



Parent Advisory Council (PAC) Strategic Planning Worksheets

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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

Adapted from *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*, Second Edition (Singleton, 2015); *A New Earth* by Eckhart Tolle (2005); *Emergent Strategies: Shaping Change, Changing Worlds* by adrienne maree brown (2017)

"The work may not be easy, to change the perspective that is out there right now, but now is the time to put in the work, to change that. There is an opportunity for us to decide what way we want to go as a district and I think the majority of our staff are committed to doing what we need to do to get back to the 'Falcon Pride' that people feel when talking about this district."

--District Employee

BACKGROUND

Phase I (April 25, 2023 - June 30, 2023) Deliverables

- **Develop introductory video** to set intentions and discuss Phase I goals
- **Facilitate six (6), 45-minute Secondary-level Student Advisory Committee (SAC) meetings** (a total of three per building)
- **Disseminate and assess a pre-survey** with purpose of SAC to identify strengths, opportunities, aspirations, results, relationships, and personal strengths to support a problem-solving model and reimagining of Falcon PRIDE (e.g., students co-construct acronym)
 - **Facilitate problem-posing** around a Strengths, Opportunities, Aspirations, and Results (SOAR) model to identify most urgent needs
 - **Ensure group is representative** of school community (e.g., regional)
- **Facilitate two (2), 90-minute Parent Advisory Committee (PAC) meetings**
 - **Disseminate and assess a pre-survey** with purpose of PAC to identify strengths, opportunities, aspirations, and results, resources, and personal strengths to support a problem-solving model
 - **Facilitate problem-posing** around a SOAR model to identify most urgent needs
 - **Ensure group is representative** of district community (e.g., regional)
- **Facilitate ten (10), 60-minute listening sessions** (i.e., District and building administrators, Pupil Services, LDHS, LDMS, Conewago, East Hanover, Londonderry, Nye, South Hanover, Price)
 - **Disseminate and assess a pre-survey** to identify SOAR, tiered resources, relationships, and personal strengths to support a problem-solving model and leverage support and build a "coalition of the willing"
 - **Facilitate problem-posing** around a SOAR model to identify most urgent needs
- **Maintain a continuous feedback loop through meeting minutes** with board, (interim) superintendent, student advisory, parent advisory, department, and building-level staff to make meaning from emerging themes from the SOAR model to promote transparency, trust, and co-construction of needs across all vested partners (i.e., facilitative administration)
- **Facilitate two (2), 60-minute Relationship Mapping session, one (1) at each secondary building** to support school staff in identifying students who do not currently have positive connections with school adults and provide targeted interventions (e.g., pairing with supportive school adult mentor)
- **Organize a resource map inventory** of available interventions and potential external partner resources
- **Analyze PA School Climate Survey and Pennsylvania Youth Survey (PAYS) quantitative data with SAC, PAC, listening session, and other qualitative data** through cross sections and disaggregation to identify needs through root cause analysis (RCA). Data-informed recommendations will be presented to the board and administration to support the development of sustainable solutions in Phase II.



Overview

- Qualitative survey respondents were solicited via the Lower Dauphin School District website under headlines. A total of 13 Google Form surveys were created and disseminated throughout May 2023 to gather rich, thick descriptions on the perceptions of students, parents, caregivers, administrators, faculty, and staff.
- To provide context and set intentions, Dr. Sessoms created introductory videos to explain her role and the purpose of the surveys.
- A total of 222 individuals (34 parents/caregivers, 35 high schoolers, 46 middle schoolers, 107 admin, teachers, specialists, support staff) responded to the surveys.
- The survey data was analyzed to decipher the respondents' perceptions of LDSD's strengths, opportunities, aspirations, and results (SOAR) to begin to develop strategic goals for each committee or building-level teams to implement during the 2023-2024 school year.
- Listening sessions were conducted and facilitated by Dr. Sessoms to review the SOAR analyses and garner feedback and additional clarity.
- The district's 2021 Pennsylvania Youth Survey (PAYS) was reviewed to identify trends in the perceptions of 6th, 8th, 10th, and 12th graders regarding substance abuse and protective factors. Particular emphasis was given to data on Community and School Climate and Safety and Social as well as Social and Emotional Health domains
- The 2021 PA School Climate Survey (PSCS) was reviewed to identify trends in positive school climate within three domains: (1) Student Engagement and Support; (2) Social Emotional Learning; and (3) Safe and Respectful Climate. This survey assessed parents/caregivers, students (grades 3-12), administrators, teachers, and staff.

Key Findings: What Values are Most Important, as Identified by Survey Respondents

- **Accountability:** Owning your mistakes, apologizing, and making amends
- **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
- **Kindness:** Doing favors and good deeds for others; helping them; taking care of them
- **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
- **Teamwork:** Working well as a member of a group or team; being loyal to the group; doing one's share

Value	LDSD	PAC*	SAC**	Avg.	Strength	LDSD %	PAC %	SAC % (HS, MS)	Avg.%
Honesty	31	4	7	43.30	Teamwork	67	21	65.7, --	61.30
Kindness	22	9	8	40.20	Honesty	65	27	77.1, 76.1	61.05
Accountability	24	6	6	37.11	Kindness	63	22	68.6, 69.6	55.80
Respect	11	6	14	31.96	Fairness	47	12	85.7, 69.6	53.58
Integrity	13	13	4	31.93	Humor	55	21	57.1, 50.0	45.78
Fairness	11	6	--	18.56	Creativity	44	16	54.3, 76.1	47.60
Teamwork	12	--	--	12.37	Social Intelligence	39	16	60.0, 60.9	43.98

* PAC = Parent Advisory Council (PAC)

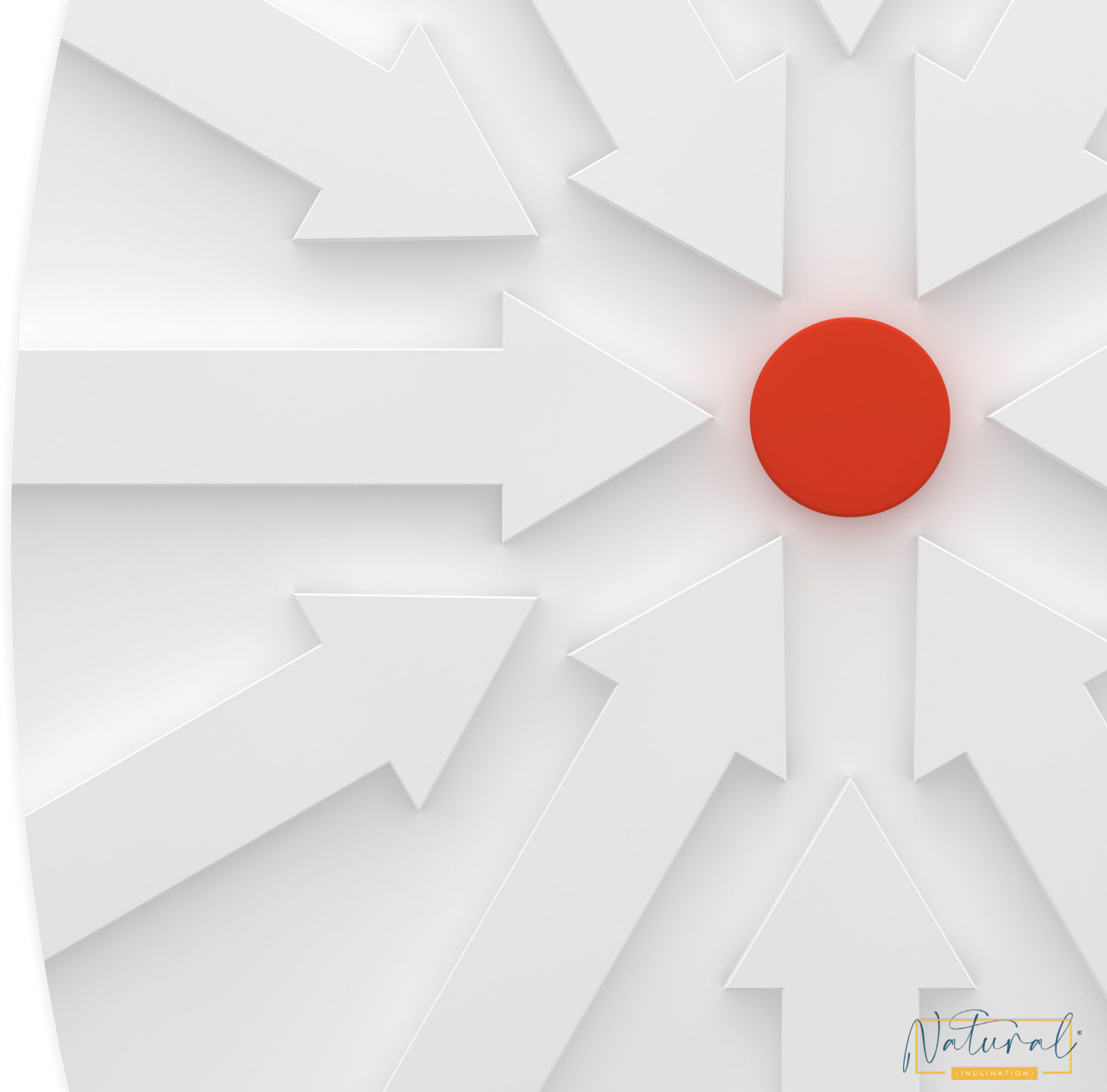
** Student Advisory Council (SAC)

**PNTA = Prefer not to answer

Mission

How Our Strengths, Passions,
and Needs Embody Our Vision

The LDS Parent Advisory Council (PAC) amplifies student, family, and staff 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. 1.1

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 achieve schools and communities where every student, family, and staff member feels seen, heard, and valued 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

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 vulnerable enough for self-critique; External partnerships; PHRC; Law enforcement; Career and Vo Tech support; Harm reduction resources

PAC SOAR

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?

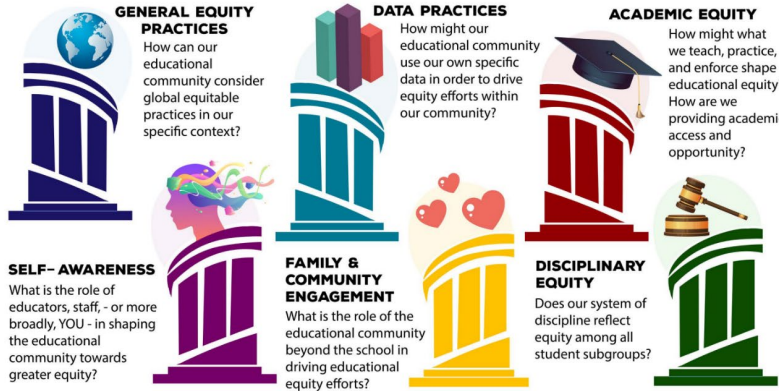
School environments that help every child feel seen, heard, and valued regardless of their identities; Improved student discipline procedures; Students can identify and access trusted staff; Belonging and positive peer group interactions; Community "believe-in" and not "buy-in"; Community events and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



EQUITABLE PRACTICES HUB

To do their best, students must feel safe at school.
A healthy and safe environment can help students thrive, and every student, regardless of race, ethnicity, sexual orientation, gender identity or expression should be provided the opportunity to learn - free from discrimination, fear, or harassment.

EQUITY PILLARS



EQUITY SPHERES

SCHOOL
In what way can the school district or an individual school become more equitable across their systems?

CLASSROOM
What can teachers do, in manners of curriculum, discipline, pedagogy, and classroom culture in order to become better proponents of equity?

INDIVIDUAL
What can an individual, be it a teacher, administrator, student services professional, caregiver, or student, do to promote equity in their educational community?



www.education.pa.gov/EquityHub

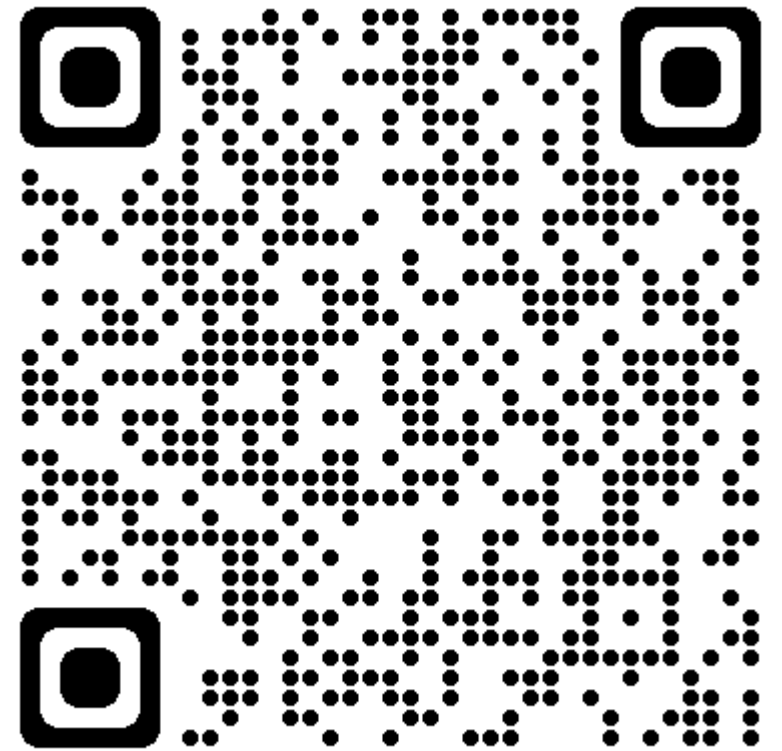
Themes Grounded in the Pennsylvania Department of Education's Equity Pillars

These Pillars were used to organize the findings from the qualitative survey analysis to mitigate any cognitive changes that the examiner may have experienced during the analysis. Such structure limits bias and increases reliability, as each Pillar helped organize and define the nine (9) themes that emerged from the data:

- Mitigating burnout and cultivating sustainable employees through capacity-building
- Comprehensive mental health professionals and systems
- Practicing equity, inclusion, and belonging
- Developing effective social emotional skills to support positive relationships and collaborative problem-solving
- Fostering a community of learners
- Communicating a shared mission, vision, and values to model transparency and consistency
- Leveraging external partnerships
- Implementing tiered levels of support
- Accountability through clear and consistent disciplinary policies, practices, and procedures

LDHS School-SPIRIT Day | September 20, 2023

Abigail Nop, Freshman



LDSD Parent Advisory Council (PAC)

Upvote the recommendations/opportunities for change from the PAC survey responses that you believe this PAC can prioritize and create strategic intentions to cultivate a culture of dignity.

Mitigating burnout and cultivating sustainable employees through capacity building

Identifying teacher painpoints and finding realistic and practical solutions wherever possible

1 0
Add comment

Have a clear process to address substitute shortage

3 0
Add comment

Comprehensive mental health professionals and systems

Yes, definitely needed.

3 0
Add comment

Anonymous 19h
Budgets are always tight, so I'm wondering if there could be a partnership with existing counseling agencies if it's not feasible to hire a plethora of mental health professionals specifically dedicated to the school.

4 Add comment

Leverage support from Dauphin County for youth mental health supports

3 0
Add comment

Harm reduction resources

3 0
Add comment

Sufficient access to mental health professionals

9 0
Add comment

Practicing equity, inclusion, and belonging

microaggressions

5 0
Add comment

Representation of students across extracurricular activities (students of color cast in "traditionally" White roles)

7 0
Add comment

Anonymous 20h
Students should have access to any extracurricular activity that matches their interests. However, I am not for "affirmative action" with respect to representation nor believe that equal representation can be or should be a goal. Equal accessibility should be the goal. Is there any extracurricular activity in LDSD in which minority students are not allowed or discouraged from participation? I would like to know specifically where that is. Specifically,

4 Add comment

School environments that help every child feel seen, heard, and valued regardless of their identities

4 0
Add comment

Valuing all dimensions of student diversity

4 1
Add comment

Anonymous 19h
Again, the school is there to create an environment conducive to learning. It is not there to affirm everything about everyone. It is there to promote an atmosphere of tolerance toward those who are different or with whom one might disagree.

4 Add comment

Developing effective social emotional skills to support positive

Students can identify and access trusted staff

8 0
Add comment

Staff and students have courage to address/speak up when they witness racism, exclusion,

Communicating a shared mission, vision, and values

engagement and not obligatory responses

2 0
Add comment

PAC members in school buildings to support change

6 0
Add comment

Implementing tiered levels of support

Ensure movement is incorporated into school day (Aspen Institute)

4 0
Add comment

Career and Vo Tech support

1 0
Add comment

Teach students not content

3 0
Add comment

Learn Spanish in elementary

5 1
Add comment

PRIDE recognition that doesn't exclude less recognized students

4 0
Add comment

Elementary adoption of shared language for acceptance and kindness

4 0
Add comment

Anonymous 8d
While the bigger issues show up in the middle and high schools, it is so important that we start early to encourage acceptance.

Anonymous 19h
Please explain. What is meant by "shared language?"

4 Add comment

Accountability through clear and consistent disciplinary policies, practices, and procedures

Remove cell phones from school day

4 0
Add comment

Swift and appropriate action from staff

4 0
Add comment

Reconciliation and restorative practices/justices when harm occurs

5 0
Add comment

District follows specific, measurable suggestions to improve culture (discipline, accountability, process)

4 0
Add comment

Better surveillance/awareness of bullying hot spots

7 0
Add comment

Improved student discipline procedures

4 0
Add comment

Add section

Pillar of Practice	Themes	Examples
General Equity Practices	Mitigating burnout and cultivating sustainable employees through capacity building	Have a clear process to address substitute shortage
	Comprehensive mental health professionals and systems	<p>Sufficient access to mental health professionals</p> <p>Harm reduction resources</p> <p>Leverage support from Dauphin County for youth mental health supports</p>
	Practicing equity, inclusion, and belonging	<p>School environments that help every child feel seen, heard, and valued regardless of their identities</p> <p>Valuing all dimensions of student diversity</p> <p>Representation of students across extracurricular activities (students of color cast in "traditionally" White roles)</p> <p>Decrease in microaggressions</p> <p>Attract and hire representative teachers and staff</p> <p>Supports to increase LGBTQ+ and BIPOC students belonging</p> <p>Assess and cultivate needs to create belonging</p> <p>Listen and believe students when they speak of harm</p> <p>Adults modeling inclusive behaviors (no misogyny)</p> <p>Celebrating student diversity</p>

Key Findings: General Equity Practices

"We need to make educators, parents, and students feel valued and appreciated in real authentic ways (not superficial Band-Aids)."

--District Employee

The data gathered from the qualitative data and listening sessions speak to the lived experiences and perceptions of LDSO vested partners and the barriers they encounter. Therefore, it is imperative to identify the barriers and the opportunities they present to help cultivate a dignity-affirming environment.

General Equity Practices



Upvoted Outcomes
We Want to See

- Adults modeling inclusive behaviors; no misogyny (11)
- Listen and believe students when they speak of harm (10)
- Supports to increase LGBTQ+ and BIPOC students belonging (10)
- Sufficient access to mental health professionals (9)
- Leverage support from Dauphin County for youth mental health supports (8)
- Representation of students across extracurricular activities (students of color cast in "traditionally" White roles) (7)
- Celebrating student diversity (6)
- Attract and hire representative teachers and staff (6)
- Decrease in microaggressions (6)
- School environments that help every child feel seen, heard, and valued regardless of their identities (6)
- Valuing all dimensions of student diversity (6)

Key Findings: Self-Awareness

"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 to learn how to accept responsibility for them and then work harder to improve."

--District Employee

What emerged from the survey data and listening sessions spoke to the skills and factors needed to support student-system interactions that encourage everyone in the educational ecosystem to thrive.

Pillar of Practice	Themes	Examples
Self-Awareness	Developing effective social emotional skills to support positive relationships and collaborative problem-solving	<p>Students can identify and access trusted staff</p> <p>Belonging and positive peer group interactions; Students among different social groups building meaningful connections</p> <p>Leadership develops more of a listening/learning posture</p> <p>Safe spaces to express grievances</p> <p>Peer mentoring ; Student-led team-building and solution-building</p> <p>Strength-based approach to identify student qualities</p> <p>Centering representative student voice to identify needs and school values</p> <p>Cultivate stronger student-staff relationships/mentorship</p> <p>Think beyond "tradition" to adopt new was of problem-solving</p> <p>Male equivalent to Club Ophelia</p>
	Fostering a community of learners	<p>Student resilience workshops</p> <p>Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc.</p> <p>Healthy discussions around curiosity and learning instead of punishing and separating when issues arise</p> <p>Education and open conversations on social issues and conflict resolution</p> <p>Clubs and resources for LDMS</p> <p>Additional clubs and informational sessions to increase membership; More club opportunities for non-athletes (chess, robotics, coding, science, LBGTQ, neurodivergence)</p> <p>Professional development (conflict, EIB, mental health, trauma</p>

Self-Awareness



Upvoted Outcomes
We Want to See

- Safe spaces to express grievances (11)
- Leadership develops more of a listening/learning posture (9)
- Students can identify and access trusted staff (8)
- Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc. (8)
- Additional clubs and informational sessions to increase membership; More club opportunities for non-athletes (chess, robotics, coding, science, LBGTQ, neurodivergence) (6)
- Centering representative student voice to identify needs and school values (6)
- Professional development (conflict, EIB, mental health, trauma) (5)
- Education and open conversations on social issues and conflict resolution (5)
- Think beyond "tradition" to adopt new ways of problem-solving (4)
- Male equivalent to Club Ophelia (4)
- Healthy discussions around curiosity and learning instead of punishing and separating when issues arise (4)

Key Findings: Data Practices

"If we don't have a commitment to values, ethics, morals nothing else matters. 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."

--District Employee

The perceptual data provided from the survey respondents provides insight into beliefs about the quality of the education students and the school environment in which they navigate. Additionally, school practices and procedures regarding empirical and perceptual data support data-based decision making.

Pillar of Practice	Themes	Examples
Data Practices	Communicating a shared mission, vision, and values to maintain transparency and consistency	<p>Community "believe-in" and not "buy-in"</p> <p>Stronger, more engaged leadership</p> <p>Servant leadership</p> <p>District must become vulnerable enough for self-critique</p> <p>Dashboard on district website to address inequities and other measures to track progress toward identified goals</p> <p>Clear communication from Board on PAC expectations and mutual agreement</p>

Data Practices



Upvoted Outcomes
We Want to See

- Dashboard on district website to address inequities and other measures to track progress toward identified goals (11)
- Clear communication from Board on PAC expectations and mutual agreement (9)
- District must become vulnerable enough for self-critique (5)

Pillar of Practice	Themes	Examples
Family & Community Engagement	Leveraging external partnerships	<p>Community events and trainings</p> <p>More collaboration between parents and community at large</p> <p>One unified Booster Club</p> <p>PAC members in school buildings to support change</p> <p>Parent trainings (kindness, inclusion, social media, mental health)</p> <p>External partnerships; PHRC; Law enforcement</p> <p>Created "third spaces" to strengthen sense of community</p> <p>Partner with Hershey Company/Entertainment</p>

Key Findings: Family & Community Engagement

"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."

--District Employee

Based on the strengths identified by respondents, the community is a unique asset reported by many. The family and local community are important vested partners when assessing district strengths and needs. Thus, leveraging external partnerships must include partnerships that speak to the emerging core value of accountability and how this can be exemplified through this teamwork approach between the district and families.

Family & Community Engagement



Upvoted Outcomes
We Want to See

- Parent trainings (kindness, inclusion, social media, mental health) (6)
- PAC members in school buildings to support change (6)
- Community events and trainings (5)

Key Findings: Academic Equity

"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."

--District Employee

Methods to ensure classrooms utilize culturally responsive and sustainable practices to meet the needs of every student is the cornerstone of Academic Equity. Respondents spoke to the need for stronger collaboration between regular education and special education teachers, especially in terms of strong Tier 1 interventions.

Pillar of Practice	Themes	Examples
Academic Equity	Implementing tiered levels of support	<p>Elementary adoption of shared language for acceptance and kindness</p> <p>PRIDE recognition that doesn't exclude less recognized students</p> <p>Learn Spanish in elementary</p> <p>Teach students not content</p> <p>Career and Vo Tech support</p> <p>Ensure movement is incorporated into school day (Aspen Institute)</p>



Upvoted Outcomes
We Want to See

Academic Equity

- Learn Spanish in elementary (5; 1 downvote)
- Ensure movement is incorporated into school day (Aspen Institute) (4)
- PRIDE recognition that doesn't exclude less recognized students (4)
- Elementary adoption of shared language for acceptance and kindness (4)

Pillar of Practice	Themes	Examples
Disciplinary Equity	Accountability through clear and consistent disciplinary policies, practices, and procedures	<p>Improved student discipline procedures</p> <p>Better surveillance/awareness of bullying hot spots</p> <p>District follows specific, measurable suggestions to improve culture (discipline, accountability, process)</p> <p>Reconciliation and restorative practices/justices when harm occurs</p> <p>Swift and appropriate action from staff</p> <p>Remove cell phones from school day</p> <p>Decrease disruptive behaviors</p> <p>Consistent, proactive processes and procedures to ensure staff and student accountability for use of race-based speech, harassment, (cyber) bullying, and discrimination</p> <p>Letter mailed to parents to provide transparency on disciplinary procedures for students (Level of offense as in Code of Conduct)</p> <p>Clear and transparent process for how tracking incidents of harm (racism, sexual harassment, discrimination, etc.)</p> <p>Ensure reporting policies protect the victims</p> <p>Inventory other districts that addressed similar concerns</p>

Key Findings: Disciplinary Equity

"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."

--Parent/Caregiver

Educational institutions are a microcosm of the community in which they reside. It is imperative for the district to examine its disciplinary practices for consistency and disproportionality to mitigate inequitable disciplinary practices and ensure accountability.

Disciplinary Equity



Upvoted Outcomes
We Want to See

- Clear and transparent process for how tracking incidents of harm (racism, sexual harassment, discrimination, etc.) (10)
- Consistent, proactive processes and procedures to ensure staff and student accountability for use of race-based speech, harassment, (cyber) bullying, and discrimination (10)
- Better surveillance/awareness of bullying hot spots (7)
- Ensure reporting policies protect the victims (7)
- Letter mailed to parents to provide transparency on disciplinary procedures for students (Level of offense as in Code of Conduct) (7)
- Reconciliation and restorative practices/justices when harm occurs (6)
- Remove cell phones from school day (4)
- Swift and appropriate action from staff (4)
- District follows specific, measurable suggestions to improve culture (discipline, accountability, process) (4)
- Improved student discipline procedures (4)

Sample Score Card with SMARTIE Goals

Click arrow for
downloadable worksheet

Strategic–**M**easurable–**A**mbitious–**R**ealistic–**T**ime-Bound–**I**nclusive–**E**quitable

	SMARTIE Goals	Lead(s)	Progress	Atancy	Freeman	Fitch	Honer	Montiel	Morton	Park	Reedy	Thompson	Fickes	Mestermeister	Sessoms	Comp Plan Goals
A	By January 5, 2022, all HTA staff will be presented with the updated values and strategic plan	Sessoms	→					X	X				X	X	X	
B	By July 19, 2021, all HTA staff will engage in professional learning regarding the connection between equity and SEL	Sessoms	✓													
C	By January 20, 2022, a representative steering committee with established subcommittee leads via effective communication stream will be established to include building-level coaches	Morton	→													
D	By August 1, 2021, dates will be established for HTA staff to engage in equity work during monthly first Wednesday inservice days	Montiel	✓													
E	By May 13, 2022, HTA Staff Handbook will be reflective of JEDI	Morton	→													
A	By February 1, 2022, parents, students, and community will provide feedback on the	Fitch														

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Progress	Indicator
Critical	
Waiting on Someone	
Off Target	
Not Started	
Deferred	
On Target	
Achieved	

EXAMPLE: [GOAL 1: Cultivate a deeper understanding of the communities we serve.] *By June 30, 2022, staff will engage 10-12 community members per five underrepresented regions in participatory asset mapping to identify where assets and non-assets lie within their respective communities. RODRIGUEZ, KOSER, CUTLER, FELIX, RELATIONSHIPS*

Goal-Setting

Upon reflecting on this learning journey, make an attempt to articulate goals in relation to CBO's intentionality toward your shared values.

GOAL 1: Continuous Self-Awareness & Agency

Lead + Assists:

Value:

GOAL 2: Bridge Building through Community Conversations

Lead + Assists:

Value:

GOAL 3: Communication Improvement to Drive Social Change

Lead + Assists:

Value:

GOAL 4: Social Equity Impact Assessments

Lead + Assists:

Value:

[SAMPLE] Strategic Direction 1: Continuous Self-Awareness & Agency

Build emotional, cognitive, and embodied awareness and capacity across CBO grounded in recognizing, disrupting, and divesting from the ways in which we buy into the myth of hierarchies

Issues

- Staff and board lack shared ownership of JEDI
- Neutrality/passivism/lack of courage
- Operationalizing equity, integrity, and courage
- Support for historically excluded staff

Value Alignment

- Integrity
- Relationships
- Innovation
- Courage

Opportunities

- Some board and staff members have expressed a desire to engage in sessions collectively
- New board chair
- Staff PD and mentorship opportunities

Challenges

- Finding dates that work for most
- Staff/board burnout/fatigue
- "losing people on the fence" if require "expanded statement"
- Emotional attachment to "bedrocks of society"

Desired Outcome

- Shared ownership and capacity building of JEDI and embodied self-awareness

Action Steps

- Examine collective unconscious to improve collective consciousness (i.e., leverage multiple mediums of knowledge through books, podcasts, videos, etc.)
- Embodiment practices to identify fear-based beliefs
- Self-soothing practices to mitigate burn out

Indicators

- Staff and board show marked improvement in self-awareness assessments
- 70%+ participation rate

Strategic Direction #1

Comprehensive mental health
professionals and systems:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #1

Comprehensive mental health professionals and systems:

What are the **outcomes** we would like to see?

Sufficient access to mental health professionals; Leverage support from Dauphin County for youth mental health supports

What **action** steps must we take to solve this problem?

What success **indicators** or progress benchmarks will we will incorporate to meet this goal?

Strategic Direction #2

Practicing equity, inclusion, and belonging:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #2

Practicing equity, inclusion, and belonging:

What are the **outcomes** we would like to see?

Adults modeling inclusive behaviors; no misogyny; Listen and believe students when they speak of harm; Supports to increase LGBTQ+ and BIPOC students belonging; Representation of students across extracurricular activities (students of color cast in “traditionally” White roles); **Celebrating student diversity;** Attract and hire representative teachers and staff; Decrease in microaggressions; School environments that help every child feel seen, heard, and valued regardless of their identities; Valuing all dimensions of student diversity

What **action** steps must we take to solve this problem?

What success **indicators** or progress benchmarks will we will incorporate to meet this goal?

Strategic Direction #3

Developing effective social
emotional skills to support
positive relationships and
collaborative problem-solving:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #3

Developing effective social emotional skills to support positive relationships and collaborative problem-solving:

What are the **outcomes** we would like to see?

Safe spaces to express grievances; Leadership develops more of a listening/learning posture; Students can identify and access trusted staff; Centering representative student voice to identify needs and school values; Think beyond "tradition" to adopt new ways of problem-solving; **Male equivalent to Club Ophelia**

What **action** steps must we take to solve this problem?

What success **indicators** or progress benchmarks will we incorporate to meet this goal?

Strategic Direction #4

Fostering a community of learners:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #4

Fostering a community of learners:

What are the **outcomes** we would like to see?

Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc.; Additional clubs and informational sessions to increase membership; More club opportunities for non-athletes (chess, robotics, coding, science, LGBTQ, neurodivergence); Professional development (conflict, EIB, mental health, trauma); Education and open conversations on social issues and conflict resolution; Healthy discussions around curiosity and learning instead of punishing and separating when issues arise

What **action** steps must we take to solve this problem?

What success **indicators** or progress benchmarks will we will incorporate to meet this goal?

Strategic Direction #5

Communicating a shared mission, vision, and values to maintain transparency and consistency:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #5

Communicating a shared mission, vision, and values to maintain transparency and consistency:

What are the **outcomes** we would like to see?

Dashboard on district website to address inequities and other measures to track progress toward identified goals; Clear communication from Board on PAC expectations and mutual agreement; District must become vulnerable enough for self-critique

What **action** steps must we take to solve this problem?

What success **indicators** or progress benchmarks will we will incorporate to meet this goal?

Strategic Direction #6

Leveraging external partnerships:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #6

Leveraging external partnerships:

What are the **outcomes** we would like to see?

Parent trainings (kindness, inclusion, social media, mental health); PAC members in school buildings to support change; Community events and trainings

What **action** steps must we take to solve this problem?

What success **indicators** or progress benchmarks will we will incorporate to meet this goal?

Strategic Direction #7

Implementing tiered levels of support:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #7

Implementing tiered levels of support:

What are the **outcomes** we would like to see?

Learn Spanish in elementary; Ensure movement is incorporated into school day (Aspen Institute); PRIDE recognition that doesn't exclude less recognized students; Elementary adoption of shared language for acceptance and kindness

What **action** steps must we take to solve this problem?

What success **indicators** or progress benchmarks will we will incorporate to meet this goal?

Strategic Direction #8

Accountability through clear and consistent disciplinary policies, practices, and procedures:

What is our **problem**? What does available data or research say about this problem?

Which of our **core values** are relevant to solving this problem?

What are our clients and community asking for that we need to view as **opportunities** to positively impact their lives?

What are the **challenges** we foresee in addressing this issue?

Strategic Direction #8

Accountability through clear and consistent disciplinary policies, practices, and procedures:

What are the **outcomes** we would like to see?

Clear and transparent process for tracking incidents of harm (racism, sexual harassment, discrimination, etc.); Consistent, proactive processes and procedures to ensure staff and student accountability for use of race-based speech, harassment, (cyber) bullying, and discrimination; Better surveillance/awareness of bullying hot spots; Ensure reporting policies protect the victims; Letter mailed to parents to provide transparency on disciplinary procedures for students (Level of offense as in Code of Conduct); Reconciliation and restorative practices/justices when harm occurs; Swift and appropriate action from staff; District follows specific, measurable suggestions to improve culture (discipline, accountability, process); Improved student discipline procedures

What **action** steps must we take to solve this problem?

Remove cell phones from school day;

What success **indicators** or progress benchmarks will we will incorporate to meet this goal?

Equity Impact Assessment

To determine whether your organization's policies, programs, and budget items align with equity—or exacerbate inequity

Goal Setting

- What is the issue we hope to address as a result of this policy, program, or budget item?
- What is our goal?
- What data will tell us if we're successful?
- Which policy areas are relevant to this goal? How do racial and social inequities impact these areas?
- What does available data or research say about this issue? What disparities already exist?
- What are some of the root causes of these inequities?

Considering Vested Partners

- Which geographic areas could be impacted (benefit or burdened/neglected) by this policy, program, or budget item?
- Who (individuals or groups) could be impacted (benefit or burdened/neglected) by this policy, program, or budget item? How?
- Are they involved in the drafting process?
 - If not, how will we meaningfully involve individuals or groups in our process and decision?
- Who else from the community should be involved in designing, governing, or executing the solution/proposal?
- Does this work explicitly foster pathways for historically excluded individuals to assume leadership roles in the work and in our community?

Considering Potential Unintended Consequences

- What are additional potential unintended consequences of this policy, program, or budget item?
- What factors (institutions, existing policies, social conditions, etc.) associated with this policy, program, or budget item might be affecting historically excluded individuals and groups differently?
- Are there any compounding or intersecting dynamics relevant to this policy, program, or budget item?
- Based on the data you have, how might this decision or action benefit or harm individuals or communities? What information is missing that needs to be gathered?

Taking Action

- Is the proposed measure...
 - adequately funded?
 - easy to implement?
 - adequately resourced?
- What strategies or ideas make our process and outcomes more equitable and minimize harm to individuals and communities impacted?
- What success indicators or progress benchmarks are incorporated in the proposed policy, program, or budget item to make this sustainable, with ongoing accountability?
 - What is missing?
 - What will happen if these metrics are met and what will happen if they are not met?
- In what ways does this policy, program, or budget item deeply consider the experience of the residents it will impact?



Contact Information

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