

# Somers Educational Equity Advisory Team

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Board of Education Liaisons: Heidi Cambareri & Amanda Kandel

We are dedicated to the development and maintenance of a climate in all schools that is grounded in diversity, equity and inclusivity. The SCSD Educational Equity Advisory Team will provide input to the superintendent and related committees (e.g. building-based No Place for Hate Committees) for the healthy social, emotional, and intellectual development of **ALL** children, by promoting diversity, equity, and inclusion to support each child in realizing his or her potential.

## SCSD Pledge

## SEEAT Purpose

The District has established a SCSD Educational Equity Advisory Team to be a resource and a springboard to aid the district in better fulfilling the values of the district. We are committed to a fully inclusive educational experience for all students grounded in respect for others and their variety of perspectives. We desire to embrace the multitude of aspects of our students' identities, including but not limited to, physical/mental ability, religious beliefs, race, sexual orientation, gender, language, and socioeconomic status.

# 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 Two: Organizational Structures

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?



# Professional Practices

Session One

1/04/22

## 2022-2023 Collective Agreements



### 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



# What's Your Why?

Tell us why you are on SEEAT and why this committee in particular.

- Is there a story that highlights your why?
- Is there a great or not so great moment that inspired you?




# Student Support Structures at SCSD

Early 2000s: Academic Intervention Services ( AIS) -  
Supplemental Instruction for students scoring below proficiency on  
state exams



Mid 2000s: Response to Intervention ( RTI) - close gaps for all  
students using a tiered system of academic support layered  
with behavioral supports



Today: Multi Tiered System of Support ( MTSS) All students  
and all school professionals are responsive to academic  
needs, behavioral needs, school climate and student well-being

### ***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

### ***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

### ***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

### ***Support our ELL Population***

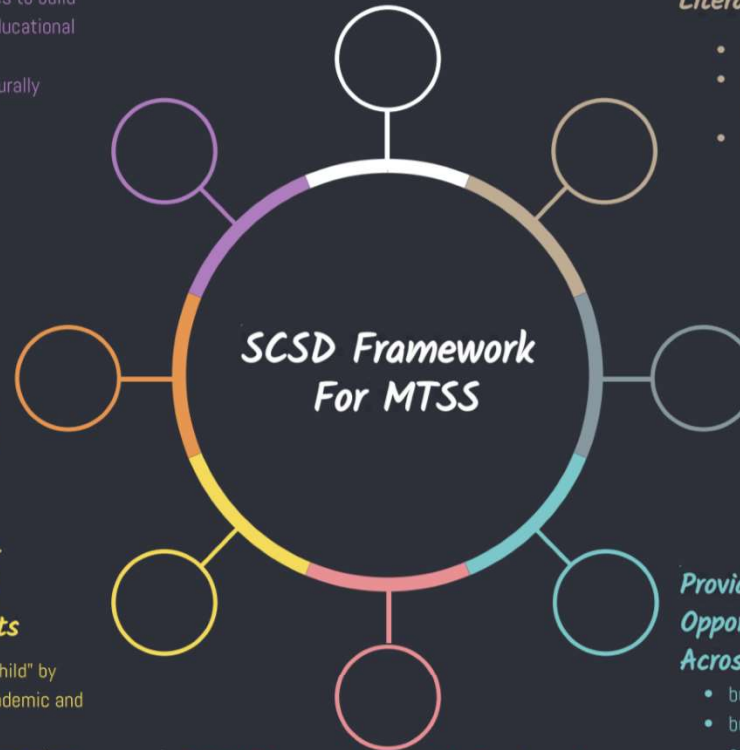
- provide training and resources to build staff capacity to optimize educational outcomes For ELLS
- provide research-based, culturally responsive instruction and intervention for ELLs

### ***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.



**SCSD Framework  
For MTSS**

Relational  
Approach to  
Community


*Simple strategies that  
reinforce a student's sense of  
belonging can boost  
individual achievement*

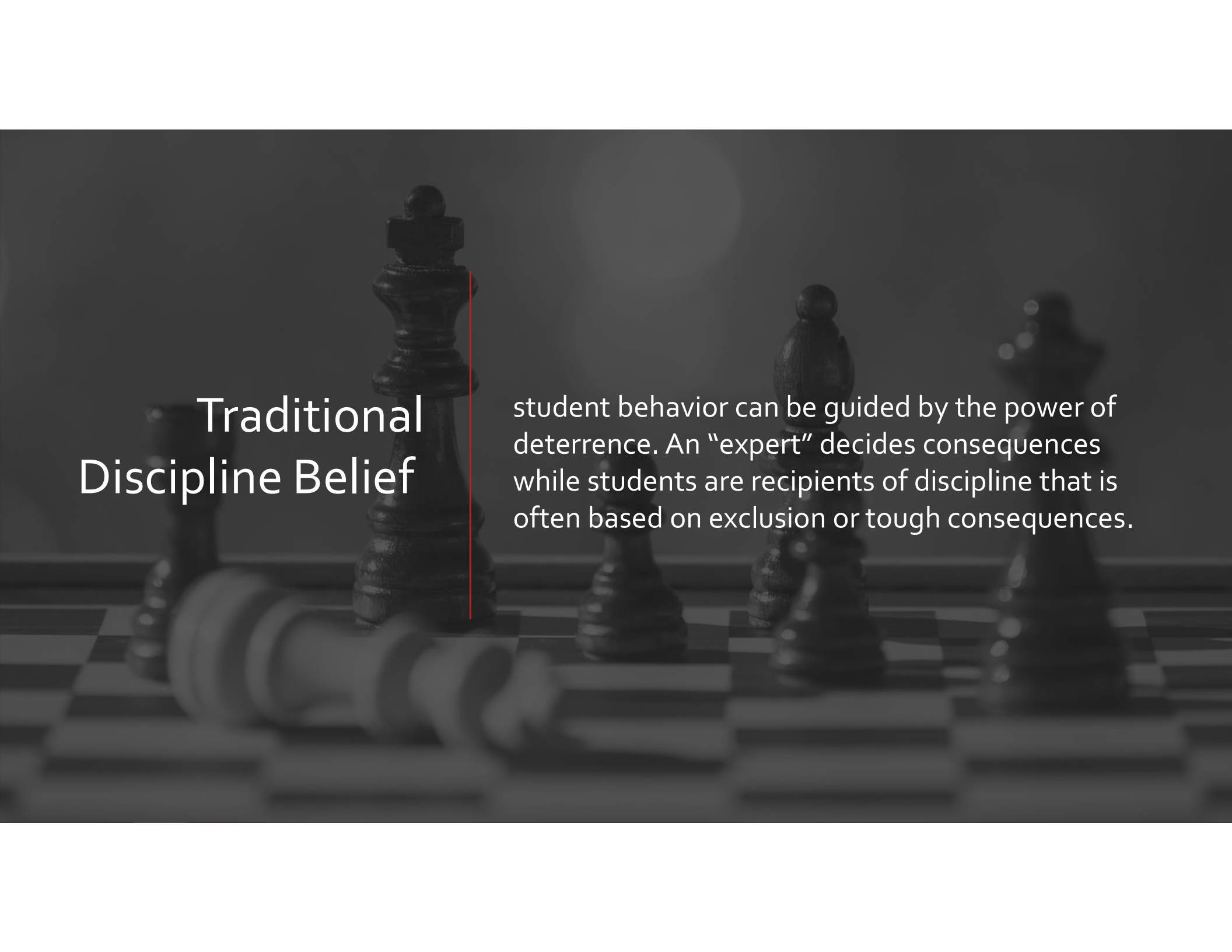
*Yeager and Walton 2001*

# Define Discipline

What is the purpose and what makes it work?

# My School Discipline Story





## Traditional Discipline Belief

student behavior can be guided by the power of deterrence. An “expert” decides consequences while students are recipients of discipline that is often based on exclusion or tough consequences.



# But...

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National statistics suggest that each suspension decreases a student's odds of graduating by 20%

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Students with IEPs are more likely to receive out of school suspensions than others (varies by school district)

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American Academy of Pediatrics says that "effectiveness of exclusionary discipline is increasingly questionable."



## Why?


- *When we encounter a student who cannot read we teach that student to read*
- *When we encounter a student who struggles in mathematics, we teach that student math*
- *When we encounter a student who does not behave, we punish that student*





What if we focus on repairing harm rather than punishing the offender?





## 2018 NYSED recommendations on Social Emotional Learning

*“Address discipline as an opportunity for social emotional growth that seeks concurrent accountability and behavioral change through Social Emotional Learning - based restorative practices.”*

# Students Drive the Process

## Traditional Discipline:

*Adult focused*

What rule was broken?

Who broke it?

What punishment is warranted?

A majority of punishment is exclusionary

## Restorative Practice:

*Student focused*

Students and school staff identify who was harmed

Students considers how the behavior affected others

Students create and carry out a plan to repair the harm

# Restorative Practice

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Centers student voice

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Separates the deed from the doer

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Suspends judgement and offers support

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Ensures each incident, conflict, or wrongdoing is an opportunity for learning

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Moves past the shame of wrongdoing and creates an opportunity to make things right

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Considers violation of relationships over the violation of rules

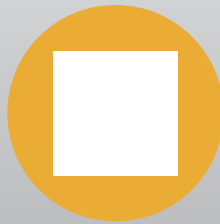
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Allows students to understand the impact of their behavior

# Restorative Practices Teach



*HEALTHY RELATIONSHIP  
BUILDING*



*AN ABILITY TO SUSPEND  
CERTAINTY*



*CURIOSITY*




*VOICE AND AGENCY*



Next time...

The Language of Restorative Practice



A hand holding a blue pen is visible in the upper right corner, positioned over a white surface. A dark grey and red geometric graphic, consisting of several overlapping lines and shapes, is overlaid on the image. The text "Thank You & Exit Ticket" is written in white on a dark grey background in the lower left area.

Thank You &  
Exit Ticket