



# May 2023 LDSD Parent Advisory Council (PAC) Meeting

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# Agenda

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Who am I?

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An Invitation to Liberatory Space

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Co-Constructed PAC Agreements

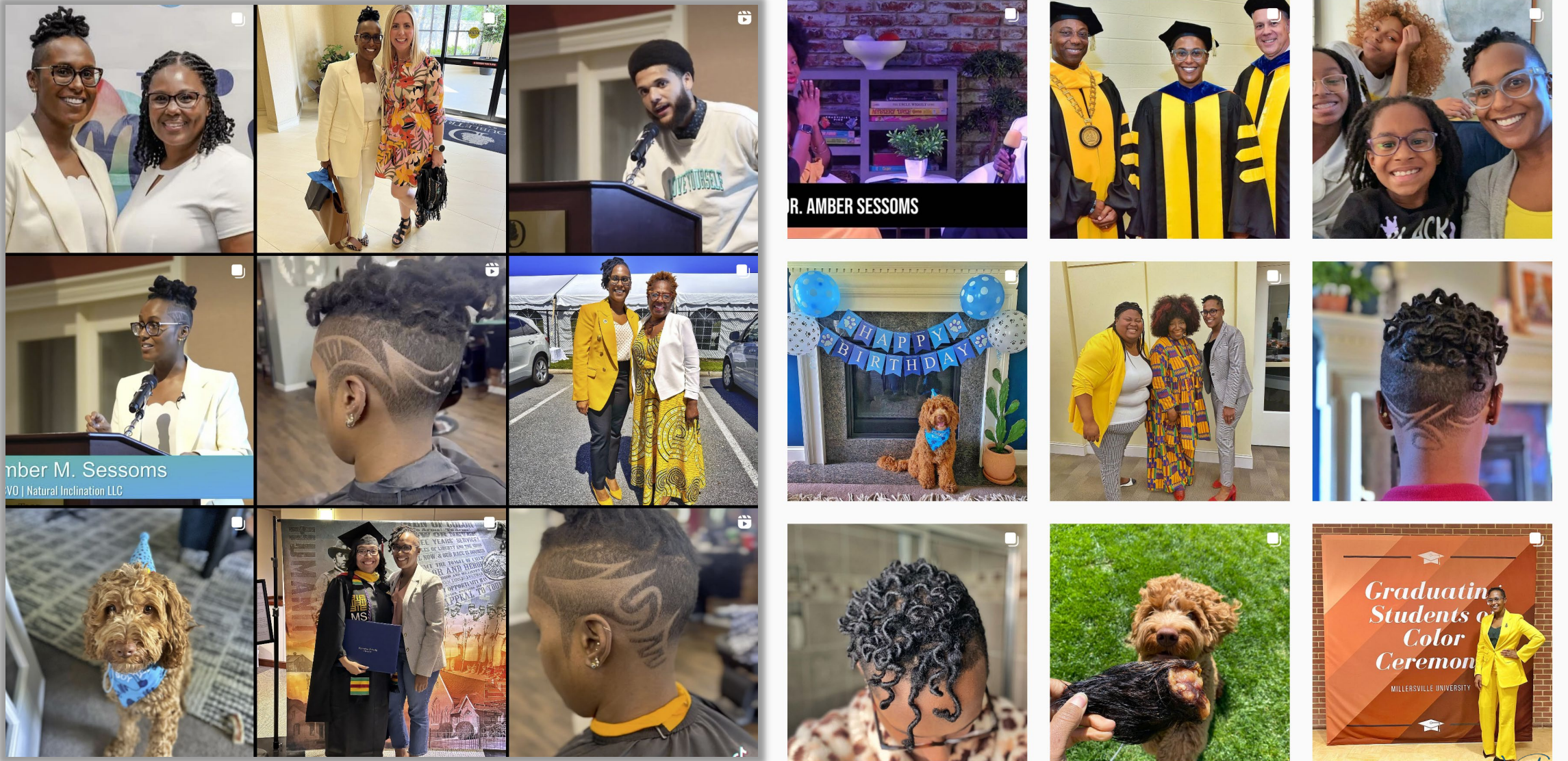
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Recap of LDHS Student Advisory Council Meetings

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Review PAC Survey Results through SOAR Analysis





# My Core Values



## Authenticity

- “[T]he daily practice of letting go of who we think we’re supposed to be and embracing who we are.”
- “Authenticity is a requirement for belonging, and fitting in is a threat.”
- “Authenticity is a requirement for connection, and perfectionism (a type of fitting in) is a threat.”

## Connection

- “[T]he energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.”

## Curiosity

- “[R]ecognizing a gap in our knowledge about something that interests us, and becoming emotionally and cognitively invested in closing that gap through exploration and learning. Curiosity often starts with interest and can range from mild curiosity to passionate investigation.”



# An Invitation to Liberatory Space

Adapted from Mickey Scott Bey Jones as inspired by Beth Strano

Together we will create *liberatory space*

Because there is no such thing as "safe space"

We exist in the real world

We all carry scars and we have all caused wounds.

In this space

We seek to turn down the volume of the outside world,

We amplify voices that fight to be heard elsewhere,

We call each other to more truth and love

We have the right to start somewhere and continue to grow.

We have the responsibility to examine what we think we know.

We will not be perfect.

This space will not be perfect.

It will not always be what we wish it to be

But

It will be *our liberatory space together*,

*And*

*We will work on it side by side*



# PAC Agreements

- Stay engaged and be reminded of your breath to remain present
- Listen with trust and curiosity to commit to learning and understanding
- Be a good steward of the stories you hear
- Experience discomfort, and when it arises ask yourself, “What is this hear to teach me?”
- Expect and accept non-closure and don’t rush to quick solutions

Adapted from *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*, Second Edition (Singleton, 2015) and *A New Earth* by Eckhart Tolle (2005)





# Recap of LDHS Student Advisory Council Meetings

SOAR Analysis



### Strengths: What do we like about LDHS?

Close-knit community; Family-oriented community; Community sports; Neighborhoods; True community school; Dedicated staff; Supportive and caring staff; Academic offerings (Music, Art); Quality of education; Challenging academics; Varied extracurricular activities; School pride; Middle school to high school transition; Special Education department and supports for neurodiversity, learning and behavioral needs; Club Ophelia; Girls on the Run

### Opportunities: What do we need to do to better support belonging?

Remove cell phones from school day; Supports to increase LGBTQ+ and BIPOC students belonging; Build resilience; Education and open conversations on social issues and conflict resolution; Decrease disruptive behaviors; Strength-based approach to identify student qualities; Assess and cultivate needs to create belonging; Restorative practices and justice; Listen and believe students when they speak of harm; Student-led team-building and solution-building; Centering representative student voice to identify needs and school values; Bridge building between different social groups; Representative staff; Learn Spanish in elementary; Consistent, proactive processes and procedures to ensure staff and student accountability for use of race-based speech, harassment, (cyber) bullying, and discrimination; Professional development (conflict, EIB, mental health, trauma); Servant leadership; Parent trainings (kindness, inclusion, social media, mental health); Ensure reporting policies protect the victims; Additional clubs and informational sessions to increase membership; More club opportunities for non-athletes (chess, robotics, coding, science, LGBTQ, neurodivergence); Think beyond "tradition" to adopt new ways of problem-solving; Cultivate stronger student-staff relationships/mentorship; Teach students not content; Adults modeling inclusive behaviors (no misogyny); Celebrating student diversity; Inventory other districts that addressed similar concerns; District must become safe enough for self-critique; External partnerships; PHRC; Law enforcement; Career and Vo Tech support; Harm reduction resources

**PAC**  
**SOAR**  
 $n = 34$

### Aspirations: What do we care deeply about (i.e., values)?

Integrity/Trust/Honesty; Safety/Dignity/Inclusion/Justice/Equality/Equity/Diversity; Kindness/Respect/Community/Empathy/Compassion/Understanding; Authenticity; Courage

### Results: What are the outcomes we would like to see?

School environments that help every child feel seen, heard, and valued regardless of their identities; Improved student discipline procedures; Students can identify and access trusted staff; Belonging and positive peer group interactions; Community "believe-in" and not "buy-in"; Community events and trainings; More collaboration between parents and community at large; Better surveillance/awareness of bullying hot spots; Student resilience workshops; Elementary adoption of shared language for acceptance and kindness; Valuing all dimensions of student diversity; Students among different social groups building meaningful connections; District follows specific, measurable suggestions to improve culture (discipline, accountability, process); Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc.; Representation of students across extracurricular activities (students of color cast in "traditionally" White roles); Decrease in microaggressions; Reconciliation and restorative practices/justices when harm occurs; Attract and hire representative teachers; Healthy discussions around curiosity and learning instead of punishing and separating when issues arise; Leadership develops more of a listening/learning posture; Stronger, more engaged leadership; Safe spaces to express grievances; Swift and appropriate action from staff; Clubs and resources for LDMS; One unified Booster Club; PRIDE recognition that doesn't exclude less recognized students; PAC members in school buildings to support change; Sufficient access to mental health professionals; Peer mentoring





# Aspirations: What do we care deeply about (i.e., values)?



Integrity, Trust, Honesty



Safety, Dignity, Respect, Equality, Diversity,  
Inclusion, Equity, Justice



Kindness, Community, Empathy, Compassion,  
Understanding



Authenticity



Courage



# Strengths: What do we like about LDSD?

- Close-knit community
- Family-oriented community
- Community sports
- Neighborhoods
- True community schools
- Dedicated staff
- Supportive and caring staff
- Academic offerings (Music, Art)
- Quality of education
- Challenging academics
- Varied extracurricular activities
- School pride
- Middle school to high school transition
- Special Education department and supports for neurodiversity, learning and behavioral needs
- Club Ophelia
- Girls on the Run



# Opportunities: What do we need to do to better support your student(s) sense of belonging?

- Remove cell phones from school day
- Supports to increase LGBTQ+ and BIPOC belonging
- Build resilience
- Education and open conversations on social issues and conflict resolution
- Decrease disruptive behaviors
- Strength-based approach to identify student qualities
- Assess and cultivate needs to create belonging
- Restorative practices and justice
- Listen and believe students when they speak of harm
- Student-led team-building & solution-building
- Centering representative student voice to identify needs and school values
- Bridge building between different social groups
- Representative staff
- Learn Spanish in elementary
- Consistent, proactive processes and procedures to ensure staff and student accountability for use of race-based speech, harassment, (cyber) bullying, and discrimination
- Professional development (conflict, EIB, mental health, trauma)
- Servant leadership
- Parent trainings (kindness, inclusion, social media, mental health)
- Ensure reporting policies protect the victims
- Additional clubs and informational sessions to increase membership
- More club opportunities for non-athletes (chess, robotics, coding, science, LGBTQ, neurodivergence)
- Think beyond "tradition" to adopt new ways of problem-solving
- Cultivate stronger student-staff relationships/mentorship
- Teach students not content
- Adults modeling inclusive behaviors (no misogyny)
- Celebrating student diversity
- Inventory other districts that addressed similar concerns
- District must become vulnerable enough for self-critique
- External partnerships
- PHRC
- Law enforcement
- Career and Vo Tech support
- Harm reduction resources



# Results: What are the outcomes we would like to see?

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- Valuing all dimensions of student diversity
- Students among different social groups building meaningful connections
- District follows specific, measurable suggestions to improve culture (discipline, accountability, process)
- Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc.
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- Clubs and resources for LDMS
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- PAC members in school buildings to support change
- Sufficient access to mental health professionals
- Peer mentoring

High Contrast OFF ON



Lower D

Home

Schools

Our D

## Equity, Inclusion & Belonging in Lower Dauphin

### Overview

School-Student Problem Identification and Resolution of Issues Together (School-SPIRIT)

### Advisory Groups

[Parent Advisory Council](#)[HS Student Advisory Council](#)[MS Student Advisory Council](#)

provide contact information if they were interested in being part of these groups.

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[Admin Login](#)

in Lower Dauphin | Advisory Groups

ected the Administration to  
and culture in our high school  
nd climate where every child  
es listening, empathy,

need your voice and

p identify strengths,  
upportive school climate. The  
s and solicit their feedback

hold meetings of these

ol students to sign-up and