



Coffee w Costa

April 22, 2021

“Do the best you can until you know better. Then when you know better, do better”

Maya Angelou



Meeting Norms

Be open minded

Honor different perspectives

Share the mic AND use the chat feature

Challenge ideas, not people

Do not use teacher or student names when sharing stories or anecdotes

Keep a problem solving approach

Avoid assumptions. Ask questions.

01

Stage 5: What is
being proposed



03

Q&A

02

2021 Course
Registration



04

Anti-racism
curriculum

8th grade Rising Up

Per Gov order can only be
virtual

Stage 4 by the numbers

Grade 6: 189 hybrid; 79 virtual

Grade 7: 195 hybrid; 98 virtual

Grade 8: 205 hybrid; 107 virtual

Stage 4 Operations

Healthy Students, Healthy Staff,
Healthy Learning, Healthy
Environment

Glow and Grow

GLOWS

Social Opportunities

In person Instruction

Lunch and recess outside

Mask wearing

Teacher connections

Building stamina for 2021-22 school year

GROWS

Mask Wearing

Making virtual not feel ignored

Blending the two (V&H) so it's
more interactive

STAGE 5 Recommendation

5 days in person learning

Virtual school, separate from base schools

Teachers will only teach one or the other, not both

A/B Scheduled Classes (Orange and Blue Days)

STAGE 5 Recommendation: Henley is working on

Room Capacity

Scheduling for Room Capacity

Evaluating Stage 4 Operations

Evaluating Stage 4 Instruction

Planning Summer Learning



Questions about Stage 5

Courageous Conversations

“A conversation where you speak up and express how you feel about a particular issue.” In this case we are having conversations about identity, culture, bias, race, and anti-racism in Advisory.

The WHY behind our action

- These are important concepts for students to explore
- These issues are being talked about on the news and on social media
- We will be a better school when we hear from and know about each other.
- We are striving to become an anti-racist school community

The WHY behind our action

Grade Level	Total in Grade	American Indian/Alaskan Native	Asian	Black/Not of Hispanic Origin	Hispanic/Latino	Multi-Racial/Two or More Races	Native Hawaiian/Other Pacific Islander	White/Not of Hispanic Origin	Unclassified
6	268 131 / 137	0 0 / 0	15 7 / 8	7 3 / 4	10 5 / 5	10 5 / 5	0 0 / 0	226 111 / 115	0 0 / 0
7	293 152 / 141	1 0 / 1	9 5 / 4	7 4 / 3	21 10 / 11	14 7 / 7	1 0 / 1	240 126 / 114	0 0 / 0
8	312 146 / 166	2 0 / 2	19 8 / 11	6 2 / 4	19 11 / 8	8 4 / 4	0 0 / 0	258 121 / 137	0 0 / 0
Total	873 429 / 444	3 0 / 3	43 20 / 23	20 9 / 11	50 26 / 24	32 16 / 16	1 0 / 1	724 358 / 366	0 0 / 0



Scope and Sequence of the
lessons

Goals for the Work we are doing

1. Help students learn about themselves and other members of their school community.
2. Helping students share and understand perspective.
3. Develop an awareness of identity, culture, bias, race, and anti-racism.
4. Become better at having courageous conversations.
Become allies to other groups.
5. Consider what it means to be a student in an anti-racist school division.

What we are not doing?

- Telling kids what to think or feel
- Being political or Sharing our political beliefs
- Taking sides or trying to be divisive (quite the opposite)
- Saying police are evil or bad
- Judging whiteness or privilege
- Saying we are not proud to be American

Timeline

- Start Unit 1: Identity on Wednesday, 4/28
- Continue lessons
- Solicit feedback from staff and students
- Ongoing professional development w teachers
- Develop curriculum for grades 6-8 over the summer

Partners in this work

1. Students
2. Teachers
3. Ofc of Community Engagement and Equity Specialists
4. Anti-racist steering committee
5. ACPD (pending approval)
6. PATSO (both the board and the new JEDI Advisory)
7. Families
8. Community



What additional
questions do you
have?