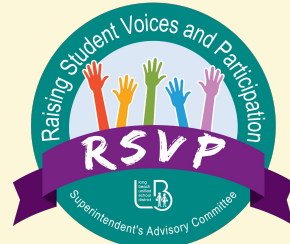# Superintendent's Student Advisory Committee


January 11, 2024

Purpose

- Elevate student voice and student experience to inform school and district decision making
- Provide a structure for two way communication between adults and students
- Provide a safe place for students to apply the leadership skills that they are learning and/or developing
- Build relationships between adults and students where all voices are equal
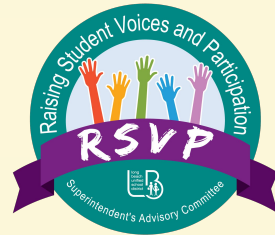
Community Agreements

- Be Present
- Step up, step back --- share the air
- Assume positive intent
- Notice moments of discomfort and stay curious
- Be an active listener --- with your ears, eyes, and heart
- Speak your truth without blame or judgement
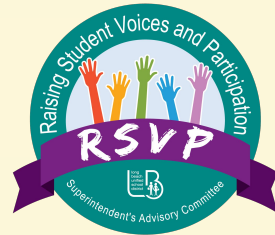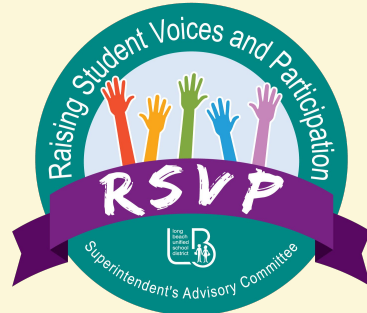
Who we are... Student Bitmojis

Ice Breaker

Find someone who...

Can you find a different person for each box?

Core Values

CENTERING STUDENT NEEDS AND VOICE
We believe that every student has the ability to thrive and that success requires that we attend to the needs of the whole child. We believe that incorporating student voice and building student agency, so that students can intentionally influence their own circumstances, are essential to our success in understanding and meeting each student's needs.

AUTHENTIC COMMUNITY ENGAGEMENT AND COLLABORATION
We believe that by working together we can address challenges and take actions needed to have a positive impact on student outcomes. We value the diverse perspectives, culture and languages of our collective community and acknowledge the importance of partnership and transparent communication to achieve our vision.

CULTURE OF INNOVATION AND CREATIVITY
We believe that effective problem solving and staying relevant for the future require a culture of creativity and innovation. We cultivate new ideas and divergent thinking to develop effective strategies that catalyze change.

DIVERSITY AND INCLUSION
We believe in honoring and celebrating differences, recognizing the intersectionality of identities related to culture, race, language, gender, sexuality, ability and age, and affirming them in the classroom and workplace.

ENVIRONMENT THAT FOSTERS CONNECTION, RESPECT AND SAFETY
We believe in creating safe and respectful environments–both physical and virtual–that build caring and compassionate relationships to foster human connection, help us reach our shared aspirations and drive student success.

EQUITY AND SOCIAL JUSTICE
We believe that an equitable and socially-just world requires that we actively understand, and unlearn our biases, value and empathize with the lived experiences of others, take action to disrupt systems of oppression and develop future leaders who can do the same.

EXCELLENCE AND ACCOUNTABILITY THROUGH CONTINUOUS IMPROVEMENT
We believe in high standards for all students and staff, and that achieving excellence is the result of an education system relentlessly committed to fostering a growth mindset, continuous learning and courageous adaptation based on student outcomes.
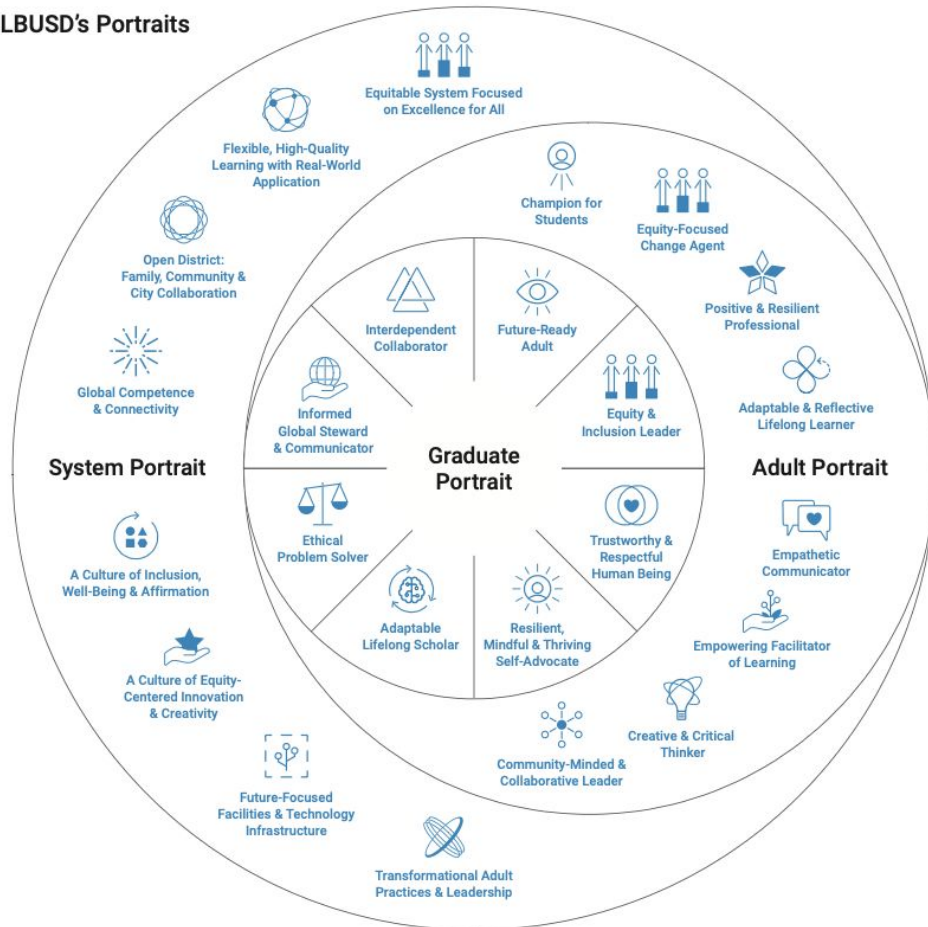
FOSTERING JOY AND COMMITMENT
We believe in leading, learning and behaving in ways that foster joy, passion and commitment in order to build long-term organizational dedication to excellence and long-term organizational resilience.

INTEGRITY AND RESPONSIBLE LEADERSHIP
We believe in managing our financial and human resources effectively and in alignment with our student-centered goals. We value transparency in order to demonstrate integrity and build trust.

LBUSD's Portraits

System Portrait
- Equitable System Focused on Excellence for All
- Flexible, High-Quality Learning with Real-World Application
- Open District: Family, Community & City Collaboration
- Global Competence & Connectivity
- A Culture of Inclusion, Well-Being & Affirmation
- A Culture of Equity-Centered Innovation & Creativity
- Future-Focused Facilities & Technology Infrastructure
- Transformational Adult Practices & Leadership

Graduate Portrait
- Interdependent Collaborator
- Future-Ready Adult
- Informed Global Steward & Communicator
- Equity & Inclusion Leader
- Ethical Problem Solver
- Trustworthy & Respectful Human Being
- Adaptable Lifelong Scholar
- Resilient, Mindful & Thriving Self-Advocate

Adult Portrait
- Champion for Students
- Equity-Focused Change Agent
- Positive & Resilient Professional
- Adaptable & Reflective Lifelong Learner
- Empathetic Communicator
- Empowering Facilitator of Learning
- Creative & Critical Thinker
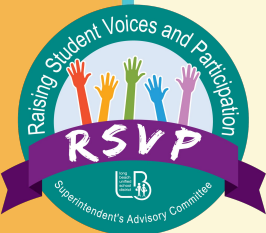- Community-Minded & Collaborative Leader
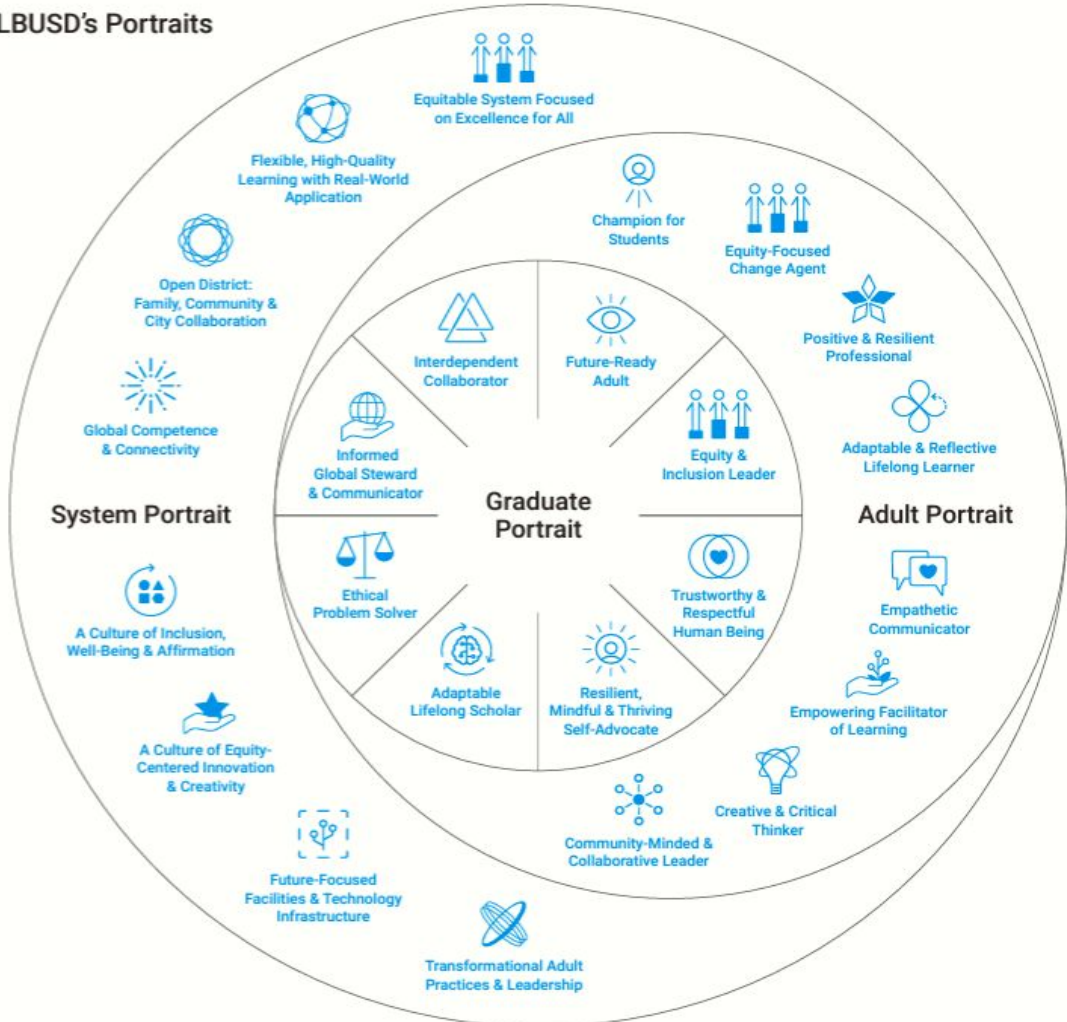
Core Values (9)

Enduring beliefs that guide an organization's actions over time.

- Centering Student Needs & Voice

- Authentic Community Engagement & Collaboration

- Culture of Innovation & Creativity

- Diversity & Inclusion

- Environment That Fosters Connection, Respect & Safety

- Equity & Social Justice

- Excellence & Accountability Through Continuous Improvement

- Fostering Joy & Commitment

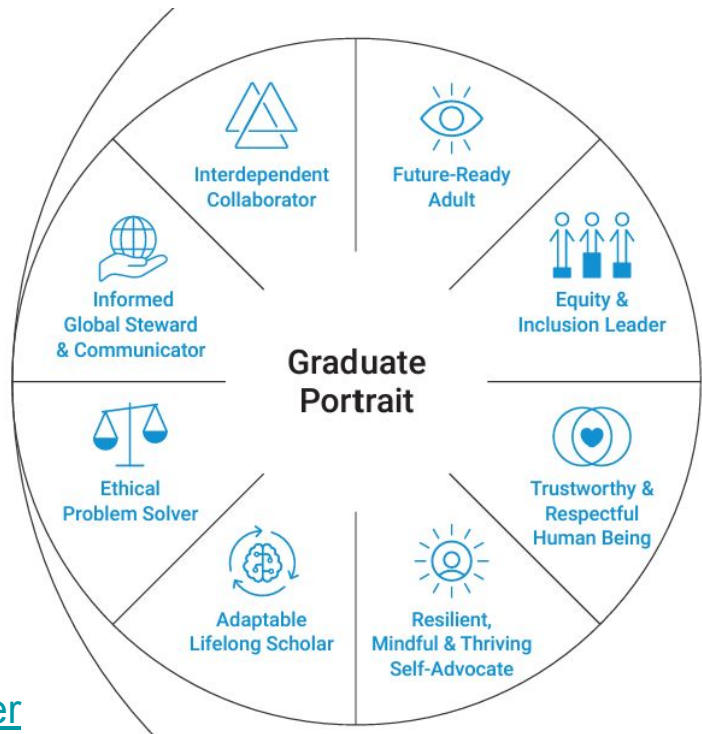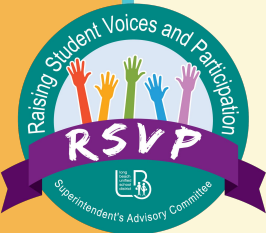- Integrity & Responsible Leadership

LBUSD's Portraits

System Portrait

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- Empathetic Communicator
- Empowering Facilitator of Learning
- Creative & Critical Thinker
- Community-Minded & Collaborative Leader

The Graduate Portrait

Envisions the outcomes for students—the community's aspirations for what graduates will know, be and be able to do to thrive in their lives and careers.


Graduate Portrait

- Interdependent Collaborator
- Future-Ready Adult
- Equity & Inclusion Leader
- Trustworthy & Respectful Human Being
- Resilient, Mindful & Thriving Self-Advocate
- Adaptable Lifelong Scholar
- Ethical Problem Solver
- Informed Global Steward & Communicator

One Pager

Highlighting Two Traits

What does it mean to be a:

- **Trustworthy & Respectful Human Being**

- **Resilient, Mindful & Thriving Self-Advocate**
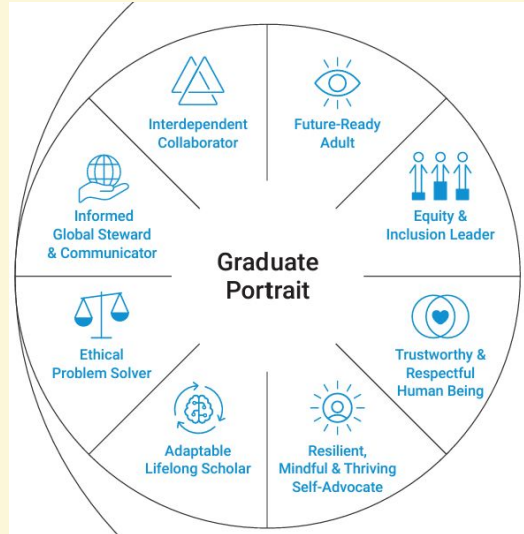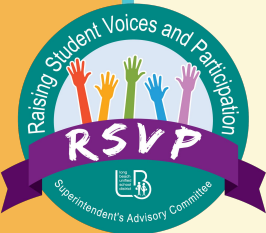
Trustworthy & Respectful Human Being
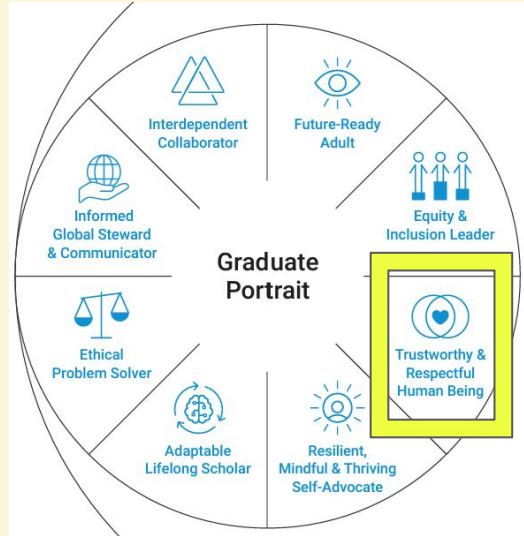
Students are responsible, trustworthy and empathetic, and practice respectful behavior toward others and our environment, both in person and digitally.

Students take responsibility for and understand the consequences of their actions. They acknowledge harm done to others when they say or do something that impacts others negatively and hold themselves accountable.

They demonstrate respect for self and others, nature and the environment. They are patient, tolerant and kind toward others, including those who are different from themselves, and listen with empathy. Students are trustworthy and reliable. They follow through on their commitments, have a strong moral compass (operating with an inner sense of what is right and wrong) and act accordingly.

Students embrace technology in healthy and respectful ways. They practice good digital citizenship (they do not engage in cyberbullying or spread disinformation, they do demonstrate awareness of digital cultural context). They know how to build mutually-beneficial relationships and trust with others, in person and digitally.
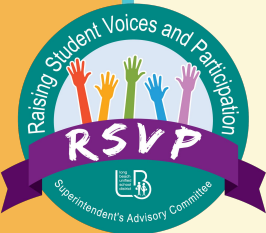
Resilient, Mindful & Thriving Self-Advocate
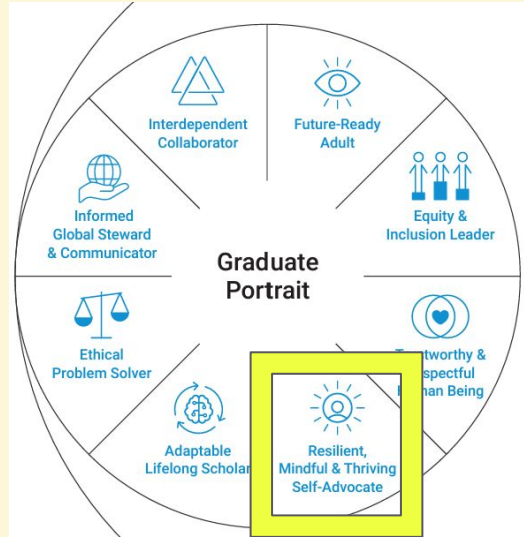
Students express self-confidence in how they positively honor their identities and how they advocate for their needs. They are mentally and physically resilient, know how to manage stress and work toward a balanced lifestyle.
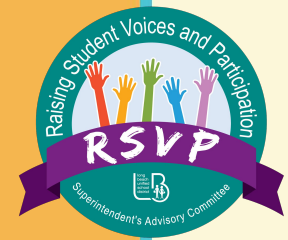
Resilient, Mindful & Thriving Self-Advocate

Students are able to understand, manage and regulate their own emotions. They have a positive self-identity and self-esteem. They are aware of, honor, and cultivate the intersectionality of their personal, digital and cultural identities and assets.

They are confident, courageous, and embrace personal power. Students have a strong sense of agency to address personal and social needs and know when and how to seek assistance. They are aware of their own personal interests, talents, assets, strengths and passions, and can identify their evolving core values and beliefs. They understand personal biases and how these influence their world views.

Resilient, Mindful & Thriving Self-Advocate

Students are optimistic about their own future and developing a sense of purpose. They are able to cope with uncertainty and are resilient. They persist through challenges and are able to fail forward (framing "failures" as learning opportunities). They are flexible. They can adapt to new circumstances, improvise as needed, and are able to think beyond current structures, boundaries or limitations.

Students are knowledgeable about healthy lifestyles: personal health (nutrition, fitness, sports and exercise, basic medical skills and knowledge, sexual health); drug and alcohol prevention (e.g., they can recognize addictive behaviors and the effects of addiction). They know the elements of living a "balanced" life.

Resilient, Mindful & Thriving Self-Advocate

They have personal self-care strategies and know how to apply stress-management and coping skills, including mindfulness strategies, to identify sources of stress and connect to activities that soothe and calm.

Students are empathetic toward others and practice kindness and patience toward themselves (self-empathy). They use problem-solving and conflict-mediation strategies to resolve conflicts.
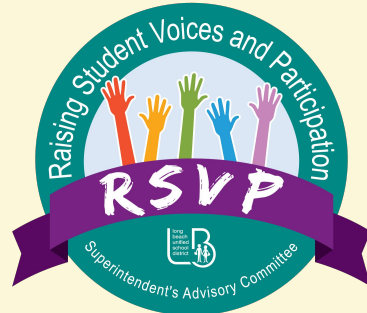
For your group's trait

Chart:

How would staff observe you demonstrating this Graduate Portrait at school?

What does it look like?

Year Long Group Activity

Recommendations for Schools:
What do you consider the most challenging issue that is affecting students in our district?

RSVP Application Question

What do you consider the most challenging issue that is affecting students in our district?

Why do you consider this a challenge for students?

Wordcloud from Applications

Challenging issues that are affecting students in our district - Themed

(*Not in priority order)

1. Students being heard/noticed
2. Engagement in class
3. Academic Success pressure/Life Balance
4. Mental Health
5. Resources/Budget Allocations for students
6. Safety/Bathrooms/Smoking/Vaping/Drugs
7. Safety: Harassment/ Bullying
8. College Readiness/Course Sequencing
9. Life skills/Preparedness (incl. Communication, Handling emotions, Money/Finances, etc.)
10. Equity and Inclusion

Using the Scientific Method Protocol - Optional Template

1. Forming a Question and Hypothesis
2. Designing an Investigation
3. Results and Analysis of Data.
4. Conclusion and Recommendations
5. Presenting Data Analysis and Recommendations

RSVP 2023-24
Year-long Inquiry Activity
Solutions: What do you consider the most challenging issue that is affecting students in our district?

Scientific Inquiry Group Work Template (adapted)

Challenging Issue:
_____

Group Members:

Names:	School:
_____	_____
_____	_____
_____	_____
_____	_____

1. **FORMING A QUESTION AND A HYPOTHESIS**

You will begin the inquiry process by writing a question to be tested and a hypothesis that answers your question.

Question:

Hypothesis:

Why do you believe your hypothesis is true? What evidence can you give to support your hypothesis? Make sure you include information about both the independent and dependent variable.

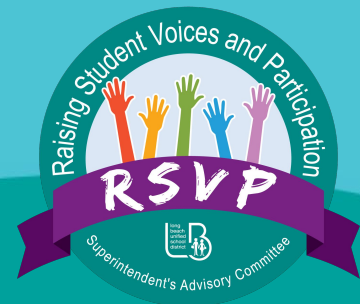• **Scientific Concepts and/or Experiences:**

Group Work

RSVP 2023-24
Year-long Inquiry Activity
Solutions: What do you consider the most challenging issue that is affecting students in our district?

Scientific Inquiry Group Work Template (adapted)
Challenging Issue:

Group Members:
Names: School:

1. FORMING A QUESTION AND A HYPOTHESIS
You will begin the inquiry process by writing a question to be tested and a hypothesis that answers your question.

Question:

Hypothesis:

Why do you believe your hypothesis is true? What evidence can you give to support your hypothesis? Make sure you include information about both the independent and dependent variable.
• Scientific Concepts and/or Experiences:

1. Introduce yourself
2. Why did you choose this topic?
3. Discuss the Template / Complete QR:
   - Complete the Issue Name, Members
   - Discuss / Complete Section 1: Forming a Question and Hypothesis
   - (if time) Discuss Section 2: Designing an Investigation

Exit Slip

https://bit.ly/RSVPJan11

Superintendent's Student Advisory Committee

2023-24 Meeting Schedule

Date	Time	Location
Thursday, November 9, 2023	3:45-5:00	via Zoom
Thursday, December 7, 2023	3:45-5:00	via Zoom
Thursday, January 11, 2024	3:45-5:00	in person- location TBD
Thursday, February 1, 2024	3:45-5:00	via Zoom
Thursday, March 7, 2024	3:45-5:00	in person- location TBD
Thursday, April 25, 2024	3:45-5:00	via Zoom
Thursday, May 30, 2024	3:45-5:00	in person- location TBD

Next Meeting
January 11, 2024
Zoom

Raising Student Voices and Participation
RSVP
Superintendent's Advisory Committee