




June 2023 LDSD Parent Advisory Council (PAC) Meeting

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"It's worthwhile to protect the miracle of our lives right now. I think it's a shift from control to care. And I think that it's a liberating path. I think it's anticapitalist to move into a care-based way of thinking of each other and thinking of community."

adrienne maree brown
with Prentis Hemphill on *Finding Our Way* Podcast



Agenda

An Invitation to Liberatory Space

Co-Constructed PAC Agreements

Mission, Vision, and Values Alignment form
Emerging Themes

Developing Strategic Intentions

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
- Begin by listening with trust and curiosity to remain open to learning, understanding, and community care
- Be a good steward of the stories you hear—take the lessons, leave the details
- Experience tension and discomfort, and when it arises ask yourself, “What is this hear to teach me?”
- Assume best intent, attend to impact
- Value the process by expecting and accepting non-closure. Don’t rush to quick solutions.
- W.A.I.T.—*Why Am I Talking?* and *Make Space, Take Space* to help balance the verbose and reticent
- Focus on strategies and solutions rather than issues



Mission, Vision, and Values Alignment from Emerging Themes

How can values alignment support community collaboration?

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?

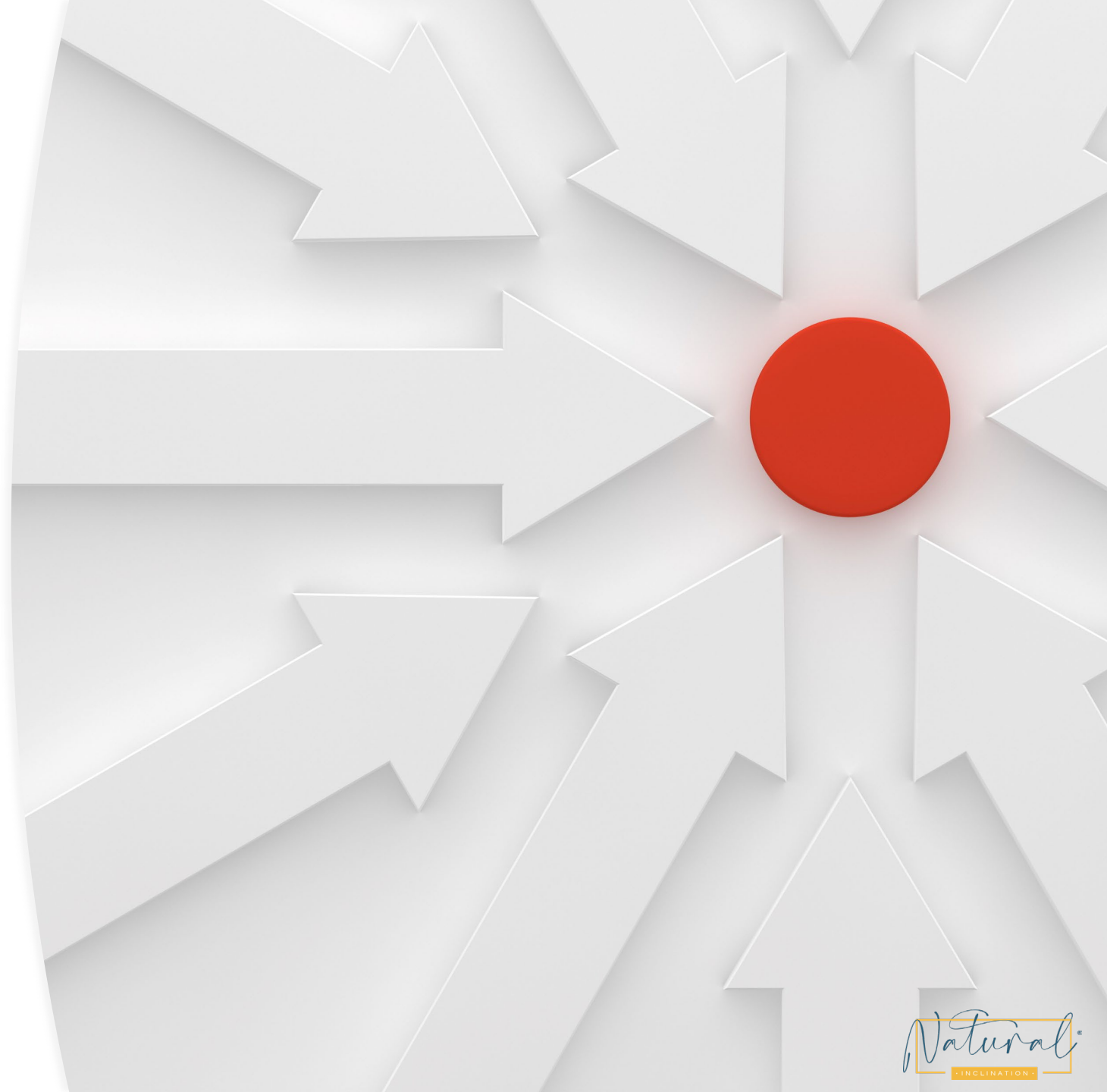
School environments that help every child feel seen, heard, and valued regardless of their identities; Improved student discipline procedures; Students can identify and access trusted staff; Belonging and positive peer group interactions; Community "believe-in" and not "buy-in"; Community events and 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



Mission v. 1.0

How Our Strengths, Passions,
and Needs Embody Our Vision

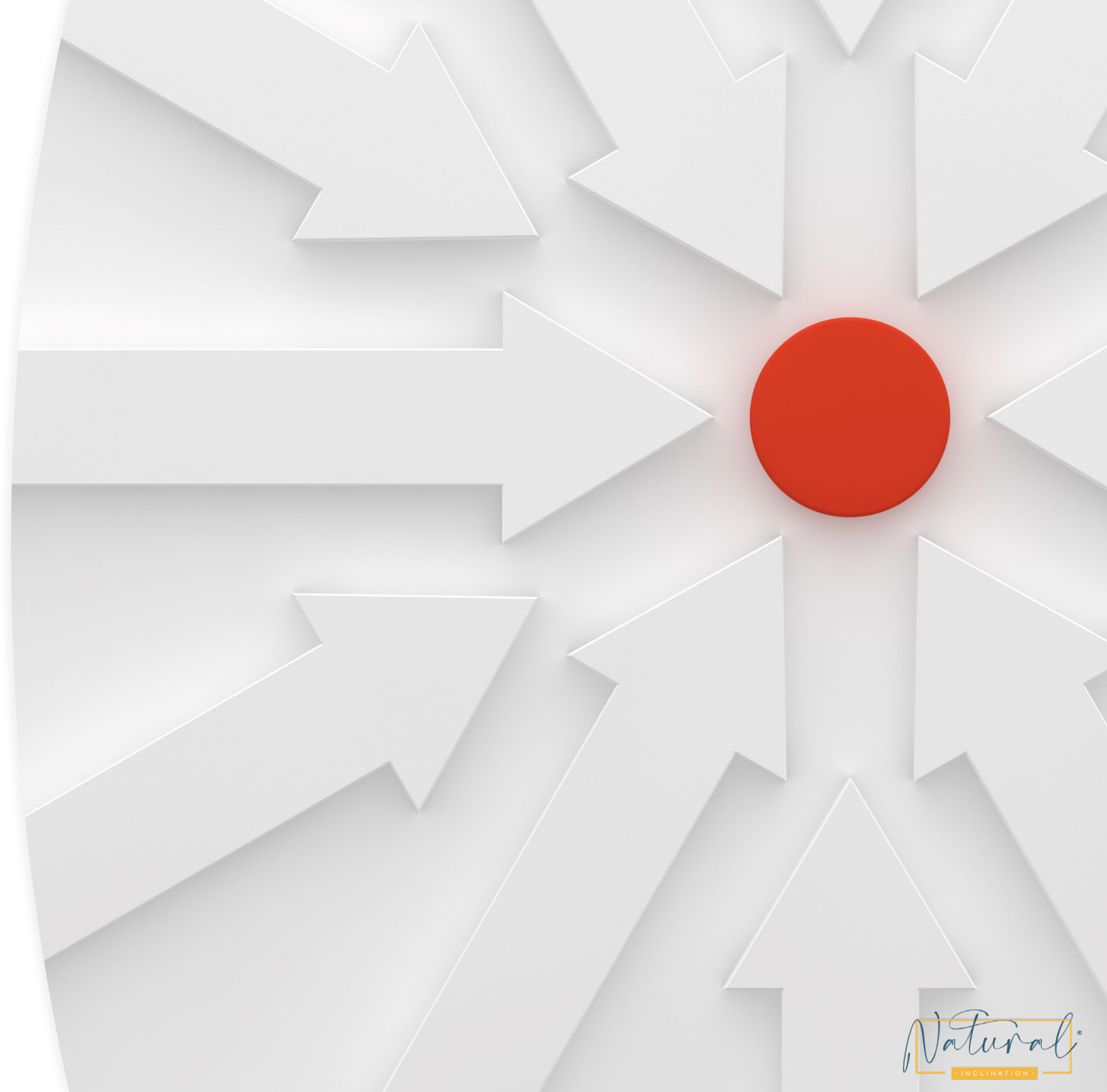
The LDSD Parent Advisory Council (PAC) is a collective of parents and caregivers meaningfully engaged in district and community partnerships to achieve school environments that help every student feel seen, heard, and valued



Mission v. 1.1

How Our Strengths, Passions,
and Needs Embody Our Vision

The LDSD Parent Advisory Council (PAC) amplifies family voice through its collective of parents and caregivers who meaningfully engage in school, family, and community partnerships that contribute to each student's sense of belonging and overall success





Vision v. 1.0

What We Long for in Our Collective Imaginations

- The LDS Parent Advisory Council's vision is to be exemplars of family-school-community partnerships that ensure student and family belonging by collectively demonstrating
 - **Honesty** by speaking the truth;
 - **Kindness** by taking care of our children, ourselves, and each another;
 - **Accountability** by owning our mistakes, apologizing, and making amends for harm caused;
 - **Teamwork** by working well as a group;
 - **Fairness** by not letting our personal feelings bias our decisions about others; and
 - **Respect** by treating all people with appreciation and dignity



Vision v. 1.1

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Aspirations: What do we care deeply about?



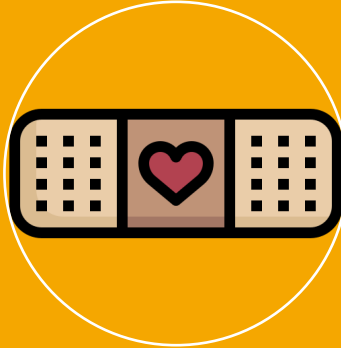
HONESTY

Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions



KINDNESS

Doing favors and good deeds for others; helping them; taking care of them



ACCOUNTABILITY

Owning your mistakes, apologizing, and making amends; reconciliation



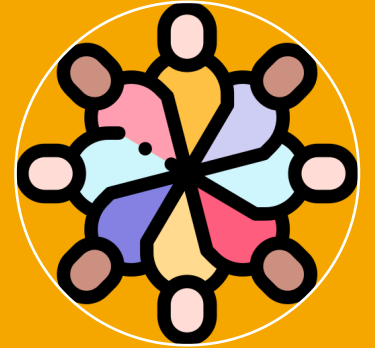
TEAMWORK

Working well as a member of a group or team; being loyal to the group; doing one's share



FAIRNESS

Treating all people the same according to notions of fairness and justice; not letting feelings bias decisions about others; giving everyone a fair chance



RESPECT

Treating all people with appreciation and dignity; showing humility, sensitivity, honesty, and integrity, and being cooperative and considerate for the feelings, wishes, rights, and traditions of others

Emerging Themes

- **[GROUP 1] Mental Health**
 - Burnout
 - SEL
 - Mental Health Professionals
- **Climate and Culture**
 - [GROUP 2]
 - Equity, Inclusion, & Belonging
 - Morale
 - Team-Building
 - [GROUP 3]
 - Collaboration
 - Status Quo
 - [GROUP 4] Student-Centered
- **Leadership Development**
 - [GROUP 5]
 - Shared Vision
 - Communication
 - Visibility
- **Leadership Development (cont.)**
 - [GROUP 6]
 - Accountability
 - Processes & Procedures
- **Skill-Building**
 - [GROUP 7] Learning Communities
 - [GROUP 8] Conflict Resolution
- **[GROUP 9] Finances**
 - Facilities & Supplies
 - Sustainability
- **Resources**
 - [GROUP 10] External Partnerships
 - [GROUP 11]
 - Diversified Staff
 - Tiered Levels of Support

Mental Health: Burnout

1

We are trying to do more with the same amount of people. That creates burnout and apathy. Staff members talk constantly about when they can retire or how they might leave to do something else

I think the struggle between family and career creates feelings of being overwhelmed

In the last few years we have been filling gaps that we've never had to fill before which leaves us relying on one another more but also stretching ourselves thin

Our teachers are feeling burnt out and unheard, but most of us feel we're here for a reason and keep things into perspective and continue to show up for our kids

The challenges are always time, how will this impact all of the other issues surrounding the day, and what will my role be in any new initiative that might come into existence

There are people on the teaching staff who are truly phenomenal and in it for all the right reasons, but I fear the level of exploitation will lead to burn out and [increased] turnover

We are beaten down by increasing expectations and less and less time in which to fulfill those expectations. For many the work-life balance is in a state of disequilibrium, much to the detriment of our own mental and physical [sic] health.

Mental Health: SEL

1

I think the kids need a place to practice being humans and dealing with challenges / problem solving opportunities in safe spaces. After pandemic ...to cultivate healthy, happy, appropriate relationships.

I would like to see more social emotional learning and whole family learning.

Resilience among staff

I have tried and tried to educate and inform my students... but there is only so much I can do ...teachers have to be so careful or we are told we are indoctrinating and brainwashing their child.

Teachers need to become more comfortable with feelings

Help students build resilience

I think we need to evaluate and create and support a kinder community. Children repeat what they hear in their homes and what they are allowed to watch on their phones (that pertains to elementary and middle)

Mental Health: SEL

1

Adults modeling by example

We've got to get the bullying under control in the middle and high schools...Everyone is a human who deserves respect and dignity. You don't have to like everyone - you just have to NOT harm them

Growth of the school culture as a better reflection of what a public school can offer outside of academics and athletics, but as a space for young people to thrive as humans

I think being mindful of the reality that a safe school also should consider the trauma students are experiencing from school shooting scares

I often feel more understood by councilors [sic] at school...I don't think teachers make me feel comfortable enough to be understood by them, hence why a lot of students have trouble asking questions.

LDHS should start making sure the teachers they hire are more open to being patient.

I think we should continue to do Club Ophelia more often for more people [sic], especially new 6th graders in the school

Mental Health: Mental Health Pros

1

More trained staff, particularly with regard to Social Worker, School Psychologists, Behavior Specialists. Special ed should not be the only solution for students and families...related to mental health.

We care so much about our students and about each other that we are consistently absorbing everyone's pain and trauma.

Our students need more help than we are qualified and capable of giving yet we continue to give and are rarely emotionally replenished.

Additional school-based therapy

Training and resources for families and staff also to include any mental health needs.

I think we need to have more mental health professionals to help us develop curriculum to help educate the whole child. As we know children are coming in with more anxiety and depression than ever before

I would like to have the school be a clearinghouse of social services to strength [sic] the family unit

We need a mental health club in the middle school. We need to partner with organizations that help people, even if it is not just for Hummelstown...We need in-school therapists so kids don't have to drive far away to get help. We have counselors, though they are not certified to be therapists. We need mental health care [LDMS SAC]

Climate and Culture: Equity, Inclusion, & Belonging

2

- We need to make educators, parents, and students feel valued and appreciated in real authentic ways
- To more warmly welcome with open arms those who move into the district, those who are hired to work here without having graduated from here, and for those who do not look like the historically white middle class families that have attended the district.
- opportunities to celebrate diversity of our student body [not just during a special month]
- Processes for welcoming new students and staff
- We struggle with diversity as our student population, community, and staff have limited experience with areas of diversity...We struggle with "real issues" that often get passed by with a "Be Kind" or a 'Not In Our Nest" campaign that seems nice on the surface but does not change our mindset or perspective due to the lack of tough learning opportunities. The students see it too.
- I'd like to see it support our ELL community better.

Climate and Culture: Equity, Inclusion, & Belonging

2

- I want the students to be comfortable with themselves and to recognize their differences as strengths. For example, whenever I tell an ELL how amazing it is that they are bilingual, they look like they've never heard that before. I would like teachers, myself included, to be prepared to address questions that students have about their classmates' differences in a way that empowers and affirms all children.
- Ideas about our school's families are a result of what people see on the educational end - unanswered messages, unattended concerts, incomplete homework, unbrushed hair, hungry kids. It is easy to make assumptions, but it is much more challenging to confront the flaws in the systems that have brought us here. These changes can feel so impossible that people give up. Perhaps there is a way to educate staff or help to build those relationships though, to keep people from assuming the worst.
- greater (deeper and more frequent) encouragement of people who are different from each other to be paired/grouped together [PAC]
- Have people feel more accepted in the middle school and not have to hide themselves from who they are [LDMS SAC]
- Inappropriate jokes or racist comments made by students [LDMS SAC]

Climate and Culture: Morale

2

- Teaching professionals as a whole feel disrespected and undervalued
- We say "Falcon Pride" in this district, but no one knows what that means. As an alum, I know how proud I am to say that I went to LD, what it did for me as a student, person and now what it is doing for me as a teacher, but I don't think that most people know what Falcon Pride means to them, or to us as a whole. I just want to see us be a place where we are allowed to not be perfect, to learn, to grow and to be proud of what we are doing because at the end of the day, this district and LDMS is still a great place to be.
- To continue to provide the experience that made people move here in the first place and to choose to come back to this district.
- Our community asks teachers to support their children academically and socially, but I also don't get the sense that they really respect the teachers.
- The school community is a closed community with a secret passcode that only some parents have access to. This clique culture among the adults is what is manifesting in the children [PAC]
- I do feel that parents greatly impact our students [sic] attitudes and our faculty has to deal with the results of that every day [LDHS SAC]

Climate and Culture: Morale

2

- We need to do a better job of recognizing the work and value of people. They receive verbal recognition, but tangibly they are not recognized for their value.
- I would love for the morale to start high each year and continue throughout the whole school year!
- People are cruel to each other. Very cruel. People in this school think that they can say whatever they want to whomever they want, and they get away with it too. We have rigid stereotypes and people are unable to see beyond these stereotypes. People are judged for everything simply because the bullies are unable to think highly of themselves and so bring others down to bring themselves up. Social media is a huge issue here, and kids take photos of other people without their permission all the time, and bully through that platform [LDHS SAC]
- What the school has been through in the past month is a lot so I feel people are still trying to understand the whole situation and you can definitely [sic] feel that among the students [LDHS SAC]
- Honestly, we should try to discourage violent speech and (from what I've seen), kids should learn to treat the teacher like teachers! Not like peers and friends! The teacher is a superior and that does not mean that the teachers should accept backtalk/attitude lightly [LDMS SAC]

Climate and Culture: Team-Building 3

- We are obviously in a transition period and we've been beat up in the papers. We need to rely on our leaders (both formal and informal) to lift up our staff and celebrate our strengths
- It take a village and everyone coming together to get through tough times. Our district is lucky to have a great village/community supporting us and wanting to see us do what is best for all kids.
- Additional time needs to be devoted for relationships building.
- Doing things as a staff (morning yoga, breakfast, coffee), feeling valued and appreciated
- This year we had a wonderful social committee which really helped boost morale. They started including families in events and it really makes a difference.
- We need a way to bring everyone at LDHS together. The best way to do that is a common goal that everyone wants to help achieve. Whether it is the communtiy [sic] or at the school I'm not sure but it needs to be something we can all get behind and come together [LDHS SAC]
- team/community building amongst students, inclusive student body [PAC]

Climate and Culture: Collaboration

3

- I do feel that our insight and input are sought out. However, sometimes I feel decisions have already been made and my input and the input of others is not used in making these decisions.
- when decisions are made that do not match the input given
- For the group to create a plan together with follow up and follow through, rather than checking a box for addressing challenges.
- I've been "heard" but no change has occurred.
- I am an introvert so while I do speak up in large groups, sometimes I have a hard time sharing my thoughts because others are more outspoken. I do better discussing in small groups prior to sharing with larger groups.
- I think that is [sic] is important to hear the input of everyone on this committee, since everyone sees things differently and through a lens that matters to them. It is important to bring all of those views together and allowing everyone to share their opinion and be heard.
- Decisions made with the kids AND TEACHERS in mind.
- Parents, students, teachers, and administration working together.
- Respect the roles of specialists in the building and value their distinct opinions.

Climate and Culture: Status Quo

- I do believe we need some fresh perspectives [sic] from the outside. We have had internal leadership in the district for at least two decades. I think this can foster a sense of laziness when trying to improve.
- I think it's time that the district no longer "rests on its laurels" relying on the historic success of its [sic] students (i.e., graduation rate). This district has seemingly "stayed the course" and not always changed with the times-from an educational as well as a social and cultural standpoint. Maybe this is because the surrounding areas have continually been populated by primarily white, middle-class families.
- We have a lot of people both educators and residents that have only ever known LD. Getting them to see that we can do so much better may be difficult. I also believe our demographics are a real obstacle.
- There is a dangerous amount of group think that protects the status quo here. We must prioritize, on every level, a commitment to values, ethics, and morals that promote a healthy and safe learning environment for our students and also for our staff. A strong redefining of principles needs to bring out an iron-clad level of messaging to the staff and to the public. Bigotry, discrimination, and all the other depraved things that come along with sweeping problems under the rug need to be called out and not tolerated. People who cannot uphold basic ethical values should not be in education. The work is too important. The safety of the kids is too important.

Climate and Culture: Status Quo

- I think that most teachers and students were happy with LD before learning about some of the issues that were going on around the school. I think the problems are hidden and only are seen by some.
- We need to keep the conversations going but I struggle with [sic] how we get those who are unwilling [sic] to engage to become a part of the conversation.
- Our desire to do the same over and over without looking to improve places some of the neediest schools and students at risk. We should spend more time thinking of how we can be at the start of something rather than being the last to do something.
- Many staff, parents, and community want LD are not acceptive of change because [sic] they have had such good experiences here. Many have grown up here and now live here so outside thinking is not always accepted.
- Increasing pay means increasing taxes, attempting to keep things the way that they are can be viewed as trying to avoid changing for the good.

Climate and Culture: Student-Centered

- we need to find a way to meet the needs of all students we have a large group of students [sic] who are not special ed, school is not for them but yet they are not able to get into DCTech so they are just [sic] overlooked and either just fake it to make it or they do not make it. WE need to reach this population
- I would love to see every student get involved in a club or activity
- Keep having meetings with student groups to check in about climate and cultural temperature in the building.
- It would be interesting to have some students join in on our meetings to give their insight and input.
- I would like to see a time where we could do more mentoring with students. I know we used to do a Flex Time and an activity time in years past...I think fun, after school activities might be helpful in developing relationships
- Closer relationship between staff and students; I don't think that many students feel that the adults in the buildings are making meaningful connections with them. Teaching is an act of service. It is foremost about teaching students, not content [PAC]
- I feel like we are spending more this year in recognizing students so that is great but there are middle of the road kids that don't get to be recognized because we can only nominate 5 kids per team per marking period. 25 kids out of 120.
- I think that there should be grade level assemblies that are fun and interactive

Climate and Culture: Student-Centered

- asking the students what is important to them and incorporating into values of the school
- Students do not appear to have enthusiasm or appreciation for the events / clubs that are offered at our school
- In our building, our students need us to first make sure that they are cared for. No learning can happen until students are well and feel safe.
- We have committees for different aspects of our building. In every decision we make we put ourselves first. One of our principals [sic] main phrases when making a decision, is 'Is this what is best for kids?'
- We would like to see more options for kiddos to connect who are not athletically inclined. Chess Club, Robotics Club, Coding Club, Science Club?
- Acknowledge all students, hear and believe them when they speak up, encourage student lead team building and solution solving
- have a trusted adult in the school, to feel as if they belong and have positive peer group
- Clubs & programs may have a sportive impact - but I think adding curriculum specifically demonstrates that words matter is most likely the best way to make ALL students more well rounded and educated.

Climate and Culture: Student-Centered

- differences being highlighted instead of muted or concealed. not only across racial or religious lines. an honors math class/student grouped with a basic math class/student and not for the purpose of the honors student to help the basic student. there are thing [sic] to be learned going in both directions. a three sport athlete/team grouped with a non-athlete/math club or music club [PAC]
- A change in language and attitude of student in the school. Representation of students across a number of extracurricular activities (for example, do students of color have an "equal opportunity" to be cast in productions, in roles, that have "traditionally" been held by Whites? Fewer microaggressions that students have to face throughout the day. For example, my daughters being looked at every time a teacher makes a comment about African Americans or Asians, including looks from the staff and the students. [PAC]
- Career and votech support. Add clubs. Recognize students who do their best..PRIDE is nice but excludes so many so wonder if that exclusion [sic] outweighs its benefits??? [PAC]
- Ask students if there are any clubs, etc. that don't exist that would be of interest to them to start. Have a day where clubs share information (they do this in college) and welcome students to join, etc. "Not in our nest" -- normally it is the teachers/administrators recognizing students....could some part of this be student led so students are recognizing their peers for doing the right thing? [PAC]
- More opportunities for connectedness in the LDS community beyond sports [PAC]

Climate and Culture: Student-Centered

- We need to continue to have clubs like diversity club and mental health club, they are two really great clubs that inspire LD students to "be the change" they want to see in the world and be mindful of how their actions impact others. These clubs provide meaningful activities, like in-depth discussions about hate-speech, food potlucks where students can express their culture by making a food dish to share, and field trips to the Gammut Theater, that educates and encourages students to make a positive difference in their lives. These activities should remain here at the LD high school because they serve as unique opportunities that will help students feel like they belong and teach us how to make others feel like they belong as well. [LDHS SAC]
- Make more organizations and programs to connect people similar that don't feel as though they belong [LDHS SAC]
- Not base intelligence on how well tests are or quizzes. Recognize intelligence other ways [LDHS SAC]
- Idk, I'm just tired a lot so probably push back schedule by like 20-30 minutes [LDMS SAC]
- More performing arts things. Like a dance, musicals, creativity, engineering club kind of thing. Keep the musical and chorus, never get rid of those [LDMS SAC]
- Let us have our phones at lunch [LDMS SAC]
- make the lunch rows fair on who goes first and last [LDMS SAC]

Leadership Development: Shared Vision

5

- Our next superintendent should be someone who has experienced education from the ground up - someone courageous and open to the views, ideas and needs of others
- An understanding from all involved as to the how, what and why we are embarking on making changes. Why are we improving things? Why are we doing what we are doing? Why/how this will help our students and staff? What does this process look like? I think there are so many questions and unknowns right now, that people need to know the direction that we are going in order to understand what the end result will be.
- Leadership through an uncertain time in the district. This involves communication, vision, and collaboration across all levels of the district.
- There is a lack of vision/mission - we are not bound to something so we know what is important and can guide us in making decisions both globally and day to day. We are expected to have Falcon Pride, it's "said" but not felt, because of a lack of leadership direction. Many teachers and staff attended LD, so their pride comes naturally, but those of us who did not graduate from LD or live in the community don't have the standards to lean on as we are new to the concept.

Leadership Development: Shared Vision

5

- regular communication about how the district's vision and mission statement are being addressed and how decisions made are working toward the vision and mission statement would go a long way
- We need to define what that phrase [safe and supportive schools] truly means before we can look at resources to support it.
- Time to discuss and grow from the inside with support from professionals. There are so many people who care and are inspired easily here. We need a guide and have goals revisited often
- I think they see the "Be Kind" posters and yard signs everywhere and want that to a motto that is shared throughout.
- Become vulnerable enough to self-critique [PAC]
- Having an open mind towards future ideas, as well as respect being shown [LDHS SAC]

Leadership Development: Communication

5

- More transparency between school and community with regular communication about school activities, events, awards/recognitions (both staff and students).
- Communication and perspective. The district has not been directly responding to concerns. This has left the community confused and understanding only limited perspectives
- Development of regular electronic district wide communication not done quarterly but perhaps weekly so giving staff time and resources to develop that communication
- Better communication between school and parents/community as to not only issues that we are addressing but general PR as to all the positives that students and staff are doing on a regular basis. I feel that gets lost
- I'd also like to see an improved social media presence, I follow other districts who know how to highlight students, teachers and schools in a way that makes me wish I worked there. LD has virtually no social media presence other than general announcements
- We need to do a better job of communicating realistic expectations to all stakeholders and ensuring that all sides of issues are understood

Leadership Development: Visibility 5

- Administrators-principals, the superintendent, and even school board members-should be more visible in the day-to-day operations of schools
- I think the greatest challenge to meeting the needs of our families and students is a district administration that feels out of touch with them

Leadership Development: Accountability

6

- I feel that there is a need for acknowledgement/ownership. Mistakes have been made. We then need to move forward with forgiveness and education
- While administration says "Its not ok to make jokes on these things," joking about these topics with others is one way that members of these marginalized groups can help cope with the situation that everyone hates them. (Obviously it is a case by case basis, I don't agree with using slurs in ANY regard.) But too often it seems like teachers brush off the actual hateful ones and only punish the ones that really didn't mean anything [LDHS SAC]
- There have been some programs that have been implemented, but not completed or used consistently throughout the building and/or school year
- Strong leaders who set and adhere to consistent expectations for all professionals and students and hold those accountable who are not meeting those expectations
- there is some frustration with how discipline is being handled and feeling like students aren't really help [sic] accountable for things that they are doing, or don't care about the punishment given because it doesn't matter
- Unity across buildings, administration etc, an effective program with accountability to those who use it
- Students need to be held to a higher standard of respect for teachers, staff and each other. Teachers and staff should not look the other way or feel it's not their job to hold students to a higher standard of accountability for their behaviors

Leadership Development: Accountability

6

- Its almost very positive but the amount of bullying going on that adults don't notice so it cant [sic] really be taken care of so I feel adults should really look out for bullying a lot more [LDMS SAC]
- For years, they (collectively) have been unwilling to address [inequality] issues or /hold perpetrators accountable...Inaction, coupled with growing political unrest, has emboldened students to spew hate without consequence. Our students need to see that hateful actions and speech will not be tolerated [PAC]
- I would like to see LDSD hold kids/teachers/staff who violate anyones [sic] right to feel safe, accountable for their actions. Too many things are swept under the rug or teachers 'don't want to get involved' instead of doing what is right. There should be zero tolerance for harassment, bullying, and discrimination in the district. Not just on paper, but through actions [PAC]
- They need to communicate clear guidelines on what constitutes hateful actions and speech and hold all accountable. Get community buy-in: until students and adults are held accountable, then the climate will not change [PAC]
- One of the biggest issues is that Lower Dauphin refuses to tell victims or the victims [sic] family how the person who has been verbally attacking the student is being held accountable. THAT MUST CHANGE. The school MUST be transparent! [PAC]

Leadership Development: Processes and Procedures

- We need clear expectations via policy and procedures and then accountability when...not met
- Establishing an accurate, clear, and commonly accepted identification of the needs. 2. Clarity on resources and structure for addressing student needs. 3. Establishing trust and confidence that the school / district responds to student needs and or incidents with integrity and fairness
- I think we sometimes get stuck in the moment reacting to a situation rather than being strategic in our response and being as proactive as possible to be in front of potential issues
- We have a long way to go, and this concept is long overdue. So we will need goals, time, and patience as we begin to adapt our thinking and teaching to meet the needs of all of our students. We really do want everyone to feel like they belong
- Process and procedures for risk assessment, threat assessment
- Better communication and understanding of everyone's roles in our district. Administrators, teachers, secretaries, aides, staff, custodians and students. The district needs to communicate and work as a whole

Leadership Development: Processes and Procedures

6

- Learn how other communities and schools have successfully addressed diversity and inclusion and determine how we, as parents, can support both our children and the schools in this endeavor. Provide, specific, measurable suggestions to the District on how to improve the environment in the schools. Assist the District, if appropriate, in highlighting areas where existing policies have allowed the current situation to escalate, and ensure that responsibility, accountability and consequences are clearly defined and measurable in existing and/or new policies [PAC]
- My hope is that these parents who signed up to do the work, will do the hard work and this will not devolve into merely gripe sessions with no discernable [sic] outcomes. Given your credentials and experience, I am very hopeful! [PAC]
- I just feel like there should be more clarity when we are told to evacuate the school, especially when there was a threat made to the high school or our school the night before. Or just in general tell us what's going on, don't make us wonder that way we will know and think about what to do or what not to do depending on the situation [LDMS SAC]
- [Keep students who report bullying, harassment, discrimination anonymous. The person who is causing the harm should neither know who reported them nor should they attempt restorative practices unless a clear process is followed with fidelity] [PAC]

Skill-Building: Learning Communities

7

- I also think we need an educational component for the staff and students. In my opinion, being able to actually see how an act or statement truly effects a person is the best way to make change. The overwhelming majority of students and staff do not want to hurt anyone with their words or actions
- We've sat through a lot of trainings, and I'm wondering if there is some sort of activity or resource that we could do together as a staff that would help us put ourselves in someone else's [sic] shoes and maybe this would get us all out of our comfort zone while we do it
- There are so many factors (gender, socioeconomic, political views, health status, disability awareness, academic barriers etc.) that I feel I am not always equipped to handle all of the different needs of my students or students in general
- I'd like for teachers to understand the black experience in America and/or all underrepresented groups
- Emotional Intelligence and Social Awareness
- In my previous company we had provided professional development and invested in leadership training to assist with higher level challenges the leadership was faced with in working with staff

Skill-Building: Learning Communities

7

- Many staff members are educating themselves to be more trauma-informed, understanding the impact trauma has on brain development and the effect that has on our students. We are also working to develop programs to support brain development and resilience despite the presence of trauma in many of our students' lives
- The education and the attitudes surrounding ELL students, students from lower socio economic status households, and students with diverse needs (learning support, specialized learning support, autistic support, etc.) can be improved
- Restorative justice [PAC]
- Addressing cyber bullying [PAC]
- Honestly, I wish we could gather all the parents and give mandatory lessons on kindness and inclusion (pipe dream). [PAC]
- I once did a poverty simulation through one of our lebanon [sic] county school counselors inservice days. I was more eye-opening than I realized and has stuck with me. [PAC]
- Education for parents and students about the effects of social media on mental health [PAC]

Skill-Building: Learning Communities

7

- I am hoping to make connections with a diverse group of parents and better understand what their children are experiencing. I hope that I can use that knowledge to help my children better understand what their peers may be experiencing and have the courage to speak up when they witness racism, exclusion, discrimination, etc. I come to listen and to learn so that I can hopefully be part of the solution [PAC]
- There should also be a bit more awareness to rape and sexual assault in our school [LDHS SAC]
- Maybe parent training to reinforce the safe and supportive feeling outside of the school walls.
- One idea I have is to host an event or a series of workshops for families. I'm not saying families are 'the problem' or anything, but I have noticed that when racist or sexist situations occur, some well-meaning parents do not know how to respond. I've heard them say things like, "We try to teach XYZ to be colorblind like us". I know that's not the best response or lesson to be teaching their child, but I do believe they mean well. So I think it could be great to have something like "How to Discuss race/gender/ability With Your Child" to present research-based suggestions. A logistical challenge to this would likely be attendance, so offering childcare or free food could be useful.
- Training for teachers to examine their personal biases to ensure we are being equitable in our instruction
- Whatever resource we choose to use, we need proper training for all staff. We need to reach out to parents and allow them to understand the program

Skill-Building: Conflict Resolution

8

- I would like to see that staff members feel comfortable handling situations, and that students feel that staff members will take their concerns seriously
- The one item I would like to see is how to get students and families together with a mediator after an incident. This seems like the best way to have all parties understand sides of view and move forward
- We need a strategic, systems level approach to address these concerns. People will need to engage in difficult conversations. We do not do that well
- I would like us to learn how to respect each other and be kind to each other. I would like us to learn how to have difficult conversations. I would like us to learn that we can care about each and work towards a mutual goal even if we don't always agree. I would like us to trust each other that all of our intentions is to do what is best for kids. We all make mistakes, I would like us need [sic] to learn how to accept responsibility for them and then work harder to improve
- continued training to create a positive environment for staff and students, honest/hard conversations, teaching families that it is okay to feel "uncomfortable" and learning how to deal with those situations

Skill-Building: Conflict Resolution

8

- Shared positivity and common language in working with challenging situations
- One huge challenge is that some administrators are unwilling to change, unwilling to make uncomfortable choices, and unwilling to take a stand against community members who do not want to see positive change. Another huge challenge will be community members that do not want positive and progressive change for the district and their children's education
- Reconciliation---allowing this to be productive struggle, where there is forward progress that is about learning and growth and doing better, rather than revenge and retribution [PAC]
- teachers and the administration are trained well to address incidents (discriminatory remarks, bullying, etc.) as they occur and there is appropriate discipline for the children treating others poorly. Students feel comfortable to stand up for their classmates and against discriminatory behavior [PAC]
- I'd like to see healthy discussions around curiosity and learning instead of punishing and separating when there are problems, more preventative and learning opportunities for togetherness. I'd like to see the LDSD leadership have a more listening/learning posture [PAC]

Skill-Building: Conflict Resolution

8

- I would like to see all teachers being required to take conflict resolution training and for them to be educated on all the racial slurs slang that exists today [PAC]
- I don't like all of the rumors that go around. I feel like some kids don't get a fair chance to explain their side of the story because others are creating stuff [LDMS SAC]
- We need to recognize that our organization is not 'the best' and that change is needed. We also need to be careful not to be defensive as we discuss our flaws
- One difficulty is that whenever things do not go swimmingly, our communications home are not answered. When positive things are happening, everyone wants a slice. When things are not so great, people are much less likely to be a part of the conversation

Finances: Facilities & Supplies

- Our facilities were not well-maintained
- I think some sprucing up the halls are pretty gloomy [LDHS SAC]
- have students make posters of positive stuff to hang up in the halls [LDMS SAC]
- MAKE IT WARM IN THE BUILDING!!! Please [LDMS SAC]
- We are too often faced with walls when we have identified what our children need and are unable to get past the policies or finances to reach solutions
- A lot is based off of budget so when things are requested whether they are supplies for students or staffing, it is often denied because of budget constraints
- more cameras to cover areas not covered; Our equipment and technology is substandard
- Even though it is not explicitly required some teachers expect us to use our phones for activities and some kids don't have them and are embarrassed [LDMS SAC]
- better Cafeteria food or free lunch [LDHS SAC]

Finances: Sustainability

- staffing decisions prioritizing money over what is best for kids (huge fluctuations in class sizes, teachers constantly being shuffled to different grades...low pay for subs and aides/paras means chronic shortages)
- We need to open the purse strings to hire and maintain quality employees. It's wonderful that this community has not had its taxes raised in over 10 years, but is that sustainable? If I lived in the district, I would start a petition of fellow community-member employees who are open to having taxes raised, and present that petition to the school board. This idea stems from the number of employees who reside in the district who have openly said they would be willing to have their taxes raised
- At the next contract negotiation, I would love for the district to consider financial compensation to compete with neighboring districts to maintain quality employees, which will benefit the type of instruction we provide to our students
- We need more people, more staff to help
- We can't fill positions and many staff members are leaving because of it
- Dean of students for the high school, more administrative support for special education services

Finances: Sustainability

- Other schools around us seem to be doing better than us and we used to be one of the region's leaders. We need to spend money on aides, paraprofessionals, substitutes and faculty salaries to be competitive again. People are no longer interested in coming here because of our reputation
- I have heard answers like, "it's about the budget" when asked about why we don't pay our substitutes more or why I [sic] class sizes continue getting bigger despite a growing need to fill gaps in instruction since the pandemic
- The greatest challenge I see in the staffing issue is money. The best example of this in the 2022-23 school year was our lack of a reliable substitute pool. I am aware that the pay for substitutes in LDSO is not competitive with neighboring districts. While a safe, supportive work environment is at the top of the list for a salaried teacher, a substitute is really much more motivated by the pay. They are not emotionally invested in the culture of the school and so do not enjoy the benefits of it. They really just need to be adequately compensated to do the work
- We also need the proper amount of staff to provide the one to one learning our younger grades require

Resources: External Partnerships

10

- what we do well is that we have a lot community pride...they should also be a part of the solution
- I think we need to continue to have small group discussions with students, parents and teachers and even mix these groups from time to time to all voices can be heard
- Possibly using other districts that have created and safe and supportive environment and then how that would look for us
- Exploration of grant funding to support our students
- Communities that Care do so much for our families! Let's keep it growing
- When conversating with faculty, colleagues, even parents and older students about the more recent issues happening in our district it is always pointed back to what is happening at home or outside of our 180 days of care. While we look forward to facilitating change, I would be more eager to find ways that we can make a community initiative without putting the pressure solely on teachers and faculty to be responsible
- We work to create positive relationships with families and the community, but we are a school that has severely lacked volunteers. Our PTO is often led by school personnel with only a few parents in attendance, and we have had to do away with a lot of events since we do not have help, and it becomes draining to the staff members who always attend.
- One Unified Booster club [PAC]

Resources: External Partnerships

10

- I think that the parents in the community need to come together to help create this shift. Kids are coming into the schools saying homophobic, racist, misogynistic things - is it because they're hearing these things at home? The only way we can create long-lasting change is to get the whole community involved. And honestly, I'm not sure what that looks like. But I'm hoping this group can work towards that [PAC]
- Continuous development in this area via channels like the PAC. a council like this should exist at all times, not only when there is a "problem to be solved" [PAC]
- I think this issue is so big and the negative culture has become so pervasive that it is going to take a new approach, such as having parents from this advisory board who are willing to be present in the school buildings, in the hallways, in the classrooms so that the negative talk can be more easily caught and those students educated and held accountable [PAC]
- Community events & trainings [PAC]
- I think we should take better advantage of counselors and psychologists in the community who are seeing our kids on a regular basis. I think they should be contributing to these conversations based on what their patients are going through. [PAC]
- I believe we need more programs that students would be interested in and help connect different people. We need more community activities [LDHS SAC]

Resources: Diversified Staff

- I feel that diversity is limited in our district. This lack of diversity leads a lack of representation for individuals who work and learn in our community. Students should feel represented when they are looking at our faculty and staff. Students should also feel comfortable to talk to faculty and staff about serious issues. I am concerned about students feeling comfortable to do so if they feel like those around them may not understand or empathize with them
- I would like to see more diverse staff/leadership (District Office, especially)
- More diverse staff hiring that aren't necessarily Lower Dauphin graduates
- LD is a predominantly white district whose administrators have very little willingness/experience handling any type of diversity adversity... And finally, very importantly, students need to see educators who look like them. LD has, as far as I know, ONLY ONE non-white teacher! Can't expect students to feel like they belong if they do not see ANYONE who looks remotely like them [PAC]
- attract and hire educators who represent our district [PAC]
- We should consider bringing in more teachers and administration that are from outside of our area balanced with those that are originally from LD [LDHS SAC]

Resources: Tiered Levels of Support 11

- Pride in the school - teachers, staff, and students. Better the PRIDE program that is in existence - ask ourselves - are we focusing on the right words, are we teaching kids what these words/concepts are....it was originally developed to highlight students who are not athletes, scholars, etc. who don't already get recognition - it has gone a different direction
- lack of program in STEM in elementary schools
- Connecting services/program/resources that already exist in the district - what are we doing already and how those services can be accessed
- A closer look and a possible adjustment to the curriculum so that it is inclusive to all backgrounds.
- Curriculum as a whole can also be improved. There are some things that are extremely outdated. There is NO social studies curriculum at the elementary level and social studies is arguably one of the most important subjects that teach students critical thinking, inclusion, anti-racism, inclusion, etc. Servicing diverse student populations and ensuring our curriculum is reflective of that are huge improvements that must be made to move LD in the right direction
- I would like to see us truly address the academic and social learning loss of the COVID closure, hybrid instruction, and cyberlearning
- building levels of support for students who may not need special education, but need support in other ways
- We need a comprehensive K-12 program that is not developed "in house."



Developing Strategic Intentions

Why are we meeting? What can this PAC uniquely accomplish?

Strategic Intentions: World Café Style



[QUESTION ONE]

What are some solutions coming to mind as you read over these quotes?



[QUESTION TWO]

What “ahas” came up for you when listening to the solutions created by others?

Record each insight on a single sticky note

Try to produce as many insights as possible in the allotted time

Place all sticky notes in the center of the table



[QUESTION THREE]

What possibilities have these conversations inspired in you?

Record each insight on a single sticky note

Add to the pile in the center of the table



[QUESTION FOUR]

What groups, categories, or patterns do you see among the post-it notes?

Each table develops a categorization scheme for their data

Place each category on a yellow sticky note

Record categories on a piece of paper

Homework: Upvoting

- Solutions and categorization schemes will be transferred to Padlet
- Each PAC member is to upvote the solutions they feel are most important for this PAC
- An electronic communication system will be generated
- The most upvoted solutions will be discussed at the next meeting on **Tuesday, July 25th from 6:30 PM - 8:00 PM**



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,
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s and solicit their feedback

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