2022-2023 Mission, Vision, & purpose

MISSION
• The SCSD Educational Equity Advisory Team provides the opportunity for stakeholder voices to be included in the district’s pursuit of ensuring a positive educational experience and environment for all students.

VISION
• SEEAT will provide input for ensuring an equitable and inclusive learning environment through:
  • Amplifying the stories of the SCSD community that exemplify our successes and challenges with creating equitable learning environments.
  • Reviewing organizational structures to reflect our definition of educational equity.
  • Providing feedback on student learning experiences to ensure that we welcome and affirm all students.
  • Providing feedback on professional learning development designed to enhance the knowledge and skills of our faculty, staff, students and families to better meet the needs of our diverse learning community.

COMMITMENTS
• In the service of DEI we will build trust and transparency
• In the service of DEI we will increase partnership across the schools and wider community
• In the service of DEI we will model student-centered thinking
• In the service of DEI we will elevation the voices of our children
Subcommittee Four: Professional Learning

The purpose of this committee is to offer feedback on professional development designed to enhance the knowledge and skills of our faculty, staff, students, and families to better meet the needs of our learning community. The committee will receive training in restorative practices for educators and will help us determine if/when/and how we can roll these practices out to the district at large.
Appreciative Inquiry

People collectively have unique gifts, skills and contributions: through inquiry and dialogue we articulate a future leveraging existing strengths within our school.

Reflecting
The best of what is and what makes it that way. Intentionally highlight the strengths of our district.

Connecting
Connect to best practice research.

Deciding
What could be the ideal vision for the future? Through communication and dialogue, create a sense of what is possible.

Doing
Design a plan to realize the vision based on best practices and create a roadmap to the possibility. What relationships best support the dream? What are our commitments to the next steps for our district community?
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
Listen to hear not to respond
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
Warm up

We all have multiple cultural communities and traditions that matter to us. Share a tradition that represents you and your family.
Ensure Educational Equity
- remove barriers that hinder student learning
- guarantee that every student has access to the educational resources and rigor they need throughout their education

Support our ELL Population
- provide training and resources to build staff capacity to optimize educational outcomes for ELLs
- provide research-based, culturally responsive instruction and intervention for ELLs

Proactively Support Students
- implement tiered levels of supports with increasing intensity of interventions
- provide multiple opportunities to address learning gaps within the classroom.

Promote Positive Social-Emotional & Behavioral Outcomes in All Students
- continue to focus on "the whole child" by layering in SEL data alongside academic and behavior data.
- embed universal SEL-specific supports into Tier 1 instruction.
- use of small group/individual instruction or restorative practices for more targeted interventions.

Build Partnerships with Students' Families
- build infrastructure to communicate and work with families
- actively engage families in problem-solving when their children need additional support

Increase Achievement in Literacy and Mathematics
- strengthen Tier 1 core instruction
- provide targeted interventions to address identified gaps
- focus on teaching the student vs. the curriculum

Infuse Collaborative Inquiry into Team Meetings
- identify learning gaps, causes and generate solutions
- implement, monitor and achieve results
- promote a collective responsibility for student learning

Provide Professional Learning Opportunities That Align Across the Schools/District
- build data fluency
- build knowledge around assessments, data-based problem-solving, multi-tiered instruction and interventions
Restorative Practice

- Centers student voice
- Separates the deed from the doer
- Suspends judgement and offers support
- Ensures each incident, conflict, or wrongdoing is an opportunity for learning
- Moves past the shame of wrongdoing and creates an opportunity to make things right
- Considers violation of relationships over the violation of rules
- Allows students to understand the impact of their behavior
Restorative Practices Teach

- Healthy Relationship Building
- An Ability to Suspend Certainty
- Curiosity
- Voice and Agency
Community Building
100% student population
1

Restorative Processes

Supported Re-Entry
15%

2

3
5%
The Language of Restorative Practices

Reframing Language
Affective Statements

These “I” statements tell the listener, *how* the person feels and *why* it makes them feel that way.

Reinforce *positive* actions and explain feelings without assigning *blame* or *shame*.

These *restorative statements* reinforce positive school wide norms of being safe, responsible and respectful.
## Examples of Affective Statements

<table>
<thead>
<tr>
<th>Traditional Statements</th>
<th>Affective Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop running down the hall!</td>
<td>I am worried that someone might get hurt if you don’t slow down.</td>
</tr>
<tr>
<td>You are disrupting everyone around you!</td>
<td>I would like to see you focus on your work so that you are not distracting yourself and your classmates</td>
</tr>
<tr>
<td>Don’t talk to me that way!</td>
<td>It upsets me when you talk that way because...</td>
</tr>
</tbody>
</table>
Affective Questions

Go a step further and ask questions which address any wrongdoing.

Who was affected by what happened?

How were they affected by what happened?

Elicit expressions of attitude, values, or feelings of the student.

"How do you feel about that?"  "Is that important to you?"
Examples of Affective Questions

Who has been affected by what happened?

How did this impact others in our room?

What can we do to make things right?
Reframing Language

Use a gentle, non-condescending way to create a different way of looking at a situation.
Examples of Reframing Language

Negative Thought

*He never wants to play with me.*
Examples of Reframing Language

Negative Thought

*I can’t trust what she says, she lies to me!*
Examples of Reframing Language

Negative Thought
He never wants to play with me.

Positive Thought
He likes to play by himself.
Examples of Reframing Language

Negative Thought

*I can’t trust what she says, she lies to me!*

Positive Thought

*If you could trust what she says, it would improve your relationship.*
Relational Approach to Community

Let's tell some stories and practice some positive reframing! Use “I statements”

Step One: Affective Questions
Step Two: Reframing Language
From Judgement & Blaming to Understanding and Engagement
With RP, all staff use restorative questions in lanyard

- What Happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
Every staff member identifies connection to at least one student (Advisory Groups)

Every student identifies connection to at least one staff member

Circles are a regular part of class experience
Book Club

- What
- Who
- When
- Where
Thank Yous & Exit Ticket