

MS 54 Equity Committee

December 21, 2021

Welcome! Please introduce yourself 🤗 Type your name and role at MS 54 in the chat.

Staff: Name and Role

Parents: Name and Grade represented

Agenda

- Welcome and Introductions (5 mins)
- Equity Meeting Norms (2 mins)
- Community Concerns (please type your questions and topics you would like addressed in the Padlet link (see chat))
- Culturally Responsive Sustaining Education Framework
 - Social Emotional Needs and Discipline (Break out groups: 20 mins)
- Community Discussion (15 mins)

Equity Meeting Norms:

- Respect others' opinions
- Ask for clarification and seek to understand
- Speak from an open mind
- Make time for honest and vulnerable conversations
- Safe and courageous space

New York State Education Dept. Culturally Responsive-Sustaining Education Framework

The four principles of the [NYSED CR-S Framework](#):

1. Welcoming and Affirming Environment

A **Welcoming and Affirming Environment** feels safe. It is a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.

2. High Expectations and Rigorous Instruction

3. Inclusive Curriculum and Assessment

4. Ongoing Professional Learning and Support

<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

Summary of Group Discussions on Principle I: Responsive and Student Centered Practices

- “Counseling staff are connecting with families and students and some teachers make it a priority to connect with the families and get to know them.”
- “Strong relationships with adults in the building (trust/talk/redirection/listening) particularly within the classroom setting in topical discussions related to curriculum & current events.”
- “There is some systematic implementation of SEL practices through health class and mindfulness/meditation.”
- “Staff are incorporating time for students to take a break and refocus.”
- “Co-created classroom norms in classes.”

Summary of Group Discussions on Principle I: Areas for Development

- “How do we get our kids to feel comfortable dealing with their feelings?”
- “Can we post/share the SEL opportunities that are happening at school? We want kids to have the ability to access/learn these resources. We want them to have a toolbox with techniques for when they need them.”
- “Challenges around teachers and staff using harmful language/attitude towards students.”

Our Current Context

- “More than three in four teachers reported frequent job-related stress, compared to 40% of other working adults... even more alarming: 27% of teachers reported symptoms of depression, compared to 10% of other adults.”
- Disproportionate impact of COVID related illness and economic hardship on low income communities and communities of color.
- “Nationwide uptick in student conduct issues as students return to in-person learning.”
- Research shows that chronic stress and trauma (including poverty) adversely affect students’ executive function, memory, emotional processing and can result in academic, emotional, and social difficulties.

References:

Belsha, K. Stress and short tempers: Schools struggle with behavior as students return. Chalkbeat, September 27, 2021.

Lew, Irene. The Post-Pandemic Future of NYC Through the Eyes of Low-Income New Yorkers | Community Service Society of New York. Community Service Society, September 13, 2021.

<https://www.cssny.org/news/entry/the-post-pandemic-future-nyc-low-income-new-yorkers>

Steiner, Elizabeth D. and Ashley Woo, Job-Related Stress Threatens the Teacher Supply: Key Findings from the 2021 State of the U.S. Teacher Survey. Santa Monica, CA: RAND Corporation, 2021. https://www.rand.org/pubs/research_reports/RRA1108-1.html.)

Center on the Developing Child. Tackling Toxic Stress. Harvard University, November 23, 2021.

<https://developingchild.harvard.edu/science/key-concepts/toxic-stress/tackling-toxic-stress>

Caring Community

- Adolescent brain is window of opportunity for developing executive function and other core capabilities
- Developing resilience through committed and supportive relationships
- Model self -compassion, emotion regulation, organization and supportive interactions/communication
- Research over the past two decades has shown that when school's embed SEL into their daily practices academic achievement and school climate improve.

Reference

Mahoney, J.L., Durlak, J.A., & Weissberg, R.P. (2018). An update on social and emotional learning outcome research. *Phi Delta Kappan*, 100 (4), 18-23.

UNICEF Office of Research - Innocenti (2017). *The Adolescent Brain: A second window of opportunity*, UNICEF Office of Research - Innocenti, Florence.

SEL and Student Centered Discipline/ Restorative Practices Breakout Discussion

- “What is one way that you (teacher or student) stay calm/support yourself when the classroom/ lunchroom/ yard/ hallways feels challenging?”
- “How are students doing with classroom procedures? What is one time of day where they struggle? What is one step you can take to make it better?”
- “How can we create a sense of psychological safety (classroom culture) that supports learning and intellectual risk-taking?”
- Are we purposefully seeking input from students most affected by disciplinary practice?
- “Where are you confident in terms of creating a classroom community? Where are you unsure?”
- Do parents/guardians understand the school’s disciplinary process?
- How can the school engage parents/guardians in the disciplinary process and in fostering SEL practices and standards that align with the school’s?
- Examples of alienating vs. restorative responses to challenging behavior

TOOL: Restorative Response Chart

Example: Restorative Responses Chart used to support teachers in reframing responses with an SEL focus

Alienating Responses	Restorative Responses
<p>"Why are you so rude and disrespectful?"</p> <p><i>(Diagnoses the student as "bad.")</i></p>	<p>"In our classroom shared agreements, you agreed to speak respectfully to everyone, including me. What happened? It's okay to be angry, but in order for our shared agreements to be followed, we will need to speak to each other respectfully. How can you let me know you're angry in a more respectful way?"</p>
<p>"You drive me crazy with all your talking during class."</p> <p><i>(Denies responsibility for one's own feelings.)</i></p>	<p>"When you talk while I'm giving directions, I worry that you're missing important information and that other students can't hear. What can we do to make sure we're not talking at the same time?"</p>
<p>"For the last time, if you don't sit down and get busy, you're going to the office."</p> <p><i>(Demands compliance through a threat of punishment.)</i></p>	<p>"I notice that you haven't been able to stay in your seat to work on your project. What's going on? What would help you be able to concentrate on your work for the next 10 minutes?"</p>
<p>"He got in a fight so he needs to be suspended to teach him a lesson."</p> <p><i>(Applies "deserve" thinking, rooted in the belief that certain behaviors deserve to be rewarded or punished.)</i></p>	<p>"In our classroom shared agreements, you agreed to solve problems peacefully this year. What happened? Do you remember why you agreed to solve problems peacefully? You've told me the other student's part in the fight—what was your part? What can you do next time to solve that problem peacefully? What do you need to do now to make things right?"</p>

(Costello, 2010), Courtesy of Chicago Public Schools

SEL and Restorative Discipline Resources & References

1. **Yale Center for Emotional Intelligence** - conducts research and provides training to educators and families to support and foster SEL skills; offers free online courses (<https://ycei.org/>).
2. **The Collaborative for Academic, Social and Emotional Learning (CASEL)** - research, training and toolkits on implementing SEL in schools and classrooms (<https://schoolguide.casel.org/focus-area-3/classroom/>).
3. **Harvard University Center on the Developing Child** - research and development of strategies to support children and communities affected by trauma and adverse childhood experiences (<https://developingchild.harvard.edu/resources/building-core-skills-youth/>).
4. **International Institute for Restorative Practices** - offers education (including free webinars) on the social science of restorative practices (<https://www.iirp.edu/continuing-education/free-webinars/#creative-restorative-practices-in-the-classroom>)

SEL and Restorative Discipline Resources & References cont.

5. **Confident Parents Confident Kids** - A site for parents actively supporting kid's social and emotional development (<https://confidentparentsconfidentkids.org/>)
6. **Child Mind Institute** - provides evidence-based mental health therapies and resources for children and families (<https://childmind.org/resources/>)
7. **Parent University** - an initiative of the NYC DOE's Family and Community Empowerment (FACE) team providing live and on-demand webinars on a variety of topics to help empower parents/guardians to be effective advocates for their children's academic success (<https://parentu.schools.nyc/course>).

Randee Johnson + 3 • about 16 hours ago

Community Concerns

Equity Open Meeting Dec 2021

it seems like a lot of teachers are absent lately. Is this due to covid?



Thank you!

How the DOE and parents are working in building a student community ?



My son is being bullied at school in the form of micro aggressions in PE. I understand this sort of behavior is hard to monitor, so what can be done? We are noticing a change in him. He is angry, frustrated, and exhibiting signs of depression.

