SUPERINTENDENT COMMUNITY ADVISORY COUNCIL

Odle Middle School
November 15, 2023

AFFIRM. INSPIRE. THRIVE.

WELCOME BACK!

LAND ACKNOWLEDGEMENT

We acknowledge that we are on the indigenous land of the Coast Salish peoples who have reserved treaty rights to this land, specifically the Duwamish and Snoqualmie Tribes.

We thank these caretakers of this land who have lived and continue to live here since time immemorial. We reflect on the historic context that brings us to reside on this land and accept responsibility to interrupt erasure. We commit to an ongoing partnership with the Snoqualmie Tribe as we listen to, learn from, and lead with their guidance.

TODAY

1. Reflect on the engagement surrounding the first phase of middle school enrollment planning

2. Offer recommendations for continuous improvement in the second phase of engagement

LOOK-FORS

- Evidence of equity-driven decision making
- Any gaps in outreach that can be improved upon
- Any improvements to the questions/prompts used

EXCELLENCE
Affirm. Inspire. Thrive.
COMPASSION
Affirm. Inspire. Thrive.

DISTRICT SHARE-OUTS

Summary of community feedback from middle school community forums	**John Harrison**
Overview of next phase of engagement	**Shomari Jones** **Melanie McGee**

Community Listening Session Structure

- Welcome and Presentation (30 minutes) **Presentation (PDF)**
- Small Group Listening Session: *The purpose of this session is to listen and learn from families to inform a proposal to the Board by the Superintendent.* (45 minutes)
- Closing Share Out, Thank you and Next Steps (15 minutes)

Prompts

- What aspects of the middle school experience are most important to you / your student?
- If we were to consolidate one middle school, what priorities or factors are important that you think we should consider?
- What questions do you have?

Community Listening Session Feedback – Common Themes

- Quality of Middle School Learning Experience is important and should be maintained
- Site-Specific Programs are important and should be maintained
- Location is important – Transportation
- Community/Neighborhood Middle Schools is important
- Grade 6-12 Choice Schools Questions
- Class sizes/student and intervention supports are important
- Not my school!
- Equity concerns (support for marginalized families/Highland)
- Data skepticism
- Advanced Learning
- Impact on families impacted by elementary consolidation
- What are the other options?

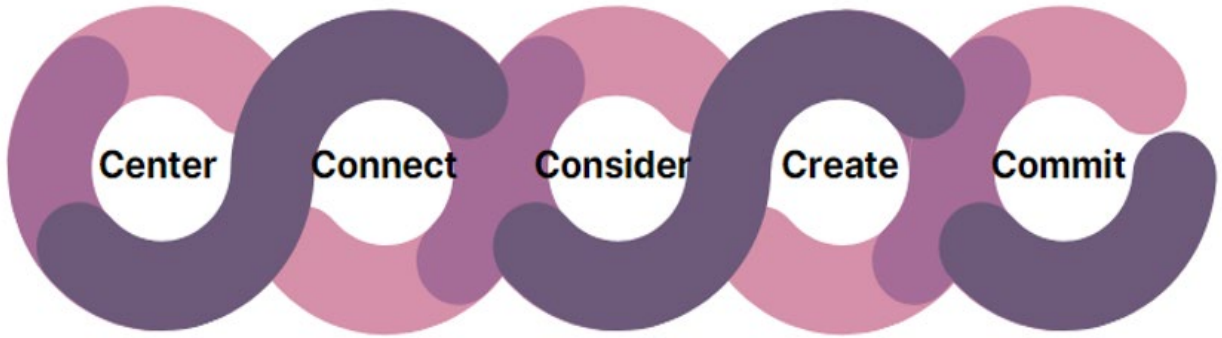
MS Consolidation Equity Driven Outreach

SCAC

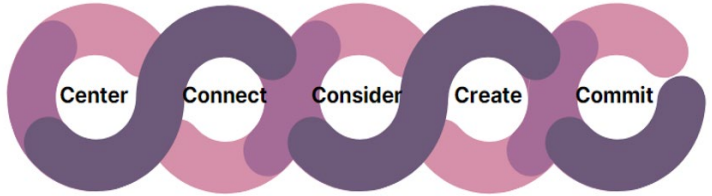
NOVEMBER 15, 2023

Process for Equity-Driven Decision-Making

Equity-driven decision-making is a process and a practice rooted in community engagement and communication. The five concepts below call us to reassess our own biases through **centering** our thinking in the deep histories of people and places, **connecting** with one another, **considering** multiple perspectives, **creating** solutions alongside those we serve, and **committing** to deeper student, family, community, and educator engagement. These words are braided and concepts are interconnected, stronger together than apart, to remind us that an equitable decision making/planning process is collaborative and iterative with varied entry points.



Critical Criteria Questions for Equity-Driven Decision-Making



The five questions below call us to fundamentally shift our practice in how we have historically engaged with our communities to produce more equitable outcomes. These questions are intended to be infused throughout the decision-making or planning process.

- History demonstrates there are clear academic, emotional, and social inequities experienced by students, families, and staff who have been minoritized. What efforts have been made to understand this history from speaking to those who experienced it directly and indirectly to ensure an equitable decision and outcome?
- Who are the racial, ethnic, and historically marginalized groups impacted by this decision and what are the potential impacts they may face?
- How have you included the lived experiences of those you don't typically consider and those you believe will be most impacted by this decision?
- What are the barriers (things you can work around) and constraints (things you cannot change) to advancing racial equity, access, and inclusion, and how will you address them?
- Prior to making this decision, how did you return to (or engage) those most impacted by the decision, and evaluate the extent to which the decision furthers justice and belonging? Adjust as needed.

Who are the racial, ethnic, and historically marginalized groups impacted by this decision?

- Families of students who identify as Black/African American
- Families of students who identify as Hispanic
- Families of students who identify as American Indian or Alaska Native
- Families of students who identify as Native Hawaiian/Pacific Islander
- Families w/students in Olympic (Tyee)
- Families w/students in Cascade (Tillicum)
- Families w/students in Pacific (Highland)
- Families w/students who are Newcomers
- Special Needs PTSA
- Include 4th and 5th graders in groups above
- Low Income/Homeless
- Families of students in the general education program at Odle
- Families of students in the general education program at Tyee
- Families of students in the general education program at Chinook

What efforts will you make to speak to those who directly and indirectly experience minoritization?

- Develop reciprocal relationships with members of our learning community
- Go out into the community and meet people in their spaces
- Reach out to people on our Community Partners List, including SCAC members. Ask them for support connecting with their communities and inviting them to share their voices with us
- Shift meeting location(s) and structure:
  - Non-district locations
  - Hybrid format
- Use Synergy to send targeted emails from Shomari or MS Consolidation Team asking for their input in this next round of the process, stress the importance of their perspective in creating the recommendations
- Leverage Family Engagement Specialists at each middle school and district McKinney Vento Coordinators to target families on their caseloads
- Include families of 4th and 5th graders in the subgroups we're targeting

How will you include the lived experiences of those you don't typically consider and those you believe will be most impacted by this decision?

We will elevate the experiences and needs of our historically underserved populations by:

- Purposefully seeking out their voices and highlighting how their experiences may differ from the majority/loudest voices
- Neutralizing power dynamics by meeting with them in their spaces (rather than expecting them to come to ours)
- Meeting in spaces of affinity

When

- November 27 – December 15



Our Ask of YOU

<u>For Phase 2 Outreach:</u>

- In small groups tonight, please let us know:
  - Do you see you see any gaps in our approach to the next round of outreach?
  - Based on what you heard from the summary of Round 1 Outreach, what questions would you ask in Round 2 to inform the Superintendent's next step of developing a recommendation?
- Who in the room can help us connect with groups we are hoping to reach in Round 2?
- Who in the room is willing to co-facilitate a group alongside a district staff member?

BREAKOUT GROUPS

(see next slide for prompts)

PROMPTS

- What worked?
- What could be refined?

PHASE 1

- What improvements would you suggest?
- What should be added or eliminated?

PHASE 2

WRAPPING UP

VISION: TO AFFIRM AND INSPIRE EACH AND EVERY STUDENT TO LEARN AND THRIVE AS CREATORS OF THEIR FUTURE WORLD.

REPORT OUTS

CONCLUDING REMARKS

WHAT'S NEXT

THANK YOU!

APPENDIX

TIMELINE

September 2023

Share process and timeline

Publicize opportunities for engagement

Solicit Superintendent Advisory Council (SCAC) membership

October 2023

Share demographer data and discuss implications with community

November to December 2023

Synthesize community feedback and share back

Superintendent and team develop a draft recommendation

January 2024

Share draft recommendation with community

February 2024

Gather feedback on the recommendation

Superintendent finalizes recommendation based on community feedback

March 2024

Superintendent presents recommendation to School Board for approval