



May 2023 LDHS Student Advisory Council (SAC) Meeting

Amber M. Sessoms, EdD, NCSP
Founder and Chief Visionary Officer of Natural Inclination LLC

My Core Values



Authenticity

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

Connection

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

Curiosity

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

Strengths: What do we like about LDHS?

Course offerings (Biology, Band, Woodshop); Club offerings; Extracurricular activities; Majority of teachers and staff; Smaller communities within school and the surrounding community; Friendships within school; Have a voice; Opportunities for belonging (pronoun usage, low-income)

Opportunities: What do we need from LDHS?

Greater presence from adults during lunchtime and other unstructured times to mitigate bullying, racism, etc.; A clear and consistent disciplinary and reporting process to hold students and staff accountable for toxicity, disrespect, harassment, discrimination, race-based speech (in school and on the bus); Ensure Student Code of Conduct is equitable; Restorative practices and justice; Professional development and learning opportunities to address toxicity (belonging, social cliques, rape culture, rigid stereotypes, (cyber) bullying, racial slurs, perspective-taking, drug abuse/vaping, relational aggression, empathy, active listening skills, lower SES; trauma); More supportive and consistent organizations, clubs, and programs (e.g., different faiths, GSA); Advertise clubs to increase membership; Foundational curriculum to educate on the power of words; Peer conflict resolution; Compassionate staff who connect students to needed mental health services; Intentional practices to demonstrate showing respect toward all races; Community-building activities to support belonging; More extracurricular activities; Recognize that success is more than test and quiz scores; A prayer room for Muslims; Better quality lunch food; Hire more educators and staff from outside of LD "bubble;" Hiring compassionate coaches; Sprucing up hallways; Considerations given for bathroom rules with menstruating female students;

LDHS SAC SOAR

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

Honesty; Respect; Knowledge; Accountability /Reliability; Compassion/ Kindness; Creativity/Uniqueness/Self-expression; Religion/Spirituality; Equality/Fairness/Justice/Inclusion/Diversity; Integrity/Trust

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

Educators and staff more present to recognize changes in student behavior or body language and help them accessing support; Students learn to accept differences not as bad but as something to value; Students held accountable for their actions; A school climate that fosters belonging and community; Teachers showing respect to students; More classes that help students learn the work skills needed to enter workforce and provide exposure to fields never before considered; School events that get students excited about participating; Better cafeteria food or free lunches; Classes or curriculum that provide opportunities to learn about the various dimensions of diversity (LGBTQ, people of color); Queer and neurodivergent students thriving and not only surviving; Students and staff having conversations about dignity and belonging;



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



Accountability, Reliability, Integrity, Trust, Honesty



Respect, Equality, Fairness, Diversity, Inclusion, Justice



Kindness, Compassion



Religion, Spirituality



Creativity, Uniqueness, Self-Expression



Knowledge

Strengths: What do we like about LDHS?

- Course offerings (Biology, Band, Woodshop)
- Club offerings
- Extracurricular activities
- Majority of teachers and staff
- Smaller communities within school and the surrounding community
- Friendships within school
- Have a voice
- Opportunities for belonging (pronoun usage, low-income)

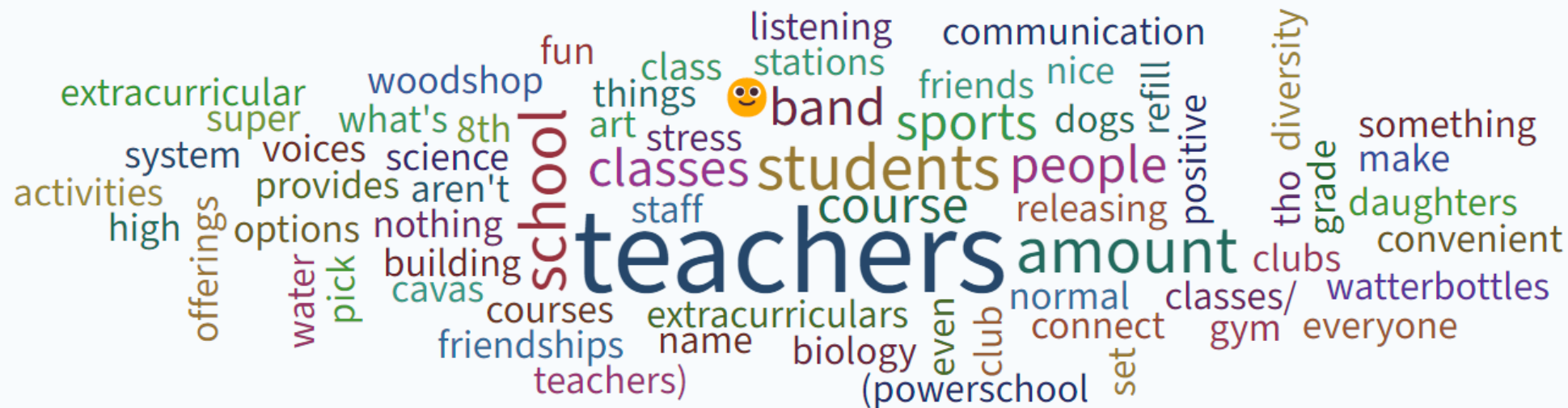




When poll is active, respond at **PollEv.com/ambers482**

Text **AMBERS482** to **37607** once to join

What do we like about LDHS?



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Opportunities: What do we need from LDHS?

- Greater presence from adults during lunchtime and other unstructured times to mitigate bullying, racism, etc.
- A clear and consistent disciplinary and reporting process to hold students and staff accountable for toxicity, disrespect, harassment, discrimination, race-based speech (in school and on the bus)
- Ensure Student Code of Conduct is equitable
- Restorative practices and justice
- Professional development and learning opportunities to address toxicity (belonging, social cliques, rape culture, rigid stereotypes, (cyber) bullying, racial slurs, perspective-taking, drug abuse/vaping, relational aggression, empathy, active listening skills, lower SES, trauma)
- More supportive and consistent organizations, clubs, and programs (e.g., different faiths, GSA)
- Advertise clubs to increase membership
- Foundational curriculum to educate on the power of words
- Peer conflict resolution
- Compassionate staff who connect students to needed mental health services
- Servant leadership
- Intentional practices to demonstrate showing respect toward all races
- Community-building activities to support belonging
- More extracurricular activities
- Recognize that success is more than test and quiz scores
- A prayer room for Muslims
- Better quality lunch food
- Hire more educators and staff from outside of LD “bubble”
- Hiring compassionate coaches
- Sprucing up hallways
- Considerations given for bathroom rules with menstruating female

Respond at [PollEv.com/ambers482](https://www.poll-ev.com/ambers482)

 Text **AMBERS482** to **37607** once to join, then text your message

What do we need from LDHS?



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- ❖ Poll is full and no longer accepting responses

What do we need from LDHS?



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

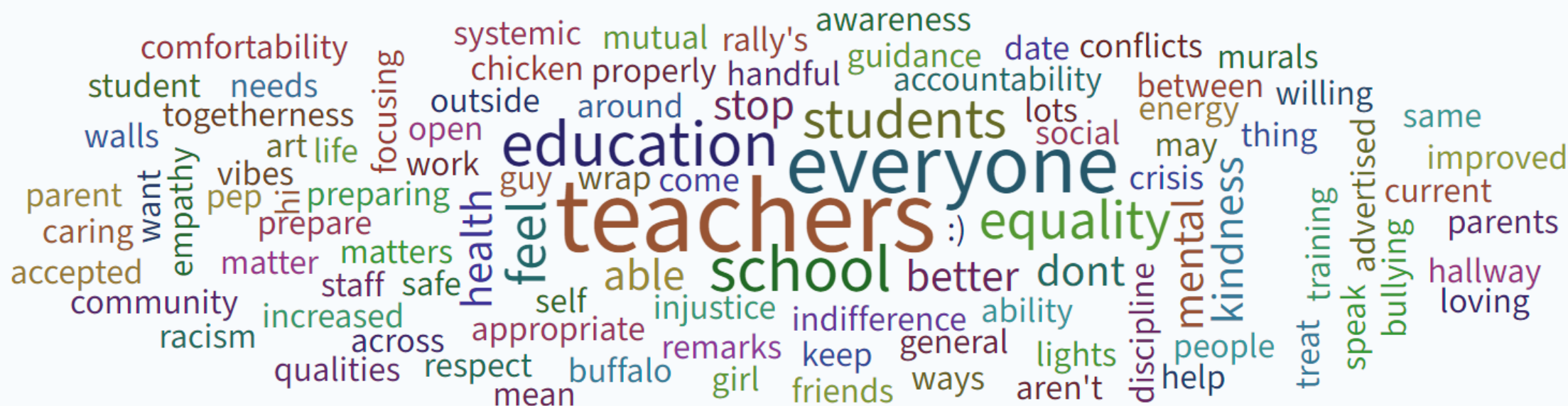
- School environments that help every child feel seen, heard, and valued regardless of their identities
- Educators and staff more present to recognize changes in student behavior or body language and help them accessing support
- Students learn to accept differences not as bad but as something to value
- Students held accountable for their actions
- A school climate that fosters belonging and community; Teachers showing respect to students
- More classes that help students learn the work skills needed to enter workforce and provide exposure to fields never before considered
- School events that get students excited about participating
- Better cafeteria food or free lunches
- Classes or curriculum that provide opportunities to learn about the various dimensions of diversity (LGBTQ, people of color)
- Queer and neurodivergent students thriving and not only surviving
- Students and staff having conversations about dignity and belonging



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What are the outcomes we would like to see?



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Lower D

Home

Schools

Our D

Equity, Inclusion & Belonging in Lower Dauphin

Overview

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

Advisory Groups

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

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

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in Lower Dauphin | Advisory Groups

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

need your voice and

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

hold meetings of these

ol students to sign-up and