Parent Advisory Council (PAC) Meeting | November 29, 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
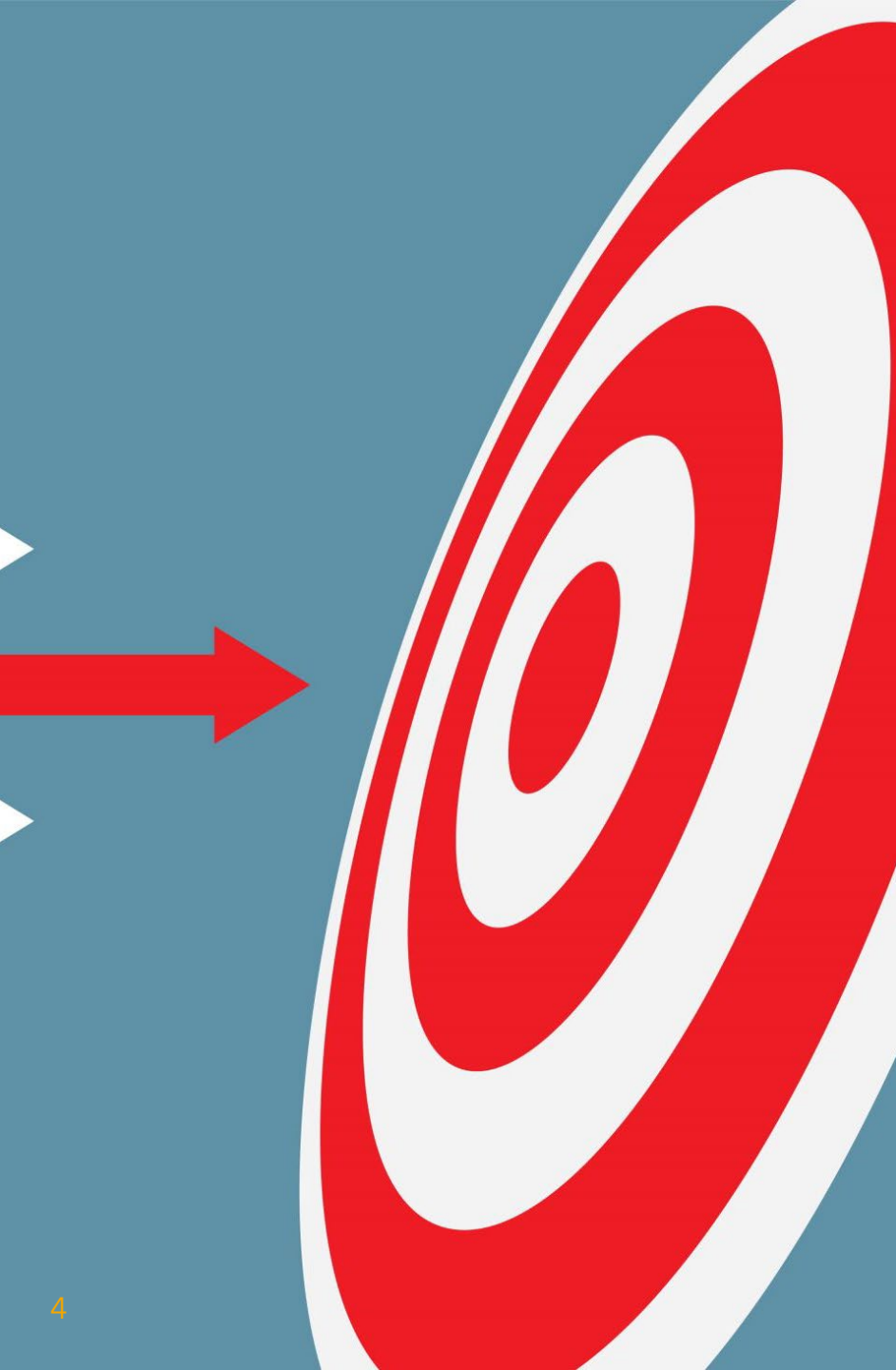
Today's Goals...

- Provide progress updates on district action steps to date
- Develop action items regarding advisement of Code of Conduct development

Progress Updates

What Actions Have Been Taken Since March 2023?

www.ldsd.org/belong
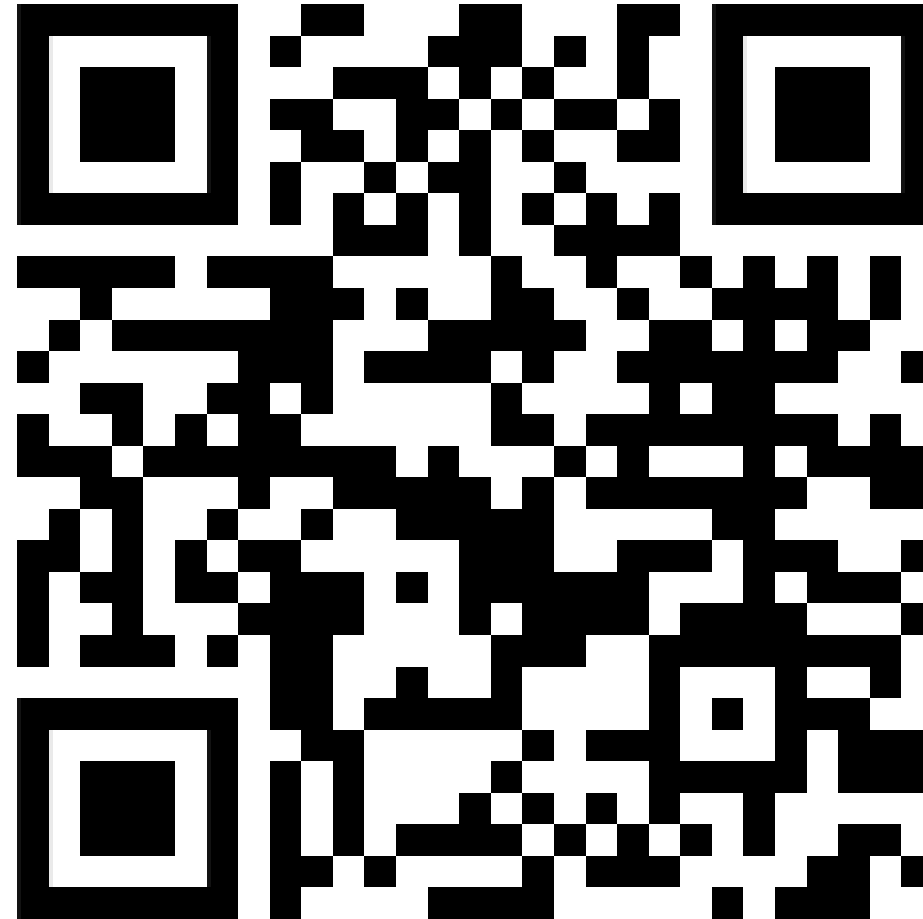
LDHS "Revolutionist Team," Trisha Moody and Ava Bottiglia (lead/co-lead)

- Prioritized three main goals with staff members assigned to each goal: (1) Mitigating burnout; (2) Practicing equity, inclusion, and belonging; (3) Communicating a shared mission, vision, and values
- Opportunities for growth involve: (1) open access to information in PowerSchools (completed); (2) securing and maintaining functioning resources; (3) collaboration time during the contracted work day; (4) securing competitive wages in Dauphin County; (5) cultivating shared ownership across all levels; (6) securing a safe space for Muslim students to go during lunch time for Ramadan (March 10, 2024-April 9, 2024); and (7) operationalizing Falcon PRIDE through PBIS/SEL practices to promote core values and foster positive morale

LDMS "Impact Team" Jen Kopinetz and Kyleigh Andrick (lead/co-lead)

Created subcommittees in the following areas: (1) Student Connection/Advocacy Team; (2) Teacher Advocacy Team; and (3) Research/Outreach Team

- Conducted survey in October with 725 student and 64 teacher respondents
  - 77% of student respondents feel LDMS is safe; 87.3% of teacher respondents feel the same
  - 72.2% of student respondents feel like they belong at LDMS; 49.2% of teacher respondents feel they belong
  - 89.8% of student respondents feel like there is proper behavior communication; 39.7% of teachers feel the same
  - 83.9% of student respondents are interested in Flex Time/Clubs to be with friends; sleep/watch movies (50.1%); sports (46.4%); play on phones (37.1%)
  - 58.7% of teacher respondents are interested in Flex Time
  - 87.4% of student respondents feel teachers really care
  - 63.2% of student respondents feel seen and known by teachers
  - 67% of student respondents feel they have a trusted adult to talk to when problems arise
  - 53.2% of student respondents feel accepted by classmates for who they are
  - 66.6% of student respondents feel seen and known by their teachers

- Teacher burnout: 25.4% absolutely; 31.7% somewhat; 15.9% neutral; 23.8% not really
- 87.3% of teacher respondents believe they have the appropriate resources to support them teaching their curriculum
- 81% of teacher respondents feel that students need SEL curriculum
- 79.4% of teacher respondents feel students are offered opportunities to belong at school
- 87.3% of teachers feel clubs would help students
- 58.7% of teacher respondents feel club/Flextime schedule would help teachers
- 76.2% of teacher respondents believe Virtual Fridays would help build more planning time into their schedules; 55.6% indicated ½ day in-service/early dismissal; 52.4% indicated 2-hour delay
- 66.1% of teacher respondents believe Jean Days would help them feel appreciated/build morale; 61.3% indicated Personal Day giveaway; 58.1% indicated Occasional iced coffee or PTO luncheon; 35.5% indicated occasional 11th period coverage; 33.9% indicated student notes of appreciation

Conewago David Wuestner (lead)

- Goal 1: Mitigating Burnout
  - By the end of the first trimester, staff will become more intentional and vocal about sharing personal feelings, with the intent to create a support/buddy system.
- Goal 2: Practicing Equity, Inclusion, and Belonging
  - By the end of first trimester, staff will explore resources to identify ways to help all students feel a supported, respected, and loved sense of self and belonging.
- Goal 4: Developing Effective Social Emotional Skills
  - By Sept. 30, create and begin to implement positive, school-wide behavior reinforcement system to acknowledge students who consistently exhibit and encourage expected behaviors. WIN time?
- Goal 5: Fostering a Community of Learners
  - By the end of the first trimester, staff will become more intentional and vocal about sharing personal feelings, with the intent to create a support/buddy system.

East Hanover, Michelle Cangialosi and Kate Schofield (lead/co-lead)

- Goal: Find a research-based curriculum/resource and make sure all teachers have resources
  - Responsive Classrooms: The Morning Meeting Book by Roxanne Kriete and Carol Davis
  - Bryan MacLoed is developing an RtII framework to support tiered levels of support to ensure student success and effective collaborative problem-solving among his team

Londonderry, Pamela Waters (lead)

- Goals:
  - Improving family connection and cultivating a culture of dignity, especially for families with less resources
  - Improving PTO collaboration
  - Solicit and support volunteers/chaperones to get clearances
  - Garner more support for Community Engagement Committee lead by Jamie Marrs

Nye, Alyssa Mateseva and Erin Hicks (lead/co-lead)

- Goal: Practicing Equity, Inclusion, and Belonging
  - Individual Nye Student Showcase that highlights their interests and differences. Providing the opportunity for students and community to embrace, celebrate, uplift and learn about the showcase student.
  - Teachers sharing their interests and difference on Nye News on Fridays giving students the opportunity to celebrate, uplift, learn and embrace the staff differences. Teachers will serve as models for students and their differences.
  - Intentional monthly theme days to celebrate, uplift, learn and embrace the Nye community and culture.

South Hanover, Liza Kalloz and Abby Spanos (lead/co-lead)

- Self-Awareness Goal
  - Ensuring a representative from each grade level team on the Implementation Team
- Data Practices Goal
  - Implemented behavior form to ensure clear communication from principal and teacher on student intervention when referred to the office
  - Piloting SWIS with strong Tier I PBIS support to input meaningful referral data to make data-driving decisions (identify patterns and root-cause of student behavior and every action taken)
- Family & Community Engagement TBD (emphasis on knowing and celebrating cultures)

Develop Implementation Drivers

- Dr. Sessoms continues to identify resources to support District needs regarding equity, inclusion, and belonging; mental health supports; conflict resolution; and restorative practices (e.g., Effective School Solutions; True North; ADVOZ)
- The first strategic intention will be to support all faculty during their January 12, 2024, district-wide in-service with experiencing a restorative circle through small-group facilitated dialogue that centers the experience of students and their families and develop strategic intentions to cultivate a culture of belonging and restorative practices.
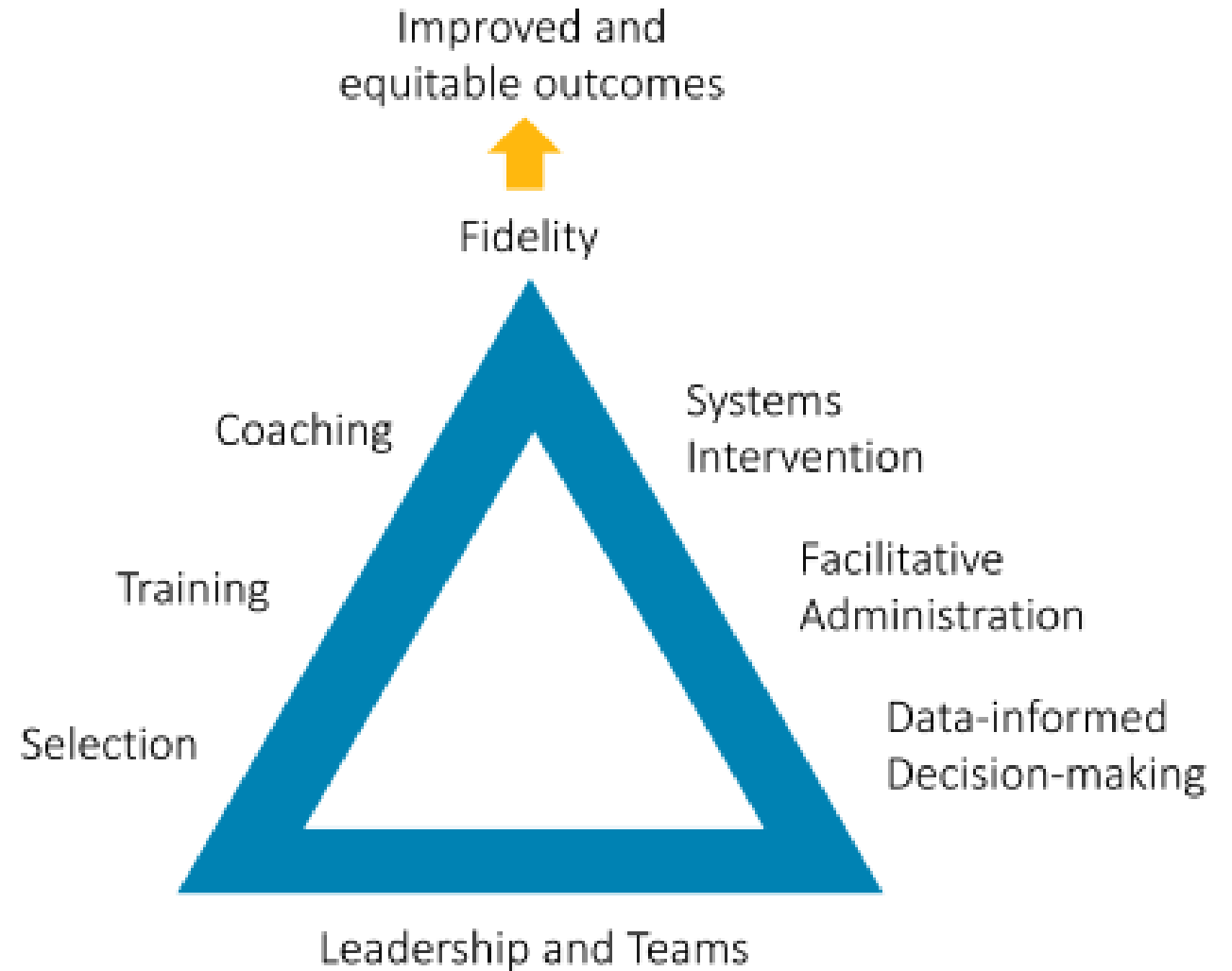
Improved and equitable outcomes

Fidelity

Coaching

Systems Intervention

Training

Facilitative Administration

Selection

Data-informed Decision-making

Leadership and Teams

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

- Dr. Sessoms attended the full-day School-SPIRIT (School-Student Problem Identification and Resolution of Issues Together) Day on Wednesday, September 20, 2023. The identified groups (LGBTQ+, athletes, art/drama students. Students of the general student body) prioritized areas of concern and developed solutions with the facilitative support of state and federal agencies. The following issues were identified:
  - o Bathroom concerns
  - o Policy/rule enforcement
    - ▪ Lack of consistent policies
  - o Ignorance/apathy regarding diversity
    - ▪ Microaggressions
    - ▪ Lack of acceptance of differences
  - o Verbal, sexual, physical abuse
  - o Bias concerns
- The SPIRIT Council, which consists of 13 students, is tasks with prioritizing solutions they initially developed from the full-day session. Subsequent meetings with the US Department of Justice will help the students develop a strategic plan

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 Youth Mental Health First Aid and iMPACTFUL 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 Pennsylvania Commission on Crime and Delinquency (PCCD) to fund partnerships with community-based organizations	Jim Harris, Community Relations Coordinator		Waiting for Someone	
5. Partner with Communities that Care to determine how their work supports these findings			On Target	

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Visioning

Alignment

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 for one's feelings and actions

KINDNESS

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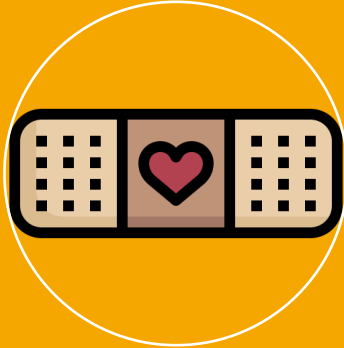
ACCOUNTABILITY

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
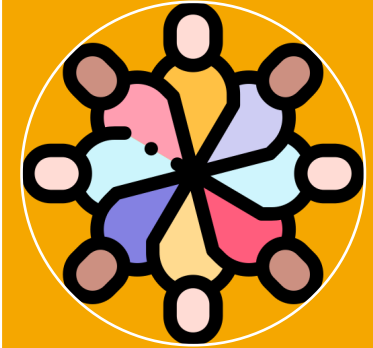
RESPECT

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
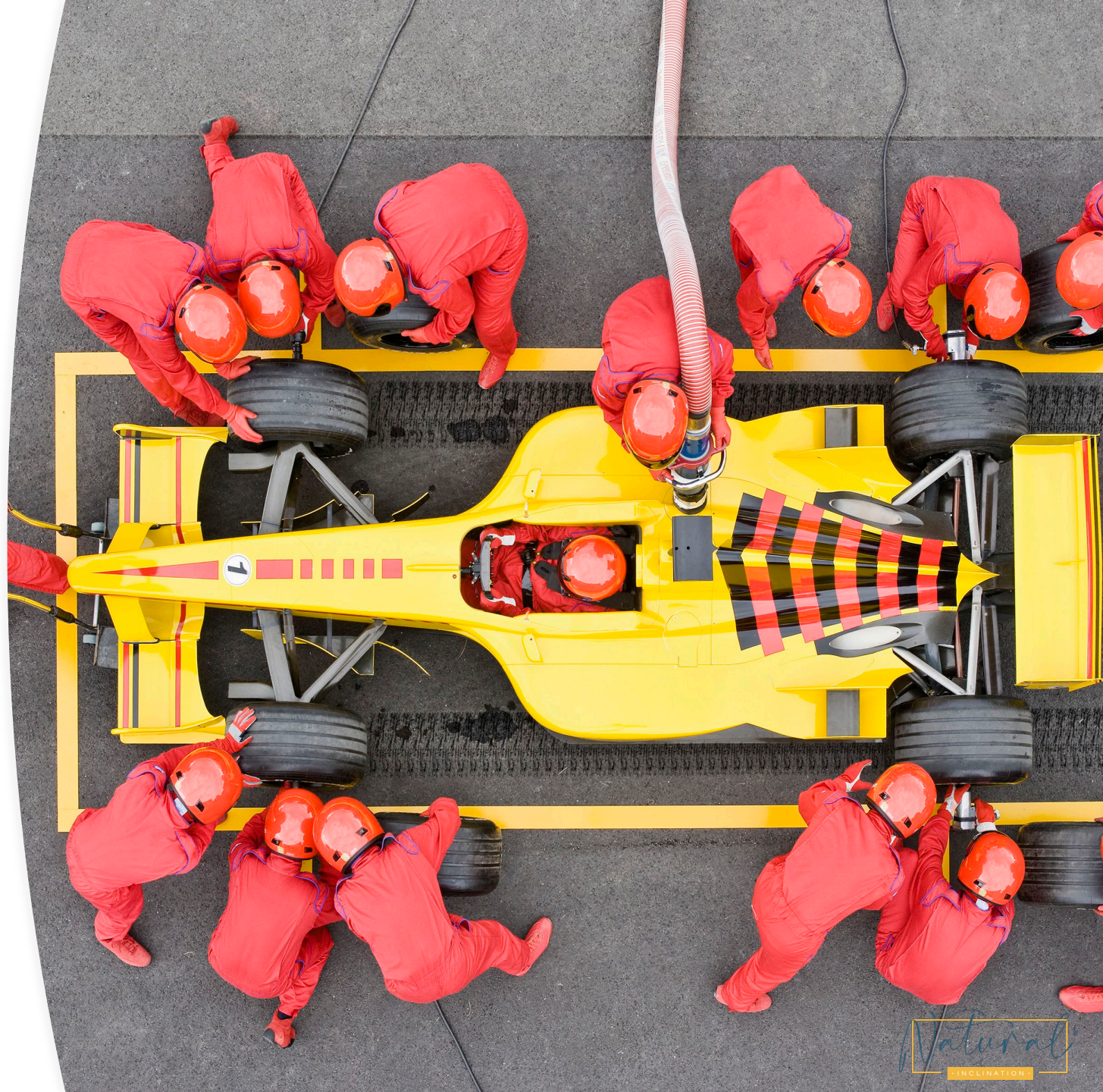
Vision

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

- The LDSD 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

_____

Vision

•The LDSD 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 our values

Mission

•The LDSD Parent Advisory Council (PAC) is a leadership group that amplifies student, family, and staff 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
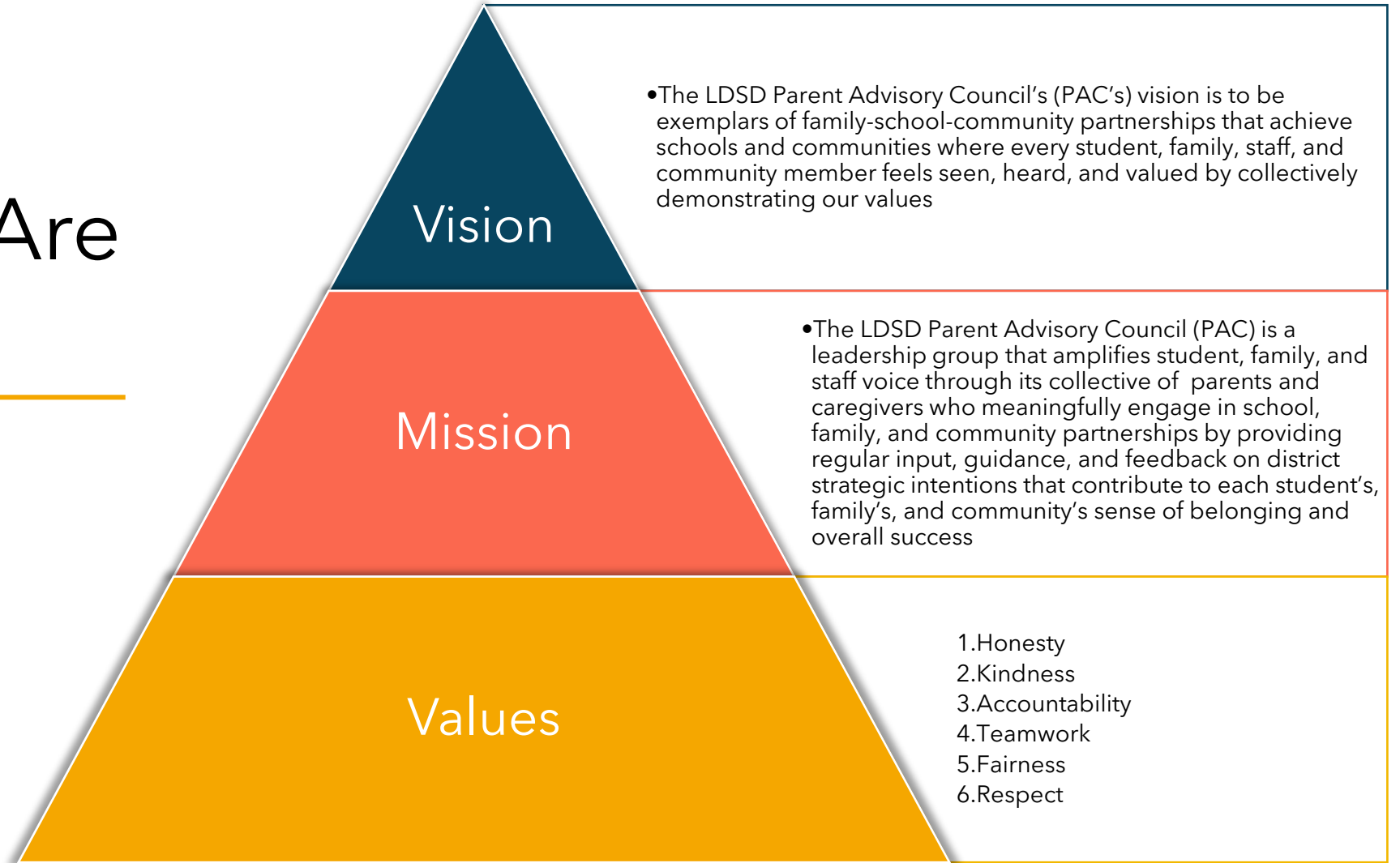
Values

1. Honesty
2. Kindness
3. Accountability
4. Teamwork
5. Fairness
6. Respect

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Strategic Intentions

Operationalizing Goals to Support Meaningful Action

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)

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

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...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)

Goal Direction

Prioritizing Opportunities for Meaningful Change

Goal #1: Providing regular input, guidance, and feedback on district strategic intentions
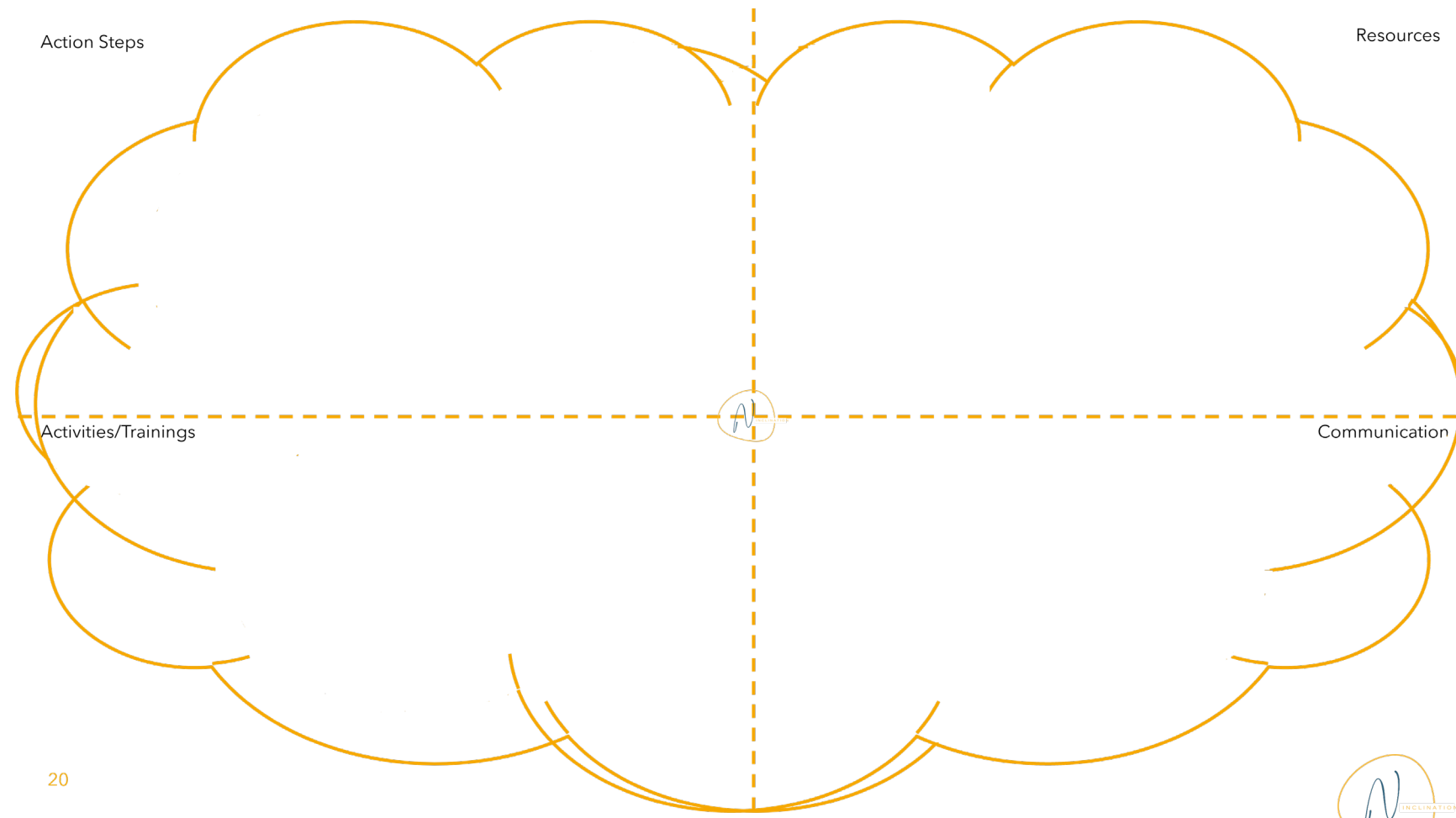
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1 **Write a Goal**

- Using the key findings from your SOAR survey below, 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.

We will _____

_____

so that _____

_____

starting _____ and ending _____

Action Steps

Resources

Activities/Trainings

Communication

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Adapted from CAIU Equity Summit

Action Steps

Resources

Activities/Trainings

Communication

Goal #1: Providing regular input, guidance, and feedback on district strategic intentions

3 **Draft Drivers x Miners**
- Define 1-3 measures to drive action and mine for progress (data)

4 **Step Back x Reflect**
- Look at everything you created for your emerging theme. 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.

Drivers

Data Miners

Adapted from CAIU Equity Summit

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 polices, 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 the are not met?
- In what ways does this policy, program, or budget item deeply consider the experience of the residents it will impact?

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