

Tuesday, November 13, 2018

Meeting #4 Notes

- Agenda:
- 1) Welcome (0-4:20)
 - 2) Review: Brief (4:27-5:00)
 - 3) 2000 Series (Instructions & Others) (9:21)
 - 4) Group Discussion (26:00)
 - 5) Closing – Index Cards

Review –

Welcome by Dr. Duran – you are empowered to do this work. Thank you!

Sub Group (research into other schools): Monica W., Paul S. Huaxia Z. (5:04)

Paul S. – There is quite a lot of work happening across the country (some good, not so great). We are in the process of narrowing down the number of districts that seem to have solid policies, to a manageable number. We are going to independently look at those districts and come up with an impression out of those which will be good to deep dive with. “Deep dive” will be calling and getting them on the phone to ask specific questions about what their policies look like in action and how they plan to implement and measure it. Once you start looking at these districts, there are a lot of shared characteristics and shared principles and we know the “devil is in the detail”. We are going to be identifying stellar examples. That is the process we are going to take.

Ivan D. – Just want to acknowledge, we are looking at the districts that are making a difference with all this work

Huaxia Z. – These districts share some same challenges about evaluation and equity work. Also, I see opportunity for Bellevue district. We are in a good position to lead this topic nationally. We have good resources. We have a big chance, our school is really good. After seeing data, I see why this district is good. We can make it better.

6:30-7:14PM - 2000 Series (10:50 – 26:10)

John – So the 3000 series we dealt with last week, deals with students

→ 2000 series deals with instructions, definition of instructions in very broad.

→ another nice thing about tonight is the 2000 series are very succinct. And the detail which may be interesting to you is typically in the procedures. A lot of these policies don't really say much.

→ One thing I would encourage you to do as we go through these is consider as we get to prioritization, to be thinking of policies that have the potential or the reality of being inequitable. In other words, unintended inequitable impact. OR policies that have tremendous potentials to be more equitable.

→ Ex: ALE, the law allows school districts to create alternative learning environment where students can gain knowledge and educational opportunities outside the walls of the school, examples would be online, parent or school partnerships. There are potentials there that we may not be tapping into.

(14:30 – 26:10)

Group 1: Maina T., Huaxia Z. Miriam L., Susie P. (1-5, 10 & 2024) – yes on all

Group 2: Jill R. Chhoun M., Shomari J. Stephanie C., Myra A. (6-9) – yes on all

Group 3: Haruka K., Monica W., Paul S. (12-16, 2190) – yes on all

Group 4: Ivan D., Jennifer H., Maria O. Maria T. (17-21) – yes on all

Floater: John H.

7:15PM – Circle Group Discussion

Jennifer H. – I am curious before I vote, I would want to not think about my personal experience as a parent, I am trying to think about all the other perspective in the room. I don't think I also have heard a lot of perspectives in the board meeting. What our district folks (perhaps the equity department) & our greater constituents have concerns about when it comes to equity? Whether it's racial equity or talking about inclusion. Otherwise, I would have to think about my own perspective, but I don't think that's why I am here.

→ looking to hear from parents, other district representatives and people in the room. What those experiences are, making sure we have voices of those parents of color.

Maria O. – Not just the parents, but principals, teachers and many of you who also sees what is going on.

John H. – Principles of prioritizing means protecting policies that are potentially inequitable or we know that are inequitable. I think equally important, some that have potential to provide great deal of being equitable, one example was ALE. At least some in that area, not a lot but that might be the areas we want to look into that can be more equitable.

Pat – Instead of moving to prioritization right now, let's get in a circle and discuss our experiences with inequities at BSD – observed, experienced, heard about. Why are you here and what perspectives can tell us about?

7:20PM Group Experiences

What are your experiences of inequities as it relates to students of color, student of language learner, students of special needs?

Jill R. – I am a special ed teacher. I know in my experience are about boundary lines. Why we do things at 1 school and not the other? Economics factor & family.

Shomari J. – We have undeniable metrics that we captured in every single student in our school districts, and it has plagued us since the beginning of the development of the school system and for many years we've managed to endure

→ Impacted students negatively. Peeling back onion, we can see people who are drastically under-served. Consistent variable is people, changing hearts and minds of people is very difficult.

→ Policy is one thing that can put in place as a guiding premises/outline to give some directions of where to go. But beyond that, we have to practice, train and hold accountable. We have to have all of you all and the position you play in the student's lives, incorporate in development of strategies.

→ While we do well in comparison to other districts across the country, we are still leaving behind 25% of our students in ways they did not ask for and they don't deserve. This education comes with the expectation that we are going to do and be our very best

Stephanie C. – I don't know the policies, but what really impacts kids and family are in the practices. Procedures follow policies and ultimately the intersection with kids and family is the practices.

→ Special needs kids, opportunities to participate in activities. Ex: Band is competitive where it prevents a special needs kid access. Goes back to the culture and the practice that exists.

Ivan D. – 75/25 when we break down the data, it is clear who is not having success.

→ Essence, I want us to know each and every student, their strengths and their next steps are. Academically and socially. All has to be done within this culture

→ Whatever your background is, you can achieve on another level

→ All human beings doing this work.

Jennifer H. – I feel the same way. Whether my kids are the 25% or not. I support programs and policies that increase access to all of our children. To give more to one group of students is not taking away from another group of students.

→ Shocked at the community lack of understanding on the subject (at the spring meetings)

John H. – Further to what Stephanie said, the answer is not going to be found in policies but found in our practices day by day. Truly going to be found in the community we create classroom by classroom and family by family.

→ We have to have a certain amount of policies and guidance because we are a public entity

→ Policies that look after our kids. Policies when really well done can be empowering and lift our levels of achievement and practices and efforts.

→ We don't want any policies that inadvertently contribute to inequity. Ex: Transition Bilingual program, says: "all testing shall be in English." ?!@?

LeAnn T. –Historically overtime, students will tell you that the way to the Gifted program is not diverse.

→ Student voice and family voice are important aspects of the work, and bringing that to the table is important to me. Relate to the Bilingual program testing in English.

→ Have some structures, so there will be consistency across our schools.

Maria O. – Why I am here because we care about the kids and we care about the teachers too

Paul S. – When an opportunity comes up to serve the local community to make it more just and ways that match in whatever skills I have, I need to do it.

Monica W. – There are policies that should be tweaked and opportunity for growth and opportunities for equitable practices. I saw that in just the short time that we've been together. That is why I am here in addition to everybody else, basically, opportunity for improvement

Haruka K. – American vs Japanese school, many times kids don't want to disappoint parents so they don't share their experience

→ One of my son is biracial, he looks more Asian like me, why my other brother looks more American?

→ In Bellevue High, Asian is last in popularity

→ Kids are in the system and they are experiencing things but they don't tell us what they are thinking and experiencing, especially when they are students of color

Pat – I have worked for a long time on behalf of the most vulnerable and the least served in the community. I am very interested in building the common good. Biased as it relates to being inclusive

Susie P. - I have kids who have special needs, I represent that for the most part. There are policies that have directly impacted in a negative way to the point that one is digging out of the problem that it has caused, one of the reason why I am here.

→ Interface with a lot of other parents who also need help and they turn to special needs PTA for support.

→ When you are a Gifted child who also has special needs, there are really no place in the district

Huaxia Z. – Chinese community was very angry

→ Very anti racial because of traditional reasons and are not happy with Gifted program

→ Most parents who have kids in Gifted program are hard workers, long hours & high-pressure work (Amazon & Microsoft)

→ Why not leverage our experience, school is an ancient Greek system

→ I come here to understand what equity is and use diversity as a strength

Miriam L. – Spanish community has a lot of problems, a lot of parents are concerned

→ Ex: Why test in English but class is Spanish

Maina T. – I was going to pass because we have not been in the district too long and yet to experience inequity

→ PTA strive to get equity in our children but starting to see inequity in some of our PTA and how things are run

→ Try to shed some lights and change ways that we approach how some different school PTAs operate

Chhoun M. – My motivation to be part of the group was doing what we are doing, focusing on any inequity.

→ Institution racism is real. Family has experienced racism and institutional racism. I come from a color perspective and an administrative one. I just want to be another voice, an Asian voice. People think I am Chinese, but I am actually Cambodian.

→ Why I am here because if any district can do the work we are trying to do, it's us – and, we have a lot of work to do.

→ We have to create a culture of accountability, where we don't just learn about racial equity. We practice what we preach

Myra A. – Administrator of color. There is a beginning and ending to this.

→ 1. Curriculum is one way it's represented: What is important and what is represented because traditionally, this has been Greek & white school structure

→ 2. If any district can do the deep work, it is Bellevue

Ivan D. – Last year didn't go as planned as we have a lot of work to (strategically) & number of things we have to do

→ There are a lot going on but not many people understand. Board is going to think about the compass, my plan & protocols. Training Thursday and some Friday nights

→ What is the work? I am the work, you are the work, we are the work.

Haruka K. – I am ELL, and I am working with ELL and helping them. I have a kid in ELL & special ed who is also in AP Geography (Sammamish). Some people would say it is inclusion because ELL can be in AP classes but is he learning?

→ I'd like to ask these questions to think about.

7:56-8:00PM Index cards