

EOGOAC

October 20, 2020

9:30 a.m. – 3:00 p.m.

Theme/Goal: Youth Voice Day

Members in Attendance: Fiasili Savusa, Commission on Asian Pacific American Affairs
Frieda Takamura, Commission on Asian Pacific American Affairs
Dr. James Smith, Commission of African American Affairs
Senator Lisa Wellman, Senate
Carrie Basas, Office of Education Ombuds
Representative Sharon Tomiko Santos, House of Representatives
Dr. Marsh, alternate for Dr. Smith
Senator Bob Hasegawa, Senate
Representative Lillian Ortiz-Self, House of Representatives
Lydia Faitalia, alternate for Fiasili Savusa

Staff and Public Attendees: Heather Rees, Office of Superintendent of Public Instruction
Maria Flores, Office of Superintendent of Public Instruction
Robin Howe, Office of Superintendent of Public Instruction

Members Not in Attendance:
Jamila Thomas, alternate for Chris Reykdal
Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Nicole Sutton, alternate for Bill Kallappa
Bill Kallappa, Governor's Office of Indian Affairs
Representative Bob McCaslin, House of Representatives
Julie Kang, alternate for Frieda Takamura
Senator Hans Zeiger, Senate

Minutes

Agenda item: Introductions, Agenda Overview, and Approval of Meeting Minutes

Facilitator: Maria Flores

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Motion

[Sen. Lisa Wellman] moved [Dr. James Smith] seconded

To: Approved EOGOAC July 21, 2020 Meeting Minutes with edits submitted by Frieda Takamura

[X] carried [] failed

Agenda item: AWSL Student Equity Guide

Presenters: Aubrey Valliencourt, Mark Morris High School Gloria Arauja, Clover Park High School Kylie Mizoguchi-Mukai, Sumner High School Thien Ngyuen, Mariner High School

Discussion:

- Panel introductions
 - Aubrey – Into equity work in 2020, helping schools, and motivated by current political climate.
 - Gloria – Interested in social justice issues and educational reform, and sharing her voice for everyone she represents.
 - Kylie – Current experience where 2.3% of student population is Asian and is working to raise the voices of this group in a white dominant school.
 - Thien – At his high school there is strong value in diversity with many students from different backgrounds. This does not follow to the district level and results in a lack of funding compared to other schools in richer neighborhoods and getting support. He is working to change this at a state level.
- Review of Student Equity Guide
 - AWSL must raise student voice and be embedded in every opportunity, this is the same for equity.
 - Issue of race is highlighted currently and there are concrete strategies and tools on how to handle it.
 - This is from the view of the students and the inequities that they have seen within schools.
 - Teachers and principals should use this guide to work with students, not to enforce it on them.
 - Student voice is important in decision making and having a seat at the table because students are directly impacted.
 - There is the importance of working together and not have either group have superiority over each other; needs to be more collaborative because we are all trying to work together to address the inequities at our schools.
 - Installing equity groups at every level to address this issue.

- Work on making school environment an anti-racist place because racism is normalized within school environments, and a white dominant grouping makes it hard to have the conversation.
- EOGOAC – About the comment that racism is normalized within the school, what are some examples of what you mean by that and why does it matter? (your perspective)
 - Thien - Non-black students like to use the n-word to demean other students as a joke and teachers do not intervene in this typically. This means the students are not aware of how these are derogatory terms even when they are talking to friends.
 - Thien – A teacher made a comment that Asians are the reason why this pandemic happened in the first place.
- EOGOAC – Is there anti-racism training that takes place or is available for students and staff in schools? To what extent are you afforded bystander training for these situations?
 - Thien – There is no training and I have not heard of trainings for staff either. Race is a heavy topic to discuss. No one wants to approach it because of the effect that it will have. These trainings would be useful to address the new environments that we are in and will be in outside of school.
 - Thien – We tend to stay quiet about what is happening around us and tolerate adults, and they don't tend to reach out in a supportive way about racist experiences that have happened. Since they are not engaged with the student, the adults view themselves as only being there to do a job and no more than that. School should be a safe space but if you are not actively supporting that safe space then it becomes a harsh environment in which to go to school.
- EOGOAC – Are any of your families or parents involved in this work? Do the schools reach out to them to include them?
 - Thien – My parents have limited English and are work orientated so they don't get involved and I'm a good student so they just leave it be. For other situations when they reach out it is more like a punishment and demeans students.
 - Aubrey – The school district doesn't want it getting out that students are being racist, and the school tends to be apathetic about race because it's not blatant. When it does happen it's swept under the rug or they only talk to the students. It's never brought in a positive light to talk about equity with families.
- EOGOAC – Do all of you have at least one trusted person in the building to talk about issues with? (yes overall for panel)
 - Kylie – It's not the same for all students. Teachers are not connected to students unless they are involved in activities in schools. They don't go

- past the surface when it comes to student issues; some teachers go beyond but that is not the norm.
- EOGOAC – Currently working with the district to expand equity groups within the district. Have you talked to the district when making this guide to get a sense of accountability when micro-aggressions or racism occur and addressing it is not done by students/teachers/staff?
 - Thien – Only when leadership gave permission to speak about BLM and navigating through this moment did teachers open up and begin discussions with students.
 - Kylie – Racism is not a bad word and we don't want teachers to tip toe around it. All teachers as well as students should be taught anti-racism classes in order to grow together in knowledge.
 - Tell us about the ways your families and communities are involved in your education? How would you like to see your family/community involved in your education?
 - Everyone wants to keep things peaceful, so when Black Lives Matter (BLM) got traction, we had people direct message on the AWSL Instagram, but the advisor said no to avoid conflict and not cause drama. It's frustrating because this is the student voice that was being denied. This affects their lives and they are frustrated they didn't get a say. The guidebook helps show all schools that students care about this and can help make a difference.
 - EOGOAC – We need an increase in training and addressing the leadership role of helping the students through this process.
 - EOGOAC – SEL curriculum is considered worthless by students. If it's not working it's damaging; thoughts on this?
 - Toxic positivity where a lot of adults or people who are trying to create curriculum, will often brush over things and disregard the struggles students go through. Adults in general will think that because you are a kid you don't know what a struggle is. Adults need to be real with students and vice versa to build better curriculum.
 - Gloria – Toxic positivity and having real conversations about issues without filtering is necessary.
 - Any recommendations from students to committee?
 - Aubrey – Bring in student voice to decisions so that we know how to meet needs.
 - Thien – See teachers and adults take these implicit, anti-bias trainings in schools. They are lacking in how to handle these situations, especially where students are being impacted.
 - Kylie – Diversifying curriculum and using this guidebook statewide and implementing change within these schools. Students are struggling

- virtually but even in person school isn't always a safe place. Students shouldn't feel hated and know that this is not tolerated within schools.
- EOGOAC - Don't let staff make it all about the training. It is more about the action taken that really makes the changes.
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Agenda item: Panel Introduction/ Welcome

Presenter: Sili Savusa, EOGOAC Co-Chair Rep. Lillian Ortiz-Self, EOGOAC Co-Chair

Agenda item: BIPOC Student Panel

Presenter: Moderator: Pulemau Savusa

BIPOC Student Panelists: AJ Jensenlopez, Bainbridge High School Leah Nwizugbo, Sammamish High School Margarita Amezuca, Auburn Riverside High School Mineva Misialta, Auburn Riverside High School Shreya Mehta, Hanford High School

Discussion:

- #1 - What's happening now? As a student of color how are you experiencing school?
 - Shreya – Most BIPOC students have noticed a trend of being tokenized in the school, class, and district. They formed an equity group, and suddenly, the principal is trying to make equity a thing. It's selective choosing, not finding who in the whole school who could possibly lead this. It's more administrators saying you're a student of color and so you should do the work. It's not representing the students well and most often they are just taking leadership students of color that they see for the work.
 - Ahlam – Since I go to a predominantly white school, it's hard because I am outcasted from school society, expected to teach everyone around me what it is to be black or how things should be taught, and it's often people of color who are pulled out of the classroom to talk about how to move forward with DEI work. I'm the only person of color and I can't speak to everyone's experience, but instead of going to school as a student I am going as a teacher.
 - Margarita – BLM at the beginning of the year had all the administrators trying to make a point to show that they support and understand. An example being a racial equity panel, but it became more about comforting themselves rather than helping. It's more about putting our true selves out there and being

vulnerable rather than fixing it by asking students and tokenizing. Even on zoom it is not true equity.

- Aj – They should focus more on the creation and having the work being student led.
- Moderator – There is a lot of wanting youth input but not giving a lot of youth the power to influence decisions. Students get pulled into conversations but then the outcome is not being the one suggested by the student. This then discourages the students' efforts and discontinues the work.
- Shreya – This is not an isolated experience. Equity groups and meaningful change needs to come from students and student lead decisions because adults can then bring that perspective and incorporate student voice on to local boards like the district board to build equity spaces. If this current state continues it will continue to only be informative and reactionary.
- Ahlam – When given a chance to talk there are tons of restrictions like saying you have to speak to all groups, when one group needs more help than another.
- Margarita – A tokenization example is Hispanic Heritage Month, often I'm reached out to because they have a lack of knowledge and then they use the ASB student of color to make all decisions. They only talk about the issue because it's a fad or only happening for the month.
- Moderator – Get away from the model of only having a day or a month to focus on something like a list that gets checked off. Instead, work should happen all year round and not just in that one month.
- EGOAC – Are any of your families or parents involved in the activities to show that they are included in communities?
 - Shreya – In the application from the perspective of the community equity board, the parents that understand that there are board meetings are always white parents. My parents are immigrants, so the concept of equity work is silly because this is a part of life to them. Even if you hear from all parents it will only be the white parents that will understand the necessity
 - Ahlam – Even if parents were to join they don't want to be the face of the discussion to speak for the whole community, and the language that the board uses isn't easy so it makes it hard to comprehend the meeting.
- EGOAC – How can schools be effective in involving families and communities?
 - Shreya – For the goal of ethnic studies and getting cultural competencies it has to have a state standard and be implemented K-12. The first time I learned about India was in ninth grade and that was the first time I was able to talk with my parents about this. In elementary schools it's easy to contact community leaders that could be brought in. This shows there is a space for parents and families.
 - Margarita – Parents are not involved because they don't know how to, and they are not aware plus there is a fear factor. The more you integrate it creates safety to invest and ask questions/clarifications, time factors/financial factors that would diminish if there was a sense of belonging and safety.

- Ahlma – Working with a BIPOC professional for DEI and equity work, usually this work is done amongst white people and not inclusive of people of color.
- EOGOAC – What about all the kids who don't have leadership skills? Are we projecting or furthering another type of separation if we only talk to leadership students? When you see some of these challenges before you what is it that stops you from demanding it at the local level?
 - Ahlam – No student has to be a leader to get the equity work that they need. There are ways to get to people. For example having systems for bullying can be done for equity work, writing, reading, or listening is how you reach out in multiple ways when administrators are not paying attention.
 - Margarita – Be careful with the idea of leader. Typically it means involvement in activities and that's not always true. A leader can be within a small group, but it can take pushing those individuals to change to involvement. It shouldn't be the student's responsibility to get involved; it takes someone to see you and your attributes that could make a change.
 - Shreya – Not all the pressure should go on the students. There has to be opportunity for voice. A student shouldn't always have to advocate for themselves to be represented, shouldn't have to bear all their problems in front of a bunch of strangers. Have an open space/group where it is not a high pressure environment where they can be heard; this expands how many students you get to hear from.
- EOGOAC – If you see an opportunity that has not been created yet like positions on the local board; why wait to ask for it, why not demand it at the local level?
 - AJ – We have been waiting for changes and they haven't happened.
 - Ahlam – Once you are at the local level you become an immediate target.
 - Shreya – Over estimation of palatability of school boards. I have been emailing districts in the state about including student voice. Typically it is always selected via ASB and it becomes tokenized and then they only meet twice a year. Say they have a group, but it's not done consistently and needs a push to recognize the importance; the push is what can catalyze it and it shouldn't fall on the students to do so.
 - Maragrita – Going up to an all-white male board and requesting presence, students or families won't risk being a target. It has to be greater than a few students to get a push because a lot of students have tried and boards choose not to listen.

Agenda item: White Student Allies Panel

Presenter: Moderator: Pulemau Savusa, Collin Bannister, Pullman High School Hollen Foster-Grahler, Olympia High School Lexi James, Inglemoor High School Ty Friedman, Lakeside High School

- What does it mean to you to be a white ally?
 - Collin – Educated on the issues and knowing what the problem is, to know and then try to address it.
 - Hollen – Listening to people of color but not expecting to be taught, take risk in actions, be open about being an ally, and buy into equity work even when it is minimal.
 - Ty – Means starting the conversations with friends and community, calling out racism, being educated, standing up for minorities, and supporting even when it's not the popular thing to do.
 - Lexi – Helping them to have that voice, spreading the message, and be someone to rely on.
- Ways that your families and communities are involved in your education?
 - Hollen – Both educators, so they are well versed in the education system and can advocate for me and are invested in my success and the success of schools.
 - Lexi – Try to be involved; step mom is an admission advisor which gives me an advantage. My aunt is an elementary school teacher and knows everyone and she is able to talk about anything that arises, and I have resources to buy all the supplies needed.
 - Collin – Drives me 30 min. to school, and are involved in multiple other factors.
 - Ty – Both are educators and dad works for AWSP, pushing for further education within the community.
- Are there ways you would like to see them engaged?
 - Collin – Get more of the community involved instead of those just really involved parents, especially with the school board. I'm on ASB and have never been to a school board meeting.
 - Ty – Push for education outside the classroom, addressing racial inequalities, ethnic studies, and things that are not completely academic but are needed.
 - Lexi – Students who are part of AWSL have the ability to talk about equity but outside of that there are not a lot of groups to having these conversations.
 - Hollen – The community involvement in education is exclusive. PTA meetings were always the wealthy soccer moms and was not representative of the community. We need to break down exclusivity and do the same for ASB.
- EOGOAC – How do the students feel and what is their current knowledge of situations that are coming about?
 - Lexi – Seeing new sides of family members has made me want to fight harder cause it's hard to see the racism and inequality during the pandemic. This has put a spotlight on it.

- Hollen – It’s easier to be an ally on social media and be almost performative. It has helped me be more open and bring intense messages of change.
 - Ahlam – People only see what they interact with and I like that. It’s being brought out on social media. For those that are on the other side it’s like they are getting pushed farther away from the true message.
 - EOGOAC – If you yourself are not a person of color, if you are living in a largely white and Anglo culture, how do you authentically learn about the experiences of people of color in a way that you can be an effective ally?
 - Ty – Talking to those that may not be in your community via social media and listening to personal stories on multiple platforms.
 - Lexi – Meeting more people of color, connect and hear stories, and learning about issues that I didn’t know before.
 - Collin – The start of when we should be learning this should be school; if this was broader then they would be more knowledgeable and open to more conversations.
 - Hollen - I am around people of color because of a position I put myself in; when you are white it is easy to stay in your echo chamber of whiteness. Reading literature with different perspectives, expose yourself and intentionally bring up something that people would not automatically think.
 - EOGOAC – How many discussions are going on around inclusion verses just exclusion?
 - Lexi – My experience has been through ASB especially with school being completely online, and has allowed meeting online with different groups in the school to include everyone in activities and school.
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Agenda item: United Panel, all student panelists

Moderator: Pulemau Savusa

Discussion:

- How was it listening to the other panel?
 - Hollen – The experience Ahlam has of having immigrant parents, this is a new perspective I haven’t heard of before and am grateful to hear.
 - Lexi – Shreya spoke about parents expecting others to be racist and that is how life is. I don’t think I would have thought of that on my own.
 - Shreya – Reading literature to learn about diverse perspectives and taking the time to educate themselves.
 - Collin – Being parts of groups helps to hear stories more.
 - Margarita – Recognizing it is not the people of color’s responsibility to teach; organizations give the opportunity to come together for tough conversations.
 - Shreya – If you’re a BIPOC student it was a reclaiming of my identity that had been lost by having these conversations.

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- Ahlam – Upfront of being aware of their privilege, the people bringing us together are all from different backgrounds and are leaders and in this way making the group (AWSL) more comfortable.
- AJ – It’s good to know that even though we have different perspectives we have a common goal to make schools better.
- Ty- It is the responsibility of white allies to stand up and support the BIPOC community to move equity work forward.
- Student final comments:
 - Margarita – We need to grow collectively and have these conversations together to build on equity.
 - Shreya - New perspectives on state versus local; it’s all about having the conversations, period. You don’t need a specific kind of person to have these conversations.
 - Ty – Inclusion connected all these people who may not have connected with each other regularly outside.
 - Ahlam – Identity is not just race, but because of how we look and pushing issues this creates barriers of full identity; inclusivity includes everything about you including your race.
 - Collin – Schools need to be teaching about this at some level to help address these issues in the future.
- EOGOAC – Show of hands – students who would be willing to extend the invitation to others if we were to have regular opportunities to directly hear from them on these issues? (all raised hands)

Agenda item: Lunch Offline

Agenda item: Public Comment

Discussion:

- Trenise Rogers – For making complaints the superintendents are the gate keepers for the districts. The district wants to sweep things under the rug, but parents need to be able to give input directly to OSPI in order to minimize the pain about why things are not addressed. Allowing administrators to protect one another, and to allow things to happen repeatedly is a crime.
- Tracy Castro-Gill – We are expecting administrators and educators to change racist systems without changing the infrastructure; if they do, they are pushed out of education in various ways because of this expectation. In terms of ethnic studies the focus is on curriculum rather than systems, OSPI ethnic studies committee –

predominantly white space, is a problem. There is a lack of authenticity; ethnic studies is a paradigm shift not an insertion of curriculum. There needs to be work with passing legislation for anti-racist training for staff (require for re-certification). With so many white leaders sometimes force is needed rather than choice

- Kurt Hatch – AWSL and AWSP are part of the same organization and have a shared mission: reduce continual churn of principals in school buildings, create future school leaders, and continually strive to be an anti-racist organization closing gaps and prioritize those furthest from educational justice. During the last five years we have come to understand the necessity of student voice and participation. We were not surprised by the knowledge and passion of students. 98% of superintendents nationally are white, 80% say they are unprepared to lead on issues of race, 86% of Washington superintendents are white, and AWSP/AWSL want to prepare the top leadership to create spaces for students and have discussions around race and education.
- Emijah Smith – Legislation and connecting to families around harm, lack of procedures and making sure voices are at the table are key. There is an importance of professional development around anti-racism. The OSPI African American Studies group, a 5 week process, ensures that the contributions and recommendations are implemented in the legislation rather than just put to the side. Discipline in regard to remote learning does not make this a non-issue. Discipline is occurring because there are new norms around participation and in other states students are being sent to juvenile detention for not doing homework; instances of a teacher seeing virtually two black kids playing with a nerf gun and calling the cops. With people showing what is happening within homes, injustice is often happening.

Agenda item: Debrief the Panel

Discussion:

- It was interesting to see the contrast between the panels because they saw different family and community involvement.
- It is important for EOGOAC to, capture some direct quotes from students to put into the report.
- The notion of having the young people of color have their own space, then the white allies listening to that, and putting each other in the other's shoes with a joint conversation, created a rich conversation.
- Make a recommendation for this to occur on a regular basis.
- Disappointment – There was a lack of understanding of how our government works, of who oversees what, of what the committee has done to require these elements, and the slowness of the process. Superintendents have chosen to ignore law in some situations, and it is up to the school directors to enforce it via the superintendents, to help us enforce it through the correct channels instead of telling us only of the problems.

- “Should” vs. “shall” and accountability is main factor in the work.
- Students of color and the roles that they are placed in is almost mirrored by teachers of color and being put in the role of the expert on everything.
- It’s not just high school; it needs to be a K-12 understanding of culturally responsive education.
- Often, we hear from the “shiny” students but there is a question of how to reach out to students that would not be reached out by a mentor, that may have had discipline experiences, or behavior situations.
- Are teachers given the support or caseloads to have conversations? Like other professions there are those that don’t want to have the conversation at all.
- What are we saying about the climate of the schools if we ignore microaggressions and racism? What are the repercussions?
- Now we are being discriminated against in our homes. What does the home represent in each of our own homes?
- It is critical to recognize that this is a form of structural violence and is an issue of inclusion. Risk of inclusion with BIPOC students is the risk of exclusion.
- Inclusion should not equal loss of identity and culture.
- Have we institutionalized student voices in school decision making process, building/district levels?
- Do we have the authority to come up with committee request legislation?
- Create a position to keep districts accountable for following the law?

Agenda item: Committee Work and Debrief

Discussion:

- SEL/EOGOAC joint meeting November 3rd
 - Agenda item requests: harmful SEL curriculum and SEL time (remote learning models), toxic positivity, racial justice, student discipline in context of SEL, read the bill for SEL committee, discuss putting greater parameters of why they are meeting with EOGOAC
 - Check on rescheduling meeting because it is on election day
 - Send another poll about availability and interest
- PESB advancing equity grant – presentation request and request to nominate two grant reviewers on the selection team for the grant
 - Forward request with details to committee members
 - Since grant proposals were already due and the request reviewers were due by last Friday, if PESB is presenting in November, it would be past awarding of the grant.

- African American Studies Workgroup – final report due in October, so a presentation at the November meeting would be on report that would already be submitted.
 - Bring everyone together for an ethnic studies day to see how work connects and overlaps.
- No matter what the due dates are for different requests and reports, they need to happen in one sitting so they can hear what each other is doing and so that the EOGOAC isn't pulled in multiple directions and doesn't deplete the time and energy of the EOGOAC. We need earlier notice of wanting input or reaction.
- CISL is working to provide a center of guidance and technical support on subject matter workgroups.
- WaKIDS - Wants to draft recommendations and will bring information to November meeting. We need to build the shape and the focus of the annual report.
- Legislative priorities/report
 - Focus on COVID + racial justice
 - HB 1541 as framework
 - Childcare – loss of additional services
 - Furthest from racial justice – IEP, wifi, or resources in general
- Honorarium for student representative - OSPI legal says we cannot pay for time for students or facilitators for committee
- Address of all speakers – send 100\$ honorarium to all students

Meeting concluded at 3:08pm

Minutes Taken By: Robin Howe