

Equity and Social Justice Committee



April 8, 2026

Goal Statements

— — —

Ensure that education is equitable and relevant for every student.

Interrupt inequities that prevent students from realizing their unlimited potential.

Continue to foster communication between all stakeholders.

Engagement

Questions from Panorama Ed

- How excited are you about going to your classes?
- How focused are you on the activities in your classes?
- How interested are you in your classes?
- In your classes, how excited are you to participate?
- When you're not in school, how often do you talk about ideas from your classes?

Harlem High School



HHS STUDENT
COUNCIL
PRESENTS...

SPRING SPIRIT WEEK

DRESS-UP DAYS
& ACTIVITIES

MON
23

CLASS COLOR DAY

WEAR YOUR CLASS COLORS FROM HEAD TO TOE!

SENIORS: BLUE | JUNIORS: PURPLE | SOPHOMORES: PINK |
FRESHMEN: YELLOW | STAFF: GREEN

HAWAIIAN DAY

LET'S PRETEND SPRING BREAK CAME EARLY! WEAR HAWAIIAN SHIRTS, SUNGLASSES,
LEIS, BEACH HATS, OR ANYTHING THAT BRINGS SPRING BREAK VIBES.

CHECK OUT THE GUESSING JARS DURING LUNCH!

WACKY WEDNESDAY

WED
25

GO TOTALLY WACKY WITH MISMATCHED OUTFITS, SOCKS, AND CRAZY
HAIR. LET'S SEE SOME OVER-THE-TOP STYLES.

**SCHOOL WIDE RO-SHAM-BO COMPETITION **
(ROCK-PAPER-SCISSORS)

HIGH SCHOOL MUSICAL SHOWDOWN

INSPIRED BY HIGH SCHOOL MUSICAL - PICK YOUR SQUAD!

- TEAM TROY - BASKETBALL JERSEYS, ATHLETIC GEAR 🏀
- TEAM GABRIELLA - ACADEMIC/BRAINY LOOKS 📖
- TEAM SHARPAY - PINK, SPARKLES, AND FABULOUS FASHION 💎









**JOIN US AFTER SCHOOL FOR A SHOWING OF "HIGH SCHOOL MUSICAL" **

FRI
27

FREAKY FRIDAY

STUDENTS DRESS LIKE TEACHERS AND TEACHERS DRESS LIKE STUDENTS.
BREAK OUT THE LANYARDS, COFFEE MUGS, HOODIES, CROCS, AND
BACKPACKS!

SCHOOL WIDE ASSEMBLY & STAFF VS STUDENTS BASKETBALL GAME

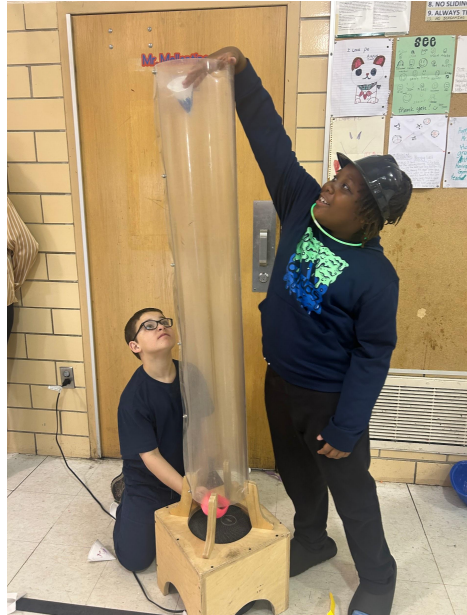
Behavioral View	Engagement View
 Time-on-Task	 Cognitive Effort
 Compliance	 Emotional Connection
 Instruction-driven	 Student Voice
 Reactive	 Proactive
<ul style="list-style-type: none">• Focus on actions• Observable obedience• Short-term participation• External rewards	<ul style="list-style-type: none">• Focus on mindset• Internal commitment• Deep learning• Intrinsic motivation

Beyond Surface Signals: Staring at a screen "Off Task".

The "Fever" vs. The "Infection":
Behavior is a symptom; the Engine reveals the cause.

Diagnostic Equity: Identifying cognitive vs. emotional barriers.

Loves Park Elementary



Machesney Elementary



Family Bi-Literacy Night at Machesney Elementary

Families will join us for the evening of celebrating books and creativity with our school community!

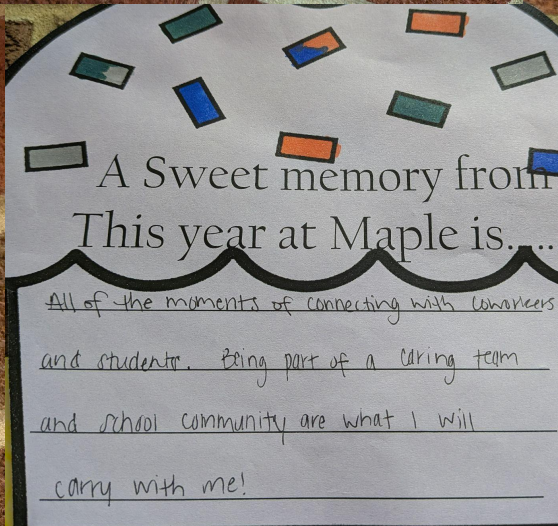
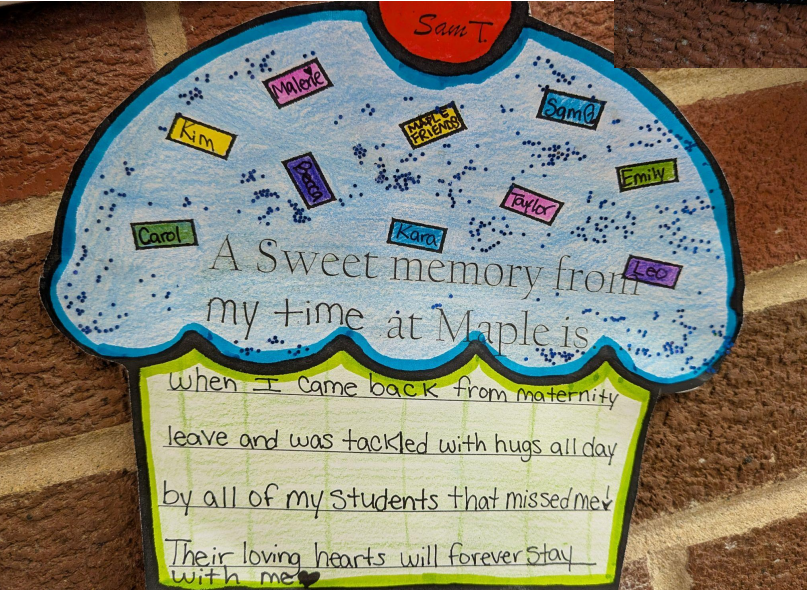
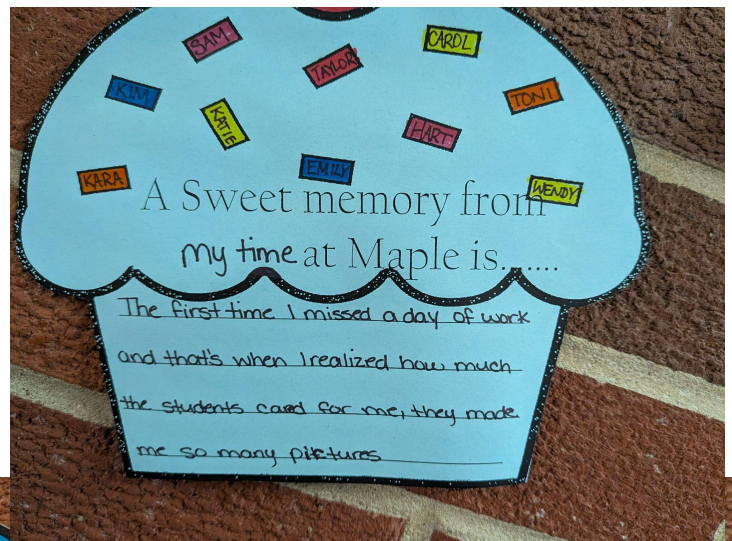
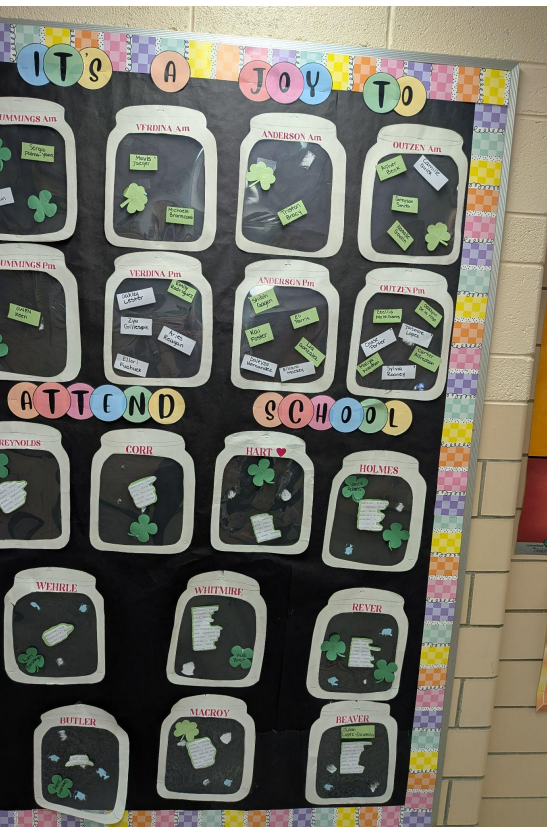
- Read to a therapy dog
- Bring your stuffie for an animal parade
- Dress up contest

Picture sourced from Pinterest

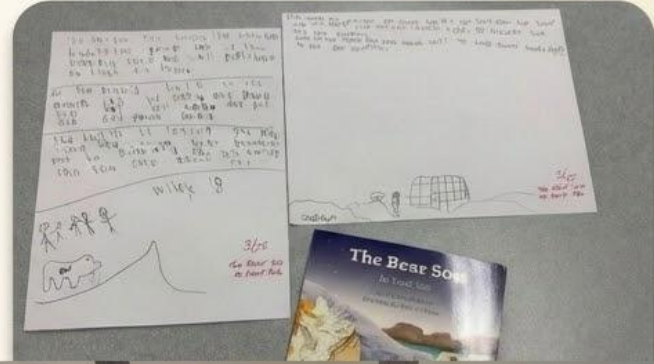


Maple Elementary

Celebrating Positive Attendance & Reflecting on Favorite Memories



Marquette Elementary



Olson Park Elementary



Ralston Elementary



Ralston 1st graders spent time putting words together to form sentences and then drew pictures of the sentences they had made.

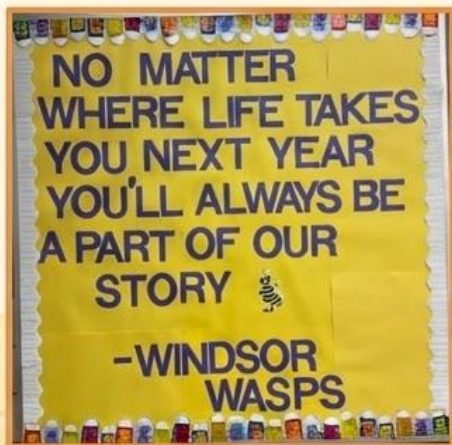
Rock Cut Elementary



Windsor Elementary

🐝 *Continuing equity discussions - Devon

🐝 *Student stamina - chunking lessons/mini breaks



HARMFUL STIM	LIKELY NEED	SAFE REPLACEMENT
Head Banging	Deep Pressure / Overload	Wall push ups, Weighted lap pad, Pushing heavy objects
Hitting Self	Proprioceptive Input	Therapy putty, Resistance bands, Chair push ins
Biting Self	Oral Sensory Input	Chewelry, Silicone chew tubes, Crunchy snacks
Skin Picking	Tactile Input / Anxiety	Textured Fidgets, Velcro Strips, Picking Sponges
Scratching Self	Somsoey Soothing	Soft sensory balls, Textured ball rolling
Hair Pulling	Tension Release	Stretch bands, Finger traps, Kneading putty
Nail Biting	Oral + Anxiety Regulation	Gum (if allowed), Chewable toppers, Fidget rings
Face Slapping	Proprioceptive Feedback	Hand pressure, Stress balls, Clapping patterns
Body Crashing	Hoovy Work / Vestibular	Crash pad, Animal walks, Wall sits
Eye Poking	Visual Stimulation / Stress	Light-up fidgets, Visual timers
Head Wrecking	Vestibular Input	Rocking chair, Balance cushion
Teeth Gmuling	Oral Sensory / Stress	Chewy freds, Chew tubes
Pinching Self	Dorsory Input	Therapy cushions, Clothespins

Understanding STIMMING

Stimming (self-stimulatory behavior) is a natural way the nervous system regulates sensory input, emotions, attention, and stress. Students may stim more when they are overwhelmed, excited, tired, or trying to focus.

Important

Stimming is not misbehavior. It is communication and regulation.

Vocal Stimming

What it is: Making sounds to regulate emotions or sensory input.

- Self-soothing
- Emotional expression
- Clicking tongue
- Grinding teeth
- Humming noises (echolalia)
- Focus
- Stress Relief

Examples:

- Biting nails
- Grinding teeth
- Mouthing non-food items
- Chewing on pencils, clothing, or hair
- Chewing gum or food constantly

Common replacements (if unsafe):

- Chewelry or chew tubes
- Silicone straws

Types of Stimming

- Oral
- Vocal (Auditory)
- Visual
- Tactile
- Vestibular/Motor
- Proprioceptive

Oral Stimming

What it is: Using the mouth to seek sensory input.

Why students do it:

- Calming
- Sensory exploration
- Focus
- Stress Relief

Examples:

- Biting nails
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Common replacements (if unsafe):

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Visual Stimming

What it is: Using visual input to regulate or focus.

Examples:

- Sensory enjoyment
- Reducing overload
- Visual timers
- Calm-down jars

Examples:

- Watching spinning objects
- Hand flapping while watching hands
- Staring of lights or reflections
- Lining up objects visually
- Looking at patterns or moving items