

SUMMIT POSTER NOTES

ROLES

Facilitator

Manage process and time

Participants

Participate Fully

Tabletop Dialogue

Recorder

Time Keeper

Reporter

Norms

Take good care of yourself

Reduce distractions

Listen well (inner wisdom and others)

Seek to understand

Manage your "airtime"

Manage your volume

Come together efficiently

Others? Expect and acknowledge personal discomfort

Watch assumptions

Participate and have fun

Additional Norms

Speak your own truth

Honor confidentiality of personal stories

Pause and make room for silence

Respect and acknowledge others

Agree to disagree

DISTRIBUTION OF OSD RESOURCES

- School districting/neighborhoods
- Busing
- PTA
- School size
 - Efficiency, growth, capacity small programs
- Partnership
 - Contact Food Services!
- Focus on “our kids” community wide
- Data-driven ~~not~~ and number driven

LGBTQ +

- Rights and Resources
- Queer staff required for a diverse staff
- Need gay sex education and safety and health education for trans youth
- Fictionalization and fetishization of LGBTQ+
- Training for teachers on pronouns
- Teaching queer history
- Discipline students using derogatory names
- Legality of discrimination by educators?
- Identification of sexual and gender identities
- Mental health benefits of gender neutral bathrooms
- Locker rooms and the uncomfortability of changing in front of other students
- Harassment of “dead naming” students
- How to defend students being harassed
- Romanticizing straight children
- Demonization of queer youth

Mental Health in Schools

- ALL students meet with counselor once a week, or every set amount of time(preferably 2 weeks, if necessary, a month) Make sure it is ALL students, to reduce the stigma around 'going to the counselor', and so they can check in and talk to *someone*.
- Talk About Mental Health! Not just bullying, because it's about more than that.
- Ensuring that teachers, staff,(and students?) know the signs of mental health issues and how to address them.
- Listen to students voices. Not only high achievers, EVERYONE, because maybe they aren't learning as well for a reason (home life, social life, etc.). Plus, it shows that we care.
- Staff well-being. We can, or maybe just I can, sense when a teacher is sad or upset. We need to make sure they are mentally healthy too.

Schoolwork/Testing

- Don't test on memorization all skills
- Don't give as much homework, keep in mind that kids have lots of classes and are busy with work, sports, family commitments , etc. Homework is the leading cause of stress in students lives.

Student Accountability

- Make students accountable for their actions and inactions. Don't let them pass on or get another shot at it when they knew when the deadline was.
- Proper punishment for people's wrongdoings-not a recovery room with mood music...how will that teach them their lesson. Nothing too harsh either. Ex. In School Detention, a stern talking to, getting a privilege taken away for a period of time or until they fix their behavior

Food/Lunch

- Better food and more nutritional
- Longer lunch time

Future/Next Steps

- Get rid of career cruising
- No senior and beyond plan
- Advertise options other than College, ex. gap year, internship (Ex. Layla), going straight to work

Teacher Accountability

- Teachers follow the no-bully rule
- Get rid of tenure
- If teachers or staff have lots of complaints against them, they shouldn't be teaching/working.

Assemblies/Reward Activities

- Don't make Pep assemblies mandatory, have designated rooms where kids who don't want to can go

Class Ideas/Input

- Make a mandatory class of life prep skills, and stuff that can prepare you for life after school such as basic cooking, money management, something related to what kids may be interested in doing as a career
- Teach things that will help you in life, not pointless math that you will never use and in English too
- Most kids don't learn the 'normal way' that schools teach, have other ways of teaching so they too can learn
- If you take an AP test, you should be required to take the test to see if you actually get the college credits for it. School should cover the cost.
- Possibly introducing college-style classes in high school (possibly middle school?) It can be boring to have to go to all the same classes every day, and not even have much time in all of them (ex. 3 classes a day, each approx. 2 hrs. long. 4 days rotating classes and Friday, all 6.
- Get rid of Early Release Wednesday. If we must have them every week, at least make it Friday, so people can do something like go on a short weekend trip with family.
- High school should start later and elementary should start earlier, because teenagers need more sleep
- Get rid of standardized tests, nobody likes them, they take time away from what we should actually be learning about, by doing all the test-prep. And, they have no point.

Anxiety Statistics in Adolescents

- 31.4% of 13-14 yr. olds have anxiety
- 32.1% of 15-16 yr. olds have anxiety
- 32.3% of 17-18 yr. olds have anxiety
- 38% of females, 26.1% males
- 11.9% more females have anxiety than males
- Most teen anxiety is caused by homework

-From National Institute of Mental Health

SYSTEMS THAT PERPETUATE INEQUITIES RELATED TO RACE, CLASS AND PRIVILEGE

- Tracking – starts 2nd (or K)
 - Different access to interventions
 - Low expectations, “dumbing down” curriculum
 - “differentiation” used to shroud tracking
- Access to alternate programs – equal access
 - Transportation, parent attendance reqs, enrollment reqs
- Hiring practices – limited by contract to hire outside – can we include students on interview teams? Parents?
- Testing models archaic, based on early eugenics/sorting
 - Limits teacher creativity and student options
 - Focuses on limited learning styles
 - How do Alt Ed programs fit within older model?
- Curriculum imposed = white, Eurocentric, shallow, don’t include hard truths, perspective – taking through primary source docs
- Service area boundaries, history of “red lining”
- Behavior management/trauma – informed lens doesn’t yet exist—discipline practices, BECCA, homelessness, dress code, suspensions
- Celebration of holidays – allowance of xmas trees, i.e., options programs-homogeny
- Academic Rigor – lack of expectations for POC, students with IEPs, homeless, etc.
 - Need a concerted, transparent focus on building scholars of **ALL** kids (i.e., Clover Park SD); access to AP/IB/Honors
- Grading Practices – 100 point scale, no SBG at secondary, etc.
- Teacher evaluation: how can we tie teacher evaluations to the goal of equity? Include student input/feedback and parent feedback
- Counselors expected to focus solely on graduation and class requirements—lack of mental health
- CTE classes are limited
- Distribution of resources to all schools in lieu of small elementary schools: how does this result in funding that prohibits equity
- Lack of staff development re cultural competency/ humility, race, bias, privilege: **EVERY** employee (staff, faculty, bus drivers, office staff)
- Anti-bias, systemic racism – **ongoing focus**
- Lack of anti-bias focus when decision-making
 - No diversity in district leadership
- Diverse voices:
 - Involve students in the conversation who aren’t viewed as successful, leaders, etc.
 - Involve parents of color
 - Involve student voice in public forums
- Parents of incoming kinders – no system in place to view school as community center/welcoming people from all backgrounds
- Distribution of FTE is equal, not equitable—should consider demographics
- PBSI continues to **reward** kids who are perceived as doing well—PBIS is good for clarifying rules but reward system is inequitable and biased
- Classism—lack of sensitivity, understanding, access to resources (College Bound)
- Lack of after-school transportation for sports/activities
- No home visits, personal connections to families who don’t come to school (Franklin Pierce SD, e.g.)

TOOLS FOR ADDRESSING MENTAL HEALTH

- Bi-monthly counselor meeting – not randomly assigned
- Invest more in fully qualified counselors
- Talk about mental health
- Address bullying – less talk more walk
 - Train students
 - RESTORATIVE JUSTICE
 - See both sides of situation
 - Barely ever one-sided
 - Efforts are superficial
- Dispute resolution—third party?
 - Counselors trained in mediation
 - Blue Peetz workshop
 - ****DRC****
 - Suspension and detention needs to be less punitive, more educational and restorative! Please!
 - Students are given options and a choice
- Counselors trained in specific subjects
 - Working class | 2-year college/4 year college
 - Specific issues: addiction/eating disorders/trauma at school/trauma at home

TEACHER DIVERSITY

- 97% of OSD classroom teachers identify as white
- Martinez Foundation-build relationships - recruit
- Where do we recruit from—what are the boxes?
 - In district for 3 days
 - Retaining issues are not highlighted
 - Hard to diversify at OHS
 - More male teachers in elementary
 - Troops to teachers
 - What does support look like—trust
 - Moving out families
 - One teacher of color is support for all students of color
- Encourage seniors
- Cluster hiring
- Teacher workshops
 - White privilege
 - Racial narrative
 - Dialogue students
- Support for our teachers of color
- \$ for peer groups
- Contract to protect teachers of color—let people know they are supported
- Teacher prep courses
- Teacher academies
 - 35% less teachers going into courses
 - Low on candidates

STUDENT DIGITAL HEALTH & WELL BEING

- How do we set controls on district devices to limit the possibility of digital addiction
- How to search the “open web” safely
- Safety
 - Hapara Highlights
 - Wifi filters attached to district devices and ip
- Digital citizenship instruction via teachers, librarians
- Families, teachers, students—need tools, training and input
- Common sense media – curriculum certificates
- Blended instructional practices
- DII – Digital Immersion Initiative
- Schoology: platform that works and feels like Facebook but functions as an instructional/communication tool

STUDENT EMOTION/WELL BEING

- Find gratefulness
 - Could be one thing, two things, three things—just find something
 - No matter how rough your situation, it is impossible to be sad/depressed when you focus on the good
 - How can this spread in schools?
 - Teacher encouragement
 - Student involvement

SOCIAL EMOTIONAL PROGRAM – EARLY CHILDHOOD

- Prevention -- Care
- Impact of lack of preschool experiences
- Family-School connections
- Fund pre-K
- Training for teachers/paras
- Are they emotionally ready for K?

HOPE – (the belief that we can make the future better)

- Goals + Strategies + Willpower
- Desirable
- Achievable
- Pathways
- Hope is measurable
- Kids often aren’t allowed or able to set their own goals—they lose motivation
- Could be curriculum or cultural
- Giving hope also makes the giver hopeful
- What are best goals for schools? Is our school hopeful?

HOW TO SUPPORT IMMIGRANT PARENTS AND CHILDREN TO BE PART OF THE SYSTEM (EDUCATION, SOCIETY, ETC.)

- Spanish conversation club or other languages
- English conversation club
- Advocate to coordinate between immigrant communities, CIELO and school services
- Books in another language
- Parents workshop in their own language
- Having volunteers from school (students, teachers, retired teachers, internships, work study positions) to support in education
- Bilingual, community navigator (bicultural)
- Policy changes
- Immigration workshop: know your rights, make a Family Safety Plan
- Alternative schedules for immigrant families
- Streamline/simplify paperwork
- Don't allow children to translate for their parents
- Promote more events of communication with parents and children about guns, bullying, gangs, behavior, drugs —in Spanish or their language of choice
- Bilingual community navigator in each school

WHY DIVERSE FAMILIES LEAVE OSD

- Create safer space to learn diverse history elements
- Strong community involvement at the district level
- Beyond training – teachers need to step into understanding the youth's stories
- Expand resources to include diverse populations (libraries, curriculum, etc.)
- Utilize alternative teaching methods to assist white teachers in instructing diverse materials in culturally responsible ways.
- Build time into the school day to prioritize diverse curriculum delivery
- Increase administrators that reflect the community
- Examine and redefine qualifications and requirements) to give flexible options
- Cultural shift to create environment that fosters diverse environments
- Incentify cultural competency training/experience in sustainable ways
- Equip staff to steward teachable moments well
- Hire outside of Olympia, WA, etc.
- Hiring practices
 - More than just content/experience
 - Connecting with students of color
 - Training hiring committees on implicit bias
- Curriculum
 - Authors of color
 - More diverse history narrative
 - Incorporate diversity into STEM
- 25% of new hires (teachers) over past year=teachers of color
- 45% of new hires within past 4 years=out of district
- In-district job postings (transfer) for 3 days down from 10 so people from out of district have an opportunity for placement

BIAS WITHIN > BIAS WITHOUT

IN GROUP ADVANTAGED > OUT GROUP DISADVANTAGED

- What does staff training look like?
 - NOT good training –mandatory training when hired
 - On the ground training on bias (time and training)
 - Personal reflection: where we came from
 - How do we have courageous conversations about race with students in school, especially when things happen nationally? WE NEED THIS
- System set up for bias
- Religious diversity/calendar (structured around Christian perspective) hosting or not if
- How do we even know what our biases are?
- Obvious bias for how teachers treat white vs black students
- How are the teachers being supported?
- Readiness missing
- How are teachers being supported in questioning themselves? Where is accountability?
- How do we have this conversation at all levels?
- We need to reorganize the system so it works for everyone
- We want ongoing self-reflection to identify, own and overcome bias
- Reprogram the brain
- Take the Harvard Implicit Association Test
- What's needed:
 - Sit down and talk
 - Talk about in group and out group
 - Acknowledge the problem and the dis and start the repair
 - Want the police to talk with students
 - Self awareness
 - Humility to recognize bias and not get defiant

DIVERSE EDUCATION PATHS

- 36% Alice
- 50% +/- \$15/hour
- 30K trade jobs annually
- Health care
- Technology
- Entrepreneurship
- Apprenticeship training
- Varied CTE programs in middle school

DISABILITIES

- 60% graduation rate for students /IEPs
- How do we define successful school completion >individually determined by student/family
- 504 issues > increase understanding
- Parent mentors?
- Don't confuse "access" with geography

EARLY INTERVENTION

- How can we identify struggling students and intervene early before they experience years of failure?
- How do we reach out to families? How can we get the word out?
- We know early intervention works. How can we focus on preschool through third grade students who are struggling before they begin to see themselves as failures?
- How do we support students who don't have learning disabilities but have been raised in poverty?

- We know students who aren't reading by grade 3 are less likely to graduate

VIOLENCE IN SCHOOLS

- White privilege and the socialization of men
- Support students to express anger in healthy ways
- Teach mental health and coping skills to all students just like other required subjects and respond to mental/emotional health needs just like students' physical needs
- Training for school district staff as well as for parents on how to handle conflict, anger and other emotions (i.e., conduct themselves in the healthiest way and better support/role model for/with students)

WHITE PRIVILEGE

- Acknowledge and not lead with one's victim self
- Being actively anti-racist
- Notion that we are racist—it's a given
- Color blind / how cultures are presented being educated without bias present in dominant culture
- "Where are you really from"
- YWCA "Intercultural Foundations" professional development program
- Learned behavior based on cultural/familial messages
- "What does it mean to be white" by Robin D'Angelo
- Not racist = good / racist = not good
binary...more complicated than this

THE CONSEQUENCES OF DIFFERENT TYPES OF BULLYING

- Racism
- Sexism
- Homophobia
- Disabilities
- Harsher punishments > "Training"

PROVIDING RESOURCES TO HELP

- Challenge "Hi-Cap" Students
- Give extra resources to students with learning disabilities in "typical" classrooms
- Utilize 504 plans
- Teach students how to advocate or their personal learning needs
- Using music, arts and languages to challenge hi-cap and cater to/help those with learning disabilities by teaching different methods of learning - project based?
- Don't ask "natural leaders" and hi-cap students to be responsible to catch up peers
- Smaller classes for more personalized learning
- More flexible curriculum—hi-cap can stretch forward

RISKY CHOICES

Drugs/pushing boundaries, etc.

- Brain chemistry education
- How can a peer support a struggling student in a positive way?
- How do we train staff and students to support struggling students?
- Chemical releases and memory
- Positive support from teachers to take academic risks
- Standards-based grading failing forward until success
- Teachers taking risks and having support to do so

POVERTY & FOOD

- Support/allocate
- Free/reduced code – In Touch to reduce fees
- AP test, sports, tuitions
- Donations
- Communication pyramid 1:1
 - Emails
 - Small groups
 - Newsletters
 - Mass media
- To Do:
 - Better outreach mailing
 - Summer meals – onsite info
 - Advertise/handouts
 - Backpacks for kids in June
 - Language apps/church, community centers, generic to all school district
 - Partners: CIELO (Charo), SSRF books to kids in June
 - Talk about the GRuB produce program
 - Focus on message, not Google translate
 - Late arrival “after the bell”
 - Emer app

DAY TWO

"Listen to one another...like you know you will be the ones to shape the world!" - Sarah Kay, Poet

1. Max - Mix
2. Role Alike

Big group/small group/variety

Students heard

Evidence/data as grounding

Breaks (w/snacks pm)

Poetry

Liked the history timeline activity

PM got louder (manage volume)

Large groups together in gallery walk hard [difficult]

Ok to ask for more time

Caucus by race, other roles, demographics

Don't want to lose "outliers", details

AGENDA

- 9:00 Welcome back
- 9:35 Open Space
- 10:00 Finalize our "top ten"
- 10:30 Break
- 10:45 Continue if needed & prioritize
- 12:00 Lunch
- 12:45 Why? Measure? \$? Barriers?
- 2:15 Break
- 2:30 Define key words/phrases
- 3:00 Next steps
- 3:15 Closing activities
- 4:00 Adjourn; travel cheerfully

DOTS EXERCISE

Global Navigators

38 total; 7 students

Maximum Choices

104 total; 25 students

Personal Choices (advocating all pathways: trades, college, military, etc.) "Many Opportunities to Learn" (equitable)

32 total; 11 students

Good Citizenship (have skills to participate in your community)

25 total; 6 students

Sense of Self Worth and Confidence

18 total; 12 students

Advocacy for Self and Others (action to do what is right)

33 total; 11 students

Systems to Support Inclusion and ID and Address Bias

45 total

Hope (ties to mental health and everything else...)

24 total; 5 students

Resilience and Grit

20 total; 1 student

Lifelong Learners (Foundational skills – support the basics)

47 total; 9 students

Self-Reliant

4 total; 1 student

Willing to Take Informed Educated Risks

10 total; 4 students

Achieve Financial and Domestic Independence, as well as Physical and Emotional Well Being

22 total; 8 students

Focus on Safety

34 total; 16 students

Focus on Social Justice

28 total; 11 students

SUPPORT INCLUSION, ADDRESS BIAS

Why is this important?

- To respect and honor everybody and work together for a beloved society—all of us are valuable
- So every students has equal learning opportunity
- Because e live in a diverse universe and we need to know how to get along
- To broaden our knowledge, understanding and value of people who are different
- To have a safe and welcoming environment
- It makes people smarter and better leaders
- To value other opinions and perspectives
- We don't want our kids growing up being biased
- Actually understand our own biases
- To discern fake news from real events, globally and domestically
- Inherent bias affects students and staff every day—we have to address it to fix the problems it causes
- It's about representation of all peoples, places, customs, cultures
- Being biased doesn't make you a bad person
- To not perpetuate racism and to stop cycles of harming and misrepresenting under-represented populations
- Confirmation bias
- Stop/prevent bias in staff from affecting students
- Sense of belonging should be every student's experience
- Bias: lack of inclusion is a barrier to goal achievement
- There are students not a part of the "norm" that matter—making there not be a "norm"/in-group
- Prevents feelings of apathy or hopelessness
- To listen to the needs in our society; schools create society—bias will be learned and continued
- Reduces crime
- Helps to eliminate violence
- Reduces suicide and self harm
- To support all we need to recognize when the system is...
- It is the human thing to do—makes us all better
- For students to have a sense of self-worth/confidence
- Leads to greater success for the individual's mental/physical health, as well as greater success for community: organizations/work space/families
- So everyone feels accepted for who they are
- Representation in community
- To develop all talents that are precious for our system
- "Inescapable web of mutuality" – MLK, Jr.
- To create equal opportunity for those who were given a disadvantage in this country due to social strata and prejudice
- To involve in positive things that our society need to be great!
- To combat alienation
- Important: racism sucks!
- Because students are not currently learning these things, and it's resulting in continued perpetuation of privilege, violence, bias and suppression of minority groups. They don't understand privilege and racism and I see bullying around these issues daily in my school.

SUPPORT INCLUSION, ADDRESS BIAS

How could we measure progress?

- Student and family climate survey (online in school), Health Youth Survey edits??
- # of students of color in advanced classes
- # of SpEd students in general ed classes
- Trainings offered: cultural competency, social justice, bias awareness
- Break down and share data by race, socio-econ
- Curricula/instructions that connect ss to “others”
- Improved graduation rates by demographics/ include and validate other post-high school paths
- Suspension/discipline rates by demographic, by school, class, teacher
- Empower minority graduation rates
- More diverse people in places of power
- More intense punishment for using derogatory terms (to offend)
- Devote assemblies/workshops educating on bias—attendance number, involvement, POC, volunteer work
- Primary student sources
- Student climate surveys
- Increase in bias/inclusiveness workshops and seminars (seeing how students respond, what they discuss)
- Inherent bias tests for staff
- Restorative justice practices--# of schools, # of participants
- Universal high-cap testing [not the current opt-in model]
- Assess cultural competency, equity competence and poverty literacy
- Educate students on their privileges (start at a young age) and what privilege is
- Increase % of native American graduates
- Educate on student rights
- Every policy and procedure needs to be checked against bias
- Measure/track why students/families leave district (exit interviews)
- Staff climate surveys
- Conduct a SWOT analysis of “decision points” that have bias potential—measure progress on decision points (access, discipline)
- Exit interviews for graduates
- Pay attention to students during their lunchtime
- TPEP - includes student feedback—safety, multi-cultural, respect
- # of staff participating in anti-racist PD
- Discipline/district policies have been examined for bias (i.e., dress code) and notes, changes are public record.
- Implement uniforms
- Student evaluations of staff
- Students rate their teachers (academic, emotional, etc.)
- Staff of color retention rates

SUPPORT INCLUSION, ADDRESS BIAS

What’s getting in the way (barriers)?

- #1—white/“American” cultural hegemony
- Acknowledgment of problem, issue
- Training resources—time/lack of trainers, readiness, \$\$
- Standards/policy development (is it inclusive, who develops them—all white?)
- Diversity in teachers and administrators (labor barriers—seniority vs diversity needs)
- Diversity in teaching methods (curriculums that match teacher strengths)
- Lack of understanding/acknowledgment
- Lack of shared definitions
- Cost

- See poster in Systemic Inequity
- Tracking!
- Over relying on having to fix the problem when system overhaul is needed
- Need to work on retraining the heart
- Greed and control—whites want to keep it
- Historic qualifications
- Fear—scared to have courageous conversation about race (or don't know how)
- Subconscious caution
- Lack of teaching real life skills
- Standardized testing
- Easier to uncover and identify bias than address bias—need diverse minority trainers
- Consciously avoiding thinking about one's own racial identity
- Predominantly white community—water we swim in
- Personal bias work in tandem w/system change
- Institutionalized oppression
- Nepotism
- Systemic and institutional self-preservation; white people don't want to give up privileges
- There's an overall lack of education for staff about being inclusive
- White administration/teachers/practices
- Cost, fear
- Scared to have conversations about race
- What gives me “standing” as a white person to have courageous conversations around race?
- Systems for training hiring committees to identify implicit bias
- Resistance to giving up one's own privilege
- Fear
- Testing—not originally created to measure individual student progress/worth; should just be used for overall demographics
- Based in eugenics, low income/SpEd students, race bias in questions/format
- Denial that it exists (lack of acknowledgement or implicit bias)
- Unwillingness to hear/value the experiences/stories of others
- Fear of uncomfortable situations
- Mental barriers
- Stereotypes
- Immigration system - those who are undocumented live in constant fear

SUPPORT INCLUSION, ADDRESS BIAS

Examples of possible investments that would support this characteristic

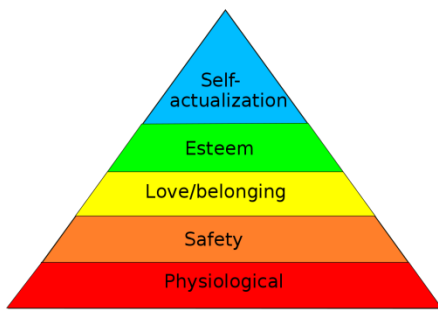
- Staff and student trainings
 - Ongoing specific training for special populations in each building
 - How to deal with triggers and specific disabilities
 - Parent workshop for new immigrants to understand how the school district works
- Change hiring practices (OEA contract) to include more diverse staff, more anti-bias, implicit bias training for staff hiring panel
- More diversity, equity and inclusion training for all school staff so building culture welcomes and includes a more diverse workforce
- Criteria other than experience/knowledge of curriculum in hiring process
- Hiring community navigators (multilingual)
- Cluster hiring - (what is this?)
- Home visits to those who could benefit
- Include kids with all abilities on same sports teams, in same classrooms, etc.

- Unified sports at all age levels
- Mental health supports
- Community mentorship
- Behavior techs
- Districtwide grading practices that support growth mindset (SBG)
- Social/emotional learning
- Every class/course includes diversity
- Constant micro-aggression training – every class – staff should know what this means--not up for debate
- Parent workshops/training for all parents language culture to focus on supporting all students
- District endorsed safe space to have courageous conversations
- Diverse curriculums, novel sets, casual diversity independent reading supplies
- Community bias review of all policies—include people of color in planning and implementation
- Bilingual education starting in pre-K
 - Immersion schools
- Staff training in ELL strategies
 - Support groups/clubs—relatable peers
- Diversity in school counselors
 - Trained in mental health, First Aid, ACES
- Financial support for teachers of color peer groups
- Peer mentoring (SpEd)
- Hire non-white consultants to assist
- Job description language
- Multiple open house opportunities w/interpreters – students (children) shouldn't translate
- Restorative justice models funded
- Student feedback loops
- Diverse school board/leadership
- Embracing discomfort when having difficult discussions
- Partnerships with business and other organizations who do anti-oppression work
- Consistent feedback and accountability to marginalized groups—standard advisory group to Board of Directors and Superintendent
- Students rate their teachers
- Multi-faith calendars for planning – or – ask faith leaders about important dates and not schedule events

FOCUS ON SAFETY

Why is this important?

- When efforts are made to make me feel safe it implies I matter
- Learning isn't possible when students don't feel safe (limbic-trap/lizard brain response)
- Staff need to feel/be safe to do their best work
- Community members need to feel safe so they feel secure/welcome to visit and contribute to campus—safe to have needs met
- Feeling safe w/who you are (race, gender, disability, LGBTQ, income, etc.—immigrant safety)
- Because students say it is—they deserve it!
- Required as students to attend school—deserve safety
- If they feel safe they will create safe communities in the future
- Maslow's hierarchy of needs:



-
- Because if kids feel safe they will be able to learn better and not be scared
- Because learning isn't the best when the students don't feel safe
- Teachers and staff will work better if they feel safe
- Students and staff learn/work better when they can focus on school rather than on being safe
- Safety ensures a better learning environment allowing students to focus on work without worries
- It is important so students are aware of ways to fight violence peacefully
- Teaching students how to work with others from diverse perspectives (empathy and compassion) will help them enter the workforce effectively
- Because they don't feel safe no
- None of our other priorities can happen if we do not feel safe
- Ensuring people feel safe demonstrates the value leadership has for those working here
- Raise your voice when you feel at risk (family, school, neighborhood, etc.)
- Because one shouldn't fear being gunned down in class every day

FOCUS ON SAFETY

How could we measure our progress?

- Healthy youth surveys for HS
- Broaden district climate surveys
- Research/establish baseline
- Reported incidents of bullying, suspensions, #of fights in school/violence (with demographic data)
- Disciplinary actions related to safety
- Restorative justice interventions
- Take surveys on mental health to avoid depression
- Make a plan (climate surveys)
- Advisory: social emotions health curriculum class and ways to integrate into already existing classes (how many are offered)
- Empathy and compassion training
- Record of non-stickered visitors
- Education Summit (justice for students)
- Continue updates: sex ed, consent, health, HIV, AIDS
 - Track and reduce criminal justice system interaction
 - Training participation
 - # of inclusive mental health, sex ed, violence workshops/seminars
 - Survey on how safe students feel
 - How many schools have LGBT+ support groups/ clubs/
 - Measure students with deteriorating mental health before and after incorporating better mental health education in schools
 - Of students suspended, how many are POC
 - Have school health classes teach/focus more on consent
- Compare percentages of students

PBIS

- Develop curriculum around digital citizenship and social media
- Make Health Youth Survey data publicly available by school
- # of police and CPS calls at each school
- # of lockdown/lockouts
- Hold forums or discussions to gather feedback and input from students
- # of students that feel safe with the current school shooter drills
- # of students actively involved in school stewardship, governance, etc.

FOCUS ON SAFETY

Examples of possible investments that would support this characteristic

- Addressing micro aggressions
- Staff training - building inclusion - anti-racist
- Community partnerships (OPD, school counselors/mental health)
- Dispute resolution training for all students, staff
- Building improvements (locks, video, etc.—safety for disabled students—don't separate them!)
- Media campaign in schools ("see something/say something")
- Facility remodel/redesign taking access into account
- Neighborhood connection and investment
- Training around preferred pronouns
- Increased avenues/vehicles for communication
- Gender-neutral bathrooms and GSAs
- Pizza Klatch at all 6-12 schools
- LGBT+ community feels safe and included in schools (and respected)
- Student led inclusive clubs
- Educate students to recognize dangerous situations and what to do
- Speaker systems/door locks swipe
- More police/security and safety
- Educate mental health and start early
- Talk to legislation
- Don't arm teachers or paras
- Improve school policies/procedures around response to HIB and sexual harassment/assault
- Examine dress code to make sure it's not discriminatory
- Don't bring in police—minority students can feel unsafe with police
- Consent training early
- SRO focus on prevention
- Sandy Hook promise programs/training—steps in place to de-escalate an incident
- Train teachers and staff in conflict resolution, prevention
- Funding
- Compliance with federal and state standards
- Enforce consistent safety measures across the district
- Make sure every student has a connection with at least one adult in building
- Sex ed and consent training starting in elementary
- Appropriate punishment for different offenses
- Teaching with love in logic
- Integrated mental health groups—de facto, not optional

FOCUS ON SAFETY

What's getting in the way (barriers)?

- Not having a more inclusive definition of what safety means
- Safety within the interaction between students
- Punitive discipline
- Polarized politics
- Bullying—social/emotional \ hard for us to see or influence change
- Disproportionate focus on physical safety vs social/emotional safety
- Time, scheduling, lack of support staff
- Risk aversion (fear of litigious parents)
- Tension between protecting victims and rehabilitating perpetrators
- Lack of prevention—culture/climate
- Students don't trust schools to help due to negative past experiences
- Victim shaming
- A better way to report safety/violence issues at school
- Lack of recognition (sexual assault, mental health, etc.)
 - Can the “adults” even talk to each other about it?
 - Start recognizing mental health awareness month, etc.
- No real solutions or talk about how to live in a climate of “don't worry about it”
- Reactive instead of proactive
- Guns in society
- Student voice is minimized
- Lack of opportunities to express themselves
- No common language or approach on bullying
- NRA/media-schism
- Firearm safety
- Asking students what they need to feel safe
- Transgender restroom issues
- Responses are incident-based or fear-based rather than embedded in practice
- Need focus on mental health
- Lack of adult skill/ability to be vulnerable; teach and model healthy emotional coping strategies
- Punitive over restorative
- School environment—transition/bell sounds, rushed transition/lunch times
- Overstimulating environments—lights, voices, tone
- How we socialize boys
- Lack of restorative justice and peer mediation
- Lack of recognition (sexual assault, mental health, etc.) and/or lack of common definition and adult response
- Training
- Counselor jobs too broad
- Ensure building safety (physical)
- Lack of education
- Lack of action taken by people of power
- Lack of awareness in media/news about teen suicide in schools
- Biased media/news
- Gun control - NRA, barrier
- Lack of consistent district wide/school wide response—bus drivers, custodians, teachers, administration, etc., all need to share the same definitions*, expectations, response - *common definition of harassment, sexual assault, racism, etc.
- Push to equip teachers with weapons

Why is this important?

- Variety of skills including non-cognitive, soft, 21st century, etc.—skills that allow people to engage well in the world
- Everyone gets the basics needed for day-to-day life with opportunities for expansion
- To be informed democratic citizens
- You can't build a high quality house without a foundation
- Use of advanced (technology) tools requires competency with basic tools (reading/math/love of learning)
- Students need “adulting” skills (taxes, finances, citizenry, cooking, gardening resumes, interviews, phone conversation, critical thinking)
- Basic skills that carry on as times change—life-long learning should also include being adaptable
- Skills for entering the workforce/building career
- Builds individual success, autonomy
- Promote curiosity
- Intent without a tool does not lead anywhere
- Students need to also know how to use those tools
- School should be helping people go into the world
- Foundational skills are transferable
- If we stop learning we stop growing
- Because you can't build anything without foundation—sets you up for success in the future
- Because if you stop learning you don't grow.
- Foundational skills are important because we (the students) need to know the importance of a stable establishment.
- Foundational skills can be taught through inter-disciplinary connections
- Students don't want to
- Enables students to design and personalize their learning. Agency over learning engages.
- Lifelong learning allows students to find pathways to their goals.
- We don't yet know the jobs we will need to fill in the future
- Having basic foundational skills allow opportunities for growth and advancement
- Ethical values are the foundation. Practice it to see a society with more peace, justice and love.
- Education can be/needs to be adapted—students should be taught how to learn/grow/adapt
- Greater self worth

FOUNDATIONAL SKILLS, LIFE-LONG LEARNERS

How could we measure our progress?

- Weekly check in
- Take test and have a graph
- Create a survey that shows the progress of kids
- Is money management taught?
- Can students read a lease? Open a bank/checking account? Vote? Understanding debt? Making change?
- Project-based learning/independent study (interest)
- Mastery-based learning
- Demonstration of mastery—exhibitions, showcases of student learning
- Habit of joy for learning
- Focus on strengths and interests (personalization)
- Partner with library for MyTRL data
- Senior projects
- Survey students/families—do you think you are prepared?
- Survey/partner with community college to evaluate skill level of incoming students
- Survey after college that asks what school-taught skills they still use (email/survey monkey) 5 year max
- Ask students what types of teaching works best for them
- Increase number of books that support education in their own language until they get it

- Increased voter education and registration in schools
- Implementation of passing the US citizenship exam as a graduation requirement (if it's not biased)
- Use curriculum based assessments on OSD curriculum
- Exit tickets or checkpoints
- Let schools identify own essential standards (RTI)
- Survey % of students who can create a monthly budget, create a weekly food plan
- Survey juniors/seniors to determine which subjects will best benefit them in their jobs/works
- # of students who can balance checkbook/create budget
- # of students reading at "X" grade level by graduation w/benchmarks along the way
- Assessments related to communication and problem solving
- # of students who know basic life skills

DECREASE IN DEPRESSION, ANXIETY & HOPELESSNESS

FOUNDATIONAL SKILLS, LIFE-LONG LEARNERS

Examples of possible investments that would support this characteristic

- Student director learning—through their interests— independent learning plans
- Staff development
- Education in life and practical skills (mechanics, repairs, social/emotional/mental well-being and health; prioritize learning that isn't just math, science, English)
- Auxiliary reinforcement for struggling students
- Solid academic skills
- Tangible connection between skills and real life
- Spend dollars on teachers, not administrators
- Ensuring that communication, civics and arts are included
- Flexibility and cooperation
- Teaching current events (clubs, social studies class)
- Teach empathy (with animals or plants, emotional health and social health)
- Full-time reading and math intervention teachers at all elementary schools
- Choice—ownership of learning passion
- 504 accessibility
- Recognize needs of every student—homeless, bilingual, illiterate parents with low education
- Provide the necessary resources to meet their needs
- Partner/obtain grant for social service navigator in school
- Don't stereotype students if they are behind the level of their grades
- Teach basic government skills (taxes); practical lessons that impact life—balancing checkbook/financial management—as a requirement, not just optional
- Group like students to avoid bias in percentages (all girls, POC, etc. – just optional)
- Soft skills - art, music, service, relations, cultural awareness
- Student-directed restorative practices when children make mistakes
- Student run school services: food prep, cleaning, yard maintenance, building, purchasing, school store, classroom budget
- Clearly define what "foundational skills" are for 2020 and beyond—they extend far beyond reading, writing and math. What are they?
 - Interpersonal skills
 - Resiliency
 - Critical thinking
 - Working with others
 - creativity
- Project-based learning modules and training - senior projects!

- Reorganize the curriculum so core classes high benefit students when they graduate
- Teachers need access to personal professional development funds to learn new skills
- Allow students the option to speed up graduation credits during the summer
- Role models/leaders/speakers that share the wisdom/stories of taking risks and the importance of learning from failures
- Alum as mentors, speakers, “here was my journey”
- Student leadership more inclusive with real decision-making power
- Seek increased volunteer support
- Support VID program ES > HS
- Team-based problem solving resources: Odyssey of the Mind or Destination Imagination
- Willingness to try new models

FOUNDATIONAL SKILLS, LIFE-LONG LEARNERS

What’s getting in the way (barriers)?

- Lack of family education and support
- Access to early learning
- Lack of definition/understanding of what “foundational skills” are in a global/“flat” world
- Reading intervention supports to support all students reading by grade 3 and continuing at by grade level
- Funding commitment to fully funding reading and math intervention teachers and paras
- Narrowing supports as students age
- Entering school without social and emotional skills
- Pressure to master skills by end of PK-12 education
- Lack of student voice/choice in curriculum
- Not enough project based, interdisciplinary learning—connection to outside/nature, hands on unconventional learning environment
- Assume kids want to learn
- When kids’ other needs aren’t met they can’t learn
- Standardized testing—teachers are too stressed teaching specifics for this to do much else
- Pre-K experiences (or lack thereof)
- Curriculum system
- Opportunities outside of school (or lack thereof)
- Lack of role models (re: life-long learning) - family “stuck” in jobs to keep health benefits/lack of security taking education and professional risks
- Lack of alternative programs, apprenticeships
- Length of school year (old outdated model)
- Lack of alignment of school day schedule with brain development research
- Lack of quality affordable 0-5 options for our students
- “Life skills” not taught (dominant culture assumed the norm)
- Lack of play at all levels
- Time
- Lack of application of learned skills (relevance)
- Schools as “silos” to get students comfortable with school, rather than working together to design programming and personalized learning
- Lack of role models (teachers, parents, etc)
- Disconnect between relevance of skills vs importance—real life application
- Schools have to divide resources and attention to meet other needs
- Lack of arts, music, physical movement
- Lack of elective choices

GLOBAL NAVIGATORS

Why is this important?

- If you understand the Big Picture you are more likely to be an activist—jobs/employers looking for this (more competitive)
- Economy/society has fewer geographic barriers
- Build empathy and understanding
- Working/collaborating across differences
- Builds interdisciplinary skills
- Brings real world relevance to education
- Stronger sense of self vis a vis cultural competence in order to survive
- Need to be adaptable and respectful of others
- There is more to the world out there than just Olympia
- Enhanced global competitiveness
- Learn from others and appreciate other cultures
- Less afraid of people different from us
- Allows you to look at the world from different perspectives
- Impetus for taking action
- Being less self focused
- Because there is more than what we see with our eyes.
- We have to travel! (!...not everyone wants to—it's expensive—options? Work abroad a quarter, staff and students, and have a job to come back to)
- Because we need to be adaptable
- Learning from others forces you to examine your own culture and bias (respect)
- Desire to see yourself and others represented elsewhere
- Compassion for and learning from developing world
- Important to be able to respect other cultures or ideas
- Social skills to be able to communicate with people you may not agree with
- Flexible thinking
- Context for life and understanding of privilege
- Being a Global Navigator diversifies career options for students

GLOBAL NAVIGATORS

How could we measure progress?

- Assess/measure against the ISTE tech standards
- Communication benchmarks
- CBA (OSPI) Classroom Based Assessments with more global (cultural) options/emphasis
- World languages (teach earlier!)/cultural competency (perspectives of others)
- Graduate success
- Language immersion programs and exchanges
- How many schools offer culture nights/events
- Adoption of global curriculums
- # of bilingual teachers and folks w/other culture experiences – POC, LGBTQT, poverty, background, etc.
- Does curriculum incorporate a world/global view?
- Evaluate curriculum by a diverse set of people
- Evaluate teacher's awareness/comfort with offering different perspectives
- Bring culturally diverse teachers to educate about the real history (not sugar-coating)
- Measure increase in staff and leadership diversity
- Number of bilingual students
- Increased participation in study abroad
- Language studies in earlier grades – pre-K
- What is OSD definition of “global navigator?”
- # of exchange students—students who travel

- Find out what you know about other countries, not including America and Europe
- Assess students' comfort level when interacting with diverse groups
- # of passports given to graduates
- Increase support for foreign exchange students to come to us, grades 6-12—partner with Rotary
- School trips/opportunity for student exchange with financial support
- Financial support for cultural experiences
- Communication partners at/with schools abroad
- Virtual field trips and classroom instruction—utilize virtual reality technology
- Districtwide study abroad
- Give every grad a diploma and passport
- IB middle and elementary school programs
- Investment in digital health curriculum, like Common Sense Media—CSM certified schools

GLOBAL NAVIGATORS

What's getting in the way (barriers)?

- Lack of diverse experiences/cultures in students and esp. staff
- Lack of travel opportunities or financial resources
- Mono-lingual is standard
- Lack of definition of what "global navigator" means
- Lack of recognition of diversity
- Lack of multicultural curriculum
- Interpersonal learning—we lack opps
 - Social skills, boundaries, cultural awareness, conflict resolution, kindness
- Lack of diversity in staff
- Lack of trust in staff
- Personal responsibility
- Very euro-centric curriculum
 - They think curriculum is multicultural—we learn about Native Americans but from a settler's perspective
- Access and awareness (or lack of) opportunities for intercultural immersion/experience
- Lack of tech access to access global perspectives/curriculum
- Lack of interdisciplinary studies (learning math in French)
- Excessive prioritization in nationalism
- Lack of experience and/or curriculum about other places
- Lack of access to opportunities to connect with diversity
- Lack of knowledge about resources, where to get assistance—teachers don't have time for this
- Euro-centric teaching
- Lack of diverse cultures
- Lack of multicultural curriculum—and how to evaluate curriculum
- Trust
- The lack of motivation towards global navigation and lack of diversity
- Need foreign language classes in elementary/middle schools, as well as high school
- \$\$--mindset that we can't fund (multiple languages in) schools (only 2% of budget—Federal, yes we can change that, too—willingness to fight for more)
- We have no bilingual opportunities
- Lack of religious literacy
- Closed-mindedness
- Ego

GLOBAL NAVIGATORS

Examples of possible investments that would support this characteristic

- History classes incorporating cultures and communities that were affected/involved in America's history
- Curriculum/text books that are inclusive and not monocultural (written by those in power, with the most privilege)
- Being respectful and aware of different cultures and communities (education about other types of people, inclusive clubs (LGBTQT+))
- IB for all students
- Partnership with schools globally
- Diverse teachers teaching their own culture (not just white people) and teaching in different ways—learn by doing
- Caught up with global events—don't shelter kids from news; tell them the truth
- Incorporate foreign languages more and early on—PreK-8
- More IB classes – OHS/ORLA/Avanti
- Add IB for earlier grade levels (middle school)
- Support immigrant families of the district—celebrate immigrant families?
- Stronger social studies curriculum, particularly in elementary
- Enrichment opportunities
- Analyze skill sets—students should have and do a gap analysis in our curriculum
- Explore possibilities of internet travel
- Domestic travel
- Bilingual programs/learning/schools

MAXIMUM CHOICES/PATHWAYS

Why is this important?

- Individuals have different goals/priorities
- Success isn't measured by college achievements
- Society (our community/economy) needs people to a wide variety of things/careers (e.g., trades—our community already has a shortage in the trades)
- Pressure to attend college can affect mental health—pressure to “succeed”
- More options sparks interest and contributes to self worth
- Improved economic outcomes for the community
- Values innate talents and skills of all students, not just students going to college
- Increased graduation rates
- Allows students to tap into their goals, options and real life opportunities
- This is important because it gives kids the opportunity to do what they like—personal ownership—contributes to lifelong learning
- Because kids want to do what they want and not fall off the right path
- Society needs people who are skilled at a wide variety to jobs. Not all jobs require college to learn those skills— not everyone wants to have a traditional job/life/education, etc.
- **One size does not fit all**
- Creates a sense of connection
- Helps find out what they're good at
- Adds value to every student
- Opens space to support students in new ways
- Honors all learning styles/temperaments—shows value for all
- So students can be who they want to be
- Students feel like they're allowed and encouraged to do what they're good at
- Students are often [shunted] into a linear learning format with the inevitable end of going to a 4-year college, and some students don't have the resources, tools or learning style to do that
- Different people have different learning styles and needs
- Creates positive self esteem

- If a student/person experiences “failure” or “challenges” they have other skills to utilize and can continue to support themselves/families and feel worthy

MAXIMUM CHOICES/PATHWAYS

How could we measure our progress?

- By random achievements
- Student/employer app for job awareness
- A part of the Hope Scale is a measure of pathways
- All skills and abilities are honored, not just college bound (test scores and GPA)
 - Skills, technical, career also!
 - % of students enrolled in post high school programs including CC’s and technical ed, apprenticeships
- Variety of teaching styles
- Enrollment in CTE courses
 - Number of electives offered
 - Partnerships with trade unions, chamber
 - Apprentice programs during school
 - Lift up New Market
 - Long-term tracking of student employment
 - Career job fairs
 - Projects to volunteer in field
 - Panels
 - Day on the job with a person in field of interest
 - Ask students (current and graduated) – survey; who is invited; representing all jobs; what do they want to do after high school
 - Begin talking about paths in 3rd grade—professional, practical
- Track progress every ___ years and find more pathways
- Increase number of people that can get financial aid
- Increase funding for alternative education
- Elementary schools: ask what enrichment options they want
- Workforce demand in skilled trades
 - Local chamber
 - Statewide stats
- Systematically tracking alumni
- Feedback from community/employers about what skills they are looking for; what skills are we not teaching (soft skills)?
- Decrease in hopelessness, anxiety and depression

MAXIMUM CHOICES/PATHWAYS

Examples of possible investments that would support this characteristic

- Provide resources (in class, job applications)
- Educate about what possible choices you have: High School Choice Info Night
- Let teachers and students know there is more than 4-year college--and how to pay for it
- Grow programs that offer other options
- Parent career day
- Have counselors knowledgeable in what jobs or careers are available in their area (local)
- Internships/apprenticeships/job shadow/mentorships/work force development councils
- Specialized counseling for each post-college plan (2-year, 4-year, apprenticeship)
- More counselors

- Form partnerships w/business (Boeing, Microsoft, etc.) to identify skill sets and pathways required for specific jobs
- More than just career and scheduling for counselors
- Alt Ed funding; greater connections with New Market, expand options like GRuB
- CTE classes earlier in education—more funding/equipment
- Educate on apprenticeship/internship opportunities – for core class credit
- Professional development (sustained)
- Funding for alternative education
- Remove 24 credit requirement for high school/testing as a graduation requirement—get laws changed
- More music, art and PE opportunities (particularly outside school day)
- Start earlier talking about and provide exposure to choices/interests
- Attach credit to career plans—12th year (or freshman year)
- Field trips to companies—partnerships—and allow credits to be earned
- Community member engagement in classrooms—guest speakers, guest teachers
- Partnerships w/government agencies, organizations, unions
- Universal survival/job skills
- Larger schools + larger student bodies = more electives, or magnet schools/offerings
- More opportunity for individualized learning
- 7-period school day or other schedule
- Apprenticeships
- More seats in innovative programs
- Greater flexibility in awarding credits
- Reconsider school start time to maximize learning

MAXIMUM CHOICES/PATHWAYS

What's getting in the way (barriers)?

- Lack of education/info about alternative programs (K-12 and after) and how to pay for them
- Alternative programs get less funding, more laws and regulations applied
- Expectations: “college is path to success”, “don’t go to college = negative ‘xyz’”
- High school counselors are very focused on college prep—need more bandwidth
- Too much focus on testing
- Lack of teaching trades or discouraged
- Lack of community partnerships/work-based learning, college connections (SPSCC, TESC, SMU)
- Funding
- Lack of CTE classes—going away or diluted
- Promote tech prep/college in high school—field trips to colleges, apprenticeships
- Promote post-secondary options other than college
- Stigma around not going to college
- Stigma around attending trade schools – low societal value on trades
- 24 credits—very specific curriculum requirements
- Lack of choices/diverse programs
- Grading system (letter grades)
- Requirement for GPA to get into college
- Skyward
- “On-time” graduating
- Overloads
- Teacher shortage
- WEA/union demands
- “College-bound” culture
- Transportation
- Small school model/unbalanced MS enrollment/catchments

- Lack of trust in families to be their own experts
- Age-banded
- Old school model
- No entrepreneurship focus/skill building
- Length of school year too short
- High cap testing of self-identified students vs all students
- Egos and “sacred cows”, and “we’ve always done this”

SENSE OF SELF WORTH

How could we measure progress?

- talk to students
- student perception surveys
- # self harm scenarios
- # of students reporting depression
- # of behavioral referrals
- # of sexual assault complaints
- # of dress coding incidents
- # of sexting complaints/referrals
- # of students who feel happy and/or accepted in their own skin
- # of student suicides, dropouts, depression, etc.
- Required curriculum PreK-12 re digital citizenship, online safety and resilience
- Talking to students about feeling like they are being bullied
- BHR time assessments
- Health curriculum assessments
- Counseling referrals and SST (student support team) referrals
- Have an adult to go to
- Adopt a community in schools program
- HOPE scale...yes you can measure hope and you can intentionally build hope
- Promotion of social-emotional health (support from outside organizations)
- Exit surveys when students leave a school
- Valuing non-academic skill sets
- Focus on students strengths, build from there
- Focus groups (POCs/LGBTQs, etc.) interviews of same school students observe students and their inclusion in activities
- Have a counselor more involved in keeping track of students mental health
- Have students take a self-rating survey
- Use IT to measure surveys (to be online at school)

SENSE OF SELF WORTH

Examples of possible investments that would support this characteristic

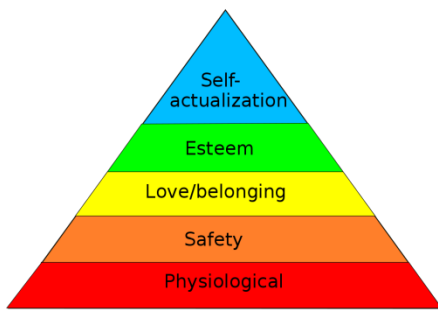
- Practice yoga or tai chi at school
- Time in school for students to explore talents, interests and strengths so they feel they are good at something
- Mental health curriculum
- Funding programs for all; not reward system
- Arts, art programs in middle school
- Connections in students – positive community
- Find what makes you feel good
- Purposeful system
- Students value connections with adults who know them

- Counselors – not just college talk – who know the students; relating to students
- Include LGBT staff as diverse staff
- Dedicated mental health staff; update curriculum
- Partnerships with other organizations
- Art programs to explore creativity
- Valuing and supporting students choice for the future
- Comprehensive sex ed/consent training—leads to increase in healthy relationships
- Positive reinforcement
- Training on Hope theory
- Gender neutral bathrooms/locker rooms—increase comfortability
- Sensitivity based learning
- Post graduation options
- Support groups/clubs, safe spaces for students
- Health social media instruction
- Digital citizenship
- Reward programs, not perfections
- More basic need supports offered
- Celebrate all choices for future endeavors
- Training in growth mindset
- Grading practices that celebrate failure and growth and communicate what students know
- All students have academic success
- Alternatives/options for definition of success
- More broad definition of success
- Having teachers, mentors, counselors identifying a student’s individual or personal strengths and linking that to career options/college programs
- Teach, hold and practice having courageous conversations
- Statewide multi-stakeholder advocacy to increase state allocations for all these changes—“what would public education look like if we tripled general education state allocations?”
- Lead with relationships
- Acknowledge the barriers students face
- Remove barriers to ask for help
- Avoiding systems that track students at early ages
- Don’t “call out” student barriers, i.e., make kids ask when they are hungry
- Sense of self worth is important because everyone is valuable
- Treat students like they can make their own choices (attitude change)
- Students moving through K-12 w/small “family/advisory” groups
- LGBT resources
- Administer Myers-Briggs in 6th, 9th and possibly 12th grades

SENSE OF SELF WORTH

Why is this important?

- Self-esteem
- Self-confidence...allows you to follow your passion
- Reflects how well you do in live
- Self-actualization=self-worth!



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- Allows resiliency and risk-taking
- Self-advocacy
- Assumes basic needs are being met
- No one should feel worthless
- Assumes students feel safe and connected—saves lives
- Affects learning
- Can drop significantly in middle and high school
- Vulnerable if low self-worth—can lead to self-harm or harm to others
- Shows everyone has value
- Why get up in the morning? Key to motivation and growth.
- Serve as a model to others
- Decrease violence, suicide, drug use, all of it...
- Connects to empathy for others
- Unlocks creativity--solving more societal problems
- Contributing to job, society, community—pathways
- Basis of happiness and success
- Accepting yourself helps you accept and love others
- I can't be my best me without you being your best you
- Because kids need self-esteem
- So kids don't develop anger issues and commit suicide because they think so low of themselves
- Helps students evaluate behaviors of self and others in a healthier manner
- Some people take self-respect/love/worth for granted—not everyone feels worthy
- A sense of self equals engagement
- Self-worth is critical to hope
- Self-worth breeds resiliency
- So we don't base our value on whether another accepts/rejects us
- Avoid risky behaviors
- So students don't grow up doubting or hating themselves
- So students can reach their full potential
- Self-worth correlates with mental health
- Lack of self-worth can lead to hopelessness, which leads to apathy. When you literally no longer care, you have no hope, no means of positive growth

SENSE OF SELF WORTH

What's getting in the way (barriers)?

- Bullying
- Poverty, income, social-economics
- Social-emotional safety
- Lack of approach
- Basic needs not being met—nutrition
- Shame

- How well doing in school, e.g., disabilities
- Communication skills
- No self-filtering
- Unmitigated trauma—sexual assault, child abuse, addiction in family, domestic violence, mental health issues
- Images in social media—negativity, lack of acknowledgment of good things
- Home life issues—lack of parenting skills
- Work ethic—not allowed to do hard work
- Role models that look like them
- “Kids of color” treated as invisible
- assumptions
- Lack of student voice
- Limited definition of success
- Our (adult) inability to show vulnerability
- Limited definition of success
- Lack of service learning—purpose, opportunity to contribute, relevance, value
- District activity
- Ability tracking
- Fear of [lack of] acceptance/respect by peers and staff
- A culture that focuses on the negative more than the positive
- A fear of failure/rejection (engaging peers)
- Lack of community connection, social fabric
- Lack of student voice (authentic)—adultism!
- Fear of authority and seniority
- Ageism—worth less as teens (adultcentrism)
- Lacking community that values the individual
- Messages from family
- Being invisible to others because I don’t look like the majority of people
- Lack of self-affirmation in schools (what I’m good at is not a part of my day)—no art class at my school
- Sports cut
- Stigma around mental health
- Lack of student recognition, lack of communication, lack of support, bullying
- It’s important because everyone is valuable
- Multiple measures of success so students can be evaluated in a way that represents their learning
- Flaw in character—peers or others make them feel like this
- Ignoring trauma instead of learning from experiences
- Students don’t have staff to turn to
- Overburden of school limits ability—fix other ways of growing
- Lack of mental health education in school
- No rewards—“students aren’t as appreciated as they would like to be”
- Students and teachers not giving one another credit for the work they’ve done
- Teaching academic skills in schools with diverse populations with high percentages of poverty