

# Somers Educational Equity Advisory Team

Staff Lead: Susan Gonzowitz

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

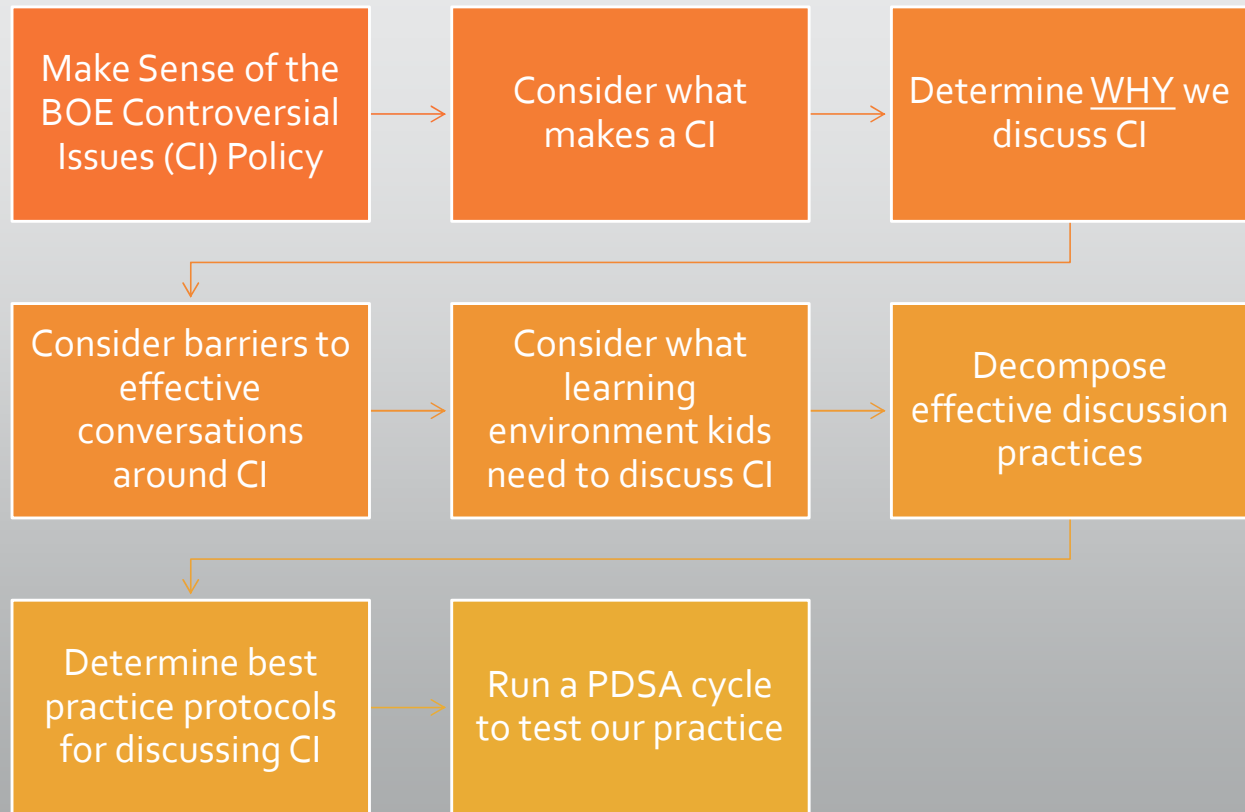
- In the service of DEI we will build trust and transparency
- In the service of DEI we will increase partnership across the schools and wider community
- In the service of DEI we will model student-centered thinking
- In the service of DEI we will elevation the voices of our children



## Subcommittee One: Student Learning Experiences

The purpose of this committee is to offer feedback on student learning experiences that are designed to welcome all students to share their most honest points of view. The committee will help design a framework for engaging in conversations on controversial topics that already arise in the curriculum and will support the design of a pilot implementation of this framework.

# How we will spend our time



# Student Learning Experiences

Session One

12/14/22

## 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



1. On one side of the paper write your fullest name
2. On the back write the three aspects of your identity that most define you
3. Share Out:

- WHY THESE THREE IDENTITIES?
- WHAT IS YOUR FULLEST NAME?
- WHAT IS THE HISTORY OF YOUR NAME?
- DO YOU KNOW WHY IT IS YOUR NAME?
- DO YOU HAVE ANY NICKNAMES?
- WHAT DO YOU PREFER TO BE CALLED?
- HOW SHOULD WE PRONOUNCE IT?


# My Fullest Name

# Breakout: 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?





SCSD Board Policy 4810  
Adoption Date: November 22, 1993  
Reviewed: October 29, 2019

What does it  
mean?

What do we need  
to know or be able  
to do to uphold  
this policy?



## Breakout Rooms: What do we need to know or be able to do to uphold this policy?

Room 1: What does it mean for students?

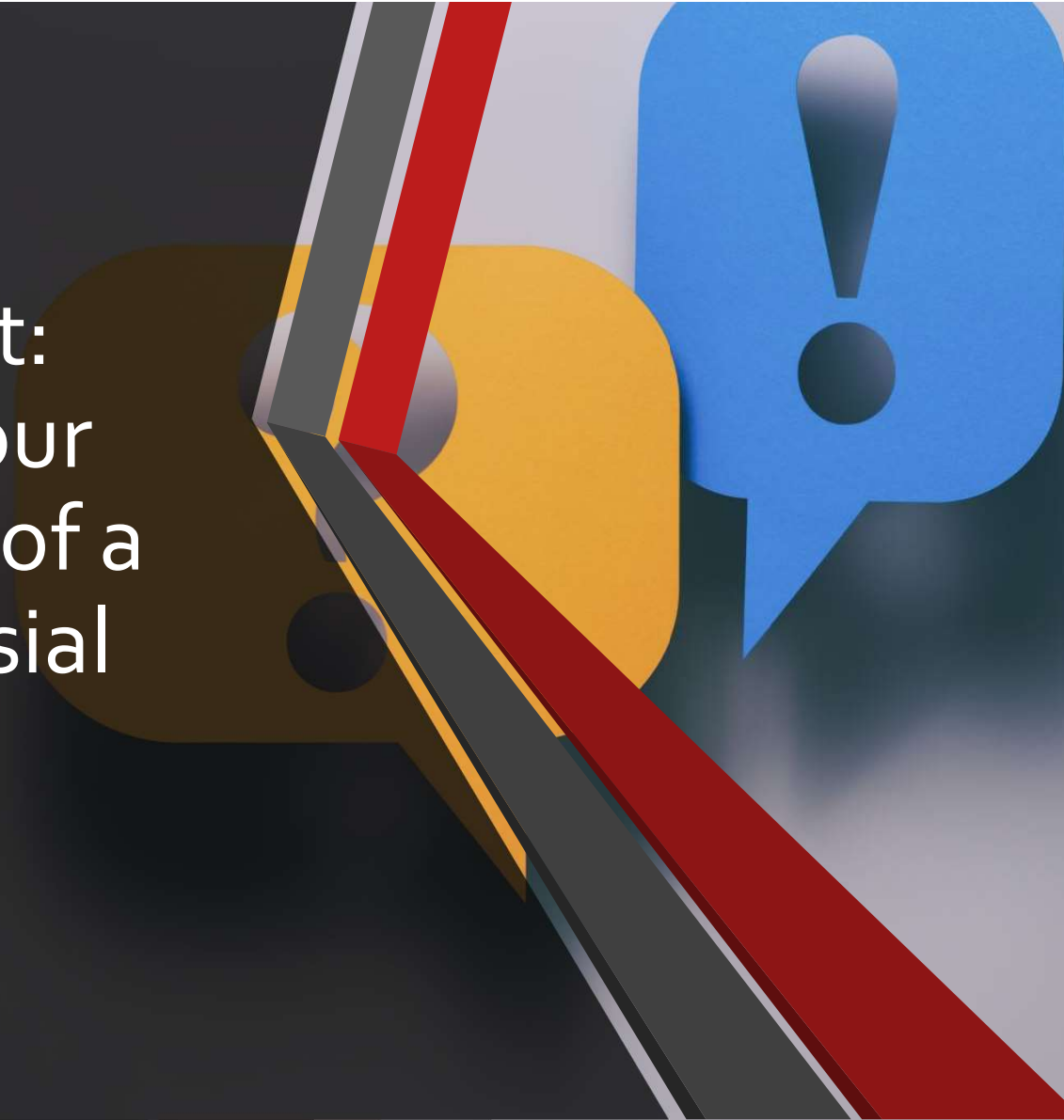
Room 2: What does it mean for families?

Room 3: What does it mean for teachers?

Room 4: What does it mean for administrators?

Room 5: What does it mean for the Board of Education?

In the Chat:  
What is your  
definition of a  
controversial  
issue?



# A controversial issue is...

- A topic that is the subject of public argument, disagreement, or disapproval
- A topic with more than one popular or common opinion
- A topic on which there is fundamental disagreement
- A topic that has conflicting opinions on two or more sides of an issue with a substantial number of people on each side
- A topic that can be researched thoroughly




What are  
controversial  
issues in  
classrooms?



Next time...

Why do we discuss controversial issues in school and what are the barriers to doing it well?



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