on your mind as you join today's meeting.
This Year in SEEAT
Codifying Systems and Structures
DEI GOAL: We will work towards creating an environment in which all students, regardless of identity, feel a sense of belonging, by creating common procedures and practices for all schools that reflect a positive and supportive approach in hiring procedures, student discipline, classroom materials, and academic success.
How does it fit into SEEAT?

Committee One: Inclusive Environment
Provide feedback on code of conduct violation investigation and reentry tools

Committee Two: High Expectations and Rigorous Instruction
Giving feedback on IB tools (rubric understanding, assessment tools, student testimonials)

Committee Three: Professional Learning and Support
Provide feedback on SCSD documents that communicate aligned process designed that ensure materials, resources and experiences guarantee students feel a sense of belonging (i.e. library books, text selection, health education, etc)
How do we want to feel when we come together?
- Heard
- Respected
- Energized
- Optimistic
- Validated
- Secure
- Safe
- Challenged
- Understood
- Helpful
- Engaged
- Curious
- Accepted
- Proud
- Productive
- Open-Minded

What actions will we take to ensure we feel that way?
- Make it about our kids
- Ask questions
- Be prepared
- Be self-aware and other-aware
- Be guided by facts
- Know it's ok to disagree
- Practice empathy
- Listen to understand, not to respond
- Be supportive and affirming
- Keep confidentiality
- Be willing to change perspectives and understand other points of view
- Be accountable for our actions, words and behaviors
- Challenge ideas, not people
- Show kindness by being firm on issues and soft on people

How will we react when someone makes us feel other than the way we want to?
- Pause and take a breath
- Remember this is for and about the kids
- Know what your purpose is for speaking
- Model the tone and respect you want to feel
- Speak in "I feel..." statements
- Model the change not only with words but also actions
- Ask for clarity and support
- Ask clarifying questions
- Reflect back to the other person "I'm hearing you say..." and "I feel..
- Pause, take a breath before reacting
- Gather more information and ask for the story behind the emotion
- Go back to a point of agreement
- Address it—that's not our norm
- Don't leave without sharing your thinking
Subcommittee One
Codifying Systems and Structures Around Code of Conduct Violations
Why streamline the incident response process?

- To ensure fairness and consistency in approach
- To ensure transparency
- To ensure students and families know what to expect
- To ensure all involved staff feel prepared and supported
What are the work streams?

- Update incident tracking tools
- Create a new protocol for reacting to and communicating around code of conduct violations
- Design investigation protocols for when incidents are reported
- Design reentry protocols for all students involved in bias-based incidents to learn and repair
- Standardize and practice new protocols with administration, deans, and guidance
- Collect data and feedback on new processes
### Who's doing the work?

<table>
<thead>
<tr>
<th>Work Stream</th>
<th>Planning Team</th>
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<tbody>
<tr>
<td>Update incident tracking tools</td>
<td>DEI Coordinator, Director of Technology, Assistant Principals, Secondary Deans</td>
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<tr>
<td>Create a new protocol for reacting to and communicating around incidents</td>
<td>DEI Coordinator, SEEAT subcommittee members, Cabinet</td>
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<tr>
<td>Design investigation protocols for when incidents are reported</td>
<td>DEI Coordinator, Secondary Assistant Principals, Secondary Deans, Director of Learning – Secondary (advice from SEEAT and student voices)</td>
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<tr>
<td>Standardize and practice new protocols reentry (learn and repair) conversations for all students involved in code four incidents</td>
<td>DEI Coordinator, Secondary Assistant Principals, Secondary Deans, SEL Interventionist (advice from SEEAT and student voices)</td>
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<tr>
<td>Norm with administration, deans, and counselors</td>
<td>DEI Coordinator, Secondary Assistant Principal, Secondary Deans, Director of Counseling</td>
</tr>
<tr>
<td>Collect data and feedback on new processes</td>
<td>DEI Coordinator, Director of Technology, Assistant Principals, Secondary Deans</td>
</tr>
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Our Work Together

| Meeting Date | Area of Focus | |
|--------------|---------------|--
| December 4   | Develop a shared understanding of why we need normed practices |
| January 8    | Provide on investigation protocols |
| April 8      | Provide feedback on reentry protocols |
| May 20       | Consider special populations and tools to measure success |
Norming on Practice

Looking at a Case Study
As you read each segment, consider:

What do you think of the actions of the school/district?

Is there evidence of a protocol being used? If not, what protocols may have helped?
Next Time: Reflecting on Our Own Practice

• What Went Well?
• What Could Have Gone Better?
• What Lessons Did We Learn?
Next Time

looking at our investigation protocols
The purpose of the investigation

Is not to pass judgement or determine guilt beyond a reasonable doubt

Is to determine student well-being, student mindset, and what needs to happen to rebuild safety and trust; and is to determine (to the best of our ability) violations of the code of conduct