



Snohomish Strategic Planning Process: Committee Meeting #1 (1/9/23)

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United Way of Snohomish County Land Acknowledgement

<https://www.uwsc.org/land-acknowledgement>

We acknowledge that we occupy the ancestral lands of the Coast Salish Peoples, in particular the Tulalip, Snohomish, Stillaguamish, and Sauk-Suiattle Tribes. We see you, respect your right to sovereignty and self-determination, and are committed to being better listeners, learners, and in lifting indigenous voices.*

* *Coast Salish* is a group of ethnically and linguistically related Indigenous peoples of the Pacific Northwest Coast, living in British Columbia, Canada and Washington and Oregon. The Coast Salish are a large, loose grouping of many tribes with numerous distinct cultures and languages. Coast Salish territory spans from the northern limit of the Salish Sea (a.k.a. Strait of Georgia) on the inside of Vancouver Island and covers most of southern Vancouver Island, all of the Lower Mainland and most of Puget Sound and the Olympic Peninsula (except for territories of now-extinct Chemakum people).



1914 – Snohomish Women @ the Tulalip Federated Tribes reservation (Photo by J.A. Juleen; Courtesy of Everett Public Library)

Tonight's Agenda

- **Introductions/Community Agreements**
- **Overview of Strategic Planning Process**
- **District Data Review**
- **Focus Groups/Listening Sessions Review**
- **Small Group Discussion on Data Provided & Whole Group Debrief**
- **Root Cause Exercise & Report Outs**
- **Homework/Next Steps for 1/23/2022 meeting**

Community Agreements for Our Discussions:

(Adapted from Glenn Singleton's *Courageous Conversations About Race*)

- **Speak Your Truth**
- **Stay Engaged (Lean In; Be Curious)**
- **Expect to Experience Discomfort at Some Point**
- **Be Aware of Intent; Own Your Impact**
- **Accept and Expect Non-Closure**
- **Learn Together**

August-Sept

Board/Supt/LT workshop re: the what, why & how.

Meet with Core Planning Team (CPT).

Develop draft communication plan for the strategic plan process.

Draft list of focus groups. And identify dates/times to conduct focus groups.

Start district gap/ disproportionality data collection.

Set regular check-in times with CPT.

October

Communicate strategic planning process to all stakeholders.

Issue invitations to participate in focus groups.

Conduct focus groups & compile results.

Nov.-Dec.

Draft list of participants for the Strategic Plan Team (SPT).

Communicate SP progress to stakeholders.

Provide update to School Board.

Complete district data collection related to gaps and disproportionality.

January

(1) Strategic Plan Committee meets to review and discuss district and community data and focus group input; identify root causes; start brainstorming/identifying areas to include.

(2) Strategic Plan Committee meets to identify core values; review district mission & vision; identify areas of focus (no more than 3-5); reviews any new data that could impact decisions.

Provide update to Board.

Communicate SP progress to stakeholders.

February

(3) & (4) Strategic Plan Committee meets to continue work from (1) & (2); refine areas of focus; write the narratives for each category to support the work to be developed under each area of focus; finalizes recommendations for the Board.

Communicate SPT progress to stakeholders.

March

Draft plan recommendations are presented to School Board for discussion & approval.

Final plan delivered to Superintendent.

April-August

District Staff meet to:

*Identify the Action Plan Items (strategies and measurements);

* Determines the lead person for accountability to an item and timelines (Year 1-5);

* Determines focus areas and resources needed for Year 1 implementation.

Listening Sessions Participation:

- 23 In-Person & Virtual Opportunities
- E-mail option provided
- In-Person & Virtual: 366
 - * Students = 215 (7th-12th gr.)
 - * Staff = 90 (Admin.; Cert.; Classified)
 - * Parents/Community = 61
- Via Email: 13
 - * Parents = 8
 - * Staff = 5

Participants responded to the following questions:

- *What is the district doing well? (Please continue and/or expand)*
- *Where are there areas for improvement?*

Equality vs. Equity

(Graphic by Robert Wood Johnson Foundation)

Equality



Equity



DEFINING TERMS

(Resources = Time, People, Spaces, Money, Social Capital)

Equality

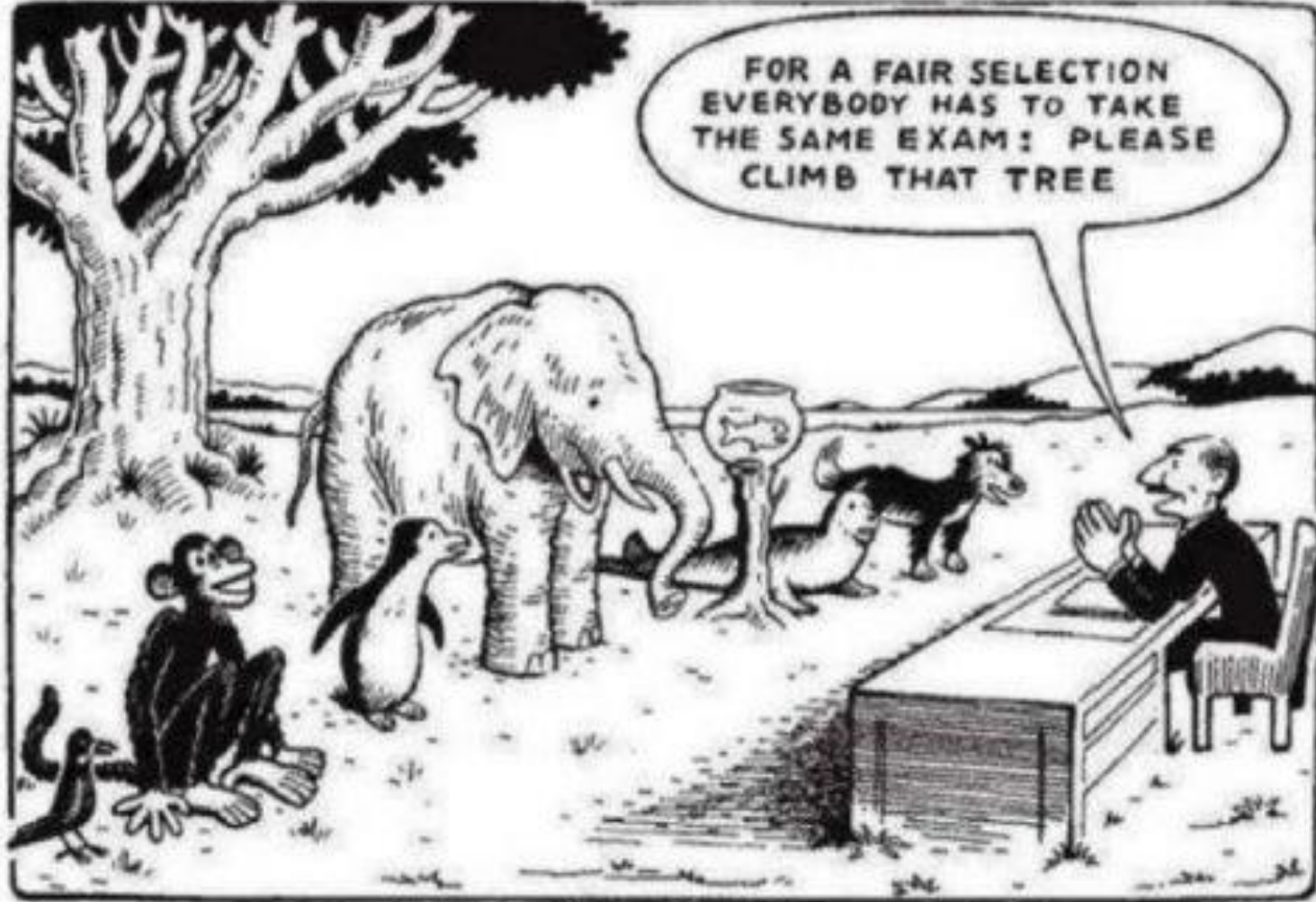
Each person receives the SAME resources, attention and supports.

Equity

Each person receives what they NEED in the way of resources, attention and supports.

Educational Equity

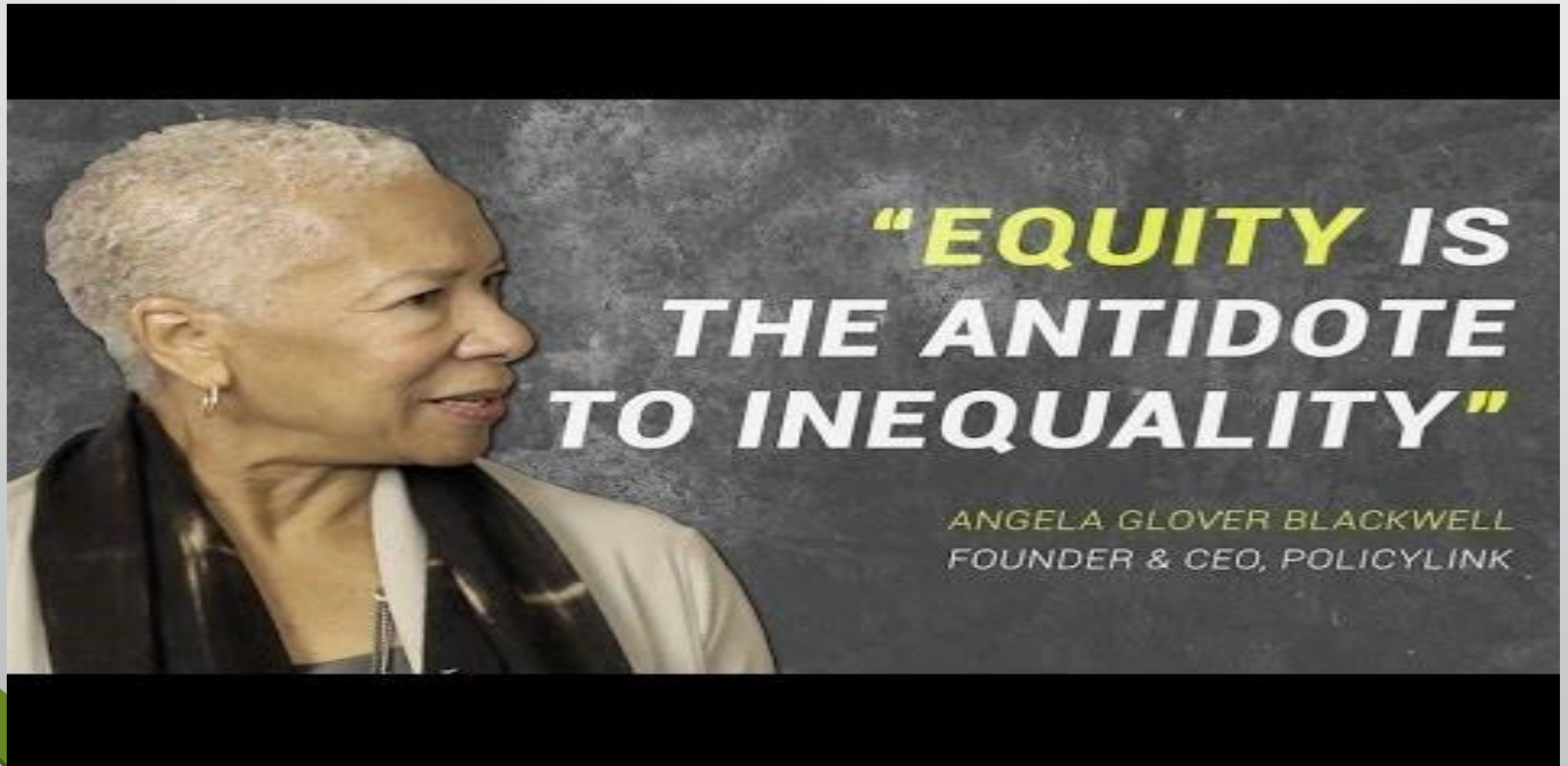
Every student has access to the resources and supports they NEED – at the time they are needed in their education pathway - despite ethnicity/ race, gender, language, ability, family background, or family income.



Our Education System

The Curb-Cut Effect: Understanding the Impact of Equity-Based Decisions

(Stanford Social Innovation Review: https://ssir.org/articles/entry/the_curb_cut_effect)



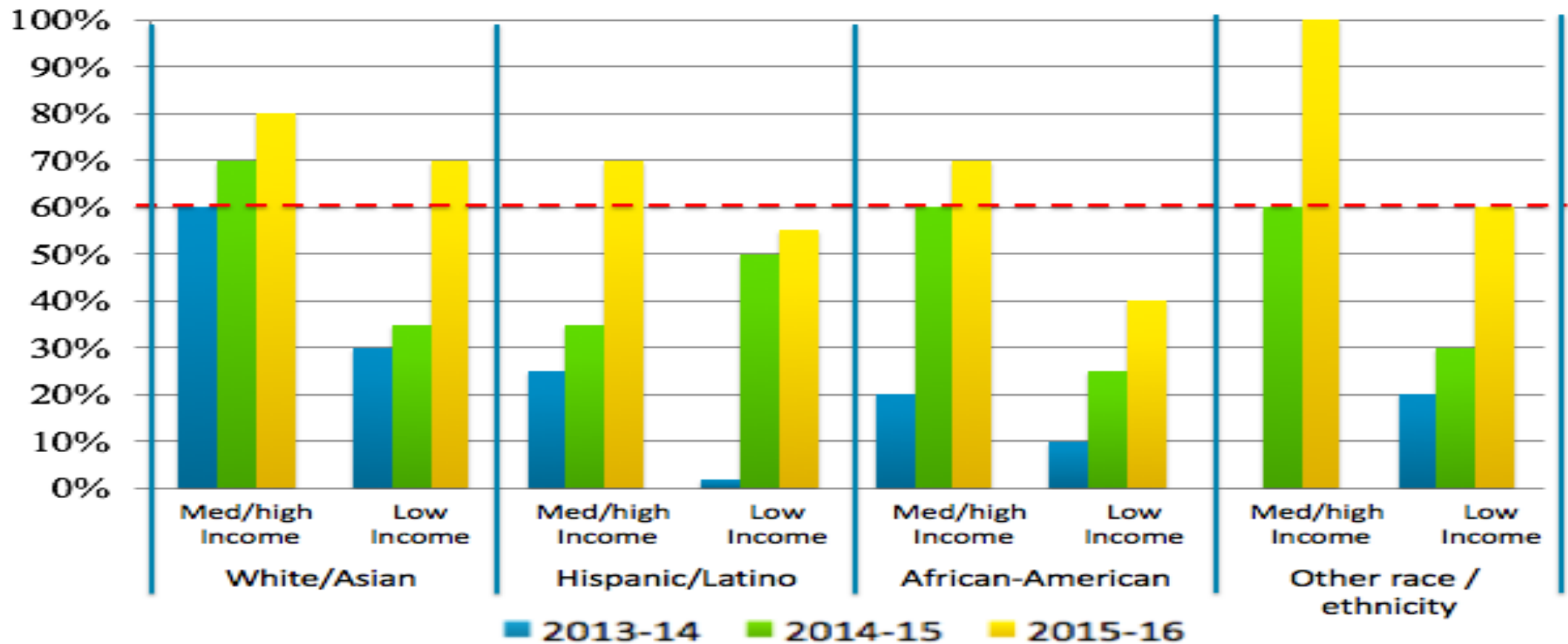
The Curb-Cut Effect:

Understanding the Impact of Equity-Based Decisions

- 1970's: Mobility/access movement for people with disabilities
- Berkeley crosswalk
- Eventually became the federal IDEA legislation (ADA requirements)
- Who benefits from curb cuts?
 - Mobility impaired: wheelchairs, walkers
 - Anyone using a stroller
 - Skaters, bicyclists
 - Anyone using a handcart
- Unanticipated benefit: Increased safety at intersections
- **Article Link:** https://ssir.org/articles/entry/the_curb_cut_effect

Curb Cut Effect - District Example of AP Courses

**11th/12th Grade AP participation by race and income
2013-14 to 2015-16**





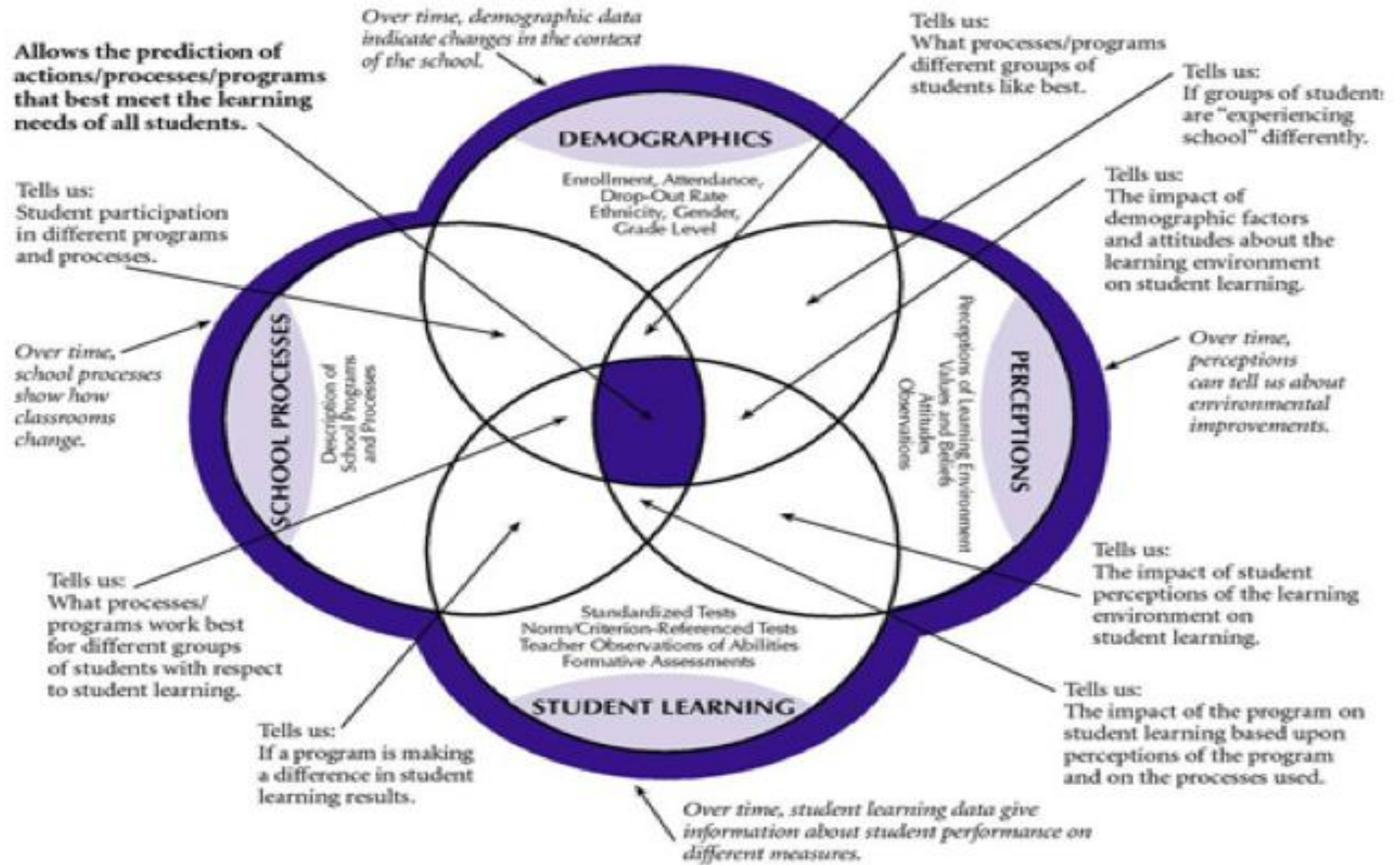
District Quantitative Data Review:

OSPI Reportable Data, Trendlines, WA State Healthy Youth Survey & Panorama Survey Results

"Data is to be used as a flashlight – not a hammer." ~ Nikki Whaley

Arizona School Boards Association (ASBA)

Multiple Measures of Data



"Multiple Measures of Data" model created by Victoria L. Bernhardt (2003)

Nationally Recognized Data Points Indicating Disparities

- Attendance/Absenteeism
- Graduation – On-Time and Extended (Continuing)
 - Drop Out Rates
- Discipline – Suspensions & Expulsions
- Enrollment in Rigorous Courses/Highly Capable Programs
- Enrollment in Special Education
- 9th Grade Course Failures

** Disaggregated by Ethnicity/Race, Gender, and additional applicable Federal Program designation(s)*

District Demographics - **General**

(OSPI Report Card, 2021-22)

Gender:

- Female 48.7%
- Male 50.9%
- Gender X 0.4%

Ethnicity/Race:

- AI/AN 0.7%
- Asian 6.6%
- Black/AA 1.2%
- Hispanic/Latinx 13.5%
- NH/Other PI 0.2%
- 2 or More 7.7%
- White 70.3%

By Program

- English Learners 5.0%
- Foster Care 0.0%
- Low-Income 22.6%
- Mobile 2.4%
- Highly Capable 16.1%
- Homeless 1.7%
- Migrant 0.5%
- Military Parent 1.1%
- Section 504 5.2%
- Students w/Disabilities 13.4%

TOTAL ENROLLMENT = 9,470

District Demographics – Attendance

(OSPI Report Card, 2020-21)

Gender:

- Female 90.1%
- Male 89.6%
- Gender X 83.3%

Ethnicity/Race:

- AI/AN 87.7%
- Asian 96.0%
- Black/AA 93.6%
- Hispanic/Latinx 84.3%
- NH/Other PI 52.6%
- 2 or More 90.6%
- White 90.3%

By Program

- English Learners 83.6%
- Foster Care 0.0%
- **Low-Income 76.6%**
- Mobile (S)
- Highly Capable 95.7%
- **Homeless 61.4%**
- **Migrant 71.7%**
- Military Parent 88.6%
- Section 504 88.5%
- Students w/Disabilities 83.6%

ALL STUDENTS = 89.8%

District Demographics – Graduation/Drop Out/Continuing

(OSPI Report Card, 2020-21)

Gender:

- Female 90.0% (DO=4.6%; C=5.4%)
- Male 87.7% (DO=6.3%; C=6.0%)
- Gender X (S)

Ethnicity/Race:

- AI/AN (S)
- Asian 90.4% (DO=6.3%; C=6.0%)
- Black/AA (S)
- Hispanic/Latinx 82.6% (DO=7.3%; C=10.1%)
- NH/Other PI (S)
- 2 or More 83.3% (DO=4.8%; C=11.9%)
- White 90.2% (DO=6.3%; C=6.0%)

By Program

- English Learners 77.8%
- Foster Care 0.0%
- Low-Income** 77.8%
- Mobile (S)
- Highly Capable 95.7%
- Homeless** 61.5%
- Migrant (S)
- Military Parent (S)
- Section 504 84.9%
- Students w/Disabilities 78.0%

ALL STUDENTS = 88.9%

DROPOUT = 5.4%; CONTINUING = 5.7%

District Demographics – 9th Gr. On-Track to Graduate

(OSPI Report Card, 2020-21)

Gender:

- Female 84.8%
- Male 78.8%
- Gender X (S)

Ethnicity/Race:

- AI/AN (S)
- Asian 91.4%
- Black/AA 80.8%
- Hispanic/Latinx 69.8%
- NH/Other PI (S)
- 2 or More 84.5%
- White 82.9%

By Program

- English Learners 60.7%
- Foster Care 0.0%
- Low-Income 55.1%
- Mobile (S)
- Highly Capable 96.4%
- Homeless (S)
- Migrant (S)
- Military Parent 80.0%
- Section 504 86.7%
- Students w/Disabilities 79.4%

ALL STUDENTS = 81.8%

District Demographics – Dual Credit

(OSPI Report Card, 2020-21)

Gender:

- Female 79.4%
- Male 79.3%
- Gender X 70.0%

Ethnicity/Race:

- AI/AN 76.2%
- Asian 90.1%
- Black/AA 81.8%
- Hispanic/Latinx 71.0%
- NH/Other PI (S)
- 2 or More 79.2%
- White 79.9%

By Program

- English Learners 60.8%
- Foster Care 0.0%
- Low-Income 67.2%
- Mobile (S)
- Highly Capable 91.8%
- Homeless 52.4%
- Migrant 43.5%
- Military Parent 80.0%
- Section 504 85.8%
- Students w/Disabilities 44.6%

ALL STUDENTS = 79.3%

District Demographics –

Discipline (Length of Exclusion by Ethnicity/Race)

(OSPI Report Card, 2019-20)

	1 day or less	2-3 days	4-5 days	6-10 days	10+ days
All Students (154)	21.4%	42.2%	6.5%	11.7%	18.2%
American Indian/ Alaskan Native	(S)	(S)	(S)	(S)	(S)
Asian	(S)	(S)	(S)	(S)	(S)
Black/African American	(S)	(S)	(S)	(S)	(S)
Hispanic/Latinx (21 students)	33.3%	19.0%	0.0%	9.5%	38.1%
Native Hawaiian/Pacific Islander	(S)	(S)	(S)	(S)	(S)
2 or More Races (20 students)	28.6%	21.4%	21.4%	14.3%	14.3%
White (113 students)	18.6%	48.7%	5.3%	12.4%	15.0%

District Demographics – Discipline (Length of Exclusion by Grade)

(OSPI Report Card, 2019-20)

(Total Students Impacted = 130)

	1 day or less	2-3 days	4-5 days	6-10 days	10+ days
6 th gr. (16 students)	56.3%	31.3%	6.3%	0.0%	6.3%
7 th gr. (11 students)	18.2%	54.5%	0.0%	0.0%	27.3%
8 th gr. (30 students)	16.7%	26.7%	10.0%	23.3%	23.3%
9 th gr. (17 students)	11.8%	35.3%	5.9%	5.9%	41.2%
10 th gr. (21 students)	14.3%	42.9%	4.8%	19.0%	19.0%
11 th gr. (14 students)	7.1%	50.0%	7.1%	14.3%	21.4%
12 th gr. (21 students)	14.3%	52.4%	0.0%	19.0%	14.3%

District Demographics – Discipline:

Length of Exclusion by Gender & Trendline *(OSPI & Snohomish SD data)*

All Students (# of incidents)	2016-17 = 267	2017-18 = 303	2018-19 = 317	2019-20 = 205 (8 not coded)
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Male

Female

	2016-17 = 209	2017-18 = 246	2018-19 = 248	2019-20 = 166
<1 – 1 day	22.5%	20.1%	17.4%	38.5%
2-3 days	39.3%	36.3%	46.7%	43.4%
4-5 days	9.0%	15.5%	9.8%	8.4%
6-10 days	14.2%	17.5%	14.5%	4.3%
10+ days	15.0%	10.6%	12.6%	5.4%

	2016-17 = 58	2017-18 = 57	2018-19 = 69	2019-20 = 39
<1 – 1 day	24.1%	22.8%	11.6%	17.9%
2-3 days	37.9%	35.1%	49.3%	51.3%
4-5 days	6.9%	17.5%	14.5%	10.3%
6-10 days	13.8%	15.8%	15.9%	15.4%
10+ days	17.2%	8.8%	8.7%	5.1%

** Gender X was not a reportable category until the 2018-19 school year. Numbers for Snohomish School District for the 2018-19 and 2019-20 school years are suppressed as there are <10 reportable exclusionary discipline incidents during these two years.*

District Demographics –

Discipline (Length of Exclusion by Federal Program)


(OSPI Report Card, 2019-20)

	1 day or less	2-3 days	4-5 days	6-10 days	10+ days
All Students (154)	21.4%	42.2%	6.5%	11.7%	18.2%
English Learners (6 students)	16.7%	50.0%	0.0%	0.0%	33.3%
Foster Care	(S)	(S)	(S)	(S)	(S)
Highly Capable	(S)	(S)	(S)	(S)	(S)
Homeless (5 students)	0.0%	40%	0.0%	20.0%	40.0%
Low Income (64 students)	17.2%	35.9%	7.8%	12.5%	26.6%
Migrant	(S)	(S)	(S)	(S)	(S)
Military	(S)	(S)	(S)	(S)	(S)
Section 504 (20 students)	30.0%	30.0%	5.0%	0.0%	35.0%
Students w/Disabilities (59)	18.9%	50.5%	4.2%	8.4%	17.9%

WA State Healthy Youth Survey Results (Fall 2021)

Refer to these handouts in materials:

- *Mental Health & Well-Being (8th, 10th & 12th grades)*
 - *Summary Sheet - Depressive Feelings, Anxiety & Suicide (pg. 20)*
 - *Indicators/Trendline Fact Sheets (pgs. 44-55)*
- *School Safety (6th, 8th, 10th, & 12th grades)*
 - *Summary Sheet - Bullying, Harassment, Attendance (pg. 73)*
- *School Protective & Risk Factors (6th, 8th, 10th & 12th grades)*
 - *Protective Factors fact sheets (pgs. 123-26)*
 - *Risk Factors fact sheets (pgs. 127-30)*
- The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.
- The HYS, conducted every 2 yrs., provides important information about the health of adolescents in Washington. County prevention coordinators, community mobilization coalitions, community public health and safety networks, and others use this information to guide policy and programs that serve youth.
- *Snohomish School District Respondents:*
 - 6th grade = 481
 - 8th grade = 638
 - 10th grade = 693
 - 12th grade = 630



Panorama Survey Results (Fall 2022)

(Refer to handout in materials)

Panorama Survey Results – Social Awareness

(Fall 2022)

During the past 30 days.....:	Grades 3-5 (1,439 responses)	Grades 6-12 (3,794 responses)
Q1: How carefully did you listen to other people’s points of view?	84% favorable	76% favorable
Q2: How much did you care about other people’s feelings?	90% favorable	76% favorable
Q3: How well did you get along with students who are different from you?	79% favorable	74% favorable
Q4: How often did you compliment others’ accomplishments?	70% favorable	57% favorable
Q5: How clearly were you able to describe your feelings?	53% favorable	31% favorable
Q6: When others disagreed with you, how respectful were you of their views?	76% favorable	67% favorable
Q7: To what extent were you able to stand up for yourself without putting others down?	68% favorable	57% favorable
Q8: To what extent were you able to disagree with others without starting an argument?	58% favorable	52% favorable

Panorama Survey Results – Environment

(Fall 2022)

Sense of Belonging Category	3 rd – 5 th Grade (1,512 responses)	6 th – 12 th Grade (3,864 responses)
Q1: How well do people at your school understand you as a person?	67% favorable (+9 from last survey)	40% favorable (+8 from last survey)
Q2: How much support do the adults at your school give you?/ How connected do you feel to the adults at your school?	81% favorable (+0 from last survey)	32% favorable (+2 from last survey)
Q3: How much respect do the students at your school give you?	62% favorable (+6 from last survey)	46% favorable (+5 from last survey)
Q4: Overall, how much do you feel like you belong at your school?/ How much do you matter to others at your school?	74% favorable (+5 from last survey)	35% favorable (+3 from last survey)



District Qualitative Data Review

*Recurring Themes and Opportunities from Listening Sessions
conducted between October 4- November 16, 2022*

Over-Arching Themes

- Staff and the community care about their children and the schools.
 - Historically, have had a strong sense of a family-like community that has facilitated connections.
- Cumulative impact of the last 3 years has created a sense of loss on multiple levels:
 - Personal (family members' and/or friends' deaths due to COVID or suicide; moving away or into the district)
 - School traditions/culture (50% of the high schools have students experiencing their first year at this level, and the two-year middle school configuration means some students never had the middle school transition experience).
 - “We didn’t have the traditional ‘passing of the torch.’”
 - Job-related losses/transitions for families, staff – retires/new hires, and the broader community.
- Students: Concerns about safety – physical, social-emotional, and identity; Lack of a sense of belonging/inclusion
 - Perception that there is a narrow definition of who/what is valued in the district’s culture.

Student Listening Sessions: Positive Themes

- General agreement that most teachers are passionate about teaching and care about their academic success.
- Appreciation for the support and grace being given to them by different district staff related to the stress and challenges they are experiencing in a post-pandemic environment in both home and school settings.
 - Universal support for the opportunity to either catch up on homework, get help from a teacher, or take a break during a designated period during the school day.
- Feel that most administrators and teachers try to get to know them.
 - Many expressed a desire to connect/re-connect with school staff and their peers.
- Have opportunities to participate in a wide range of extra-curricular activities and clubs.
 - However, access to/availability of transportation is a barrier to participation – options are limited for students whose parents/family can't provide transportation.
- Counselors are helpful with scheduling issues and working with them to pursue personal interests and pathways.
 - However, student to counselor ratios can limit, or be a barrier to, accessing this support/assistance.

Student Listening Sessions: **Opportunities**

- **Mental health, stress, and well-being concerns** (*HS Student: "We are not fine."*)
 - Lack of access to information and support services such as counseling
 - Want authentic opportunities to talk about issues impacting them (ie. suicide, drugs, alcohol)
- **Personal Safety: Bullying; harassment; sexual assault; frequent use of the N-word directed at Black students; racial/ethnic, gender, sexual identity, body type, and disability-based slurs; and dead-naming.**
 - Cited by both historically-marginalized groups and their dominant-group peers who are observing their experiences.
 - Hesitation to use bathrooms and certain hallways/spaces (private areas; not well-monitored; ability for actions to be anonymous)
 - Perceived lack of response by the adults in the system when incidents have been reported to them or when adults have witnessed incidents.

Student Listening Sessions : Opportunities

- **More flexibility in how to get credits. Examples:**
 - If letter in a sport, or if compete at a high level in a non-school activity (ie. Marksmanship; Cheer) waive the PE requirement.
 - If have the lead in a theatre production, be able to get an art credit.
- **Strong desire for later start times to support their need for more sleep.**
- **Perception that some activities/clubs (i.e., band, theatre, affinity groups) are not considered as important, or are not as valued, as sports.**
- **Bus Issues/School Schedules:**
 - Locations of some school bus stops (isolated settings – feel vulnerable); Lack of lighting
 - Schedules/Routes: How early some students have to get up and how long some students are on busses (a.m. & p.m.)

Student Listening Sessions: Quotes

- *"I appreciated [a staff member] saying, "We're going to get you graduated". That was the first time someone in a school said that to me."*
- *"We need to have more awareness of burn out. We're encouraged to do a lot of things, which puts pressure on me to do more."*
- *"When you feel comfortable in your environment it's easier to focus on learning."*
- *"When kids make fun of special education and different race students instead of helping, it bothers me. People need to learn to be respectful."*
- *"I have talked with my friends about what we'd do if a shooter came in our school."*
- *"Adults say 'This generation is so weak' – it's not that – it's that we're now speaking up about issues like racism and homophobia."*
- *"I'm not welcome in this area. I'm not a threat or dangerous – I just want to belong."*
- *"It's hard when your friends can participate [in activities] but you can't. Our parents are working and can't pick us up."*

Parent/Community Listening Sessions: Recurring Themes/**Opportunities**

- Many parents expressed appreciation for the supports their children's teachers and building administrators provide to students and families.
- Parents with children who attend AIM are grateful the district provides this option.
 - **Transportation needs to be provided**
- **Concerns about student mental health and well-being (not enough counselors for the level of need), and what services are available for them to access for their children.**
- **Want opportunities to connect with other parents – especially with parents experiencing similar challenges (ie. special needs, language access, ethnic/racial minorities)**
- **Scheduling and course access/availability – both for trades pathways and college prep – as well as greater flexibility in how credits are earned (ie. dual credits, competencies, mastery-based)**
 - **Need for a life skills class (ie. financial literacy, soft skills for job prep) to be universally offered.**

Parent/Community Listening Sessions: Opportunities

- **Communication:**
 - Appreciate the multiple formats for communications that are published.
 - Significant turnover of staff in special education has made communication challenging for this group of parents.
 - Improve translation services - Messages from the district (i.e. transportation department - bus schedules/changes) and newsletters are only in English.
 - Appreciated the listening sessions – want to be informed about follow-up.
- Working parents have a need for on-site before/after school care programs (including tutoring).
- Questions about what safety practices and protocols are in place.
- Concerns about lack of diversity and whether students feel like they are welcome, belong, and are respected.
- Would like more collaboration/partnership opportunities for parents and teachers.

Parent/Community Listening Sessions: Opportunities

- Re-evaluate school start times and bus schedules/routes – kids need more sleep.
 - Appreciate the bus app so they know where their child is
- Would like to know what needs the district or individual schools have so they can help.
 - The community has assets that can be leveraged if people know what the needs are.
- Concerns about class size/ratios in general, and especially for special needs parent group.
 - Would like to see more paras/support staff in classrooms.
- Frustration with multiple student records/management systems (Canvas; Skyward) rather than a uniform/streamlined system.
- Facilities: Safety of their children while at school; Maintenance issues; Logistics of pick up/drop off
 - See the need for safety/maintenance/space upgrades and have questions about the costs.

Staff Listening Sessions: Positive Themes

- Appreciation for their colleagues and the new hires related to increasing services and supports for students.
 - Feeling the loss of a sense of family/community and important relationships with staff turnover during the last couple of years.
- The district has a positive reputation and staff make the effort to connect with the community.
- AIM is a district asset – need for transportation to be offered to these students.
- Wide variety of programs, courses, and activities for students are offered.
 - **Childcare services are needed across the district.**
- General positive feeling about the recent administration hires.
- There are good things happening in many places across the district, but there is a lack of cohesion in implementation across the system.
- Support for the DEI Director position being created and would like to have a better understanding of what the district's plan is for this work.

Staff Listening Sessions: Opportunities

- Need for increased availability/access to mental health services and drug/alcohol counseling for students.
- Concern about class sizes/ratios.
 - Expressed a need for more paras/support staff to address increased levels of student need.
 - Concerns about meeting the academic, developmental needs, and legal requirements of students on IEPs with current staffing level.
- Facilities:
 - Multiple buildings have space & maintenance issues (ie. carpet replacement).
 - Safety concerns at some buildings (ie. lack of fencing/too easy access; protocols for active shooter situation).
 - Staffing in the Transportation Dept. – increase number of bus drivers.
 - Bus drivers need better access to a restroom.
- Need for increased diversity of district leadership (ie. increase number of female administrators)
- Choice variances are an equity issue with families who have more resources.
- Access to before/after school programs is a barrier for some students since transportation isn't provided.

Staff Listening Sessions: Opportunities

- **Communication**
 - Increase transparency of the district's decision-making process and timing
 - Would like to receive notifications about district/building decisions/actions before parents
 - Would like more advance notification regarding class assignments/re-assignments
 - Concerns about language access for ELL families due to lack of translators and communications going out just in English.
- **Technology Issues**
 - Equipment is aging out & not all staff who need/want a laptop have one
 - Teachers/students in need of increased level of tech support (appreciate building support; frustrated with central office support)
 - English Learner and low-income students are especially being impacted by the lack of a laptop and hot spot this year
 - Concerns about 3rd grade test readiness computer skills since there are fewer laptops available this year for 1st and 2nd graders.

Areas of Intersection in Listening Session

Group Responses: *Students and Staff*

- *Increase availability/access to mental health services and drug/alcohol counseling for students.*
- *Need to diversify staff and increase understanding of the multiple cultures represented in the district.*
- *Have opportunities to participate in a wide range of extra-curricular activities and clubs.*
 - *Access to before/after school programs is a barrier for some students since transportation isn't provided.*
- *Address the access and support needs of special needs students and families.*
- *Increase access to counselors for assistance with scheduling, course access/availability, trades pathways options, college prep, and electives.*
- *Facilities:*
 - *Safety – protocols for active shooter situation; fencing/too easy building access*
 - *Space and maintenance issues*

Areas of Intersection in Listening Session

Group Responses: *Parents/Community and Students*

- *Appreciation for the efforts and supports being provided to them by teachers and other district staff members.*
- *The existence of a hierarchy related to which school(s) children attend – perceived differently depending on the school's reputation – and which activities they do/don't participate in.*
- *Need for more mental health/well-being supports.*
- *More course and electives choices, such as Career & Technical course pathways.*
- *Special needs families have specific issues and concerns related to inclusion in both classroom and social environments (ie. If a student has sensory issues, the family can't participate in many PTO activities because of the noise/activity level).*
 - *Adds to the level of isolation both students and families experience.*

Areas of Intersection in Listening Session

Group Responses: *Parents/Community and Staff*

- *The sense of community/family by people who have either lived in the Snohomish area or worked for the district for a significant amount of time.*
- *Increase supports for students' mental health, well-being, and social-emotional needs.*
- *Increase ways and opportunities to communicate between parents, staff and district.*
- *Multiple issues/concerns related to Special Needs students.*
- *Scheduling and course access/availability – for trades pathways, college prep & electives.*
- *Paras & Subs (scheduling; effective usage; need more)*
- *Facilities: Physical safety (fencing; protocols for active shooter situation); Space issues; Maintenance needs*

Areas of Intersection in All Listening Session Group Responses

- *Appreciation to the district for providing the opportunity to be heard through the listening sessions.*
- *Need to address student mental health, well-being, and social-emotional needs.*
 - *Increase access to information and support services such as counseling.*
- *District facilities*
 - *Safety: Fencing; Protocols and safety measures for an active shooter situation.*
 - *Locations of some school bus stops: Isolated settings; Lack of lighting with early morning routes.*
 - *Maintenance and space needs.*

Areas of Intersection in All Listening Session Group Responses

- *Addressing multiple concerns related to special needs students and families.*
- *Need for opportunities to increase our understanding of: diversity; inclusion; belonging; and the cultures represented in the district.*
- *Have opportunities to participate in a wide range of extra-curricular activities and clubs.*
 - *Access to before/after school programs is a barrier for some students since transportation isn't provided.*
- *Availability of, and assistance with, courses/electives.*
- *Communication at all levels within the district:*
 - *From Central Office to Staff; From district/teachers to parents/community*
 - *From teachers/counselors to students (ie. earlier access to information for scholarships, credits needed for college/trades)*

Between district/building departments and teaching/para teams

Broader Community Issues Impacting Schools

- *Increasing cost and availability of childcare and housing.*
- *Continuing impacts of a pandemic in multiple sectors (ie. Health care/access to services students/families need).*
- *Jobs/career preparation: Do students have access to opportunities to learn skills that can be applied to the types of jobs/industries located in the community/region?*
- *Need to increase business, agricultural, non-profit, governmental, and faith community partnerships to respond to student needs.*



Data Discussion: Small Group Report Outs



Small Group Discussion of District and Focus Group Information: Guiding Questions

- *What patterns/trends do you see in the data and listening sessions input?*
- *What educational equity questions does this information raise for you?*
- *What do you need more information about?*



Root Cause Exercise

The Problem: The Washington Monument in Washington D.C. is deteriorating (1990's)

Why #1 – Why is the monument deteriorating?

Because harsh chemicals are being frequently used to clean the monument.

Why #3 – Why are there a large number of bird droppings on the monument?

Because of the large number of spiders and other insects which are a food source of the birds.

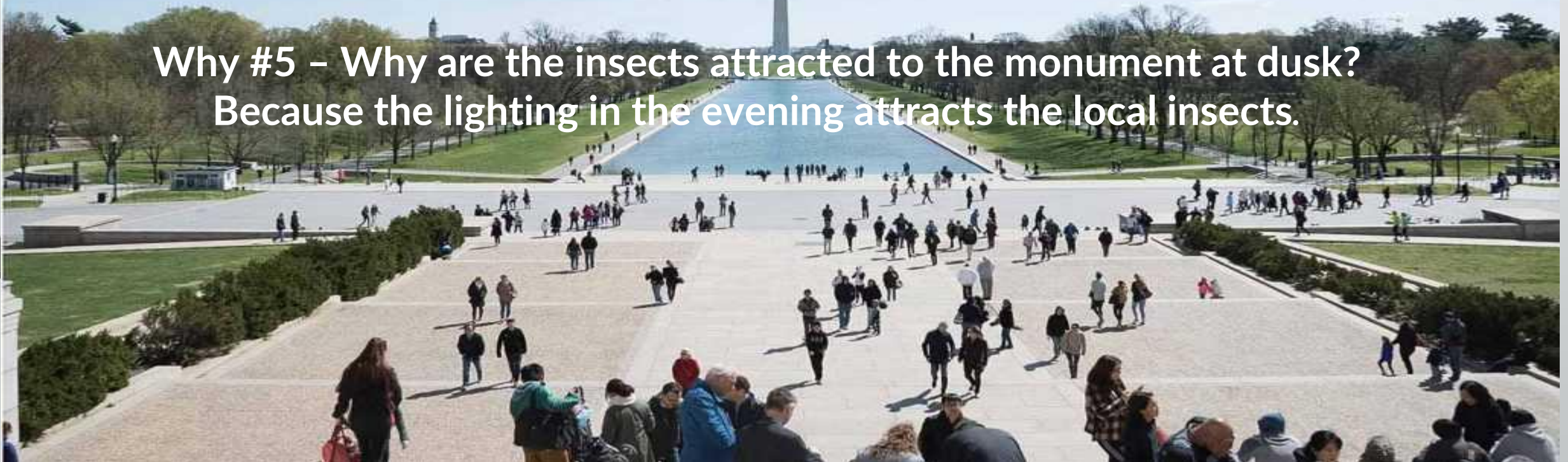
Why #2 – Why are harsh chemicals needed?

To clean off the large number of bird droppings being left on the monument.

Why #4 – Why are there large numbers of spiders and other insects around the monument?

Because the insects get drawn to the monument at dusk.

**Why #5 – Why are the insects attracted to the monument at dusk?
Because the lighting in the evening attracts the local insects.**



Root Cause Exercise: The 5 “Whys”

The BIG “WHY” Question:

“Why do disparities exist in the Snohomish School District?”

Purpose:

Identify what the systemic issues are that cause these disparities.

- Discuss in small groups
- Record your responses on the provided template.
- Transfer your group’s notes to the flip chart.
- Each group will do a report out followed by full group discussion.

Next Steps

- **Homework:**
 - Review *The Curb Cut Effect* article and data shared.
 - Additional items
- **Next Meeting: Jan. 23, 2022 from 6:00 – 9:00 p.m. (same location)**