



# Building Bridges to Beloved Community

Wilson Elementary School  
2025



# We're Here to Help!

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## Restorative Practices & Beloved Community Managers

Build Community - Resolve Conflicts - Repair Harm - Reconnect Students

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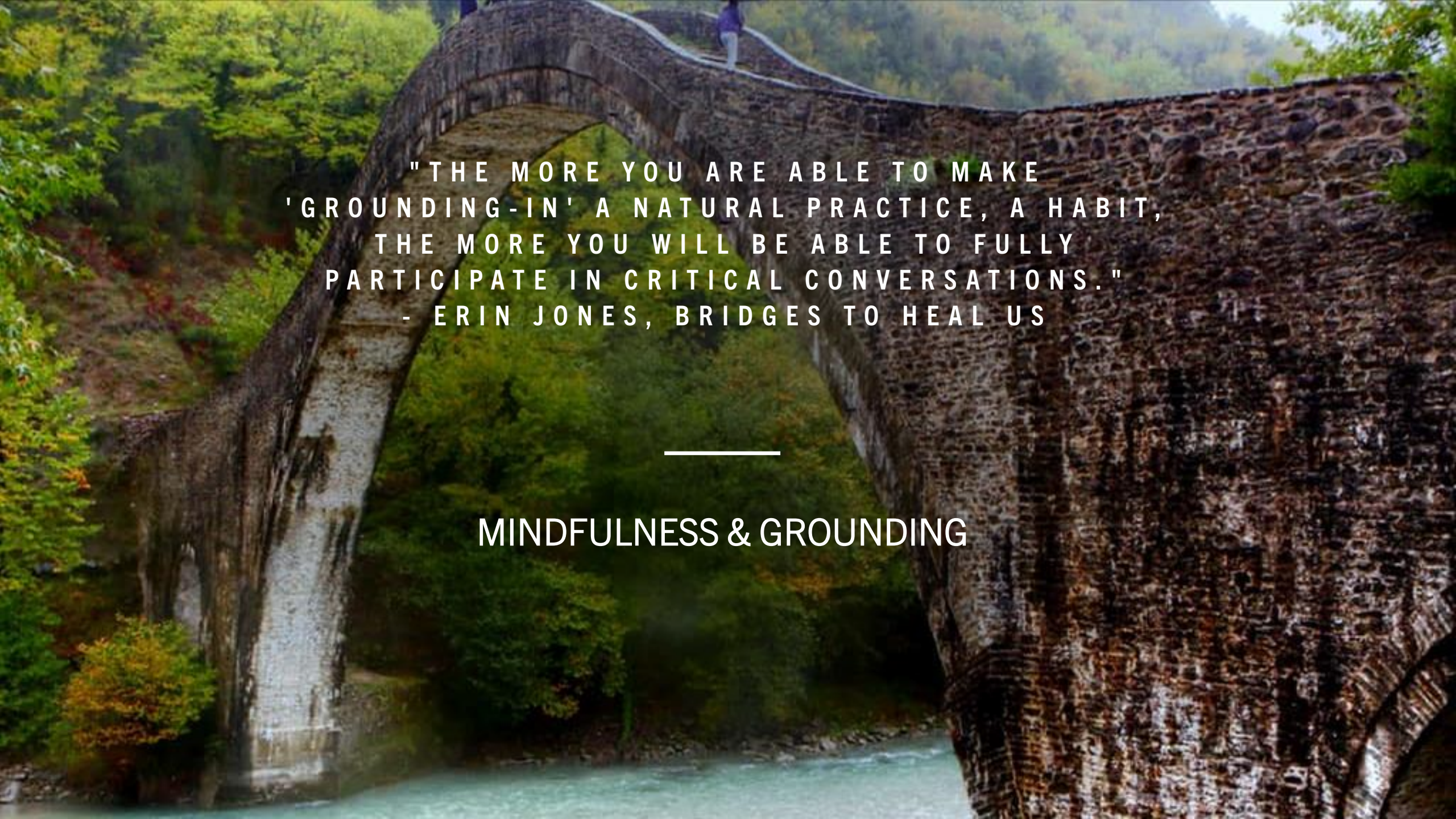
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## Department of Family and Community Engagement (DFCE)... we've got you!

- Beloved Community
- Restorative Practices
- Community Engagement Boards
- Family Advocacy
- Foster Care Liaison
- Mentoring & Reengagement
- Native Education
- Ombudsperson





A photograph of a large, multi-arched stone bridge spanning a river. The bridge is constructed from dark, rough-hewn stone. A person is walking along the top of the bridge. The surrounding landscape is lush with green trees and foliage. The river below is a light blue-green color.

"THE MORE YOU ARE ABLE TO MAKE  
'GROUNDING-IN' A NATURAL PRACTICE, A HABIT,  
THE MORE YOU WILL BE ABLE TO FULLY  
PARTICIPATE IN CRITICAL CONVERSATIONS."  
- ERIN JONES, BRIDGES TO HEAL US

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## MINDFULNESS & GROUNDING



# BRIDGE Framework For Agreements:

- **B**e ok with being uncomfortable
- **R**eflect on what you don't know
- **I**nvite feedback
- **D**efensiveness doesn't help
- **G**row from mistakes
- **E**xpect that change takes time

~Ruchika Tulshyan CEO & Founder of Candour.  
Author of "Inclusion on Purpose"





## Beloved Community:

A world where racism and all forms of discrimination, bigotry and prejudice will be replaced by an all-inclusive spirit.

Dr. Martin Luther King  
([thekingcenter.org](http://thekingcenter.org))



# BELOVED COMMUNITY

SELF

RELATIONSHIPS

COMMUNITY

ACTION

EQUITY

ANTI  
RACISM

DISTRICT  
OF LOVE



# 2020 EQUITY RESOLUTION

“... We are committed to change in order to truly live our vision of Excellence for Everyone”

“Establish equity policies & develop a strategic plan using a racial-equity lens.”

“Establish policy that requires all new employees to participate in anti-racism and cultural responsiveness training before working with students.”

“Establish policy that ensures anti-racism and cultural responsiveness training continues with current staff and ensures that all staff regularly participate.”



# **POLICIES & EXPECTATIONS**

## **BOARD POLICY NO. 1350**

“... learning environment and workplace that is free of discrimination, bigotry, and intimidation.”

“Provide processes for staff to be trained and educated on anti-racism and anti-bigotry...”

“District staff shall, within the parameters of their various duties and responsibilities, comply with and execute such plans as are designed to address the values and directions included in this policy.”



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# **POLICIES & EXPECTATIONS**

## **NONDISCRIMINATION NO. 3210**


“...equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. “



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# CIVILITY POLICY NO. 5161

Using personal epithets or slurs to include but not limited to use of the “N” word is prohibited as uncivil conduct



\*This includes, but is not limited to hate speech





# OUR BRIDGES...

INTRAPERSONAL  
(internal)



INTERPERSONAL  
(person to person)



COMMUNAL



# INTRAPERSONAL BRIDGES

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1. WHAT am I feeling & WHY?
2. Ground yourself
3. Remember... you can only control yourself





## WHAT I CAN CONTROL DURING A DIFFICULT CONVERSATION

The energy I bring

My language

My boundaries

My openness to solving the problem

My focus on responding rather than reacting

My willingness to look for my contribution

How well I listen to the other person

How curious I am about their perspective





A close-up photograph of a person's hands writing on a piece of paper. The person is holding a pen in their right hand and writing on the paper. Their left hand is resting on the paper. The background is blurred, showing a desk and some papers. The text "ACTIVITY... WHO ARE YOU?" is overlaid on the left side of the image in white, bold, sans-serif font.

# ACTIVITY... WHO ARE YOU?

1. How does your identity differ from the teachers & staff at Wilson? Does it?
2. How do those descriptors impact your parenting?
3. How does your identity shape your interactions with other families, colleagues, and community members?



An elderly couple is walking across a traditional stone bridge in a lush park. The woman, on the left, is wearing a light-colored blazer over a dark top and a long dark skirt. The man, on the right, is wearing a dark blazer over a striped shirt and grey trousers. They are both smiling and holding hands. The background is filled with green trees and foliage, creating a serene atmosphere.

## INTERPERSONAL COMMUNICATION - COMMUNICATING WITH OTHERS

1. ACKNOWLEDGE HOW IMPORTANT THE  
CONVERSATION IS & SET SHARED GROUND  
RULES

2. LISTEN AND ASK QUESTIONS

3. TOGETHER, DECIDE WHERE THINGS GO  
NEXT

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# COMMUNICATING WITH OTHERS... INTERPERSONAL BRIDGES



Acknowledge  
how important  
the conversation  
is & set **shared**  
ground rules



Listen and ask  
questions



Together, decide  
where things go  
next





COMMUNAL BRIDGES

INTENTIONALLY BUILDING  
BRIDGES WITHIN & OUTSIDE OF  
OUR COMMUNITY

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# BRAVE VS. SAFE SPACES

## Brave Space

Everyone feels comfortable being UNcomfortable



People feel brave enough to question and to be questioned

Emotions are felt deeply and authentically

Challenging dialogue is welcomed and the ultimate goal

## Safe Space

- Everyone feels comfortable
- Free of bias, conflict, criticism and threatening ideas
- No one feels challenged or questioned
- The environment feels calm and even quiet
- People feel safe in their commonalities



## OOPS & OUCH- RUPTURE & REPAIR

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Conflict happens!

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Be aware of the “oops & ouch”

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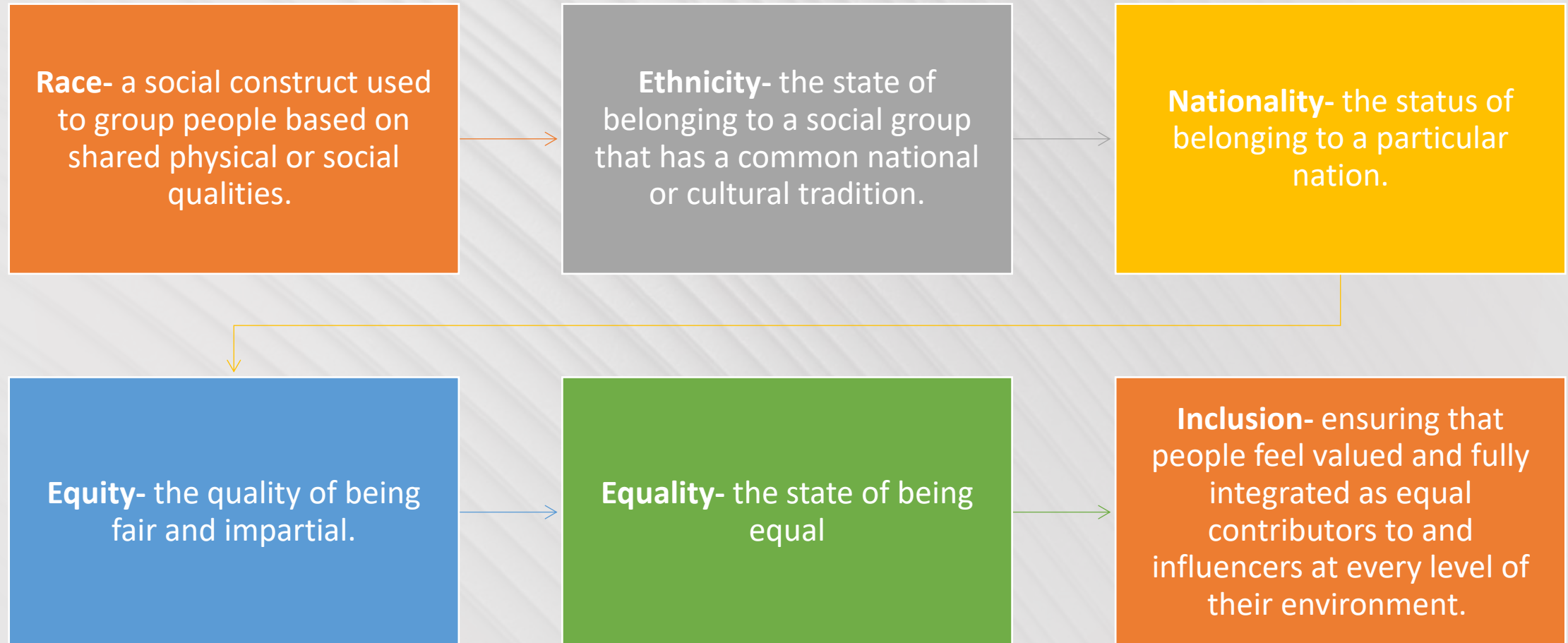
Don't try for perfection, try to practice!

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Don't lean into SHAME, BLAME, & GUILT.



# Words & Definitions for our Time Together





# Words & Definitions for our Time Together

**Microaggression-** indirect, subtle, or unintentional discrimination against members of a marginalized group.

**BIPOC-** a term specific to the United States, intended to center the experiences of Black and Indigenous groups and demonstrate solidarity between communities of color.

**Implicit Bias-** a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors.

**Prejudice-** preconceived opinion that is not based on reason or actual experience.

**Anti-Racism-** the policy or practice of opposing racism and promoting racial tolerance.

# A DEEPER LOOK...

Race, ethnicity,  
and nationality-  
Race, Ethnicity,  
Nationality and  
Jellybeans





# A DEEPER LOOK...

## Equality vs Equity

What's the  
difference  
between equity  
and equality?



A woman with dark hair, wearing a black blazer over a red top, stands in a kitchen. She has a concerned or questioning expression. To her left is a white blender on a dark base. To her right is a brown bag of coffee and a black kettle. In the foreground, on a white plate, are pancakes topped with blueberries and raspberries. A blue mug is also visible. The background is a simple kitchen wall with some hanging items.

# UNDERSTANDING MICROAGGRESSIONS



## VERBAL

A verbal microaggression is a comment or question that is hurtful or stigmatizing to a marginalized group or person.

## BEHAVIORAL

This involves behaving in a way that is discriminatory or otherwise hurtful to a marginalized person or group.

## ENVIRONMENTAL

An environmental microaggression is when a subtle discrimination occurs within society

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# FORMS OF MICROAGGRESSIONS

# THREE TYPES OF MICROAGGRESSIONS

## MICROASSAULTS:

Conscious and intentional actions or slurs

**Examples:** Using racial epithets, displaying swastikas or deliberately serving a white person before a person of color at a restaurant.



## MICROINSULTS:

Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity.

**Example:** An employee who asks a colleague of color how she got her job, implying she may have landed it through an affirmative action or quota system.



## MICROINVALIDATIONS:

Communications that subtly exclude, negate, or nullify the thoughts, feelings or experiential reality of a person of color.

**Example:** Asking Asian-Americans where they were born, conveying the message that they are perpetual foreigners in their own land.



# INTERRUPTING MICROAGGRESSIONS

## INTERRUPT

Speak up against every biased remark—every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly.

### TRY SAYING

"I DON'T LIKE WORDS LIKE THAT." OR "THAT PHRASE IS HURTFUL."

## QUESTION

Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation.

### TRY ASKING

"WHY DO YOU SAY THAT?" WHAT DO YOU MEAN?" OR "TELL ME MORE."

## EDUCATE

Explain why a term or phrase is offensive. Encourage the person to choose a different expression. Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population.

### TRY SAYING

"DO YOU KNOW THE HISTORY OF THAT WORD?"

## ECHO

If someone else speaks up against hate, thank her and reiterate her anti-bias message. One person's voice is a powerful start. Many voices together create change.

### TRY SAYING

"THANKS FOR SPEAKING UP, ALLISON. I AGREE THAT WORD IS OFFENSIVE AND WE SHOULDN'T USE IT."

# EXAMINE OUR PARTICIPATION IN MICROAGGRESSIONS...

## Pause

Take a moment to BREATHE!

## Address

“What I said was so insensitive and inappropriate and I’m sorry.”

“I can see you are upset...”

“I can see how much my comment hurt you and I’m so sorry.”

## Reflect

What was the intention behind what I said?

What assumptions are behind what I said?

What does healing look like?

## Repair

Center the person harmed and take **their** lead.

Do **they** want to have a conversation?

What does healing look like for **them**?

## Educate

The Googles

Literature

If I have relationships with people who know better, maybe I can process with them?





**“There is no power for change greater than a community discovering what it cares about.”**

**~Margaret J. Wheatley**

# Evaluate Your Community Bridges...

1. What bridges need to be built within your community?
2. What bridges need to be repaired within your community?
3. What bridges need to be built outside of your community? (What community partners do you have/need?)





LIVING THE  
WORK, TAKES  
WORK!

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Self/Soul Care

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Don't Do It Alone

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Keep showing up