



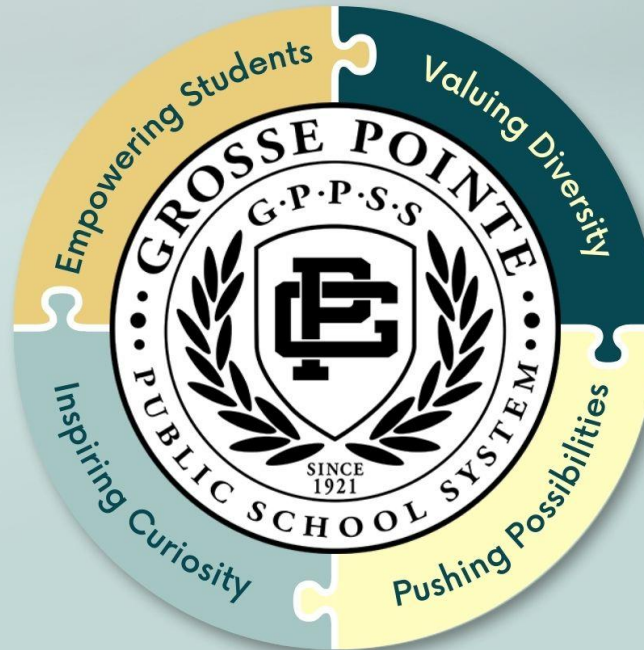
Grosse Pointe Public School System

STRATEGIC PLAN

2022-2024

OUR VISION

One inclusive community learning together



Cultivate Educational Excellence By:

OUR MISSION

- Empowering Students
- Valuing Diversity
- Inspiring Curiosity
- Pushing Possibilities

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Letter from the Superintendent



Superintendent of Schools

Dr. M. Jon Dean

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School Board

Joseph Herd, President
Margaret Weertz, Vice President
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Dear Grosse Pointe Public School System Community,

Embarking on a new strategic plan is an exciting process. It affords us the opportunity to step back and assess how far we have come before we create a map for the future. It provides not only guideposts to forge the path forward, but goalposts to assess our progress. And it allows us to invite a broad swath of stakeholders to participate in this journey, sharing their insights, perspectives and expertise.

The voices reflected in this work include those of students, staff, teachers, parents, special education, building administrators at the elementary and secondary levels, central office, community members without children in school, municipal leaders and members of our Board of Education. These committee members met five times this fall to create our vision and mission for the future, and establish focus areas and recommended goals within each. Meetings were facilitated by John Silveri, Michigan Leadership Institute, Regional President, Southeast Michigan.

We narrowed our work down to three focus areas: curriculum, instruction and student learning; global competency, real-world literacy and readiness; and family and community engagement. Within each focus area there are specific goals defined, along with objectives and strategies for implementation, measurement and accountability.

Participating in this process is particularly invigorating for me as a new superintendent. I invite you to review our work and join us as one inclusive community in our shared mission of cultivating educational excellence by empowering students, valuing diversity, inspiring curiosity, and pushing possibilities.

Sincerely,

Dr. M. Jon Dean
Superintendent



GPPSS Strategic Plan 2022-2024

Mission:

Cultivate educational excellence by:

- Empowering students
- Valuing diversity
- Inspiring curiosity
- Pushing possibilities

Vision:

One inclusive community learning together

GPPSS Belief Statements:

We believe in:

- learning
- an equity of access and opportunity
- a culture of unity
- fostering and inspiring intellectual curiosity
- developing leaders, and
- a community of well-being

for ALL stakeholders.

GPPSS Focus Areas:

- Curriculum, Instruction & Student Learning
- Global Competency, Real World Literacy & Readiness
- Family and Community Engagement

The Strategic Planning Process

In the summer of 2021, the Board of Education hired Dr. M. Jon Dean as the Superintendent of the Grosse Pointe Public Schools System. One of the important steps outlined in his 90-day plan was to undertake a strategic planning process as one of many healing steps to bring our community together, assess where we currently are, and plan for the next 100 years of educational excellence.

The board was given the opportunity to nominate people for this important process, and the community was invited to self-nominate in order to ensure there was a wide range of voices and viewpoints in the room. From those nominated, over 50 individuals were selected who would provide diversity of thought and experience across the district (see page 5).

The committee met five times. Meetings were held from 6-9 p.m, rotating between the high school libraries. All of the agendas and materials were posted on the website and meetings were open for observation. Below are the dates, locations and focus areas.

- Tuesday, September 28, South Wicking Library - Mission, Vision, Guiding Principles
- Tuesday, October 12, North Library - Finalizing Vision and Mission, District profile presentation: qualitative, quantitative & demographic data including annual staff and community survey data
- Thursday, October 21, South Wicking Library - Selecting 3-4 areas of focus for strategic planning - What will most significantly shrink the gap between our current state (data) and our desired state (vision & mission)
- Thursday, November 4, North Library - Brainstorming recommended goals within each focus area
- Thursday, December 9, South Wicking Library - Reviewing Strategic Plan before presentation to the Board of Education

On Monday, December 13, the Strategic Plan was presented to the Board of Education at their regular, televised meeting for formal adoption. It will be reviewed according to the timelines set forth in the focus area section, with a progress update to the Board of Education at least annually.

Members of the Strategic Planning Committee

Kathy Abke	Stefanie Hayes	Lisa Rheume
Patrice Arend	Joseph Herd	Rania Routsis
Paige Bachand	Keith Howell	Katherine Sanpere
Roy Bishop	Shannon Kane	Jackie Shelson
Blagica Bottigliero	Valerie Kindle	Christy Sherding
Julie Bourke	Julie Lawrence	Parveen Siddiqui
Katrina Brennan	Alexis Lecznar	Chris Stanley
Maureen Bur	Michael Licavoli	Eleni Tecos
South Parent	Taryn Loughlin	Sonya Townsend
Gabrielle Dalmacy	Amanda Matheson	Chace Wakefield
Gaelle Dalmacy	Kate Murray	Kate Walczy
Clint Derringer	Charmaine Myles	Brendan C. Walsh
Sara Dirkse	Sarah Neely	Margaret Weertz
Cynthia Douglas	Charlie Nordstrom	Angela Whateley
Nicole Filiccia	Margaret O'Connell	Laura Wholihan
Walt Fitzpatrick	Rebecca Ozar	Biz Williamson
Gina Gabel	Lisa Papas	Christine Wujek
Shantrell Griffin	Joseph Ratcliff	Bharani Yerramalli
Moussa Hamka	Emily Rennpage	

The voices represented here include those of students, staff, teachers, parents, special education, building administrators at the elementary and secondary levels, central office, community members without children in school, municipal leaders and our board of education.

Meetings were facilitated by John Silveri, Michigan Leadership Institute, Regional President, Southeast Michigan.

Focus Area: Curriculum, Instruction & Student Learning

<p>Goal #1: GPPSS will cultivate a robust and equitable educational community where all learners are empowered to reach their unique potential</p>		
Objectives:	Implementation	Accountability and Timeline
<p>Provide all students a rigorous and relevant curriculum that is aligned from pre-K through graduation</p>	<p>Revise the current EPLC process to reflect the district vision and mission</p> <p>Develop a robust, equitable and rigorous Program of Studies that meets the needs of all students:</p> <ul style="list-style-type: none"> ● Revise the curriculum to reflect the diversity of our community ● Empower the Race, Equity and Inclusion (REI) Council to serve as an advisory board to support staff through meaningful professional learning that cultivates a sense of belonging within the learning community ● Provide ongoing opportunities for student choice and voice across all disciplines ● Ensure that students of all abilities are offered consistent and systemic support needed to reach their potential 	<p>Timeline for EPLC review process:</p> <ul style="list-style-type: none"> ● Review 2022 ● Develop 2023 ● Implement 2024 <p>Timeline:</p> <ul style="list-style-type: none"> ● Review Annually <p>Accountability</p> <ul style="list-style-type: none"> ● BOE, Central Office, Administrators, teachers, and support staff. REI Council will advise the school district
<p>Deliver effective instruction for ALL students</p>	<p>Assessment</p> <ul style="list-style-type: none"> ● Utilize formative and summative assessment to provide descriptive feedback and inform instruction <p>Meaningful feedback</p> <ul style="list-style-type: none"> ● Provide multiple modes of feedback for deeper student understanding ● Foster greater dialogue amongst students and stakeholders <p>Grading for equity</p> <ul style="list-style-type: none"> ● Implement grading practices to ensure grades only reflect what students know and are able to do 	<p>Timeline for EPLC review process:</p> <ul style="list-style-type: none"> ● Review 2022 ● Develop 2023 ● Implement 2024 <p>Accountability</p> <ul style="list-style-type: none"> ● BOE, Central Office, Administrators, Teachers and Support Staff. REI Council will advise the school district

	<ul style="list-style-type: none"> • Ensure multiple pathways for students to demonstrate mastery of content • Identify multiple opportunities for students to move forward on the learning continuum • Demonstrate mastery through meaningful and relevant guided practice <p>Trauma informed, culturally responsive and researched based practices</p> <ul style="list-style-type: none"> • Cultivate resilience to ensure students are engaged in learning and life • Utilize restorative practices and trauma informed behavioral approaches to maximize sense of belonging • Implement strategies to support students as they overcome adverse childhood experiences • Allocate resources as the district continues to navigate healing and recovery due to the COVID-19 pandemic and reconfiguration 	
<p>Nurture staff and students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments</p>	<p>Create a sense of belonging and intentionally plan for the social/emotional well-being of all stakeholders</p> <ul style="list-style-type: none"> • Establish and promote a culture of physical and mental wellness. • Implement an evidence-based curriculum that focuses on physical, social, emotional, and mental health through GPPSS and/or community partnerships <p>Provide all staff intentional and relevant professional development opportunities</p> <ul style="list-style-type: none"> • Provide re-imagined, experiential learning that is relevant and responsive • Sustain learning in the areas of, Restorative Practice (RP), Social Emotional Learning (SEL), Diversity, Equity and Inclusion (DEI), Race, Equity and Inclusion (REI), curriculum implementation, and evidence/research based 	<p>Timeline:</p> <ul style="list-style-type: none"> • Review annually <p>Accountability</p> <ul style="list-style-type: none"> • Central Office, Administrators, SEL Leaders, Mental Health Staff, Department Chairs, Teachers, Grade Level Leaders, Community Partners (GPFPE, TFC)

	<p>strategies.</p> <ul style="list-style-type: none"> ● Gather feedback from staff via PD feedback forms and the annual staff survey as well as meetings with union representatives. 	
<p>Goal #2: GPPSS will attract, retain and develop a talented and diverse staff that supports, nurtures and grows all learners</p>		
<p>Objective:</p>	<p>Implementation</p>	<p>Accountability and Timeline</p>
<p>Cultivate a talented and diverse workforce who support, nurture and grow all students</p>	<p>Develop systems and protocols to recruit, retain, and advance high-quality staff (current and future).</p> <ul style="list-style-type: none"> ● Establish intentional and focused recruitment efforts to bolster a diverse applicant pool while tracking demographics annually. ● Incorporate inclusive hiring practices ● Provide growth and leadership opportunities through meaningful, high-quality, and relevant professional learning opportunities as assessed by annual staff survey and PD feedback forms. ● Promote employee health, wellness, sense of belonging and engagement, as assessed by annual staff survey. 	<p>Timeline:</p> <ul style="list-style-type: none"> ● Review annually <p>Accountability</p> <ul style="list-style-type: none"> ● Central Office, Administrative Liaisons, Teachers, Dept Chairs/Grade Level Leaders

Focus Area: Global Competency, Real World Literacy & Readiness

<p>Goal 1: GPPSS will provide learning opportunities that allow students to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society in the real world.</p>		
Objectives:	Implementation	Accountability and Timeline
<p>Create a community of learners that cultivates a sense of dignity for all stakeholders</p>	<p>Policy: Revision of district policies and practices to ensure equity and inclusion for all stakeholders</p> <p>Student Learning: Create learning environments where students will be able to identify with and see themselves in the curriculum and instruction</p> <p>Professional Learning: Focus on shared language, common understanding, evidence/research based strategies and centering experiences to increase sense of belonging</p> <p>Staffing: Recruit, hire and retain diverse professional members at all staffing levels and actively support their inclusion and success</p> <p>Feedback: Create mechanisms to collaborate with and obtain feedback from our diverse staff and student population to ensure their voices and experiences are recognized and heard. Facilitate regular discourse to create action plans based on feedback received</p>	<p>Timeline:</p> <ul style="list-style-type: none"> ● Ongoing with first draft of all policies by summer 2022 ● Assess within regular EPLC review cycle ● Plan as part of Ad Council, with input from staff via PD feedback forms and staff meetings ● Assess demographics annually, gather input via focus groups, regular discourse, and annual staff survey <p>Accountability</p> <ul style="list-style-type: none"> ● Central Office, Administrators, Dept Chairs/Grade Level Leaders, Teachers, Staff
<p>Provide re-imagined, experiential learning for career and life readiness</p>	<p>Create community partnerships, course offerings, CTE and dual enrollment opportunities that:</p> <ul style="list-style-type: none"> ● Examine local, global and intercultural issues ● Understand and appreciate the 	<p>Timeline for review:</p> <ul style="list-style-type: none"> ● Review Annually <p>Accountability</p> <ul style="list-style-type: none"> ● Central Office, Administrators, Dept Chairs/Grade Level

	<p>perspectives and world views of others</p> <ul style="list-style-type: none"> ● Engage in open, appropriate and effective dialogue ● Take action for collective well-being and sustainable development 	<p>Leaders, Teachers, Staff</p>
<p>Ensure the learning environment reflects the tools of today and prepares students for the careers of tomorrow</p>	<p>Collaborate with stakeholders to develop learner-centered classrooms through utilization of various funding sources (Community Partnerships, CTE, Grants, Bond/Sinking Fund)</p> <ul style="list-style-type: none"> ● Design learning environments that are compatible with both student needs and current facilities ● Incorporate relevant and instructionally sound technology ● Provide flexible and multi-sensory learning environments and spaces for all students to learn and grow. 	<p>Timeline for review:</p> <ul style="list-style-type: none"> ● Review annually <p>Accountability</p> <ul style="list-style-type: none"> ● Central Office, Administrators, Dept Chairs/Grade Level Leaders, Teachers, Staff

	co-curricular, service)	<p>number of staff and students) and increases by 10%</p> <ul style="list-style-type: none"> • Key partnerships are highlighted at least monthly in district publications <p>Timeline for review:</p> <ul style="list-style-type: none"> • Review annually with Cabinet and Ad Council <p>Accountability:</p> <ul style="list-style-type: none"> • Central Office, Admin, Department Chairs/Grade Level Leaders, Communications
Goal 2: GPPSS will attract and retain students through intentional, efficient and timely communication that increases trust and transparency.		
Objectives:	Implementation	Accountability
Publish a comprehensive communications plan utilizing the RPIE (Research, Plan, Implement, Evaluate) process with a focus on these areas:		
<i>Engagement/Outreach</i>	New residents - proactive outreach through partnership with Board of Realtors, Chamber of Commerce and Wayne County Communications Group as measured by responses to mailings, clickthrough rates, social media response	<p>Timeline:</p> <ul style="list-style-type: none"> • Monthly <p>Accountability:</p> <ul style="list-style-type: none"> • Communications Team, Central Office
	Those with children ages 0-4 - proactive outreach through annual preschool fair and Info night, ongoing Family Center activities/playgroups, social media, outreach to preschools as measured by responses to mailings, event attendance, clickthrough rates, social media	<p>Timeline:</p> <ul style="list-style-type: none"> • At least quarterly <p>Accountability:</p> <ul style="list-style-type: none"> • Communications Team, Preschool Director, Central Office

	Those with children in GPPSS - adjusting communication methods with insight from annual surveys of staff, parents and students, and PTO focus groups as measured by participation and data	<p>Timeline:</p> <ul style="list-style-type: none"> Annual plan review with weekly objectives and monthly focus areas <p>Accountability:</p> <ul style="list-style-type: none"> Communications Team, Central Office, Ad Council
	Those with children K-12 not currently in GPPSS (in private and parochial)	<p>Timeline:</p> <ul style="list-style-type: none"> Annual plan review with monthly objectives including exit survey and annual open house and information nights <p>Accountability:</p> <ul style="list-style-type: none"> Communications Team, Central Office, Ad Council
	Alumni engagement measured by participation in GPAFA and GPFPE events and activities, school events (North-South Tailgate, concerts, plays), and survey	<p>Timeline:</p> <ul style="list-style-type: none"> At least quarterly <p>Accountability:</p> <ul style="list-style-type: none"> Communications Team, Central Office, GPAFA, GPFPE
	Senior citizens - maintaining current print district newsletter, targeting in specific social media posts, adding print/other marketing per feedback on annual survey and from Community Partnership groups (ex: Rotary, League of Women Voters, The Family Center, etc.)	<p>Timeline:</p> <ul style="list-style-type: none"> Annual plan review with quarterly objectives including community survey, annual open house, Tailgate and fine/performing arts events <p>Accountability:</p> <ul style="list-style-type: none"> Communications Team, Central Office, Ad Council
<i>Involvement/Insight</i>	Surveys of all constituents including students, staff, families, community members and alumni	<p>Timeline:</p> <ul style="list-style-type: none"> Annual <p>Accountability:</p> <ul style="list-style-type: none"> Communications Team, Central Office, Ad Council, Board of Education
	Surveys of particular topics of interest (sports, transfer, staff	<p>Timeline:</p> <ul style="list-style-type: none"> As needed (ex: sports

	exit, new administrative hires)	<p>surveys at the end of each season)</p> <p>Accountability:</p> <ul style="list-style-type: none"> • Communications Team, Central Office, Ad Council Board of Education
	<p>Parent participation as measured by Parent Teacher Conferences, PTO participation, attendance at school events, clickthrough rates on communications</p>	<p>Timeline:</p> <ul style="list-style-type: none"> • Annual review with monthly objectives <p>Accountability:</p> <ul style="list-style-type: none"> • Communications Team, Central Office, Ad Council
<p><i>Branded marketing and communication</i></p>	<p>Develop and implement a plan that will engage all stakeholders in two-way communication through accurate, timely information using email, web, social media, voice, broadcast/ live streamed and written media</p> <p>Educate staff on the need for branded materials</p> <p>Provide training on select tools</p>	<p>Timeline:</p> <ul style="list-style-type: none"> • Annual plan review with weekly objectives and monthly focus areas <p>Accountability:</p> <ul style="list-style-type: none"> • Communications Team, Central Office, Ad Council, Support Staff, Webmasters

Glossary of Terms

Adverse childhood experiences

Adverse childhood experiences (ACEs) are potentially traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems. Toxic stress from ACEs can change brain development and affect how the body responds to stress. ACEs are linked to chronic health problems, mental illness and substance misuse in adulthood. However, ACEs can be prevented, and early prevention can help children thrive and grow up to be healthy adults.

Source: Centers for Disease Control and Prevention

Centering experiences

Centering generally refers to a mental and physical state of mind. Centering oneself brings calm to emotions and helps one find peace when feeling unbalanced or nervous. In a school environment, centering experiences provide students with opportunities to ground themselves and seek balance in spite of whatever challenges they face.

Source: Psychology Today

Choice and voice

Allowing students to decide what they want to study, who they want to work with, what outcomes they may expect, and where and when they do their work. Providing opportunities to listen to student voice is a critical component of our strategic plan.

Source: Edutopia

Collective well-being

A holistic measure of the overall health of a community measured across five domains – vitality, opportunity, connectedness, contribution and inspiration.

Source: American Journal of Health Promotion

Common understanding

A shared interpretation, such as of the terms provided in this glossary.

CTE

Career Technical Education (CTE) in Grosse Pointe Public Schools provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE programs offer students a sequence of courses that provide rigorous content aligned with challenging academic standards as well as relevant technical knowledge and skills needed to prepare students for both further education and careers in current or emerging professions. These programs often include an industry-recognized credential, a certificate, or articulated college credit.

Culture of unity

Cultural unity finds expression in concepts such as common cultural heritage of humanity, world citizenship and, most recently, unity through diversity, world society or

one world. A culture of unity is important because when students interact with fellow students of diverse backgrounds, they learn and understand different customs and lifestyles, thus improving their self-awareness. This multi-focus also improves their problem-solving and leadership capabilities.

Diversity, equity and inclusion (DEI)

Diversity is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective. **Equity** is the process of ensuring that processes and programs are impartial and fair, and provide equal possible outcomes for every individual. **Inclusion** is the practice of ensuring that students feel a sense of belonging.

“Diversity is where everyone is invited to the party. Inclusion means that everyone gets to contribute to the playlist. Equity means that everyone has the opportunity to dance.”

Source: University of Michigan: “Defining DEI”

Employee health and wellness

The terms health and wellness are used interchangeably, but while individuals cannot have one without the other, they are two different and variable concepts with different meanings. The World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or illness. WHO defines wellness as the optimal state of health of individuals and groups and is expressed as a positive approach to living. The primary difference between health and wellness is that health is the goal, and wellness is the active process of achieving it. At GPPSS, we strive to help our students and employees achieve a balance of both.

Source: World Health Organization and MedicineNet

EPLC

The Educational Programs Leadership Council (EPLC) is a collaborative decision-making group of teachers, administrators, parents, community members, and students of the Grosse Pointe district. Formed in 1986 (as CCC) by representatives of the school community, the Council has been charged with the responsibility of serving as an informed advocate of educational excellence. The Council is composed of permanent members and rotating, elected participants.

Organization of the Council process involves a systematic flow of ideas, discussion, and action to present and future curriculum and instructional needs. This system balances teacher creativity, school autonomy and central coordination. The Council determines substantive guidelines necessary for students to meet Grosse Pointe standards for an educated person, and the procedures necessary for constructing such an educational experience.

Equitable

Equity is not equality. Children will need different resources in order for them to achieve success. Our goal as a district is to provide what each child needs to be successful whether that is advanced placement or remediation or social emotional supports.

Equity of access

Equity of access means that all students have the information and resources they need, regardless of age, ethnicity, language, income or physical abilities or limitations. Equity refers to fairness in education and access is the goal of ensuring opportunities are equally available.

Source: American Library Association

Experiential learning

An engaged learning process whereby students “learn by doing” and by reflecting on the experience. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

Source: Association for Experiential Education

Evidence-based practices

These are practices backed by rigorous, high-standard research, replicated with positive outcomes and backed by student outcomes. EBPs take the guesswork out of teaching by providing specific approaches and programs that improve student performance

Formative and summative assessments

Formative assessments are quizzes and tests that evaluate how someone is learning material throughout a course. Summative assessments are quizzes and tests that evaluate how much someone has learned throughout a course.

Source: Applied Educational Systems

Global Competency, Real World Literacy & Readiness

Global competence is the toolkit that a productive, involved citizenry uses to meet the problems and opportunities of the world. The U.S. Department of Education created the [Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness](#). They believe, “more than ever, our students need to be equipped with the critical thinking, communications, socio-emotional and language skills to work collaboratively with their counterparts in the United States and all over the world.”

GPAFA

The founding purpose of the Grosse Pointe Alumni & Friends Association (GPAFA) is to create an alumni association and an endowment, the appropriately named “Generations Endowment Fund,” that invests in impactful, innovative programs and people that will deliver continued educational excellence for years and generations to come. Grosse Pointe Alumni & Friends is an independent 501(c)(3) organization, a volunteer-led,

mission-driven association unaffiliated with—but committed to supporting—the Grosse Pointe Public School System.

GPFPE

The Grosse Pointe Foundation for Public Education (GPFPE) is a non-profit organization dedicated to providing private funding to enhance academic and enrichment programs for the Grosse Pointe Public School System. Its purpose is to augment public funding to improve the quality of education for students in the Grosse Pointe Public School System. www.gpfpe.org

Inclusive hiring practices

The inclusive hiring process actively recognizes diversity and embraces a wide range of qualities and perspectives that candidates bring to the school system.

Intellectual curiosity

Intellectual curiosity is a person's willingness and desire to learn new things and dig deeper than the surface. Rather than a duty or a chore, it makes learning a more natural process. Students who are intellectually curious are more willing and interested to acquire knowledge.

Source: BetterUp

Leader in Me

Leader in Me provides elementary schools with a model and process that addresses common challenges that are unique to students during these formative years. A child's physical, mental, social and economic well-being are all factors that can contribute to or hinder academic success. Teachers, staff and administrators at Leader in Me Schools are empowered to provide support in all of these areas by creating a learning environment that addresses whole child education with five core paradigms: 1. Everyone can be a leader. 2. Everyone has genius. 3. Change starts with me. 4. Educators empower students to lead their own learning. 5. Develop the whole person. These paradigms influence the behavior of staff, students and their families.

Source: Leader in Me

Local, global and intercultural issues

To achieve global competency for an inclusive world, students must acquire an understanding that global issues are also local issues. They are global in their reach, but local communities experience them in very diverse ways. Global issues emerge when ecological and socio-economic interests cross borders. Intercultural issues arise from the interaction of people with different cultural backgrounds.

Modes of feedback

Types of feedback include formal, informal, formative, summative, student peer, student self, and constructive.

Multiple pathways

Providing many pathways to learning enhances students' awareness of and access to career pathways that support job skills development and career readiness.

PD

Professional Development

Race, Equity and Inclusion Council (REI)

The REI Council was formed as an outgrowth of a Board of Education resolution to address racism and create a more equitable and inclusive school system for all. Key areas of its work are: **policy** -- to review district policies and practices to ensure they promote equity and inclusion for all students and clearly align with anti-racist and anti-marginalizing goals; **learning** -- to ensure what students and staff learn support an understanding of diverse populations, promote equity and anti-racism, and compel inclusive thinking and practices; **staffing** – to create an environment that invites diverse professional members at all staffing levels and then actively supports their inclusion and success; and **feedback** – to listen to the voices and experiences of a diverse staff and student population with mechanisms in place to allow this discourse to shape decision-making.

Source: REI presentation to the Board of Education, "Why This Council?", Aug. 9, 2021

Restorative practices

At GPPSS, we view every situation as a learning opportunity. Restorative methods teach conflict resolution, collaborative problem-solving, personal responsibility and accountability for one's actions. They promote inclusion and relationship-building and empower change and growth. Restorative practices create a sense of community where all voices are valued and everyone is heard.

Second Step

Second Step is a program rooted in social-emotional learning that helps transform schools into supportive, successful learning environments. The middle school curriculum includes a bullying and harassment unit, relatable scenarios for students, differentiation between grade levels, and interactive activities to keep students engaged and learning.

Source: Second Step

Sense of belonging

Students feel like they belong within a school environment when they experience an overarching sense of security and support resulting from acceptance, inclusion and the embracing of their individual identities. It is this feeling that allows students to thrive as their authentic selves.

Shared language

Language is how we develop understanding among ourselves and a shared language helps us communicate more effectively. Shared language is critical to collaboration and collaboration is critical to education.

Social emotional learning (SEL)

SEL is an integral part of education and human development. It is the process through which young people acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL)

Sustainable development

This can be defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

TFC

The Family Center of Grosse Pointe and Harper Woods is a non-profit community organization that provides resources and preventative education to empower families to successfully navigate life's social, emotional, and physical challenges. TFC offers free programs and resources on a wide range of topics aimed at building strong families and helping parents raise children who will become competent, caring, and responsible community members. <https://familycenterweb.org/>

Trauma-informed behavioral approaches

Ensuring that the physical and emotional safety of an individual is addressed is the first important step to a trauma-informed behavioral approach. Next, the student needs to know that the teacher or mental health team member is trustworthy. The five guiding principles are safety, choice, collaboration, trustworthiness and empowerment.

Trauma informed, culturally responsive

This approach recognizes ongoing and historical experiences of discrimination and oppression and works to address social conditions that perpetuate abuse, trauma, discrimination and disparities.