



# Moving Forward **TOGETHER**

A GUIDE TO SUPPORTING HEALING AND RESILIENCY  
IN YOUR SCHOOL COMMUNITY



2023



Moving Forward Together guide provides tools to support healing, resiliency and on-going communication among students, families and staff. This guide aims to support the efforts of our school leaders, to promote safe, healthy and affirming learning and working environments.

The talking points, self-care and restorative practice activities are designed to encourage an opportunity to debrief and re-engage with your team and school communities while resuming normal operations.



# Tips and Suggestions for Leaders

Be positive and affirming. Focus on unifying your staff. Emphasize community and caring for one another. Below are some ideas and suggestions for a safe and nurturing return to work:

- Provide a welcoming collegial environment for all stakeholders.
- Be welcoming of the students and staff as they return. Greet them personally as they arrive.
- Tokens of welcome and hospitality – such as coffee and pastries – always help to create an environment of inclusion and togetherness.
- Do not discuss the merits or challenges of the work stoppage or the negotiations.
- Set a tone of respect. Do not allow people to be shamed or maligned for how they responded to the work action. Be focused on supporting one another.
- Offer support to those in need. Anxiety may be high for those who sacrificed to support the job action and/or for those who crossed the picket lines.
- See School Mental Health's [PFA Handouts General Guidelines for Addressing Mental Health Needs in the School Environment](#).

Ways to support your community:

- Resume normal routines as soon as possible.
- Continue with regular schedules and events.
- Facilitate activities to re-engage staff.



## Working with Staff

It is advisable to collaborate with leadership teams (chapter chair, department chairs, grade level leads, etc.) before meeting with staff as a whole to coordinate how to best facilitate moving forward as a learning community. Recognize that staff members may have been emotionally and financially taxed during this time. Passions run high during labor negotiations. Whatever happened during the work stoppage, our job is to be our best selves and to give our children the education that they deserve. There can be residual hard feelings because of the perception of “taking sides.” Some people may view honoring the work stoppage as a litmus of loyalty. Focus on areas of agreement, including that we all value the security and well-being of our families, our coworkers and students, and that education is the key to the future.

There are many reasons why a staff member chooses to picket, stay home, or cross the line. A person can support the cause yet not join the work stoppage. It may take time to restore a collegial working relationship after lines in the sand have been drawn and breached. Most importantly, do not take a person’s participation or non-participation in the work stoppage as a personal betrayal. Adults should extend the same kindness to their colleagues as we expect our students to extend to each other. Facilitate activities to continue to build community.

## Working with Families

Meet parents and caregivers where they are. Remember that despite varying political views, their bottom line is ensuring we provide a safe and nurturing space for their children to learn. Listen to them, bearing in mind they may be worried about the impact of losing three days of education or be irritated at the inconvenience of having to scramble for child care. For those concerned about learning loss, use this as an opportunity to promote and enroll their students in the April Acceleration Days.

# Working with Students

Students may exhibit a wide range of reactions to a work stoppage. Some students may want to talk about it. This could be a teachable moment about the history of the labor movement or civic engagement. (Visit [Human Relations Diversity and Equity](#) for lessons on the labor movement.) However, normal instruction should be resumed as quickly as possible. Students may have joined the picket line with their family members or independently as an act of solidarity. Some students may have not liked that the work stoppage disrupted their normal routines; others may have enjoyed the extra time off from school. Yet other students may have felt distressed by their teachers' absences and by seeing them picketing. Be open to all possibilities.



At the secondary level, principals may consider facilitating a conversation with the student leadership class or open a room during lunch for student dialogues. It is important to allow the space and time for students to express their feelings with as little disruption to instruction as possible. Do not engage students in the merits or challenges of the LAUSD work stoppage or the negotiations.

## Compassionate Listening with Adults and with Students

Listening with empathy and compassion is a foundational skill for building and maintaining strong relationships rooted in healthy communication. When we use compassionate listening, we are authentically conveying a sense of care and intentionally seeking to understand hearts and minds as we facilitate courageous conversations. Review the [Compassionate Listening Tips for Adults](#) and [Compassionate Listening Tips for Students](#) to help guide these important conversations.



# Activities to Enhance Social Emotional Well-Being and Build Community

As District leaders, we recognize the important role we all play every day to support our students and each other by developing caring relationships. It is essential to build a strong sense of belonging, connection, and community. A shared ownership of the learning community helps us embrace each others' assets, identities, and experiences. The following activities will help to rebuild and support social emotional well-being and community building.

## Mindful Activities

Use these [mindful activities](#) to help students be present in the moment and more able to engage in learning.

## Check-In

Use these [Check-In](#) ideas to gauge where people are as individuals and assess the social emotional well-being and engagement and to provide additional support as needed.



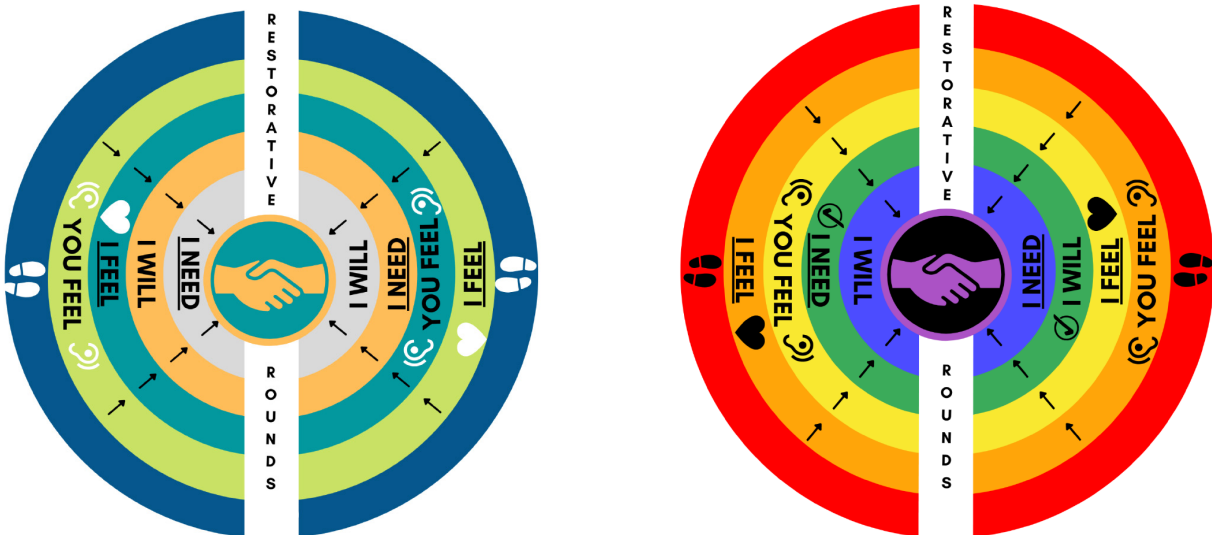
# Thematic Activities

To build connection and community and to focus on the social emotional well-being of all stakeholders, [Thematic Morning Announcements](#) and thematic activity lessons on google slides ([elementary activities](#) and [secondary activities](#)) can be used each day (Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, Fun Friday).

## Community Building Circles

Community building circles can be helpful when conversations are difficult and/or when people potentially have strikingly different/contrasting points of view. In order to strengthen relationships, we need to listen and speak from the heart, listen and speak with respect. Use this [community building circle](#) to have the conversation about supporting each other.

## Restorative Rainbow/Rounds



Restorative Rainbows and Rounds are conflict resolution and problem-solving tools that are easy to use and can have a tremendous impact. All schools recently received one large and four small posters of the Restorative Rainbow/Rounds, providing students and staff with a process to resolve conflicts and problem-solve to find a solution that works for all involved. Please see the [Restorative Rainbow/Rounds Electronic Notebook](#) for information, including videos of students using the tool.

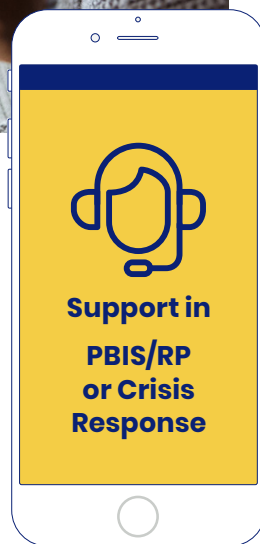
# Drop In Support

## NEED HELP WITH POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS/RESTORATIVE PRACTICES (PBIS/RP) OR CRISIS RESPONSE?

Looking for support with implementing Pillar 2 of the Strategic Plan? Come to the virtual drop-in sessions to ask questions, brainstorm and collaborate. The [drop-in sessions](#) occur every Thursday from 7:30 - 8:30 a.m. and 3:30 - 4:30 p.m.



We hope that you find this toolkit valuable as you support your community. Your leadership matters. Remain positive and continue to foster your worksite's core principles of respect and caring. All students matter.



All families matter. All staff matter. Thank you for the transformational work you do on behalf of our students, families, staff and school communities of Los Angeles Unified.

## Additional Support and Resources



### PBIS/RP website

or join the PBIS/RP Schoology group, access code ZV2B-2PCZ-BMJVX

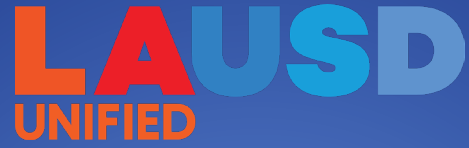
### Human Relations, Diversity & Equity

or join LAUSD Pride Schoology group, access code DQ2SX-4RSZ6

### Student Health and Human Services

[Click here for the Roadmap for Social Emotional Well-Being and Academic Success](#)

Student Health & Human Services



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