Parent Group:	Group Member Names: Eowyn Grubbs (Roosevelt); Kim Gaffi (Reeves); Marianne McIntosh (Garfield); Patricia Zachary (Madison); Jason Cornelius (Jefferson)		
	EQUITY TOOL GRAPHIC ORGANIZER		
	Question	**Answer**	**Notes**
	Pause and examine YOU (WE) - Who are you (we)? (as an individual and as a decision making team)		
1	Who is involved in making a decision? Who is at the table right now making this decision? What is your racial composition?		
2	What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? Who is not?		
3	Based on our group membership, what inherent biases do we bring to the table?		
4	What institutional power within the organization do we have? What powers do we not have?		

NOTES:
- Over represented; ability to interact in school
- Ability (students with disability; access to technology (zoom; internet)
- Strong opinions
- Over volunteer
- Separate budget meeting w/ an interpreter

Who is affected?		
5 What is the racial composition of the impacted groups? Who is affected?		
6 If known, what is the existing racial disparity we are trying to address? What is the data source?		
7 What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?		
8 What are the power dynamics or disparities between YOU and those affected?		
9 In which ways is the impacted group involved in the decision-making? Why that method?		

NOTES:
- Mental health of students; students need more assistance with counselors; impacted in a mental health way
- Impacts people with anxiety; a lot of emphasis on student who are depressed; address anxiety; going back to school
- Homeless students; hard to be school and participating
- Re-entry - opportunities to restart

What are the impacts?		
10 How will the decision of this group advance equity in our system?		
11 What evaluation tools and measures do we need to		

	determine the impacts of our decision?		
12	In what ways could the decision fail to advance equity?		
13	What are the necessary resources to make this an equitable decision?		
14	What are the potential challenges, structural barriers, or unexpected blind spots?		

NOTES:
- Hammond article - choose to tinker w/ the current system; include more kids; bolster; sense of flaws in the system; articulate the long term goals/changes we are looking for; what do we need to give up or not do/stop doing in terms of money; equity; social/emotional health
- Curriculum History/Science); get teachers trained; cultural responsive accurate curriculum (Since Time Immemorial)
- Going back to better - how we can adapt to social awareness; student needs; need more counselor; get creative to provide needs (increase hours; service session;);
- Don't stick to status quo; people move to OSD things remain the same (test scores; etc); ability to grow and change; opportunity to grow and evolve (teachers; additional training to expand and help with students)
- Every single students potential was seen; tools provided to reach potential; one size does not fit all

How will we know if we succeeded or not?

We can't just tinker, if we do we will have failed. Don't just add to what we already do.

Past/Present Parents

	Past (Pre-Covid)	**Present (Remote/Hybrid)**
In Class Learning	Tables and chairs that are specially designed for fidget; able to talk with table partners; students could learn from each other; peer activity and peer interaction; structured days; 1 teacher in a classroom, 1 content area at a time; students learn at same time/same mode	Less structure; in-person classroom Subject are taught by 1 teacher All students learn same content w/ some electives
Academic Support		
Social Emotional Supports	Counselor is a resource for students readily available Impromptu opportunities are readily available Teacher can send student to counselor; work on a plan Contrasting experience w/ SEL curriculum, dynamic teaching of this also requires in-classroom relationships	Harder for counselor to be there for kids; need to coordinate a zoom/schedule time and get connected; student may not have a private place at home; less time w/ counselor; counselor might be working with more hybrid students; no posted office hours
Curriculum/Materials	Stuck in our old ways Requires quality implementation and training	Be forward thinking about training options, and make sure there is enough time to absorb the content
Assessment	Traditional A-F grading system Past vs. present communication of grades	Change scale for grading, but also must re-evaluate the whole meaning of grades Inequities are emphasized but they have always been there Having other ways calculating knowledge;

		student's understanding and learning
Teacher/Staff Training		Creating strong relationship in the classroom; empathy Quality instruction/implementation of resources of how learners are supported; every learner has the right to access Forward thinking of training Allow enough time for plan/train Allow teachers opportunities to keep learning and moving forward; training and evolving; not just baseline
OTHER	Too much communications coming in to parents (school, district, teacher)	More progress reports; multiple emails can be overload; balance time as parents

Future Planning Parents

	FUTURE	
	Student Experience	Resource/Supports
In Class Learning	Students get plenty of sleep Enrichment opportunities	More interdisciplinary; subjects to be embedded in real life; hands on learning; real world problems - how can we combine subjects Optional school modular experience (choose days of week; shorter days; enrichment) Equity - Who needs it Ensure that parents/student/staff know resources are available Easily accessible resources
Academic Support	Support when learning material the first time (instead of summer school) Homework club (accessible) Reading skill support from teachers Brain train, so students can take advantage of homework club	Prevention services Dispute Resolution Center programs/support, training for teachers, tools for students Tutors; additional time outside of the classroom Embedded literacy experts
Social Emotional Supports	Access to resources and therapist time easily Students receive wrap-around supports Peer group with guided opportunity for formal and informal support	Add more therapists accessible at school (BHR) Community schools model; conversation with TOGETHER! For wrap around services; Pizza Klatch style lunch groups for elementary

		through high school; in addition to having support when things get bad, how do we create a school of resilience; kids connection with adults at anytime to share what is going on with their lives; more content/context; so much pressure around content, students don't know why they are being taught/learning; how to be real with content relations Dispute Resolution Center programs/support, training for teachers, tools for students Partnership w/ Evergreen and ESD 113 Movement and sensory path in pod
Curriculum/Materials	Students see themselves and their community in our curriculum; non-native students understand the community and tribal history Elementary do not get enough social studie and science; beneficial to student subject balance	STI, all teachers trained Creating more networking in our community; not always purchasing from Amazon for school/student needs; local support Assess the teacher load and identify what can be taken off the plate Do we have the right curriculum, resources, etc. for our teachers
Assessment		Rather teachers making test, have students make the test, important points, student ownership - submit questions
Professional Growth		Teacher training; make real world connection Culturally responsive
OTHER	Balanced calendar of breaks and school days Embedded and continuous opportunity to give	Explore/think about what a school year looks like (180 day model; all year school) learning loss concerns (Citizen Advisory Group to reconvene in

	school feedback More opportunities to connect with nature to counteract the overuse of technology	fall) Apply for federal grants to explore this Increase bus budget (field trips) More funding for field trips in order to encourage schools to embark on connections to nature and experiential learning As we build more schools, what is the future?; physical structure