



## Feedback Summary of the July 8, 2015 Community Forum

Seventy-five participants, including eleven board members and three staff, attended the July community forum in Seattle.

Parents, teachers, students, administrators, union officials, and legislative staff attended the forum. The notes below are collected from nine board members' notes and twenty feedback forms. Many expressed concerns about the following topics (**bold and bold underlined items indicate high relative frequency**):

Family engagement:

- **Engage community partners – they can also engage parents**
- **Get communities to come and talk about the issues they face**
- **Directly involve students who are affected by policies in solutions**
- Support funding for parent engagement and guidance counseling
- Change school culture through policy

Discipline:

- **It's a whole-system issue**
- **Discipline disproportionately affects students of color – it should be fair**
- **Schools need a safe learning environment**
- **Investigate prevention-based approach, also an evidence-based approach**
- Track discipline as an accountability measure
- Need a different structural response
- Use a growth mindset
- Teachers need support to deal with students in the classroom
- Ask schools and districts to reduce exclusion as a response to behavior

Opportunity Gap:

- **Each district has opportunity gaps – just different areas and different levels**
- **Continue to evaluate barriers to opportunity**
- Ensure opportunities for all students – including all races and ethnicities
- Plan for a 5-year path for some students, to allow for other obligations like jobs, kids, parents
- Create alternatives for graduation
- Special education should be included in accountability index
- Support individualized education
- Investigate online courses

Racism:

- **Discipline disproportionately affects students of color**
- Institutionalized racism is not being addressed
- Improve cultural competency in school system

#### Assessments:

- **Testing takes a lot of time**
- **Offer different options for assessments**
- Align assessments with goals of the system
- Make sure assessments don't interfere with different kinds of thinking
- Assessments can be barriers for graduation – please keep alternatives
- Fewer assessments – need formative and summative
- Need sustained use of assessments to see improvement
- ELL students struggle with assessments
- Communicate clearly what the Common Core is

#### Teachers and teacher equity:

- **Better support teachers who are trying to support struggling students**
- Offer incentives to teachers at Title 1 schools
- Teachers don't all put in the same level of effort
- TPEP must be growth-focused, not compliance

#### Budgeting:

- Inequity causes distrust
- Kids need equal access to programs
- Funding is the tool, not the end goal

#### Feedback on Outreach Efforts

- **Appreciate the welcoming attitude of SBE board members at community forum**
- **Appreciate email communications from the board**
- Send email updates before decisions are made
- Continue digital communication to schools
- Continue in-person and digital outreach efforts
- Schools could also offer community forums
- Attend Community-Based-Organization meetings
- Use surveys to better understand concerns
- Gather feedback on SBAC

If you have questions about this feedback summary or future community forums or outreach efforts, please contact Stefanie Randolph, Communications Manager, at [Stefanie.randolph@k12.wa.us](mailto:Stefanie.randolph@k12.wa.us)