



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

John Stanford Center for Educational Excellence 2445 3<sup>rd</sup>, Avenue South, Seattle, WA 98134

Meeting held remotely via Zoom, due to COVID-19 building closures,

<https://zoom.us/j/99531403695?pwd=aGJxRFZrU2xVYk9Pb2lZRmg3SzZrZz09>

Meeting ID: 995 3140 3695 | Passcode: 181311

Minutes – March 23, 2021

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

**Absent:** Yen Baynes, Kelsey Benslimane, James Blanton, Nichole Coates, Rina Geoghagan, Gail Morris, Radhika Nair, Trish Nesbitt, Matthew Perez, Kate Poux, Emijah Smith, Gretchen Waschke, Cindy Watters.

**Guests:** Emily Nitz-Ritter, Cliff Meyer, Todd Bittle, Adam Savage, [Student], Dr. Kristina Collins, Dr. Kyle Kinoshita, Saki Basken, Julie W., MDPEREZ, Ann Mueller, Mar, Christine Tang.

**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.

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**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.”

- 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 #5:

- To revisit our intentions and principles as a committee
- Explore Institutional Racism in Education
- Meet Dr. Collins
- Update on changes to Policy 2190 – AL Team
- Feedback on DRAFT of HIGHLY CAPABLE SERVICES & ADVANCED LEARNING PROGRAMS

**Introduction:**

Marlon Brown and Fran Partridge of Racial Equity Consultants (REC) began the meeting by welcoming members and guests to the meeting. Deenie Berry, Advanced Learning Program

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Manager, shared the land recognition of the land of the Coast Salish peoples. Fran closed out the meeting introduction by reviewing meeting norms: Please do not videotape the sessions; There will be no “after the session” discussion; and Observers will not be giving feedback and will have discussions with other Observers.

### **How does Institutional Racism show up in education?**

<https://www.youtube.com/watch?v=Y1z-b7gGNNc>

To explore some of the ways that institutional racism shows up in education, Fran and Marlon shared the video, *How does institutional Racism show up in education*, and then the groups broke out to discuss their takeaways and experiences from viewing this video. Fran did share a disclaimer about the usage of “tracking” language used in the video, because it is an outdated term.

**Dr. Collins:** Introduction and presentation and Q&A (committee members only: Please put questions in chat)

Deenie Berry, Advanced Learning Program Manager, introduced Dr. Kristina Collins, who is a Board of Director for National Association for Gifted Children (NAGC), President of Social Emotional Needs of Gifted (SENG), Education Leadership/Administration at Texas State University. Dr. Collins joined the HC/RESA to share about her own work in the field of giftedness and how she is working with the Practitioners Work Group. Once Dr. Collins presentation had completed, she hosted a Q & A Session with the Advisory members.

### **Update and Feedback**

Dr. Concie Pedroza, Chief of Student Support Services, and Deenie Berry, Advanced Learning Program manager, shared how feedback from the last session (February 23, 2021) was applied to DRAFT Policy: “HIGHLY CAPABLE SERVICES & ADVANCED LEARNING PROGRAMS.” Dr. Pedroza proceeded to presented the draft revisions to the Policy 2190, “HIGHLY CAPABLE SERVICES & ADVANCED LEARNING PROGRAMS” to the Advisory. After the presentation, the Advisory members posted their clarifying questions into the chat.

### **Feedback on Policy 2190 Updates**

The members of the HC/RESA, using an anti-racist lens, broke out rooms to work on developing feedback for the Practitioners. They recorded their responses HC/RESA Feedback Board – Padlet. The HC/RESA was asked the following: What are you noticing about the policy? Using your racial equity lens, what do you recommend for changes and/or input? Responses are as follows:

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- What does equitable services look like? What does equitable access? Who decides?
- How often is the policy revisited?
- Where is the language that specifically states ending the cohort model since the move is to a school based tiered system of support within the community? With the tiered system of support, how do we make sure we do not get the "same old thing" when it comes to equity and one school receiving more" based on zip code.
- The policy feels very forward looking/goal-oriented, vs having language that acknowledges the harm done through past structures.
- What is the commitment to engaging community and practitioners in the design and on-going adjustment of the identification, services and professional development
- How will equity across schools be ensured?
- Focus on Highly Capable - moving from labeling students to labeling services.
- How are we servicing students where they are? – Discussion about continuum.
- Not clear how equitable it will be if the services are not well defined.
- More clarification on the teachers participation in professional development - Is it mandatory or do all the teachers have to do it.
- Safety Net for students who receive special education services. What do we have for students who receive Highly Capable services?

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

**Next meeting – April 20th, 2021 4pm – 7pm**

**Addendum:**

Meeting Chat:

[Advisory Member]: trying to get my camera to work

[Marlon] Got it

[Guest, Adam Savage]: Hi, all. I'm just a parent. Is it ok I sit in?

[Fran]: , we welcome everyone, but it is the members who ask questions and give feedback.

[Guest: ]: Of course. I'm happy to listen.

[Fran]:

“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.”

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[Fran]:

- Race impacts opportunity,
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[Fran]: OBJECTIVES for Meeting #5:

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[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

[Guest ]: Could the observers please be able to download a copy of the draft Policy 2190 to be presented later? (I will have to leave the meeting later, and return on a phone, so sooner would be helpful.)

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[Guest,]: So, you cannot provide a copy of the file now? I am not understanding why it must be delayed until later.

[Shane]: I cannot hear the video either.

[Fran]: <https://www.youtube.com/watch?v=Y1z-b7gGNNc>

[Fran]: Please excuse the “tracking” language

[Fran]: Ready?

[Advisory Member]: Ready

[Fran]: Institutional Racism: Policies, practices and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently.

[Guest, Ann Mueller]: I joined this call late is there a link to the video that I can watch later?

[Guest, Cliff Meyer]: <https://www.youtube.com/watch?v=Y1z-b7gGNNc>

[Fran]: Thanks Cliff

[Advisory Member]: Thank you for representing us, [Advisory Member]!

[Advisory Member]: Yes, thank you [Advisory Member]!

[Deenie]: Hello [Student]. Here is my e-mail. [cvberry@seattleschools.org](mailto:cvberry@seattleschools.org).

[Advisory Member]: There shouldn't be a fence ... that's equity

[Fran]: Please put your Questions in the chat

[Advisory Member]: Dr Collins,

[Shane]: Thank you so much Dr. Collins. You are the best! We appreciate you and your leadership! Thank you again for your expertise and for all you do!

[Advisory Member]: I also want to thank Dr. Collins. I continue to learn so much

[Advisory Member]: Thank you Dr. Collins! The graphic with the fence is showed often. Why not remove the fence? The HiCap program is the fence and now we are trying to remodel. Remove the fence and provide the supports and ongoing progress monitoring on how to support students.

[Advisory Member]: How do you see the concept of Equity and Equality is being understood by the general public?

[Advisory Member]: Thanks so much Dr. Collins. I really appreciate everything you shared. I am excited to see how we will apply it.

[Advisory Member]: This is such a big lift, as you pointed out. Where in the nation have these principles been enacted successfully? OR is Seattle a first (re-thinking all education, not just gifted ed?)

[Advisory Member]: Thank you Dr. Collins! What do you recommend SPS provide in place of HC services for outliers in our community. Particularly, BIPOC children who historically have been placed in behavior programs when not properly identified.

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[Advisory Member]: I am interested in your experience and thoughts on extensive program remediation and/or redesign for programs that were not equitably or inclusively designed. Do you have any examples of successful redesign when the power basis is generally with the majority versus those who are marginalized.

[Advisory Member]: Do you recommend using JEDI for all service delivery models to bring real changes?

[Advisory Member]: to follow up with what [Advisory Member] is talking about, how do we care for current students while we are creating new systems. On my mind are the middle level learners and high school students

[Advisory Member]: Thank you for that question [Advisory Member]. This touches on my question that was only half stated.

[Advisory Member]: I agree with you, but that feels like the assignment. Ok

[Advisory Member]: Of course [Advisory Member]. I think lots of us have that question.

[Advisory Member]: Great point!!! At 35 I still have to work on my comprehension, I hear you, go deep and more relatable. Make the connection. Especially for visual and audio learners, like myself.

[Advisory Member]: Yes

[Advisory Member]: What is the recommended student/teacher ratio for this type of pedagogy?

[Advisory Member]: Does the grouping/distribution of the cohorts matter?

[Concie]: Hello All - also a book from Ann Ishimaru, "Just Schools" has recently come out on co-design, she is a UW researcher who based her work on Stephanie Fryberg, who has lead co-design, this will be a great conversation. Thank you Dr. Collins for the engagement.

[Fran]: 6:00

[Advisory Member]: Thank you!

[Advisory Member]: Thanks Dr. Collins. Great presentation.

[Advisory Member]: Thank you!

[Advisory Member]: Return at what time?

[Fran]: 600

[Guest Adam Savage]: I have to leave but thank you all for your work and for this forum. It's been very informative.

for your time today, I appreciate you and Marlon!

[Guest, Adam Savage]: All the best [Student]!

[Deenie]: Please keep your questions coming in the chat. We will answer them all and connect your questions to the current work. Huge thanks to Dr. Collins for her support and training!

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[Student]: please call me [Student] i just have my dead name listed because my moms in the same room

[Deenie]: Thank you [Student]

[Guest, Cliff Meyer]: Copy of this file so observers can read it?

[Advisory Member]: What was the main goal of this revision?

[Advisory Member]: So we are just talking about differentiating instruction. BUT will the acceleration of instruction be given in a tiered model or continuation of cohort

[Advisory Member]:?

[Advisory Member]: Is it possible to share the copy of the document that Concie had on screen rather than the one linked currently in the chat as it will be much easier to read on screen

[Advisory Member]: No!

[Marlon]: <https://racialequity.padlet.org/mrbrown18/6ymkam1r0e7qe2le>

[Advisory Member]: I'm done too and happy to take notes unless someone else wants to

[Fran]: <https://racialequity.padlet.org/mrbrown18/6ymkam1r0e7qe2le>

[Concie]: What are you noticing about the policy? Using your racial equity lens, what do you recommend for changes and/or input?

[Deenie]: Read the Draft

Please add your group answers in the Chat:

What wonderings and questions do you have?

Using your racial equity lens:

What are the strengths of the policy revisions?

What advice would you share with the Advanced Learning Department about these revisions

[Advisory Member]: Sorry that I have to leave a few minutes early. Take care everyone

[Advisory Member]: which committee?

[Advisory Member]: The Board Committee

[Advisory Member]: a subcommittee? does it have a name?

[Guest, Cliff Meyer]: Student Support, Curriculum & Instruction Committee

[Advisory Member]: Thank you!

[Advisory Member]: Kind of like the School House Rock "I'm just a Bill". [Smile-wink emoji]

[Advisory Member]: We need more time..... is there a way to spend more time in our 4-7 meetings in the future?

[Advisory Member]: Is the 2190 policy available in the drop box?

[Advisory Member]: I will add it to the drop box after the meeting tonight.

[Advisory Member]: Thanks [Advisory Member]!

[Guest, Emily Nitz-Ritter]: Hey all, I have to excuse myself from this meeting. Thank you for letting me share space with you all tonight.



[Advisory Member]: Thanks all. I need to drop as well.

[Shane]: Thank you Dr. Pedroza for your transformational leadership.

[Deenie]: [cvberry@seattleschools.org](mailto:cvberry@seattleschools.org)

[Shane]: Thank you Fran and Marlon for your outstanding facilitation!

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