



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://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=38024891>

Meeting ID: 910 2384 8173 | Passcode: 946 441

Minutes –June 8, 2021

Present: Berhanu Alemayehu, Deenie Berry, Todd Bittle, Marlon Brown, Crystal Daniels, Kaila Nsimbi, Christina Ellis, Aida Fraser-Hammer, Romanita Hairston, Maki Ichikawa, Margaret Montsaroff, Trish Nesbitt, Fran Partridge, Marc Salazar, Christine Sanders, Nathan Wheeler

Absent: Shane Baguyo, Yen Baynes, Kelsey Benslimane, James Blanton, Nichole Coates, Rina Geoghagan, Matthew Kirshman, Paula Montgomery, Gail Morris, Radhika Nair, Concie Pedroza, Dominique Pavageau, Matthew Perez, Kate Poux, Manuela Slye, Emijah Smith, Gretchen Waschke, Cindy Watters

Guests: Renee, Lily, Mike Clarke

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

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identification and services that are aligned with Seattle Excellence, the district's five-year strategic plan, and the Advanced Learning vision, mission, and commitments."

- 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.

Principles of HC/RESA:

- 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.

OBJECTIVES for Meeting #9:

- To revisit our intentions and principles as a committee
- To hear how the feedback about the talent institute was incorporated
- To discuss Membership and Committee
- To develop and communicate our WHY

Introduction:

The meeting did start late as the original link was unstable. A new link was created by 4:07 p.m. and members were sent the link by 4:10 p.m., HC/RESA website was updated by 4:19 p.m. and members joined by 4:21 p.m.

Fran Partridge and Marlon Brown of Racial Equity Consultants welcomed the members and guests as they brought the meeting to order at 4:22 p.m. Deenie Berry, Advanced Learning Program Manager also welcomed guests and members, and led the recognition of the land of the Coast Salish peoples. Fran and Marlon then reviewed the norms for the group:

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- Please do not videotape the sessions.
- There will be no “after the session” discussion.
- Observers will not be giving feedback and will have discussions with other Observers.

Once the norms were reviewed and placed into the chat, they reviewed the agenda, and moved into the first agenda item.

Impact of feedback on Talent Development – AL department

The Advanced Learning Program Specialists shared a presentation with the Advisory that highlighted how receiving feedback, from the Advisory, allowed the department to design the work the Advanced Learning Task Force (ALTF) envisioned. They introduced the Talent Development Institute (TDI), which will be led by Dr. Kristina Henry Collins, and will take place June 21st and 22nd, August 12th, and October 8th. The TDI is open to school staff, will focus on a “Train the Trainer” concept, and will offer stipends for two Teacher Leaders per school. Some schools have indicated that they would like to send more, so the AL department will find out if this is possible.

Update on Genesee Hill and Thurgood Marshall pilot – AL department

The AL Program Specialists gave an update of the pilot programs at Thurgood Marshall elementary school and, in response to an Advisory member’s request, more information about how the AL department has worked in partnership with TM’s Black Family Advocacy Support Group. At this time, Genesee Hill is going to be a pilot site for the 2021-2022 school year.

After the presentations, the Advisory were given four questions to consider, break out, return, and then share out: 1. How is this important and relevant to building our service delivery model? 2. How does this align to our racial equity lens? 3. As a member of your representative group, what is your most important takeaway? 4. To evaluate the effectiveness of enrichment clusters, what you like to see as success criteria and go-forward thresholds?

Coming back in August – logistics – Deenie

Deenie led the Advisory in a discussion about the structure of the meetings starting August of 2021, and talked about the membership survey.

Who is our community? How do we engage with our community? What is the message we are communicating?

Due to technical difficulties as well as robust conversation, the time for discussing community engagement had to be postponed until the next meeting in August.

One-word check-out: Share one word that reflects how you are feeling or what is resonating with you right now.

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Addendum: Chat and Padlet

From Padlet:

ROOM #2

How is this important and relevant to building our service delivery model?

Anonymous 17m

It would be helpful to make the connection to HC/AL more clear

Anonymous 17m

Sounds great, but seems separate from academic enrichment - how does it connect?

Anonymous 15m

What is the connection between the Talent Development Institute and the enrichment clusters? Is this where teachers will practice differentiation?

How does this align to our racial equity lens?

Anonymous 13m

Provides access to all students

Anonymous 10m

How does this affect core curriculum? Esp. things tied to graduation requirements

As a member of your representative group, what is your most important takeaway?

To evaluate the effectiveness of enrichment clusters, what you like to see as success criteria and go-forward thresholds?

Anonymous 9m

Need to beef up or create the academic arm of what is being offered

Anonymous 8m

Need to be able to evaluate student engagement

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ROOM #3

Q1 How is this important and relevant to building our service delivery model?

Not sure of relevance:

- * What is relationship between the enrichment clusters and developing services for advanced learners?
 - * What is the framework? (Deenie provided some clarification of services - as subcomponents of Tiers, but more detail is still desired to fully understand this
 - * How can this SEM service be made consistent from school to school?
 - * If I walk into a school building with SEM, how will I know it is different? What should I be looking for to see that all students have something better than before?
- favorite_border0

Q3 As a member of your representative group, what is your most important takeaway?

Didn't get to this one, sorry!

Q2 How does this align to our racial equity lens?

The way this process has been developed and rolled out with intentionality and course corrections for valid feedback from the Black Family Advocacy Group shows the lens is being used.

Q4 To evaluate the effectiveness of enrichment clusters, what you like to see as success criteria and go-forward thresholds?

- * Criteria - want to see quantitative as well as qualitative data
- * Qualitative: Feedback from students, teachers, families (what did they think? How different this was from other classes they've attended? Where they stretched?)
 - also, feedback from the Black Family Advocacy Group
- * Quantitative (hard to come up with as there appear to be no specific standards or expectations - if we knew what those were, it would be easier to answer this) but here are some examples
(operational data):
 - how many students reached their goals or finished a project?

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- did student attendance change after the before versus during / after the pilot?
(quantitative - from the survey)
- would they want to be in an enrichment cluster again, if they had a choice?
- would they recommend this learning approach to other (students / teachers / families / schools)?

From Chat:

[Advisory Member]: Hi every one.

[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

[Fran]:

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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.

[Deenie]: Welcome everyone! We are glad you are here with us!

[Fran]:

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[Advisory Member]: Are these recruitment for the HC/RESA or for AL staff or practitioner groups? Sorry, I lost the context

[Deenie]: This is recruitment for the Talent Development Institute led by Dr. Kristina Henry Collins. Our focus is to teach and practice strategies for differentiated instruction in the classroom based in racial equity. June 21,22, Aug. 12, Oct. 8.

[Advisory Member]: Why limit to only 200 people to this important instruction? why not as much as possible?

[Advisory Member]: Hello. I am sorry I am so late. I just got a valid link.

Unfortunately, since I thought that there wasn't going to be a meeting, I made other plans for 5:30

[Fran]: Sorry! We will miss you [Advisory Member].

[Advisory Member]: loved hearing that families wanted to be included. Also Per Nathan: loved hearing they were confused at first so the messaging was revised/redone.

[Advisory Member]: Yes, [Advisory Member], agree wholeheartedly.

[Advisory Member]: Maki: Any research regarding the ones who didn't respond? Curious to know the "why"

[Advisory Member]: 1. How is this important and relevant to building our service delivery model? 2. How does this align to our racial equity lens? 3. As a member of your representative

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group, what is your most important takeaway? 4. To evaluate the effectiveness of enrichment clusters, what you like to see as success criteria and go-forward thresholds?

[Advisory Member]: Break out for just 17 people?

[Fran]: [Advisory Member]: The reason we break out is to have smaller groups so that everyone gets a chance to contribute.

[Fran]:

How is this important and relevant to building our service delivery model? 2. How does this align to our racial equity lens? 3. As a member of your representative group, what is your most important takeaway? 4. To evaluate the effectiveness of enrichment clusters, what you like to see as success criteria and go-forward thresholds?

[Marlon]: <https://racialequity.padlet.org/mrbrown18/qowyabi7r1291nh4>

[Advisory Member]: I didn't get connected to a room.

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

[Advisory Member]: 1. Relevance to the work in that the focus is on the interests of students allowing them to express themselves in their own way and embracing their cultural background and interests. Experience will add to cultural pride for all students. 2. Assessment should include or focus on students setting their own goals and doing self assessments. 3. Would like to see the focus include the word equity (Social Justice, Equity and Politics). The focus on equity is important in this area.

[Fran]: Thank you [Advisory Member]

[Advisory Member]: Spot on [Advisory Member]!

[Advisory Member]: great questions [Advisory Member]! Thank you

[Advisory Member]: Can "array" be defined?

[Advisory Member]: I have to head out y'all. Sorry to miss the rest of the conversation. See you in August!

[Fran]: Thanks [Advisory Member]!

[Advisory Member]: I suggest the District also use College interns, if not already, from Education departments of our WA colleges and Universities to implement this work of Enrichment.

[Advisory Member]: I am interested

[Advisory Member]: I am interested.

[Advisory Member]: I'm happy to help

[Advisory Member]: Hi everyone, thank you for the feedback regarding the difficulty entering the survey, we will have the link "bugs" worked out about 15-minutes after the meeting ends. Thank you [Advisory Member], great suggestions!

[Advisory Member]: If I can be available, I'd be interested in helping on Support & accountability

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[Advisory Member]: I am up to working on the subcommittee

[Advisory Member]: Unfortunately, I am retiring so I will not be in this group after June.

[Advisory Member]: I'm interested in supporting (July), the subcommittee I'm on the fence ... would like some time to think about it

[Advisory Member]: We will miss you

[Advisory Member]: I am interested in the PWG.

[Advisory Member]: I'll work where needed

[Advisory Member]: I can work where needed. Deenie I sent an email to better understand the choices.

I need to drop. Thank you all!

[Fran]: Thanks [Advisory Member]

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