

Raising Student Voice & Participation (RSVP)



LONG BEACH
UNIFIED • SCHOOL • DISTRICT

November 7, 2024
3:45 – 5:00 pm (Zoom)



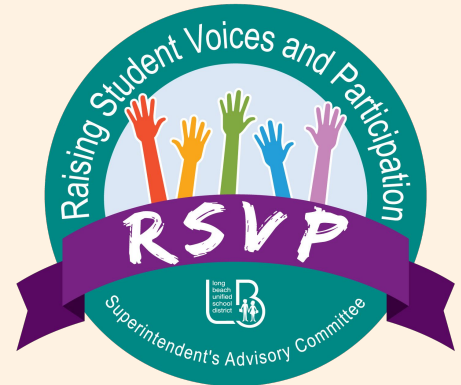
Agenda

1. Overview & Overarching Purpose
2. Welcome & Inclusion Activity
3. RSVP 2024–2025
4. Next Steps



Zoom Etiquette

- Cameras on & mute your mic
- Rename with your name, school and preferred pronouns (e.g. she/her/hers, he/him/his, they/them/theirs)
- Raising your hand
- Be aware of your surroundings
- Ask questions in chat
- Have fun!



*Excellence
and Equity*

Grounding Moment: Waterfall

- Returning RSVP Members: What was your best memory of last year's RSVP committee and why did you choose to participate in the leadership of the committee?
- New RSVP Members: What are you most excited to contribute this year?
- Adult Facilitators & Adult Guests: Why is this committee important to you?

Overarching Purpose

- Elevate student voice and student experience to inform school and district decision making (Core Values)
- Provide a structure for two-way communication and co-design partnerships between adults and students (System Portrait)
- Provide a safe place for students to activate the leadership skills that they are learning and/or developing in alignment with the Graduate Portrait
- Build relationships between adults and students where all voices are equal (Adult Portrait)

Who we are...

Over 30 applications (*not counting Student Board Member applications and Returnees*)

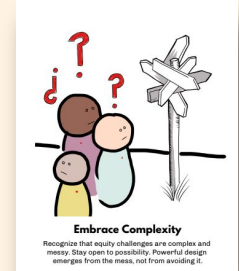
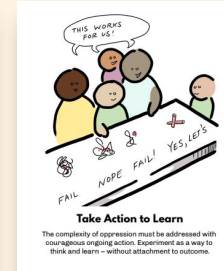
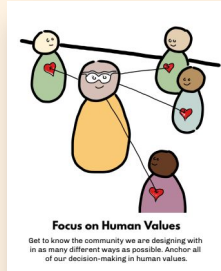
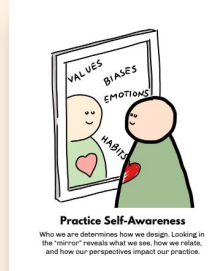
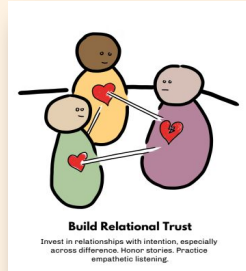
- Applicants

- 65% Female; 29% Male; 3% Non-Binary; 3% Declined to state
- 71% Juniors; 29% Seniors
- 16% Asian; 10% African-American; 3% Indian; 3% Filipino; 29% Latinx; 19% White; 6% Multi-racial

- 40 Members

- Almost all High Schools represented
- 4 Returnees from RSVP last year
- 5 Student Board Member Finalists

Community Agreements



- Ask questions beginning with "Tell me more..." to surface what we don't know, rather than asserting what we think we know
- Build from the strengths, stories, & skills of the team and honor the wisdom in the community
- Keep the problem *and* solution spaces open by listening to multiple, diverse perspectives rather than rushing to fix
 - Powerful design emerges from the "mess," which shows that we are doing something and trying new ways
- Put aside preconceived notions of how things should be and think/talk "crazy" (wild ideas to spark creative courage)
- Create opportunities for sense-making before decision-making



Welcome and Inclusion

Activity to Build Relational Trust and Practice Self Awareness

Purpose:

- To explore your own story, strengths, skills, and stances (practicing self-awareness) and learn about a peer's story, strengths, skills, and stances (building relational trust).
- By mutually sharing our authentic selves, we are working to build a foundation for creating a culture of *trust and belonging* and co-constructing an environment in which we can *bring out the best in each other*.

3minKnowMe

Sentence Frame	X-Shaped Capture	3minKnowMe
My full name is... It comes from (or means)... I am _____ years old, but wish I was _____ years old because... I am _____ in my family, and my family is... My pronouns are... I identify as... I see myself as (character, future something, etc.)... When I walk down the street, I think people see...	A person's Story , including self-identification, perception of self in relationship with others.	<p>PURPOSE: The purpose of this exercise is to create an opportunity to build the Literacy-Design mindsets of <i>Building Relational Trust</i> and <i>Practice-Self-Awareness</i> allowing two or more people to reflect on and share their story, strengths, skills and stance. These brief 3 minute stories are shared with peers and/or colleagues to allow each other to begin to understand each other's whole authentic person so that they can co-construct a healthier, more inclusive learning environment to bring out each other's best.</p> <p>PLAY: Can be done to create a culture of trust, belonging and authentic relationships toward authentic rigor and relevance in learning in school or work.</p> <p>PRACTICE: Tools needed to capture: • Sentence frame, to the left • Capture tool on back Here's how it works: • Share the purpose of this with the people you are engaging with. • Do not let people pre-read the sentence frames • Partner people up or do as whole group (make sure you do the math, 3minutes x # of people) • Let the introverts in the room know it's OK to share what feels comfortable. • Time people as they share. • When finished, ask people what did they notice.</p> <p>Developed by David Colloff with  K12 LAB  DSX</p>
I feel most amazing when _____ because... When the zombie apocalypse hits and I'm only one of twelve people left, I would _____ to contribute to the group.	A person's perceived Strengths	
I am strong at _____ in school, work, or life. I struggle with _____ in my school, work, or life. If I could teach anything in school or work, I would teach.....	A person's perceived Skills at work and beyond.	
If school or work was cancelled for the day I would.... Something/one that inspires me right now is... Something that hurts my heart right now is... I wish I could.... You can help me by....	A person's Stance (values, beliefs, passions)	



- Identify your partner for the activity.
- Take one minute to briefly read through the sentence frames.
- You will each share one section at a time (i.e. person 1 shares their story section, then person 2 shares their story section).
- The listener does not respond during or after the sharing – they just listen.

3minKnowMe


Please note:

- There are no right or wrong answers.
- This is a "dance of sharing" – you are invited to share at the level at which you feel comfortable – and I also invite you to be as honest and open as you can in sharing because that can be where magic happens.

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Downloaded by David Clifford with:  

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Take notes as you listen. Listen for things that stand out to you about the other person. Look for patterns and themes. At the end of the "dance of sharing," you will each share three things you learned about the other person.

RSVP 2024-2025

"Every organizing effort... needs to begin by exploring and clarifying the intention and desires of its members. What's possible now that we've agreed to try this together? How does the purpose of this effort connect to my personal sense of purpose, and to the purposes of the larger system?"

Margaret Wheatley and Myron Kellner-Rogers (1996)

Core Value: Centering Student Needs & Voice



We believe the every student has the ability to thrive and that success requires that we attend to the needs of the whole child. We believe that incorporating student voice and building student agency, so that students can intentionally influence their own circumstances, are essential to our success in understanding and meeting each student's needs.

Co-Design



Adult Driven:

Adults are primary organizers, but work in meaningful partnership with youth over time. This mode is appropriate when youth don't have the capacity to be full and equal partners, but their voice and perspective is critical to the effort.



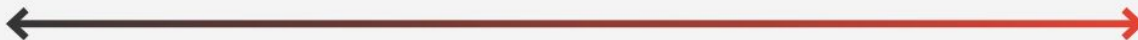
Co-Driven:

Effort is driven jointly by youth and adults. Strong structures, processes (e.g. regular time, clear communications), and trusting relationship are vital to success here, and perspective is critical to the effort.



Student-Driven:

Students are primary organizers. Adults, as allies, play a supporting role in service of student leadership and can provide "bridges" to the rest of the system.



Student Voice and Leadership

Students are often ready to express their needs and desires (use their voice) and take on more leadership than adults are ready to invite. That said, there are important skills and mindsets for students to learn that support their own equity leadership development. The following table was adapted from Californians For Justice, 2022.

Not Partnering	Being Heard	Collaborating	Leading
Dismissed, Tokenized, Marginalized	Episodic	Partnering over time	Stepping forward
	Students articulate their perspective, serve as data source, provide feedback	Students involved as stakeholders, collaborate with adults, co-construct decisions	Students identify problems, generate solutions, direct collective activity
	Expression, Consultation	Participation, Partnership	Activism, Leadership



Adult Partnership

Adult Partnership

Adult educators need to consider where they need support or guidance in order to partner with students in liberatory ways in service of equity. It is important to name the need to tend to this as a growth area and provide a way for adults to develop their own capacity as liberatory partners to students.

Not Partnering	Hearing	Collaborating	Supporting
Dismissive, Paternalistic, Tokenizing	Episodic	Partnering over time	Stepping back
	Adults learn to learn from youth; decenter own adult perspective	Adults learn to partner with students; recognize the necessity of youth input	Adults learn to transform power more broadly and sustainably



DRAFT Timeline Overview

Introduction & Orientation

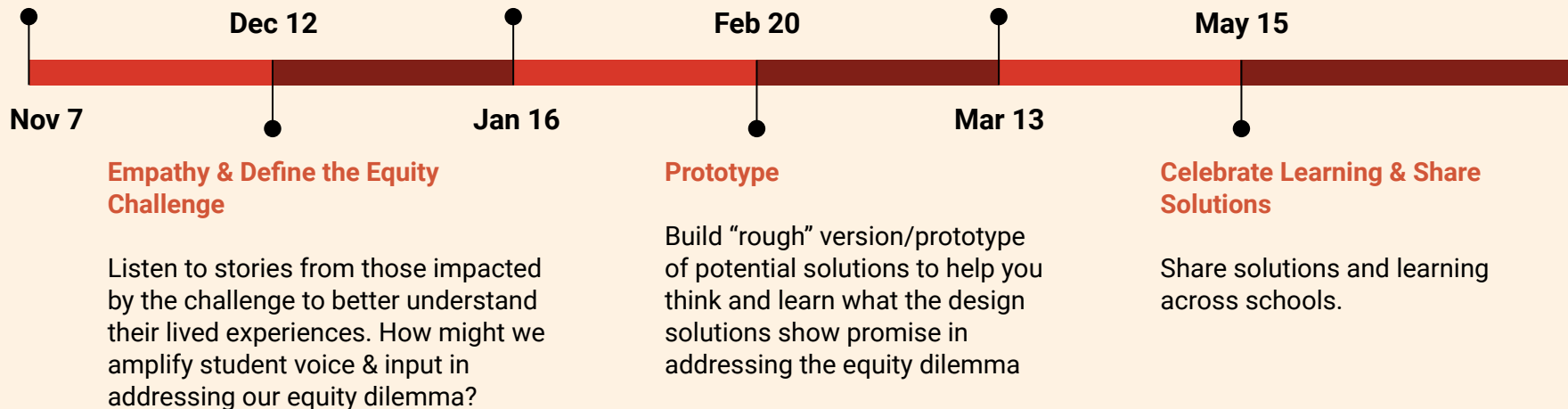
Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

Imagine

Involve our peers and adult liaison in coming up with creative solutions to the equity dilemma

Try

Share the prototype in rough form with others to get feedback on what's promising so you can improve your design.



Next Steps

Equity Dilemma Interview

Schedule a meeting with your principal or their designee to learn more about the school site's "Equity Dilemma"

Interview the principal or designee using these three questions:

1. What is our school's equity dilemma?
2. How did you select this equity dilemma?
3. What do you want to know from a student's perspective that would help you learn more about (and perhaps even solve) your equity dilemma?

Take notes on the responses and come to the next meeting ready to share what you learned.



Preparing to meet your principal or designee

Sample email or introductory communication

Designee can be any of the following:

- Activities Director
- Assistant Principal
- Pathway Coordinator
- Or other teacher leader at the site

If you are going in as a group, make sure to assign parts and be clear on who is doing what.



Feedback

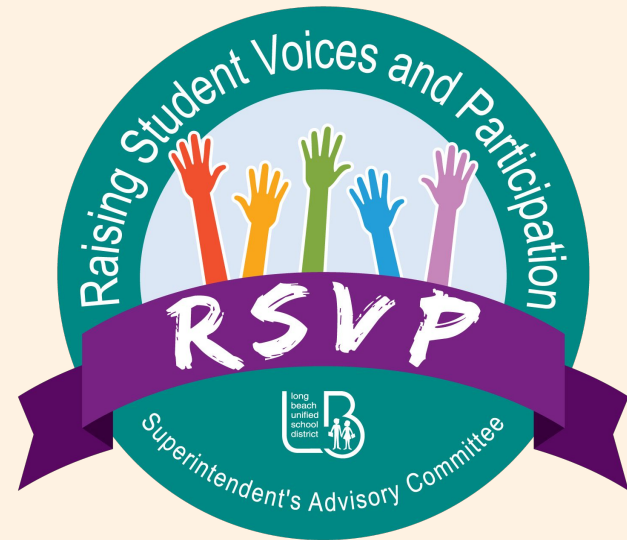
EXIT SLIP

"By centering students' needs through the liberatory design process, we repositioned students as centers of knowledge. We listened to them in ways that shifted our practice, and we recognized that both teachers and students have the capacity to educate each other... Our students recognized that their voices and perspectives mattered, and they began to advocate for themselves in new ways."

Jessica Lee Stovall, Lamar Timmons-Long, Thomas J. Rodney and Taylor Hall
"Black Teachers' Use of Liberatory Design to Promote Literacies of Healing"
(Stovall 2023)

Next Meeting

- Thursday, December 12, 3:45 – 5:15 pm (Zoom)
- Discuss Equity Dilemma Interviews and Plan Empathy Interviews



Thank You!

