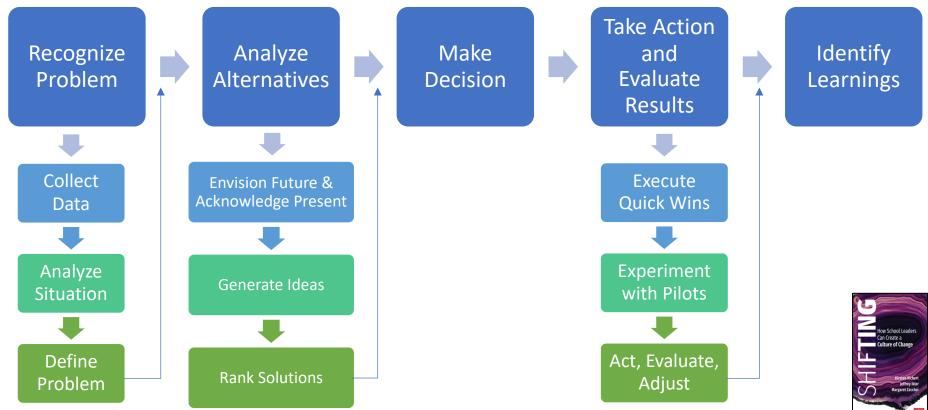
Intentional Inclusion Is Built Into Key Decisions

Weak Decision-Making Process



Strong Decision-Making Process with Built-in Intentional Inclusion



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District Example of Inclusive Decision-Making Path

Superintendent identifies that very high student stress and anxiety levels must be addressed.

Selects cross-functional team to research national trends and analyze district data relevant to student stress and anxiety.

Student and staff experiences are gathered via interviews, survey, and observations. Key themes are identified and analyzed.

Define problem as: students and staff have a limited understanding of how to cope with stressors and our system often adds stressors instead of relieving them. Superintendent and leadership sets up process to identify and analyze alternatives.

We envision a future in which students and staff have a shared understanding and systems in place to reduce stress. We have a promising SEL program in one school and several staff with stress reduction expertise, but many current practices and policies exacerbate stress.

Bringing together a broad crosssection of stakeholders, we generate a long list of ideas for moving from our current state toward our future vision, especially focusing on direct SEL instruction and training and new stressreducing practices and policies.

Weighing these ideas against our district's mission, vision, and shared "why," the team prioritizes the list for feasibility, viability, and desirability, producing a ranked list of top solutions for leaders to consider. Superintendent and leadership makes decision to approve 3 key SEL-focused projects for district. They commit to key actions to implement the plan, designating owners, timeline, budget, resources, and how to monitor results.

Major Quick Wins are to increase access to guidance/counseling, rewrite discipline policies, and promote a key staff person to work on aligning district practices and policies to vision. Key metrics are identified to track progress toward reducing student and staff stress.

We experiment with expanding promising direct SEL instruction program from one school into one grade at another school. We try out SEL training for administrators. We test 4 different SEL concepts: advising, collaborative teacher teams, mentors, and cohorts.

Learnings sessions determine a simplified direct SEL instruction program can be expanded to more schools. Upon analysis of tests, collaborative teacher teams has greatest impact on reducing stress, so district will adjust schedules and provide on-going training to promote that practice.



Leadership evaluates

results of plan's

impact on district

"why." Shares key

learnings and

celebrates successes.

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