

Community Conversations - November 8, 2023

Build:

- Diversity in Communication
- !Training w / no continuation!
- Visuals all/everywhere
- Add in daily language and themes
- More opportunity to create, learn, adjust
- Create more community spaces and partners
- ? How does this touch the culture of the school?
- Equity built in school
- "Buy in" staff and students

Address:

- !Nothing happens - voice not heard/follow through
- ?Staffing shortage. Who helps?
- ?Who is dedicated in each building to deal/support with concerns?
- ?What is their support/training?
- ?How do we communicate our district's resources?

Restore:

- Need volunteers
- !Equity lens into cycle!
- Add more resources that foster and serve community
- Communication about how it's resolved, follow up after resolution
- ?Equity lens - Accessibility?
- ?How do we know if our efforts are impacting?
- Communication - opt in or out features

NOTICE:

- This work would need to look different at the different levels - Elem, Middle, High
- Also would need to look different in DLI vs. Gen Ed
- Different responses/consequences for different students
- Equity is at the center of this work
- Building trust look different for every student and staff Member
 - No one size fits all approach

WONDER:

- What is currently being done in schools to support climate?
- How much buy-in does staff have? If you don't build the support, from the bottom up, it is hard to implement (daily?)
- How are different consequences explained to families?
- How do you track repeat behavior that causes harm?
- How do you track who is being harmed
- How do you evaluate the response to students who have been offended or do the offending?

- Will there be a menu of options for how to respond to incidents?
- Does ongoing support include adults in the room (teachers, support staff)?
- What training does staff receive to have tough conversations about race with students and families?

HELPFUL:

- It is helpful that they are thinking of this and having these conversations.
- If the same student is being harmed repeatedly, how are they being supported?
- Build trust with families to they trust that reported incidents are being addressed without breaking FERPA
- Students need to be at the center of the conversation and engaged in the process
- Role clarity - especially for family stakeholders. How to make the message clear?
- Parents would love similar training to align with the work (ex. How to support at home or the broader outside of school.
- Parent involvement to get parents involved.
- Closing the loop in communication
- How can trust be built long before in the building?
- What can be done in the broader community to support the work?
- What training is put in place from family communication
- How do we build positive relationships so call/communication doesn't ring alarm bells?
- Parent buddy system?
- What opportunities can we build for families to engage in conversations with staff/the district?
- How do we ensure that all families have access to all resources offered by the district?
- Do families trust the schools?

Build:

- Common language and shared definitions
- Trust - negative interactions/calls/communications
- Train staff on conversation
- K12 alignment (process) - attendance
- Need to train shared language/understanding
- Prioritize time and resources to build
- Build in centered on relations and prevention
- Transparency - in language and response to students
 - Transparency equity isn't taboo anymore!
- How to spend time - build 70%, Address 20% Repair 10%
 - Now? 20-30%, 70-50%, 10-20%
- Who is the framework meant to build trust with? Students and families or just students?
- How much time is spent now in build? Where in the district is strong? What can we learn from others?
- Are there barriers to building trust today? How do we make movement?
- What are the stakeholders?
- Is there education for all community members?
- Socialize framework with families

Address:

- Immediate support and safety
- Define bullying, conflict, racialied incident

- What does a safe place mean, does every student have a safe adult in school?
- Expand on see and support as needed
- Define who stakeholders are? Impacted people?
- Clear markers at schools for kids seeking safety and support? How?
- Address - or restore - family support education?
- Systems follow

Restore:

- Wonder - what is the protocol?
- What does restoration look like?
- Voices of people involved

Notice:

- Appreciation that this is in writing
- Shared understanding for "equity" and "consequences" (we need it)
- How do we explain for students and families the "why" behind the decision (ex. Holiday celebrations)

Wonder:

- Restoration - what does a plan look like for the community? Need to foster
- How does this translate for elementary kids? Do we use the same language?

What is helpful?

- Easy to follow the arrows

Notice

- Family was missing. Example, no mention of building trust with families.
- How to include more/all parents?
- First bullet is very important (build)
- Communication - if done poorly will sink the whole thing
- Not everyone reads emails, smart phones...

Wonder:

- Who defines equity focus?
- Where do consequences for offenders go?
- Where is time to do this right?
- How to train stakeholders to support this work?
- Mediator?
- Harm via social media

Helpful:

- Building trust = 1st step/foundation