

## TRUSTEE LIAISON REPORT

**Trustee McKay**

**Attended on behalf of Chair Keller**

**Student Voice Meeting**

February 8, 2023

**Discussion Topic: JEDI**

Highlights:

- Positive examples:
  - Teachers who reach out directly to students creates a sense of connection
  - Being inclusive can be as simple as asking a student what they need
  - Students want to be given the benefit of the doubt
    - Distraction doesn't mean they don't care about what is happening in class, they could be trying to self-regulate
    - Could look like being welcomed to the class when they arrive instead of being asked why they are late
  - Using discrete ways of finding out student pronoun preferences, so they don't feel singled out
- Students want us to know
  - We should celebrate the successes of non-mainstream schools more
  - Show students how to enter their preferred names in MyEd
  - Students want us to empower them
    - Share with them what their rights are as a student
    - Show them how and where they can speak up when they see something that isn't right – whether it is about an adult or another student
  - There needs to be a clear understanding of invisible versus visible disabilities by the adults around them
    - They don't want to feel penalized for things like handwriting when they can tell you more about what they know without a pen
  - Want pronouns normalized; ideas included using pronouns to say "here" when doing attendance
  - Being singled out when late makes students not want to show up at all
  - Students need safe adults at school because they are often not out at home
  - Need to be provided a safe way to report concerns
    - Without fear of reprisal
    - Receive follow up after making a report
    - Safe reporting could mean their IEP needs can be met without resistance
    - Raise awareness related to reporting, i.e., How To
  - Disclosure can mean feeling unsafe and/or unheard

Theme:

- Communication
  - This is the key to succeeding
  - Student awareness of reporting methods
  - Sharing school successes with the public and rest of the district
  - Supporting professional development so that staff communicate in ways that embrace JEDI
- Knowledge
  - To meet student needs related to JEDI, we need to reduce the gap between the

students and top decision makers

- Create a widespread understanding of what a neurodivergent student might look like; reduce the assumption that a student is being disruptive
- Students recommend a diversity audit: Who are we as students? Do school resources reflect who we are? (Books, supports, clubs)
- Poverty
  - Recognize this barrier exists in every school
  - Communicate directly with students, not just newsletters to parents, about financial supports that are available (i.e., ways to cover sports fees)
  - Utilize sports to connect students to school; this can reduce an impoverished student's isolation from their peers

**For Board Consideration:**

- Reflect on the question:
  - What does it look like to empower marginalized students?