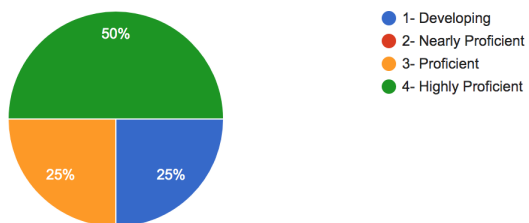


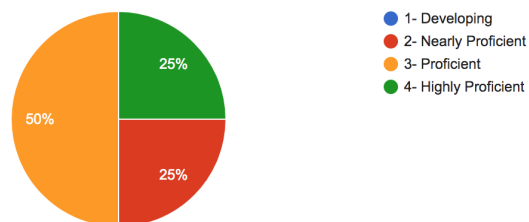
We can continue to get to know one another through continued practice with CRT Strategy 1: Know Yourself?

4 responses



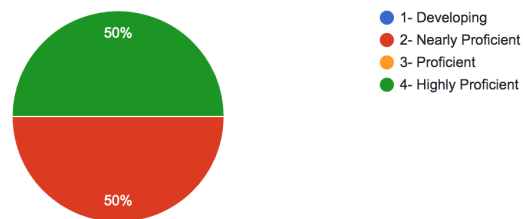
How did we do in achieving Meeting Target 2: We can interact with an anchor activity and an anchor text (TMWYA Ch. 1) to help us develop our understanding and application of CRT Strategy 2: Know Yourself?

4 responses



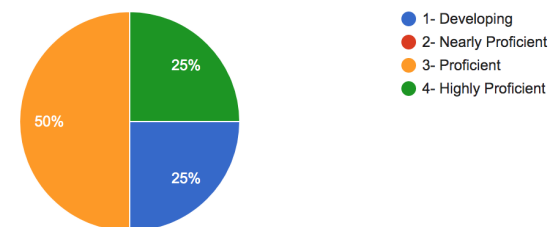
How did we do in achieving Meeting Target 3: We can use breakout rooms to facilitate discussions of problems of practice?

4 responses



How did we do in achieving Language Objective: We can develop an initial understanding and definition of "Cultural Capital"?

4 responses



What's something that worked for you in this meeting?

- I really liked how we all checked in with one another, I thought it was great!

- The Climate is outstanding. The people's personalities and honesty is great.
- Staying with the same breakout room folks to deepen the connection.
- great breakout group as well as large group session; the lower number of screens actually helped me focus and remember names/faces/stories

What are some things that you'd like to see worked on for our meetings?

- I would like to continue our check in's, I really like the "describe your mood if you were a food?(soggy cereal, burnt toast, crisp salad, spaghetti)" or "describe your mood if you were a form of transportation (para glider, school bus, airplane etc)"
- Continued conversation around supporting anti-racist actions AND resisting the urgency that is such a part of White culture--how do we maintain that balance? How do we ensure we're listening to our BIPOC students and families and letting them lead the way?
- get to breakout rooms faster so we have more time there

What is an area where you're hoping to apply your equity leadership through LEARNING this year?

- Helping educators understand how to be inclusive with their students/classroom and all cultures.
- Simple practices such as "knowing your students" have a huge impact against racism.
- abolition and liberation frameworks
- hearing stories and learning from others: backgrounds, opportunities, resources

What is an area where you're hoping to apply your equity leadership through ACTION this year?

- Helping staff understand that representation and recognizing students of color and different cultures within the classroom feel part of the community and welcome. I also feel that they see role models that they can connect too and show that they too can be successful. I am not sure if I am wording this correctly, easier to say then type it...
- Invest time on people knowing each-other
- discipline policies esp re: D&A
- begin/continue to support my school's newspaper staff grappling with how to cover equity/racism topics

What is a specific area of inequity in our district that you would like to see addressed as a focus of our work?

- I would say that being at the district in a title 1 school, that they honestly do not get the same resources as our wealthiest schools. This is very true when it comes to the amount of help our students need in title 1 schools realizing that college or trade school is even a realistic option to them. A lot of them do not realize this is even possible for them, this is why they need more help when it comes to educational classes and staff/volunteers helping educate or helping students apply for FASFA or college. I also want to say that there is a lack of school resources/desk/repairs needed and funding at title 1 schools, from my personal experience. Unfortunately the focus within the district are their prized schools, and I have seen the difference working in a title 1, to one of the wealthiest school's with the second lowest free and reduced lunch percentage. It is not okay, to see students have to sit on the floor, or stand in a class because a title one school cannot get extra desk (this is even after request have been made). The classes are over crowded with 45 plus kids, which is why there are not enough desk....It is also hard to see a school that is title 1 not have a supply closet for the teachers, because they cannot afford it (Other wealthier schools do). A title 1 school really does need it due to the many students who cannot afford their own supplies and often need a pencil, pen, paper, or a spiral notebook. I know these teachers have to buy their own supplies for the students and their classroom, and are unable to rely on parents for those extra needs like the other wealthier schools. I just wanted to share some of the inequity that I have seen within the district.
- discipline policies esp re: D&A. retention of BIPOC staff.
- recruiting and retaining educators of color

What QUESTIONS or IDEAS do you have that I might be able to help address?

- I honestly am not sure where to begin...
- wondering, as hiring resumed this summer, how many applicants of color, and employment offers were made (I know in our building there is a Latino male vs. white female and the white female was offered)