

Attendees:

Pete Price, Angela W. CC, CD, Maria Arabbo, Diana Vallejo (SPED) August 2017

Aug. 28 meeting:

1. Update on directive (Pete)
2. Feedback from different groups--what needs to be included in training
 - a. Multilingual Education
 - i. Understanding Self and Other
 1. Personal biases need to be identified and gently addressed so one can begin processing their effect on everyday life & seek positive ways to reframe schemas to be more inclusive of all and foster a safe environment
 - ii. Cross-Cultural Training
 1. General overview of the breadth and depth of the AISD cultural and linguistic tapestry including discussion of various cultural norms, trends and resources to help positively communicate with our immigrant and refugee families.
 - iii. Communication Styles Training
 1. In order for communication to be successful, prior knowledge of different styles and the ability to identify and adapt one's style are critical (styles can vary across each individual regardless of culture or language)
 - b. Special Education
 - i. For our clerks and registrars not to turn away our students because they are not sure how to handle the various disabilities they may present: Accept and enroll them!
 - ii. For our clerks and registrars to look closely at their enrollment checklists when parents check off they have a student with special needs so that SPED staff at the campus can better serve our children from the start instead of finding out days and/or months later that this student had special needs
 - iii. For our schools to incorporate our SPED opportunities into their outreach. For example, SPED also has a Back to School Night that can be incorporated into the what is happening at the campuses. Campuses should share the monthly parent opportunities offered throughout the year. We want our families to be included. They need information in order to access all that we have to offer.
 - c.

- **PP:**
 - Mass Resistance pushback not agreeing with WS, SEL, mindfulness
 - Board policy supported movement forwarded.
 - Let's expand the WS initiative to all students at all levels: That's our charge
 - We want to hear all the voices represented as a starting point for brainstorming.
- **AW:**
 - Is this a 'curriculum' for teachers? **PP:** no
- **CC:**
 - We are hearing from staff that the conversation needs to address how we welcome all
- **DVallejo:** Could this be a mandated training via video, etc? A compliance training
 - Maybe it could start/intro as a video and then be expanded on during a PD day
- **PP:** How do we pull in all the perspectives, voices, goals of all departments? We are taking our time in this process and may pilot in the Spring.
- **CC:** Like the idea of starting w a video and then having follow-up conversations
- **DV:** We need to start at the level meetings with the conversations. Blended families are part of our work. This is an area of discussion that
- **PP:** Expand the concept of "All are Welcome" and what this means K-12 for all departments, staff, etc as valued voices in the work. **WHY?** So that all students, staff and families feel safe, welcome and included.
- **AW:** Sounds like we are replacing No Place for Hate (NPFH)
- **CC:** NPFH is more student centered. I don't think this is the same thing.
- **AW:** Sounds like Edmund is asking us to expand
- **PP:** Beverly Reeves needs to be here. Who else? Associates
- **AW:** Who will facilitate these conversations? Trainer of trainer?
- **MA:** IS this a rollout all at once?
- **PP:** No...By invitation. Maybe some of it could be mandatory
- **AW:** Who is going to write this and what is their level of training/knowledge base?
- **PP:** We will invite this core group and continue the conversation.
- **AW:** I don't want this to become a "Binder"
- **PP:** Agreed- this needs to be an ongoing conversation
- **MA:** Are there other school district, etc that are doing this work. Heard of "Welcoming America"? This is a welcoming
- **PP:** We need to stay open minded and aware.
- **MA:** We need to see this as an opportunity to embrace all perspectives.
- **PP:** We will plan for the next meeting and you all will be invited. Let's look at other districts and what they have done. We will periodically check in with TLC group, etc.

Post follow-up:

PP: Who else needs to be here? What's a realistic timeframe?

CC: How do we create this with so many different departments? Where will we even begin to organize this process? Where do we start? What part of the WS structure do we want to keep? Is this an overarching philosophy to approach inclusivity? Do we teach a little about all groups?

PP: We need to keep this process slow and 1) continue asking questions and answering them. OR 2) Do the leg work with the SEL team and start the process and bring in more voices?

CC:

1. Format the following:
 - a. Do we educate on different types of groups of people?
 - b. If so what what's important and how much do we cover?
 - c. How exactly do we educate people?
 - d. We don't want to get in a competition about content.
 - e. The more we talk about individual groups the more the political groups will be vocal. On the other hand we don't want to water down the info.
 - f. We could go 2 different ways.
 - g. *Bring discussion protocol to next meeting.*
 - h. Is it our role to educate or provide resources?
1. Can we invite a rep from the local group to hear their story?
2. Donna Hicks book: Dignity : When has your dignity been violated?

Next Meeting with same group:

- Look at WS format and discussion protocol and compare/contrast what it means for our next steps.
- Are we looking at a framework?

Planning Meeting August 22, 2017 (PP, CC, DC: attendees)

- Pilot in Spring w a few schools (elem/middle/hs) and a CAC department at a condensed level
- Maybe 3 hours total in a perfect world
- Edmund and Dr Medina (HR): "This could eventually be mandatory training for all employees."
 - PP & CC: Let's wait on this maybe? If not we need to modify the model.
- CC thinks to be included:
 - Why do we welcome all? Academic success
 - Include some bullying and info on marginalized groups
 - What's our sphere of influence to create welcoming communities on a campus? What can WE do? Do what you can do.
 - NOT ABOUT ADVOCACY, IT'S ABOUT ACCEPTANCE
 - What is a Family?
 - Who lives in Austin Texas?
 - Where are the points of intersectionality (defined)?
 - Discussion Strategies that can be applied
 - Finding language to be welcoming, safe and inclusive
 - Provide sentence starters: "I wonder, I hear, Help me understand..."
 - Make it more interactive , maybe a self-exploration on each campus to determine what matters at their campus? Each school will be different. Looking at mindset

- Do we give them time to look closely at the groups of students they struggle with most and why? Who do you struggle to understand?
 - Include some pre-research/work to determine data
 - Like a *discovery lesson*
 - Conversations: What is my job as a public school educator?
 - Tools to look at their own behaviors, practices, language, and then give
 - Maybe first 2 hours are more informational and last module is campus planning
 - How do we talk to our students, families and each other? Who is impacted by our words?
- PP: Do we envision a 1 time training or a 3 hour training?
 - CC: Either way
 - We have to welcome every family
 - The emphasis: "Acknowledging beliefs but remaining agnostic/ suspending judgment."
 - Schools have the responsibility to create safe environments for learning.
 - "What are some ways that we can suspend judgment when something goes against our personal beliefs?"

For the 8/28 meeting:

- 1) Need a solid structure to the meeting
- 2) Ask consultants: What do they want to see?
- 3) Review outcomes of survey from Tori
- 4) Review feedback of consultants
- 5) Provide the idea framework for a mini-vetting
- 6) Provide a timeline of the process
- 7) Make an agenda

9.1.17

Pete in a meeting with Lisa G. She talked about adding a research/best practices component to this training. Support the work with research and/or best practices from other school districts. Pete thinks this is a stellar idea. :)



ALL Are welcome

Austin ISD

MEETING AGENDA & MINUTES

1:00 PM, August 28, 2017 | Location: D-230 AISD SEL Department

Agenda

Greeting: *What act of compassion inspired you this weekend?*

Sept. 11, 2017

Last Meeting Follow-Up

- Clarification from Edmund Oropez outlining timeline, goals and expectations for **All Are Welcome** training
- Survey sent to trainers for feedback.
 - Survey Results:
Top priorities to be included:
 - *Family Diversity & Discussion Strategies*
 - *Research and data connected to gender*
 - *Biases of staff and how this impacts our interactions, bullying, ways to respond*
 - *Ideas to share with TLC*
 - *1. Training for all non-campus employees (online? one hour?)*
 - *All are welcome—what does this look like in your area?*
 - *Customer service focus—adult SEL skills*
 - **and/or**
 - *1. Training for campus employees (in person? three hours? voluntary?)*
 - *What is difference?*
 - *What is a family?*
 - *Identification of learning opportunities related to campus data*
 - *How are our faculty and staff different from our families?*
 - *Addressing cognitive dissonance with employees re: this topic*
 - *Discussion strategies and responsive language for addressing differences with students and adults—“Help me understand . . .”*
 - *SEL connections: how do we ensure all students/families feel safe and included?*
 - *Why is this important?*
 - *Leads to higher academic achievement, practice SEL skills (“who we are”)*
 - *Optional extension training for specific topics of interest (race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, or age)*

- Input requested from AISD Departments
 - Multilingual Education
 - Understanding Self and Other
 - Personal biases need to be identified and gently addressed so one can begin processing their effect on everyday life & seek positive ways to reframe schemas to be more inclusive of all and foster a safe environment
 - Cross-Cultural Training
 - General overview of the breadth and depth of the AISD cultural and linguistic tapestry including discussion of various cultural norms, trends and resources to help positively communicate with our immigrant and refugee families.
 - Communication Styles Training
 - In order for communication to be successful, prior knowledge of different styles and the ability to identify
 - and adapt one's style are critical (styles can vary across each individual regardless of culture or language)
 - Special Education: *Following the standards of customer service at a deeper level.*
 - For our clerks and registrars not to turn away our students because they are not sure how to handle the various disabilities they may present: Accept and enroll them!
 - For our clerks and registrars to look closely at their enrollment checklists when parents check off they have a student with special needs so that SPED staff at the campus can better serve our children from the start instead of finding out days and/or months later that this student had special needs
 - For our schools to incorporate our SPED opportunities into their outreach. For example, SPED also has a Back to School Night that can be incorporated into the what is happening at the campuses. Campuses should share the monthly parent opportunities offered throughout the year. We want our families to be included. They need information in order to access all that we have to offer.

Emerging Ideas to consider

- Possibly a 3 hour training
 - **DV:** This may take more time.
 - **CC:** How much do we include?
 - **MA:** SB4 is about to be rolled out. So much is changing daily. Do we want to address political climate as a context that affects others?
- Pilot in the Spring with 1 elem, 1 middle, 1 high school and 1 CAC department
- **Why** do we welcome all= Academic success
 - Include some bullying and info on marginalized groups
 - What's our sphere of influence to create welcoming communities on a campus? What can WE do?
 - Not about advocacy, it's about acceptance
- **What** is a Family?
 - Who lives in Austin Texas?
 - Where are the points of intersectionality (defined)? **AW:** We may need to research how we want to articulate this term or be clear about what it means. It is a watered down term now. Maybe choose a different term.

- Discussion Strategies that can be applied
- Finding language to be welcoming, safe and inclusive
- Provide sentence starters: "I wonder, I hear, Help me understand..."
- Make it more interactive , maybe a self-exploration on each campus to determine what matters at their campus? Each school will be different. Looking at mindset

Attendees

Angela Ward, Maria Arabbo, Diana Vallejo, Pete Price, Caroline Chase, Darla Caughey,

Scribe

Darla Caughey

Minutes

MA: If it's optional all may never buy in or participate.

D: Could we possibly roll out slowly?

AW: Talk about difference and how it impacts our work and the decisions we make. Certain words can rub people the wrong way. Definition for difference= it's a dialogue. What does it mean to you? How do you notice it? How does it impact you daily? I don't like to give people definitions for words like safety, culture and difference. I think it comes out better through dialogue. "Poster Dialogue"

PP: Defining advocacy vs. acceptance. We have to be agnostic acceptors.

AW: How do we support that teacher that is struggling with their belief system and help them see the legal responsibility /expectations (AISD board policy) to provide a certain atmosphere. I say "It is your responsibility as an AISD employee."

DV: Remind teachers that this is a HR issue. Bias thinking is going to surface because of our diversity in AISD. We need to work with the leadership on this as well.

PP: We need to let people know respectfully.

MA/AW: We need to address the context that can impact us. Like political climate.

DV: Schools are so big so the activities need to be role playing or

AW: Language: Maybe see what the words mean to you.

AW: Darla: Define 'normalize'. It's a loaded term.

DV: maybe acclimate.

Action Items

- We will take the feedback and also the outcomes from the survey and examine this data.

Next Meeting Agenda Items

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