BEYOND A SEAT AT THE TABLE

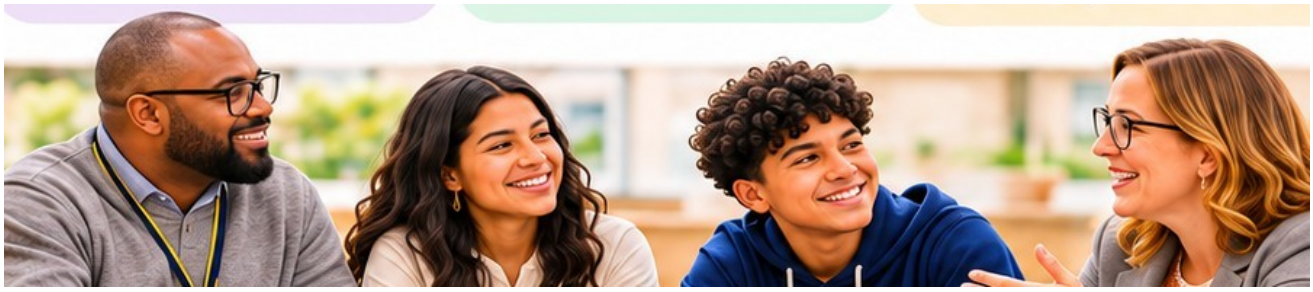
Practice Cards

Scenario Exercises + Knowledge Check

PHOTOCOPY-READY PARTICIPANT MATERIALS

LEARNING THROUGH ACTION

Six fictional situations for small-group practice and a ten-question pre/post knowledge check. No answer key is included in the participant edition.



VALUE • CONFIDENCE • CAPACITY • INFLUENCE • IMPACT

Pilot-design edition | November 2026

How to use these cards

Each scenario is fictional. Read it with your group and prepare a response without using a real child's private education information. You may submit your response in writing, audio, conversation or a visual map. Do not assume the facts prove a districtwide problem.

Scenario A | Vibrant learning access (core case)

WHAT WE HEARD

A caregiver hears that two middle-grade schools have very different rates of completion of real-world projects. Families also report that after-school access depends on pickup arrangements.

Your challenge

Do not claim an inequity is proven; request comparable student participation, quality and barrier data. Who has authority to approve access changes?

Evidence to consider

A student-completion measure using a common qualifying definition; log the institution's substantive response.

Four steps to practice

1. What is known, and what do we still need to verify?

_____

_____

2. Who is missing from the conversation?

_____

_____

3. Who can decide, and what recommendation do we make?

_____

_____

4. What documented response or measure would matter?

_____

_____

Scenario B | School-based versus district decision

WHAT WE HEARD

Parents want a school club scheduled differently, but the principal says district transportation rules may constrain the schedule.

Your challenge

Clarify which element the school may change and which must be approved by transportation/district personnel. Avoid naming specific authority until verified.

Evidence to consider

A written decision path and a scheduled answer for both responsible offices.

Four steps to practice

1. What is known, and what do we still need to verify?

_____

_____

2. Who is missing from the conversation?

_____

_____

3. Who can decide, and what recommendation do we make?

_____

_____

4. What documented response or measure would matter?

_____

_____

Scenario C | Language access

WHAT WE HEARD

Families whose preferred language is not English report that they receive information about student exhibitions after registration closes.

Your challenge

Ask when information was released, in which formats and languages, and who owns outreach. Do not assume families are disengaged.

Evidence to consider

Percentage of eligible families receiving timely accessible information and participation rate after correction.

Four steps to practice

1. What is known, and what do we still need to verify?

_____

_____

2. Who is missing from the conversation?

_____

_____

3. Who can decide, and what recommendation do we make?

_____

_____

4. What documented response or measure would matter?

_____

_____

Scenario D | Inclusive program design

WHAT WE HEARD

A family reports a student with a disability was discouraged from an extracurricular learning event without an individualized access review.

Your challenge

Protect the student's privacy. Refer individual rights questions to confidential formal processes; separately examine program-level accessibility practices.

Evidence to consider

Documented accessible participation protocol; aggregate barrier-reduction measures, subject to privacy.

Four steps to practice

1. What is known, and what do we still need to verify?

_____

_____

2. Who is missing from the conversation?

_____

_____

3. Who can decide, and what recommendation do we make?

_____

_____

4. What documented response or measure would matter?

_____

_____

Scenario E | Reading progress communication

WHAT WE HEARD

Parents say they cannot tell which reading supports are available or how progress is explained.

Your challenge

Request accessible progress communication and decide whether a school-level communication change or broader resource decision is necessary.

Evidence to consider

Family understanding measures separately from actual student reading growth.

Four steps to practice

1. What is known, and what do we still need to verify?

_____

_____

2. Who is missing from the conversation?

_____

_____

3. Who can decide, and what recommendation do we make?

_____

_____

4. What documented response or measure would matter?

_____

_____

Scenario F | Shared facility, unequal access

WHAT WE HEARD

Two programs share a building; families report different access to common spaces and student enrichment.

Your challenge

Document schedule/access patterns rather than speculate about intent; identify written space rules and decision owner.

Evidence to consider

Comparable access-time and resource-use data, plus documented decisions and follow-through.

Four steps to practice

1. What is known, and what do we still need to verify?

_____

_____

2. Who is missing from the conversation?

_____

_____

3. Who can decide, and what recommendation do we make?

_____

_____

4. What documented response or measure would matter?

_____

_____

Knowledge check — participant copy (10 questions)

Participant ID (anonymous): _____ Date: _____ PRE / POST (circle one). You may ask for this to be read aloud or provided in your preferred language.

1. A family reports one missed club because of transportation. What can be stated as fact?

   A. All schools have an equity gap. B. One family reported a barrier; the size of the issue needs investigation. C. Transportation caused the districtwide disparity.

2. An advisory committee agrees with a recommendation. What is the next useful question?

   A. Has the district approved it? B. Can we call it implemented? C. How many people applauded?

3. Which question best clarifies decision authority?

   A. Who speaks loudest? B. Who has authority to approve or decline this action? C. Who has the most followers?

4. Harbor has 96 completions among 160 eligible; Ridge 45 of 150. Which is correct?

   A. 60% vs 30%; a 30 percentage-point difference. B. 96% vs 45%. C. No comparison can be calculated.

5. Before interpreting that gap, which is best?

   A. Examine grade bands, program definitions, eligibility and barriers. B. Assume teacher effort differs. C. Count how many clubs appear online.

6. What is the strongest recommendation?

   A. “Do something.” B. “Approve a defined pilot, name the owner, report back, and track participation.” C. “Parents should solve it themselves.”

7. What must happen before an action is classified implementation-ready in this pilot?

   A. A volunteer offers help. B. A public announcement is drafted. C. Documented need, decision owner, lead, confirmed resources and report-back date.

8. What is an institutional response?

   A. A thumbs-up emoji. B. A substantive explanation and decision status with next steps. C. Attendance at a listening session.

9. REO should primarily be evaluated by…

   A. Number of business cards exchanged. B. Verified partner contribution to a documented gap and the student impact measured. C. Total meeting invitations.

10. If a proposal is declined, accountability means…

    A. Families must agree. B. No further explanation is needed. C. Rationale, responsible decision owner, and next steps are documented and shared.

Responses: 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7: ___ 8: ___ 9: ___ 10: ___

This assessment helps the facilitator improve instruction. It is not a formal measure of parenting quality or intelligence.