

Seattle Public Schools

Highly Capable/Racial Equity Services Advisory

Meeting Minutes August 18, 2020 4:00 – 6:00 p.m.

(Due to the building closures and the Washington State ‘Stay Home’ order, in response to the COVID-19 Pandemic, this meeting took place online via Zoom)

Norms & Agenda Review

Members, alternates, and guests were welcomed to the ZOOM meeting.

Land acknowledgements were read. A moment of silence was held for those who have died from COVID-19 and for those who continue to lose their lives under the threats of racism in our country.

The norms for this meeting were reviewed with a focus on centering the experiences of Black, Indigenous and People of Color (BIPOC) in every discussion.

The agenda was reviewed.

Listening Session Highlights (Chat Response to feedback)

In late July, members and alternates were invited for small group listening sessions. The purpose of these listening sessions was to gather information from participants regarding suggestions for meeting improvement. During these sessions, members also heard plans for the Aug. 18th meeting with a revised timeline for the work of the advisory.

The comments collected during the listening session fell into the following categories:

- The role of Highly Capable Racial Equity Services Advisory (HC/RESA) members
- Services and Programs for Advanced Learning
- Future Developments for Advanced Learning
- Decision-Making
- Barriers
- We would like to know more about...

The Advanced Learning (AL) department team has implemented suggestions for this meeting and will continue to update in the future meetings.

Roles were clarified based on the pre-meeting document sent to members. Decision-making processes were identified, and today’s meeting will include informal feedback (via Zoom chat) and via a meeting structure/content feedback in survey form at the end of the meeting.

New/Developing Service Delivery Framework

Advanced Learning Task Force (ALTF) recommendations are directing department work as they develop a new model.

Note: The ALTF recommendations refer to “a New Model.” From this point on the Advanced Learning Department will use the terminology “Service Delivery Framework,” which includes all of the systems and processes to be considered.

The Practitioners Work Group was organized to develop the structures and systems for the new Service Delivery Framework. Advisory members will have the opportunity to serve on sub-committees to help develop services, testing/identification, engagement/communication, systems/structures.

Field Study

A presentation was made to describe the Schoolwide Enrichment Model and a field study at Thurgood Marshall.

Small Group Discussion and Chat Response

Members were divided into three groups to discuss the field study through the lens of family engagement and trust building.

Small Group Share out with the whole group

Chat comments were shared with the entire group and are included in the "Chat" document. (See Minutes Addendum.)

A powerful discussion and many questions emerged from this discussion.

Presentation of Forms Survey for end of meeting feedback. The survey was described, and members were asked to complete the survey following the meeting. We hope to be able to reserve time for members to complete the survey during meetings in the future.

Members can expect materials to dig deeper into the content of this meeting with documents that will be provided (based on your feedback) in the next two weeks.

The volunteer opportunities are also included in the Forms survey.

Thank you and Close

Thank you for sharing your time with the Advanced Learning Team. We are looking forward to implementing additional structural changes for our future meetings, so your time is valued.

Coming Soon... Padlet app for digital responses to questions.

Reminder: Send your picture and short bio to Heather Brooks for inclusion in our internal directory, as well as your personal contact information (home/cell phone, personal email, for scheduling purposes only, and will not be shared).

Addendum: [Chat Content from August 18, 2020 HC/RESA meeting.](#)

[Maki (she/her)]: 04:27 PM

For those who missed Deenie's announcement earlier, we are missing Heather Brooks tonight and sending her good thoughts. She is our wonderful AL staff who provides technical support during our meeting is on her way to ER (bike accident). We appreciate your patience and grace as Deenie and Nathan navigate the system!

[Advisory Member]: 04:28 PM

May the universe be kind to her in this crisis!

[Melia]: 04:29 PM

Thanks [Advisory Member]!

[Advisory Member]: 04:29 PM

This is why distance learning is such a nightmare. Imagine this meeting with a bunch of 8 year olds!

[Nathan (he/his)]: 04:30 PM

What excites you about this effort? What questions do you have about family engagement/involvement? What pieces would you like to know about?

[Maki (she/her)]: 04:34 PM

ALTF Recommendation:

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

[Advisory Member]: 04:39 PM

Will we have access to this info after the meeting?

[Advisory Member]: 04:40 PM

It sounds like talent identification is done on a skill by skill basis (Type 1 and 2 experiences). Does this take the place of identifying *students* as highly capable?

[Advisory Member]: 04:41 PM

Can you elaborate on the reliance on families?

[Advisory Member]: 04:46 PM

From the examples, the Experiences seem like out-of-class time. They also seem to rely on lots of family involvement. Is this part of the SEM model in addition to advanced content delivered in class, or does it replace it?

[Advisory Member]: 04:48 PM

Why was this model chosen? Are there any past results to report from an equity and also educational outcome level?

[Advisory Member]: 04:52 PM

Is TM eliminating their HC cohort classes for 4th and 5th graders in order to open up to all students?

will the math 2 years acceleration and writing and Reading 1-year acceleration

[Advisory Member]: 04:53 PM

so how does this address the equity issue of the HiCap model remains the same?

[Advisory Member]: 04:53 PM

Is TM the only school in Seattle that has implemented this to date? What have you heard from other schools if you know of others that have?

[Advisory Member]: 04:53 PM

How will the SEM pilot at TM be evaluated?

[Advisory Member]: 04:53 PM

Do you see out changing in the future?

[Advisory Member]: 04:54 PM

What data are you collecting from the field study? If the SEM program is overlaid over the existing HC structure, how will you figure out what the effects of SEM vs. current HC programming vs. other factors.

[Advisory Member]: 04:59 PM

What does involvement of families of color currently look like at Thurgood Marshall in shaping the pilot?

[Advisory Member]: 04:59 PM

Were there other approaches considered? What were they?

[Advisory Member]: 05:01 PM

I agree we will need to adopt guidelines/requirements of family engagement.

[Maki (she/her)]: 05:07 PM

Small Group Questions:

Set A questions

- How do we repair broken trust with Black families?
- What (and how) should we communicate out to TM families and the broader HC community over the course of this school year?
- What (and how) will we receive input from Black families during the arc of the TM field study?
- How could we center Black voice in the Thurgood Marshall Field Study?

Set B questions (Optional)

- How do we Center the voice of Black families and students within?
- What are the barriers to Black voice?
- What are we currently doing to create or perpetuate these barriers?

[Advisory Member]: 05:23 PM

I might just have to type my comment in!

[Advisory Member]: 05:29 PM

[Advisory Member]

[Advisory Member]: 05:32 PM

I would agree with the last comment. I don't really feel

Hit send by accident. I have enough information.

[Advisory Member]: 05:35 PM

What is that tool? I've been on an RET and don't know about it

[Advisory Member]: 05:35 PM

That would be great to see.

[Advisory Member]: 05:35 PM

Email me at nacoates@seattleschools.org and I can send it to you :)

[Advisory Member]: 05:35 PM

I suppose I would wonder why not just do some focus groups before even deciding how to engage.

[Guest]: 05:46 PM

For Room 2 -. Group 2 How do we repair the trust of our families in SPS? Parents who testified at the school board (AA) felt their schools were excluded from programs because they didn't hear about advanced learning. Loaded question. Improve our system (SPS) the system that identifies HC students the majority are white (over 60%) and 1% black. As an advisory group we need to work hard to make the change happen. Changing the system and outcome of student access will begin to repair trust. SPS has a long way to go to have open and honest conversations with black and indigenous families. It feels that when a bad incident happens there is silence from the district. SPS is not willing to own where they need to improve. Parents feel untrusting because there is a history of insulting comments when TM became a cohort school...so to rebuild trust, the district needs to show people of color are equally gifted and capable. How would it look different? For Thurgood Marshall... Must be co-created

[Advisory Member]: 05:47 PM

I think your notes comment got cut off mid-word.

[Guest]: 05:48 PM

yes ... Deenie has a 2nd part

[Advisory Member]: 05:50 PM

And by families, this should include students, not just parents, esp at HS level

[Advisory Member]: 05:50 PM

thank you [Advisory Member]

[Advisory Member]: 05:55 PM

I agree with including students. I have to drop for my 6 pm. Thank you everyone.

[Advisory Member]: 05:56 PM

Thank you [Advisory Member] for sharing this perspective. We educators need to hear this when planning feedback loops. It's true for students as well

[Advisory Member]: 05:57 PM

Agreed and thanks for sharing

[Advisory Member]: 05:57 PM

I appreciate everything you just said

[Advisory Member]: 05:57 PM

thank you for sharing [Advisory Member].

I need to leave for my 6pm. thank you to everyone!

[Melia]: 05:59 PM

Thank you [Advisory Member]. Critical to building trust and repairing harm.

[Advisory Member]: 05:59 PM

Thanks [Advisory Members] for sharing your insights, feelings, and experiences.

[Guest]: 06:00 PM

thanks, [Advisory Member]

[Advisory Member]: 06:02 PM

Group 3: -We need scripted policy. -We need to question what we are doing now that alienates Black families. We need to change the models and structures, with input of Black families. White teachers new and old must arrive with humility and atonement as part of the establishment. Do not dismiss the past. We need to KEEP Black voices in the discussion and give them power to be part of the decisions made. - The HC/AL id process is flawed. What will change to make the id process equitable, that recognizes the brilliance of black students. -We know which schools fail to meet the needs of their students and families. We have to empower these schools. It's about money and funding. As a district, we are only as strong as our weakest link -We need to make the Black families at TM feel heard. They are often not feel safe to share their voices. There is still fear of retaliation. Our model itself is biased; we need Black families to help determine the "new normal."

[Advisory Member]: 06:04 PM

I have to pop into district 7 equitable meeting. I look forward to the recap by email

[Advisory Member]: 06:07 PM

are alternates invited to these committees?

[Advisory Member]: 06:07 PM

I have to drop now, as well. Thanks, everyone.

[Advisory Member]: 06:07 PM

Me too! Thanks all!

[Advisory Member]: 06:07 PM

thanks [Advisory Member]

From [Advisory Member]: 06:07 PM

sorry, I have to run!

[Advisory Member]: 06:08 PM

[thumbs up emoji]

[Advisory Member]: 06:09 PM

Will the meeting notes and presentation be posted to SPS AL HC/RESA site?

thank you

[Guest (he/him)]: 06:09 PM

Thank you to everyone

[Advisory Member]: 06:09 PM

thank you!

[Advisory Member]: 06:10 PM

thank you everyone

[Advisory Member]: 06:10 PM

thanks everyone

[Guest]: 06:10 PM

thanks!

Notes from Chat Group

Notes taken from Small Group Discussion 1: HC RESA 8.18.20

First thought: what the engagement with families of color have looked like at Thurgood Marshall up to this point?

What families at Thurgood Marshall have parents not born in the united states?

What our black families at Thurgood Marshall know about the school?

How much do they know about what the students are seeing in their classrooms? Do they know about the demographic breakdown of the two groups of students? Have they had full access to advanced learning services at the school?

Do our black families who don't have access to "subject acceleration" know that other students are receiving this? What are their opinions of this?

What are we doing to welcome students of color into the current program until the next move is made? Or give them access to similar services?

A lot of these questions should be asked of these black families at Thurgood Marshall? A focus group discussion? We need to show that we are responding to feedback.

How to repair trust is an issue for a lot families. The district needs to not hide what it's doing. Need to communicate in advance. Understand pain points. Create accountability for harm and good outcomes. Create situations that are like for like.

Highlighted the importance of actually asking the families at the schools about their experiences and whether they feel agency in bringing these field study to the school. Wonder, as this pilot moves forward, can there be a family advisory board to be able to speak to whether it is working for their student.

HC cohort classes can be very alienating to students of color. Will there be an equitable allocation of resources? Will there a feedback loop to give feedback about culturally relevant teaching practices within the enrichment experiences.

Have parents been trained in the use of the racial equity analysis tool?

Parent advisory idea: parent listening posts. Parents that represent various groups seek out and give immediate feedback.

Some deep listening needs to be done, without the full voice of the parents, anything we bring to them may not work for them.

The following is pasted from a chat message a member put into the small group chat:

"I'm new to this conversation...am mom to twins now in 1st grade at Pathfinder in West Seattle. Joining because we're starting a PTSA racial equity committee and also because I'm curious about HCC and the controversy about it. Have a kid that I wonder if he'd be eligible. Re trust, my impression has been fairly low on action around equity especially around technology. It was

very disappointing to hear how long it took for SPS to distribute technology to families who needed it. Also greatly wonder what efforts are being made to spot BIPOC bright kids early on and prepare them to HCC."

UPCOMING MEETINGS

Tuesday, September 22, 2020, 4:00 p.m. until 6:00 p.m. (Via Zoom)

Tuesday, October 6, 2020, 4:00 p.m. until 6:00 p.m. (Via Zoom)