

IMAGINING RADICAL NEW *Possibilities* FOR SCHOOL

MAUREEN JOY
CHARTER SCHOOL
Est. 1997

MAUREEN JOY CHARTER SCHOOL

State Board Presentation
1/31/2024

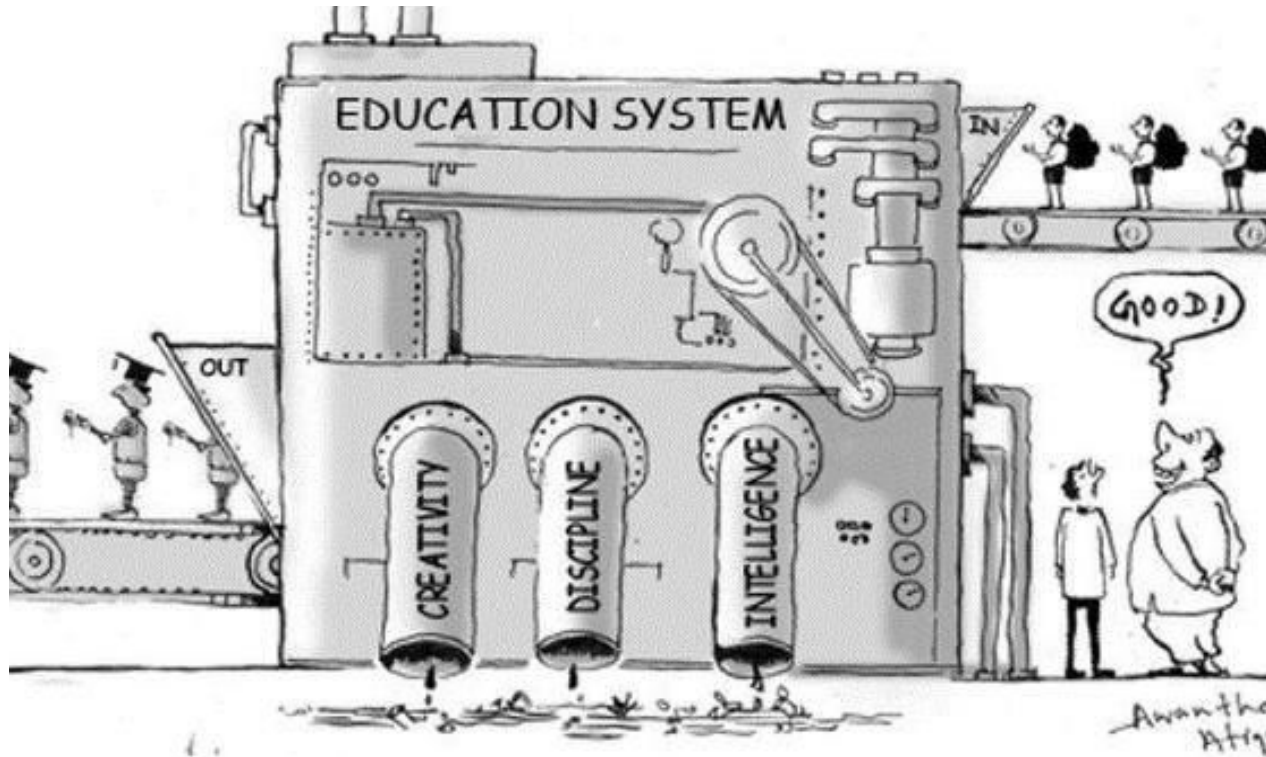


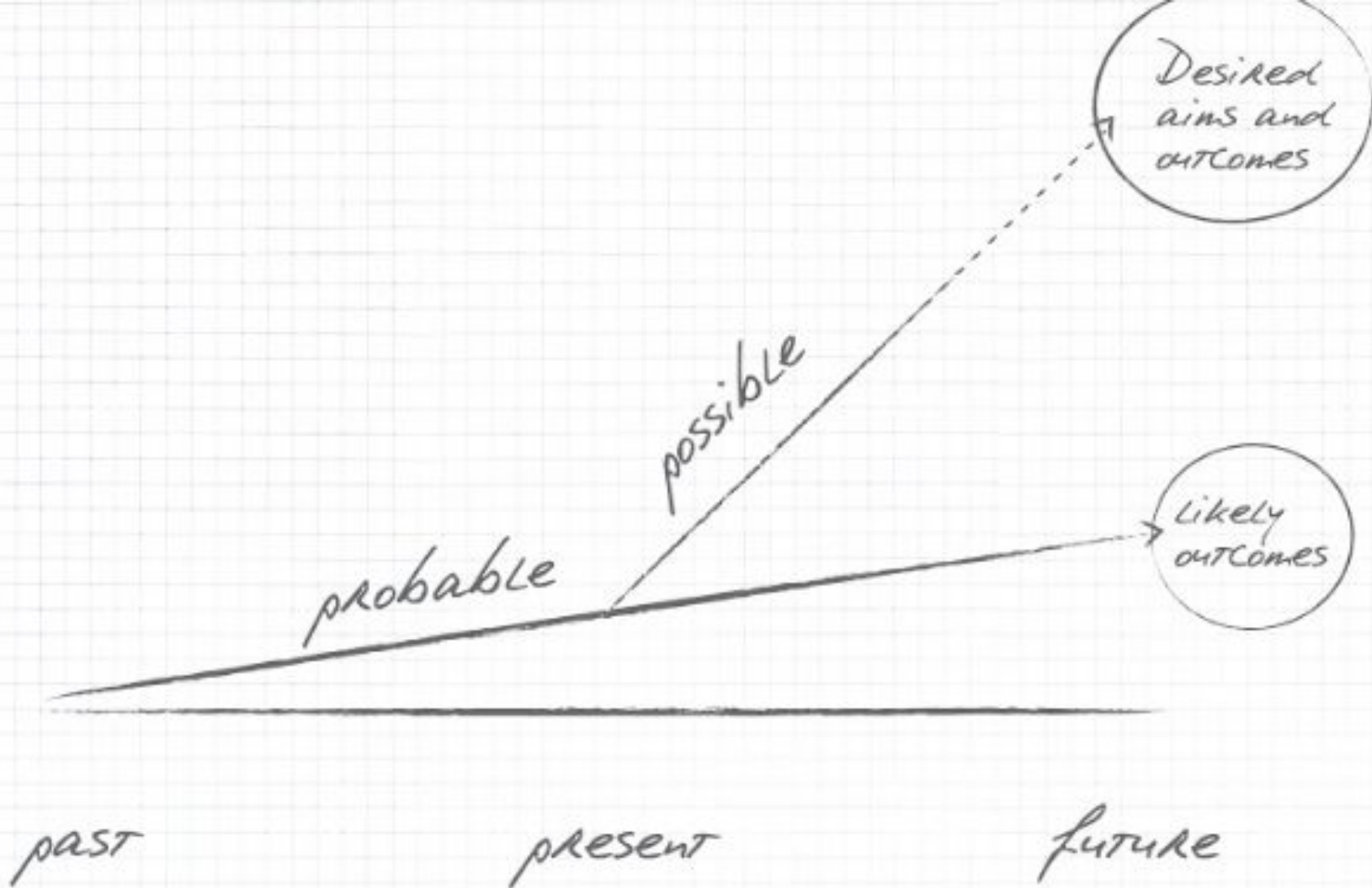
A photograph of two young boys sitting at a desk in a classroom, both wearing large black headphones and looking at laptops. The boy on the right is pointing at the screen of his laptop. The background shows a typical classroom setting with a white door, a blue trash can, and wooden storage bins.

**SYSTEMS ACHIEVE
WHAT THEY'RE DESIGNED
TO ACHIEVE**



INDUSTRIAL-ERA “FACTORY MODEL”

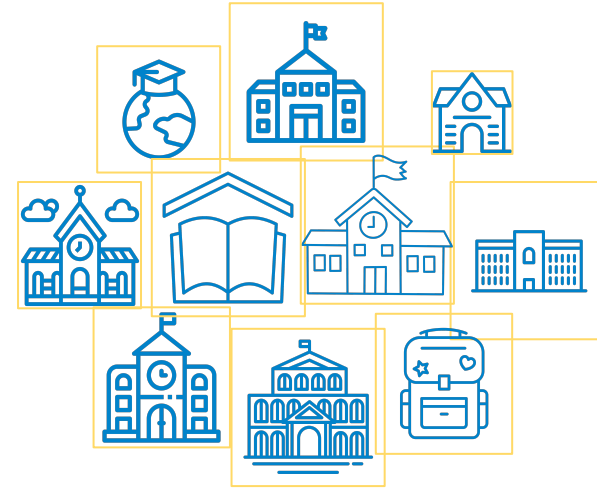




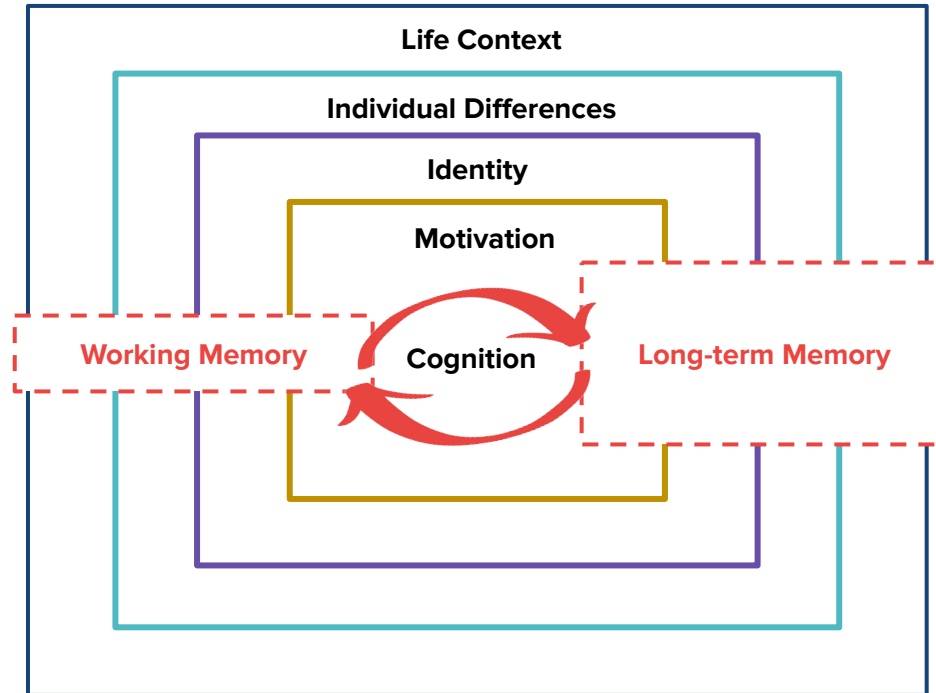
SCIENCE OF LEARNING + DEVELOPMENT

The Relationship Matters.


- ❑ Cognition
- ❑ Context/Lived Experience
- ❑ Individual Differences
- ❑ Identity
- ❑ Motivation



The relationship matters.

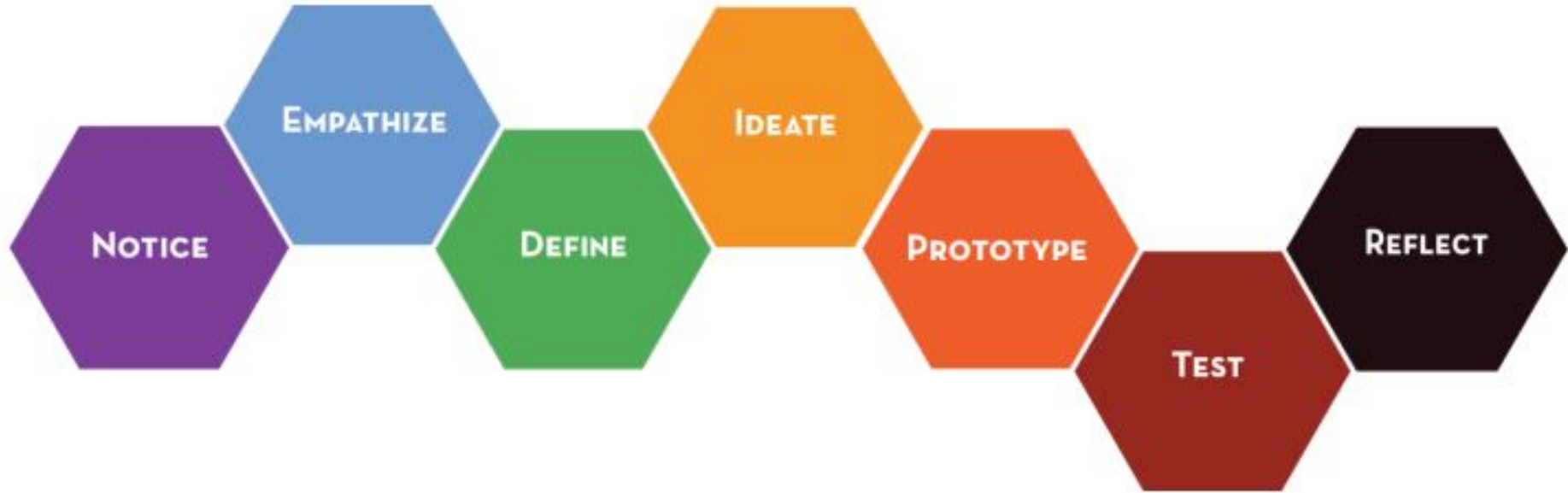


LEARNING STUDIO POWERED X MAUREEN JOY CHARTER SCHOOL

A group of children are playing soccer on a dirt field. In the background, several yellow school buses are parked. The scene is viewed through a white soccer goal net. The children are wearing various casual clothing like jackets and t-shirts. The sky is clear and bright, suggesting a sunny day.

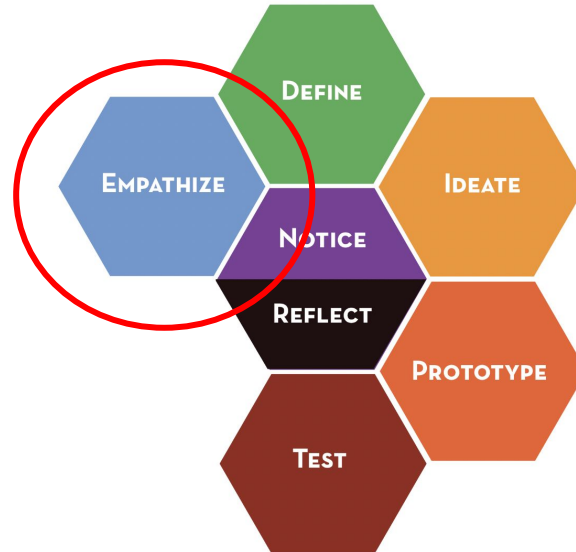
The Learning Studio is a research and development division of Joy committed to breaking generational cycles of poverty for young people in Durham. Our charge is to actualize Maureen Joy's learner profile by driving powerful, innovative learning experiences for all learners.





EMPATHY INTERVIEWS: WHAT ARE THEY?

Empathy interviews are an essential part of the **human centered design process** and, at their core, are about keeping young people (or user of a design) at the center of our design work. At every stage of design work, you spend time talking to young people, families, educators and other community members to learn about their experiences, thoughts, feelings and aspirations. From there, you develop meaningful insights for design.



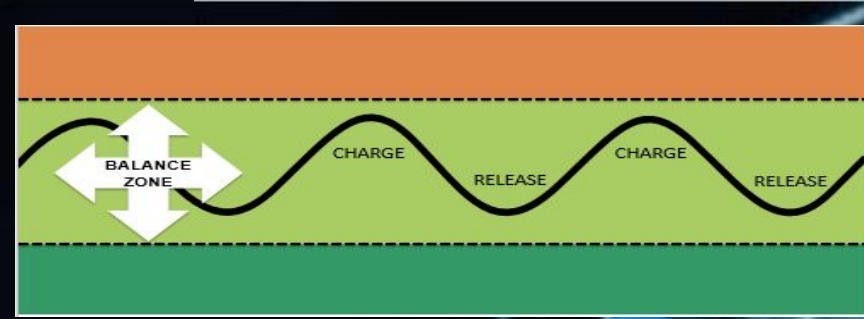
A sagittal MRI scan of a human brain. The image is in grayscale. Overlaid on the image are three text labels: 'SEL SKILLS' in a blue box at the top, 'Learning Area' in a blue oval on the left, and 'Survival Area' in a red oval in the center. A red box labeled 'TRAUMA' is on the right side of the brain.

SEL SKILLS

**Learning
Area**

TRAUMA

**Survival
Area**



Learn/
Connect

Amygdala

Safety/
Survival

- focus
- avoid distractions
- plan ahead
- shift our behavior according to the differing demands and rules of work & family
- remember important information & follow multiple-step instructions
- self-control
- persist in tedious tasks in order to achieve long-term goals

- fight or flight
- breathing
- heart Rate
- keeping you safe
- fear
- memory





Farmers and gardeners know you cannot make a plant grow. . . the plant grows itself. What you can do is provide the conditions for growth.

-- Sir Ken Robinson

OUR ANCHORS

All Hands

- We take the time we need while remembering others need time
- We ask and answer questions
- We support and trust each other

Always Getting Better

- We give and seek out honest feedback
- We recognize change and risk taking as an opportunity for growth
- We use reflection as a learning tool

Change the Narrative

- We keep students and families at the forefront of conversations
- We believe working for equity and access is everyone's responsibility
- We explicitly name the impact of institutional racism on opportunities and outcomes

Choose Joy

- We fill other people's buckets
- We assume the best in others
- We laugh out loud and find joy in the work

Excellence is a Habit

- We are fully present and on time
- We go all in to ensure we are 100% ready for kids
- We challenge ourselves and others to honor our commitments



STRATEGIES

- **Reset Process**
 - Giving students the opportunity to identify their own problem behavior(s) will help them identify their own triggers and cause for their behavior(s), but also give student the opportunity to be self-aware and problem solve.
 - Logical Consequences
 - Short Reflection
 - Long Reflection



STRATEGIES

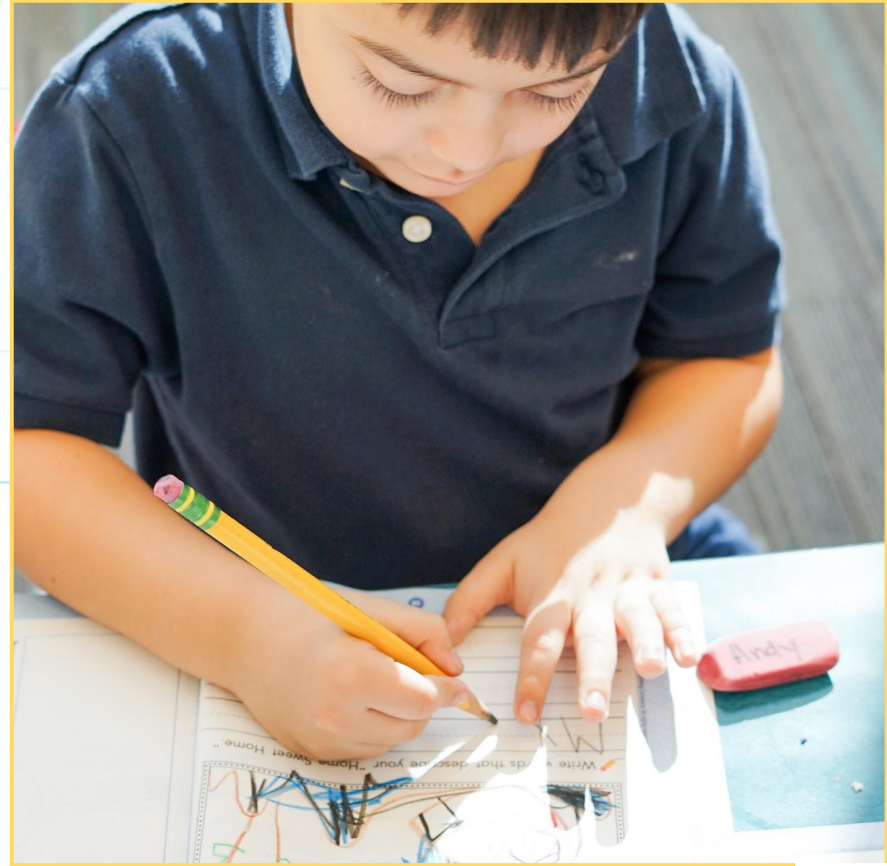
- **Advisory**

- Ensuring that every young person has at least one positive connection w/ an adult in our building
 - “Angel in the Nursery “
 - For young people, having at least one positive relationship, akin to an "angel," can act as a buffer against trauma. In an educational context, this could mean a supportive teacher, coach, or mentor.



STRATEGIES

- Keeping Small Things Small
 - Talking
 - Not Focused
 - Sleeping
 - Tapping



STRATEGIES

- Created a standardized Behavior playbook that spells out each behavior infraction, level and type of consequence.
- Bi-weekly problem-solving meetings centered around students with higher behavioral needs.



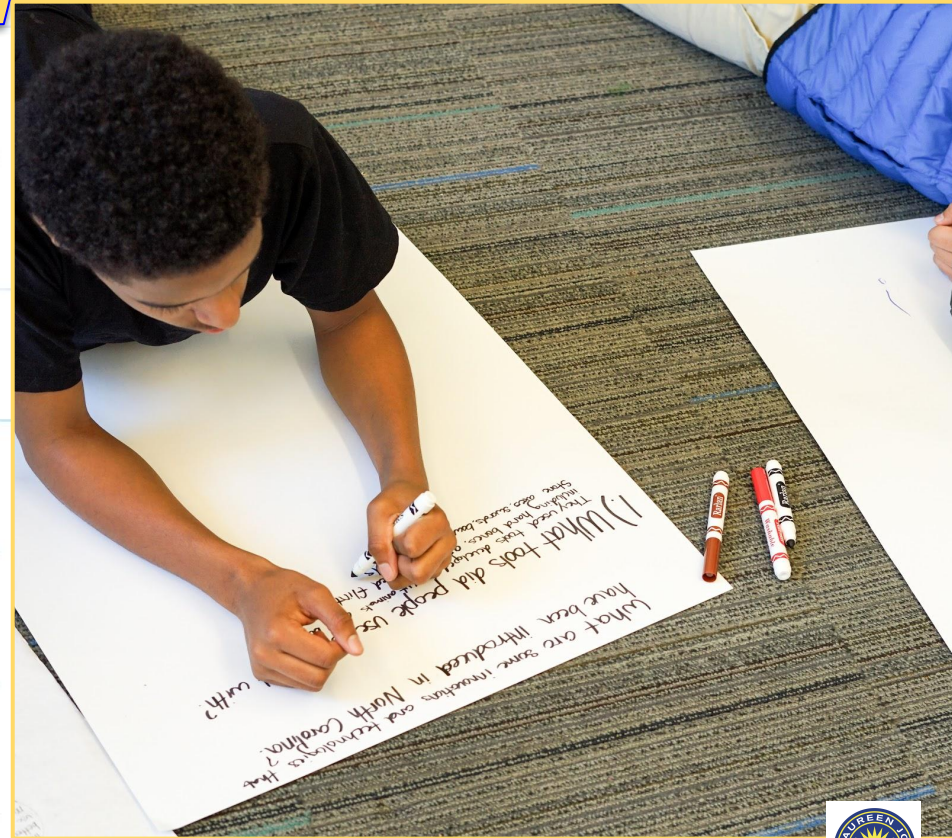
STRATEGIES

- Class Dojo Rewards
- School-wide Incentives
 - a. Field Trips (ex. MS Bowling Trip, Tree runners)
 - b. Block Parties (Elementary)
 - c. Classroom parties
 - d. Joy Store prizes
 - e. Middle School Awards (highest earners/quarter)



STRATEGIES

- Restorative Circles
 - Sequential
 - Non-Sequential
 - Fishbowl
 - Check-in & Check-out Circles



STUDENT SUPPORT SERVICES

- Dean of Campus Culture
 - Formally Restorative Practice Coordinator
- Dean of Students
- Two School Counselors
 - One is a certified social worker
- Student Support Interventionist



STUDENT SUPPORT SERVICES

- Social Emotional Learning Coordinator
 - Implemented SEL strategies within the new role of SEL interventionist, for students with specific behavioral needs.
- Community and Equity Facilitator

People over Programs



Q + A

