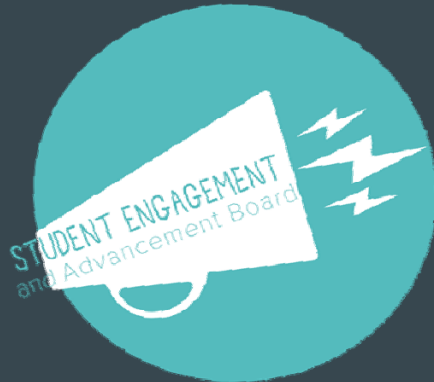


Student Engagement and Advancement Board

Expanding Inclusivity



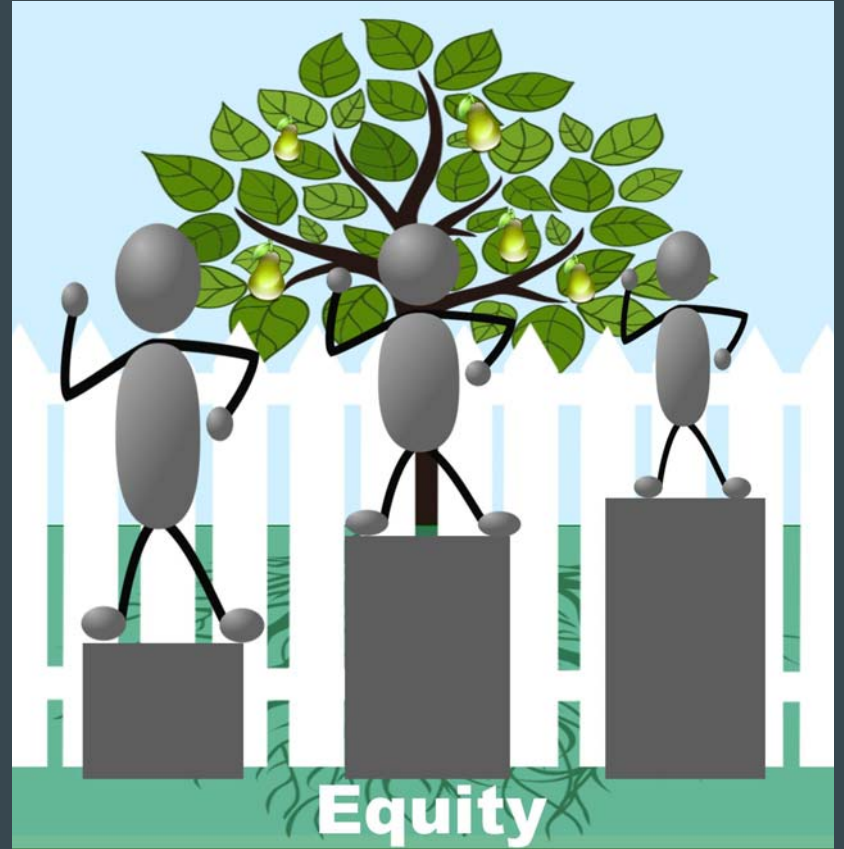
Purpose:

Present student engagement data on inclusivity, a model for inclusivity, and provide recommendations for action

Student Engagement Design:

10 focus groups with 161 students

2568 middle thru high school students
completed our survey





Inclusivity

Positive Survey Data

75% of students said they always or most of the time:

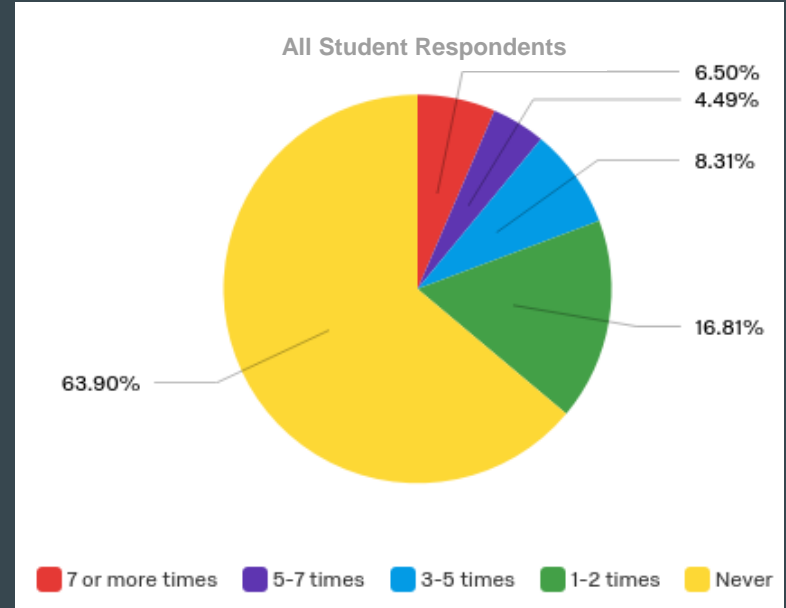
- feel like staff have high expectations for them
- there are opportunities at school for them to be their best selves

77% of students said always or most of the time feel safe to be themselves in school

- 36% of students said they felt staff abused their power over them 1 or more times in the last year

- Students said poor communication from schools leads to lack of community

- Students said they want to be heard



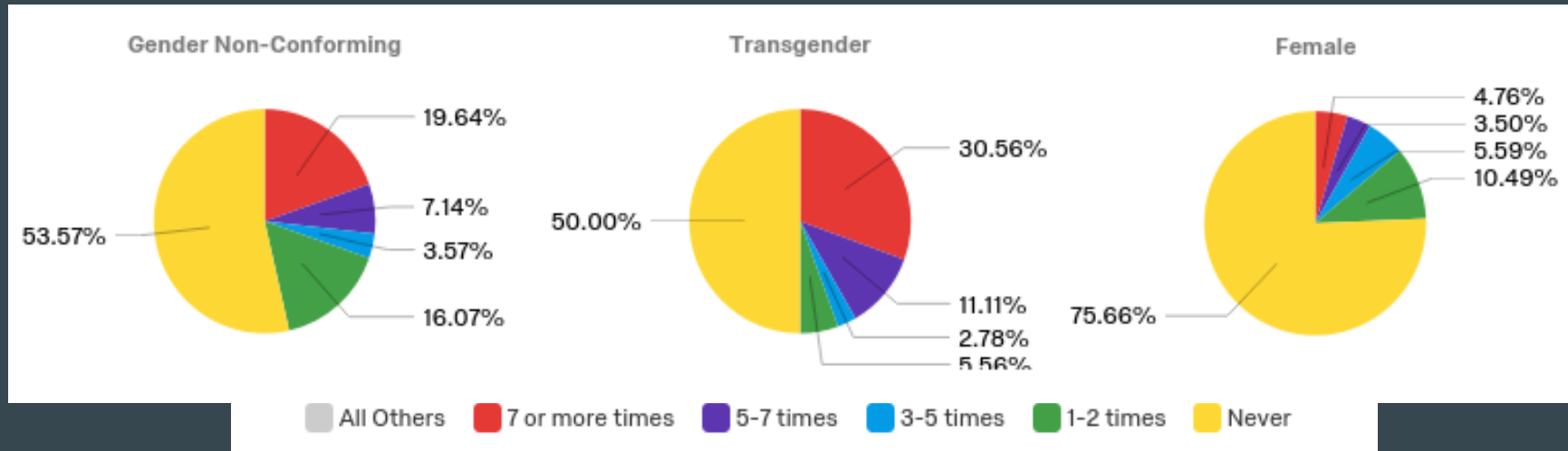
“The listening locker at my school gives me an anonymous way to share my concerns and for staff to take action on them”

Recommendation 1:

Create a comprehensive student communication plan that includes a district-wide mechanism for reporting and taking action on issues important to students

Students said dress codes are gendered, objectifying and disproportionately enforced

- 81% of male students said dress codes never negatively effect them due to their identity



“We are told what we wear is a distraction for boys”

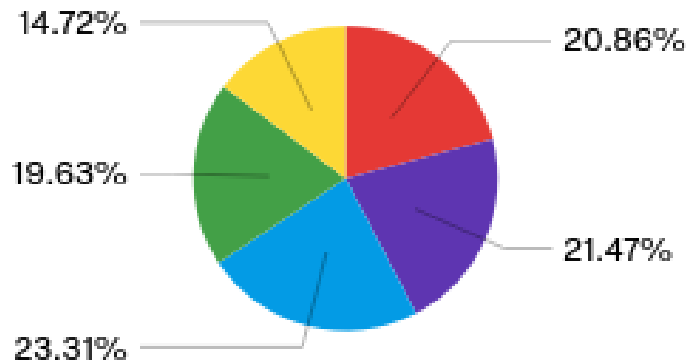
“Staff have physically come up and pulled up my shirt”

Recommendation 5=

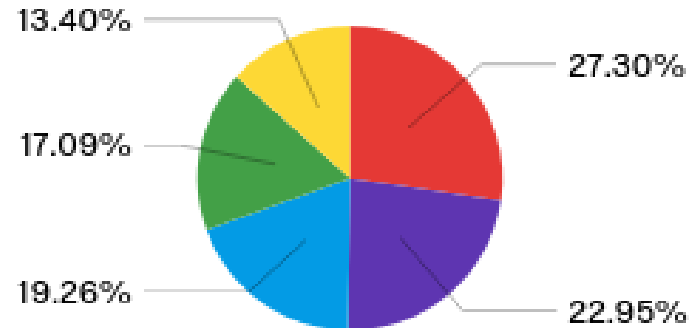
Require schools to eliminate dress codes that are gendered and/or objectify by updating the Board Dress Code Policy

Only 50% of students of color say their identity is present and accurately portrayed in the curriculum always or most of the time

Indigenous/ Native American/ American Indian

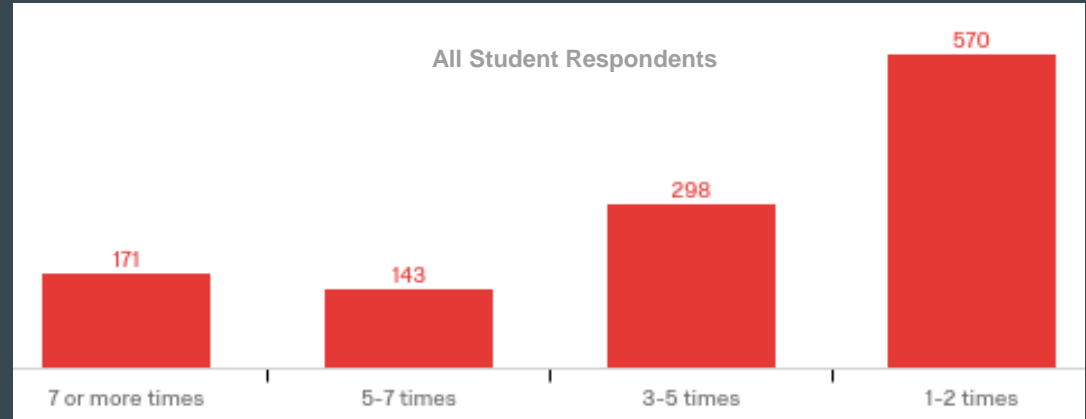


Black/ African American/ of African descent



Always Most of the time About half the time Sometimes Never

- 171 students said that in this school year they have been asked to speak on behalf of their identity 7 or more times



- Students shared classroom experiences of unchecked and unchallenged microaggressions

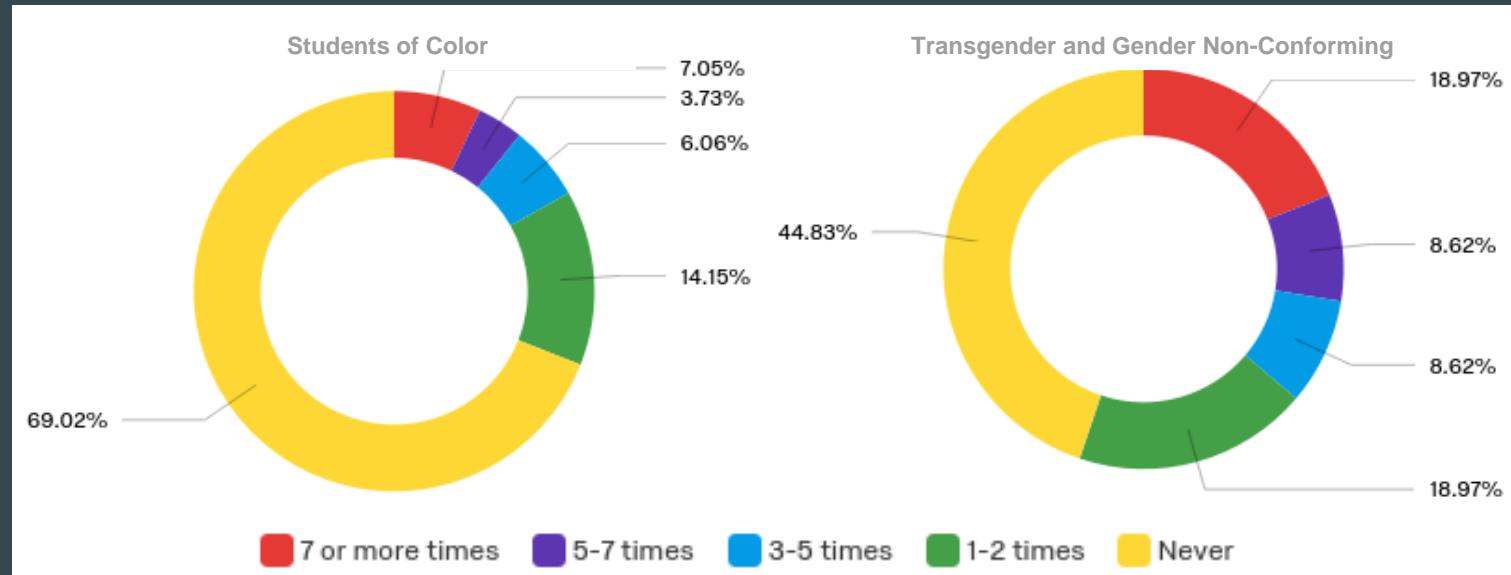
**“A white student says the n word,
the teacher pretends they didn’t hear
and then apologizes to me later”**

**“I want staff to be required to take
cultural humility training”**

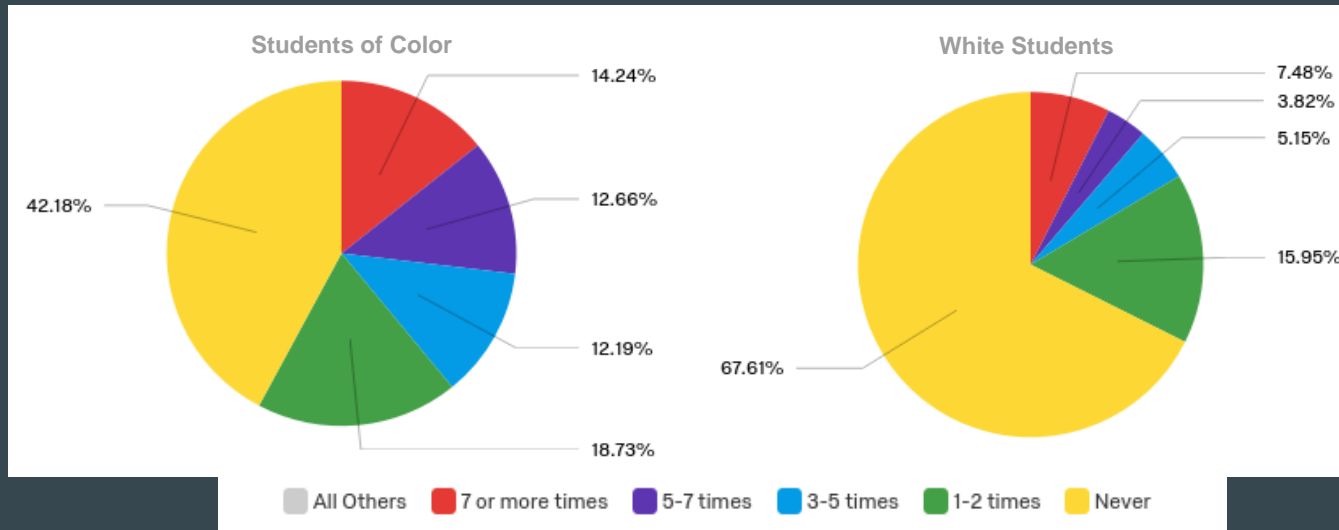
Recommendation 3:

Increase staff and student training
on microaggressions and cultural
humility

31% of students of color and 55% of students who identify as transgender or gender non-conforming said they have felt like they do not belong in class because of their identity 1 or more times this year



Students of color were almost 2x as likely as white students to say they have felt excluded from programs, classes, clubs, or leadership opportunities due to their identity



**“I want to see inspiring images
and quotes on the walls from
people who look like me”**

**“Everyone feels isolated – create
common spaces”**

Recommendation 4:

Intentionally build inclusive physical spaces for students to gather and build community

“We have all heard about the colleges who are changing their outdated, racially charged mascots. Now is the time for SPPS to change”

Recommendation 5:

Implement a new Board Policy that prohibits, and reverses, naming SPPS facilities after people who have violated human rights through:
enslavement, internment or genocide



AMPLIFY STUDENT VOICES!

A PLACE WHERE EVERYONE THRIVES

COMBAT MICROAGRESSIONS

GSA

IMAGES AND QUOTES THAT POSITIVELY REPRESENT THE LGBTQ+ COMMUNITY

COUNSELORS WHO COUNSEL

CONNECTIONS

STUDENT VOICE

ARE AN OPPORTUNITY FOR GROWTH

DON'T FEEL DIVISIBLE

TRUST

COMMUNITY

ACCRUATE AND INCLUSIVE CURRICULUM

CULTURAL HUMILITY

TRUST

POWER WITH US

Greta+Clau!

STAFF ARE HERE FOR US

NOT POWER OVER

2016