Board Special Meeting

School Board Retreat

June 3, 2017 10:00 am – 3:00 pm
Auditorium, John Stanford Center
2445 3rd Avenue South, Seattle, WA 98134

Agenda

10:00 am   **WELCOME**

10:00-10:30 am   **TEAM BUILDING / ICE BREAKERS**

10:30-12:00 pm   **RACIAL EQUITY TRAINING: STEREOTYPE THREAT AND IDENTITY SAFETY**
- Introduction by Dr. Brent Jones and Dr. Kyle Kinoshita
- Presentation by Dr. Stephanie Fryberg, Associate Professor, UW

12:00-12:30 pm   **BREAK & LUNCH**

12:30-1:00 pm   **BOARD COMMUNITY ENGAGEMENT GOAL REPORTS**

1:00-2:00 pm   **STRATEGIC PLAN: PLANNING PROCESS OPTIONS**

2:00-3:00 pm   **EQUITY IN HIGHLY CAPABLE PROGRAMS**
- Introduction by Board President Sue Peters
- Presentation by Austina De Bonte, President, Northwest Gifted Child Association

3:00 pm   **ADJOURN**

Start times for each topic are estimated. Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda.

Photos by Susie Fitzhugh

Board Retreat
June 3, 2017

Our learning focus for today

- Setting context for today's learning and connections to Superintendent SMART Goal #2, Eliminating the Opportunity Gap—Dr. Brent Jones

- Setting context for identity safety: Stereotype threat—a factor disabling learning for many students of color—Dr. Kyle Kinoshita

- Identity safety in the classroom—Dr. Stephanie Fryberg

How does the impact of income and race compare?

Percent Meeting Standard in Mathematics (Grades 3-8 Combined)
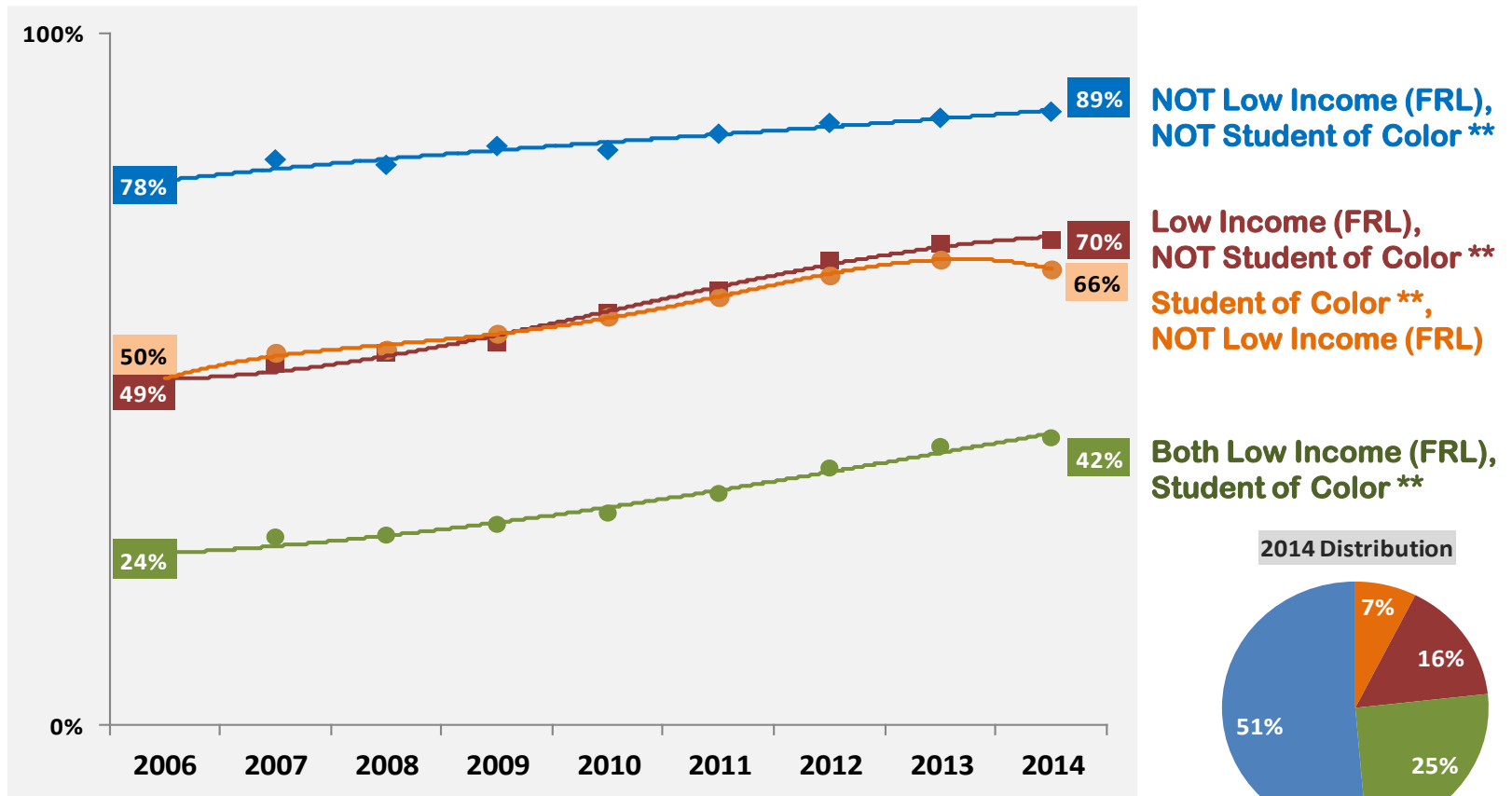
** Includes historically underserved students of color: African American, Hispanic/Latino, Native American, and Pacific Islander students

The literature on failure or success of students of color

Learning environments

What are some of the factors for failure?

- Depersonalized school environment
- Stereotype threat, "people who look like me are failures", images of success exclusively white
- Individualistic, competitive cultural norms
- Intelligence, ability are fixed and immutable
- Devaluing of diverse cultural and communication patterns
- Discipline practices alienating students of color
- Disconnect between families and schools

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Learning environments

What are some of the factors for success?

- Relationships based on warmth AND high expectations—"warm demander"

- Identity safety—images of success that "look like me"

- Cooperative, collaborative norms

- Growth mindset—intelligence and ability impacted by effort

- Respect for diverse cultural and communication patterns

- Discipline based on learning and relationship building

- Connections with families and schools

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Learning environments

School factors that fail students of color	School factors that succeed with students of color
Depersonalized school environment	Relationships based on warmth AND high expectations—"warm demander"
Stereotype threat, "people who look like me are failures", images of success exclusively white	Identity safety—images of success that "look like me"
Individualistic, competitive cultural norms	Cooperative, collaborative norms
Intelligence, ability are fixed and immutable	Growth mindset—intelligence and ability impacted by effort
Devaluing of diverse cultural and communication patterns	Respect for diverse cultural and communication patterns
Discipline practices alienating students of color	Discipline based on learning and relationship building
Disconnect between families and schools	Connections with families and schools

How does "stereotype threat" play a role in disabling the learning of many students of color?

Racial identity is also connected to cultural identity

Identity is composed of many things—what is relevant to today's learning:

- Identification with a racial group
- Often coupled with a cultural identity

A common racial and cultural identity is a result of, among other things:

- A historically common set of cultural characteristics, reinforced and maintained by membership in a group
- A common history of status in society, such as an oppressed status and a segregated existence.

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- Besides a racial identity, everyone has a culture and a cultural *identity* governing the way they *think* and *act.*

- "Culture, as it turns out, is the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture. Think of culture as software for the brain's hardware. The brain uses cultural information to turn everyday happenings into meaningful events" Zaretta Hammond

- Surface culture: Food, traditions, music

- Deep culture: Beliefs and behavior about relationships with individuals, family, institutions, what it means to be truly successful

Everyone brings their racial and cultural identity to the classroom

The question is:

- Is the classroom a *safe place* for kids' ethnic and cultural identity*?* Is it accepted and honored? Acknowledged? Treated like an asset?

- Or does the identity experience *threat?* Is it treated as a deficit? Demeaned? Ignored?

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What happens to an identity under threat?

- *"Stereotype threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group"* (Steele & Aronson, 1995)

- What is stereotype threat? How does it impact learning? Claude Steele

Long term effects of stereotype threat

Reduced:

- Effort
- Self-control
- Aspirations
- Creativity
- Memory
- Lowered expectations
- Decreased performance

Increased:

- Anxiety
- Feeing of rejection
- Disengagement
- Self-handicapping
- Physiological effects
    – Cortisol production

<u>**Briefing Paper – Strategic Planning**</u>

Background:
- We currently have a 2013-18 Strategic Plan
- We developed the current plan during the winter/spring of 2013
- Typically, we would review/renew the Strategic Plan during the 2017-18 year.
- In 2017-18, we anticipate needing to make major budget decisions given the predicted budget shortfall. We also are scheduled to enter into negotiations with a major labor partner

<u>**Option A: Extend Current Strategic Plan for One Year:**</u> This option could extend the entire current plan, or just the Goals & Strategies. Cost: $0 and negligible.

Pros	Cons
• Least cost • Builds on the work already happening • Allows focus on budget and negotiations	• No engagement • Only one year; Larger community engagement process still needed next year

<u>**Option B: Small Adjustments and One-Year Extension:**</u> Use our new two-way electronic communications system to take public comment on the present plan and SMART goals. Ask stakeholders what they like and what they would change. Take that information into consideration and ask the board to approve a one-year extension with relatively slight adjustments. Cost & Time: $25,000 and three months.

Pros	Cons
• Less cost and time required than several options • Builds on the work already happening	• Less 1:1 engagement BUT includes electronic engagement of 1000s. • board and staff time to review information submitted • May only cover 1-2 years; Larger community engagement process still needed later.

<u>**Option C: "Strategic Plan Light Extension"/Identify 3-5 Key Goals from Current Plan:**</u> Invite 200 representative stakeholders to a series of three evening meetings (including interpreters). Attend several stakeholder community meetings. Building on the current successful work at SPS, validate the "big goals" from within the 13-18 Strategic Plan that we want to continue to focus on as a district. Most districts pick similar 3-5 goals. The process would simply identify the big directions without detailed implementation plans (although for current initiatives, implementation plans may already exist). Estimated Cost & Time: $100,000 and three months.

Pros	Cons
• Provides significant engagement at less expense than a new plan • Builds on the work already happening • Sets direction for the district without building unreasonable expectations	• Not as extensive engagement as we used last time • May only cover 1-2 years; larger community engagement process still needed in future • Cost of board & staff time • A lot going on during the year

Option D: "Strategic Plan Light"/Select 3-5 Key Goals: Invite 200 representative stakeholders to a series of three evening meetings (including interpreters). Attend several stakeholder community meetings. Validate the "big goals" we want to address as a district. (Most districts pick 3-5 goals with remarkable similarity. Kent did this recently and picked: Excellence; Equity; and Community. Some districts might add Relationships. In SPS's last plan, we added Systems. Given our growth, we might hear Capacity.) The process would simply identify the big directions without detailed implementation plans. Estimated Cost & Time: $100,000 and three months.

Pros	Cons
• Provides significant engagement at less expense than a new plan • Sets direction for the district without building unreasonable expectations	• Not as extensive engagement as we used last time • May only cover 1-2 years; larger community engagement process still needed in future. • Cost of board & staff time • Hard to change direction/initiatives in a budget deficit year • A lot going on during the year

Option E: Develop a New Strategic Plan - Engage a firm to do a new, full-scale strategic plan, including forming a steering committee and conducting extensive community engagement to create the new goals and implementation plan. Estimated Cost & Time: $150,000 over a six-month period. Possibly similar to the City Summit process.

Pros	Cons
• Replicates a similar process to what we used before • Includes extensive community engagement	• A heavy lift for a year with lots going on • Timing with negotiations and budget decisions • Cost in time and money • Hard to change direction/initiatives in a budget deficit year

Next Steps:
- Conduct needed research, including verifying costs (financial and time) with other districts
- Bring a BAR forward for consideration (potentially Fall 2017)

*Every **Student**.*

*Every **Classroom**.*

***Every Day**.*

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17-18 District Goals

Strategic Plan Goal 1:
Educational Excellence & Equity

Strategic Plan Goal 2:
Improve Systems

Strategic Plan Goal 3:
School, Family & Community Engagement

Superintendent SMART Goal 1:

MTSS

Superintendent SMART Goal 2:

EOG

Superintendent SMART Goal 4:

Budget

Superintendent SMART Goal 5:

Engagement/ Collaboration

SP Goal 1, Strats 1 & 3
SP Goal 2, Strats 1 & 3

SP Goal 1, Strat 1
SP Goal 2, Strat 3
SP Goal 3, Strat 1

SP Goal 2, Strat 2

SP Goal 3, Strats 2 & 3