Equity and Inclusion Team Planning Session 2

EQUITY · INCLUSION · DIGNITY · BELONGING

October 27
November 10
November 17 2021

In Just   Days

Met twice as an Equity team

Building teams started meeting

Connecting with every building

Administrators are engaged in training with the authors of _Belonging through a Culture of Dignity_

Agenda

STORIES

Share how teams are building capacity and promoting belonging

Review the strategy of reframing and implicit bias

Develop an understanding of the difference between dignity and respect

Gain a deeper understanding of belonging by exploring the indicators of belonging

54 Promise: Inspiring Innovation, Igniting Student Potential

The *54 Promise* is a multi-year strategic plan to guide District 54's core work of ensuring whole-child student success. This document was the result of the collaborative efforts of the District 54 Strategic Planning Committee which consisted of 72 participants representing teachers, support staff, administrators, parents and community members from across our system. The Strategic Planning Committee arrived at consensus around the *54 Promise* through a series of informative meeting sessions where input from all stakeholders was solicited. The *54 Promise* provides the entire District 54 community clarity around the key district goals and operating priorities that will drive our system ahead in the years to come.

Equity and Inclusion Vision

In District 54, we will promote a culture of unconditional belonging in which all students, staff and community members will be treated with dignity. We will ensure high levels of access to resources, experiences and success. In District 54, we strive to ensure that all students, staff, and community members are

🍎 Safe, welcome and cared for   🍎 Heard, validated and supported   🍎 Represented in curriculum and staffing

One District, One Mission: Ensuring Student Success

District 54 Goals

- District 54 will ensure the *success of the whole child* by providing comprehensive approaches and programming, grounded in the belief that each child deserves to be Healthy, Safe, Engaged, Supported and Challenged.

- District 54 will perform in the *top 10%* of all schools in reading and math growth and proficiency as measured by state and local assessments.

- District 54 will close the *achievement gap for ALL* students in reading and math as measured by state and local assessments.

Supporting Whole Child Academic & Social-Emotional Success

Cultivating Innovation in Learning Space & Instructional Design

Recruitment, Development & Engagement of Exceptional Personnel

Facilities & Fiscal Responsibility

District 54 Pillars of Equity and Inclusion

- Develop a Culture of Belonging and Dignity

- Build the Cultural Competency of our Professional Learning Communities

- Recruit, Select and Retain a staff that is reflective of our student demographics

Agreements

- Use the words you have
- Experience discomfort
- Speak your truth
- Expect and accept non-closure
- Listen patiently, listen actively, listen to your own voice
- Assume positive intent
- Be respectful of each other and our stories being shared
- Opinions are not right or wrong, they are built off experiences
- Address the point--not the person

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples."

— Mother Teresa

Discussion

What is something you've done in your building to create a sense of belonging?

3:00

The Ripple Effect: Link & Mead

What is "Convivencia"?

Principal Translations

Spanish		English
convivencia *nf*	(vivir conjuntamente)	living together, coexistence *n*
		cohabitation *n*
	(*commune or group home*)	communal living *n*
	La convivencia era muy difícil en el apartamento.	
	Living together in the apartment was quite tough.	
convivencia diaria *nf* + *adj*	(vida en común)	(*large family*) daily coexistence *n*
convivencia social *nf* + *adj mf*	(sociedad: coexistencia)	social harmony *n*

What do we want to do?

We want to **empower** teachers and especially **students** through different activities and celebrations.

Our <u>main objectives</u> are:
- to spend time discussing concepts like **equity, inclusion and dignity** and try to find the best ways to implement them in our groups.

- to enhance student's self-esteem, peer relationships, etc., which are deeply linked to those concepts (equity, inclusion and dignity).

Our <u>secondary objective</u> is:
- To make this simple for teacher and do not add more into their shoulders.

Important dates and ideas

Black History Month

Women's International Day

National Hispanic Heritage Month

Self-esteem activities

Peer relationship activities

Other ideas 💡

August 4, 2021

Mead & Greet

SEE → FEEL

Journal Reflection: How have you used reframing?

"We cannot dismantle what we cannot name."

Chimamanda Ngozi Adichie
"The Danger of a Single Story"

GET ← DO
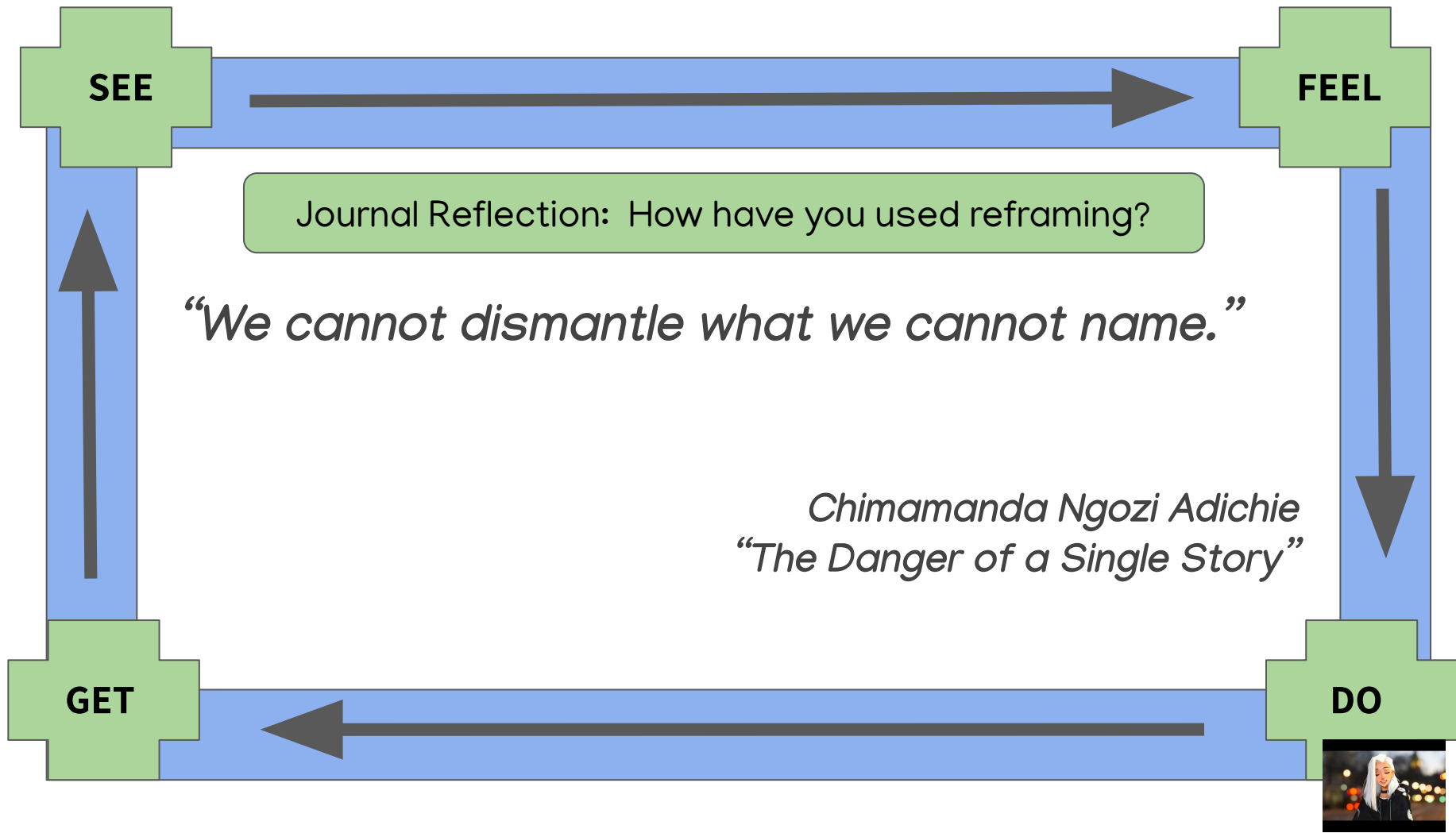
Appreciative Feedback

Take turns giving each other feedback.

When you give feedback, consider stems such as these:

- I admire the way…
- When you shared _____, you really helped me…
- I'm so grateful for _____ because …
- I love talking to you because …
- You amaze me …
- My favorite thing about you so far is…

When you receive feedback, practice openness and receive it as you would any other gift.
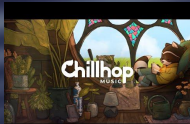
FINISH THE LYRICS
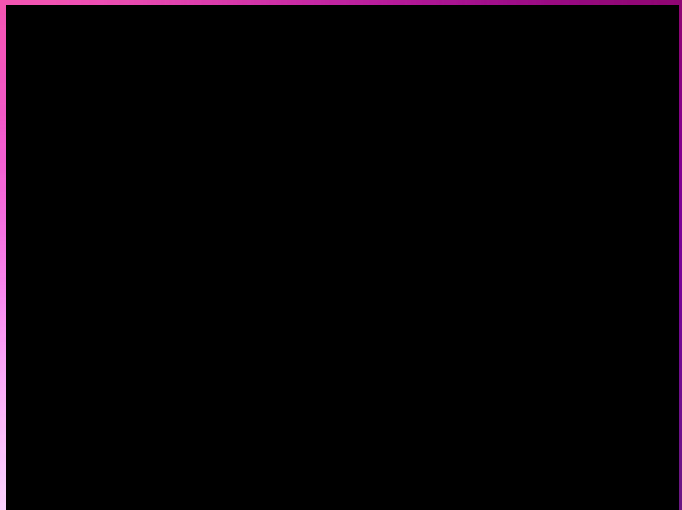
"... you can't take away my dignity..."
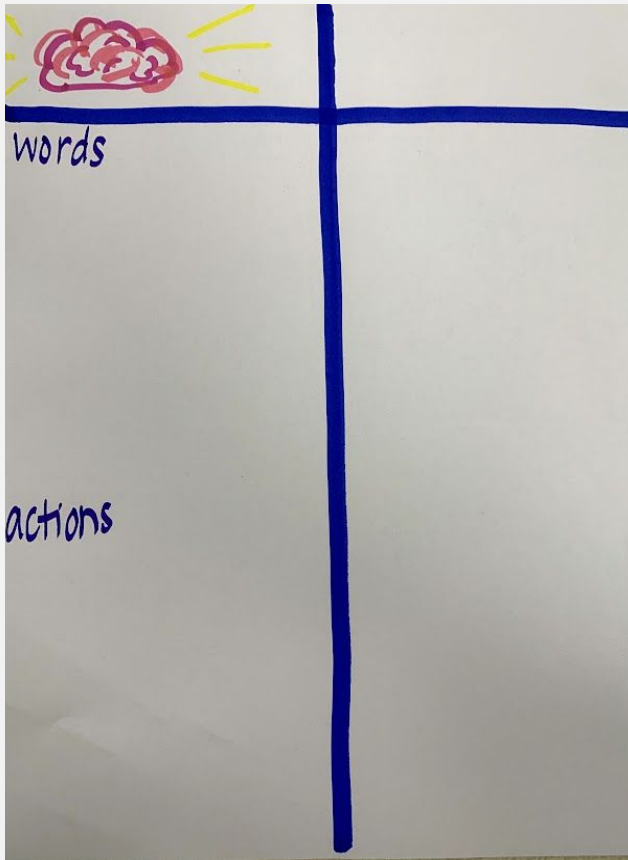
What comes to mind when you think about the word *dignity*?

On the left side of the chart paper, list words and actions that represent dignity.

5:00

"... you can't take away my dignity..."

"... you can't take away my dignity..."

We build belonging by honoring dignity

Dignity

Inherent value and worth as human beings

Everyone is born with it

Cannot be lost

Earned through behavior

Contingent upon factors determined by the giver

Lost in the same way it is earned

Respect

Source: Belonging Through a Culture of Dignity (2019) by Floyd Cobb & John Krownapple
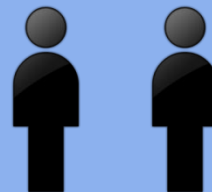
My Story of Dignity

Dignity Honored: Keller

"If we use dignity as our anchor and ground our work in the belief that every person has value then we can separate people's abusive actions from their essential humanity"

John Krownapple and Floyd Cobb

Our Goals

We work with families to give us the permission to share more information

We know this information is helpful in your connection with the student and family

When we say its "rough at home", that suggests that it's more than "they got their xbox taken away"

The intended purpose of this is to help the staff understand the significant situations that our students experience outside of school

If this was your "rough", you may want privacy too...you wouldn't want everyone to know your story

- Families and students will share when they are ready

- These situations happen more than you think, it's not the majority but it's enough to where we need to make a mindshift

- You will interact with these kids every day, probably more than one kid each day

- Support and resources to staff...you can still connect with us in the Guidance Dept and ask for tips on how to better connect

- Some of the content is intense, it is intense for us as adults so just imagine the magnitude of the situation for a child

How else does Keller support?

Family #1:

- Food Pantry
- Community Closet
- Basket Brigade
- Willow food distribution
- The Giving Tree
- Crisis fund
- DCFS
- Tier-2 (2:1)
- After school Study & Lock-ins
- Schedule Change during virtual learning
- Social Work Support
- Encouraged club involvement
- Frequent parent calls
- Frequent home visits

Family #2:

- Release of information with agency assigned to family
- Obtaining and delivering beds and couches
- Police support and connection with SRO
- Connecting with elementary schools to support siblings
- The Giving Tree
- Connection with positive male role model
- DCFS
- Tier-2 (2:1)
- Social Work Support
- Frequent parent calls
- Frequent home visits
- Assistant Principal meetings

Family #3:

- Social work support
- Police involvement
- DCFS report
- Set-up transportation plan
- Connection with Superintendent's Office
- Transportation and screening with hospital
- Leveraging local agencies (i.e. Safe Haven families)
- Shared information with student's High School

Family #4:

- Police Involvement
- DCFS reporting
- Connecting with elementary schools to support siblings & previous out of district Junior Highs
- Release of information with agency
- District & community Food Pantry
- Community Closet
- Basket Brigade
- Willow food distribution
- The Giving Tree
- Crisis fund & connection to township resources
- Tier-2 (2:1)
- Social Work Support
- Encouraged extracurricular & club involvement
- Frequent parent calls
- Set-up of specialized transportation

Family #5:

- Police Involvement and connection with SRO
- Outside Resources for Mental Health & Trauma
- Social work support
- DCFS Reporting
- Frequent contact with guardian
- Connection to 211 High School/Transition support
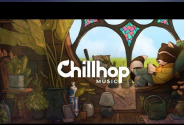
"... you can't take away my dignity..."

Journal Reflection

Describe a time that your dignity was honored.

What did it feel like?

What did the person do or say that made you feel that way?

Indicators of Belonging

Appreciated	Validated
Having parts of your identity admired, affirmed and positively noticed and/or represented by people, media, etc.	*Having your lived experience, thoughts, and/or feelings recognized and accepted as real even if the other person(s) has not experienced similar things and may even disagree with particular thoughts.*

Accepted	Treated Fairly
Having your personhood completely embraced and regarding favorably without conditions attached to full belonging. You don't have to change or hide who you are to fit in.	*Having interactions defined by fairness and justice according to your specific circumstances, which may mean not being treated the same as others to ensure access to opportunities. Fair treatment may require different approaches that do not imply a lesser standard or status of personhood.*

Look back at your journal entry. Which of these were connected with the experience you described?

You're standing at your classroom door, greeting students as they arrive. One of them comes through and sees that on the plan for the day, you've written, "Choose topics for speeches." Right away, her shoulders slump.

"Oh man," she says to no one in particular, "I *hate* speeches!"

What is your initial (gut) reaction?
Without sharing, jot it down on a post it.

ches your

A.   What? Speeches are awesome!

B.   You talk all the time! You're gonna love it!

C.   We enter the room silently, please.

D.   What do you hate about speeches?

Power of Validation

Reflect Content
- Mirror, paraphrase, or summarize...and check for understanding
- Avoid sarcasm or adding in your own feelings
- *"In other words..."; "You're saying...is that correct? ; "Let me see if I'm understanding"*

Acknowledge the Emotion
- Offer language for emotions
- Ask questions to clarify emotions
- *"That sounds frustrating"; "How did you feel about that?*

Communicate acceptance
- Accept feelings as they are
- Accept even if you see things differently
- *"You are not alone."; "That's understandable"; "It can be frustrating when that happens."*

The Magic of Validation Jennifer Gonzalez

I get nerv...
presenting...
and it is e...

Oh man, I...

...ther
...nervous

...why you feel

Helpful Reminders

- Validating another person's point of view is not the same as agreeing with them. You're just letting the person know you hear them.
- Validation is not excusing or solving the problem.
- The focus is on clarifying and restating their position
- It helps build trust and ease tension.

During conferences, an African American parent tells you that she feels like you don't like her daughter. Her daughter tells her that you don't call on her in class and that you comment on other girls' hairstyles and don't mention hers.

Which response is the best example of validation and why?

A. What do you mean? Your daughter has lots of friends in class.

B. I'm sorry to hear that. Can you tell me more?

C. I have 30 kids in my class, and I make a point to high five each student every morning!

D. Your daughter is great! She's one of my highest readers.
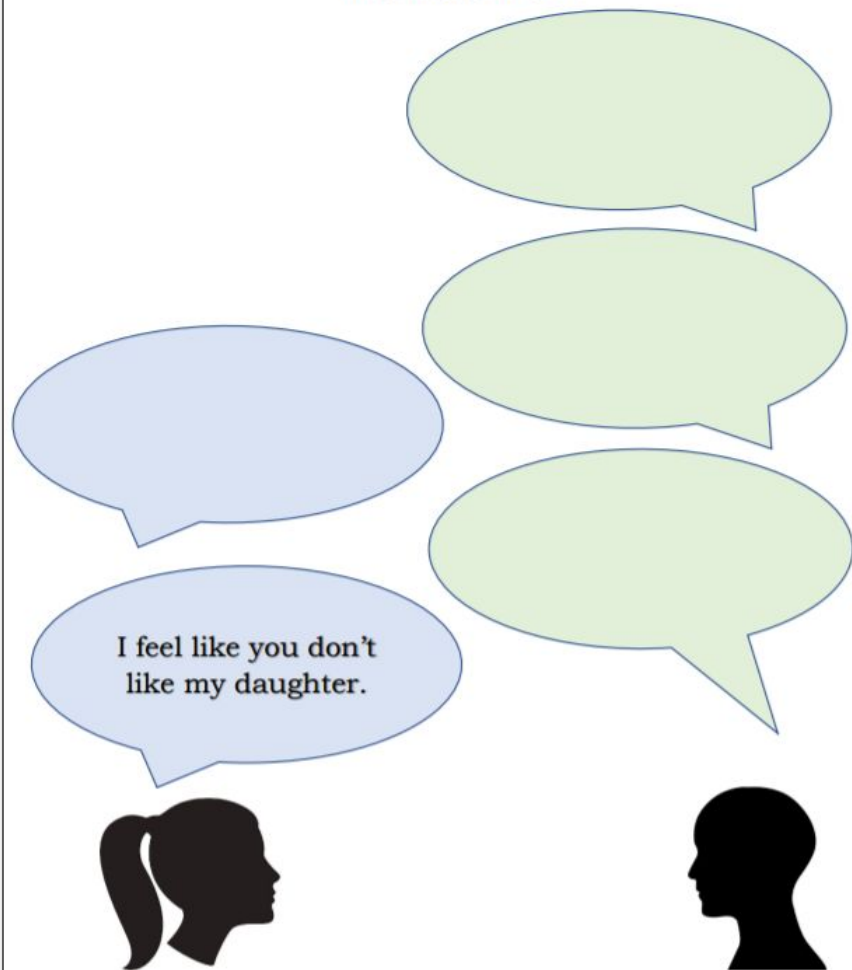
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Validation in Action

Scenario A
During conferences, an African American parent tells you that their daughter says that she feels that you don't like her. Her daughter tells her mom that you don't call on her in class and that you comment on other girls' hairstyles and don't mention hers.

Scenario B
There is a group of students in your class that have recently moved to the United States from Guatemala. During unstructured time, they speak to each other in Spanish. Another student shares that she thinks the group is using swear words in Spanish.

Scenario C
While walking around as students work on group projects, a student shares that the newcomer from Mongolia in their group is only contributing to the presentation by coloring the title and finding images while everyone else in the group is writing, researching, and speaking about the topic. A student in the group says "It is not fair. We are doing all the work."

Work with your team to read two of the scenarios.

- What would a typical response sound like?

- What would validating sound like?

- How would it contribute to dignity and creating a sense of belonging?

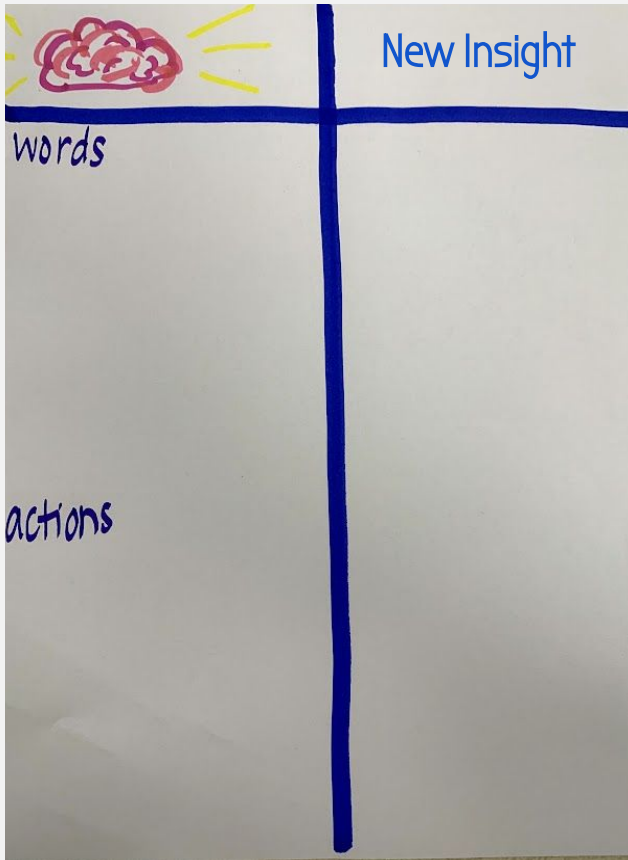*"We all deserve to have our dignity honored, even when we have fallen short of earning respect."*

John Krownapple and Floyd Cobb

Arguing, Dismissing or Ignoring:
Feeling unheard, unseen, dismissed

Validating:
Feeling heard and seen

Path to Belonging

Dignity and Belonging

What new insights do you have about dignity?

Add the new ideas and understandings to the right side of the chart

5:00

Take Action

How would you explain dignity to your team?

How can you ensure that the indicators of belonging are present for yourself, your students and your building?
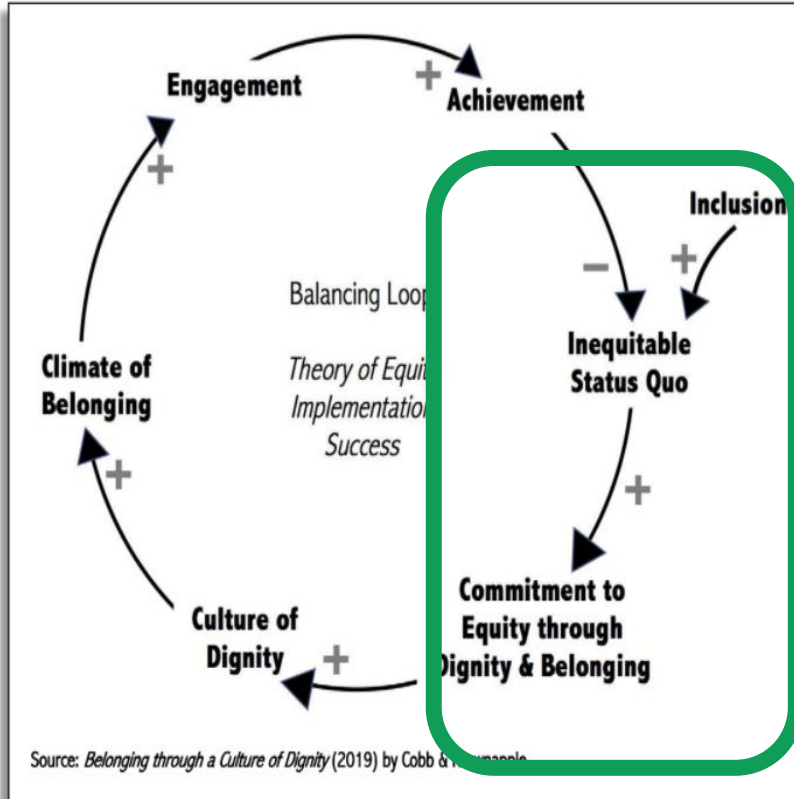
Discuss action steps and any new understandings regarding of dignity and belonging.

#betheripple54

Theory of Equity Success

Feedback Form