

### **Recommendations generated by the District Advisory Council PK-2<sup>nd</sup> Grade Supports Subcommittee**

The recommendations are budget neutral, budget increase minimal, grant opportunities, or already are included in the budget.

1. Increase and implement culturally proficient and restorative practices across the district. *Please see guiding questions.*
2. Integrate PK-2<sup>nd</sup> grade district, community, and Texas Education Agency resources. *Please see attached documents.*
3. Increase mental health services and supports. *Please see attached documents.*
4. Promote a strengths-based lens of students, families, staff, and community. *Please see examples generated by the subcommittee.*

As part of the meetings, the subcommittee requested and heard presentations from Angela Ward, Cultural Proficiency and Inclusiveness, Tracy Spinner, Comprehensive Student Health, Melinda Servantez, Early Childhood, and Jacquie Porter and Sylina Valdez, Texas Education Agency (TEA) Early Childhood.

The team expressed support of schools creating a safe space for utilizing guiding questions, such as the ones that Angela Ward used with the PreK-2 pilot principals to engage principals with planning for cultural proficiency and inclusiveness through an equity lens:

*Source:* Response Sheet: Culturally Proficient Practices Reflecting from the Inside/Out *Source:* Cultural Proficiency: A Manual for School Leaders (3rd ed.). Lindsey, Nuri Robins, Terrell; 2009. Thousand Oaks, CA. Corwin

#### **Assessing Culture**

*Naming Differences: Identify cultural groups present in the system*

Guiding Questions:

- What are the unwritten rules in your school?
- How do you describe your own culture?
- How does your school provide for a variety of learning styles?

#### **Valuing Diversity**

*Claiming the Differences: Develop an appreciation for the differences among and between groups*

Guiding Questions:

- How would you describe the diversity in your current professional setting?
- How do you react to the term valuing diversity?
- How do you and your colleagues frame conversations about the learners?

## Managing the Dynamics of Difference

*Reframing the Differences: Learn to respond appropriately and effectively to the issues that arise in a diverse environment*

Guiding questions:

- How do you handle conflict in the classroom?
- What skills do you possess to handle conflict?
- Describe situations of cross-cultural conflict that may be based on historic distrust.

A strengths-based lens of Students, Families, Staff, and Community

	PreK-2 <sup>nd</sup> Grade Support <u>by</u> ... (examples of what stakeholders could offer)	PreK-2 <sup>nd</sup> Grade Support <u>for</u> ... (examples of what stakeholders may need)
Students	<ol style="list-style-type: none"> <li>1. Inspire creative/innovative classroom spaces</li> <li>2. Learn and apply Social and Emotional (SEL) skills</li> <li>3. Serve as Mentoring buddies/peer mediators/role models to other students (i.e. PALS)</li> <li>4. Support a safe and inclusive environment for self and peers</li> </ol>	<ol style="list-style-type: none"> <li>1. Support of developmentally appropriate behavior</li> <li>2. A safe and inclusive environment</li> <li>3. To experience connections and belonging</li> <li>4. A diverse classroom community</li> </ol>
Campus & District Staff	<ol style="list-style-type: none"> <li>1. Provide campus counselors and other district mental health resources</li> <li>2. Identify developmentally appropriate practices to support cultural proficiency</li> <li>3. Implement current professional learning practices to support cultural proficiency</li> <li>4. Implement strategies, mindsets, and resources that center on PK-2<sup>nd</sup> grade student needs</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going trainings and coaching, especially for new teachers. For example: Kagan Cooperative strategies</li> <li>2. A culture and climate of respect</li> <li>3. Clarification regarding requirement versus option of strategies, resources, actions, etc.</li> <li>4. Professional development on mental health and trust-based classrooms and schools</li> </ol>
Families	<ol style="list-style-type: none"> <li>1. Provide guidance on how to communicate with parents in a cultural relevant, responsive and strengths-based way</li> <li>2. Engage as partners with schools</li> <li>3. Share insight into their children's interests, strengths, and needs</li> </ol>	<ol style="list-style-type: none"> <li>1. A vision and culture of high expectations that is communicated to families</li> <li>2. Support that you can feel and see when you visit a campus</li> <li>3. Engage families and communities as partners</li> <li>4. Communication, communication, communication</li> </ol>

Community	1. Provide resources to students, schools, and families 2. Build community bonds (for example, civic organizations) 3. Serve as a voice for change that is responsive to community needs 4. Provide enrichment activities	1. Connections with each other 2. Authentic access to schools 3. Enrichment activities 4. Contact information and processes 5. Data and opportunities to analyze, contextualize

### Committee Members

Andy Anderson	Jean Bahney	Stacia Bowley	Linda Burleson	Caroline Chase	Jimmy Counihan
Moran Craven	Sandra Creswell	Vanessa Dainton	Asha Dane'el	Theresa Garcia	Gilbert Hicks
Wayne Lopes	Pam Marin	Deanna Mercer	Melanie Mullan	Rachel Naugle	Paul Perez
Amber Pleasant	Jacquie Porter	Pete Price	Jane Ross	Andy Sams	Gilma Sanchez
Claudia Santamaria	Melinda Servantez	Wayne Sneed	Stacey Smith	Tracy Spinner	Zoe Trieff
Sylina Valdez	Angela Ward	Colette Williams	Twyla Williams	Teri Wood	Ken Zarifis