

The background of the slide features a large, horizontal brushstroke in shades of blue and teal, with a white rectangular border framing the central text area.

# **Lakeridge Family & Community Engagement Meeting**

**Thursday, December 3, 2020**

# WELCOME: HELLO!

ʔi, syaʔyaʔ  
Ai sia ya  
(Lushootseed)

Sidee Taháy  
(Somali)

Hola  
(Spanish)

As-salām  
'alaykum  
(Arabic)

ሰላም  
Selam  
(Amharic & Tigrinya)

akkam  
(Oromo)

Salut  
(French)

ស្តេស្តី  
suostei  
(Cambodian)

an mou diom  
(Soninke)

Salaam aleekum  
(Wolof)

Wáa sá iyatee  
(Tlingit)

こんにちは。  
"Konnichi wa"  
(Japanese)

Kablaaw  
(Ilocano)

Chào anh  
(Vietnamese)

今日は  
konnichiwa  
(Japanese)

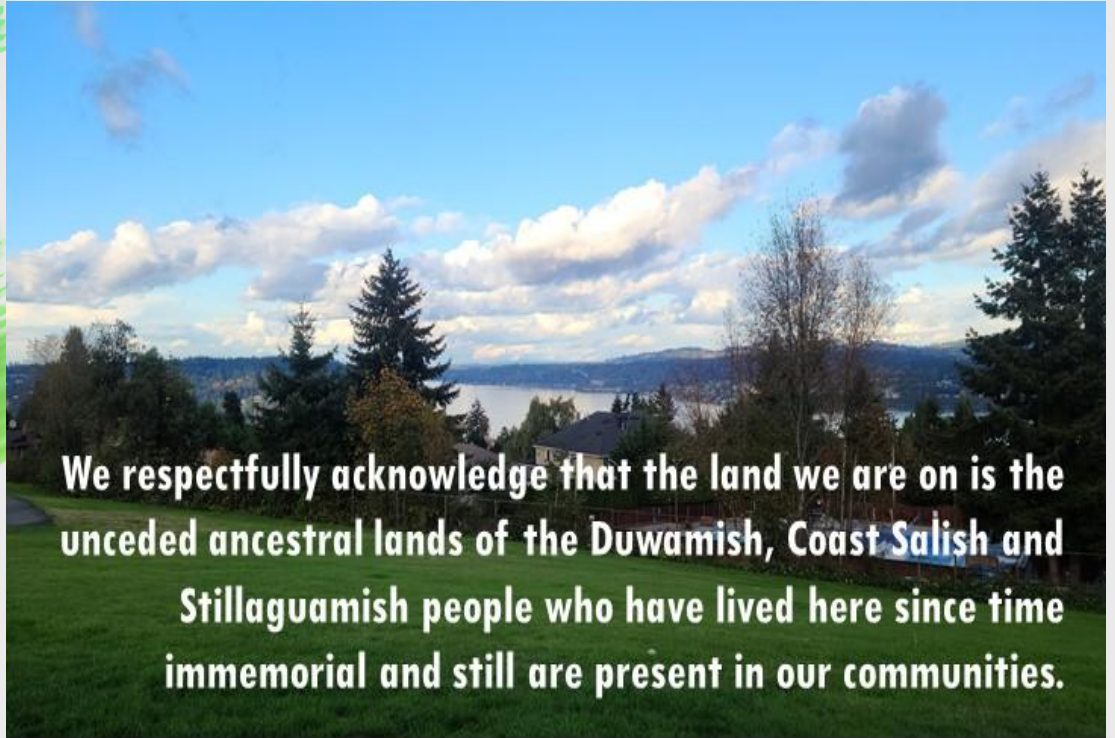
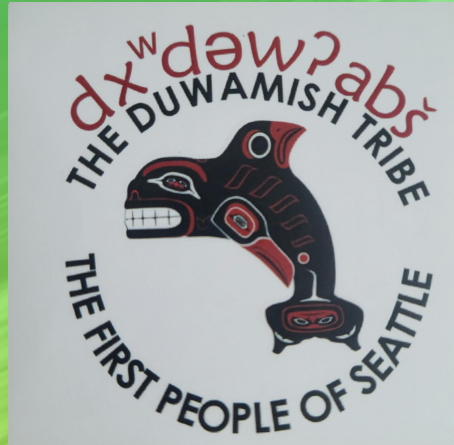
你好 (néih hóu)  
Chinese-  
Cantonese)

Muraho  
(Kinyarwanda)

Jambo  
(Swahili)

Kumusta  
(Tagalog-  
Filipino)

(salām) سلام  
(Persian/Farsi)



**We respectfully acknowledge that the land we are on is the  
unceded ancestral lands of the Duwamish, Coast Salish and  
Stillaguamish people who have lived here since time  
immemorial and still are present in our communities.**



## The Big Ideas

### The **What**

- Combined social emotional learning and social studies lessons
- Rooted in anti-racism and the exploration of all identities
- Meets both state SEL and social studies standards

### The **Why**

- Feedback and surveys have shown that students and families have not always felt welcome and like they belong at Lakeridge
- As a school, we are committed to changing this experience for the community through the engagement of teachers, students, and families in this content.



## The Big Ideas

## The **Who**

- Combined team of Lakeridge Staff
  - Counselor - Angela Varela
  - SEL Coach - Jenna Middleton
  - Administration and Lakeridge coaches
  - Primary and Intermediate teacher support
  - SEL Network Team
    - Roshaé Lowe - Sound Discipline



## **Student and Family Data**

On a score of 1-5, 1 being strongly disagree, and 5 being strongly agree. Students and families answered the following questions on an average as either neutral or agree (3.2-3.4)

**I feel I belong at my school.** (Students)

**The school provides opportunities to strengthen my child's cultural identity.** (Families)

**The school provides instructional materials (books) that reflect students' cultural background, ethnicity, and identity.** (both)

# Guiding Questions

**Who Am I?**

As an Individual  
-learner  
-family member  
-community member  
-gender -religion  
-culture  
-ethnicity

**How am I connected to others?**

How are we the same and how are we different?  
-culture  
-family

What does a community of care and respect look like?

**What are systems of oppression?**

Where does power originate?

How is it used and abused?

Whose story is being told and from whose perspectives?

**How have others advocated for change?**

How do we learn from the stories of others?

Whose voices haven't we heard?

**What action do we take?**

As students/youth?  
As a school?  
As a community?

## **Content Non-negotiables**

- Centering BIPOC experiences
- Focusing on resistance and action over violence
- Aiming for brave spaces (acknowledgement we're all growing in this)
- Taking community action led by students Positioning students as the thinkers (we are not the experts)

## **Monthly Focus**

- Jan - The Power of the Vote
- Feb - BLM/Black History
- Mar - No one leaves home unless
- Apr - Duwamish Peoples and Environmental Justice
- May - Women
- Jun - Love Makes a Family





# What makes you who you are?

Identity Webs



# **Say Something!**


**By Peter Reynolds**



“

*Nothing About Us  
Without Us  
Is for Us*

[Family Feedback Link](#)



# Read Alouds for Belonging and Identity

Say Something (available at King County Library)

A Kid's Book about Belonging

Where Oliver Flts (available at King County Library)

The Skin You Live In (available at King County Library)

The Proudest Blue (available at King County Library)

Dazzling Travis