



Systemic Planning



Starting with Why



Systemic Learning on Voice and Equity

Pillars of Change		Examples	Considerations
1	Adult Learning	<ul style="list-style-type: none"> • Learning History • Studying Systemic Racism • Biases and Identity work 	<ul style="list-style-type: none"> • System culture, stakeholder building, messaging nuance • Half to Full day trainings are best • District>Admin>Teachers
2	System Design	<ul style="list-style-type: none"> • Discipline procedures • District Policies • Resource Allocation 	<ul style="list-style-type: none"> • 80% is planning and coalition building, 20% is doing • Data is central to change • Go slow to go fast, but don't stand still
3	School Practices	<ul style="list-style-type: none"> • CRT and the Brain • Restorative Justice / MTSS • GLAD, Tolerance.org, etc. 	<ul style="list-style-type: none"> • PLCs can/should drive this work • Q 3 is the best onramp but real power is in Q 1 & 2 • Focus on relationships and individualization
4	Coalition Building	<ul style="list-style-type: none"> • District initiative groups • Affinity groups • Codesign 	<ul style="list-style-type: none"> • How can you disrupt and dismantle inequitable systems? • Make the work STUDENT CENTERED • How are you building constructive communities?



Adult Learning - Cycle of Equity

New Systems

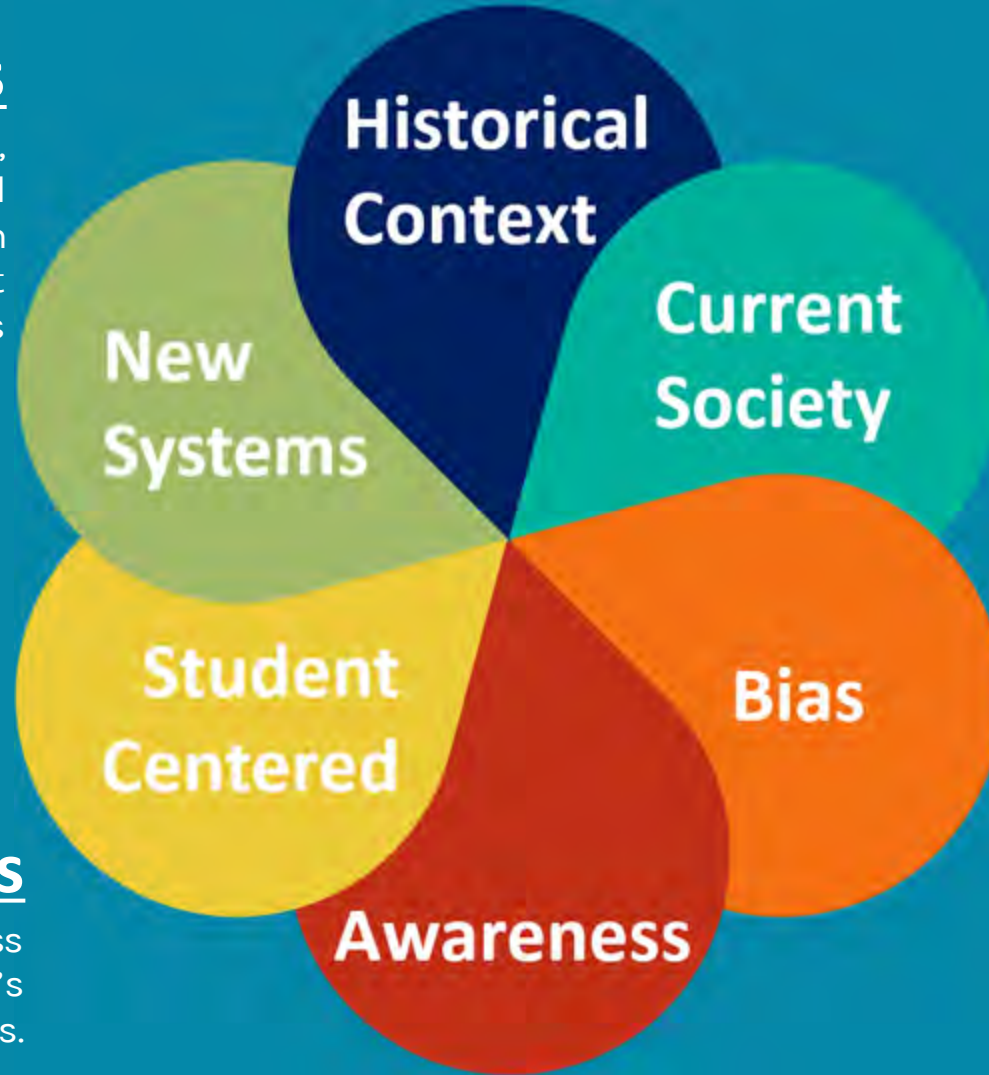
Reimagining systems, collaborating with all stakeholders to codesign disruptive structures that dismantle inequitable systems

Student Centered

Taking the awareness of bias, history, and society to create a more student centered classroom and system

Awareness

A reflective and ongoing process of identifying and exploring one's identity, history, and biases.



Historical Context

Deep learning around the historical and systemic racism that has existed in our country and communities

Current Society

An understanding of how the historical context has created past and current systemic issues that pervade to this day to produce disparate outcomes for different groups

Bias

Exploring the biases that historical and current systems create in every individual, yourself included. Identifying both implicit and explicit bias.



System Design

- ❑ Equity Definition
- ❑ Equity Policy
 - ❑ **Equity Policy Measures**
- ❑ Tribal Consultation - Land Acknowledgement, Yakama Flag
- ❑ Two Audits of the district - equitable practices and resource allocation
- ❑ Commitment to Dual Language



School Practices

- ❑ A deep commitment to **PLCs** (“the one thing”)
- ❑ **Student Voice Circles** to drive practices and relationships
- ❑ **Adult Learning** by pilot schools around the cycle of equity
- ❑ **Guaranteed and Viable Curriculum**



Coalition Building

- ❑ A focus on **Co-design**
- ❑ Empowering and training students to **advocate** for themselves and **change the system**
- ❑ Systemic integration of communication and “**engagement**”
- ❑ **Partnering** with dozens of local organizations, national experts, and state experts.





Coalition Building with Students



“Only Actions Create Change”

-Simon Sinek



YAKIMA SCHOOL DISTRICT
Strengthening Community Through Education

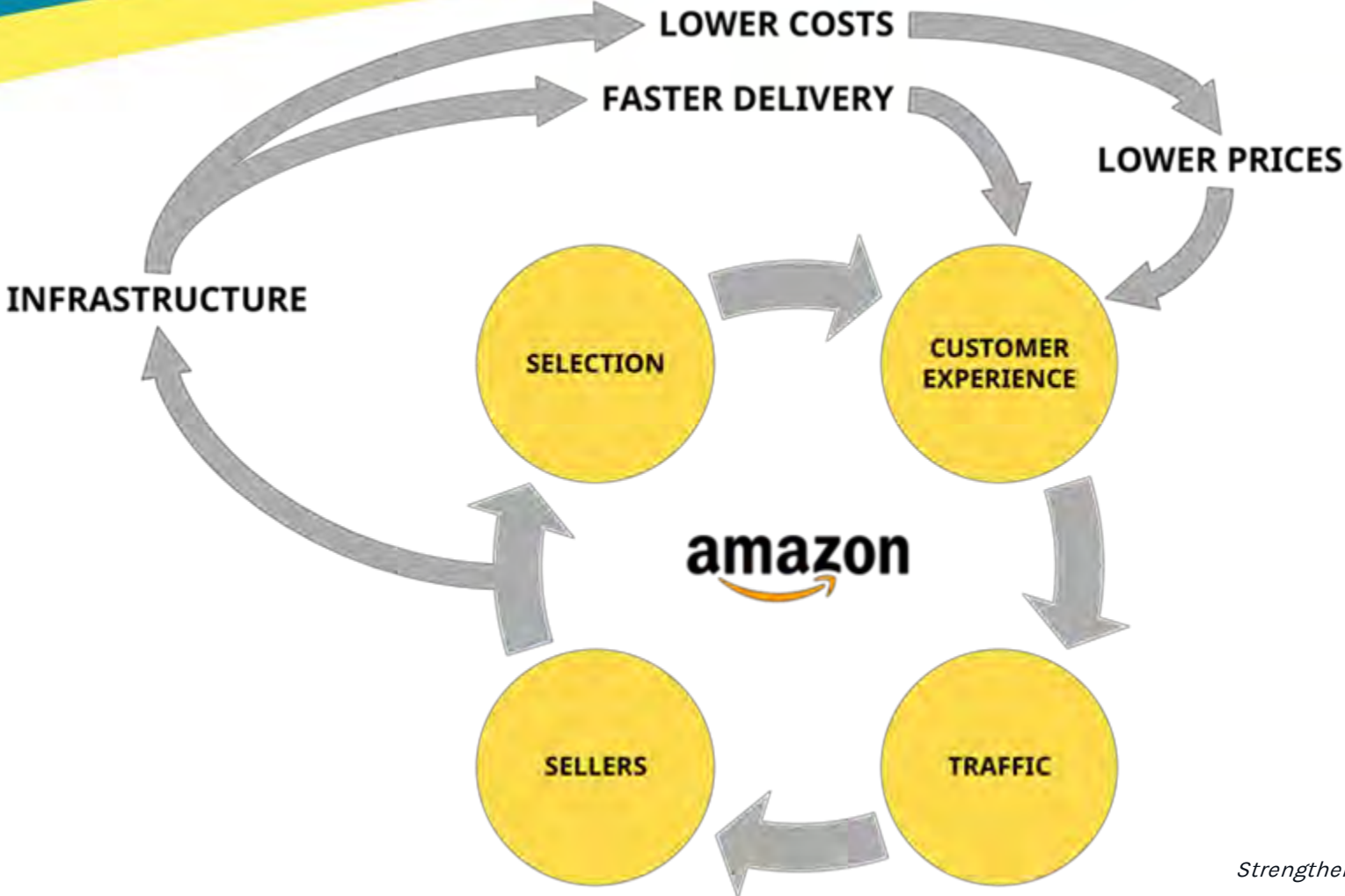


Student Voice Council - Reimagining Student Voice

- ❑ A comprehensive student voice initiative and program focusing on:
 - ❑ Reciprocity
 - ❑ Action Orientation
 - ❑ Co-Designed and Student Led



Innovation through the Flywheel



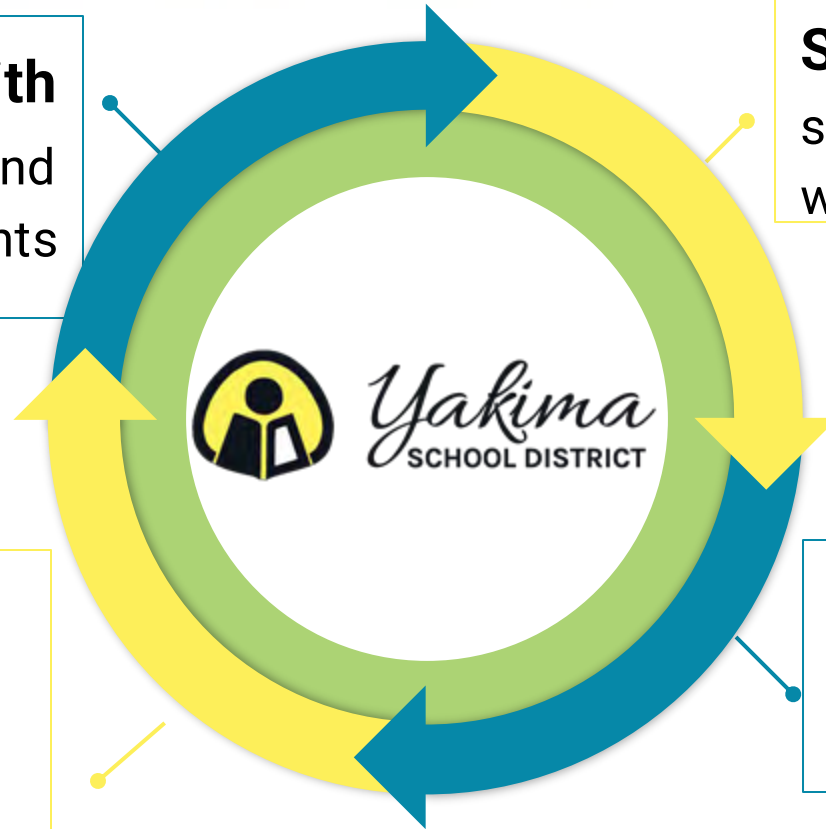
The YSD Flywheel

Adults want to engage with students: adults are trained and supported in working with students

Students are Empowered: students are trained to engage with adults and the system

Adults see the Power of Student Voice: The changes create impact and shows why student engagement is important

Students Create Change: The change is effective and student centered



Marketing the Student Voice Council

- ❑ College Skills
- ❑ Career Skills
- ❑ Resume Builder
- ❑ Change making
- ❑ Advisory, flyers, counselors and teachers, and mass e-mails
- ❑ Lunch room, tabling, and/or advisory visits



Staffing

- ❑ **One Student Point Person:** Program Manager, Director, Exec. Director, in smaller district it could be an AP or Principal
- ❑ **Superintendent & Board:** Needs to be on board and ready to act, attend meetings as needed (1 to 2 times a month for Superintendent)



Meeting Cadence

- ❑ Lead Fellow Meeting 1/week
- ❑ Student Council meeting every 1-2 months
- ❑ Superintendent and Lead Fellow Meeting 1/month
- ❑ Students visit board meetings as needed



Program Trajectory

- ❑ **Relationship building**
- ❑ **System Learning** - policy governance, power structures, decision making process, systems and procedure creation process
- ❑ **Provide areas for feedback and use the feedback**
- ❑ **Tune into college and career skill development** -navigating bureaucracy, interfacing with adults, pushing systems, etc.
- ❑ **Move towards codesign**, open ended, and ideation



Modeling and Creating Insurmountable Change

- ❑ **Insurmountable Change**
- ❑ If students don't support your change... why are you making the change?
- ❑ If students drive the change... A lot of hard things can become a lot easier
- ❑ Who do we serve? Who speaks for them?



Real Outcomes

- ❑ **Equity Policy**
- ❑ **SRO, Balanced Calendar, Student Voice Presentations**
- ❑ **Student Voice Official Definition**
- ❑ **Official Mental Health Awareness Week**
- ❑ **In Progress: Mental Health Toolkit**
- ❑ **In Progress: Student Voice Policy**



Growing the program

- ❑ Replicate and grow the work at the **School Level**
- ❑ Create **parent and teacher groups** that operate in tandem
- ❑ **Interconnect** student voice circles, PLCs, teacher equity groups, and student voice council work
- ❑ Superintendent driving the work **through already functioning systems** (school visits)



Questions?
Thank you!



Yakima
SCHOOL DISTRICT