



Seattle Public Schools | Highly Capable Racial Equity Services Advisory Committee

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

Meeting held remotely via Zoom, due to COVID-19,
<https://zoom.us/j/99531403695?pwd=aGJxRFZrU2xVYk9Pb2lZRMg3SzZrZz09>
Meeting ID: 995 3140 3695 | Passcode: 181311

Minutes – December 8, 2020

Present: Berhanu Alemayehu, Deenie Berry, Marlon Brown, Crystal Daniels, Kaila Nsimbi, Christina Ellis, Megan Haddock, Paula Montgomery, Margaret Montsaroff, Fran Partridge, Concie Pedroza, Marc Salazar, Christine Sanders, Manuela Slye, Emijah Smith, Nathan Wheeler.

Absent: Shane Baguyo, Yen Baynes, Kelsey Benslimane, James Blanton, Nichole Coates, Aida Fraser-Hammer, Rina Geoghagan, Romanita Hairston, Maki Ichikawa, Gabe Herbison, Gail Morris, Radhika Nair, Dominique Pavageau, Matthew Perez, Kate Poux, Douglas Sohn, Gretchen Waschke, Cindy Watters, Bobbi Windus.

Guests: Bill Brewster, Megan U. Hazen, Trish Nesbitt, Princess Shareef, Melissa Westbrook, Ying.

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/AL 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.

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OBJECTIVES for Meeting #2:

- 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:

Marlon Brown and Fran Partridge of Racial Equity Consultants (REC), brought the meeting to order at 4:00 p.m. REC proceeded to acknowledge the Coast Salish/Duwamish people and their land as well as ways to elevate their presence among us and their continual fight to protect the earth. To continue on with the welcome, Fran asked the group what it means to consider being “beloved” on this Advisory, and then reviewed the HC/RESA Norms:

- Stay Engaged
- Speak Your Truth
- Except and Accept non-closure
- Experience discomfort
- Center People of Color Experiences
- Come ready and Prepared
- Make “I” Statements
- Make sure we are all here for the same reason
- Be action oriented
- Monitor your talking time
- Keep an open mind
- Respect cultural experiences

Marlon and Fran concluded the Meeting Introduction/Welcome by inviting Deenie Berry, the Program Manager of Advanced Learning in Seattle Public Schools, to share recent District News, which prompted the Advisory to break out into groups to unpack.

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Review of Advisory Group Tasks: (Again – what do these mean?)

REC took a few moments to review the Tasks the Advisory is charged to undertake, which are to provide feedback which centers BIPOC and voices that have been historically impacted, to the Highly Capable/Advanced Learning (HC/AL) practitioners as they implement the recommendations from the Advanced Learning Task Force (ALTF); and 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.

Homework discussion/Equity moments: (Breakout rooms of 3)

After reviewing the Advisory Group Tasks, REC lead the group in a discussion surrounding the homework and introduced, *the 10 Keys to Everyday Anti-Racism* (find by visiting https://greatergood.berkeley.edu/article/item/ten_keys_to_everyday_anti_racism): Education, Intention, Courage, Individuality, Humanity, Anti-racist work, Equality, Empathy, Allyship, Love.

A portion of the video *What is RACE?* was shown and REC shared the four types of racism definitions (Internalized Racism, Interpersonal Racism, Institutional Racism, Structural Racism) were shared. What is ANTI-RACISM? The Advisory broke out into groups to consider as well as to consider Kendi's definition:

- ANTI-RACIST
Someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes:
 - the expression of ideas that racial groups are equals and do not need developing,
 - supporting policies that reduce racial inequities.

Explore Principles:

Marlon introduced the following principles:

- 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.



HC/AL practitioners:

Prior to the presentation, Deenie shared an update that the policy change has been delayed. Deenie and Nathan presented to the team the first three recommendations from the ALTF recommendations. The intention was to have the HC/RESA practice providing an anti-racist lens while in break-out rooms, and to **develop questions** in writing based on the centering of BIPOC students and families within the three recommendations as well as to create opinions and experiences in writing that relate to the three recommendations presented. Because of very robust conversation, the Advisory was not able to create the questions, and instead placed clarifying questions in the chat.

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

What is owed by Nikole Hannah-Jones

<https://www.nytimes.com/interactive/2020/06/24/magazine/reparations-slavery.html>

Upcoming Meetings:

Tuesday, January 19, 2021, 4:00 p.m. – 7:00 p.m.
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

[Advisory Member]: Good afternoon all.

[Melissa Westbrook – Guest]: Is an agenda available for guests? It wasn't at district website.

[Fran]:

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

Stay Engaged

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[Trish Nesbitt – Guest]: I'm at MLK and I am the COVID Supervisor. I have to remain in the building when staff is here. I also have to answer the door bell and be attentive to staff that are here briefly to prep and have access to their classes. I hope to not miss much if I have to step away.

[Advisory Member]: Speaking of being present, can we identify how many members of the committee are on in the meeting, not including staff from the AL department and SPS central office?

[Fran]: Seattle Special Education PTSA votes no-confidence in district after Black child was repeatedly locked in isolation

Families of Color Seattle called on the district “to provide credible and measurable assurances that this horrendous treatment of Jaleel will not happen again to another child; and to institute and implement

anti-racist policies that center BIPOC students with disabilities as those currently farthest from educational justice.”

[Advisory Member]: I want to say something

[Fran]:

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[Fran]:

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[Advisory Member]: FYI - HCC kids also have IEPs, many 2E kids cannot attend an HCC school if they are in an ACCES program

[Megan Hazen – Guest]: 2021?

[Advisory Member]: 2190 update = Spring 2021 versus 2020? Typo?

[Advisory Member]: But the Winter 2020 is still accurate?

[Advisory Member]: Is there a redlined 2190 that shows how these recommendations fit into the policy?

[Advisory Member]: This is "a" framework or "the" framework?

[Fran]: MTSS is the frame that SPS uses to provide services to students right now.

[Advisory Member]: Yes, but it is confusing because she is also talking about it in a future tense and because we don't have information on the new model

[Fran]: This is not the new model yet.

[Advisory Member]: How is MTSS measured in schools? Is it working? Does it need improvement throughout SpS?

[Advisory Member]: my daughters school does not offer advanced learning, just this model. it works well to meet the needs of each student as far as I've seen it

[Advisory Member]: Note for later consideration: I hope we can look at the labels and language we use for the future system. For example, talking about a kid move "up" and "down" between tiers can be problematic. we might say "move over" to get away from the idea that these services or the kids who get them are "better" than anyone else. It is just what they happen to need at that time.

[Advisory Member]: Is more detail than this being presented as the "service delivery model" in Winter 2020. Or is this broad picture the "new model"? I guess I am wondering if we are going to get a lot more information in the next month and need to respond to that before this Winter 2020 deadline.

[Advisory Member]: Can you be more specific about the plan for outliers?

[Advisory Member]: Clarifying question: HiCAP will stay as is and there will be an opening of Advanced Learning opportunities for all students with focused identification?

... on BIPOC children

[Megan Hazen – Guest] Is this step just modifying board policy 2190 to allow for changes to the current model?

[Megan Hazen – Guest]: Many 2e kids also fit in that category; HCC has been a life line for them.

[Advisory Member]: It doesn't feel to me like we have had much of a chance to offer feedback on the framework, even at the most basic level

[Bill Brewster – Guest]: The new framework feels to me like what I experienced in school a generation ago — kids who were identified for advanced learning were pulled out for small-group supports (in our case, with a traveling “gifted teacher”). Does the research support going back to that model? Am I characterizing it fairly?



[Advisory Member]: Will the new model be fully in place so no kids fall through the cracks between the cohort and the new model?

And how and where can we give feedback so that our inability to cover what you need in this meeting does not slow down your progress?

[Advisory Member]: How is MTSS success/failure measured? Also, How will quality/consistency be monitored?

[Advisory Member]: excited to finally get to this type of discussion. my babysitter has to leave, which means so do. i. see you all next time!

[Advisory Member]: Thanks for the meeting tonight. I have to sign off. Take care all.

[Marlon]: Goodnight! Thx

[Fran]: Goodnight

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