



# Parent Advisory Council (PAC) Visioning Meeting | October 23, 2023

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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*

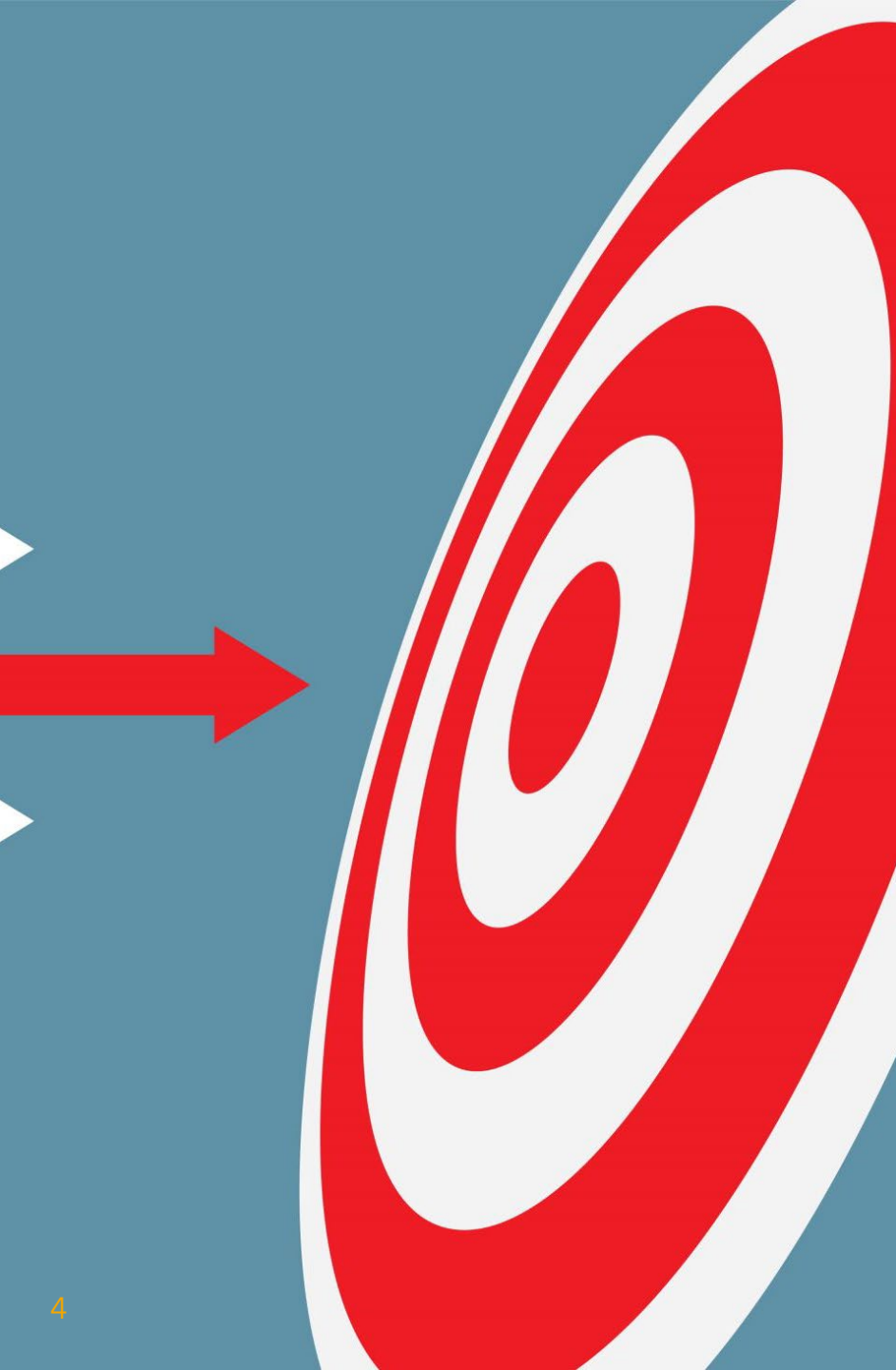


# PAC Agreements

- 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)





# Today's Goals...

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- Provide progress updates on district action steps to date
- Adopt the LDS PAC's mission and vision statements, which align with the emerging core values
- Review the most upvoted solutions/opportunities based on the Padlet
- Prioritize the top emerging themes to develop strategic intentions

Five leaves are arranged horizontally, showing a progression of colors from green to brown. The first leaf on the left is a vibrant green. The second is a yellowish-green. The third is a bright yellow. The fourth is a golden-brown. The fifth leaf on the right is a deep, dark brown. All leaves have a similar oval shape and prominent veins.

# Progress Updates

What Actions Have Been Taken Since March 2023?

www.ldsd.org/belong



Lower D

Home

Schools

Our D

## Equity, Inclusion & Belonging in Lower Dauphin

Overview

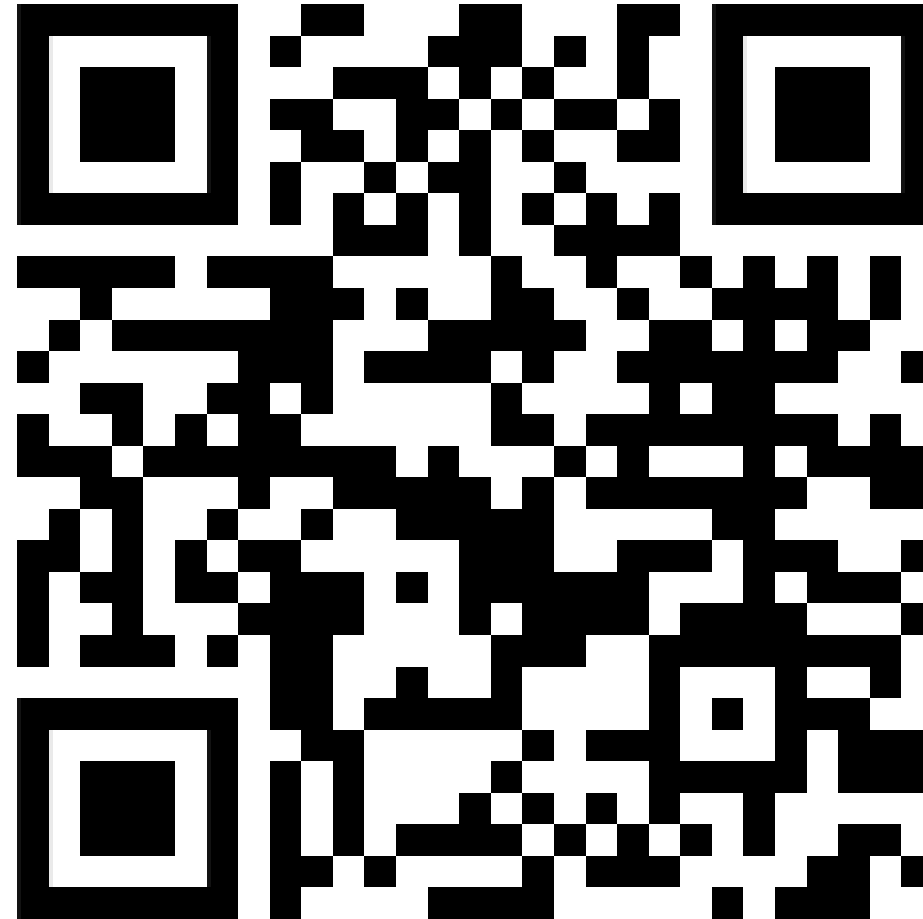
School-Student Problem Identification and Resolution of Issues Together (School-SPIRIT)

[Advisory Groups](#)

[Parent Advisory Council](#)

[HS Student Advisory Council](#)

[MS Student Advisory Council](#)



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,  
pportive school climate. The  
s and solicit their feedback

hold meetings of these

ol students to sign-up and






# Independent Investigator Recommendations (10.02.23)

- Revise the Code of Student Conduct to clearly identify what types of conduct fall within which levels and the varying consequences associated with each level;
- Update Student Information System coding to be congruent with the types of offenses listed in the Code of Conduct;
- Create a specific type of offense under the Code of Student Conduct called “discriminatory conduct” with appropriate consequences depending on the age and grade of the offender;
- Train building-level administrative staff and disciplinarians on:
  - Updated Code of Student Conduct
  - Student Information System coding
  - Description detailing so that systemic issues can be tracked
  - Bullying policy’s unique standards for addressing out-of-school and social media behavior
- Implement restorative practices as a means for structured engagement between accused, victim and even third parties to restore the relationship/climate and consider the impact of statements and actions on all individuals involved;
- Annually train and direct all staff about reporting potentially discriminatory behavior to administration;
- Continue to hold meetings with pertinent personnel to discuss incidents, student/family concerns, truancy, emerging trends and other impacts on the school environment to avoid isolating individual infractions without seeing the emergence of systemic issues;
- Consider implementing a zero tolerance policy for use of the “N-word” except as necessary for legitimate educational purposes;
- Consider implementing a pronoun use policy and training for staff;
- Improve communications with students, parents and the Lower Dauphin community when incidents in or connected to schools impact student safety or the overall school culture balancing:
  - Privacy concerns and legal requirements
  - Conveying steps being taken to address the conduct
  - Reinforcing expectations for appropriate behavior in school and associated consequences
  - Providing resources to parents to address this conduct in their own homes
  - Reminding students and/or families of the opportunities they have to report inappropriate behavior, including use of Policy 103 or other reporting mechanisms
- Improve services to English Learner students through staff training and addition of personnel and resources
- Recruit a more diverse applicant pool for employment vacancies.

## Family & Community Engagement

*What is the role of the educational community beyond the school in driving educational equity efforts?*

### Leveraging External Partnerships (pp. 73-74)

Recommendations	Lead(s)	Updates	Progress	Indicator
1. Leverage Parent Advisory Council (PAC) to develop school-sponsored community events for <a href="#">Youth Mental Health First Aid</a> and <a href="#">iMPACTFUL</a> mental health film for schools	Dr. Amber Sessoms, District Systems-Level Strategist & Alignment Specialist		Not Started	
2. Partner with PAC to support school-based parent participation	Dr. Amber Sessoms, District Systems-Level Strategist & Alignment Specialist		On Target	
3. Engage PAC and SAC in the upcoming district strategic planning process			Deferred	
4. Apply for grants from <a href="#">Pennsylvania Commission on Crime and Delinquency (PCCD)</a> to fund partnerships with community-based organizations	Jim Harrison, Community Relations Coordinator		Waiting for Someone	
5. Partner with <a href="#">Communities that Care</a> to determine how their work supports these findings			On Target	





# Visioning

Alignment

# Values, Mission x Vision Statements

## Values Statement

- **WHAT** PAC sees as important
- Highlights PAC's priority
- Seen as the **rulebook or internal compass** can look back upon whenever a decision or next line of action is about to be made
- Between 5-7 values should suffice within a long sentence that can be memorized

## Mission Statement

- The **WHY** of PAC
- Answers why PAC was created, and what it is trying to achieve
- More about **action. It's what you do.**
- If the values statement is the rulebook, then the mission statement is the **practical gameplay** and covers all the short-term functions

## Vision Statement

- Represents the **WHERE**
- Where do you see PAC in the **future**?
- What are the long-term goals PAC **aspires** to achieve?
- Covers **the big picture**, a grander goal beyond what PAC is trying to achieve at the moment
- The end goal of the mission statement in your community at large



# Values: What We See as Important; Our Compass



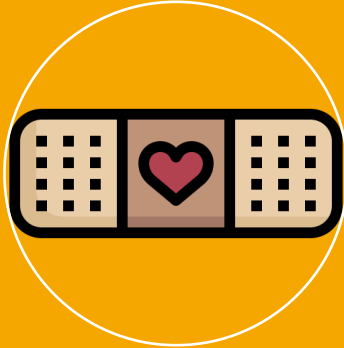
## HONESTY

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



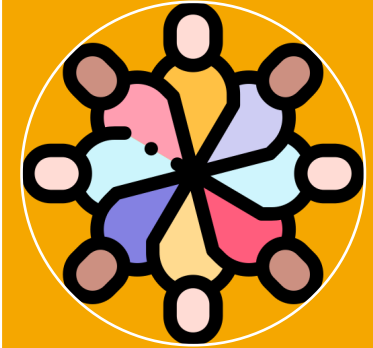
## TEAMWORK

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

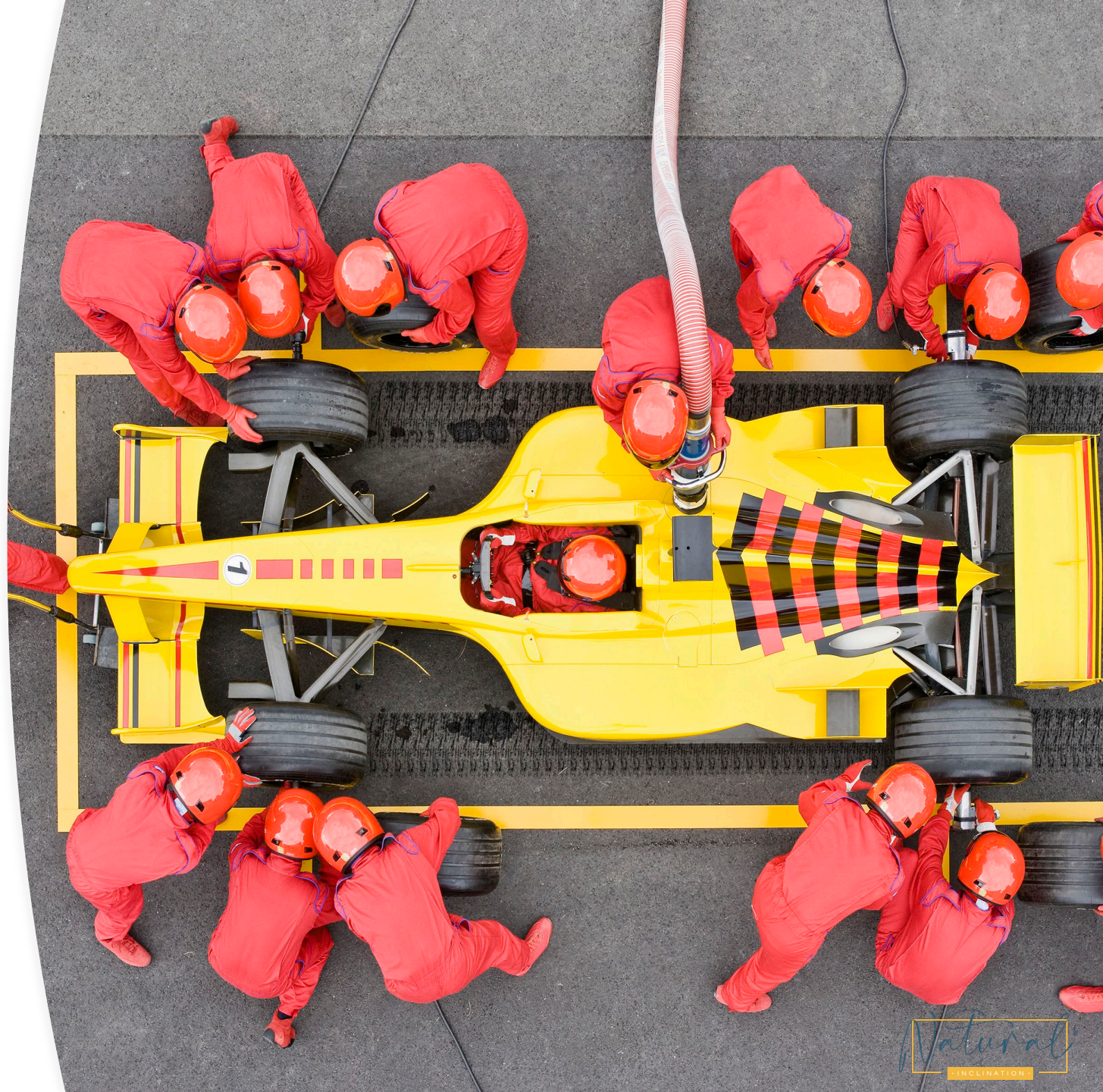
Treating all people with appreciation and dignity; showing humility, sensitivity, honesty, and integrity, and being cooperative and considerate for the feelings, wishes, rights, and traditions of others



# Mission

Our “Why;” What We Currently Plan to Achieve through Action

The LDSD Parent Advisory Council (PAC) is a leadership group that amplifies student, family, staff, and community voice through its collective of parents and caregivers who meaningfully engage in school, family, and community partnerships by providing regular input, guidance, and feedback on district strategic intentions that contribute to each student's, family's, and community's sense of belonging and overall success







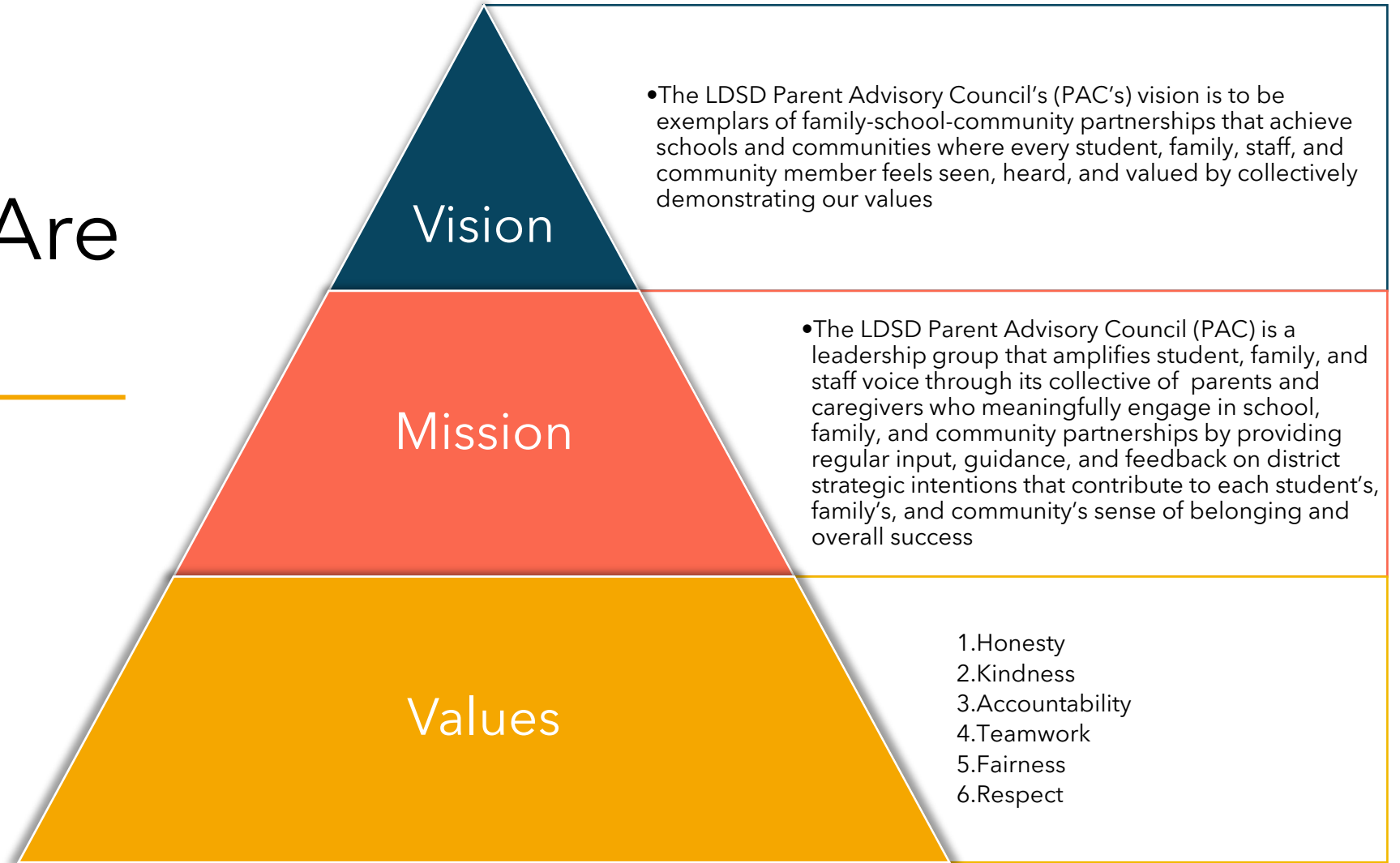
The End.

# Vision

Where We See PAC in the Future; What We Long for in Our Collective Imaginations

- The LDS Parent Advisory Council's (PAC's) vision is to be exemplars of family-school-community partnerships that achieve schools and communities where every student, family, staff, **and community** 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

# Who We Are







# Soaring

Freedom Dreaming

### 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

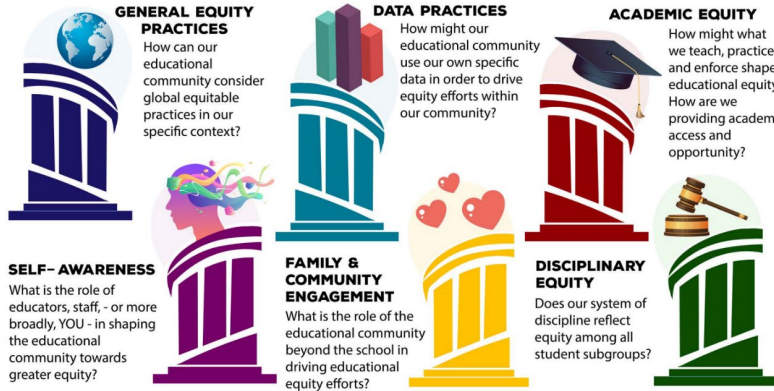




## EQUITABLE PRACTICES HUB

**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 matters 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](http://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

**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

Anonymous 11h

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.

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

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,

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

Anonymous 11h

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.

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,

4 0

Add comment

**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

Anonymous 3d

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

Anonymous 11h

Please explain. What is meant by "shared language?"

Add comment

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

2 0

Add comment

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

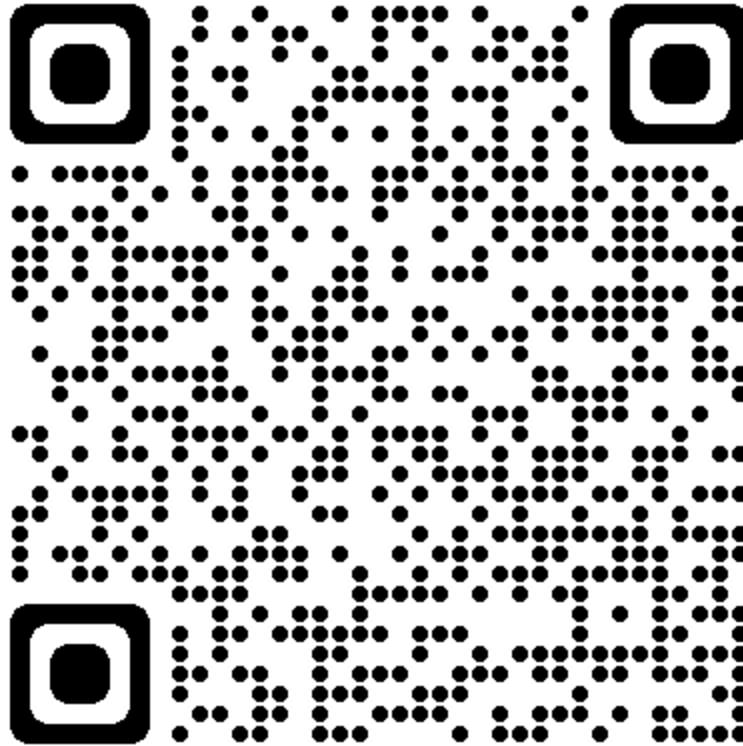
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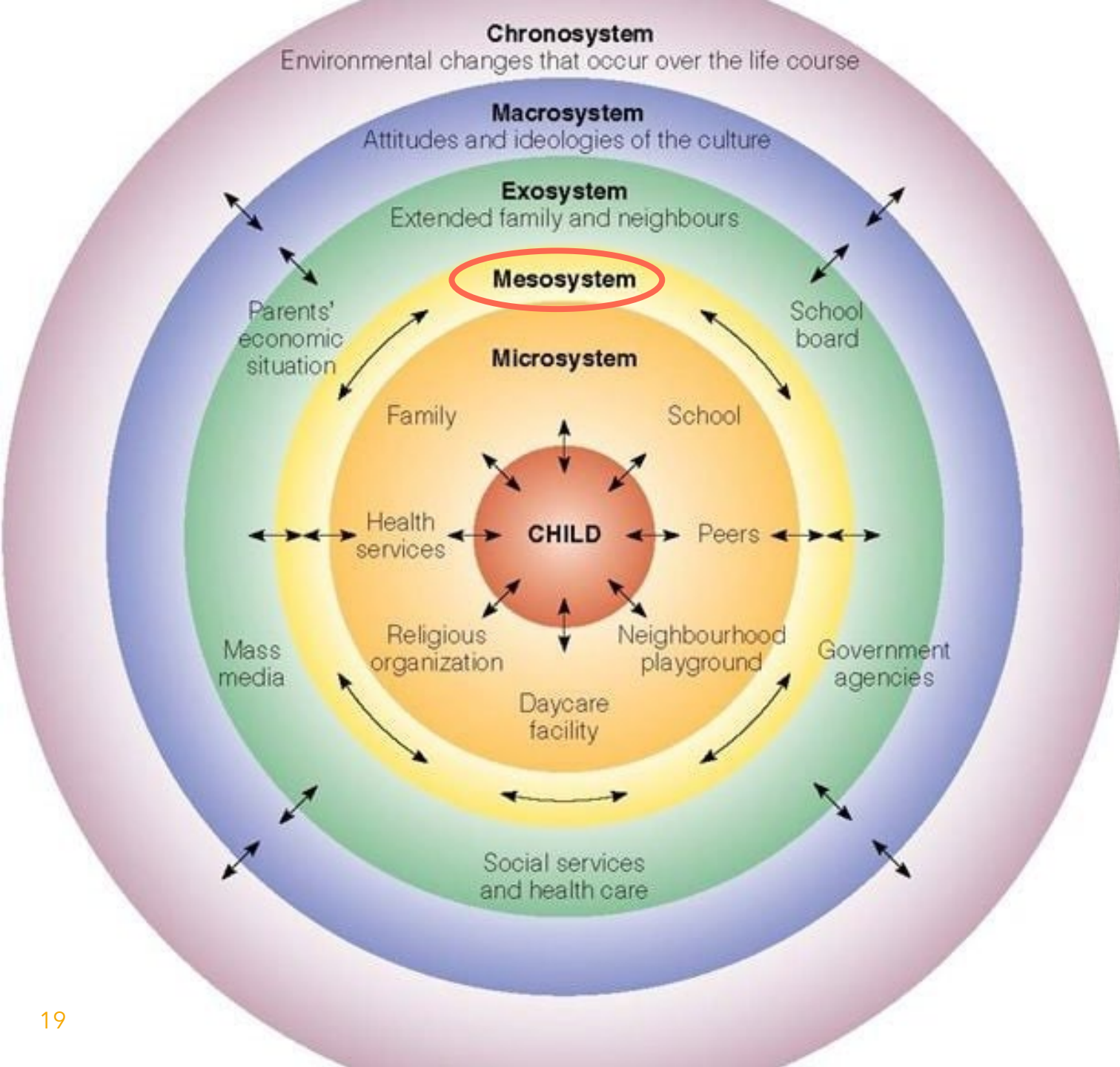
Add comment

Improved student discipline procedures

4 0

Add comment





What can PAC accomplish within our sphere of influence?

Bronfenbrenner Ecological Systems Theory

Source: [Bronfenbrenner's Ecological Systems Theory \(simplypsychology.org\)](http://simplypsychology.org)



# General Equity Practices



- **Mitigating burnout and cultivating sustainable employees through capacity-building**
  1. Have a clear process to address substitute shortage (3)
  2. Identifying teacher painpoints and finding realistic and practical solutions whenever possible (1)
- **Comprehensive mental health professionals and systems**
  1. Sufficient access to mental health professionals (11)
  2. Leverage support from Dauphin County for youth mental health supports (8)
  3. Harm reduction resources (4)
  4. Partnership with existing counseling agencies if it's not feasible to hire a plethora of mental health professionals specifically dedicated to the school (3)

# General Equity Practices



Upvoted Outcomes  
We Want to See

- **Practicing equity, inclusion, and belonging**

1. Adults modeling inclusive behaviors; no misogyny (11)
2. Learn the appropriate skills to listen and believe students when they speak of harm (10)
3. Supports to increase LGBTQ+ and BIPOC students' belonging (10)
4. Representation of students across extracurricular activities (students of color cast in "traditionally" White roles) (7)
5. Centering representative student voice to identify needs and school values (6)
6. Celebrating student diversity (6)
7. Attract and hire representative teachers and staff (6)
8. Decrease in microaggressions (6)
9. School environments that help every child feel seen, heard, and valued regardless of their identities (6)
10. Valuing all dimensions of student diversity (6)
11. Assess and cultivate needs to create belonging (2)



# Self-Awareness



Upvoted Outcomes  
We Want to See

- **Developing effective social emotional skills to support positive relationships and collaborative problem-solving**
  1. Safe spaces to express grievances (11)
  2. Leadership develops more of a listening/learning posture (9)
  3. Students can identify and access trusted staff (8)
  4. Male equivalent to Club Ophelia [Breaking the Boy Code] (5)
  5. Think beyond “tradition” to adopt new ways of problem-solving (4)
  6. Cultivate stronger student-staff relationships/mentorship (3)
  7. Strength-based approach to identify student qualities (2)
  8. Peer mentoring; Student-led team-building and solution-building (2)
  9. Belonging and positive peer group interactions; Students among different social groups building meaningful connections (2)

# Self-Awareness



Upvoted Outcomes  
We Want to See

- **Fostering a community of learners**

1. Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc. (9)
2. Additional clubs and informational sessions to increase membership; More club opportunities for non-athletes (chess, robotics, coding, science, LBGTQ, neurodivergence) (6)
3. Professional development (conflict, EIB, mental health, trauma) (5)
4. Education and open conversations on social issues and conflict resolution (5)
5. Healthy discussions around curiosity and learning instead of punishing and separating when issues arise (4)
6. Clubs and resources for LDMS (3)
7. Student resilience workshops (3)



# Data Practices



Upvoted Outcomes  
We Want to See

- **Communicating a shared mission, vision, and values to model transparency and consistency**
  1. Dashboard on district website to address inequities and other measures to track progress toward identified goals (11)
  2. Clear communication from Board on PAC expectations and mutual agreement (9)
  3. District must become vulnerable enough for self-critique (5)
  4. Stronger, more engaged leadership (2)
  5. Community “believe-in” and not “buy-in” to strategize for meaningful engagement and not obligatory responses (2)
  6. Servant leadership (0)

# Family & Community Engagement



Upvoted Outcomes  
We Want to See

- **Leveraging external partnerships**

1. Parent trainings (kindness, inclusion, social media, mental health) (6)
2. PAC members in school buildings to support change (6)
3. Community events and trainings (5)
4. More collaboration between parents and community at large (3)
5. Soliciting feedback from alumni to hear about their experiences and recommendations (2)
6. One unified Booster Club (2)
7. External partnerships; PHRC; law enforcement (1)
8. Partner with Hershey Company/Entertainment for funding (0)
9. Create community gathering spaces ("**third spaces**") to strengthen sense of community and well-being (0)

# Academic Equity



Upvoted Outcomes  
We Want to See

- **Implementing tiered levels of support**

1. Learn Spanish in elementary (5; 1 downvote)
2. PRIDE recognition that doesn't exclude less recognized students (5)
3. Ensure movement is incorporated into school day (Aspen Institute) (4)
4. Elementary adoption of shared language for acceptance and kindness (4)
5. Teach students not content (3)
6. Career and Vo Tech support (1)



# Disciplinary Equity



Upvoted Outcomes  
We Want to See

- **Accountability through clear and consistent disciplinary policies, practices, and procedures**
  1. Clear and transparent process for how tracking incidents of harm (racism, sexual harassment, discrimination, etc.) (10)
  2. Consistent, proactive processes and procedures to ensure staff and student accountability for use of race-based speech, harassment, (cyber) bullying, discrimination [and other forms of disruptive behavior] (10)
  3. Better surveillance/awareness of bullying hot spots (7)
  4. Ensure reporting policies protect the victims [and the accused] (7)
  5. Letter mailed to parents to provide transparency on disciplinary procedures for students (Level of offense as in Code of Conduct) (7)
  6. Reconciliation and restorative practices/justices when harm occurs (6)
  7. Remove cell phones from school day (4)
  8. Swift and appropriate action from staff (4)
  9. District follows specific, measurable suggestions to improve culture (discipline, accountability, process) (4)
  10. Improved student discipline procedures (4)
  11. Inventory other districts that addressed similar concerns (2)
  12. Decrease disruptive behaviors (2)



# Targeting

Goal-setting

# Strategic Intentions Aligned with PAC Mission

1. A leadership group
2. Amplifies student, family, staff, and community voice
3. Meaningfully engage in school, family, and community partnerships
4. Providing regular input, guidance, and feedback on district strategic intentions





## A leadership group...

*How can PAC facilitate, guide, and accept responsibility for the direction of our community?*

1. Adults modeling inclusive behaviors; no misogyny (11)
2. Learn appropriate skills to listen and believe students when they speak of harm (10)
3. Community events and trainings (kindness, inclusion, social media, mental health) (6 +5)
4. Education and open conversations on social issues and conflict resolution (5)
5. Harm reduction resources (4)
6. Healthy discussions around curiosity and learning instead of punishing and separating when issues arise (4)
7. Student resilience workshops (3)
8. Community “believe-in” and not “buy-in” to strategize for meaningful engagement and not obligatory responses (2)
9. Create community gathering spaces (“third spaces”) to strengthen sense of community and well-being (0)

...amplifies  
student, family,  
and staff voice...

*How can PAC bring  
students, families, staff,  
and communities into  
conversations about  
belonging?*

1. Supports to increase LGBTQ+ and BIPOC students' belonging (10)
2. Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc. (9)
3. Celebrating student diversity (6)
4. Decrease in microaggressions (6)
5. Centering representative student voice to identify needs and school values (6)
6. More collaboration between parents and community at large (3)
7. Soliciting feedback from alumni to hear about their experiences and recommendations (2)

...meaningfully  
engage in school,  
family, and  
community  
partnerships...

*What community  
partnerships within the  
Ecological Model can  
PAC form to support  
belonging?*

1. Dauphin County mental health supports (8)
2. Additional clubs (6+3)
3. PAC members in school buildings to support change (6)
4. Breaking the Boy Code (5)
5. Learn Spanish in elementary school (5:1)
6. One unified Booster Club (2)
7. PHRC and law enforcement partnerships (1)
8. Partner with Hershey Co/Entertainment for funding (0)
9. Career and Vo Tech support (1)



...providing regular input, guidance, and feedback on district strategic intentions...

*What does PAC want to prioritize for district strategic intentions?*

- Code of Conduct: Clear and transparent process for how tracking incidents of harm (see Disciplinary Equity upvotes)
- 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)
- PRIDE recognition that doesn't exclude less recognized students (5)
- Think beyond "tradition" to adopt new ways of problem-solving (4)
- Ensure movement is incorporated into school day (Aspen Institute) (4)
- Elementary adoption of shared language for acceptance and kindness (4)
- Stronger, more engaged leadership (2)

# Equity Impact Assessment

To determine whether your 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?

# Strategic Intention #1: Develop Leadership Capacity to Facilitate, Guide, and Accept Responsibility of Community Direction

## 1 Write a Goal

- Using your most upvoted outcomes/opportunities you want to see, create a goal using the following format:
  - We will [deliver what strategic outcome] so that [ambitious outcome] starting by [start date] and ending by [end date].

## 2 Identify Action x Priority

- Compile action steps needed to achieve the goal in the four areas. Place highest priority actions closest to the center of the target.

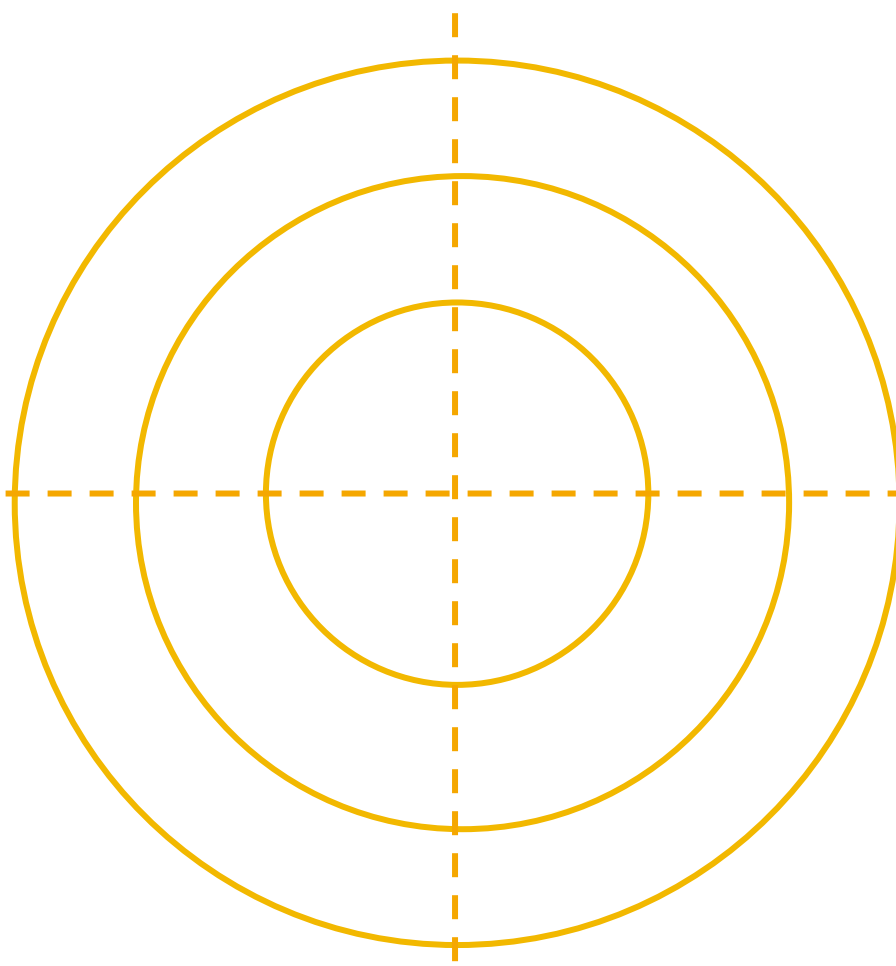
We will \_\_\_\_\_

so that \_\_\_\_\_

starting \_\_\_\_\_ and ending \_\_\_\_\_

Action Steps \_\_\_\_\_ Resources \_\_\_\_\_

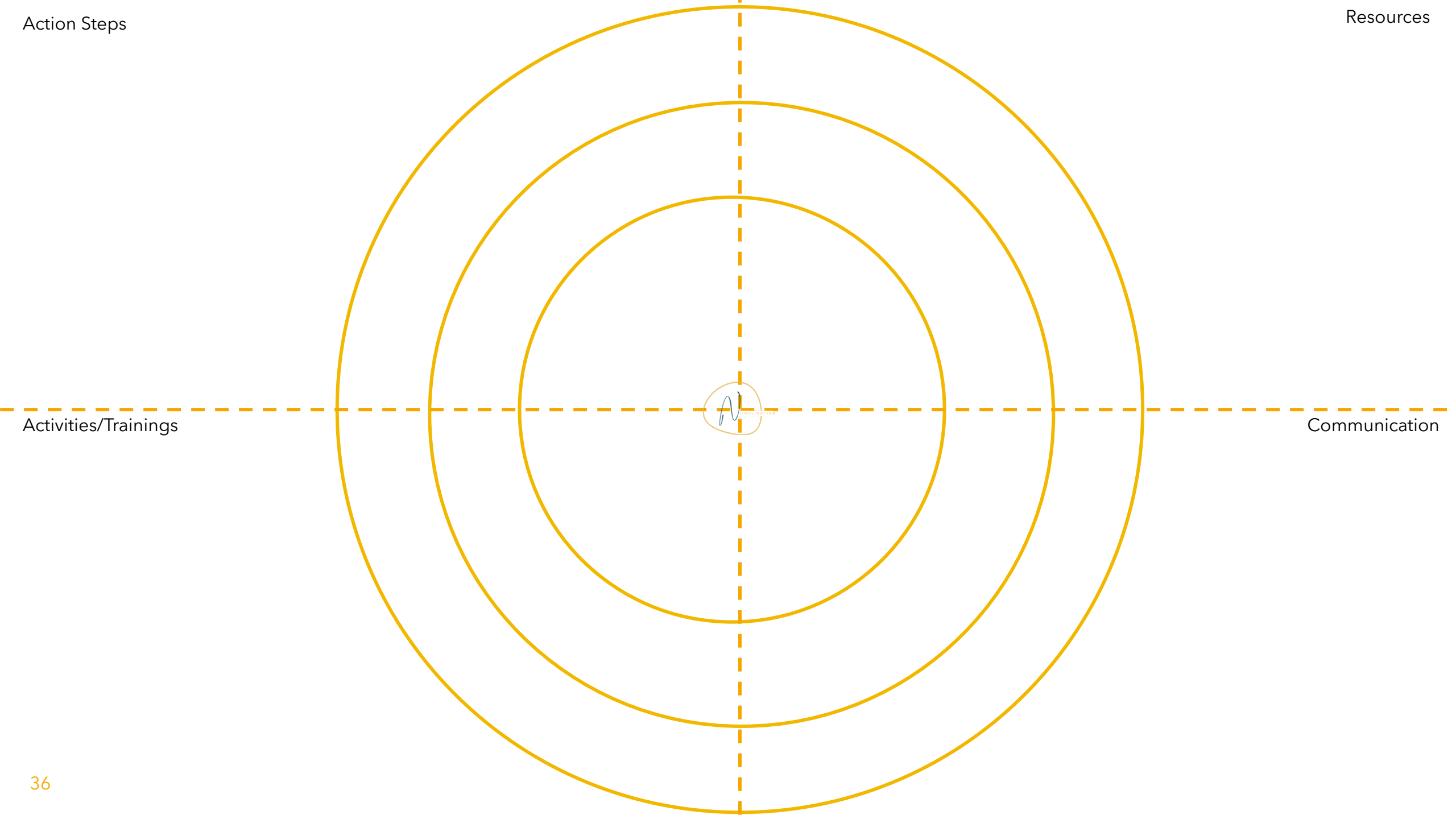
Activities/Trainings \_\_\_\_\_ Communication \_\_\_\_\_





Action Steps

Resources



Activities/Trainings

Communication

## Strategic Intention #1, cont.: Develop Leadership Capacity to Facilitate, Guide, and Accept Responsibility of Community Direction

### 3 Draft Drivers x Miners

- Define 1-3 measures to drive action (drivers) and measure progress (data miners)

### 4 Step Back x Reflect

- Look at everything you created for your goal
- Use the **Equity Impact Assessment** (EIA) to avoid equity pitfalls

### 5 Refine the Goal

- Based on the Equity Impact Assessment, revise your goal, actions, or measures.

### 6 Insert a Meme

- Imagine the goal has been realized. What does it look like, feel like, sound like?

Drivers

Data Miners

Meme of Success

# Strategic Intention #2: Amplify Student, Family, Staff, and Community Voice

## 1 Write a Goal

- Using your most upvoted outcomes/opportunities you want to see, create a goal using the following format:
  - We will [deliver what strategic outcome] so that [ambitious outcome] starting by [start date] and ending by [end date].

## 2 Identify Action x Priority

- Compile action steps needed to achieve the goal in the four areas. Place highest priority actions closest to the center of the target.

We will \_\_\_\_\_

so that \_\_\_\_\_

starting \_\_\_\_\_ and ending \_\_\_\_\_

Action Steps \_\_\_\_\_ Resources \_\_\_\_\_

Activities/Trainings \_\_\_\_\_ Communication \_\_\_\_\_

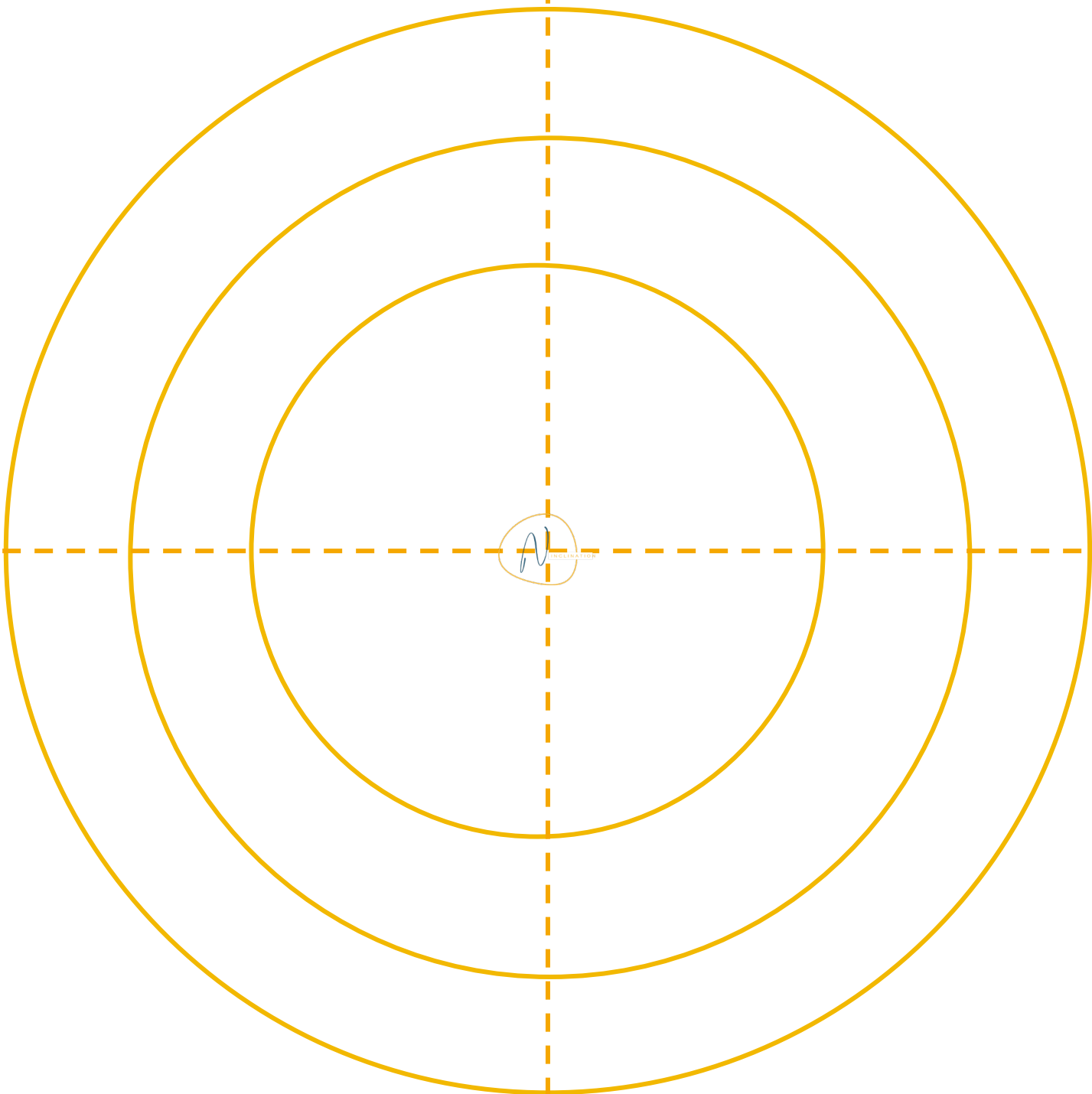


Action Steps

Resources

Activities/Trainings

Communication



## Strategic Intention #2, cont.: Amplify Student, Family, Staff, and Community Voice

### 3 Draft Drivers x Miners

- Define 1-3 measures to drive action (drivers) and measure progress (data miners)

### 4 Step Back x Reflect

- Look at everything you created for your goal
- Use the **Equity Impact Assessment** (EIA) to avoid equity pitfalls

### 5 Refine the Goal

- Based on the Equity Impact Assessment, revise your goal, actions, or measures.

### 6 Insert a Meme

- Imagine the goal has been realized. What does it look like, feel like, sound like?

Drivers

Data Miners

Meme of Success

# Strategic Intention #3: Meaningfully Engage in School, Family, and Community Partnerships

## 1 Write a Goal

- Using your most upvoted outcomes/opportunities you want to see, create a goal using the following format:
  - We will [deliver what strategic outcome] so that [ambitious outcome] starting by [start date] and ending by [end date].

## 2 Identify Action x Priority

- Compile action steps needed to achieve the goal in the four areas. Place highest priority actions closest to the center of the target.

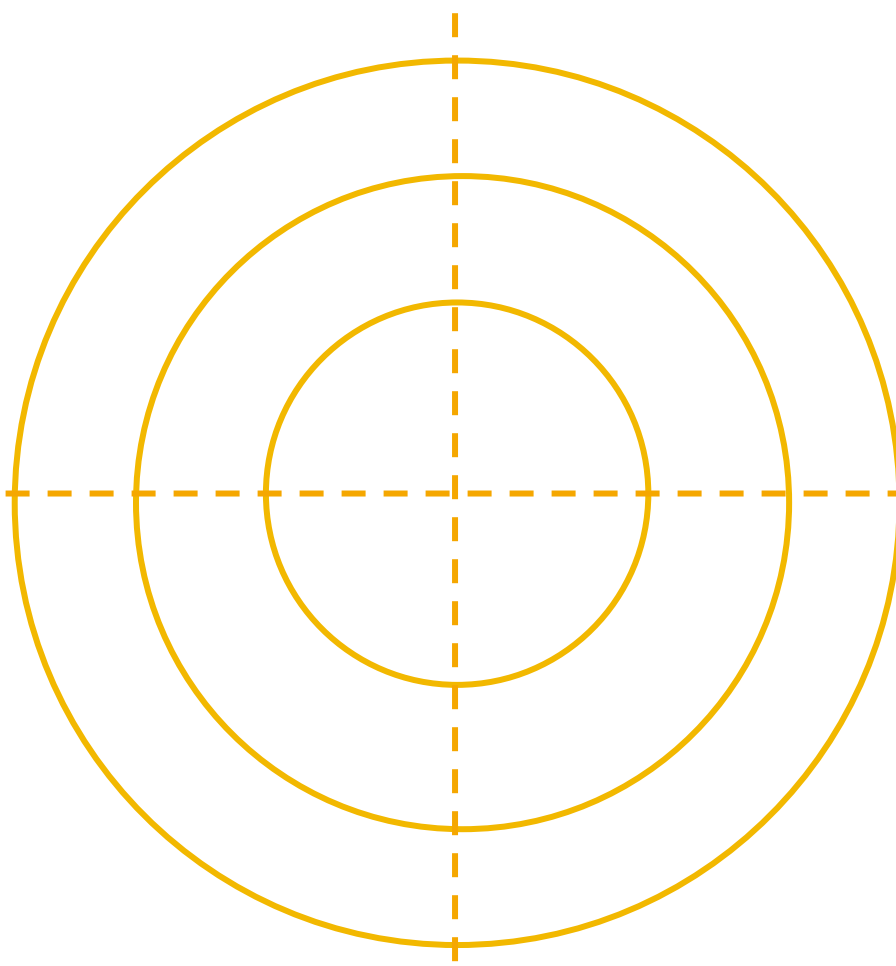
We will \_\_\_\_\_

so that \_\_\_\_\_

starting \_\_\_\_\_ and ending \_\_\_\_\_

Action Steps \_\_\_\_\_ Resources \_\_\_\_\_

Activities/Trainings \_\_\_\_\_ Communication \_\_\_\_\_

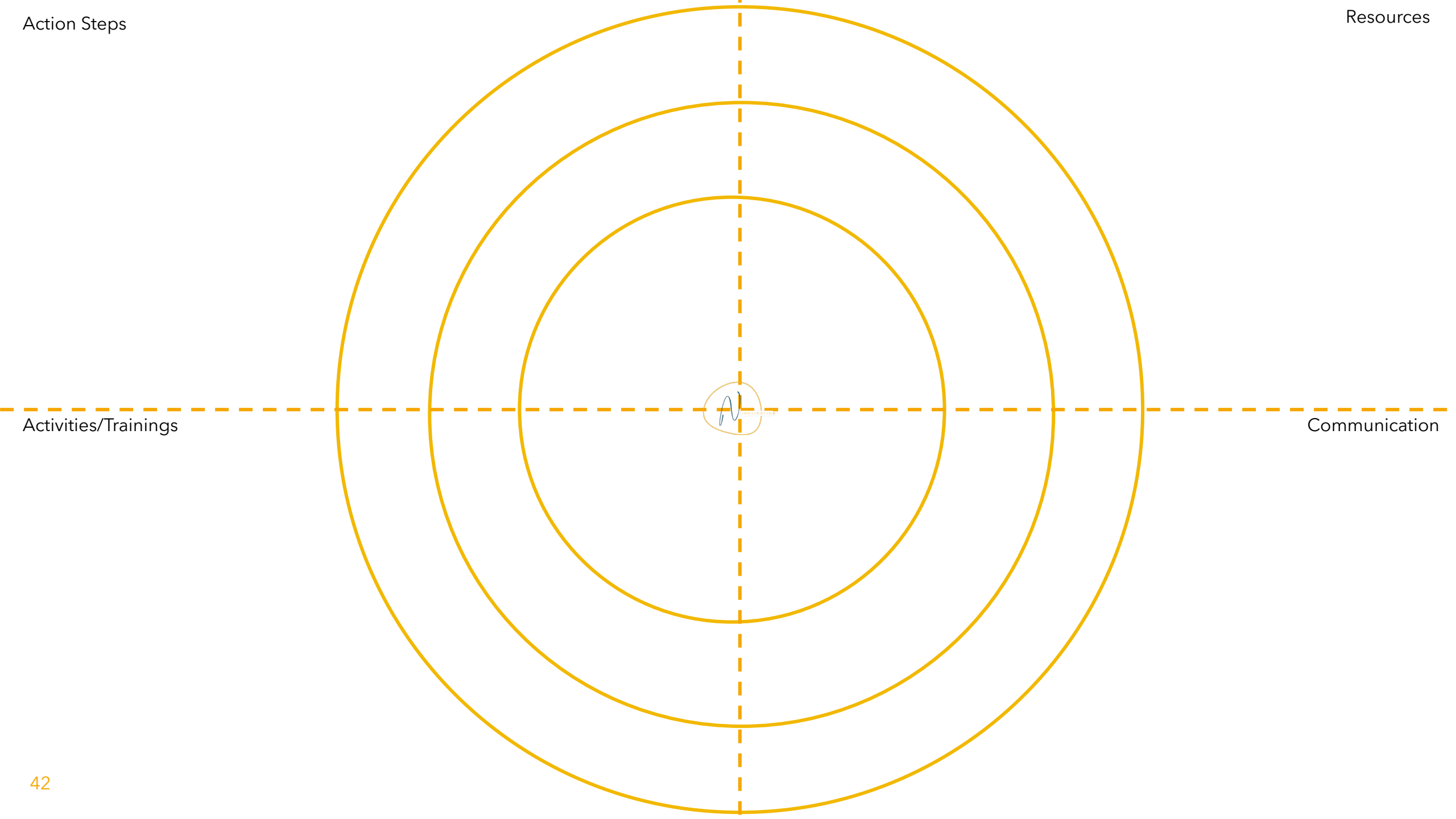


Adapted from CAIU Equity Summit



Action Steps

Resources



Activities/Trainings

Communication

## Strategic Intention #3, cont.: Meaningfully Engage in School, Family, and Community Partnerships

### 3 Draft Drivers x Miners

- Define 1-3 measures to drive action (drivers) and measure progress (data miners)

### 4 Step Back x Reflect

- Look at everything you created for your goal
- Use the **Equity Impact Assessment** (EIA) to avoid equity pitfalls

### 5 Refine the Goal

- Based on the Equity Impact Assessment, revise your goal, actions, or measures.

### 6 Insert a Meme

- Imagine the goal has been realized. What does it look like, feel like, sound like?

Drivers

Data Miners

Meme of Success

# Strategic Intention #4: Provide Regular Input, Guidance, and Feedback on District Strategic Intentions

## 1 Write a Goal

- Using your most upvoted outcomes/opportunities you want to see, create a goal using the following format:
  - We will [deliver what strategic outcome] so that [ambitious outcome] starting by [start date] and ending by [end date].

## 2 Identify Action x Priority

- Compile action steps needed to achieve the goal in the four areas. Place highest priority actions closest to the center of the target.

We will \_\_\_\_\_

so that \_\_\_\_\_

starting \_\_\_\_\_ and ending \_\_\_\_\_

Action Steps \_\_\_\_\_ Resources \_\_\_\_\_

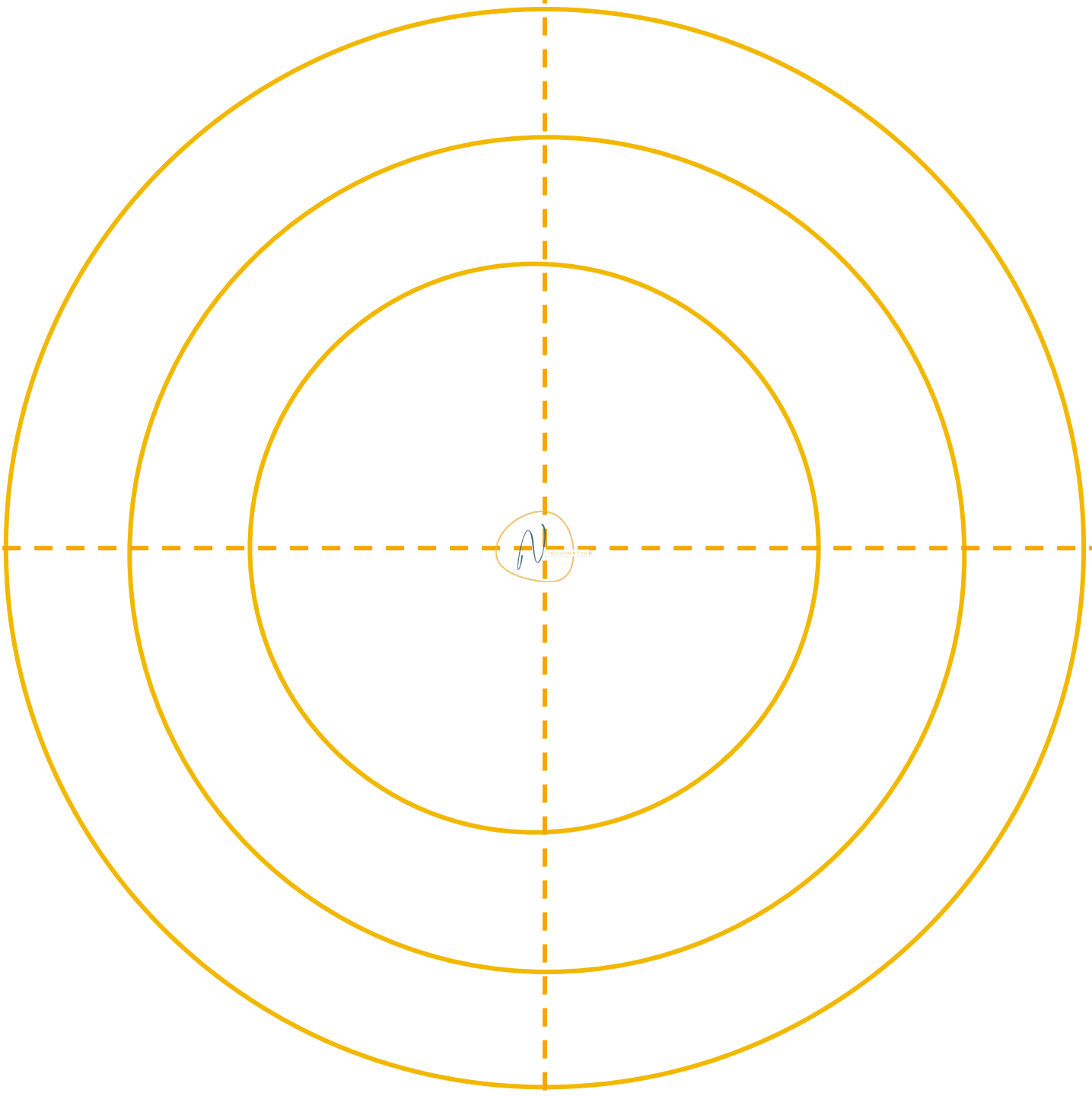
Activities/Trainings \_\_\_\_\_ Communication \_\_\_\_\_

Action Steps

Resources

Activities/Trainings

Communication





## Strategic Intention #4, cont: Provide Regular Input, Guidance, and Feedback on District Strategic Intentions

### 3 Draft Drivers x Miners

- Define 1-3 measures to drive action (drivers) and measure progress (data miners)

### 4 Step Back x Reflect

- Look at everything you created for your goal
- Use the **Equity Impact Assessment** (EIA) to avoid equity pitfalls

### 5 Refine the Goal

- Based on the Equity Impact Assessment, revise your goal, actions, or measures.

### 6 Insert a Meme

- Imagine the goal has been realized. What does it look like, feel like, sound like?

Drivers

Data Miners

Meme of Success

# Collaboration Tools



- To increase our success with implementation and sustainability through shared ownership, we will rely on the Mission & Foundations tab to identify your mission, strategic goals, meeting agreements, roles, and meeting dates.
- The Backlog tab is how you will keep track of your innovations in real time. By categorizing and indicating the status of tasks, you will create a workflow that will bring clarity to your group and demonstrate progress over time.

**Implementation Team Meeting Agenda & Task List**

**Mission & Foundations**

Plans for how meetings will be held, including agreements among team members, roles for team members, and meeting schedules.

[School] Implementation Team's Mission:		Meeting Agreements (e.g., expectations for starting on time; ending on time; how meetings will be held; expectations for communicating in respectful ways; how tasks will be communicated following meetings)	Roles Facilitator and Minute-Taker should not be the same person	Meeting Dates & Locations Schedule for the school year		
Team's Strategic Goals:				Date	Time	Location (e.g., Zoom; to be provided)
1		1	Facilitator			
2		2	Back-Up Facilitator			
3		3	Minute-Taker			
4		4	Back-Up Minute Taker			
5		5	Time Keeper			
6		6	Team Member			
			Team Member			
			Team Member			
			Team Member			
			Team Member			
			Team Member			

**Backlog**

Discussion/Action Item

Person Bringing to Discussion

Delegator

Accountable

Status Completed (C) N/A All

Category

Notes

Click here to download your own Google Sheet

# Strategic Intentions Snapshot

**Supported by SMARTIE**  
**(Strategic–Measurable–**  
**Ambitious–Realistic–Time-**  
**bound–Inclusive–Equitable)**  
**goals**

**Example:** *Host a series of four community convenings by the end of June 2024, with volunteer task forces that are representative of the community (by age, gender, race, ethnicity, location, and other characteristics) to advise the topics*

## STRATEGIC INTENTION 1: Develop Leadership Capacity to Facilitate, Guide, and Accept Responsibility of Community Direction

Lead + Assists:

Value:

## STRATEGIC INTENTION 2: Amplify Student, Family, Staff, and Community Voice

Lead + Assists:

Value:

# Strategic Intentions Snapshot

**Supported by SMARTIE**  
**(Strategic–Measurable–**  
**Ambitious–Realistic–Time-**  
**bound–Inclusive–Equitable)**  
**goals**

**Example:** *Host a series of four community convenings by the end of June 2024, with volunteer task forces that are representative of the community (by age, gender, race, ethnicity, location, and other characteristics) to advise the topics*

## STRATEGIC INTENTION 3: Meaningfully Engage in School, Family, and Community Partnerships

Lead + Assists:

Value:

## STRATEGIC INTENTION 4: Provide Regular Input, Guidance, and Feedback on District Strategic Intentions

Lead + Assists:

Value:





## Contact Information

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Officer

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