



Superintendent's Student Advisory Raising Student Voice & Participation (RSVP) Student End of Year Report

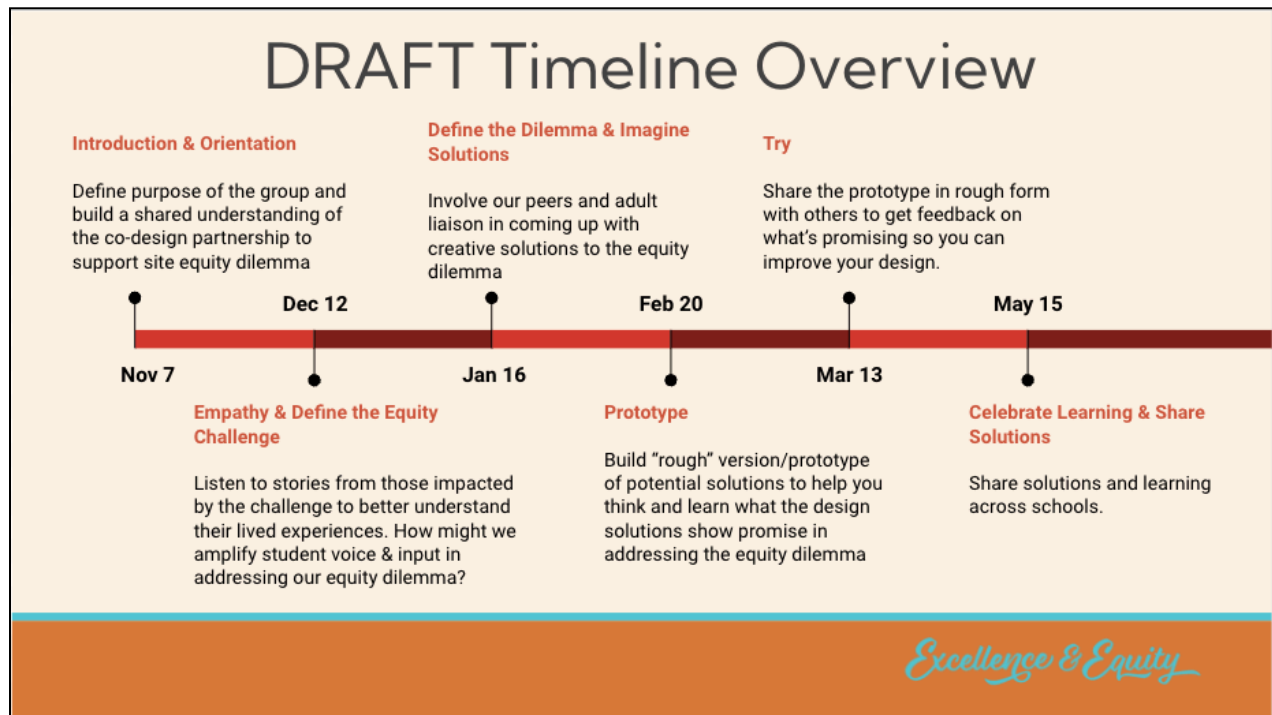
Vision 2035: Creating a Better Future Together

RSVP Committee 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 (Systems 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)

2024-2025 Learning Progression

RSVP Student Ambassador(s) were invited to partner with site leadership to help bring student voice and expertise to your Equity Dilemma(s). We coached them through a Liberatory Design process focused on the following question: *"What do you (site leadership) want to know from a student's perspective that would help you to learn more about (or even solve) your Equity Dilemma?"* We used the following learning progression to support the students:





Superintendent's Student Advisory Raising Student Voice & Participation (RSVP) Student End of Year Report

Vision 2035: Creating a Better Future Together

Summary of Student Feedback (5 Meetings)

- 68 of 91 responses - **75% Response Rate**

To what degree do you agree with the following statements:

[Our meetings increased my relational trust with other members of the group.]	[Our meetings adequately covered content relevant to my role as an RSVP student leader.]	[Our meetings contributed to my clarity and sense of common purpose with members of the group.]	[Our meetings provided me with immediately useful materials or ideas.]
94% Agree or Strongly Agree	97% Agree or Strongly Agree	99% Agree or Strongly Agree	94% Agree or Strongly Agree

What aspects of our meetings were the most meaningful or useful to RSVP Ambassadors	What RSVP Ambassadors reports as skills they will apply as a result of our meetings
1. Connection to Peers: Students highlighted how meaningful it was to meet other leaders, find commonalities, and build a greater sense of community beyond the school ○ "Getting to know others who are leaders at the school just like me..." 2. Practicing and Learning Empathy: Students valued empathy activities, redefinitions, and action steps to bring it to life in our work ○ "I enjoyed reading what empathy is and what other RSVP students got from the reading." ○ "The empathy workshop is a skill that I will take away from this." 3. Hearing from Others' Experiences (Peer Sharing): Students found it helpful to hear stories, challenges, and successes from peers, particularly from those who were ahead in the process (eg, had already hosted site meetings or begun prototyping solutions) ○ "Hearing other group members talk about their experiences presenting was really interesting and inspiring."	1. Using the 3-Minute Know Me Activity and other Inclusion Activities to Build Community: This part of each meeting helped build relationships that made students feel seen and heard ○ "I will apply the ice breaker activities to my clubs to build community." 2. Engaging School Partners (Teachers, Administration, and Peers): Many students valued partnering with administration to reach out to more students, involving their peers in data collection, and leading empathy work with others to surface root issues related to equity dilemmas ○ "I will try to get larger groups of students to consult with us in our work."

Superintendent's Student Advisory Raising Student Voice & Participation (RSVP) Student End of Year Report

Vision 2035: Creating a Better Future Together

What could have been improved?

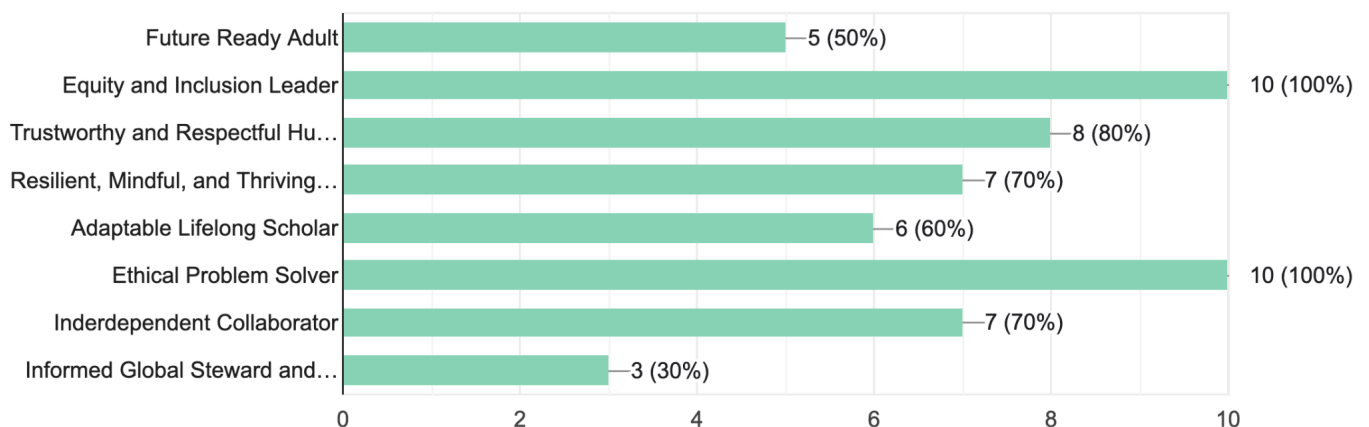
1. **More or Larger Breakout Rooms to Foster Connection:** Students frequently asked for more time in breakout groups, larger groups for more perspectives, or rotating rooms.
2. **Clarity on Process / Timeline / Expectations:** Some students wanted a clearer overview of where things were headed, a full-year calendar, or more structure for the meetings.
3. **More Participation / Engagement from Peers:** A few students noted low participation in their breakout rooms or wished others had contributed more to the discussion.

A smaller sample of **10 students across 7 high schools** also participated in a deeper End of Year Review, with the following outcomes reported:

[RSVP taught me the value of co-designing with adults to tackle our school's equity dilemma/challenge.]	[I felt that my voice was valued in the process.]	[My efforts resulted in trying out new ideas at my school.]
100% Agree or Strongly Agree	100% Agree or Strongly Agree	90% Agree or Strongly Agree

In which of the follow Graduate Portrait elements do you feel that RSVP helped you grow?

10 responses





Superintendent's Student Advisory Raising Student Voice & Participation (RSVP) Student End of Year Report

Vision 2035: Creating a Better Future Together

Student Voice: "In Their Own Words..."

- ★ I believe the showcase was [so] meaningful because I was able to show off the hard work we put into our school and what we're doing to make our school inclusive.
- ★ I was able to connect and discuss real problems with the adults at my school which was only possible through RSVP. Learning about empathy from a different perspective truly showed the importance of it all.
- ★ I enjoyed how this year was structured compared to last year. It was a great experience working towards a year long goal and having monthly meetings that introduced the next steps.
- ★ I really loved becoming closer and more comfortable with the adults at my school and just knowing that my voice matters when I come to talk about any issue at our school.
- ★ Just talking with the other students. I feel like we could talk more about important issues currently affecting our schools when we could lead our own conversation.
- ★ The aspect that I felt was most meaningful to me as a student leader was my hand in hand work with my school's admin and being able to work alongside our Superintendents. This opportunity to have my voice heard and be a student ambassador of my peers truly was the most influential.
- ★ [I loved and learned from] using the steps of the liberatory design model when approaching problems.
- ★ I will try listening to others and taking their input into consideration before talking.
- ★ I will make sure that when active in any sort of activity, that all feel heard and welcomed when in leadership positions.
- ★ We're working an inclusivity training for Link Crew leaders. Making this an all year responsibility for ASB rather than only at orientation. Having more assemblies that are coordinated by our team for the purpose of our Equity Dilemma.
- ★ I will continue to practice co-designing with adults and promoting a two-way highway of communication.
- ★ I will continue being a strong leader and advancing my knowledge on the well-being of my community.
- ★ I think I am going to try to seek out the thoughts of other people. I have never been one to shut someone down who's been helping me find a solution, but I would also never seek someone's advice unless I absolutely needed it.
- ★ I will attempt to listen with more empathy, to gather the voices of a wide range of participants, not just a group, but of a diverse range of students varying in race, gender, and age.