

Describe a time you felt CARED for in school.

A time I felt cared for in school was when my peers supported me during difficult times.

Physics and my teacher, Dr. Gold, told me that I was not allowed to fail his class. He tried tutoring me and I continued to struggle, so he gave me a peer tutor -- one of my best friends -- who assisted and enabled me to be

Having teachers who helped me to see & also maximize my full potential such as Mr. Gaylord from Science High School. He gave great feedback, and I always felt like he really cared!

A teacher made a point of checking on me and listening during a time when my parents were divorcing.

When my teachers would listen to me and push me to do better.

When I did not receive one-to-one attention.

When my teacher praised me for the work that I completed.

Being involved and having ideas listened to and embraced.

When my teacher would let me speak and ask my opinions.

Describe a time you did NOT feel cared for in school.

**Being teased
and called
names by
classmates.**

**When I attending a
boarding school and
was only told that
my academics were
not good enough**

**Teacher told us that
we had to be
high-performing so
that she could look
good - she didn't
demonstrate any
care about our own
goals or well-being.**

Components of Radical Care

1. Adopting an anti-racist stance
2. Cultivating authentic relationships
3. Believing in students' and teachers' capacity for excellence
4. Leveraging power strategically
5. Embracing a spirit of “radical hope”

Add your group's notes in the Group Pages (use the arrows at the top to get to your page)

**Green Sticky:
Where do you see it (in your school/office)?**

**Orange Sticky:
How can we strengthen it (individually & collectively)?**

GROUP 1

Don't use these yet-->



District Strategic Plan- Children at the Center, Focus on Equity



Working more on the equity- quality of teaching and materials provided to the schools. Disparities between school buildings throughout the schools within the district. (Starts with: Leadership)

Leveraging Leaders strategically- stability, power


Students who are struggling or not motivated, will not perform well

Infrastructure of the school- what does each person bring to the school and how can we use that to leverage) should be done- needs assessment for staff responsibilities (SW, GC, Admins, etc.) (Use of school committees- SLC [School



GROUP 2

Don't use these yet-->






NBOE Core Values speaks to eliminating the barriers to equity



Mental Health Teams at all schools



NBOE Equity Group



Improved curriculum to be more culturally responsive



Student advocates to speak to adults about student challenges



Trainings on how to address Post Traumatic Stress



GROUP 3

Don't use these yet-->



Belief in students' capacity is evident in many classrooms and conversations



Create opportunities for teachers and staff members to know resources within community!

Build partnerships within the school system and with Newark community



Improve communication between Central Office and schools

