

BSD EAG Meeting #2 Discussions

Intentions for Tonight:

<ul style="list-style-type: none">• Listening ++++++• Being Present ++• Relationships• Humor• Gratitude• Seek out multiple perspectives	<ul style="list-style-type: none">• Thoughtful• Mindful• Mindful inquiry• Compassion• Creativity
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Definitions: What resonated?

We have issues to address...at BSD

Inclusion: is unclear with lots of groups. It's very personal. What's unclear: doesn't specifically call out race. It used to be Equity Team which included race (but not in the name?); now it's Equity and Inclusion, and race is embedded in all pieces that we do. Which is good, but not as prominent.

This def is broader, isn't that good?

We take an intersectionality view: Race + special ed = most vulnerable students

ELL and Spec Ed is about learning; kids of color – it's just identity, offensive to parents of color. Even though we know it's about marginalized groups.

These are marginalized groups – We need equity until we get to equality. End result is it feels like race isn't a factor because it's embedded. It needs to be named directly, not assumed. Or is it code that we're fearful of naming it?

Definitions: Questions:

We like that diversity is stated as an acknowledged value

"Achievement Gap" is deficit language, puts onus on student not achieving vs. "Opportunity Gap" or another way to state the systemic nature of why kids of color score less in testing (only been since mandated tests that we see that).

Everyone has a need to grow. High achievers need to grow, too – we want every student to reach their potential.

There are barriers for different groups, some rooted in long systems, special ed + ELL + children of color. We celebrate when every child does well. We push them all.

JH – we are required by fed/state statute to focus on federally recognized students historically underserved by the system, moral obligation and legal obligation

PH: That is the purpose of this group: to focus on all three groups

PS: Not about either/or – take an "and also" approach when we're thinking in this room – not to assume that different groups of students get different resources and that means that other groups won't get those resources.

It's up to adults to set the right way.

Culture is important. We need to go into the differences under the surface (many different needs within the Latino and Chinese community, for example). It's part of cultural competence. Cultures within cultures.

Next Steps: Paul will make a few term changes (guaranteed instead of granted) (responsibility instead of tolerant), tidy up the definitions and bring back for discussion at Meeting #3, and lead us toward agreement on how these terms will anchor discussions going forward.

Paul will gather some resources to add to the shared drive, for individual learning

HIB Policy Discussion

When this came out, we got a lot more HIBs reported. Spike in reports from students, teachers, parents.

Two -day turn around has unintended consequences: incidents are getting escalated when we really want to solve them on site. The legal language creates defensiveness "aggressor," "alleged aggressor"

JH: Shining a light has given children and families agency that they didn't have before. HIB policy comes from children being bullied to point of suicide. This is guidance.

How can we partner more with parents on this? We are here. Help us help you.

Access issues, it's too long, only in English –

What can we do differently?? – BSD wants to know from parents.

Confusion – what are we doing. Why did we select this HIB policy?

This language is difficult and complex enough even for professional, proficient English speakers. We need parents to understand, have trainings for parents.

JH: Language Access Policy! – glaring omission at BSD

IEP being address is good. Speaks to the victim, but what if it's a student with Spec needs who's the aggressor – what parameters?

Often aggressors become victims in how we respond / consequences

PH: Need a communication plan for engaging parents In learning about policy/engaging with policy as its being developed and revised.