



Seattle Public Schools | Highly Capable/Racial Equity Services Advisory Committee

John Stanford Center for Educational Excellence 2445 3rd, Avenue South, Seattle, WA 98134

Meeting to be held remotely via Zoom, due to COVID-19,

<https://zoom.us/j/99531403695?pwd=aGJxRFZrU2xVYk9Pb2lZRMg3SzZrZz09>

Meeting ID: 995 3140 3695 | Passcode: 181311

Minutes – January 19, 2021

Present: Berhanu Alemayehu, Shane Baguyo, Deenie Berry, Marlon Brown, Crystal Daniels, Kaila Nsimbi, Christina Ellis, Aida Fraser-Hammer, Maki Ichikawa, Paula Montgomery, Margaret Montsaroff, Trish Nesbitt, Fran Partridge, Marc Salazar, Christine Sanders.

Absent: Yen Baynes, Kelsey Benslimane, James Blanton, Nichole Coates, Rina Geoghagan, Romanita Hairston, Gail Morris, Radhika Nair, Dominique Pavageau, Concie Pedroza, Matthew Perez, Kate Poux, Manuela Slye, Emijah Smith, Gretchen Waschke, Cindy Watters, Nathan Wheeler.

Guests: Ashish, Astrid, [Student], Cliff Meyer, Kristin Wyman, Megan Hazen, Alexandra Lee, Miranda Berger, Ananya Audio, Sam McKennoch, Beth Shipley, Nancy Hertzog.

REC Goal: In collaboration with HC/RESA, REC will provide tools to the members to ensure that the sessions are anti-racist, equitable and inclusive, while also developing and applying a racial equity lens to HC/LA projects.

REC stands on four key elements to accomplish this work:

- Awareness – expanding an understanding of our own biases, assumptions and racialized behaviors.
- Knowledge – Developing knowledge of institutional racism, historical oppression and the experiences of marginalized groups.
- Skills – Building capacity to engage in cross-cultural communication and the ability to interrupt white supremacy.
- Advocacy – Elevating the voices and concerns of traditionally marginalized communities.

Advisory Group Tasks:

“Utilizing the recommendations of the Advanced Learning Task Force, the HC/RES Advisory will convene to advise the district as the Advanced Learning Department and a diverse practitioners’ work group designs and implements a model or models for advanced learning **identification and services** that are aligned with Seattle Excellence, the district’s five-year strategic plan, and the Advanced Learning vision, mission, and commitments.”

@Racial Equity consultants LLC. January, 2021

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- To provide feedback which centers BIPOC and voices that have been historically impacted, to the HC/AL practitioners as they implement the recommendations from the ALTF.
- To understand that to do this work we must create an anti-racist environment where we center BIPOC, are aware of power dynamics and build transformational relationships.

OBJECTIVES for Meeting #3:

- To revisit our intentions as a committee:
 - To provide feedback which centers BIPOC and voices that have been historically impacted to the HC/AL practitioners as they implement the recommendations from the ALTF.
 - To understand that to do this work we must create an anti-racist space where we center BIPOC, are aware of power dynamics and build transformational relationships.
- To reflect on the terms and principles of this work, RACE, RACISM, etc.
- To deeply understand the first 3 recommendations from the ALTF

Introduction:

Meeting was called to order at 4:00 p.m. by Fran Partridge and Marlon Brown of Racial Equity Consultants (REC). Deenie Berry, Manager of Seattle Public Schools Advanced Learning Department, led the land acknowledgement to recognize the land of the Puget Sound Coast Salish People. Fran and Marlon introduced some new meeting norms, that requested that there be no video taping or audio recording of the meeting, and that there is no “after the session” discussion so that everyone has an equitable opportunity to participate in the meeting. To close the meeting introduction, Fran and Marlon welcomed all who were present, and gave everyone the opportunity to introduce themselves.

Feedback on Principles:

The Advisory members broke out into groups to discuss and provide feedback for the following principles, presented by Racial Equity Consultants, LLC at the December HC/RESA meeting, which were requested by the group at the last session to make sure we are all in agreement about the work of anti-racism.

- Race impacts opportunity,
- The current racialized outcomes are not our fault, but they are our responsibility,
- Deep racial inequities persist due to historical institutional and systemic practices still at play,
- Increasing awareness of oneself and the environment is a strategy for change,
- Impact and outcome hold a greater significance than intent,
- Well intentioned people often unknowingly and unintentionally contribute to racialized outcomes and oppressive practices,
- Shaming and blaming are not effective tools for building equity,
- It is necessary and important to experience discomfort in order to advance learning,
- Challenging racism and white privilege are everyone’s work,
- There are no quick fixes. It takes sustained effort to change institutional and systemic outcomes.

All were in agreement and some mentioned wanting to use these principles in other settings.

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History of Seattle:

Upon returning from breakout rooms, Kristin Wyman and Shane Baguyo gave a presentation of the history of Seattle. **This presentation provided context to the HC/RESA members about systematic racism in Seattle, and to provide the HC/RESA with the historical context so important to providing HC/AL practitioners an anti-racist lens.**

After the presentation, Shane and Kristin asked the group to reflect and share how the information from the presentation, landed with them. (See the Chat notes for details)

HC/AL practitioners:

Feedback on first three recommendations from the Advanced Learning Task Force (ALTF) (December Meeting's presentation)

The Advisory broke out into groups to discuss the first three ALTF recommendations (presented at last month's meeting). After the group reconvened, the Advisory members shared out their feedback of the following, which are the first three foundational recommendations from the 2018-2019 Advanced Learning Task Force, regarding updating SPS School Board Policy No. 2190:

#1: To realize the vision, mission, commitments, and recommendations of the task force, the District must commit to establishing procedures consistent with state guidelines as well as Policy No. 0030, and prioritization of equitable access to advanced learning services, including but not limited to:

- Using multiple sources of data to identify Student needs for advanced learning services (Align to Policy No. 2080 - Assessment).
- Delivery of an array of equitable services framed within a Multi-Tiered System of Support (MTSS) at every elementary, middle, and high school and alternative placements, as needed to meet the needs of Students. (Align to Policy No. 2163 - Supports & Interventions).
- Use of equitable assessment practices that are accessible to and evaluate the needs of all Students (Align to Policy No. 2080 Assessment and Policy No. 0030 - Race/Equity).

#2: We recommend prioritizing equitable identification of low-income Students and Students historically underserved (FED 7, Twice Exceptional (2E), single domain, outliers, et.al) in Seattle's approach to advanced learning services and eliminating racial disproportionality in all facets of advanced learning services.

#3: We recommend procedures and practices designed to support and hold every school accountable for providing a consistent array of equitable advanced learning services.

Presentation of scope and sequence plus 'Identification.'

Deenie Berry explained the topics that would be presented at each subsequent meeting focused on Policy 2190 revisions, Identification, Family Engagement, Secondary Services, and Elementary Services. Nancy Hertzog joined Deenie Berry for a presentation about 'identification' for the Advisory to review and give feedback on. After the presentation, the Advisory members went into breakout rooms for a Question and Answer session with AL staff.

The groups went into the breakout rooms to raise clarifying questions with AL staff.

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HC/RESA an anti-racist lens. (break-out rooms – 4+ people)

The Advisory then had the opportunity to breakout to develop questions in writing based on the centering of BIPOC Students and families within the 'Identification' process. They also were asked to create opinions and experiences in writing that related to 'Identification.' Once the advisory returned, each group shared out verbally and posted in chat.

Homework: (If you are able, please bring in a resource suggestion for the group at the next meeting)

Upcoming Meetings:

Tuesday, February 23, 2021, 4:00 p.m. – 7:00 p.m.

Tuesday, March 23, 2021, 4:00 p.m. – 7:00 p.m.

Tuesday, April 20, 2021, 4:00 p.m. – 7:00 p.m.

Tuesday, May 18, 2021, 4:00 p.m. – 7:00 p.m.

Addendum: Meeting chat

[Fran]:

Stay Engaged

Use "I" Statements and Listen with Understanding.

Experience Discomfort

Center BIPOC in marginalized experience

Accept and Expect Non-Closure

Stay aware of Intent vs Impact

Think historically

Stay in the USA

Ask for permission

[Deenie]:

awareness of oneself and the environment is a strategy for change,

Impact and outcome hold a greater significance than intent,

Well intentioned people often unknowingly and unintentionally contribute to racialized outcomes and oppressive practices,

Shaming and blaming are not effective tools for building equity,

It is necessary and important to experience discomfort in order to advance learning,

Challenging racism and white privilege are everyone's work,

There are no quick fixes. It takes sustained effort to change institutional and systemic outcomes.

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[Fran]:

The current racialized outcomes are not our fault, but they are our responsibility,
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It is necessary and important to experience discomfort in order to advance learning,
Challenging racism and white privilege are everyone's work,
There are no quick fixes. It takes sustained effort to change institutional and systemic outcomes.

[Advisory Member]: Who created the principles? I would like to share them with educators but want to be sure to attribute

[Fran]: Racial Equity Consultants LLC

[Guest - Student]: I would like to see something like this done with neurodiversity.

[Deenie]: Advanced Learning Task Force Recommendations

https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/advancedlearning/ALTF/ALTF-Final-Report-ADA.pdf

[Guest - Student]: We also need to talk about the banning of the r-slur in SPS

[Shane]: Welcome Kristin and thank you so much for being here.

[Guest - Student]: Are you neurotypical?

[Fran]: I live in upper Rainier Beach. My neighborhood used to be all white, then in the 50s when there was a boom in the airline industry, labor for Boeing moved in and it became predominantly Black. 15 years ago when I moved here, it was very diverse, BIPOC mostly. Some white folks. In the last 2 or 3 years, it has really gentrified,

[Shane]:

If you live in Seattle:

What do you know about the racial context of the neighborhood you live in?

If you work in Seattle:

What do you know about the racial context of the neighborhood that your school/office is in?

*Put your answers in the chat

[Advisory Member]: I live in Viewridge. I learned that that historically it had a large Jewish population due to the adjacent areas (Sandpoint) not allowing Jewish families to own homes. Viewridge and Wedgewood also have private pools that until the 1970s or later did not allow non-whites to have memberships.

[Advisory - Member]: I do not live in Seattle. I work in Seattle. I see and experience microaggressions and language that is racist - those people, they always cause trouble, will always be behind. As a school principal I challenge racist language and actions using "I" statements; What do you mean by that? Can you help me understand your logic?

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[Deenie]: I have a son and three grandchildren who are neurotypical. That is an important topic for discussion that will be discussed in future meetings that focus on services and future identification practices. Tonight we will be hearing about identification in this year of covid.

[Advisory Member]: Born and raised in Beacon Hill. Used to be predominantly Japanese. The street on which I grew up had restrictive racial covenants around Black folks not being able to live there. My parents moved to Beacon Hill in the 80s, and they and most of their neighbors (mix of Japanese, white and Black) still reside there.

[Shane]: Thank you Fran, [Advisory Member], and [Advisory Member] for your sharing the racial context and history of your neighborhoods.

[Deenie]: Thanks for sharing this history, [Advisory Member].

[Shane]: Thank you [Advisory Member] for sharing what you do. Thank you always, [Advisory Member].

[Advisory Member]: I live in North Capitol Hill. Tons of redlining occurred here.

[Fran]: Closed caption?

[Shane]: Thank you [Advisory Member] for sharing the racial context of your neighborhood.

[Advisory Member]: I work in Seattle. Before our school opened seven years ago, the Jane Addams boundary was intentionally drawn to include HCC Students from outside the neighborhood in order to achieve a more racially and economically diverse school. The demographer noted that the HCC Students from outside the boundary were primarily white.

[Shane]: Thank you so much [Advisory Member] for sharing that information. That is very important to note. Thank you, always.

[Shane]: Thank you Advisory Member.

[Marlon]: Will do

[Guest -Student]: We need to address this

<https://www.seattleschools.org/cms/one.aspx?portalId=627&pageId=20423&objectId.13771=94786183&contextId.13771=101256&parentId.13771=101257&localStartDate=2021-01-19T16:00&localEndDate=2021-01-19T19:00&ref=mestp9fg96fVsgzpWYeogEApzY%2fE8UH5YOpXlaQJM%3d>

sorry i meant this

<https://medium.com/@sarahkurchak/to-neurotypicals-on-my-36th-birthday-ae2fef2e4318>

[Deenie]: I will definitely take your question/concern to the identification sub-committee. This is an important part of the development of identification and services to truly meet the needs of Students with neurotypical needs.

[Advisory Member]: I grew up in the central area until I was about 16, it looks nothing like it use to. We moved to the Rainier Valley ... again, the neighborhood is completely different. I now live in "upper rainier beach "and it's changing before my eyes.

[Shane]: Based upon Kristin's presentation:

What was helpful to hear/learn?

What did you used to think and now what do you think?

Please take 3 minutes to reflect and then respond in the chat.

Thank you so much [Student]!

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[Guest - Kristin Wyman]: Thank you, [Student], for the question about neurotypicality. I will add that to the list of the aspects of my positionality.

[Guest - Student]: I just want to use this brief moment of attention to address that Students are still able to use the r-slur against neurodiverse Students.
And thank you for accepting my position

[Advisory Member]: It was helpful for me to hear the timeline and how recent this all is. As I think about schools across the district it is clear how this systematic racism in housing has contributed to defacto school segregation. As we move to neighborhood schools are we increasing this segregation?

[Shane]: Thank you [Advisory Member] about the deed restrictions currently.

[Deenie]: Thank you for sharing your experiences. That is not right for anyone to be the target of a slur of any kind. Is this happening to you online this year?

[Shane]: Thank you [Advisory Member] for sharing about your experiences and your thoughts and feelings.

Thank you Marlon for sharing about what you learned.

[Guest - Kristin Wyman]: Excellent observation and question, [Advisory Member].

[Shane]: Thank you so much for sharing this perspective and question, [Advisory Member].

[Deenie]: Thank you Kristin and Shane!

[Shane]: Thank you everyone for sharing the history and thank you everyone for sharing your learning collectively to build our racial equity lens.

Thank you again Kristin!

[Advisory Member]: Will there be a group break or do we just leave when we need to?

[Guest - Megan Hazen]: Are you deliberately putting 'official members' in a different break out room than the 'observers'?

[Marlon]: Yes.

[Advisory Member]: Feedback on the recommendations:

[Guest - Cliff Meyer]: How can we observe if we are not in the room with the committee? We can be muted, of course.

[Guest - Megan Hazen]: My kids go to the biggest HC cohort school in the district. There is no way for that school to get information about what is happening with the program that serves their kids when my observation is embargoed.

[Guest - Student]: yes

[Advisory Member]: it went by very very fast, yes

our group was interested in making sure the data collection was of culturally sensitive

*culturally sensitive

[Guest - Student] how seriously are you considering ending HCC

[Deenie]: Next week, I will be presenting to the families of the cohort schools, at a PTSA meeting. I'm looking forward to sharing the work and hearing about how families can be part of the process.

[Guest - Cliff Meyer]: Which school?

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[Advisory Member]: Feedback on the recommendations:

- * Multiple sources of data: How do we know that the data sources are "equitable" - data itself can be biased.
- * Data sources and assessments need to be culturally responsive (can that language be added?)
- * family input and other non-school sources have been referred to but are not captured here

[Deenie]: Cascadia invited me and I asked that all elementary PTSAs be in attendance. Tuesday, Jan. 26 @ 7 pm.

[Advisory Member]: *And (additional) - will we discuss standardized (better tools than in the past) measures? Perhaps in combination with more subjective measures?

[Guest - Megan Hazen]: Deenie - this group is listed in the HC report to OSPI as your family engagement group. Barring this large portion of the population means that it doesn't serve that purpose.

[Fran]: [Advisory Member] and [Advisory Member] - can you please write what you just said into the chat?

[Fran]: 6:02

[Advisory Member]: on recommendation #1: More and equitable services that can be measured has to be delivered. Not the status quo.

[Advisory Member]: We agree that there should be an emphasis on schools and geographical location, and add an emphasis on BIPOC children. We see the impact with gentrification, if the emphasis is geographical, we will again continue to create a system of inequality. Our wording must focus on the Students who have been historically left behind, otherwise in 5 years we'll be in the same place. We've seen it happen at Thurgood Marshall and etc. as neighborhoods change.

[Advisory Member]: Regarding observers - when we were in-person, It seemed that observers were not excluded from any activities. They would only be excluded from "votes" when they occur, which was a members only activity.

[Guest - Megan Hazen]: What about our neurodiverse Students?

[Advisory Member]: Student when you say neurodiverse, are you talking cognitively atypical, or also ADHD, autism or ?
got it, thanks

[Advisory Member]: Student I love that you are pushing this. This needs to come to light, so keep using your voice.

[Advisory Member]: We emphasized the importance of "other data" when identifying Students for advanced learning services, particularly when looking at special education Students. Questioned how MTSS will work when all of these groups are back in the classroom together, especially when looking at classroom numbers. Also, looking at consistency of services throughout the district.

[Shane]: Thank you so much Student for sharing.

[Guest - Student]: you're welcome

[Guest - Megan Hazen]: Deenie's email: cvberry@seattleschools.org

Also, your school board director cares about this: lisa.rivera-smith@seattleschools.org

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[Advisory Member]: Can you repeat how many Students are usually referred?

[Guest - Megan Hazen]: Normally around 5k

[Advisory Member]: Thanks Megan

[Fran]: 5000 Kaila

[Advisory Member]: Thanks Fran

[Guest - Beth Shipley]: Will this meeting discuss HC Students for this spring/virtual learning?

[Fran]: This meeting is to advise the department around long term equitable practices and protocols for HC moving forward, not to discuss particular Students

[Advisory Member]: highline story is very interesting - a good read for this group:

<https://www.seattletimes.com/education-lab/how-highline-is-trying-to-avoid-learning-loss-by-boosting-Students-ahead/>

[Guest - Miranda Berger]: Can you clarify how K Students will be identified, as there is very little data on them?

[Fran]:

Develop questions in writing based on the centering of BIPOC Students and families within "Identification" process.

Create opinions and experiences in writing that relate to "Identification"

[Shane]: [Advisory Member], [Advisory Member], [Advisory Member], [Advisory Member],
Questions:

Will this be equitable? If this is teacher driven is it free of bias? Where is the difference of characteristics of behaviors (typical versus diverse)?

In regard to identification, some families hire money to work through the CogAt test. The idea of teacher identification. The truly gifted child is 1% but not demonstrating on a test. Is this still based on teacher opinion? We need to open up to families. Identification maintains status quo. Not recreating the wheel.

In this virtual time of identification, what difference is there in the identification process that been going on for years? Is this CogAT test going to be administered in the remote learning time? The CogAT has been recommended to be dropped out by the AL Task Force.

If there are no more referrals, how will this be communicated to families?

Opinion/Experiences:

Similar to special education referrals; this happens to Kindergarten (e.g. perception of reason for misbehavior); we need training

[Fran]: Thanks Shane

[Maki]: [Advisory Member], [Advisory Member] and [Advisory Member]

Questions and wonders:

The pace of sharing info was too fast (too late in the meeting where we all felt our brains are not able to keep up with the pace without a copy of PP in our hands).

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We would like to hear what is Deenie's response to Christina's question: this year we have different criteria to determine eligibilities. Did families receive any information prior to the end of referral window?

Are we going to have another opportunity for family outreach? (to empower their voices with new information available?)

Have we considered slowing down or being flexible to do another staff outreach to promote more referrals since now we have a process to identify HC and AL Students under Covid year?

What kind of work happening this year to use strengths-based approach to identify Students' needs (that is less bias)?

[Advisory Member], [Advisory Member] and [Advisory Member] - please add if I missed anything!

[Advisory Member]: [Advisory Member]/[Advisory Member]/ [Advisory Member] Is there an opportunity to re-open the referral window and have schools/central office do targeted outreach to BIPOC families? And in home language? How can we leverage our new technology tools to be part of the assessment process (SeeSaw, Video, Nearpod, Student art portfolios, Student performances, etc) Also can we leverage technology for family outreach? Can we have family events in home language? Do schools know who their BIPOC Students are? Can we assess 100% of all BIPOC Students? Universal testing?

[Guest - Megan Hazen]: I will talk to you again next week, Deenie. I also really want to work with the district more effectively, and would like to get closer to that goal.

[Advisory Member]: What type of engagement and promotion will be sent to families educating them on the AL services in their school? Will it be sent out in multiple languages?

[Shane]: Hi [Advisory Member], [Advisory Member], [Advisory Member], and [Advisory Member], I placed the notes in the chat. Please excuse the typos and feel free to add anything. Thank you so much for all you do.

[Guest - Student]: I can't wait to have a bigger role in this.

[Advisory Member]: What input opportunity will Parents have to the identification process? What is the Appeal process for families who feel their Student should have been identified for AL Services?

[Deenie]: Yes, Megan. I'm happy to work with you!

[Advisory Member]: I have another meeting so I have to go. Bye. Nice work everyone.

[Fran]: Thanks you [Advisory Member]!!!

[Deenie]: Thank you, [Advisory Member]!!!

[Guest - Nancy Hertzog]: Your questions were wonderful! Thanks so much

[Guest - Cliff Meyer]: Thank you!

[Guest - Megan Hazen]: Thanks.

[Advisory Member]: I enjoyed meeting with everyone! thank you so much.

[Shane]: Thank you everyone? Thanks again everyone!

[Fran]: Thank you Shane!! For bringing Kristin

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[Marlon]: Notes (rough):

- * Include explicit reference to black, indigenous people of color throughout
- * concern that the system will be manipulatable as before by parents
- * suggestion that Student self-selection be included in addition to teacher/parent
- * are teachers being trained to learn not just the new criteria as well as their own unconscious biases

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