

K-8 Highly Capable Program Review Committee

Meeting 3

December 5, 2023

Please make sure you have signed in on the
tables outside



Meeting Agenda

Accelerated Programs



- 4:30-4:35 - Welcome & Objectives for the Committee (Myra)
- 4:35-4:40 - 4 Agreements (Maly)
- 4:40-4:50 - Compass (Maly)
- 4:50-5:10 - Fears & Hopes (Maly)
- 5:10-5:15 - 5-minute Break
- 5:15-6:15 - Personal Identification (Maly)
- 6:15-6:20 - 5-minute Break
- 6:20-7:00 - Historical/Social Context (Pablo/Erin)
- 7:00-7:05 - Monitor Agreements (Maly)
- 7:05-7:15 - Closure (Myra)

Honoring the Stewards of the Land



Washington State Tribal Reservations
and Draft Treaty Ceded Areas

We acknowledge that we are on the Indigenous Land of the Coast Salish peoples who have reserved treaty rights to this land, including the Duwamish ($dx^w d\acute{a}w\eta ab\acute{s}$), Suquamish Tribe ($dx^w \acute{a}q^w ab\acute{s}$), Muckleshoot Indian Tribe ($b\acute{a}q\acute{a}l\acute{s}u\acute{t}$), and Snoqualmie Indian Tribe ($sduk^w albix^w$). We thank these caretakers of this land who have lived, and continue to live, here since time immemorial.

We honor their stewardship of the land, past, present, and future. We will learn how to engage our students to foster the skills we need to make better decisions that connect our community, protect our environment, and improve society for our future.

Objectives for Committee Today

1. Engage

Engage in conversations with each other about our perspectives of education in preparation to share with our community how our work will be focused on reducing barriers to our program.

2. Learn

Learn how to use the 4 Agreements and Compass to engage and hold equity-centered conversations with each other and our community.



3. Review

Review the historical context of race locally and nationally.

4. Devise

Devise equity-centered scenarios where all students will be able to participate in highly rigorous learning.

GLENN E. SINGLETON



**COURAGEOUS
CONVERSATIONS**

ABOUT

RACE

THIRD EDITION

A FIELD GUIDE FOR
ACHIEVING EQUITY
IN SCHOOLS AND BEYOND

The Four Agreements

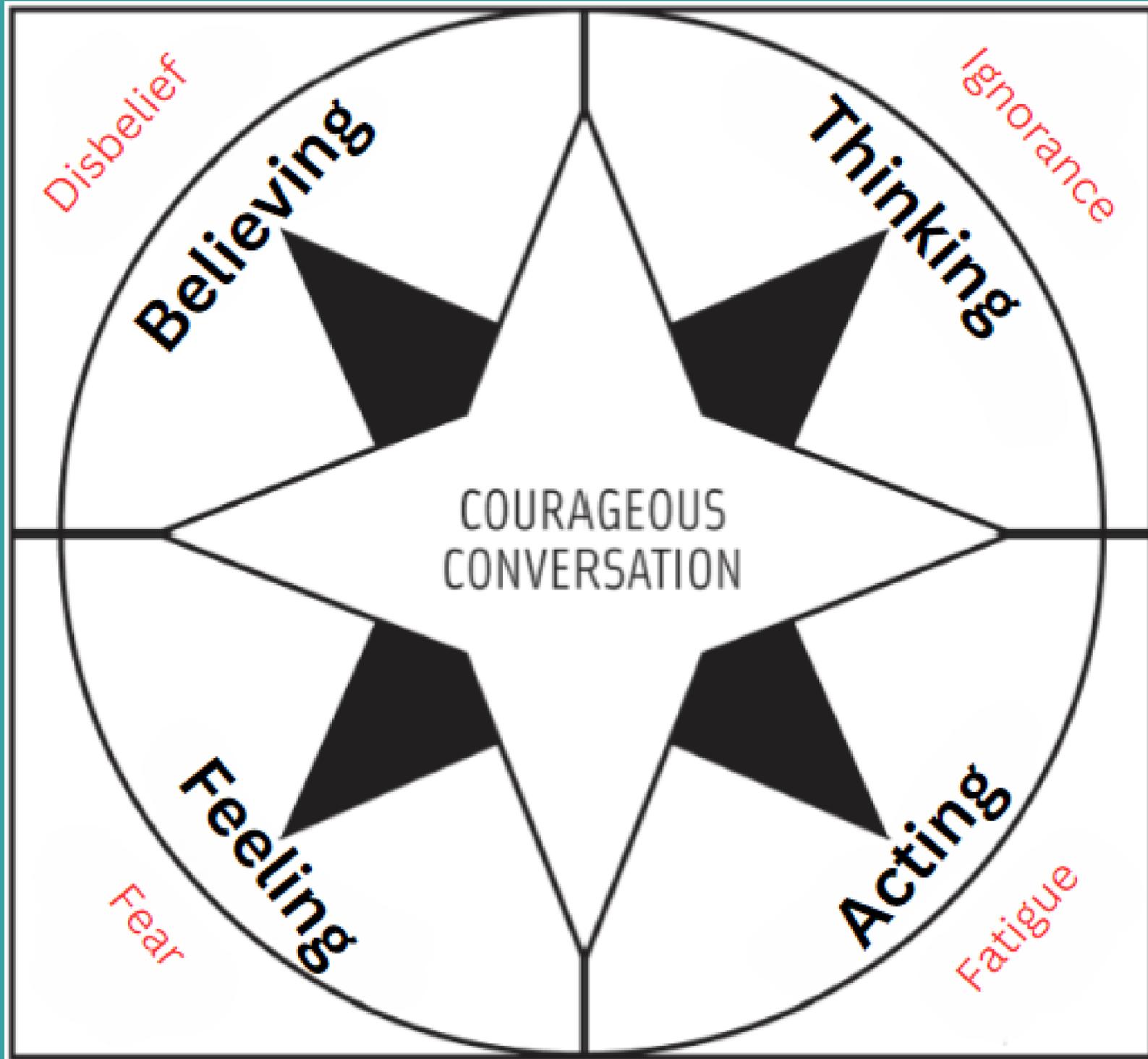
Stay Engaged

Experience Discomfort

Speak Your Truth

Expect/Accept Non-Closure

CCAR Compass



- What are your beliefs? How did they come to be?

- What do you know? How are you understanding or making meaning?

- How are you experiencing race? How does it impact your actions?

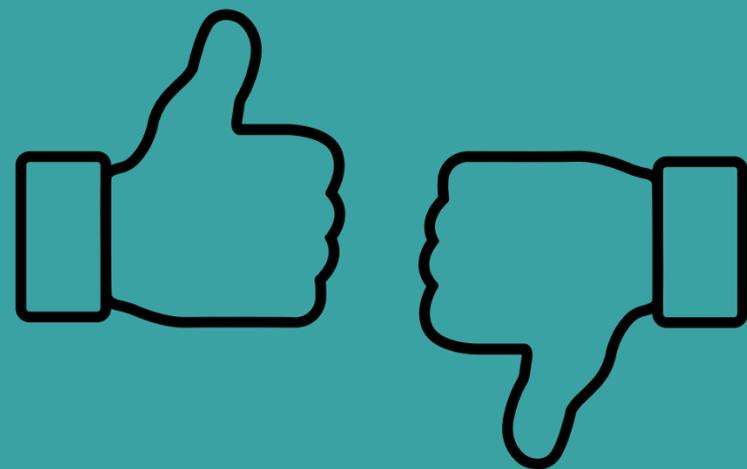
- How are you feeling? Use the wheel to name your feeling.

Nine Healthy Ways to Communicate

Nine Healthy Ways to Communicate	The Art of Mindful Inquiry
1. Reflect back on what is being said. Use their words, not yours.	What I heard you say was...
2. Begin where they are, not where you want them to be.	
3. Be curious and open to what they are trying to say.	Tell me more what you meant by...
4. Notice what they are saying and what they are not saying.	
5. Emotionally, relate to how they are feeling. Nurture the relationship.	What angered you about what happened?
6. Notice how you are feeling. Be honest and authentic.	What hurt you about what happened?
7. Take responsibility for your part in the conflict or misunderstanding.	What's familiar about what happened?
8. Try to understand how their past affects who they are and how those experiences affect their relationship with you.	(How does it affect you? How does it affect you now?)
9. Stay with the process and the relationship, not just the solution.	What do you need / want?

Source: *The Art of Mindful Facilitation* by Lee Mun Wah, 2004, Berkeley, CA: Stirfry Seminars and Consulting, www.stirfryseminars.com

Which is an expression of feeling?



I feel misunderstood.

I feel judged.

I feel scared.

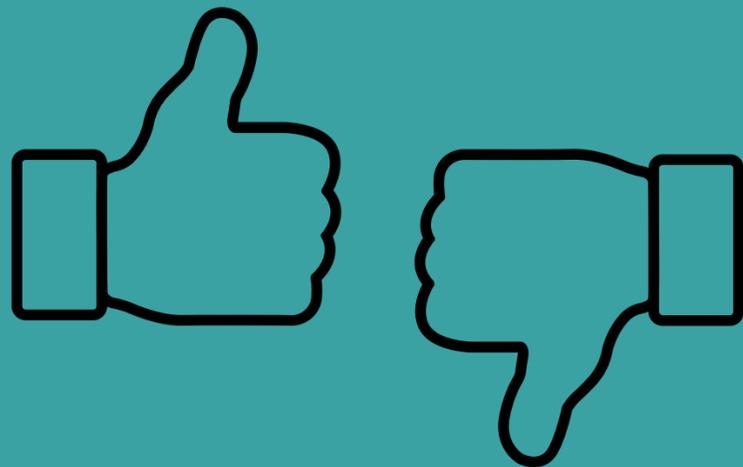
I feel like nothing works.

I feel frustrated with our progress.

I feel satisfied with the results.

I feel like we did a good job.

Which is an expression of feeling?



~~I feel misunderstood.~~

~~I feel judged.~~

I feel scared.

~~I feel like nothing works.~~

I feel frustrated with our progress.

I feel satisfied with the results.

~~I feel like we did a good job.~~

ENGAGE

Engage through your own personal racial experiences, beliefs and perspectives while demonstrating respectful understanding of specific historical as well as contemporary, local and immediate racial contexts.

SUSTAIN

Sustain yourself and others in the conversation through mindful inquiry into those multiple perspectives, beliefs and experiences that are different than your own.

Fears and Hopes



**How does your
personal experience
give context to your
fears and hopes?**

HOPES FOR SERVICES

1. Inclusivity and Equity:

- a. More representation of Black/African American and Latino/x students.
- b. Increased access for all students.
- c. Services matched to need with a consideration of equity.

2. Service Model Diversity:

- a. Various service models, including options for acceleration, enrichment, and cluster programs.
- b. Addressing the inequities in existing models.

3. Research-Based and Appropriate:

- a. Services rooted in research and tailored to meet the needs of students.
- b. Maintaining or increasing the rigor of services.

4. Transportation and Commute Considerations:

- a. Addressing transportation impacts and needs to lessen commutes.

5. Identification and Recognition:

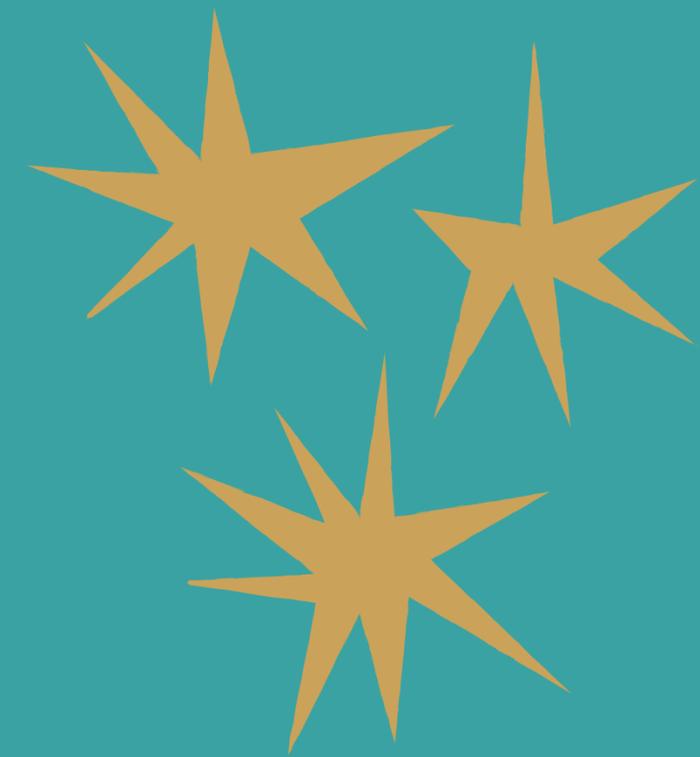
- a. Multiple means of identification for students.
- b. Creating a sense of belonging within the school community.

6. SEL and Rigor Support:

- a. Targeted SEL supports for gifted learners.
- b. Ensuring teachers receive professional learning to meet student needs.

7. Consistency Across District:

- a. Consistent experiences for teachers and students district-wide.



HOPES FOR COMMITTEE

1. Clarity and Student-Centric Focus:

- a. Clear mission and vision for the committee.
- b. Decisions made in the best interest of students.

2. Inclusivity and Representation:

- a. All voices, especially underrepresented ones, heard and honored.
- b. Collaboration and consensus in decision-making.

3. Data-Informed and Open Dialogue:

- a. Use of data to inform recommendations.
- b. Openness for dissent and hard conversations.

4. Innovative Solutions:

- a. Exploration of solutions not previously tried.
- b. Search for service models meeting student needs and ensuring visibility.



FEARS FOR COMMITTEE

1. Lack of Voice and Representation:

- a. Fear that voices won't be heard, especially those of underrepresented groups.
- b. Concerns about a review being for show rather than meaningful change.

2. Risk Aversion and Budget Constraints:

- a. Fear of picking options for being trendy rather than effective.
- b. Worries that budget constraints will hinder action on recommendations.

3. Student Well-Being and Academic Rigor:

- a. Concerns about changes negatively impacting students.
- b. Fear of reduced academic rigor and potential SEL issues in high school.

4. Access and Perception Challenges:

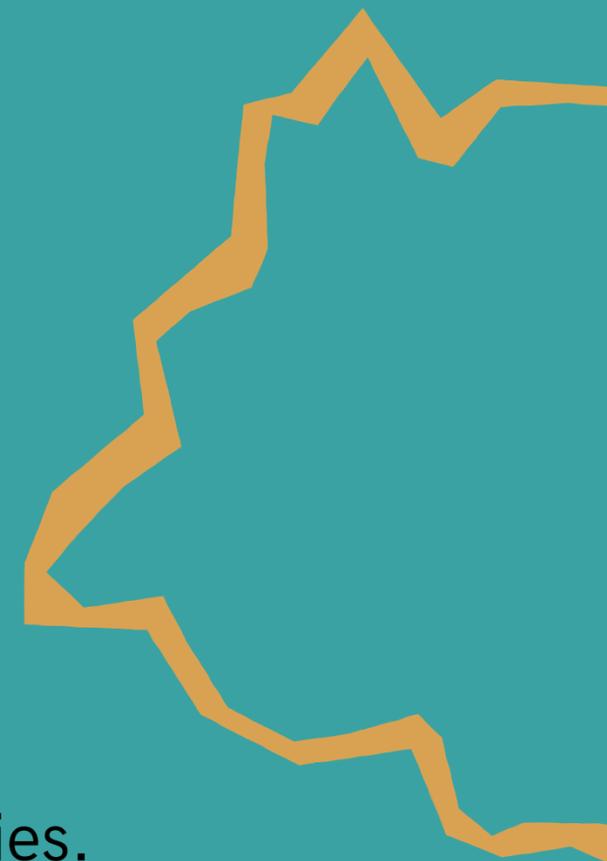
- a. Fear of students being denied access due to teacher perception.
- b. Concerns about not understanding and considering the whole child.

5. Lack of Representation:

- a. Fear of insufficient representation from Black/African American and Latino/x families.

6. Community Resistance:

- a. Fear that community resistance might prevent positive district action.



Fears and Hopes

How does your personal experience give context to your fears and hopes?





Take a Break

Please be back in 5 mins

Fears and Hopes

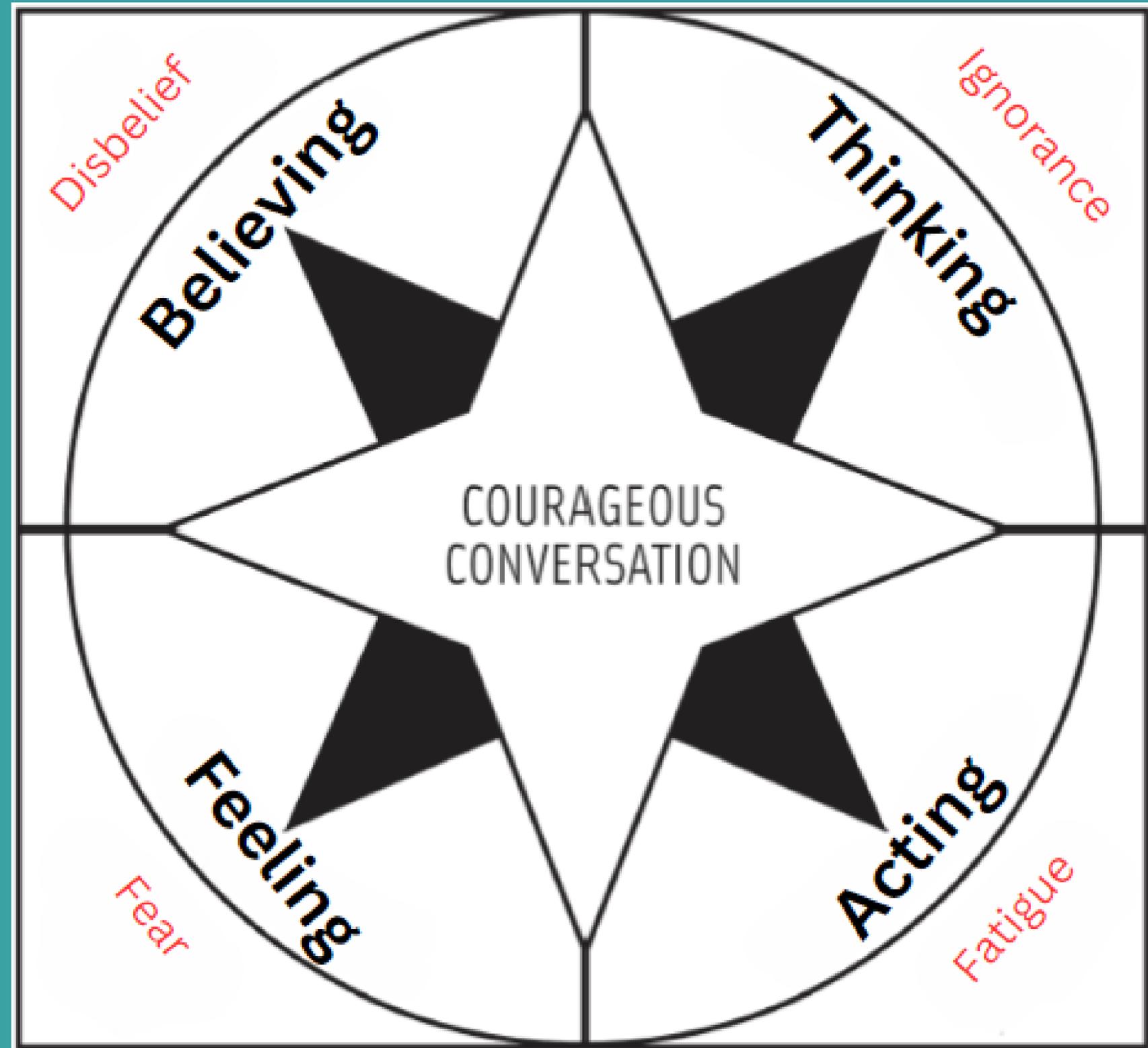
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CCAR Compass

Begin with Race

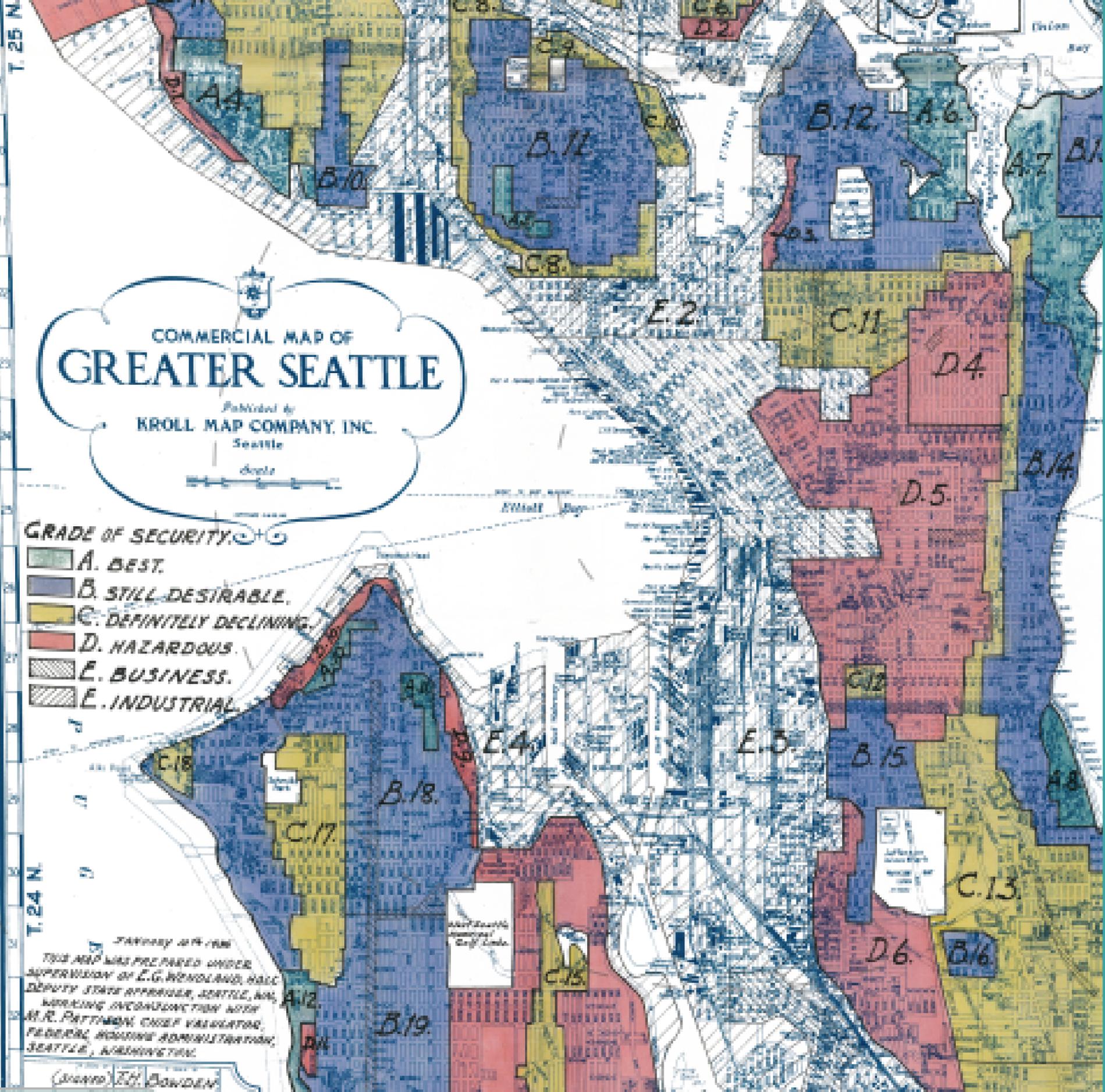
- What beliefs do you have about race?
- What understanding or knowledge do you have about race?
- How do you feel when we bring up topics of race or racism?
- What actions do you take, not take, or want to take?





Take a Break

Please be back in 5 mins



Historical Context

Objective

- Education can be weaponized
 - Native American
 - Literacy
- Engage in conversations with each other about our perspectives of education in preparation to share with our community how our work will be focused on reducing barriers to our program
- Learn how to use the 4 Agreements and Compass to engage and hold equity-centered conversations with each other and our community
- Review the historical context of race locally and nationally
- Devise equity-centered scenarios where all students will be able to participate in highly rigorous learning

Activities

- **Primary documents around laws**

- Work in groups
 - Some duplicate topics
- Create presentation
- Present (gallery walk)

- **Draw parallels to your lived experience to reflect and share at your table**

- **Closure**

- Share aloud your reflection
- Share the most surprising fact you learned today
- Tie back to disproportionality in our schools and program
- There's as much pie as we can imagine



Education Law Progression

- **Anti-literacy laws for enslaved people**
 - Began between 1740-1834
 - South Carolina was first state
 - Punishable by 100 pound fine and 6 months in prison
 - Writing was the number 1 concern, as many feared it would lead to incitements against the systems in place
- **Brown vs Topeka Board of Education 1954**
 - Desegregation
 - Lost Educators of Color
 - Neighborhood schools as a result of redlining
- **Native American Education**
 - Boarding Schools (1860 to 1978)
 - 357 Schools across 30 states
 - 60,000 native students
 - Yakima
- **Lau v Nichols 1974**
 - Provide in their language
 - Development of ML programs came out of this decision
 - Began with Spanish speaking families in TX in the 60's and went to the Supreme Court in the 70's because of Chinese speaking families in San Francisco
- **IDEA**
 - 1990
 - historically, society has tended to isolate and segregate individuals with disabilities, and, despite some improvements

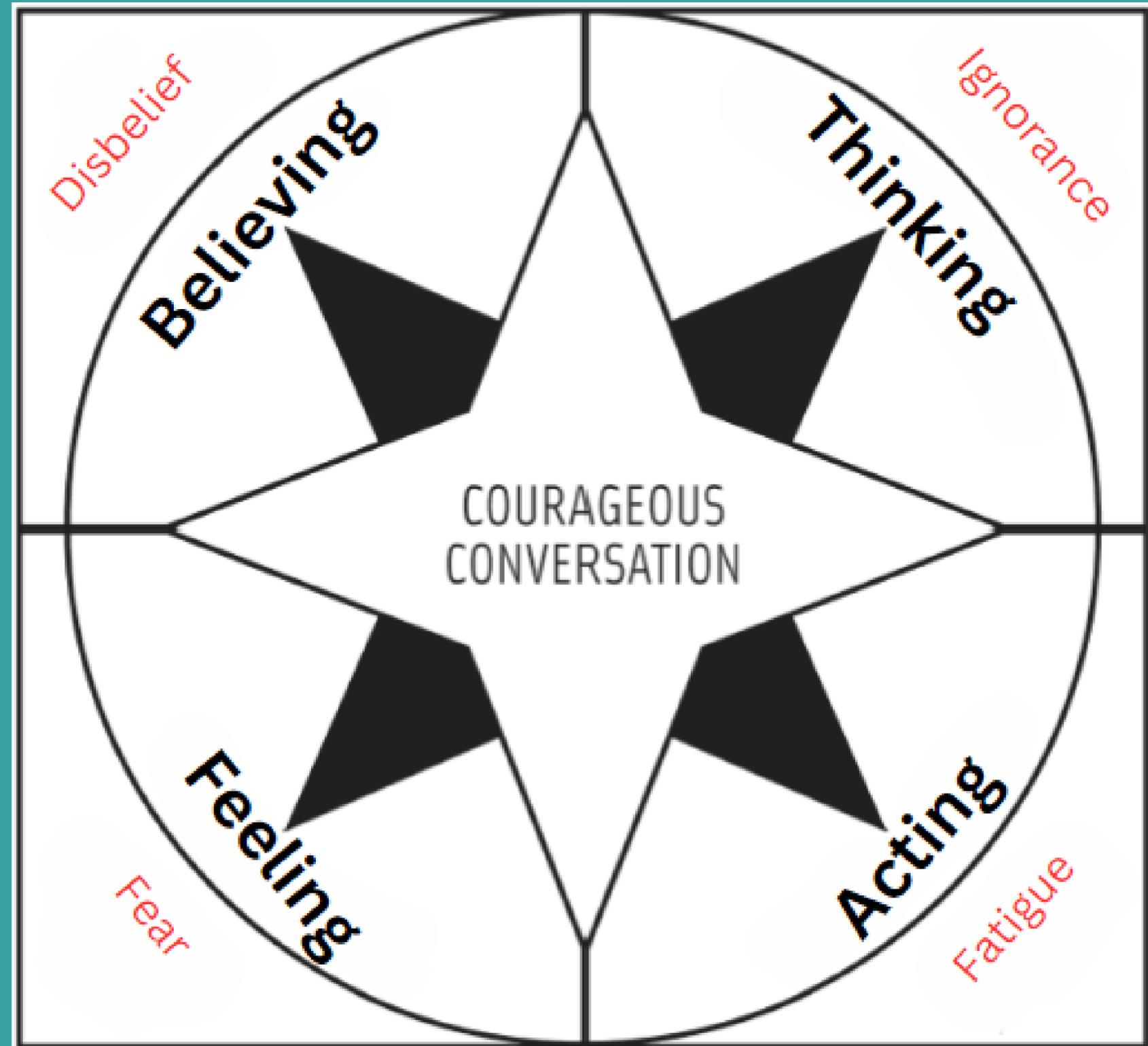
Additional Resources



- Gholdy Muhammed book: Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy.
- Chinese Exclusion Act of 1882
- Modern Segregation in Schools
- IDEA Deep Dive from Center for Parent Information & Resources

Monitoring Protocol

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure



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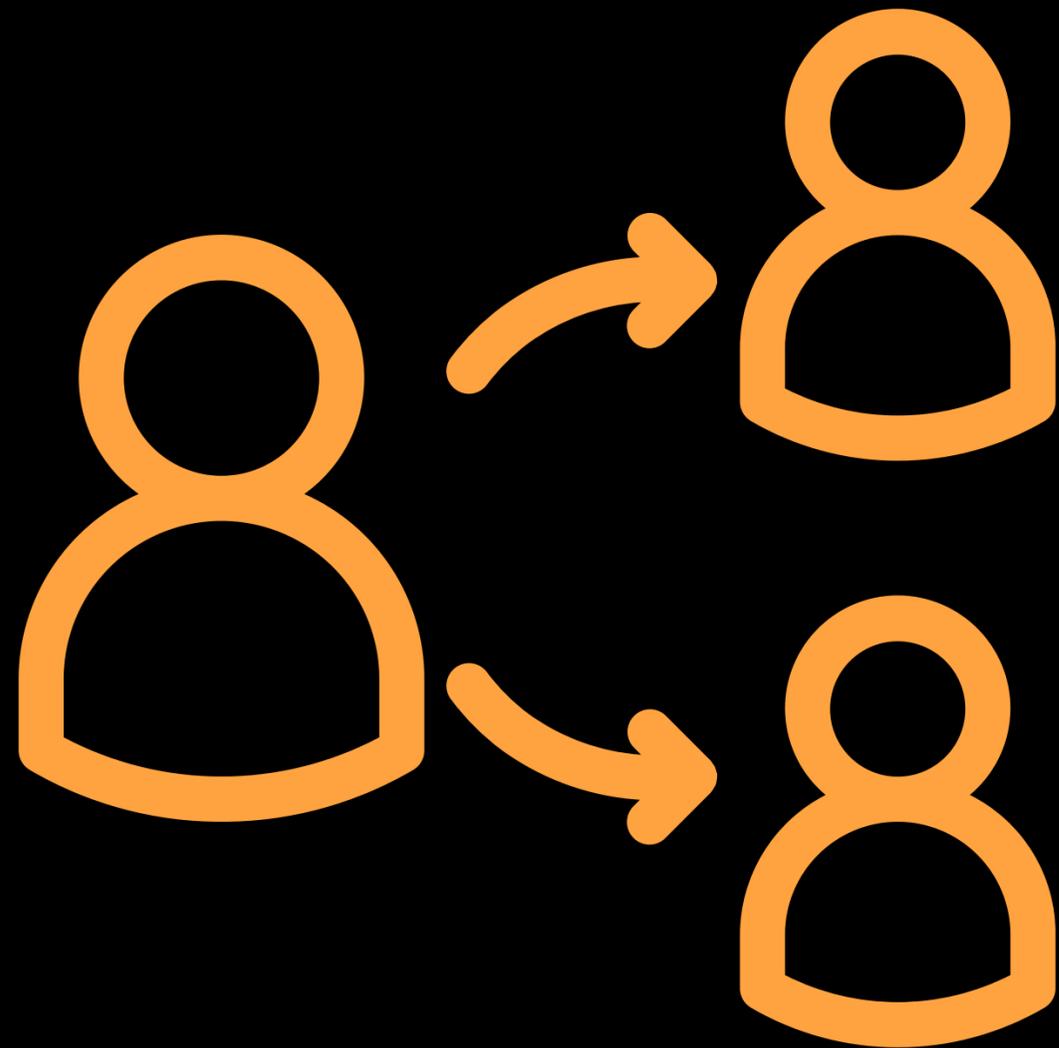
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Devise equity-centered scenarios where all students will be able to participate in highly rigorous learning.

Nuts and Bolts- Committee Meeting Dates

Month by Month Sessions

Date	Day	Start/End Time	Space	Topics
Oct. 3rd	Tuesday	4:30-7:30 (3h)	Board	Welcome, Develop Interests
Nov. 9th	Thursday	8:00-4:00 (7.5h)	Board	Learning: National, State, District Level, Current Models Overview
Dec. 5th	Tuesday	4:30-7:30 (3h)	Board	Equity Training
Jan. 11th	Thursday	8:00-4:00 (7.5h)	Board	Equity Training, ACCA Model, Service Designs
Feb. 22nd	Tuesday	4:30-7:30 (3h)	Board	Service Designs K-8
Mar. 14th	Thursday	8:00-4:00 (7.5h)	Board	Service Designs K-8
Apr. 4th	Thursday	8:00-4:00 (7.5h)	Sammamish	Service Designs Recommendations
Jun. 4th	Tuesday	4:30-7:30 (3h)	Board	Final Recommendations



Messages to Share

Thinking about our work today...

- What is essential to share?

Meeting Reflection Form

At the end of each meeting, we ask that all committee members fill out a reflection form. The answers you provide to the questions in the form will help guide the planning for our committee.

bit.ly/K-8HCPR3

