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00:00:00,000 --> 00:00:02,030

Welcome to the Supe's On! Podcast

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00:00:02,030 --> 00:00:02,480

I'm your host,

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00:00:02,480 --> 00:00:06,690

Dr. Steven Cook Superintendent of Bend-La Pine Schools

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00:00:06,690 --> 00:00:13,200

we talk about all things public education specifically as they relate to our Bend-La Pine Schools and the greater community here in Central Oregon.

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00:00:13,250 --> 00:00:13,580

Today,

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00:00:13,580 --> 00:00:19,530

I'm happy to welcome two guests to dive into a very serious topic that we're dealing with currently in our schools,

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00:00:19,540 --> 00:00:25,310

one that I think is going to be both hard for us to talk about And also both really important for us to discuss,

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00:00:25,320 --> 00:00:27,270

that we're not gonna be able to come up with all the solutions.

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00:00:27,270 --> 00:00:28,860

During our 35 minutes here,

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00:00:28,870 --> 00:00:42,050

we're specifically gonna be digging into bias incidents is how we handle student discipline and how we strive to create a safe and welcoming school for every one of our students in all 33 of our schools across the district.

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00:00:42,060 --> 00:00:45,510

And so joining me today are director of diversity equity and inclusion,

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00:00:45,510 --> 00:00:49,370

Kinsey Martin and Assistant Director of Student Services Eric Powell.

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00:00:49,370 --> 00:00:50,310

Welcome to both of you.

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00:00:50,320 --> 00:00:50,660

Thank you.

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00:00:50,670 --> 00:00:51,120

Thank you.

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00:00:51,130 --> 00:00:51,710

So Kinsey,

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00:00:51,710 --> 00:00:55,700

this is actually your second time on the podcast for our listeners that heard you may be the first time.

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00:00:55,700 --> 00:00:59,080

Maybe you give a review of who you are and what you do for the district.

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00:00:59,090 --> 00:01:00,480

Before we get started,

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00:01:00,490 --> 00:01:01,980

my name is Kinsey Martin.

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00:01:01,980 --> 00:01:06,030

I am the director of Diversity Equity and Inclusion for Bend-La Pine Schools

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00:01:06,030 --> 00:01:07,840

which means in a nutshell,

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00:01:07,840 --> 00:01:08,890

if that's possible,

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00:01:08,900 --> 00:01:10,710

that I support our students,

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00:01:10,710 --> 00:01:20,970

families and staff in co designing systems improvement to better meet the needs and strengths of our priority populations.

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00:01:20,980 --> 00:01:21,830

So thank you Kinsey

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00:01:21,830 --> 00:01:22,930

this is work that,

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00:01:22,940 --> 00:01:28,310

that we are working on together actually quite a bit and on your first time on the podcast,

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00:01:28,310 --> 00:01:28,730

we actually,

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00:01:28,730 --> 00:01:31,180

we're talking about legislation from the state.

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00:01:31,190 --> 00:01:33,820

Is it being enacted through policy through our,

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00:01:33,830 --> 00:01:36,240

our system and many of our listeners have heard about it.

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00:01:36,240 --> 00:01:47,660

It's called the every student belongs policy and state law that essentially create safe spaces in our schools and and prevent acts of hate from impacting our students or that enforces that,

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00:01:47,670 --> 00:01:49,030

that schools have to address those.

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00:01:49,030 --> 00:01:53,390

And so this conversation will actually extend from that one a little bit Eric.

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00:01:53,400 --> 00:01:54,910

We're glad to have you on the show.

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00:01:54,910 --> 00:01:55,570

We're excited.

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00:01:55,570 --> 00:01:56,360

You're here.

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00:01:56,370 --> 00:02:07,650

You help oversee kind of student discipline and how we help with training with staff and how we handle incidences when when students maybe have an issue with rules or or those kinds of things.

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00:02:07,660 --> 00:02:09,980

Why don't you talk just a little bit about your,

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00:02:09,990 --> 00:02:14,180

your history with the district this role and what brings you to this position.

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00:02:14,190 --> 00:02:15,350

Thank you for having me on,

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00:02:15,440 --> 00:02:15,860

yeah,

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00:02:15,870 --> 00:02:17,680

I'm actually a product of Bend-La Pine Schools

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00:02:17,680 --> 00:02:18,780

So I went to school here.

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00:02:18,780 --> 00:02:20,800

High desert middle school cascade and the mountain view.

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00:02:20,800 --> 00:02:25,470

But for me when I started in the district as a counselor and then dean of students and assistant principal,

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00:02:25,480 --> 00:02:32,510

I really wanted everything I did to be about trying to serve our community and so in this new role as assistant director of student services,

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00:02:32,520 --> 00:02:37,200

we're really just trying to serve our students families and staff that are going through difficult times.

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00:02:37,200 --> 00:02:38,750

Or maybe if a student has made a mistake,

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00:02:38,750 --> 00:02:41,660

how can we help them move forward from that mistake and things like that?

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00:02:41,660 --> 00:02:42,480

But as you know,

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00:02:42,480 --> 00:02:44,140

you and I are both new in these roles this year.

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00:02:44,140 --> 00:02:56,410

There's a lot of awesome and positive work that we can do to kind of set a really strong foundation in my work for restorative practices on how we build relationships with our community with our students and make sure our policy and our procedures reflect that.

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00:02:56,410 --> 00:02:58,290

So really exciting times and a lot of work,

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00:02:58,300 --> 00:02:59,960

but really happy to be here.

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00:03:00,040 --> 00:03:00,520

Thank you.

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00:03:00,520 --> 00:03:08,970

And we're gonna talk you mentioned restorative practices and I just wanted to let our listeners know we're going to actually go deeply into that so well will clarify any questions you might have.

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00:03:08,980 --> 00:03:12,420

And I think this conversation is due for us.

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00:03:12,420 --> 00:03:17,330

I think it's important for us to take on this is a really challenging subject to talk about.

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00:03:17,340 --> 00:03:29,460

It's on the minds of a lot of our families and a lot of our students right now we're having concerns rise to the district level because of the number of incidents of of of racism and other bias incidents is taking place in our schools.

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00:03:29,470 --> 00:03:44,150

It's discouraging it's disheartening and I know none of us approve or support any act of hate in our schools and any act that's going to create challenges for other students feeling like their sense of safety or belonging in our schools is being challenged.

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00:03:44,150 --> 00:03:56,910

And so I just want to make sure that everyone understands how deeply committed we are to improving the conditions and that we're working hard to make sure that all our staff are appropriately trained and every one of our students going to have a positive experience in our schools.

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00:03:56,920 --> 00:03:57,610

So with that,

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00:03:57,610 --> 00:03:58,650

let's get to our topic.

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00:03:58,660 --> 00:03:59,010

Okay,

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00:03:59,010 --> 00:04:03,840

so we're gonna be talking about bias incidences and that might be a new term for some people.

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00:04:03,850 --> 00:04:05,350

So Kinsey

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00:04:05,350 --> 00:04:12,050

would you mind starting off with just helping us learn exactly what a bias incident is sure I won't go into.

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00:04:12,050 --> 00:04:17,350

I think in our last episode on this topic we went more in depth on what is bias itself.

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00:04:17,440 --> 00:04:21,650

So I guess I'd recommend starting back there if if you missed that piece.

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00:04:21,660 --> 00:04:22,990

A bias incident though,

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00:04:22,990 --> 00:04:28,770

is behavior that stereotypes or mocks or degrades.

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00:04:28,770 --> 00:04:29,620

For example,

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00:04:29,630 --> 00:04:34,350

another individual on the basis of an identity factor like race,

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00:04:34,360 --> 00:04:36,090

sexual orientation,

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00:04:36,090 --> 00:04:37,650

religion ability,

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00:04:37,660 --> 00:04:47,270

et cetera and is very often something that is not intended necessarily the focus on a bias incident is on the harm that it caused.

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00:04:47,270 --> 00:04:54,250

I like to think about this one as driving a car when you accidentally back into someone else's car with your car that you know,

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00:04:54,250 --> 00:05:04,490

it very well may have been a mistake and you maybe didn't see the person didn't know and yet you still have the responsibility to repair the other person's car and make sure that it doesn't happen again.

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00:05:04,490 --> 00:05:08,110

And so that is the closest equivalent that,

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00:05:08,120 --> 00:05:12,060

that I can come up with as far as a bias incident and how we are approaching this work.

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00:05:12,070 --> 00:05:12,370

Okay,

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00:05:12,370 --> 00:05:12,790

so Eric

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00:05:12,790 --> 00:05:13,420

I wanna,

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00:05:13,430 --> 00:05:16,830

I wanna follow up on what what Kinsey just stated about,

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00:05:16,840 --> 00:05:20,450

We have a highly specific process for bias incidents is,

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00:05:20,460 --> 00:05:26,890

but this is just one of many ways that students can break rules in schools if you will,

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00:05:26,890 --> 00:05:34,060

and we have an entire discipline code that students are expected to oblige by in our schools.

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00:05:34,070 --> 00:05:34,670

First of all,

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00:05:34,670 --> 00:05:35,160

why,

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00:05:35,160 --> 00:05:41,090

why would we separate bias incidences from any other type of discipline incident in our schools?

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00:05:41,100 --> 00:05:41,380

And,

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00:05:41,390 --> 00:05:42,240

and secondly,

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00:05:42,250 --> 00:05:43,520

is that necessary?

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00:05:43,520 --> 00:05:47,380

Because I can think of lots of things that happen in schools that are very serious.

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00:05:47,390 --> 00:05:49,390

So why the separate treatment,

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00:05:49,390 --> 00:05:50,700

I think is a good question.

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00:05:50,940 --> 00:05:56,970

And I think my answer will start with maybe my personal opinion and I think it will align with with where we're going is for us.

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00:05:56,970 --> 00:06:00,180

We need to understand that the impact on victims of these incidents,

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00:06:00,190 --> 00:06:07,130

it's huge impact and we have to make sure we're addressing it appropriately and accounting for and protecting victims of these incidents.

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00:06:07,420 --> 00:06:09,070

And so for the nature of how,

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00:06:09,080 --> 00:06:10,610

how intense these things can be.

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00:06:10,620 --> 00:06:13,680

We need to separate that and make sure we're being thoughtful,

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00:06:13,680 --> 00:06:18,580

That I think there's a range of discipline issues that are very significant.

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00:06:18,590 --> 00:06:18,810

Um,

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00:06:18,810 --> 00:06:25,890

and I think bias incidents are something that I have a really invisible impact on students,

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00:06:25,890 --> 00:06:33,830

but that are as important as larger physical safety concerns as far as mental health and outcomes that students might have.

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00:06:33,840 --> 00:06:34,620

So yes,

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00:06:34,620 --> 00:06:37,760

I think they are just as significant as many of our other,

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00:06:37,940 --> 00:06:40,930

more traditionally recognized Kinsey.

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00:06:40,930 --> 00:06:45,870

I love what you said and I haven't been an administrator and you deal with various types of incidents that occur,

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00:06:45,880 --> 00:06:49,910

deal with sexual harassment or if a student would have a racial incident occur against them.

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00:06:49,920 --> 00:06:55,050

There's a level of like respect and honor that that situation deserves because that can really hurt someone long term.

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00:06:55,050 --> 00:06:55,290

And,

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00:06:55,300 --> 00:06:56,320

and I think it,

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00:06:56,330 --> 00:06:57,570

I think it is different to be honest.

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00:06:57,570 --> 00:07:01,150

So I'm glad that we are giving it that level of just that level.

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00:07:01,160 --> 00:07:03,760

What I'm hearing from you both is that they aren't all,

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00:07:03,770 --> 00:07:05,410

but they can be very,

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00:07:05,420 --> 00:07:17,550

very impactful and part of what we're working with in this new reporting system is making sure we hear about all of them so that there's no way that a very impactful one or a very meaningful one gets overlooked.

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00:07:17,640 --> 00:07:18,460

And I would just add,

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00:07:18,460 --> 00:07:26,750

making sure that our staff are aware of that nuance and that we aren't the ones necessarily deciding what is and isn't impactful to a student,

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00:07:26,750 --> 00:07:26,920

that,

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00:07:26,920 --> 00:07:36,420

that is the student's decision and that we follow their lead as far as the significance and impact on them at the end of the day for us as adults and leaders,

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00:07:36,440 --> 00:07:38,400

The physical safety of our kids as paramount.

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00:07:38,410 --> 00:07:45,560

People trust us to send their kids to our schools and our job as school leaders and administrators just to make sure that kids are physically safe and we're dealing with those things.

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00:07:45,640 --> 00:07:50,870

And we're at a point now where we're also elevating these serious events to the level that they need to be addressed as well.

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00:07:50,870 --> 00:07:52,550

So I think it's both,

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00:07:53,150 --> 00:07:54,330

I don't know if you have anything you want to add,

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00:07:54,340 --> 00:07:54,840

but yeah,

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00:07:54,840 --> 00:07:56,010

I I agree that,

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00:07:56,020 --> 00:07:56,330
you know,

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00:07:56,330 --> 00:08:04,040
we have existing safety measures and expectations in place for some of those physical safety examples you mentioned,

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00:08:04,050 --> 00:08:14,210
the state is now with the new legislation not asking us to requiring us to also prioritize the mental well being of our students,

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00:08:14,220 --> 00:08:16,830
especially those who are experiencing this level of bias.

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00:08:16,830 --> 00:08:19,560
So it's adding to not a replacing safety.

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00:08:19,560 --> 00:08:20,890
Thank you for that clarification.

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00:08:20,900 --> 00:08:21,280
Okay,

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00:08:21,280 --> 00:08:26,070
so let's talk about perspective for like from the lens of a staff member,

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00:08:26,070 --> 00:08:30,080
we have roughly 2400 employees and staff in our school district.

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00:08:30,090 --> 00:08:33,710
Most of those staff are in our schools Staff member,

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00:08:33,710 --> 00:08:34,830
here's an incident,

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00:08:34,830 --> 00:08:36,590

Here's one kid call another kid a name.

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00:08:36,600 --> 00:08:37,430

For example,

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00:08:37,440 --> 00:08:39,630

it just during a conversation in the hallway.

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00:08:39,640 --> 00:08:41,000

What do we want them to do?

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00:08:41,010 --> 00:08:41,930

What does that look like?

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00:08:41,940 --> 00:08:45,820

What happens when a staff member overhears something like that,

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00:08:45,830 --> 00:08:48,640

what's our expectation now to do something?

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00:08:48,650 --> 00:08:49,790

The expectation is,

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00:08:49,800 --> 00:08:51,810

is to to do something much.

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00:08:51,810 --> 00:08:54,590

Like we train our students and teach them.

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00:08:54,590 --> 00:08:54,730

You know,

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00:08:54,730 --> 00:08:55,580

if you see something,

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00:08:55,580 --> 00:08:57,910

say something campaign as far as again,

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00:08:57,920 --> 00:08:58,110

you know,

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00:08:58,110 --> 00:09:00,540

physical safety trainings for students,

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00:09:00,540 --> 00:09:05,590

it's the same approach that if you see something that is related to bias or hate,

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00:09:05,600 --> 00:09:06,140

speak up,

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00:09:06,140 --> 00:09:10,460

say something interrupt even if you don't quite know what to say in the moment,

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00:09:10,470 --> 00:09:11,150

say something.

163

00:09:11,240 --> 00:09:11,810

So,

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00:09:11,820 --> 00:09:11,980

um,

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00:09:11,980 --> 00:09:12,490

we are,

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00:09:12,490 --> 00:09:18,470

we are setting that expectation with our staff and then also providing training and support on,

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00:09:18,480 --> 00:09:18,850

well,

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00:09:18,850 --> 00:09:19,730

what do I say?

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00:09:19,730 --> 00:09:20,580

How do I respond?

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00:09:20,580 --> 00:09:25,320

How do I know if it was a bias incident and then what do I do next?

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00:09:25,320 --> 00:09:27,800

So that training is happening for our staff.

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00:09:27,810 --> 00:09:30,260

But the most important thing is to just not let it go.

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00:09:30,340 --> 00:09:31,360

So students,

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00:09:31,370 --> 00:09:31,770

you know,

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00:09:31,770 --> 00:09:33,040

like what about our students?

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00:09:33,040 --> 00:09:37,420

I I just think about not every interaction between students is in front of an adult.

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00:09:37,430 --> 00:09:46,000

What do we want to tell to our families and listeners about what supports we have in place for students that might be a victim or might be a bystander,

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00:09:46,000 --> 00:09:47,480

when somebody is a victim,

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00:09:47,490 --> 00:09:49,770

what should they do in these kinds of incidents?

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00:09:49,770 --> 00:09:51,520

Is eric kinsey said this really well,

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00:09:51,520 --> 00:09:53,040

but I think when these things occur,

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00:09:53,040 --> 00:09:54,380

we just want anyone to interrupt,

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00:09:54,380 --> 00:09:58,170

what's going on and I think we need to continue to coach our students up on,

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00:09:58,180 --> 00:09:58,430

you know,

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00:09:58,440 --> 00:09:59,180

you see something,

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00:09:59,180 --> 00:10:00,320

let's let's do something about it.

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00:10:00,320 --> 00:10:04,370

Like if if your friend or someone near you is experiencing something like this,

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00:10:04,380 --> 00:10:06,880

we need to interrupt that and let people know that that's not okay.

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00:10:06,880 --> 00:10:11,460

And we have so many students that are brave and and willing to stand up for the rights of others and,

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00:10:11,470 --> 00:10:12,800

and we've seen that in our district.

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00:10:12,800 --> 00:10:13,470

And so for me,

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00:10:13,470 --> 00:10:16,750

it just goes back to the interruption because these things occur and,

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00:10:16,760 --> 00:10:21,080

and we need to be strong enough and empower our students to be strong enough to also interrupt when that occurs to.

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00:10:21,090 --> 00:10:25,230

So if a parent is listening to this right now and their kid is coming home and saying,

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00:10:25,240 --> 00:10:25,450

yeah,

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00:10:25,450 --> 00:10:31,900

I had an issue again today with another student and the parent is concerned or worried about their student,

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00:10:31,910 --> 00:10:33,460

what should we tell them to do?

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00:10:33,470 --> 00:10:34,610

That's quite frankly,

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00:10:34,610 --> 00:10:40,460

that's the frustration of parents that I'm hearing from is that the adults aren't doing enough to keep my kids safe,

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00:10:40,470 --> 00:10:41,250

emotionally safe,

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00:10:41,250 --> 00:10:42,060

physically safe.

202

00:10:42,070 --> 00:10:43,130

All of those things,

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00:10:43,140 --> 00:10:45,760

what would we suggest that they do in those situations?

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00:10:45,840 --> 00:10:46,760

I tell my own,

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00:10:46,770 --> 00:10:48,250

I have three kids in schools too.

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00:10:48,250 --> 00:10:49,340

And if I tell them,

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00:10:49,350 --> 00:10:49,560

you know,

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00:10:49,570 --> 00:10:52,520

you're gonna try to do your best to kind of help in this situation,

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00:10:52,520 --> 00:10:55,310

but you're gonna go to the nearest adult and talk to them about what you're seeing.

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00:10:55,320 --> 00:10:58,360

It's not a good choice to just ignore something or let it go,

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00:10:58,360 --> 00:11:02,840

but we're going to talk to the adults in the building and trust that they'll they'll do a good job to intervene.

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00:11:02,850 --> 00:11:07,840

And I would just add that if a family has a concern to reach out to call the school office,

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00:11:07,840 --> 00:11:10,620

asked to speak with the teacher counselor principal,

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00:11:10,630 --> 00:11:18,540

our families have a right to know and confirm that their students are safe in our schools and that we are responding appropriately.

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00:11:18,540 --> 00:11:23,970

So if there is a question or if a student comes home sharing a story that sounds concerning,

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00:11:23,980 --> 00:11:29,360

I think I speak for all of our schools and I say please reach out and um we would never want a family to feel unsure.

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00:11:29,370 --> 00:11:32,320

I'd like to shift gears a little bit into the reporting process.

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00:11:32,320 --> 00:11:43,270

I think part of what we we instituted this reporting process this year is to try to create a much more systemic manner in which we're going to be able to address these.

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00:11:43,280 --> 00:11:47,130

And and we and I heard both of you use the word trust or trusted adult.

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00:11:47,140 --> 00:11:53,450

I think that's something I want us to think about in the back of the back of our mind as we start talking about how we're gonna,

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00:11:53,460 --> 00:11:55,610

how we're going to institute this reporting process,

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00:11:55,620 --> 00:12:03,160

what its purpose is for and how how we intend to use the data so that we can make for a better experience with our kids.

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00:12:03,160 --> 00:12:04,060

So let's start with,

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00:12:04,070 --> 00:12:04,590

first of all,

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00:12:04,590 --> 00:12:05,790

this is new this year.

226

00:12:05,800 --> 00:12:07,170

Why did we put it in place?

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00:12:07,180 --> 00:12:07,660

Sure?

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00:12:07,660 --> 00:12:16,660

We um we have tried over the past couple of years to we've been building some infrastructure to be able to have a reporting process.

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00:12:16,840 --> 00:12:21,250

And so our current version is essentially when an incident happens,

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00:12:21,260 --> 00:12:27,550

what we've been trying this first semester has been having our staff put the report in and do the,

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00:12:27,560 --> 00:12:27,750

you know,

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00:12:27,750 --> 00:12:30,600

the investigation and follow up in partnership with,

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00:12:30,610 --> 00:12:30,940

you know,

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00:12:30,940 --> 00:12:37,270

several of our district team members and community partner members when um the response allows.

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00:12:37,280 --> 00:12:39,050

And so we've been,

236

00:12:39,050 --> 00:12:46,750

we saw after the first semester of trying out this new approach and and looking as a team at the data and just the system itself,

237

00:12:46,940 --> 00:12:50,710

we felt that the next step was to make sure that all staff,

238

00:12:50,720 --> 00:12:51,070

you know,

239

00:12:51,080 --> 00:12:51,570

open it up,

240

00:12:51,570 --> 00:12:56,520

make sure all staff are aware of how to make the reports themselves versus you know,

241

00:12:56,520 --> 00:12:58,050

sharing it with the principle.

242

00:12:58,050 --> 00:13:01,640

So we've expanded access to all of our staff at this point.

243

00:13:01,650 --> 00:13:07,470

We are about to roll out and start trying out some lessons for students around bias?

244

00:13:07,470 --> 00:13:08,390

What is bias?

245

00:13:08,390 --> 00:13:09,310

Why does it matter?

246

00:13:09,320 --> 00:13:13,410

How do we interrupt when it happens when to us or to someone else?

247

00:13:13,410 --> 00:13:15,260

And then most importantly,

248

00:13:15,260 --> 00:13:17,140

maybe is how do we report it?

249

00:13:17,150 --> 00:13:21,850

And that involves currently that involves reaching out to a safe and trusted adults,

250

00:13:21,850 --> 00:13:32,080

whether that is hopefully someone in the building that the staff or that the student can connect with and share about the incident who can then initiate the investigation and support process.

251

00:13:32,080 --> 00:13:37,490

And also do the data entry into our reporting system or to let a family member.

252

00:13:37,490 --> 00:13:37,830

No.

253

00:13:37,830 --> 00:13:42,000

And when the family reaches out to us then we will undertake that same process.

254

00:13:42,140 --> 00:13:42,420

Okay,

255

00:13:42,420 --> 00:13:42,730

kensi.

256

00:13:42,730 --> 00:13:46,510

So let's dig into the bias reports we've received so far this year.

257

00:13:46,520 --> 00:13:53,610

How many total bias incidences have been reported the school year without having the numbers right in front of me.

258

00:13:53,610 --> 00:13:59,860

I can tell you that we've had over 160 reports made this year of different bias incidents,

259

00:14:00,040 --> 00:14:03,760

which is a really significant number and,

260

00:14:03,770 --> 00:14:04,470
and you know,

261
00:14:04,470 --> 00:14:07,450
devastating to us as an as a learning community.

262
00:14:07,640 --> 00:14:08,030
Um,

263
00:14:08,030 --> 00:14:12,910
that is not the experience we want to offer our students and families and staff members.

264
00:14:12,920 --> 00:14:18,250
And it is something that we definitely feel needs urgent attention and uh,

265
00:14:18,250 --> 00:14:19,100
and change,

266
00:14:19,110 --> 00:14:30,240
it's really disheartening to know that that our students are having that many experiences that they've reported to us and we are definitely um,

267
00:14:30,250 --> 00:14:32,180
committed to changing each of these,

268
00:14:32,190 --> 00:14:41,650
whether they are incidents of race based bias or bias on the basis of religion or immigration status or L.

269
00:14:41,650 --> 00:14:41,810
G.

270
00:14:41,810 --> 00:14:41,930
B.

271

00:14:41,930 --> 00:14:42,080

T.

272

00:14:42,080 --> 00:14:42,300

Q.

273

00:14:42,300 --> 00:14:43,080

Identification.

274

00:14:43,080 --> 00:14:46,800

All of them are are significant and you know,

275

00:14:46,800 --> 00:15:00,010

we anticipate that as we get better at this process as we earn the trust of our community that the reports that number might actually increase while we see while students in fact see us responding better each time.

276

00:15:00,010 --> 00:15:02,700

And so we know that this will be a process,

277

00:15:02,700 --> 00:15:05,810

but we are committed to decreasing that number.

278

00:15:05,820 --> 00:15:09,340

Our goal is not to have anyone experienced this in our schools.

279

00:15:09,350 --> 00:15:14,300

I think I want to answer that as well as to just reiterating what you just said,

280

00:15:14,300 --> 00:15:16,180

one of these is one too many.

281

00:15:16,190 --> 00:15:31,320

And I think it's important for us to honor and recognize that at the basis of every one of these is a student that in our system that experienced trauma in that interaction and that's those are the ones we know of,

282

00:15:31,320 --> 00:15:34,390

how many of these are not being reported because it's a new process,

283

00:15:34,390 --> 00:15:50,410

a new system and we're digging into building a structure and digging into what it takes for us to systemically root this out so that it is no longer just a reaction for the adults to respond after an event like this happens,

284

00:15:50,430 --> 00:15:54,120

but it shines a light on these as they happen.

285

00:15:54,130 --> 00:15:55,750

It brings attention to them.

286

00:15:56,040 --> 00:16:17,370

We build effective responses with these and I think it's just so crucial to keep in mind that we don't ever want our students to experience this for any reason and for any set of circumstances and and I appreciate your focus on the fact that there are lots of different ways that can happen and the fact that we know it's as a new process,

287

00:16:17,380 --> 00:16:20,530

that it's going to be something that we work through.

288

00:16:20,540 --> 00:16:33,090

But I just so disappointed that we have to find a way to make sure that our students actually feel empowered and safe in our schools and to hear numbers like that is very disheartening.

289

00:16:33,090 --> 00:16:54,260

And so I think coming back to this topic may be at a future date and talking with our students about what that feels like it's going to be something that we have to do as we talk about how to

address this and how to create schools and classrooms that are places where kids are embraced and cared for and feel physically and emotionally safe.

290

00:16:54,270 --> 00:16:57,650

Are we finding out that we're not addressing these issues?

291

00:16:57,650 --> 00:17:00,160

Are we finding out that something other Yeah,

292

00:17:00,170 --> 00:17:03,450

I think that a couple of things come to mind and it,

293

00:17:03,460 --> 00:17:13,050

it feels hard to identify sometimes the positive angles of this work because we do have a lot of work to do and um,

294

00:17:13,050 --> 00:17:14,100

and it is really,

295

00:17:14,110 --> 00:17:17,680

they are really heavy tough experiences for students and families and,

296

00:17:17,680 --> 00:17:23,430

and sometimes staff members are either victims or offenders in different ways and so it can be hard.

297

00:17:23,430 --> 00:17:25,790

But a couple of things that come to mind first,

298

00:17:25,800 --> 00:17:31,660

the conversation that is really taking root in our system between staff members,

299

00:17:31,840 --> 00:17:35,380

A lot of teachers and principals and staff asking,

300

00:17:35,390 --> 00:17:39,420

reaching out and asking for resource support partnership,

301

00:17:39,430 --> 00:17:50,040

both from from colleagues and also from community partners and so I think that's an exciting step in the right direction as far as our awareness and response.

302

00:17:50,050 --> 00:17:54,720

And then just one example I guess that I will share of a specific incident.

303

00:17:54,730 --> 00:18:11,720

We had a situation in one of our schools that involves some anti jewish sentiment and that is certainly ties directly back to our every student belongs legislation as far as hate symbols and prohibiting those on our campuses and a difficult situation.

304

00:18:11,720 --> 00:18:17,830

But we were able to share with the family some resources and suggestions for the excuse me,

305

00:18:17,830 --> 00:18:23,140

the family of the offending students who knew that what they had done was not right,

306

00:18:23,140 --> 00:18:24,270

not the right thing to do,

307

00:18:24,280 --> 00:18:29,800

but wasn't fully aware of the history and impact of what they were communicating.

308

00:18:29,800 --> 00:18:32,650

And so we had shared some resources with the family,

309

00:18:32,660 --> 00:18:41,210

some movies to watch at home and some discussion prompts and the family shared afterwards that it was really impactful for them that they had some great discussions together as a family.

310

00:18:41,210 --> 00:18:47,260

And so it feels good to know that our community is interested in engaging in this work together.

311

00:18:47,270 --> 00:18:47,700

Okay,

312

00:18:47,700 --> 00:18:50,170

so let's say an incident happens?

313

00:18:50,180 --> 00:18:52,920

A student calls another student a racial slur.

314

00:18:52,930 --> 00:18:59,610

Staff member overhears it since student to the office files and makes a bias incident report.

315

00:18:59,620 --> 00:18:59,880

Now,

316

00:18:59,880 --> 00:19:00,880

what what happens?

317

00:19:00,890 --> 00:19:03,530

What's the follow up and how do we address that?

318

00:19:03,540 --> 00:19:16,370

The first part of the response is sort of a caveat that each one of these incidents is very is very different and we try really hard to individualize the response to the situation.

319

00:19:16,370 --> 00:19:22,210

So it's kind of hard to respond to but typically when a response gets put into our reporting system,

320

00:19:22,220 --> 00:19:34,310

often those are incidents that are sort of just happened that the building is beginning to investigate and they put it in so that we can partner on the response.

321

00:19:34,320 --> 00:19:37,670

So we will see that report come through,

322

00:19:37,740 --> 00:19:43,320

typically reach out to the reporter and start talking through what steps they've already taken.

323

00:19:43,320 --> 00:19:46,770

What we know about the student impacted and you know,

324

00:19:46,780 --> 00:19:51,500

wrap the family in as quickly as we can into the to the conversation,

325

00:19:51,510 --> 00:19:56,730

what we know about the offender and wrap their family into the conversation as quickly as possible.

326

00:19:56,740 --> 00:20:06,870

And then we start talking about what first and foremost what does the victim or the target need right away as far as safety and and support.

327

00:20:06,880 --> 00:20:28,490

And then sometimes that looks like a restorative conversation sometimes that looks like making sure there is some separation between the students involved and then as we start to move into the restorative process to try to repair any harm done rebuild relationship and then also educate the offending student when possible,

328

00:20:28,500 --> 00:20:33,140

we reach out to our community partners that we are engaged within this work.

329

00:20:33,150 --> 00:20:42,360

Often that means they will be directly involved to the extent that families are aware and and give permission to be part of the process.

330

00:20:42,440 --> 00:20:45,680

We connect closely with erIC and eric's team,

331

00:20:45,690 --> 00:20:49,550

some trained staff to support the follow up conversations.

332

00:20:49,560 --> 00:20:50,080

Okay.

333

00:20:50,080 --> 00:20:55,260

We've said the word restorative a lot of times already and I'm not sure we've defined it.

334

00:20:55,270 --> 00:21:02,770

ErIC do me a favor and let's define for our listeners when we say restorative practices,

335

00:21:02,780 --> 00:21:03,980

what does that mean?

336

00:21:03,990 --> 00:21:05,530

What are we talking about?

337

00:21:05,530 --> 00:21:13,440

I think it's important for us to just put something in this right now so that people don't understand what it does mean as it relates to both the offender and the victim.

338

00:21:13,450 --> 00:21:13,650

Yeah.

339

00:21:13,650 --> 00:21:16,840

The way we're choosing to interpret restorative practices,

340

00:21:16,850 --> 00:21:22,460

it's it's an opportunity for us to prioritize relationships and community within our schools with a focus on,

341

00:21:22,470 --> 00:21:22,660

you know,

342

00:21:22,670 --> 00:21:24,080

80% of the work we're doing,

343

00:21:24,080 --> 00:21:26,660

being preventative on how we Kind of set up our schools,

344

00:21:26,660 --> 00:21:28,830

how we educate students on a tier one level.

345

00:21:28,840 --> 00:21:29,230

Um,

346

00:21:29,240 --> 00:21:31,550

if we do a lot of work at the beginning stages,

347

00:21:31,560 --> 00:21:39,080

we can respond appropriately if something occurs and I will say kind of an old school mentality as an administrator would be something bad happens.

348

00:21:39,080 --> 00:21:40,020

What's the consequence?

349

00:21:40,020 --> 00:21:40,200

Right?

350

00:21:40,200 --> 00:21:45,410

Like that's a very easy and narrow path to follow as a leader and I think we as leaders can do better.

351

00:21:45,420 --> 00:21:46,060

And so,

352

00:21:46,140 --> 00:21:46,430

you know,

353

00:21:46,430 --> 00:21:49,660

the concept of restorative practices is let's build into our community,

354

00:21:49,670 --> 00:21:51,870

let's be thinking before and after these incidents.

355

00:21:51,880 --> 00:21:54,110

Um and let's give them the appropriate weight they deserve,

356

00:21:54,120 --> 00:22:02,220

but let's not just focus on what punitive measures can I put in place because there's a lot of research out there that shows that these punitive measures alone don't really do a lot.

357

00:22:02,230 --> 00:22:05,360

But what can we do from an education standpoint to help our community grow?

358

00:22:05,740 --> 00:22:11,630

So does that mean that we're done suspending kids for weapons and or like sexual assault?

359

00:22:11,640 --> 00:22:13,780

Um does that mean that those,

360

00:22:13,790 --> 00:22:18,350

those kinds of violations no longer receive suspensions?

361

00:22:18,360 --> 00:22:18,660

You know,

362

00:22:18,660 --> 00:22:21,900

people do ask that and but it's absolutely not like those things,

363

00:22:21,910 --> 00:22:22,170

you know,

364

00:22:22,170 --> 00:22:23,730

there are crimes that occur um,

365

00:22:23,740 --> 00:22:24,790

in my role,

366

00:22:24,790 --> 00:22:26,840

I get to work with students that are adjudicated.

367

00:22:26,840 --> 00:22:27,330

And then,

368

00:22:27,340 --> 00:22:27,560

you know,

369

00:22:27,560 --> 00:22:29,220

various placements and things like that too.

370

00:22:29,220 --> 00:22:30,380

So those are,

371

00:22:30,390 --> 00:22:30,600

you know,

372

00:22:30,600 --> 00:22:30,980

those,

373

00:22:30,990 --> 00:22:32,400

those high end major things,

374

00:22:32,400 --> 00:22:36,090

they definitely have punitive consequences that go with them and looking way down the road,

375

00:22:36,090 --> 00:22:37,130

if a student is in,

376

00:22:37,140 --> 00:22:37,600

you know,

377

00:22:37,600 --> 00:22:38,400

different placement,

378

00:22:38,410 --> 00:22:40,210

we can still try to restore them later.

379

00:22:40,210 --> 00:22:45,130

But that doesn't mean someone's gonna do something egregious and major and not have a consequence as well.

380

00:22:45,130 --> 00:22:47,350

It's just shifting that mindset to say,

381

00:22:47,640 --> 00:22:49,010

what else can we do before,

382

00:22:49,020 --> 00:22:51,430

during and after to kind of help everyone,

383

00:22:51,460 --> 00:22:51,760

you know,

384

00:22:51,760 --> 00:22:54,180

move forward positively from any type of situation.

385

00:22:54,190 --> 00:22:56,500

So what would you say if if folks,

386

00:22:56,510 --> 00:23:00,120

I'm curious that we've been going this direction actually,

387

00:23:00,120 --> 00:23:12,270

many years before I got here to the folks that are saying right now out there in our community that are saying we're being too tolerant um and then we're letting kids get away with things instead of instead of holding them accountable and giving them consequences,

388

00:23:12,270 --> 00:23:13,080

like you just mentioned,

389

00:23:13,080 --> 00:23:14,050

What would you say to that?

390

00:23:14,060 --> 00:23:14,280

Yeah,

391

00:23:14,290 --> 00:23:32,000

and I think to to that kind of mindset it's I think there's a lot of assumption that just putting a kid at home for three days is really going to make a change those consequences alone are meaningless for the most part if a student does something and then we send them home to an environment that maybe is not taking it to that level,

392

00:23:32,000 --> 00:23:33,260

it's three days off from school.

393

00:23:33,340 --> 00:23:41,940

I would deal with students sometimes and they made a mistake and they would know that we're going to probably talk about this and have a lot of different responses and the first thing they would say is just suspended,

394

00:23:41,950 --> 00:23:42,610

just send me home,

395

00:23:42,620 --> 00:23:45,410

I don't want to deal with with all the other things that we're gonna go through.

396

00:23:45,410 --> 00:23:47,670

So a student may have a school level consequence,

397

00:23:47,670 --> 00:23:48,620

but we're gonna do more,

398

00:23:48,630 --> 00:23:49,710

we're gonna do more,

399

00:23:49,720 --> 00:23:50,100

you know,

400

00:23:50,100 --> 00:23:51,610

to kind of move forward from that incident.

401

00:23:51,620 --> 00:23:52,270

So it's,

402

00:23:52,280 --> 00:23:52,560

you know,

403

00:23:52,570 --> 00:23:54,230

I hear what you're saying with that,

404

00:23:54,240 --> 00:23:57,920

but it's that's assuming that that's going to work or that does anything,

405

00:23:57,920 --> 00:24:00,530

but we're doing the hard work by actually doing more.

406

00:24:00,540 --> 00:24:08,850

So what I'm hearing from you is it's possible that restorative practices sometimes our restorative practices and the consequences when when it's warranted.

407

00:24:08,860 --> 00:24:09,410

Okay,

408

00:24:09,410 --> 00:24:09,880

so,

409

00:24:09,890 --> 00:24:13,560

so so much of this is after something happens,

410

00:24:13,840 --> 00:24:29,670

you started talking about prevention work a little bit there erIC I want us to kind of veer a little different direction on this right now and and talk about what's the most of what we've talked about so far is about after something happens in interaction between two students or staff members or staff and student.

411

00:24:29,680 --> 00:24:30,100

Um,

412

00:24:30,110 --> 00:24:31,250

what are we doing?

413

00:24:31,250 --> 00:24:32,570

You mentioned tier one instruction.

414

00:24:32,570 --> 00:24:34,760

I'm not sure all of our listeners know what that means.

415

00:24:34,840 --> 00:24:35,360

What is,

416

00:24:35,360 --> 00:24:47,070

what is the problem when you talk about prevention and how restorative practices intersect with our role as how we're preventing someone from ever experiencing these in the first place.

417

00:24:47,080 --> 00:24:51,170

Talk a little bit about that work and also define what tier one instruction means.

418

00:24:51,180 --> 00:24:51,560

Yeah,

419

00:24:51,570 --> 00:24:52,300

and and thank you.

420

00:24:52,300 --> 00:24:56,040

I think in schools we often speak in like acronyms or concepts.

421

00:24:56,050 --> 00:24:57,980

So I would say when,

422

00:24:57,990 --> 00:24:59,220

when we look at schools,

423

00:24:59,230 --> 00:25:00,630

when you use the term tier one,

424

00:25:00,630 --> 00:25:02,540

it's looking at what do we do for every student.

425

00:25:02,540 --> 00:25:05,140

So if you're child as a student in one of our schools,

426

00:25:05,140 --> 00:25:08,200

what can we expect every single student to have an interaction with?

427

00:25:08,200 --> 00:25:08,760

And um,

428

00:25:08,770 --> 00:25:15,380

I think our school counselors are student success instructors are teachers in general are doing a really good job of leading,

429

00:25:15,380 --> 00:25:15,580

you know,

430

00:25:15,590 --> 00:25:16,860

through advisories or through,

431

00:25:16,870 --> 00:25:17,060

you know,

432

00:25:17,060 --> 00:25:18,600

school wide initiatives and efforts.

433

00:25:18,610 --> 00:25:21,280

This concept of like every student belongs in our school,

434

00:25:21,280 --> 00:25:21,570

here's,

435

00:25:21,580 --> 00:25:22,710
here's how we treat each other.

436

00:25:22,710 --> 00:25:23,360
If Ben,

437

00:25:23,360 --> 00:25:23,530
hi,

438

00:25:23,530 --> 00:25:24,260
we are lava bears.

439

00:25:24,260 --> 00:25:25,450
Here's what we do together.

440

00:25:25,540 --> 00:25:25,880
Okay.

441

00:25:25,880 --> 00:25:27,310
Eric that'll make sense to me.

442

00:25:27,310 --> 00:25:28,040
But what I would,

443

00:25:28,050 --> 00:25:34,160
what I think I want to hear from you is if a parent gets a call from one of our administrators at school and said,

444

00:25:34,160 --> 00:25:34,320
hey,

445

00:25:34,320 --> 00:25:35,070
there was a,

446
00:25:35,080 --> 00:25:36,810
there was a conflict today between your student,

447
00:25:36,810 --> 00:25:41,860
another student and we're going to do a restorative conversation with those two students tomorrow,

448
00:25:42,040 --> 00:25:47,050
are you okay with that or are you interested in participating as a parent in that?

449
00:25:47,240 --> 00:25:51,870
I think what I'd like to know is that's new language from so many of our parents.

450
00:25:51,870 --> 00:25:52,240
What,

451
00:25:52,240 --> 00:25:53,380
what does that even mean?

452
00:25:53,380 --> 00:25:57,020
Like what could a parent expect to hear if that was the calling on?

453
00:25:57,030 --> 00:25:57,520
Yeah.

454
00:25:57,530 --> 00:26:03,860
And I love that we're getting to be this specific because I think a lot of our parents need to hear this too and so without being too specific,

455
00:26:03,860 --> 00:26:04,020
I,

456

00:26:04,020 --> 00:26:07,790

I can remember situations where let's say to kids are playing basketball at lunch.

457

00:26:07,800 --> 00:26:10,950

They get really aggressive and they throw each other on the ground and they start wrestling.

458

00:26:10,950 --> 00:26:12,890

Like it's turning into a physical conflict.

459

00:26:12,900 --> 00:26:14,460

I think one way to deal with that would be like,

460

00:26:14,460 --> 00:26:14,620

hey,

461

00:26:14,620 --> 00:26:15,930

you have a conflict on our campus,

462

00:26:15,930 --> 00:26:17,040

you're both going home for a day,

463

00:26:17,040 --> 00:26:17,880

you're both suspended,

464

00:26:17,890 --> 00:26:18,620

get out of here.

465

00:26:18,630 --> 00:26:19,960

Let's see if tomorrow is better,

466

00:26:19,970 --> 00:26:20,270

right?

467

00:26:20,340 --> 00:26:21,790

I don't know how much that helps.

468

00:26:21,800 --> 00:26:26,010

A restorative response to that would be I have a good relationship with both of these students,

469

00:26:26,020 --> 00:26:29,950

the parents and I have communicated in the past if we're talking to both parents and say,

470

00:26:29,950 --> 00:26:30,350

you know,

471

00:26:30,360 --> 00:26:33,550

we could either send the kids home or I can put them in a room together.

472

00:26:33,550 --> 00:26:35,200

They're gonna work on some assignments together.

473

00:26:35,210 --> 00:26:36,760

They both have a science class together,

474

00:26:36,760 --> 00:26:38,060

they're gonna get that project done.

475

00:26:38,240 --> 00:26:42,350

And then during that conversation myself with the counselor is gonna say two hours ago at recess,

476

00:26:42,350 --> 00:26:43,610

you're about to punch each other in the face.

477

00:26:43,610 --> 00:26:46,300

You're rolling around kind of having an incident on the gym floor.

478

00:26:46,310 --> 00:26:47,610

Now you're not like what,

479

00:26:47,610 --> 00:26:50,870

what changed and what can we do next time to make sure that doesn't happen again,

480

00:26:50,880 --> 00:26:51,200

you know?

481

00:26:51,200 --> 00:26:56,060

And then they've proven through their collective work throughout the day that they're not going to fight every time they see each other.

482

00:26:56,440 --> 00:26:58,080

And then the next day we get to move forward.

483

00:26:58,080 --> 00:27:00,790

And I think that level of thinking uh,

484

00:27:00,800 --> 00:27:02,610

can be replicated in different situations.

485

00:27:02,610 --> 00:27:11,210

But to me that is a good restorative practices example we have in one situation that was reported through our bias incident process,

486

00:27:11,210 --> 00:27:15,500

we had a student who was feeling like and a couple of her peers,

487

00:27:15,500 --> 00:27:18,480

her friends who who were involved,

488

00:27:18,490 --> 00:27:26,300

she was feeling like there was a staff member who was targeting her in discipline conversations because of the color of her skin.

489

00:27:26,300 --> 00:27:30,590

She felt called out and reported feeling upset about that.

490

00:27:30,600 --> 00:27:47,760

And so the bias incident report was made and in our in our approach to supporting her and resolving the situation her family was and the family of her friends involved were willing to have her participate in this process.

491

00:27:47,770 --> 00:27:55,000

The staff member was also very willing and so um we had a trained person who's who's trained at facilitating these conversations.

492

00:27:55,000 --> 00:28:06,010

Come sit down with the group in in literally in a circle and walked the group through some conversation sharing their their own perspectives and experiences.

493

00:28:06,020 --> 00:28:12,760

And it ended up being a really beneficial conversation where the student could share um why she was feeling targeted.

494

00:28:12,840 --> 00:28:18,900

The staff member could share why they what their intention had been and got to hear directly from the student,

495

00:28:18,900 --> 00:28:24,710

the student's voice and they all of them walked out feeling um much more connected.

496

00:28:24,720 --> 00:28:43,540

Um you know um it was an eye opening conversation for both the staff member and the student and left with some shared commitments as far as how to treat each other and and how the

student wanted to be communicated with and the staff member felt you know much more confident moving forward in in relationship with that student.

497

00:28:43,540 --> 00:28:48,450

So that's another example of just a way that we've we've used the circle process.

498

00:28:48,460 --> 00:29:01,880

That was a great example and that makes a lot of sense to me but what do we do and or what happens if if the victim just doesn't have any interest in being a part of a conversation with the person that that harmed them.

499

00:29:01,890 --> 00:29:02,230

Um,

500

00:29:02,230 --> 00:29:09,090

I can think of multiple incidences where I've talked with parents this year about their their student doing that,

501

00:29:09,090 --> 00:29:13,340

doing absolutely nothing wrong and not wanting to be around that person.

502

00:29:13,350 --> 00:29:14,440

What do we do then?

503

00:29:14,450 --> 00:29:14,830

Yeah,

504

00:29:14,840 --> 00:29:16,230

and I think it's,

505

00:29:16,240 --> 00:29:19,940

it's really appropriate to ask that question as a starting point because we,

506

00:29:19,940 --> 00:29:23,190

we should not force someone into a restorative conversation,

507

00:29:23,190 --> 00:29:25,860

especially if they're a victim of something if they don't want to participate.

508

00:29:26,040 --> 00:29:28,280

I think that re traumatizes people and that's,

509

00:29:28,290 --> 00:29:32,850

that's wholly inappropriate and we have to protect the rights of people in these situations.

510

00:29:33,240 --> 00:29:33,600

Um,

511

00:29:33,610 --> 00:29:35,530

so if those situations occur,

512

00:29:35,530 --> 00:29:39,810

we continue to make sure we work through the situation appropriately based on what's,

513

00:29:39,820 --> 00:29:40,070

you know,

514

00:29:40,070 --> 00:29:45,250

allowed in our district and we can educate someone independently versus having a greater conversation.

515

00:29:45,250 --> 00:29:48,120

But I love that you asked that question because we,

516

00:29:48,130 --> 00:29:52,460

someone was harmed in this situation and we need to put their their rights and their feelings above all else.

517

00:29:52,840 --> 00:29:59,010

So what's the follow up if we do have students that are victims or staff members for that matter that are victimized,

518

00:29:59,020 --> 00:30:04,210

what are the follow ups that we're doing or we're putting into place to make sure their needs are being met.

519

00:30:04,220 --> 00:30:04,590

Yeah,

520

00:30:04,590 --> 00:30:12,260

I think that's an area that we are getting better at and probably needs continued attention just in full transparency as we develop our systems.

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00:30:12,270 --> 00:30:14,070

Sometimes we,

522

00:30:14,080 --> 00:30:18,540

a student or an individual who has been the target of a bias incident,

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00:30:18,540 --> 00:30:22,550

who doesn't want to sit in a conversation with the offending individual.

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00:30:22,560 --> 00:30:27,850

Sometimes the target will agree to or be interested in a written sharing,

525

00:30:27,850 --> 00:30:31,400

sharing their perspective or their experience in written format.

526

00:30:31,410 --> 00:30:43,960

So we look for diverse ways and methods that people might be interested in engaging in that conversation and if they just aren't ready to um we let them know that if and when they are ready to circle back and engage,

527

00:30:43,960 --> 00:30:49,100

we are ready to to pick that conversation up when they want to no matter what,

528

00:30:49,110 --> 00:30:53,640

if they don't participate in a restorative conversation specifically,

529

00:30:53,650 --> 00:30:59,180

we still need to ensure that their safety and well being is being protected.

530

00:30:59,180 --> 00:31:05,400

And so that might look like connecting with the student and family or the staff member um,

531

00:31:05,400 --> 00:31:07,390

and asking what their needs are.

532

00:31:07,390 --> 00:31:23,670

Sometimes it's finding their safe and trusted adult in the building to have that conversation with them and letting them identify what safety looks like and feels like moving forward and then reminding them of our processes and and policies and you know,

533

00:31:23,670 --> 00:31:32,860

to the extent that we can share steps that we are taking to respond and trying to keep that communication loop open with them.

534

00:31:33,240 --> 00:31:35,050

So I like where we're at with this right now,

535

00:31:35,050 --> 00:31:40,240

what we're talking about students and how students are really at the center of this.

536

00:31:40,250 --> 00:31:40,740

Um,

537

00:31:40,750 --> 00:31:41,670

just earlier today,

538

00:31:41,670 --> 00:31:43,570

I was in one of our high schools.

539

00:31:43,580 --> 00:31:43,980

Um,

540

00:31:43,990 --> 00:31:51,660

I was invited to speak to one of our social justice clubs in one of our high schools and they have strong feelings about a lot of things.

541

00:31:51,840 --> 00:31:55,310

So I'd like to hear from both of you how we're,

542

00:31:55,320 --> 00:31:57,850

how we're hearing from students and what are,

543

00:31:57,860 --> 00:31:58,090

what are,

544

00:31:58,090 --> 00:32:05,360

what are students roles in this as we go to to transform culture in our schools or,

545

00:32:05,370 --> 00:32:05,740

or,

546

00:32:05,740 --> 00:32:13,260

or nuanced culture maybe is even a better way to think about it towards the positive so that more kids do feel comfortable and safe in our schools.

547

00:32:13,640 --> 00:32:15,160

What is the role of the student,

548

00:32:15,170 --> 00:32:15,900

what is the,

549

00:32:15,910 --> 00:32:16,190

what,

550

00:32:16,190 --> 00:32:17,830

what do they carry?

551

00:32:17,840 --> 00:32:18,230

Um,

552

00:32:18,230 --> 00:32:19,880

what do they have to offer personally?

553

00:32:19,880 --> 00:32:21,730

I'm a strong advocate for,

554

00:32:21,740 --> 00:32:37,770

I think every school should try to figure out some way to get a student council or student voice because they kind of know what's occurring in the schools and so just having a vehicle to speak to administration to speak to teachers whenever I've kind of done site visits or talk to administrators about a culture issue or something like that.

555

00:32:37,940 --> 00:32:42,050

That's been the first recommendation that's come about and then drilling down to an individual student level,

556

00:32:42,050 --> 00:32:44,590

like whenever students are needed to talk about something big,

557

00:32:44,590 --> 00:32:51,120

just making sure to let them know we appreciate you so much that you came out and talked about this and like not just lip service,

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00:32:51,120 --> 00:32:57,350

like I'm so happy that you talked about this because you're valuable and I really respect the fact that you're standing up for what you think is right?

559

00:32:57,440 --> 00:32:57,890

Yeah,

560

00:32:57,890 --> 00:33:00,290

I totally agree with everything Eric just said,

561

00:33:00,300 --> 00:33:04,530

I guess I would just add students are they are the center of this work there,

562

00:33:04,530 --> 00:33:05,950

why we're all here and so,

563

00:33:05,960 --> 00:33:06,490

you know,

564

00:33:06,490 --> 00:33:08,960

when they have feedback for us,

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00:33:08,960 --> 00:33:09,810

it's their feedback,

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00:33:09,810 --> 00:33:14,390

we all need to listen to first and foremost and then um and then beyond listening,

567

00:33:14,390 --> 00:33:24,110

respond to um right away and so I think their role in the work is is letting us know how we're doing as the adults around them and where we can get better.

568

00:33:24,120 --> 00:33:27,820

Um and then I'd like to think of our role as microphone.

569

00:33:27,820 --> 00:33:42,280

We aren't voices for the students were the microphone for their voice and so helping them develop their leadership as we um as we design supports and we have seen so many students in different clubs and activities,

570

00:33:42,290 --> 00:33:49,870

individual students who are already leading this work with their peers and in our community and so um really we're trying to keep up with them,

571

00:33:49,880 --> 00:33:51,860

I think that's that's powerful.

572

00:33:51,940 --> 00:33:52,920

Thank you both,

573

00:33:52,930 --> 00:33:53,410

you know,

574

00:33:53,410 --> 00:34:06,250

when it comes right down to it are elevating what our students are telling us they need so that they do feel safe is ultimately what we're trying to accomplish with this policy and and quite frankly all of the other policies,

575

00:34:06,250 --> 00:34:08,750

So I appreciate you both for taking that time on that.

576

00:34:08,940 --> 00:34:09,230

Okay,

577

00:34:09,230 --> 00:34:13,800

we've been finishing up the podcast now with the same question we asked all of our participants.

578

00:34:13,810 --> 00:34:14,770

This is,

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00:34:14,780 --> 00:34:15,980

it's like I said earlier,

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00:34:15,980 --> 00:34:22,610

we're recording this in mid to late april and just wanting to know from both of you what is giving you hope right now.

581

00:34:22,620 --> 00:34:25,830

I guess students are always my go to answer.

582

00:34:25,840 --> 00:34:27,090

Um but right now,

583

00:34:27,090 --> 00:34:27,920

right in this moment,

584

00:34:27,920 --> 00:34:45,890

I think our families are really um I've been fortunate to be engaged in conversation with some family groups and some individual families and um I just so appreciate the partnership and um and advocacy that many of our families are engaging in with us.

585

00:34:45,900 --> 00:34:48,070

So they're giving me help and Kinsey,

586

00:34:48,070 --> 00:34:50,880

I let you go first because I thought we'd say similar things I wanted you to have.

587

00:34:50,890 --> 00:34:52,270

So I think for me,

588

00:34:52,280 --> 00:35:00,950

my my real answer is always students to and the students that we get to work with and just seeing how resilient they are and what they overcome in their lives.

589

00:35:00,960 --> 00:35:06,290

Um it's it's always hopeful and it lets you realize how important it is to come to work every day.

590

00:35:06,290 --> 00:35:09,430

So it's always gonna be students and and families with me.

591

00:35:09,470 --> 00:35:10,320

Alright folks,

592

00:35:10,330 --> 00:35:11,630

tough topic,

593

00:35:11,640 --> 00:35:12,280

but really,

594

00:35:12,280 --> 00:35:17,070

really important for us to engage in and look for more from this as we,

595

00:35:17,070 --> 00:35:19,590

as we continue to dive in at some point,

596

00:35:19,590 --> 00:35:27,000

we're going to be asking students what it's like to be a student in our schools and getting their feedback and putting it out as part of one of our podcasts.

597

00:35:27,000 --> 00:35:29,710

And so I'd like to thank my guests today,

598

00:35:29,710 --> 00:35:31,270

kinsey martin and eric Powell.

599

00:35:31,280 --> 00:35:43,590

Um they're both doing just amazing work in our district to help to help us create the cultures and support the work of our building administrators in creating those environments in our schools that we would desire for every,

600

00:35:43,600 --> 00:35:44,670

every one of our kids.

601

00:35:44,680 --> 00:35:45,070

All right,

602

00:35:45,070 --> 00:35:47,340

this is our podcast for Ben Levine schools.

603

00:35:47,350 --> 00:35:49,480

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00:35:49,480 --> 00:35:52,970

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00:35:53,240 --> 00:35:55,610

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00:35:55,610 --> 00:35:56,080

Additionally,

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00:35:56,080 --> 00:35:58,140

if there are topics you'd love for us to tackle,

608

00:35:58,140 --> 00:36:06,310

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we were always grateful for the feedback.

609

00:36:06,320 --> 00:36:07,990

Thanks for listening to the Supe's On!