L3- Elevating and Honoring Student Voice

Presented by Felicia Singleton & Marcus Jackson
San Diego County Office of Education

Topic: Equity
Keywords: Youth Voice, Climate

Virtual Forum Expectations

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<th>EXPECTATION</th>
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<th>CHAT TAB</th>
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| BE RESPONSIBLE | 1. Use a shared action plan for your team  
2. Complete session evaluation | 1. Post positive and respectful comments  
2. Questions for the presenters go in the POLLS tab | 1. Ask questions in the POLLS tab during session |
| BE RESPECTFUL | 1. Limit distractions  
2. Follow-up on your assigned action items | 1. Use inclusive language | 1. Ask solution-oriented questions |
| BE SAFE | 1. Take movement breaks  
2. Be aware of your stress level | 1. Engage in productive dialogue | 1. Seek answers to common topics to address in the 15 minutes |

For Presenters
1. Ensure Files Tab has current materials and related web links
2. Monitor and remove inappropriate comments
3. Identify common Qs to address in the final 15 minutes

Who is with us?

In the chat please let us know:
1. Where are you “zooming” in from (City, State)?
2. If you have attended previous forums! Online or in person!
3. Your FAVORITE PBIS-related topic!
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)
Locate the Agenda Menu, select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

Tips for Participants

Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions.
   Follow overall Forum expectations for responsible, respectful, and safe chatting.
2. Find the Q&A under Polls. Questions for presenters go there.
3. Some sessions have other Polls or more specific questions. Complete those when prompted.
Tips for Participants

Be careful of accidentally navigating away

While participating in a live Session...Be Present!

• If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:

Introductions

Felicia Singleton, Director, System of Supports
San Diego County Office of Education

Marcus Jackson, Executive Consultant
South County Special Education Local Plan Area
San Diego County Office of Education
Area of Focus: Equity and Disproportionality, Multi-tiered System of Supports, PBIS, School Culture and Climate
Land Acknowledgment

Annoyed
Anxious
Afraid
Disappointed
Bored
Down
Inspired
Excited
Happy
Content
Pleased
Mellow

Temperature Check

Adapted from the Ruler Approach developed by Marc Brackett

Community Agreements

- Assume goodwill
- Be fully present
- Share the air
- Stay curious
- Listen and speak from the heart
- Breathe and take care of yourself
- Tell your own story
Goals for our Shared Time

- Defining student voice
- Overview Hart’s Ladder of Participation
- Share SDCOE’s student voice journey
- Highlight student video excerpts
- Share ways to include student voice in differing contexts
- Q & A

What is Student Voice?

Evidence of Student Voice:

- Students engaged in ongoing, meaningful discourse with adults about critical issues pertaining to the improvement of their school.
- Students involved in actions that address current school improvement challenges.
- Students and adults sharing decision making power, playing the roles of both teacher and learner, and viewing each other as assets and resources.
The Goal....

Why listen to student voice?

- Bring fresh perspectives to school topics and problems.
- Create a synergy of ideas for improvement that transcends what either students or educators could accomplish alone.
- Demonstrate that students possess valuable knowledge and perspectives about topics, challenges, and solutions.
- Raise issues of equity and other difficult topics that may go unnoticed, misunderstood, or avoided by adults.
- Provide educators with greater access to information about, and relationships with marginalized student groups, families, and community groups.

Mitra, 2008; Fletcher, 2004a; Soohoo, 1993
According to the California Department of Ed only 30% of California students report meaningful participation in school. “We are in the system over 12 years. Why don’t we have a say? If we are supposed to have an effect on the world, why can’t we have an effect on the school system?”

To what extent is student voice honored in your system?

1- Not at all
2- In some contexts
3- We are working on incorporating it into all aspects of our system
4- Student voice is at the center of all decisions that impact students
● Utilized a restorative approach to build community and create a safe space

● Established community norms and agreements

● Brought those who inspired or motivated them into the "room"

Video Debrief

● Think about what the students are saying they need (from teachers, school, society...)

● How could you capture student voice in your school/district?
San Diego County Office of Education
Student Voice Series

Asian Student Panel
LatinX Student Panel
Native American Student Panel
Middle East Northern Africa (MENA Region)
LGBTQ
Students with Disabilities

Create space for students to creatively share their culture from their perspective

- Build safe, inclusive environment to listen and learn
- Process for deep conversations to address inequities
- Storytelling or poetry
- Sharing family traditions
- Ideas for projects
- Ambitions or goals
- Discuss Insecurities or challenges
- Sharing hopes or fears
Meaningful implementation of student voice strategies

- Diverse student perspectives
- Clear expectations, goals and processes for both students and adults
- Adult-student trust
- Scaffolding for students
- Scaffolding for adults

Adapted from Center for American Progress (Elevating Student Voice in Education, Benner, Brown and Jeffrey August 2019)

Honoring Student Voice at the School Level

- Empower students to drive their learning and foster a positive school climate
- Administer student surveys in a strategic manner to increase participation rates, utilize the results to inform strategy and operations, and create informal information-gathering tools and pulls to inform classroom decisions
- Create student governments with meaningful authority

Adapted from Center for American Progress (Elevating Student Voice in Education, Benner, Brown and Jeffrey August 2019)

Honoring Student Voice at the District Level

- Support state required surveys and develop district-level student surveys to gather information about instruction and school climate
- Include students on governing bodies and create advisory committees to engage more student perspectives in important decisions
- Create specific initiatives to engage student groups that are historically marginalized
- Encourage schools to build time for student-educator collaboration and enable personalized learning
- Offer student-led conferences and provide training to teachers on how to conduct them

Adapted from Center for American Progress (Elevating Student Voice in Education, Benner, Brown and Jeffrey August 2019)
Honoring Student Voice at the State Level

- Include a voting student member on the state board
- Create student advisory committees for state policymakers
- Require statewide surveys to collect information on students' attitude toward school and their community and make the results public
- Encourage student-centered learning

Adapted from Center for American Progress (Elevating Student Voice in Education, Benner, Brown and Jeffrey August 2019)

Call to Action

In the chat, give a response to the two bulleted items:

- What is something you can try tomorrow to ensure that you are including student voice in your school/district?
- What impact do you think your inclusion of student voice will have on your students in the next 30 days?

“If we create the equitable settings to empower our students, we create the opportunities to inspire our students”

- ED&D Team
If you haven’t shared a comment or question yet...

Please take 1 min to think (write, turn and talk, etc.) about a “Take Away”, or a question you still have....

Then, after a minute, write your Take Away or question in the Pathable chat to share with others!

Questions?

Thank you!

Felicia Singleton | felicia.singleton@sdcoe.net

Marcus Jackson | marcus.jackson@sdcoe.net
Session Resources

- SDCOE Student Voice Videos
- LGBTQIA Student Voice Panel
- Students with Disabilities Student Video
- Hart Leader of Participation
- Speak Out and Listen Up!
- Elevating Student Voice in Education
- 3 Ways Student Voice Can Elevate Motivation and Engagement
- 2 Ways to Include Student Voice in Policymaking

Fidelity Resources

- Tiered Fidelity Inventory, Culturally Responsive Guide
  - Items on the TFI: 1.3 (Beh. Expectations), 1.5 (Prob. Beh. Definitions), 1.6 (Discipline Policies), 1.9 (Feedback and Acknowledgement), 1.11 Student/Family/Community Involvement
- District Systems Fidelity Inventory
  - 1.2 Team Membership, 1.8 Communication with Key Stakeholders, 2.1 Stakeholder Involvement, 2.3 Stakeholder Participation, 4.1 Mission/Mission statement, 4.4 Discipline Policy Review, 8.3 Student Performance Data, 8.9 Annual Evaluation
- District Capacity Assessment
  - 15. Team Actively Uses Different Types of Data (family, community input), 17. Status reports include stakeholder input.

Please Complete this Session’s Evaluation

Session #3 - Youth Speaking Up About Inequity: Their Experiences Through Their Own Voices

1. In the Event Platform/App: OR
   - In “Files” tab
   - In “Evaluations” in the navigation menu
   - In “Chat”

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluation are anonymous!
We send reminder emails to all participants.