30 min	**Community, Student and Family Engagement**
	
	Desired Outcome: The PPS Board of Education will articulate the successes and opportunities they look to see executed as we plan student, family, school and community engagement on Enrollment and Program Balancing..
	
	Resource:
	      In 2019, the PPS Board of Education adopted PPS reImagined, which highlights a set of guiding core values. These include:
	
	          Partnerships and Collaboration
	          We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.
	
	          Racial Equity and Social Justice
	          We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.
	
	          Relationships
	          We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.
	
	          Students at the Center
	          We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority
	
	      We are leaders of a school district that aspires to listen to, learn from, and involve our key stakeholders in our decision-making and policy change. This is especially true of our Black, Native American and Communities of Color.
	[continued]
	
	Guiding Questions.
	    1. At the end of this enrollment and program balancing process, what does success look like in our stakeholder engagement process? How will our students define this success? Families? Communities of Color? Staff?
	    2. What does success look like if this process authentically centers the voices, experiences, and futures of our Black, Native American and students of color?