

K-8 Highly Capable Program Review Committee

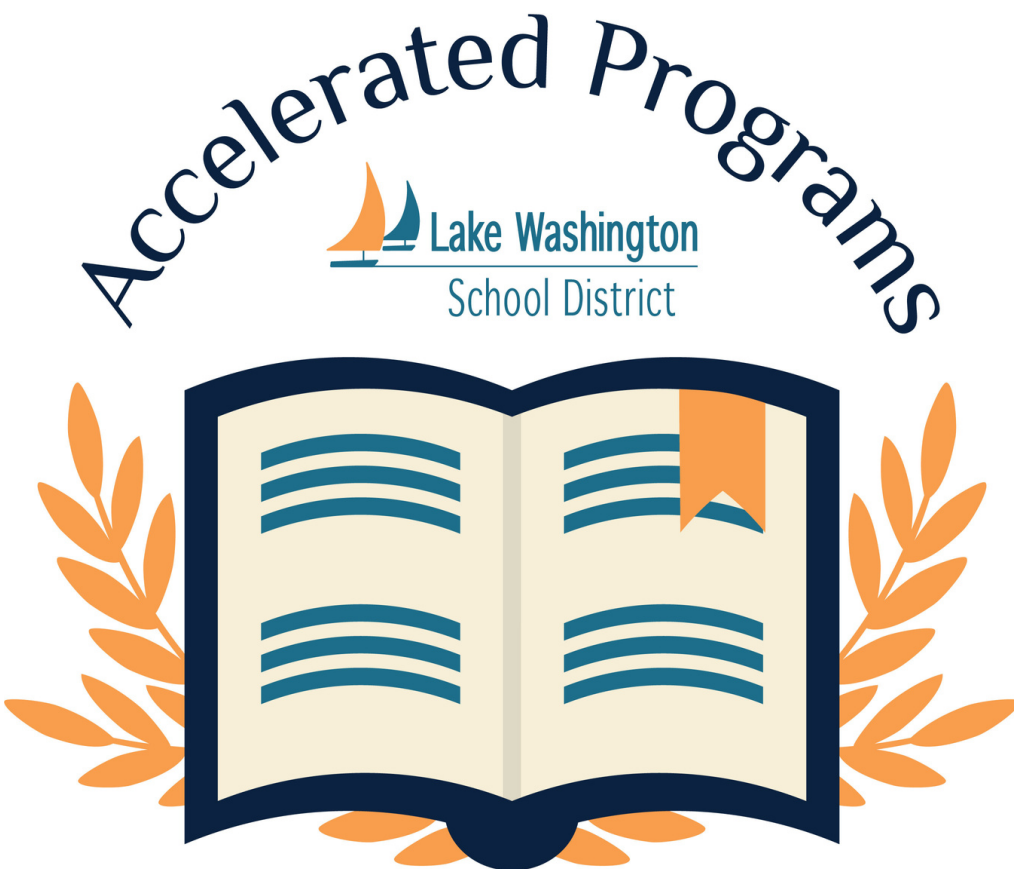
Meeting 4

January 11, 2024

Please make sure you have signed in.



Meeting Agenda



- 8:00-8:15 - **Welcome/Agenda (Myra)**
 - Reason groups are still working together
 - Feedback Review
- 8:15-10:20 - **Equity (Maly/Pablo/Erin)**
 - 8:15-8:30 - Conditional Reminders
 - 8:30-8:45 - Group Focus Areas
 - 8:45-9:00 - Lasting Impacts from Group Focus Areas
 - 9:00-9:10 - Introduction of The Wheel of Privilege
- 9:10-9:20 - **10 minute Break**
 - 9:20-10:20 - The Wheel of Privilege activity and share-out
- 10:20 - Introduce Dr. Stambaugh **(Myra)**
- 10:20-10:30 - **10 minute Break**
- 10:30-3:30 - **Dr. Stambaugh**
 - Terminology
 - ACCA Model Introduction
 - Research
- 12:00-12:30 - **Lunch**
- 2:00-2:10 - **10 minute Break**
- 3:50-4:00 - **Closure/Feedback (Myra)**

Honoring the Stewards of the Land

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^wdəwʔabš), Suquamish Tribe (dx^wəq^wabš), Muckleshoot Indian Tribe (bəqəlšut), and Snoqualmie Indian Tribe (sduk^walbix^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.



Washington State Tribal Reservations
and Draft Treaty Ceded Areas

Feedback

HAS TODAY'S EXPERIENCE CHANGED ANY OF YOUR HOPES AND FEARS?

- I think it's brought to me more compassion
- I feel inspired that others share my hopes and fears
- It gives me more hopes seeing that as a community we are thinking about kids with different backgrounds and unique challenges.
- My hopes have expanded to see many others in the group wanting to create a system that removes barriers and allows choice for everyone.
- I think hearing about some of the mental health issues that were brought up made me realize those were a bigger part of my fears now than they were previously

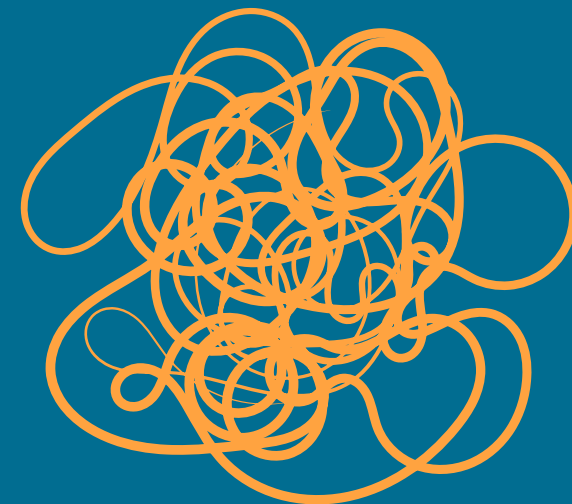


STAY ENGAGED

EXPERIENCE DISCOMFORT



SPEAK YOUR TRUTH



EXPECT/ACCEPT NON-CLOSURE

THE FOUR AGREEMENTS

GLENN E. SINGLETON



**COURAGEOUS
CONVERSATIONS**

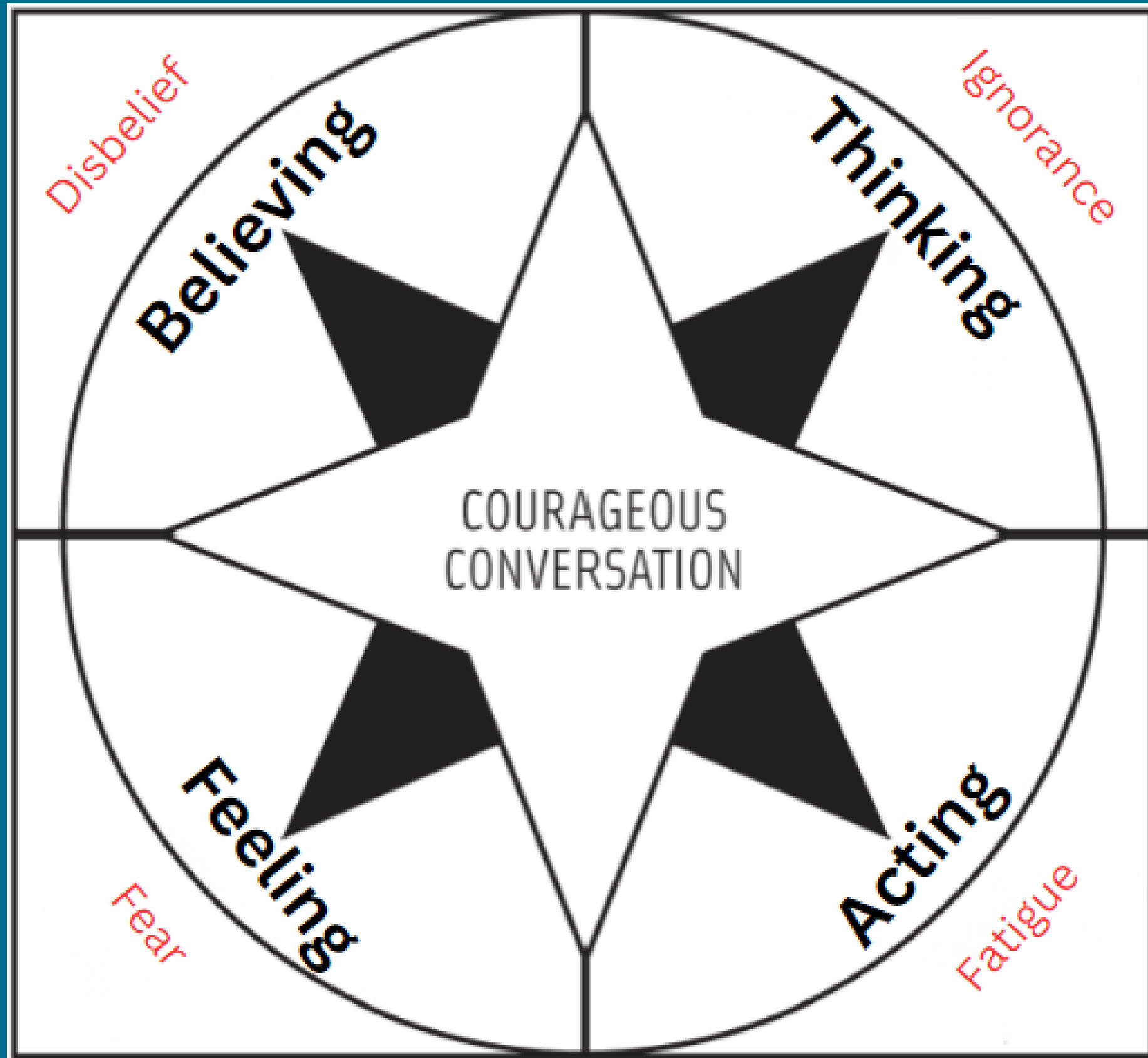
ABOUT

RACE

THIRD EDITION

A FIELD GUIDE FOR
ACHIEVING EQUITY
IN SCHOOLS AND BEYOND

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.

LASTING IMPACT GROUP

CHAT 4 MINUTES

Anti-
Literacy
Laws

Brown v.
Board

Native American
Boarding Schools

Lau v.
Nichols

IDEA

LASTING IMPACTS

ANTI-LITERACY LAWS:

- Each one, teach one – each literate person was responsible for teaching one other to read
- Literary societies and Black/African American run newspapers
 - HBCU system
- Exacerbates an already disparate system – Post Reconstruction Era laws required literacy as a component to land ownership & voting rights
 - Lack land ownership
 - Lack voting rights
 - Exacerbated lack of economic opportunity to families

LASTING IMPACTS (CONTINUED)

NATIVE AMERICAN BOARDING SCHOOLS:

- Loss of Native languages
- Loss of identity and culture
- Loss of life (unknown final numbers)
- Loss of entire tribes – population numbers not high enough for a tribe to be recognized by the US Government

LASTING IMPACTS (CONTINUED)

LAU V. NICHOLS:

- Outcome required a School District to communicate to students and families in a language that is most accessible to them.
- Provides for specialized language services for students to acquire English Language skills.
- Gives language-minority families recourse to advocate for their civil rights
- School staff have a better understanding of what it means to teach students who speak different languages
 - More work still needs to be done on this; imperfect model

LASTING IMPACTS (CONTINUED)

BROWN V. TOPEKA BOARD OF EDUCATION:

- Integration of schools
- Fewer teachers of color (many Black teachers lost their jobs with the closing of Black-only schools, and were not hired into other teaching positions)
- Busing kids from one end of the district to another (still happening in districts around the country)
- Accelerated white flight – further segregated schools (still see this today)
- Guarantees free and adequate public education to all students
 - More work still needs to be done

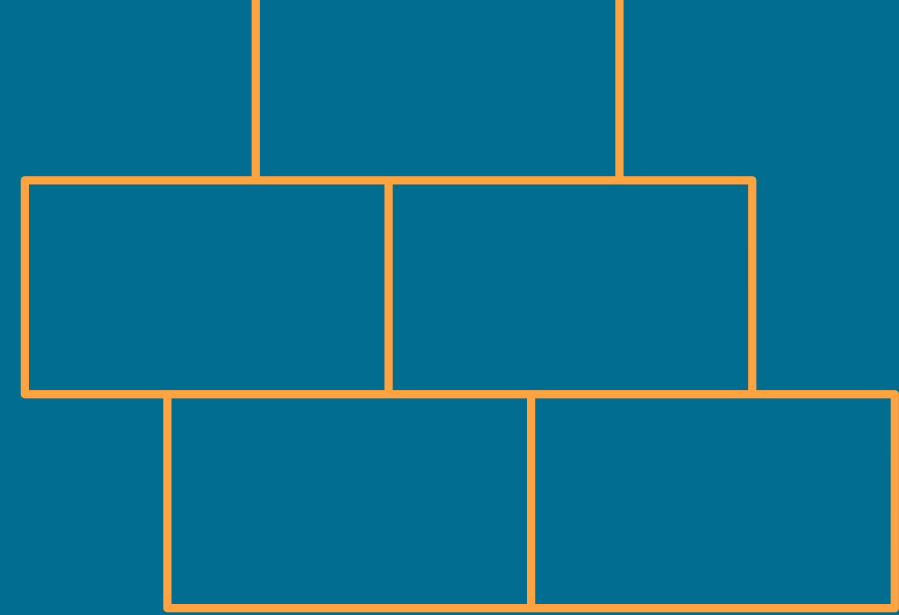
LASTING IMPACTS (CONTINUED)

IDEA:

- Guarantees access to school buildings, materials, and technology necessary to access learning for students with disabilities
- Rights and protections so all children can receive an education with attention to their specific needs
- Special Education services offered at every public school that receives public funding
- Leads to the concept of least restrictive environment
- Began the idea of differentiation in the classroom
 - Still needs work
- Overidentification of certain groups
 - Language learners
 - Black males
- Under-identification of other groups
 - White females

COURAGEOUS CONVERSATION

THREE “TIERS”



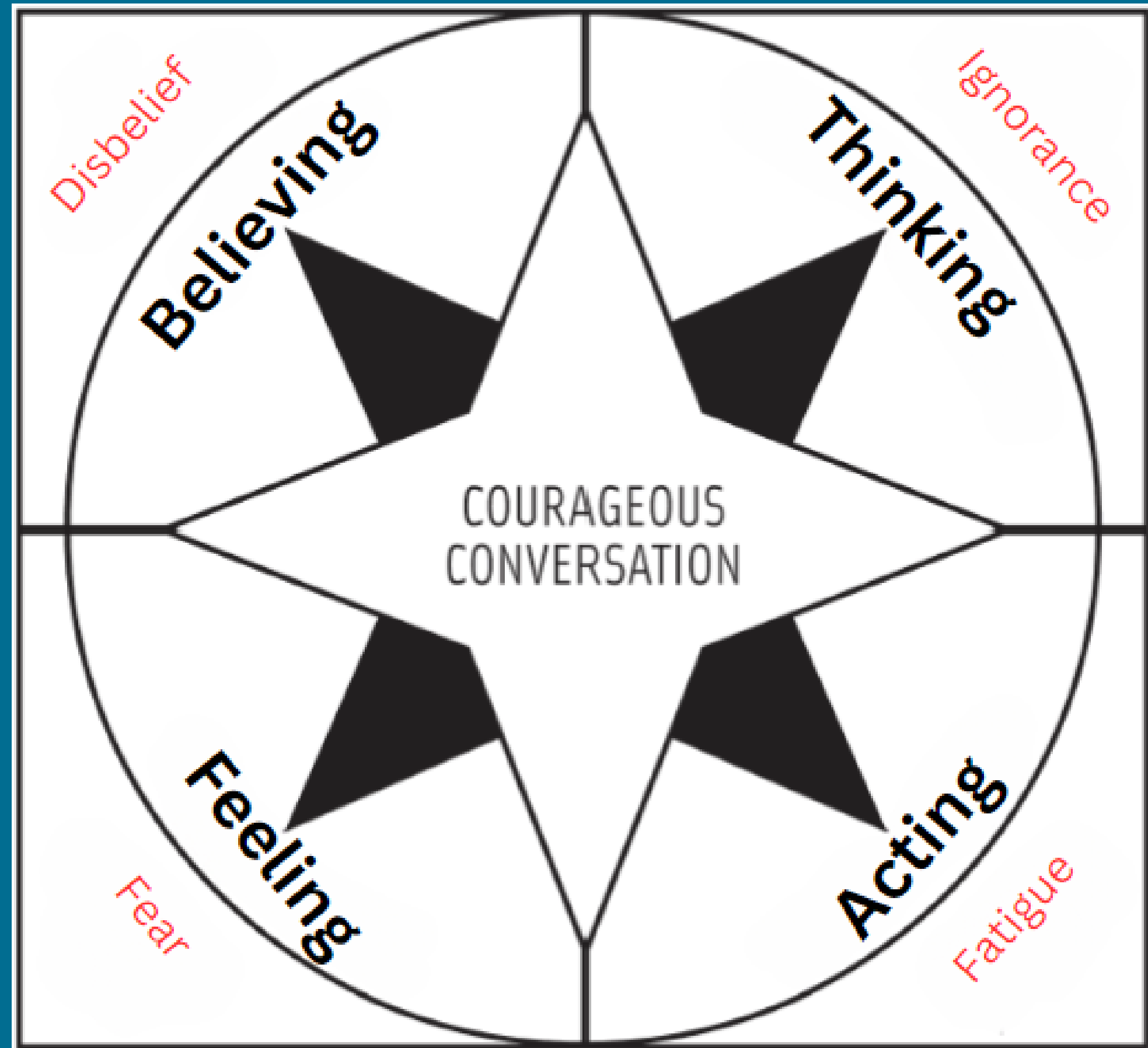
- 01. ENGAGE**
Engage through your own personal racial experiences, beliefs, and perspectives while demonstrating respectful understanding of specific historical as well as contemporary, local, and immediate racial contexts.
- 02. SUSTAIN**
Sustain yourself and others in the conversation through mindful inquiry into those multiple perspectives, beliefs, and experiences that are different than your own.
- 03. DEEPEN**
Deepen your understanding of whiteness and interrogate your beliefs about your own association with and relationship to racial privilege and power.



CCAR Compass

Focus on 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?





Kimberlé Crenshaw at Ted + Animation



Share



Watch on  YouTube

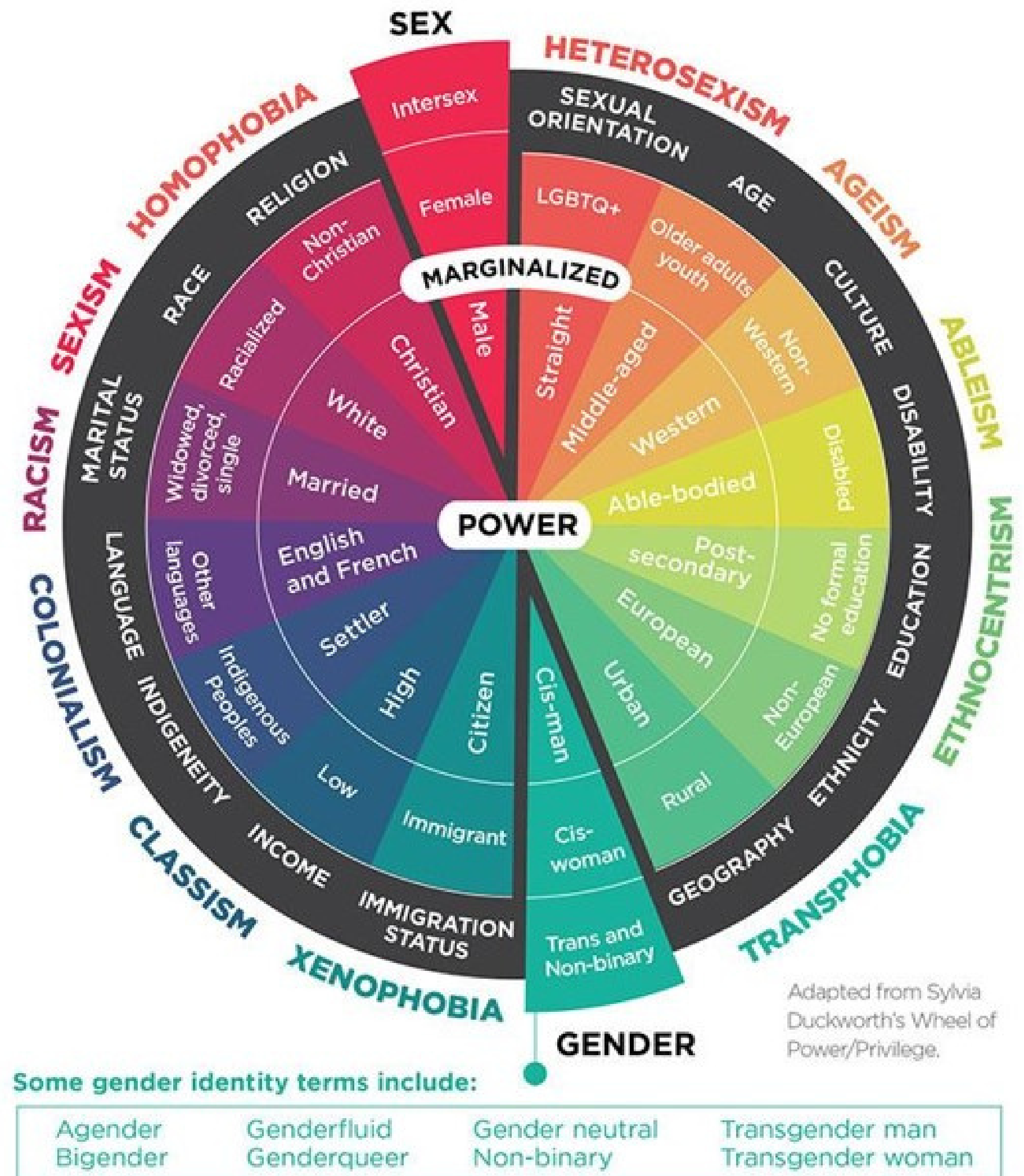
Kimberlé Crenshaw on Intersectionality

INTERSECTIONALITY WHEEL: POWER & PRIVILEGE

Intersectionality: Understanding how different parts of our identities overlap and intersect.

Nearly everyone has parts of their identity that are privileged and others that are oppressed, dependent on the political, cultural, social, and geographical context.

This graphic shows 3 overlapping circles. The identities in the center circle hold the most power and privilege, and the middle circle has identities that experience oppression. The terms along the outside of the circle are **Ideological** systems of oppression.



Intersectionality vs. Positionality

Positionality: How our various identities **position** us in a web of **social power**, shaping the **lens** we use to see the world and the people around us.

- What systems of oppression do you personally benefit from?
- What systems of oppression are you personally disadvantaged by?
- How do the unique intersections of your identity shape how you navigate the world? In other words, what forms your “Positionality Lens”?





Take a Break

Please be back in 10 mins

**What
does this
have to do
with our
work?**

How does power & privilege
show up in...

- Our education system?
- Hi-Cap services?
- Committee work?

Introducing Dr. Tamra Stambaugh

- Tamra Stambaugh, Ph.D. is the Margo Long Endowed Chair in Gifted Education at Whitworth University.
- Dr. Stambaugh's research interests include students living in rural settings, students of poverty, and curriculum and instructional interventions that promote gifted student learning.
- She is author/co-author/editor of 38 books/curriculum units, 25 book chapters, 20 journal articles/national reports, over 100 refereed papers/presentations at national conferences.
- Several of her publications have received national awards or other recognition.
- Dr. Stambaugh frequently provides keynotes, workshops, and consultation to school districts nationally and internationally.
- She serves as an officer of the National Association for Gifted Children Board of Directors, is the AERA Research on Creativity, Giftedness and Talent Development SIG Program Chair, and serves on the WAETAG board.





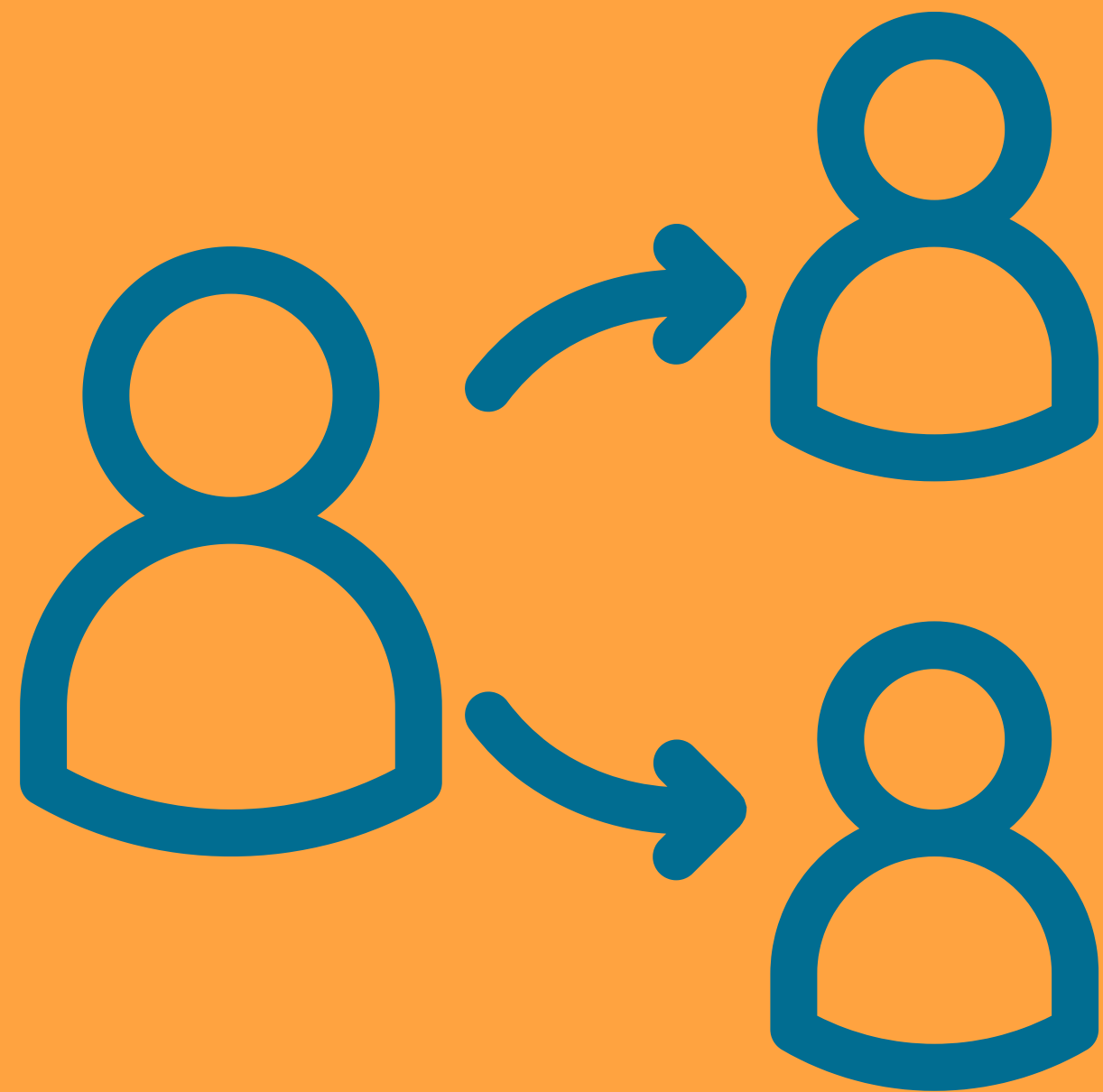
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Please be back in 10 mins

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-8HCPR4

