Meeting 7 !!!

Please rename yourself to follow this pattern

Name, City or District

For Example: Gretchen, Denver
Community Agreements

Accept and expect non-closure

Speak your truth

Experience discomfort

Stay engaged

Take an inquiry stance
Last time… we nailed down our problem statements, and generated prototype ideas to go test with our users.

Then you spent the last week testing top strategies…

Would this address your needs? Would this build trust? How could we implement this strategy so that it did all that it could to build understanding and trust?

This was the simplest way to test… have you surfaced an idea worthy of further development and testing?
How might we address students’ confusion with the process and their lack of trust that their concerns will be addressed?

How might we engage with learners and families regarding the grading change in a way that builds relationships and expands trust?

How might we engage with learners and families regarding ____ in a way that builds relationships and expands trust?
**Problem Statement:** How might we create more two-way communications using diverse media platforms with students, parents, and families from all cultural backgrounds in the Fargo community to address their concerns and questions over time in order to build trust and confidence in the schools--How can everyone feel they have an opportunity to have a Voice?

### Selected Strategies

- **Create a 1:1 text link** available to users on the district's website and have it be staffed by Fargo educators so students and families can dialogue about their questions and concerns with staff.
- Any communication should go out in **multiple languages** and perhaps be given to a respected elder or person of the community to share out and dialogue with other community members. We should also record and make recordings of key meetings available to those who cannot attend.
- If we had regular **cultural celebrations** we might expand trust... Celebrations with our community and learn about other cultures with food, dance, music, games of that culture and then have a "meeting" or give information after we have celebrated. We could use our schools as they are neighborhood schools and perhaps a central location or go to a venue that the particular culture uses.
- **Create a Q&A on-line platform** open to students, parents, and families and arrange to have it monitored by Fargo PS staff with a full understanding of the system.

### What ?s would you like to ask

- **WHETHER** such a strategy could be used to build trust while expanding understanding of the grading change...
- but also **HOW** such a strategy would have to be implemented such that the user you are talking with would think themselves likely to have greater understanding AND trust.
Group Work Time #1 30 min

**Fargo:**
- Share what you learned when testing the 4 lead strategies with users
- Track themes on slide 7

**DPI staff**
- Please help with note taking on slide 7

**Paul and Doannie** -- go to Fargo

**United 7**
- Reflecting on what you learned about the process modeled here, what would you like to plan to do in the fall, or in the ramp up to the fall?

**Gretchen** to United 7
We asked... WHETHER such a strategy could be used to build trust while expanding understanding of the grading change... AND ALSO ... HOW such a strategy would have to be implemented such that the user you are talking with would think themselves likely to have greater understanding AND trust.

<table>
<thead>
<tr>
<th>Selected Strategies</th>
<th>What did we hear?</th>
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<tbody>
<tr>
<td>Create a 1:1 text link</td>
<td>● This is how students and parents want to receive information -- how can we do this in a more two way environment?</td>
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<tr>
<td>Any communication should go out in multiple languages, and recorded.</td>
<td>● Testing this idea with leaders from various EL communities -- to see what would work best for them</td>
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| If we had regular cultural celebrations we might expand trust | ● Student shared that due to Ramadan he had not slept and had gotten up before dawn for breakfast -- is listening and hearing students share about their uniquer personal experiences -- will that help us to be more responsive to their path for learning.  
● One way to build trust is to show that educators are making an effort to meet them where they are  
● On-line calendar recognizing cultural celebrations -- shows there is effort being made so teachers can have more information about what is going on in kids lives  
● Remembering an experience where students at a young age were recognizing different cultural customs and how this helped them learn and appreciate differences in culture |
| Create a Q&A on-line platform | ● Could this be done in a way that invites more two way communication?  
● There will be a Fall Forum to address Evidence Based Grading -- it would need to be on-site with representative students reporting their understanding, to address concerns and worries, and to engage students in addressing the concerns so they more own the change effort.  
● How can we be more responsive to student suggestions? Could consider how to carefully implement this strategy, creating guardrails.. Let's brainstorm all of the concerns about EBR and Learning and co-create solutions together. Need to hear from students and address the why we are making the change, perspectives might change.  
● Work with students in the lead.  
● High school students probably have different concerns regarding EBR… especially how the scores translate to their transcripts and GPAs for college applications |
Group Share Out #1 10 min

_Fargo:_
- What do you plan to do with the strategy ideas you generated?

_Untited 7_
- Reflecting on what you learned about the process modeled here, what would you like to plan to do in the fall, or in the ramp up to the fall?

_Gretchen_ to United 7
Remember we reflected on this last time...

How might beginning with empathy change common work that happens in your school community? Such as...

- Annual calendar design
- Curriculum selection
- Design of teacher evaluation
- Grading policy design
- Discipline policy design

If we try to address those things outside of the core work of school, and leave the core work of school unchanged, it erodes rather than builds trust.
Beginning with a universal goal... then determining targeted solutions better addresses systemic inequities and is more resource efficient.

And... sometimes it has collateral benefits
Think about the liberatory design process...

● What issues in your local context might be a good fit for a process like this?

● Are there any smaller habits from this process that you could bring into daily/weekly habits?
Reflection - write your own ideas in the padlet, then discuss in small teams

How are you feeling about being a designer, creator, and innovator?

How are you feeling about being a lead learner in family, learner, educator co-created design processes in the future?

How are we feeling about the idea of targeted universalism?
Family, Community, Student Co-Creation Process Resources

All resources are openly shared with view access. Make a copy to customize for use in your communities.

Design Resources
- Empathy Interview Guide and Form
- Process Overview and Resource Deck

Recorded Design Sessions
- ND Family Partnership Project Session 1: Opening
- Intro to Liberatory Design
- ND Family Partnership Session 1: Initial Focus and Empathy Interviewing
- ND Family Partnership Session 3. Sharing Empathy Data
- ND Community Design Partnership Project Session 4
- ND Family Design Partnership Project Session 5
- Brief Liberatory Design Overview

Design session ppt decks
- ND Community Design Partnership - Meeting 1
- ND Community Design Partnership - Meeting 2
- ND Community Design Partnership - Meeting 3
- ND Family Partnership Project - Meeting 4
- ND Family Partnership Project Meeting 5
- ND Family Partnership Project Meeting 6
- ND Family Partnership Project Meeting 7
Thank you!