

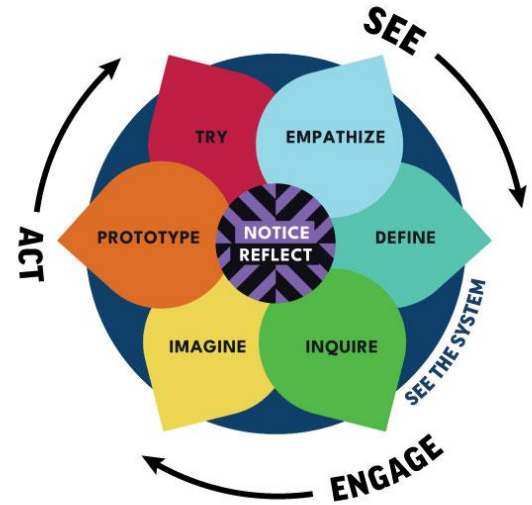
Excellence and Equity

RSVP In-Person Meeting
January 22, 2025
3:45 – 5:15 pm
Zoom



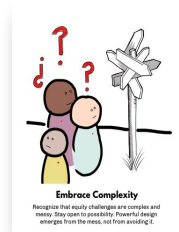
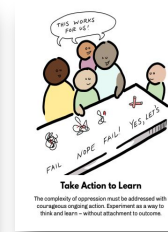
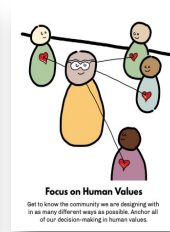
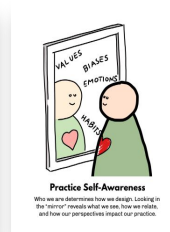
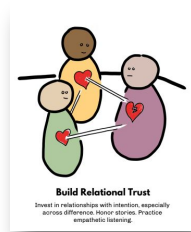
Overview

- Welcome & Inclusion:
Forced Choices
- Define the Challenge:
Cross-School Consultancies
for Feedback
- Imagine Template | Site
Visits Explained
- Next Steps & Feedback



Source: [National Equity Project](#)

Community Agreements 25–26



1. Ask questions beginning with “Tell me more...” to surface what we don’t know, rather than asserting what we think we know
2. Build from the strengths, stories, & skills of the team and honor the wisdom in the community by creating opportunities for people share
3. Keep the problem *and* solution spaces open by listening to multiple, diverse perspectives rather than rushing to fix, making sure to include the voices of those most impacted by the challenge or the solution
 - o Create collaborative spaces that prioritize inclusion and allow well-thought-out ideas to form
4. Put aside preconceived notions of how things should be and “be fearless” (wild ideas to spark creative courage and outside-of-the-box thinking)
5. Create opportunities for sense-making before decision-making by listening to diverse voices

Feedback on Feedback (n=10)

Survey Item (abbreviated)	N	Mean Rating
Increased my relational trust with other members of the group	10	4.4
Delivered content relevant to my role as an RSVP student leader	10	4.7
Built clarity and a sense of common purpose with the group	10	4.6
Provided immediately useful materials or ideas	10	4.6

Feedback on Feedback (n=10)

Theme 1: Collaboration and Peer Connection

Summary: Students highly valued opportunities to talk, collaborate, and build relationships with peers within and across schools.

Theme 2: Cross-School Perspectives and Learning

Summary: Exposure to different school contexts and perspectives helped students broaden their thinking and deepen understanding of equity issues.

Theme 3: Structure, Process, and Clarity for Action

Summary: Students found value in having clear processes and structured time to brainstorm next steps.

Theme 4: Adult Leadership and Facilitation

Summary: Engagement with facilitators and district leaders enhanced the experience and added credibility and depth.

Theme 5: Clearer, More Concrete Next Steps

Summary: A few students expressed interest in more explicit guidance for moving from discussion to action.

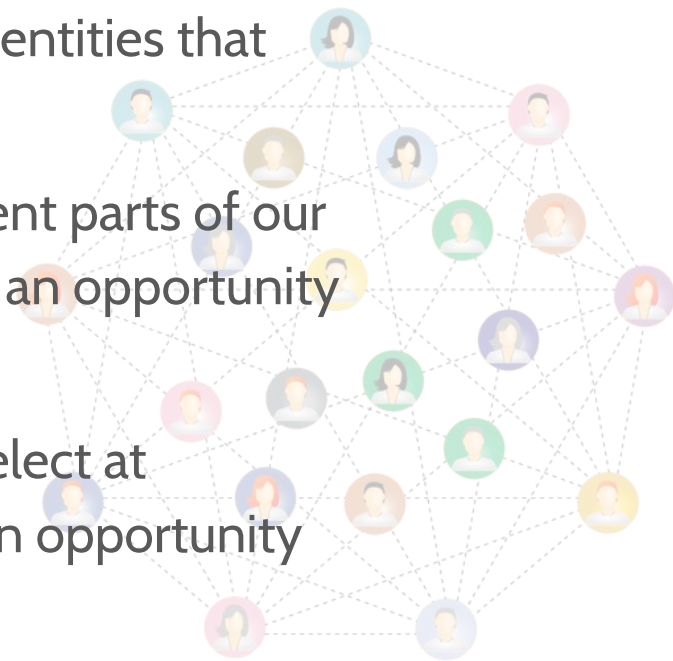
Theme 6: Logistics and Access

Summary: Logistical barriers were minimal but present, with transportation noted as an area for improvement.

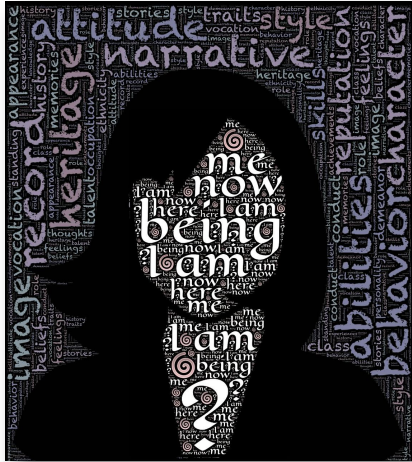
Welcome & Inclusion

Welcome and Inclusion Activity: **Forced Choices**

- We all have different, complex, intersecting identities that make experiences different for each person.
- This activity will help us to explore how different parts of our identity resonate with us, and will also give us an opportunity to learn about one another.
- Pay attention to which identities your peers select at different points in the exercise, and use it as an opportunity to learn more about them.



For each statement, select the identity that answers the question or resonates most with you.



- When I think about my inner circle, this is the identity that we have the most in common.
- This is the identity I think the most about.
- This is the identity I know the least about.
- This is the identity that I think most people judge me by.
- This is the identity I am the most unsure how to talk about.
- This is the identity that brings me the most joy.

Debrief and Discussion:

- What are 1-2 words to describe what this activity was like for you? Why?
- How might your responses change in different spaces and with different people? Why?



Define the Challenge & Inquire

Practice self-awareness
(identity, emotions, power)
and situational awareness
(context, people, history)

Pause to reflect on actions,
impact, emotions, relationship -
and adjust intentions, direction,
presence

Share prototypes with
stakeholders - to learn and
improve your design

Listen to stories from those
impacted by the challenge - and
build relationship in the process

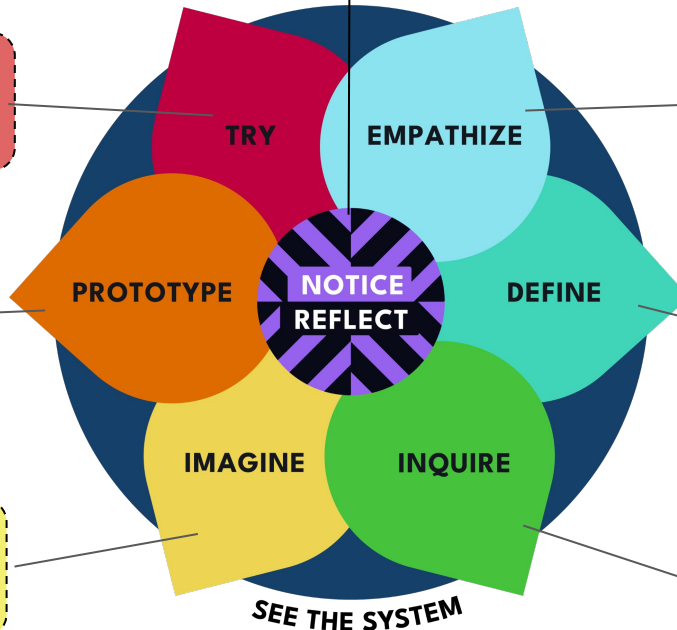
Build rough versions of
potential approaches - to
help you think and learn

Frame the challenge and opportunity;
determine how complex it is -- and if
we need to understand it better
before designing

Get outside of your box
and imagine “what if?!”

Design small “safe-to-fail” actions
to learn more about your situation
- to inform your design direction

Recognize patterns of inequity, look at the system
creating those—and identify a challenge to address



Timeline Overview

Introduction & Orientation

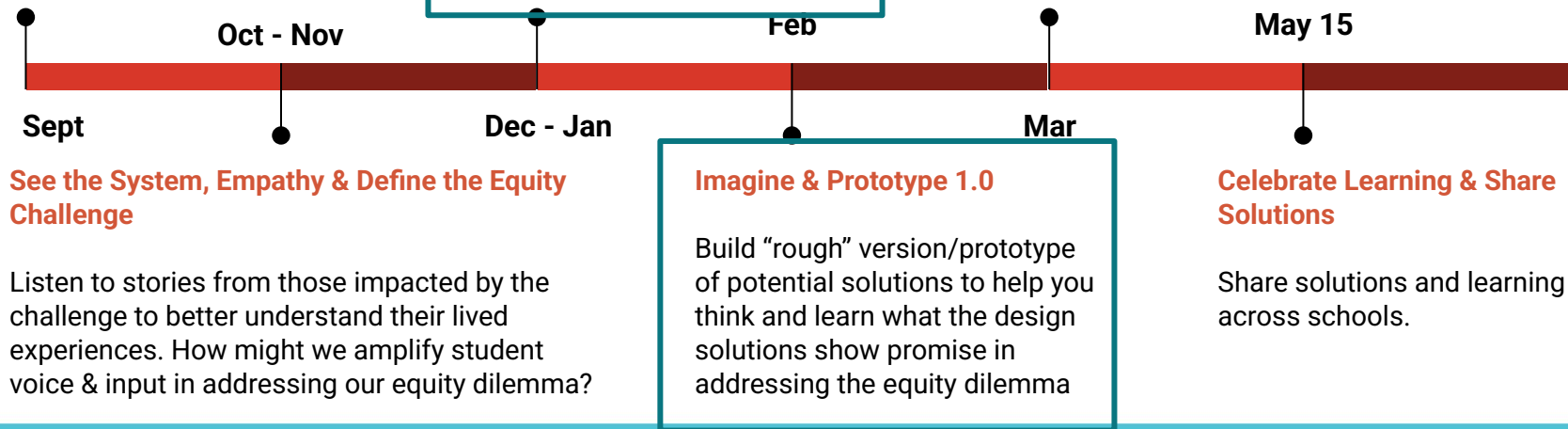
Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

Define the Dilemma, Inquire, & Imagine Solutions

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

Prototype & Try

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



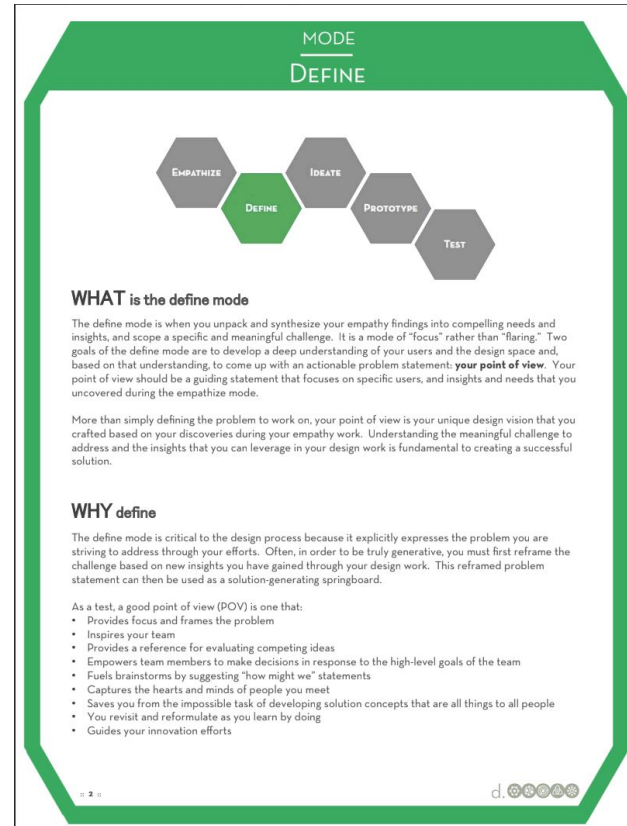
Define



Unpack and synthesize your empathy findings into compelling needs and insights, and scope a specific and meaningful challenge.

"Focus" rather than "flare"

How might we....



Baggereor, D., & Both, T. (n.d.). *Design thinking bootcamp bootleg (archival resource)*. Stanford d.School. Retrieved March 12, 2022, from <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>

Define



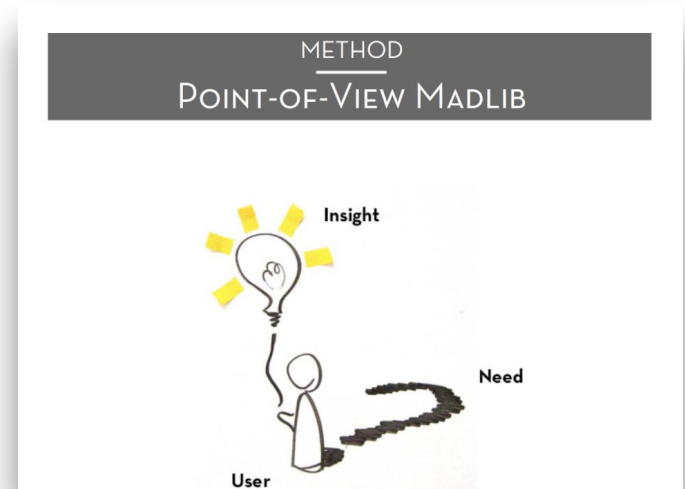
POV Statement

[Person]_____ needs a way to ____**[Need]**
_____ because (or but or surprisingly)
__**[Insight]**__.

HMW Statement

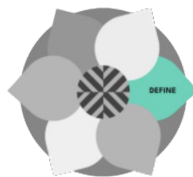
Leads to "How Might We..."

Samples



Baggereor, D., & Both, T. (n.d.). *Design thinking bootcamp bootleg* (archival resource). Stanford d.School. Retrieved March 12, 2022, from <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>

Define Consultancy



Presenter gives overview of their empathy data and then frames their DEFINE (POV statement and HMW... question)

Consultancy groups asks **clarifying** (what, when, how) questions & presenter shares responses

Consultancy groups asks **probing** (why) questions & presenter shares responses

Peers talk amongst themselves (Optional)

Presenter reflects on what they heard and what resonated

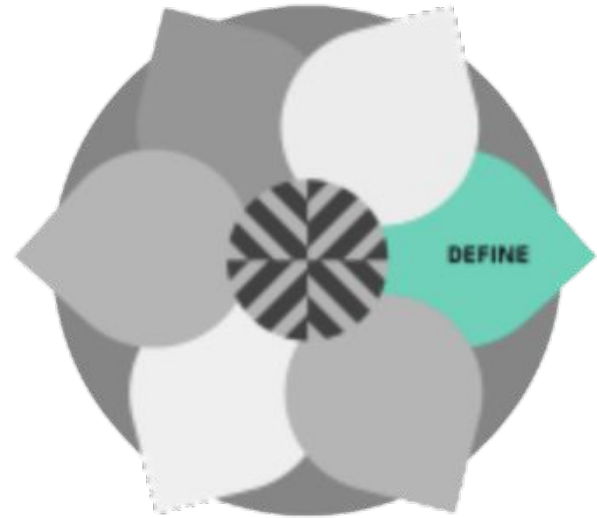
- *"You said..., we heard..., what we will do in response..."*

Browning – Wilson
CAMS – Renaissance
Jordan – Sato
Poly – McBride
Millikan – Lakewood

Define Consultancy Debrief

Debrief in School Alike Teams:

- What did we learn from our peers?
- What might we want to think more about before we imagine solutions?
 - How might we gather this information?
- Anything else that came up for you



Site Visits & Imagine

Site Visits Purpose

This year, the Superintendent's Office is partnering with RSVP Ambassadors to elevate student voice in addressing an equity dilemma at your school site.

We are asking RSVP Ambassador(s), with your support, to host/facilitate a town hall-style student engagement meeting to integrate student insights into the process of solving your dilemma.



Site Visit Schedule

Date	Time	High School	RSVP Site Liaison (Admin or Designee)
1/8/26	8:45-10:15	Browning	Daniel Miyake
1/15/26	8:45-10:15	Wilson	Jacquelyn Faulcon
1/28/26	12:30-2:30	Millikan	Alex Moreland
1/30/26	8:45-10:15	CAMS	James Gallardo
2/3/26	8:45-10:15	Sato	Hajra Saeed
2/10/26	8:45-10:15	Lakewood	Cherilyn Walker
2/25/26	12:30-2:30	Cabrillo	Andrea Itson
3/25/26	8:45-10:15	Poly	Vincent Puth, Alexis Durand
3/26/26	8:45-10:15	McBride	Gina Rae Stolpestad
3/31/26	8:45-10:15	Jordan	Michelle Greene
4/28/26	8:45-10:15	Avalon	Emma Peguero
5/13/26	12:30-2:30	Renaissance	Ryan Byrne

Who should be invited to attend?

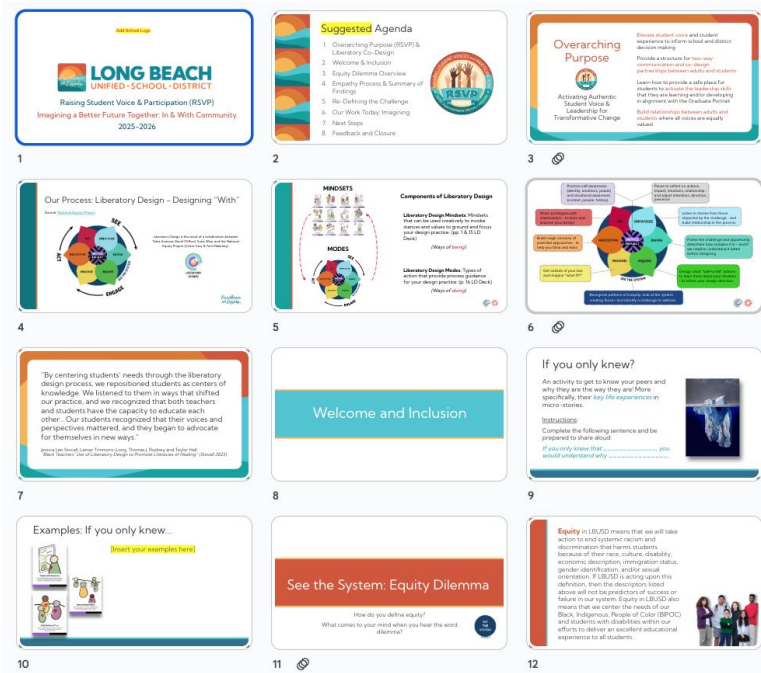
We ask that the school & RSVP Ambassador invite a total of approximately 20–25 students to this meeting, including your RSVP Ambassadors, RSVP applicants, the demographic most impacted by your equity dilemma

We recommend students from your BSA, GSA, Male/Female Leadership, SSI 10th graders, Pathway Ambassador, Link Crew, Principal's Advisory, and other students, especially those who may not have had an opportunity to be heard.



What will happen during the site visit?

For sites whose in-person visit dates are prior to February 26, RSVP Ambassadors will use the meeting time to facilitate an ideation session with their peers to imagine potential solutions to your site's Equity Dilemma based on the Empathy data that they will have gathered from peers prior to the meeting ([Slide Template](#)). If your in-person meeting happens after February 26, then the focus will be on facilitating a process for prototyping and trying different solutions that emerge from the ideation session. We can partner with you in supporting preparations for this meeting as needed. Additional guidance will be provided to Ambassadors during our RSVP Meetings.

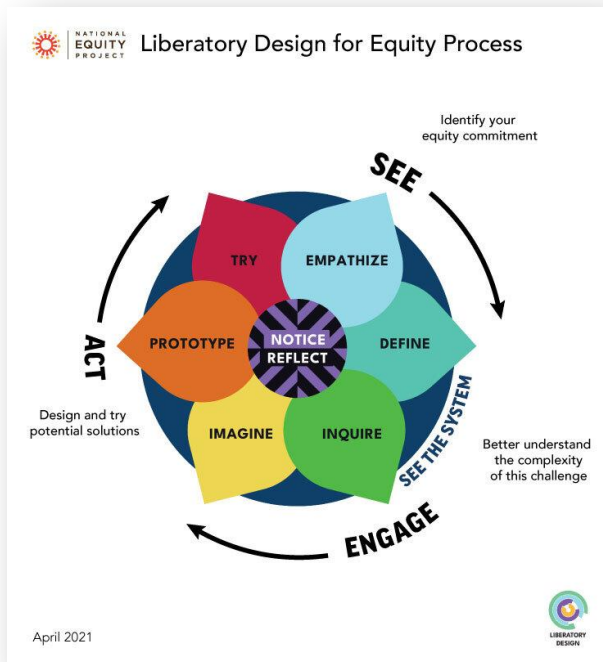


Questions or needs for clarification?



Next Steps & Feedback

What now?

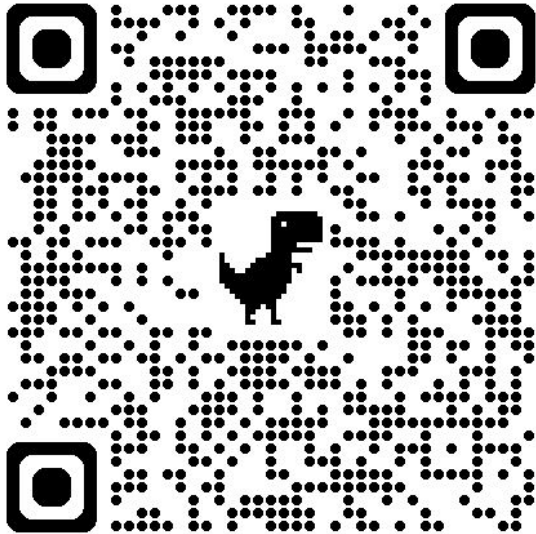


Work with your RSVP School Site Liaison to plan the Imagine sessions using the slide deck as your guide

“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 Steps & Feedback



Please scan the QR code and take a moment to offer us your insights and feedback.

Your voice matters. We want to hear you!

Next Meeting: February 19, 2025

3:45 – 5:15 pm, Zoom