



Creating Connection

February 21, 2019

Agenda for the Breakout

9:15-9:50	Guest speakers
9:50-9:55	Personal reflection exercise (see page 9 in conference program)
10:00-10:30	Divide into 3 groups for discussion
10:30-10:45	Reconvene for larger group discussion
10:45	Turn in note card with feedback

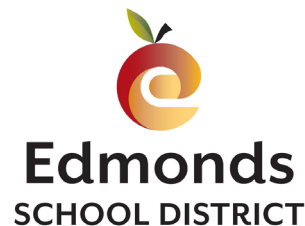
Guest Speakers

- Dr. Kris McDuffy, Superintendent, and Dr. Kimberlee Armstrong, Executive Director, Edmonds School District
- Shanon Tysland, Owner, Experience Momentum
- Jennie Capron, Northern Region Community Connector, PEPS

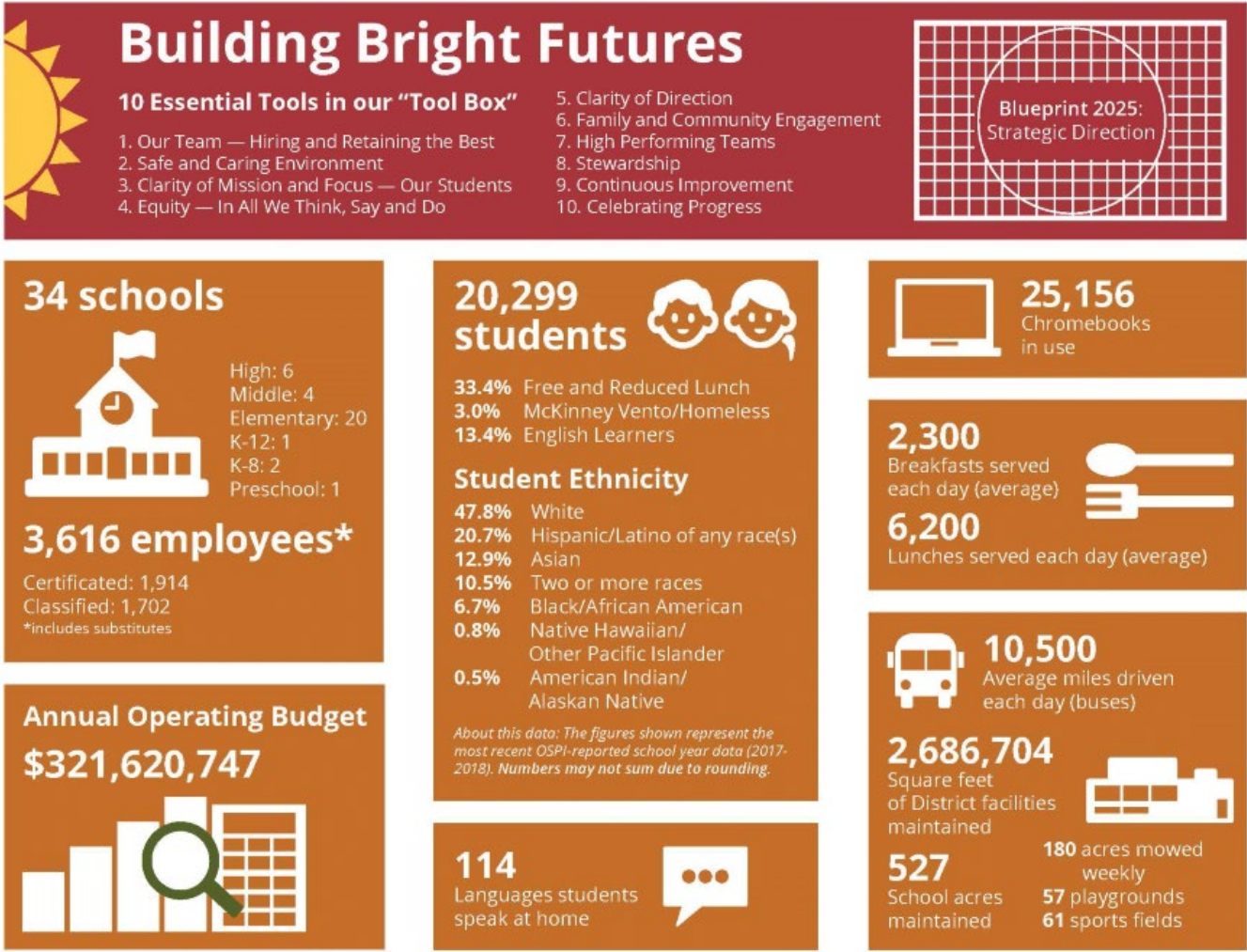
Social Justice & Equity Across Our System

Dr. Kristine McDuffy, Superintendent

Dr. Kimberlee Armstrong, Executive Director of Equity & Public Relations



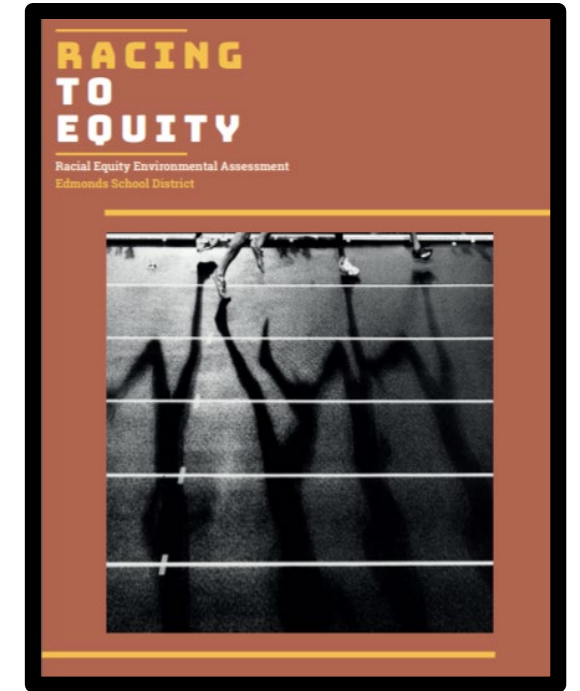
Edmonds School District



Racial Equity Environmental Analysis

Racing to Equity Consulting Group

- ▶ Individual Interviews, Focus Groups and Surveys and Community Forums with students, community and staff
- ▶ 25 Recommendations
 - ▶ Policy & System Development: Coherence, Alignment and Leadership
 - ▶ Culturally Responsive Teaching
 - ▶ Strengthening Family and Community Engagement



“Addressing the systemic inequities that our students face today will take more than a policy.” -ESD Parent & Community Member

Policy 0600

Adopted 10.24.2017

Race and Equity

The Edmonds School District acknowledges that complex societal and historical factors contribute to inequities within our school district. This policy confronts the institutional bias that results in predictability of student performance based on race, background and/or circumstances (such as but not limited to: disability, language, income and culture). We resolve to address

opportunity gaps at every level of our organization through policy, procedure, and practice in order to eliminate persistent achievement gaps.

Our data suggests that among these disparate outcomes, race continues to be the most persistent predictor of student performance. Consequently, we will prioritize our efforts and resources

on strategies that eliminate institutional racism.

In order to address opportunity and achievement gaps, the Edmonds School District will develop equity tools and procedures as strategies to eliminate systemic disparities and ensure systemic equity for students, staff, and families. Edmonds School District commits to:

1. Eliminate Systemic Disparities

To interrupt factors that perpetuate inequities, Edmonds School District will Ensure Systemic Equity.

2. Ensure Systemic Equity

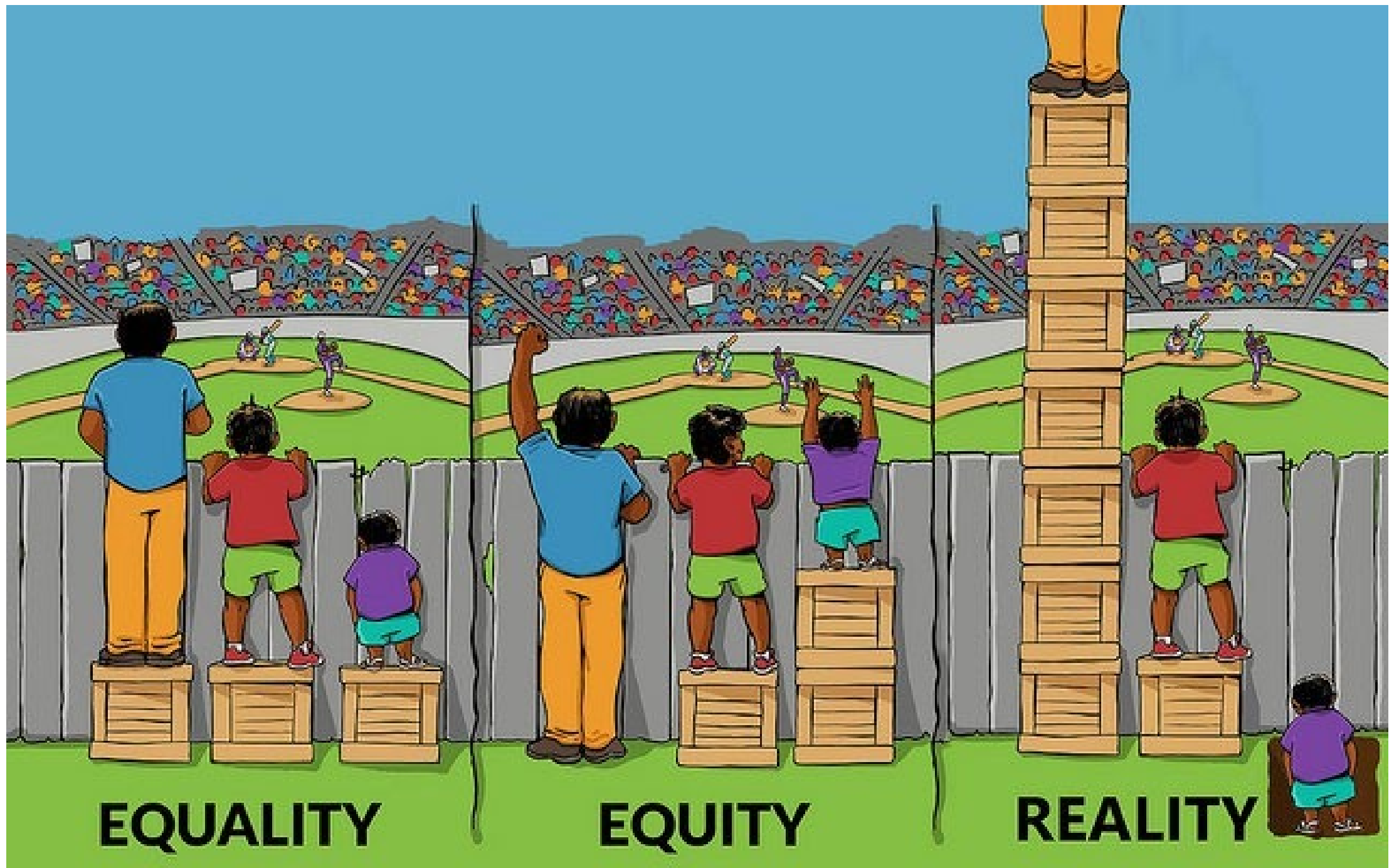
Edmonds School District will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

A. Engagement	B. Leadership	C. Teaching, Learning
District employees will develop and implement equitable practices for and with our students, their families and other community members including:	District leaders will ensure that racial equity guides employee actions and leads to improved academic results by:	District employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:
1. Intentionally seeking and including students' multiple racial and ethnic perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;	1. Ensuring student voice is viewed as critical and incorporated routinely in decision-making;	1. Ensuring a positive and academically rigorous school environment that engages each and every student;
2. Engage family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and	2. Recruiting, employing, supporting, retaining and continuously developing a workforce of culturally responsive administrative, instructional and support personnel; and	2. Collaborating as students, teachers and administrators to create and implement culturally responsive instructional practices, and curriculum; and
3. Invite and include community members to bring multiple cultural perspectives to examining and solving issues that arise.	3. Replacing any inequitable operational practices with systems that support implementation of this policy.	3. Identifying and eliminating practices that lead to the over- or under-representation of any student racial or ethnic group compared to peers.

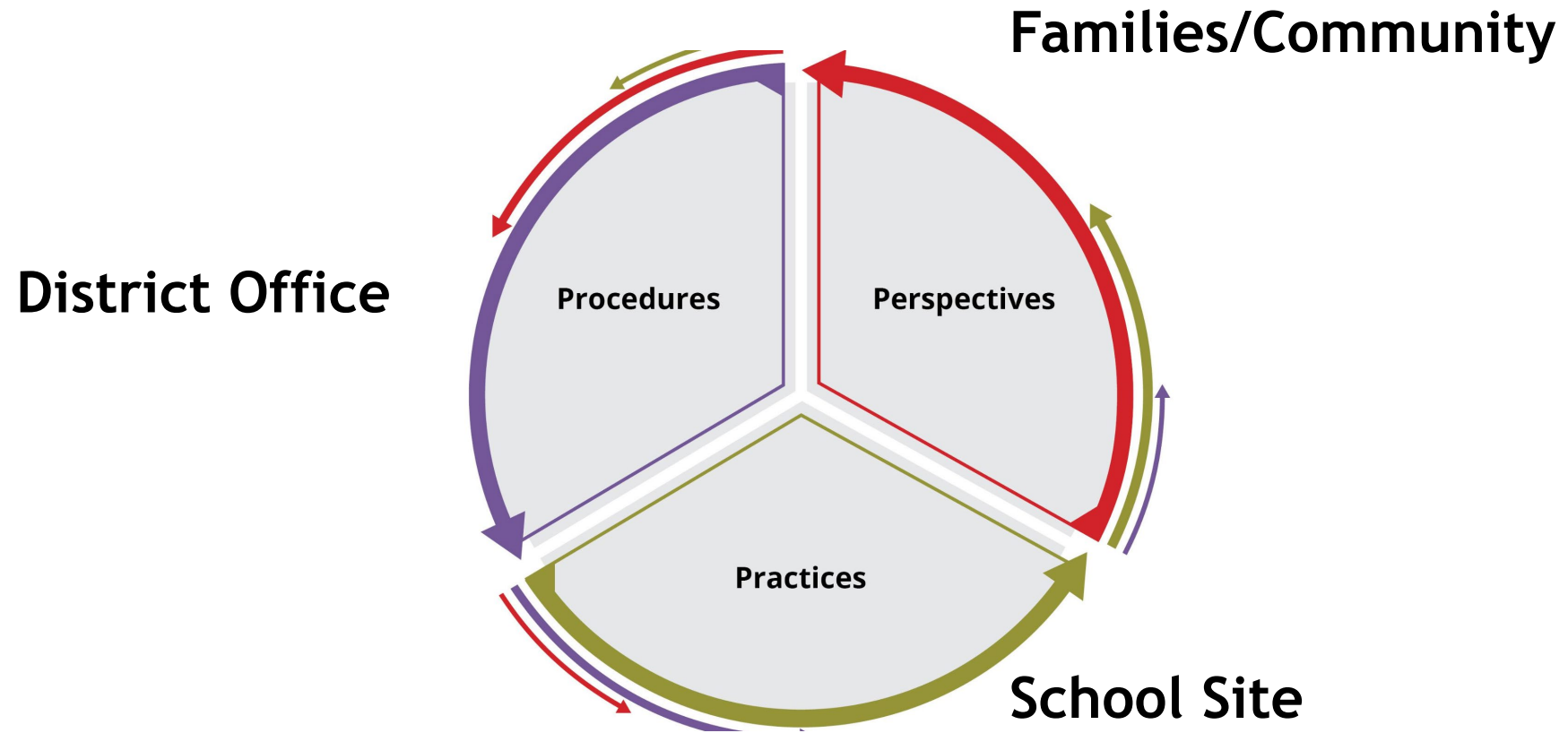
3. Implementation And Monitoring

The Superintendent shall regularly report progress on the plan and outcomes at selected public board meetings.





Race & Equity Framework



PEPS

PROGRAM FOR EARLY PARENT SUPPORT



“Connection is the energy that exists between people when they feel **seen**, **heard**, and **valued**; when they can give and receive **without judgment**; and when they derive sustenance and **strength** from the relationship.”

-Brené Brown

History

- PEPS began in 1983 with 3 neighborhood groups
- The PEPS founders saw that all parents need support
- Today, we serve more than 3,700 parents each year in parent peer support groups throughout King and South Snohomish Counties



Framework

Based on the Research informed
Strengthening Families™ Framework

5 Protective Factors of Family Wellness

- Parental Resilience
- Social Connections
- Social and Emotional Competence
- Knowledge of Parenting and Child Development
- Concrete Support for Families



Peer Support

- After welcoming a new baby, parents are particularly vulnerable
- Peer support provides a unique opportunity to encourage self-advocacy and confidence
- Peer support can provide a space to learn and share about daily frustrations and more complicated concerns
- Peer support is preventative model that works universally



How it Works

- Groups are offered in neighborhoods around King and South Snohomish Counties
- Parents choose from daytime/evening options, community sites or homes and based on the age of their baby
- Trained facilitators lead the groups (mostly volunteers) based on the PEPS meeting structure and topic guides

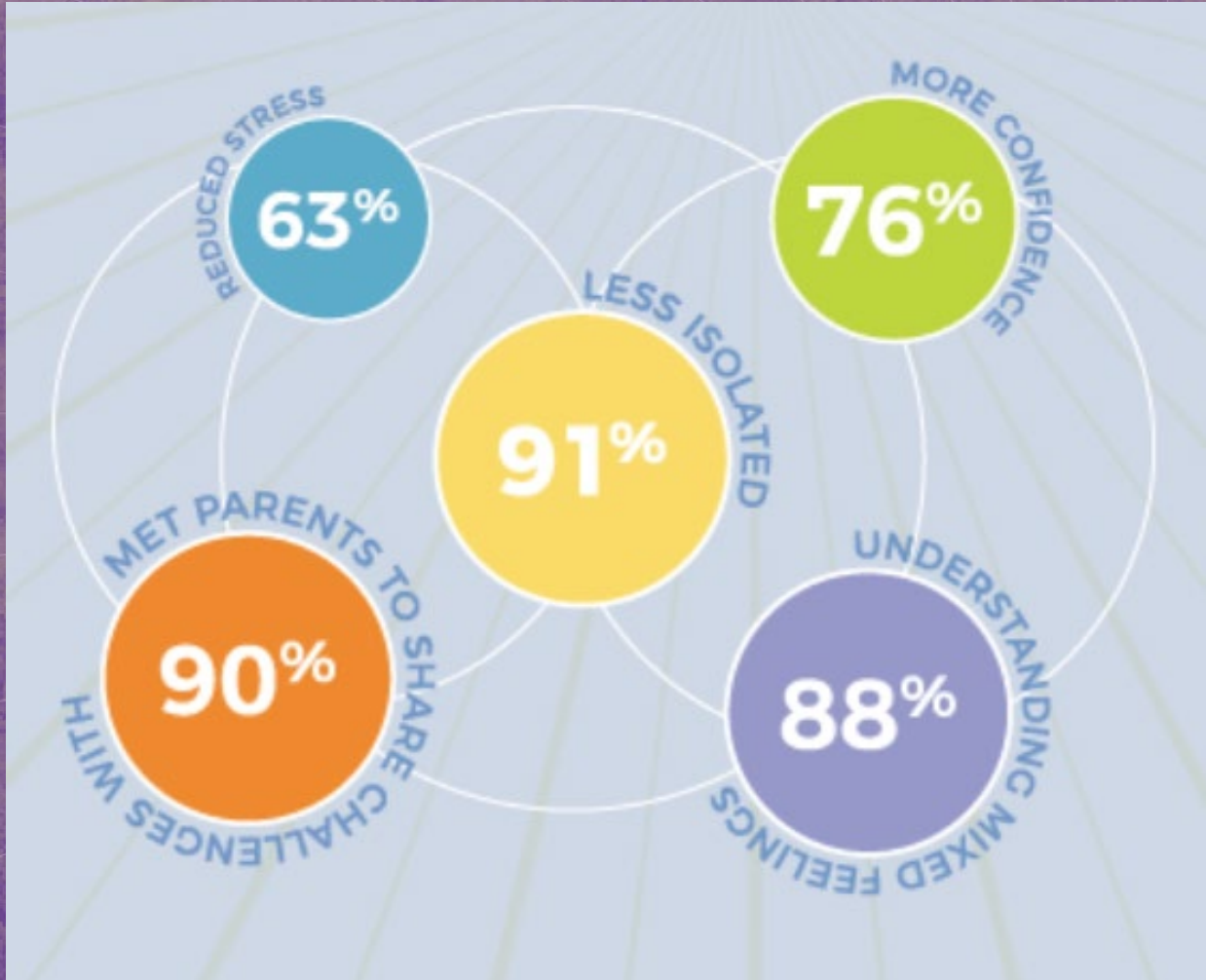


Meeting Format

- **Sharing Highs and Lows:** Parents tell their story, feel heard and supported
- **Developmental Moment:** Focus on baby, development & early learning
- **Break:** Informal 1-on-1 time to connect
- **Topic Discussion:** Discuss a subject in depth, idea & resource sharing



Outcomes



A photograph of six babies lying on a shaggy, light-colored rug with dark patches. The babies are arranged in a loose circle. In the top left, a baby in a white onesie with a green headband lies on their back. In the top right, a baby in a red and black plaid onesie lies on their back. In the middle right, a baby in a grey cardigan and dark blue pants lies on their back, looking up. In the bottom right, a baby in a blue dress with a pink headband lies on their back, looking up. In the bottom left, a baby in a pink shirt with a butterfly graphic lies on their back, looking up. In the middle left, a baby in a grey hoodie and dark blue pants lies on their back, looking up. The word "Questions?" is written in large, bold, yellow letters across the center of the image.

Questions?

Breakout Session Questions

1. We recognize that each organization represented today has a different connection to the topic of social and physical infrastructure. How much do you believe this topic is relevant to your organization or the work your organization does?
2. Strengths: What currently exists in your community supporting health using the physical environment? What are we doing well and what are our strengths? Please tie these ideas to the theme of Creating Connection.
3. Opportunities/Challenges: What local opportunities exist to strengthen the support for health using the physical environment? What weaknesses do we have to overcome? Please connect these ideas to the theme of Creating Connection.
4. What opportunities are you now considering for your organization as a result of today's conversation?

Breakout Session Questions

Introductions (name/organization)

Strengths: What currently exists in your community supporting health using the physical environment? What are we doing well and what are our strengths? Please tie these ideas to the theme of Creating Connection.

Breakout Session Questions

Opportunities/Challenges: What local opportunities exist to strengthen the support for health using the physical environment? What weaknesses do we have to overcome? Please connect these ideas to the theme of Creating Connection.

Breakout Session Questions

What opportunities are you now considering for your organization as a result of today's conversation?

Reconvene for Discussion

What are some of the key takeaways shared within your smaller group?