

Listening Session Notes - 3/24/21 Group 1

Hosted by Director Peloquin

What attributes (dispositions, knowledge, and skills) should our graduates possess to succeed as competent, contributing citizens?

- Financial literacy, rhetorical skills, life-skills (everyday life) ability to adapt and change.
- Post secondary pathways - career and college awareness.
- The ability to deal with challenges. Prepare students for the jobs of the future, which are unpredictable. I want my son to have the confidence to adapt and have the background knowledge to adapt regardless of his path. These kids will have multiple careers so they have to face challenges.
- Focus on success for whatever that means for the student. We should not track kids who shouldn't be tracked from a non-college path. Provide opportunities for all students to be as successful as they want to be. We should avoid predisposing what paths students will follow.
- I would like to see critical thinking so that kids can think for themselves. I want them to have an accurate history.
- Students need to leave the system being critical thinkers and to be able to talk respectfully about controversial things. Teach children to talk with people they disagree with cordially.
- How can we develop a strong work ethic and give back to the community? Social media makes respectful communication difficult - digital citizen.

What attributes (dispositions, knowledge, and skills) should our graduates possess to contribute to an American society free of all forms of institutional racism?

- Critical thinking, digital citizenship, etc. allow people to build relationships and network, which reduces friction or constraints within systems and society.
- A willingness to engage in historical and current events in a complex way with all of its messiness. This will lead to self awareness.
- Explicitly teach about institutional racism so they can recognize it within their world. Students must learn, because of their privilege, to recognize this. Share different experiences that are broadly representative and see perspectives and examples of all peoples.
- What concerns me are philosophical differences. I don't agree that there is a pervasive amount of institutional racism. I fear that this rhetoric that we are telling students of color that there are these hurdles, so they want to quit. I think the discussion is harmful to the kids we are trying to help. I believe in equality of opportunity not equity. Aptitude and how they decide to pursue is what makes them successful. The school should tell students of color that America is the land of the free and people of color are most successful here for that reason.
- The idea that a rising tide lifts all boats...I understand the worry that we're victimizing students. It's not an "us versus them."
- Knowing that institutional racism is there allows me to do something about it.
- Does this include resources for the faculty to provide an inclusive curriculum and how to teach the content? Teachers need help learning how to talk about these issues.
- Being able to identify racism and advocate for themselves and others.

- In order to eliminate institutional racism requires people to understand how it works within a system...emotional literacy, physically, information literacy... and discuss it.
- This talk about equity is coming from Critical Race Theory that teaches young black kids that they are coming from a world that is racist in its core. It's a dangerous idea brought forth by Marxists. Unfortunately we have adopted these ideas into our curriculum. The district should examine it carefully.

To evaluate student success, what measures would you use?

- I have a specific instance. One thing that I'm aware of is my child in the highly capable program. The students take academic tests and then the cognitive tests. To me that is not a way to evaluate if they are highly capable. Students who are behind in kindergarten might be behind, but can still perform. This would avoid kids who might be considered "problem children" who may just be highly capable. Having the cognitive test first might be a fairer way.
- A climate survey or a student or family survey. Getting to the heart of what student and family perception is would give valuable input.
- I would love to have kids participate in setting their own long term goals. Their teachers can be involved and set goals year after year. Our son is an eighth grader and our son is an honor student. The district is eliminating honors options and our son is getting frustrated. His goals exceed the demand. By decreasing the rigor, we are not appropriately challenging students. By his own measure he feels like he's falling short.
- I've been hearing that honors courses are being eliminated because there is not enough diversity. CRT is lowering the bar so people who can't make it don't feel bad. People who can't make it and CRT is stopping honors programs in their tracks. I'm not concerned about it, this is what's happening because there are too many Asian or white students so as to make kids who can't make it feel better.
- How do we do a better job evaluating skill sets and attach them to goals and establishing programs (attach the rigor needed) for them to succeed? There are not enough resources to make my children succeed. That's AP, college, etc. I'm concerned that students who are tracked are not going to get the opportunity to have these resources.
- Tracking - We don't want kids to get on the wrong track and be in that track forever. Come up with creative ways to create multiple paths so they can take another path if they change later. If they decide they want to take AP, we have this pre-AP class to get you ready, so you're not stuck in this gen-ed class.
- We can give the ASVAB to give a range of options.

To evaluate student success, what else do you think the Board should be looking at?

- The ASVAB should be mandatory so everyone has options and understands them.
- Teachers could examine their use of discipline. If a teacher had to fill out a form every time they could identify their own biases to make it fairer.

Notes recorded by Jeff Loupas, Assistant Superintendent of Teaching and Learning.

Listening Session Notes - 3/24/21 Group 2 Hosted by Director Maloney

What attributes (dispositions, knowledge, and skills) should our graduates possess...to succeed as competent, contributing citizens?

- Graduates need to be productive citizens.
- They need the skills necessary to compete in the competitive job market; whether the next step is college/vocational school/job.
- Graduates need to leave Curtis with a skill.
- Currently, our graduates leave with only a diploma. The high school diploma is not enough.
- A teacher reports that he/she has seen significant changes in demands placed on our graduating seniors.
- Graduates need to understand inequity. (This requires a teacher skill set.) Graduates need to be able to name, address, and be a threat to inequity. To be a contributing citizen requires a different skill set.
- Graduates need to give back to the community through volunteerism/service.
- Graduates need to be accepting of others.
- Graduates should judge others as individuals; their competence, their character, their decency. They should be judged as individuals. They should be judged on their merit.
- Graduates should have the courage to confront evil, including racism. This should be rooted in behavior that's observable.
- We should endow our graduates with the ability to have civil discourse. It is important that our graduates be able to express differences in a mature, respectful manner. They should be able to accept differences and work productively with others who are different.
- Our graduates need to be critical thinkers. They need to be able to self-reflect, self-evaluate, and collaborate with others.
- The district has done well in offering pathways of success for students but there are concerns about removing some stepping stones in development, such as honors pathways/challenge program options. There are concerns that these changes may be permanent.
- As we see the workplace change, our graduates need to be used to facing challenges (not easy). They need to know how to attack them.
- Our graduates need empathy.
- Graduates need core content – academic skills.

What attributes (dispositions, knowledge, and skills) should our graduates possess...to contribute to an American society free of all forms of institutional racism?

- We are a county of a lot of different people.
- A parent expressed concerns about all the talk about racism.
- Overall, the schools have plans and programs set in place (to deal with issues of race). A parent expressed that he/she feels that schools across the nation have done a good job. The parent expressed that it should be the parent's responsibility to teach about racism.
- A parent expressed concerns about content being presented. Specifically, the parent reported - I have been watching what my child is doing (via online learning) and I am hearing that what they are hearing is what is wrong with our country. This is disconcerting to me and my wife, when we hear terms thrown around to young students such as "micro-aggression" and "white fragility" etc.

- English Language Arts classes are discussing the significance of nooses in society; teachers are teaching divisiveness; they are teaching that our country is a bad place. – What is needed is that our students need to exercise courage in confronting and extinguishing racism.
- A parent expressed concerns about the ideology being pushed in the classroom. The parent expressed that a better idea would be to teach the golden rule. He/She felt that students should learn to treat all people with respect, regardless of differences. I have heard 2nd graders express feeling bad that they are white, and kids are being judged based on the color of their skin. This parent wants his/her own kids to be judged based on their character, kindness, and merit.
- A parent responded that he/she wants the best for our students.
- A parent expressed concerns about the messaging going out to students about persons of color (The parent responded - I am a person of color and I'm being called BIPOC) and that they are in a position of powerlessness. That is not a good message to give my children.
- A parent expressed concerns that very young students are being taught that Color = Racism.
- A parent expressed concerns - I am concerned about an anti-American tone in the messaging in the classrooms.
- A parent responded that he/she feels that the intention to teach about racism is good, but that the messaging is wrong. It's not coming across well.
- A teacher responded that these are topics in society and that students are talking about them. This teacher believes that we can't not talk about them. If these topics are not taught well, damage can be done. Staff should be trained to handle these topics (in an age-appropriate way).
- A parent responded - Staff should be teaching [academic content] – the more you emphasize race the more it is a problem.
- A parent stated that he/she wants our students to have the courage to come out and address racist behavior.
- It's important to hear different opinions.

To evaluate student success...what measures would you use?

- Ask the graduates – Did a UPSD education help them?
- It is the parents who are going to instill values in their children; emphasizing racism [in class] makes the problem worse.
- I am not sure standardized tests are the right measures (not sure of the accuracy of these).
- UPSD should look at the growth of students over the course of each year. This is a more authentic measure (although more difficult to measure).
- Measure how kids articulate themselves and how well they can think critically.
- English Language Arts teachers should not be shutting down opinions and telling students their sources of news are not credible.

To evaluate student success...what else do you think the Board should be looking at?

- n/a – There was no discussion beyond question #3

Notes recorded by Angie Franklin, Director of Teaching and Learning.

Group 2 Meeting Notes - UPSD Board Listening Session

Wed, Mar 31, 2021 at 1:10 AM

[REDACTED]
To: "Ydstie, Courtney" <cydstie@upsd83.org>

Thank you for sending these.

Per Q1, bullet 13: Comment is accurate but clarification to include a specific example mentioned during the meeting as requested by Director Maloney. If we want to increase equity and want more students in more rigorous coursework, the current pathway to AP classes cannot be dismantled - i.e. you cannot cut honors courses that are the stepping stones (which is what we hear is happening and will be permanent change). I have heard directly from students in high school that they could not have been successful in AP courses without also having the honors course to prepare them. If a goal is to increase the numbers in those courses, we need to academically support, scaffold, and council students better to be successful there. If, as we've heard from a principal - that honors courses at the junior high were also cut because there are too many students that need increased rigor and not enough seats available in honors classes - then why not open up more honors level classes? Why cut honors classes in exchange for honors options (which have not been equivalent replacements but have shown themselves to be additional independent work and self-study? This does not prepare students to engage in rigorous material, be challenged in order to also learn to confront challenge, and learn to critically think in discourse with others. This pathway has also been a reason other parents have stated for coming and wanting to be in UPSD (but can be expanded and better supported for increased equity). Why is it being dismantled? Whom is better served by doing so?

Per Q2, bullet 8: Clarification - intention was not to imply that I am or other BIPOC people are powerless. Messaging has been focused on power and blame - that it's someone else's fault. I have never found that blame is productive. I shared that in community forums on race, I have been told (by people of color) that only White people can be racist because in order to be racist, you have to have power, and people of color have no power. We should not tell children, students, or adults that they do not have power or choices to change things in their lives or in a system. It may not be easy or "fair" and they may need help, but let's strive for equity of access, help each child navigate the system while we try to change it for the better, and guide them to making good choices.

Per Q2, bullet 11: I mentioned equity and diversity and not that teaching racism is good. I believe there are many with good intentions, but yes, the messaging is harmful and wrong. I agreed with another parent of color who stated that she was hearing from 2nd graders feeling bad because they were White. I too shared two stories - one of a 1st grade White girl crying because she wanted to know what was wrong with her because she was White. That any child thinks something is wrong with them because of the color of their skin is incredibly harmful! Similarly, a second grade African American boy who in response to seeing a boy who looked like him in a story (read by the teacher about friendship and depicting children of different races) turned and told me that was racist. Again, perhaps not the intent, but the reality is that we are doing harm.

Let me add too: while I did not have an opportunity to mention this during the meeting, I want to support the parent who shared a story that a teacher told their son that his parents were wrong or misled or did not listen to accurate information. I don't recall the exact story, but this is not a teacher's place to be in a power position and inserting personal opinion (or politics?) to come between a parent and child - whether or not you agree or disagree. (I recall that the child was in middle school or junior high). This places a child in a very uncomfortable and unacceptable position. Hence, our role as educators (and parents) is to teach critical thinking, awareness of how to unpack issues, ability to look at situations from multiple perspectives, and use our power and privilege (and everyone has some!) to do our best and help others.

Last comment - I was deeply concerned to hear that in another group, individuals were allowed to attack, bully, and belittle others - people, not ideas. I heard that voices were silenced and one person left.

On Mon, Mar 29, 2021 at 5:03 PM Ydstie, Courtney <cydstie@upsd83.org> wrote:

Hello,

Thank you for attending the UPSD School Board Listening Session on March 24, 2021. I have attached the meeting notes from Group 2, hosted by Director Maloney for your review.

It is important to the Board of Directors that everyone's thoughts were captured in the breakout sessions. Please review the attached notes to ensure your feedback was accurately reflected. If you do not feel like your comment was recorded as you intended, please respond to this email by April 4, 2021.

Additionally, if you were unable to share all of your thoughts during the breakout session please feel free to send additional written testimony to me by April 4, 2021. I will be compiling the notes, as well as all written testimony received, for the Board to review before their next meeting.

Thank you again for your participation,

Courtney Ydstie

Courtney Ydstie
Executive Assistant to the Superintendent
University Place School District
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Listening Session Notes - 3/24/21 Group 3 Hosted by Director Nobles

What attributes (dispositions, knowledge, and skills) should our graduates possess to succeed as competent, contributing citizens?

- Growth Mindset - in a previous school district, it helped frame how children solved problems.
- Community Service - make it a requirement at school. It is a wonderful and proven method to inspire continued engagement. (This topic was mentioned multiple times)
- Include a Second Language - Second language instruction for students adds to creating competent and contributing citizens. (This topic was mentioned multiple times)
- We need to teach students more about financial literacy and for example what and how you create good credit - this learning needs to begin at a young age. (This topic came up multiple times) Recommended that we also provide this education/support to parents.
- We want our graduates to leave with knowledge regarding factual, un-whitewashed US history. Tell the truth about the history of our country. (This topic was mentioned multiple times.)
- Any student who graduates from UPSD should be able to answer the question, “What are human rights and why do they matter?” They need to be able to answer this question and then decide what they want to contribute to this world and to treat everyone they come into contact with basic human empathy.
- Emotional Intelligence - I don’t think that we focus on that enough. Emotional intelligence is so important because it helps you understand other people's perspectives and pay attention to your own emotions while doing that to be able to see their perspectives. This is helpful as you move to an adult life, etc. (This topic came up multiple times)
- As a teacher and parent, there is a lot of emphasis on math, science, English. I also know that this world is a more tolerable place when we cultivate talents - art, music, poetry, and dance. These will help our world be a better place. There is a lot of emphasis on college ready, but I do value everything in UP and look forward to things progressing.

What attributes (dispositions, knowledge, and skills) should our graduates possess to contribute to an American society free from all forms of institutional racism?

- Start having conversations about the history of race and the accurate truths of our history. Peel back training and learning that is not our true history.
- I don’t want to tell my children that what is in your textbook is wrong - slavery did not end - there is still global slavery. I don’t want to be alone as a parent doing that work. I am a parent of mixed raced children so I have to teach them about micro-aggressions and racial slurs.
- There was an absence of acknowledgement during Black History month this year. It is important to highlight and celebrate these groups - Black, Asian American, Muslim (recognized this is a religion not a racial group) etc. not just during those recognition months.
- Land acknowledgements matter to me - Students should not only be taught about indigenous people right before Thanksgiving.
- We need to implement more and more of a bystander model of this. My daughter is White, but she needs to be a part of this work. She needs to talk about it openly and to confront racism. In a

bystander model - “see something, say something” no one is off of the hook related to unconscious bias.

- When it comes to conversations about racial equity, it is ok to come to the table ignorant, but not ok to leave ignorant. For students, teachers, and parents. We need to leave better than we came.
- Also, curriculum work regarding helping students understand their unconscious bias. We need help from school to help share these important messages around racial equity and change. We want kids to be aware and school can play a role to begin to unpack some of these things as early as possible. Also, age appropriate education k-12 related to racial equity. I know that there is a lot we can do at home, but complimentary messages would be helpful.
- My daughter (Primary) has been told in UP that she cannot talk about topics like politics (Donald Trump) etc. We need to find a way to facilitate these conversations even at a young age. They need a space and tools to talk about that and to do that.
- Call incidences that happen at the school out - student to student, student to teacher, etc. The district needs to call them racially motivated and then implement a zero tolerance policy. We need to enforce what we say. Which is that we have a zero tolerance on racism, we need to call these actions what they are, kids need to be held accountable as do administrators and teachers.
- UPSD is not staffed diversely enough. Our students need to be comfortable in work spaces on teams, etc with mixed groups of people - all types of diversity. UP can make sure that our teaching force is reflective of the real world that our students will engage in.
- I am excited we have been doing that this year with professional development for staff, but this is important to continue so that a stressed teacher does not push something to a stressed kid.
- An attribute I would like to see is a change in the idea of fairness. I have always taught my kids that fairness is equality. We need to move that in our school system that fairness is equity and that all of the students that graduate understand that.
- Happy that teachers are getting equity training. As a parent, I find it to be really important that we teach factual and un-white washed history now. I am sad when I hear in equity trainings that it will take 7 generations to fix.
- If we could teach students cultural humility and self-awareness and self-reflection and teach them how to engage in civil discourse, those things feel really important. A big aspect of having citizens and making it a better place. If people don’t feel included then they are not part of contributing citizens.
- When we talk about getting students ready for the world, I am passionate to make sure students are prepared to enter the world.

To evaluate students' success what measures would you use?

- In terms of success, looking at our discipline and how it reduces or increases. Looking at our discipline by race - how are we treating all of those kids and ensuring that we are tracking that?
- How we talk in the school - when something comes up with racism, sexism, it is a barrier to bring up, so ensure the system is supportive and responsive when something does come up. Be able to have those honest and difficult conversations.

What else do you think the Board should be looking at in evaluating the district’s progress?

- How is the district caring for the Social Emotional Learning for our students in k-12? It is a big focus at Primary, but what about the upper grade levels? We are getting better at teaching small children SEL health. When they get big, there is a different set of rules, we want them to be pushed to the point of being uncomfortable.
- We should be educating parents about racial equity. If the board decides to start programs that educate children about equity, diversity, etc that we open it up to the parents to help them. Not everyone has the same education and background. We are all children of the national curriculum and fake history book. We are all learning and re-evaluating and checking ourselves. It is a lot to take on and to expect the educational system to take on. I think it can be difficult for biracial children to have these conversations with their family - it is not just about embracing the message of equality but that it is ok to come to the table ignorant, to listen, and to pass that on to your children and the future. I moved to UP for a reason - district is exceptional but we need to educate the parents too. It is a lot to explain and process, George Floyd, AAPI, BLM, Mass Shootings, etc.
- If there is a security or police presence, can we build community around the police presence? Have the police officer there to get to know their children. We need to build healthy relationships beginning at a young age, this would help eliminate some of the talks we have to go through as people of color.

Other Information/Questions/Comments not related to the above questions:

- Suggestion - the racial equity initiative web page is a lot of links and text - content is specialized knowledge we want teachers to have or titles of books we are reviewing. At UPP, they did awesome videos. I would be interested in seeing videos of the racial equity work that is occurring in the district. We want to know what the training you are getting is - Ex: This is what we are unpacking and this is what it means.
- Evergreen has been amazing and I love the community I am in.
- Thank you to UPSD - I love this school and what you are doing.

Notes recorded by Lainey Mathews, Executive Director of Secondary Education.

Listening Session Notes - 3/24/21 Group 4 Hosted by Director Burke

What attributes (dispositions, knowledge, and skills) should our graduates possess to succeed as competent, contributing citizens?

- Basic skills like reading, language and good communication, critical thinking. They should have a good attitude and self-reliance.
- They should exhibit citizenship. They must be able to communicate in a respectful manner and be able to discuss difficult issues along with critical thinking and thinking skills. They need to be contributing citizens.
- Schools should teach knowledge and not ideology- that is not the role of school but of parents. They can have opposing views- opposing views are being crowded out of education. We need to be able to teach what values our country was founded on- citizenship.
- Please consider that a lot of things that some think should be taught at home can't be due to single parents and lack of role models. Teachers are the role models and substitution for absent parents.

What attributes (dispositions, knowledge, and skills) should our graduates possess to contribute to an American society free of all forms of institutional racism?

- Some of the group doesn't understand what is meant by institutional racism and asks that it be defined and explained.
- Empathy is one thing our graduates should possess.
- Some group members think the district has to look at how our country was founded. There are things that have happened - they need to understand the new deal and history - Understanding our true history from different perspectives is important as different things do happen to different races and groups of people.
- I feel like the questions we have been given put the cart before the horse. We need to not think of the graduates but think about knowledge from grade school on. It is okay to disagree. Disagreement is how we learn.
- Institutions are not racists, people are racist. At least one member of the group does not agree with this question. They felt that there is too much focus on different groups in our discussion and district focus. He doesn't know why we can't be all just considered as Americans. He feels we should not separate out groups of people and that that is divisive.
- The group stated they appreciate this chance for a dialogue. It seems we are caught up in the words. As we try to help our youth have a voice in what happens in the future it appears we need better partnerships to have an active voice in what is happening rather than to be directed. We have to elevate the engagement opportunities. So many systems over the years have been weighted on one group over the other. This parent wants our students to have more choices for what they do beyond high school and help for understanding what those can be.
- One parent expressed a desire for his graduate to feel pride in our country. He wants us to teach an appreciation of America.
- One parent states that it is simply not possible to have equality for all. It has never been that way. It does not matter your gender or race. We should just be seen as Americans. He believes the district should not separate out by race but teach that we are all Americans and one country.
- Parents state we need critical thinking and critical feeling curriculum related to emotional intelligence.
- More than one parent states that UPSD needs inclusive experiences that are not just white perspective or one view but teaching in a way that provides all information from all perspectives from different races. It will help if we give students all the information which will give a sense of self-esteem and help students to go out and make changes in the world.

- One community member expressed that we should teach children to be persons of service, persons of faith, and persons with conviction. He does not want anti-American sentiment. He wants a focus on unity and love but not race.
- A parent expressed that she wants the board to know that we need to teach empathy for differences and that her own child has been treated differently as a result of his skin color.

To evaluate student success what measures would you use?

- Many expressed confusion about this question:
- Quantify what success looks like- we all measure differently. We should quantify and then decide the measure.
- Success means students graduate from Curtis and have a desire to contribute to society- This question does not work for me.
- Confused by this question- should be not only qualitative but quantitative. They should be curious about the world. They should be curious and listen to other side. I am not sure on the measures. Citizens to help others and be open minded.

To evaluate student success what else do you think the Board should be looking at?

- Watch and see if students feel like they are a part of the campus. Do they feel they belong? My child is African American and did not feel like they are part of the community. I think the district should consider that African American students do not feel like they have a place in our community.
- Another parents stated generationally that new people do not feel they are welcomed easily into our community. Some development in curriculum around emotional intelligence so that students know how to bounce back and be resilient. We need to infuse more into the school around emotional intelligence. So many children don't have extended family and therefore do not have a community to assist. The school may need to be that.
- Students should graduate with a sense of purpose. They should be connected with something greater than themselves. Not just academics but with a greater purpose.

Additional questions some group members wanted to be addressed:

- What does racial equity means- How are you defining that?
- How do you define institutional racism?
- How do we measure success?

Notes recorded by Becky Owens, Executive Director of Primary Education.

Listening Session Notes - 3/24/21 Group 5 Hosted by Director Dickinson

What attributes (dispositions, knowledge, and skills) should our graduates possess to succeed as competent, contributing citizens?

- Good moral students (honesty, work ethic, civility, kindness, respect for others, etc). Raising them to be victors. Coping skills to help them overcome challenges in life. Patriotic.
- Life skills—not relying on technology.
- Financial skills—complete taxes; putting gas in car; balance checkbook, etc.
- Less perfectionism to help students deal with life’s challenges
- Communication—being able to communicate even when there is a conflict; patriotism can mean different things to different cultures
- Culture is not timeless (What are our morals? Do they change?); ability to balance varying ideas
- Financial literacy—budgeting, savings, compound interest, debt, loans, etc.
- Sense of entitlement that comes from this district because of what we have in UPSD; perception that others have of UPSD.

What attributes (dispositions, knowledge, and skills) should our graduates possess to contribute to an American society free of all forms of institutional racism?

- No evidence of institutional racism. Don’t agree with that. Provide examples.
- Need to learn about others to know more about equity. More you put yourself around others who are different helps you diversify your thinking. Need to touch on other cultures to have a broader sense of American history.
- Ability to recognize own bias; why do you have that bias?; what can you do to contribute to the different cultures? Also be able to address our own biases.
- We have to acknowledge that we are not very diverse in U.P.
- Example in how school system was created = institutional racism
- How can we be a part of fixing things?
- Teach kids how to be in relationship with each other face to face; social skills need to improve
- Appreciation of all people is important

To evaluate student success what measures would you use?

- What employers are looking for? Focus on school to work. What are colleges/universities looking for?
- Graduation rate? Drop-out rate? Help those who are struggling?
- Individualized education—don’t all fit in a box—Ex. student who does not do well on paper tests but can do many other things well.
- (Friends who are admissions counselors have shared with me) Have freshmen in college to be involved in equity work; how can we engage UPSD students in this work while they are in school; how can we encourage the hiring of people of color; bringing current events into the school district.

To evaluate student success what else do you think the Board should be looking at?

- Successful outcomes as an individual, not as a system.
- Knowing our history; spelling of my students is not very good.

Notes recorded by Eric Brubaker, Executive Director of Human Resources.

Re: Recent school board meeting

Wed, Mar 31, 2021 at 8:48 PM

[REDACTED]
To: jchamberlin@upsd83.org

Cc: cydstie@upsd83.org, eburke@upsd83.org, tfranklin@upsd83.org, mdickinson@upsd83.org, mpeloquin@upsd83.org, rmaloney@upsd83.org

Hi there,

We wanted to send an email regarding the “racial equity” meeting. Unfortunately, we weren’t able to join the meeting. We have 2 children in UP Schools.

We believe our focus should be on equality of opportunity. Equal opportunities never guarantee equal outcomes. You can’t even out those who are willing to put in the work from those who don’t.

Treat all students the same. It is racist to treat students differently based on their skin color. Teach our children about the amazing opportunities that they have in The United States because of our freedom and our capitalist system. We must give our children the tools necessary to seize these opportunities in this country. The theory of white privilege, unconscious racism and oppression create a victim mentality that cripples a person’s ability to take advantage of the most abundant country in the world. Instead, our schools should strive to reinforce the principles of hard work, perpetual learning, self improvement and personal responsibility.

My son attended Kindergarten at UP Primary and he came home one day and said: “Mom, did you know there are black kids in my class?” Confused, I said well, yes of course. Why do you ask? He then said to me, “I didn’t know there were black kids in my class. I just thought we all were friends”. When I pressed him further about what brought about this conversation he stated that they were learning about Martin Luther King Jr and my son’s next words were “I also didn’t know it was blacks against the whites”. This made me so sad that our kids are being taught this at such a young age. Thankfully I was present and could talk him through a lot of things. Unfortunately, not all parents are able to do the same. Causing young children to focus too much on race could diminish tolerance and harmony, rather than improve it. We have always taught our children the golden rule and we believe schools need to focus more on that.

University PPlace school board should ban divisive racial concepts, including the use of critical race theory on students — and staff.

The answer to fixing racism is not more racism. The University Place School District should focus on an excellent education for all students which will establish equal opportunities for success in life.

Regards,
[REDACTED]

District Listening Session - Additional Feedback

Sun, Apr 4, 2021 at 7:20 PM

[REDACTED]
To: cydstie@upsd83.org
Cc: jchamberlin@upsd83.org

Thank you for offering the listening session on March 24. We appreciated the opportunity to speak to you about our experiences as University Place school families, and our wishes for how the district goes forward. We absolutely support the district's Racial Equity Initiative and are eager to contribute to its success. The Family And Community Engagement (FACE) committee of the Chambers PTA has been prioritizing work and discussions around racial equity issues this year and a half dozen of us attended the listening session.

We have some concerns about the way the conversations ended up going. We do wish that the Board had re-stated its position on racial equity and kept conversation in line with its stated goals of promoting student success and student equity in the district. It appeared that in several of the groups a small number of people had an agenda to change the direction of the conversation entirely, objecting to the basic premise of racial equity as a priority for the district; as the rest of the community members tried to follow the format and answer the fairly narrow range of questions, these objections went unchallenged, and we noticed that it seemed to have a silencing effect on some of the people of color in the conversation. While of course we agree that all members of the community should have an opportunity to make their opinions heard by the Board, we feel that the discussion would have been much more productive if the moderators would focus on the stated goals for the evening.

In preparation for the listening session, our committee met and discussed your four questions. We were concerned that the structure of the questions did not really allow for critical discussion; their similarity to each other and the general language also presupposed certain answers. This seemed to be borne out by the discussions at the event. We appreciate your invitation to send more feedback on the subject, as we have some additional thoughts. We've tried to group them in a logical order, even if they don't exactly match the original questions.

To succeed as a competent contributing citizen, what attributes (disposition, skills, and knowledge) should each graduate of UPSD possess?

- Students should have the attributes of cultural humility, self awareness, and self reflection. They should be able to engage in civil discourse and understand their values (and how to apply values to everyday decisions).
- Students should be skilled at self advocacy.
- Students should know factual, unwhitewashed history.
- Students should have knowledge and experiences of diversity, equity and belonging.
- Students should understand that "fairness" comes from equity (all get what they need) rather than equality (all get the same).

What should the district be doing to cultivate competent contributing citizens?

- The district should break the stereotype of a person's importance being based on their level of education or eventual profession, and be sure that students are prepared for life after high school whether or not that includes higher education. The district should evaluate what tools and methods it is using to accomplish this.

- The district needs to make a critical examination of district and teacher practices, to determine if our BIPOC students are evaluated differently than White students. While the district might not feel that there is any difference, there are students of color who feel otherwise.
- The district should be careful that in the process of promoting multiple paths of postsecondary success, that it makes all paths equally available to all students; i.e., that students of color or students from working class families are not presumptively placed in tracked away from college prep if that's not suitable for the student.
- The district should be sure it's promoting acceptance over tolerance.
- The district should ensure that emotional intelligence is taught alongside intellectual skills, in higher grades as well as primary school.
- The district should provide a clear explanation of the skills assessments as they're currently being administered. What metrics is the district using to measure the whole child?

To contribute to an American society free of all forms of institutional racism, what attributes (disposition, skills, and knowledge) should our graduates possess?

- See the first question, as being a competent contributing citizen means being able to contribute to an American society free of all forms of institutional racism.

What can the district do to prepare our graduates to contribute to an American society free of all forms of institutional racism?

- The district should be making sure people feel valued and that they belong. For example, there are extracurricular activities that happen at high school that exclude people, e.g. the mother/daughter tea. These events don't have to be eliminated, but the district should examine whether there is a continuing reason for exclusionary activities. As part of the event approval process there could be a district review form that requires a description of who the event is for/benefiting, does this support the district's stated goal of racial equity and current values. And then if the answers to questions don't mirror district values, coaching is offered.
- The district should clarify that American society doesn't mean white society; that tradition should not be used as an excuse to exclude.
- The district should encourage cultural humility at all levels (staff and students).

What do you think the Board should be looking at in evaluating the district's progress?

What do you think the Board should be looking at in evaluating its own progress?

- The Board should find ways in addition to individual standardized testing to measure school success.
- The Board should be ensuring that the district continues to work toward a goal of positive change as our community and students change, rather than resting on the success of what we've always done.
- The Board should examine the district's hiring practices and retention efforts to ensure that our staff diversity improves and that staff members that support diversity are valued, encouraged and supported in their work.
- The Board should evaluate the district's dedication to equity in all areas, as intersectionality is an important part of anti-racism. As an example, the district website is terrible from an accessibility perspective; the menus are largely unusable from mobile devices, and many of the pages (including the Racial Equity Initiative pages) are simply photos of text. This means that people who access the internet from their phones, or who rely on screen readers, are unable to access important district information that other families can take for granted.

- The Board should evaluate the success of students in different demographics: whether certain groups are being unevenly represented in things like discipline, IEP/504 plans, Highly Capable designations.
- The Board should not let the positive qualities of our “good schools” allow inequities to go unchallenged. For instance, the REI section of the district website mentions how students of color perform better in tests than statewide peers. How does this compare to white student performance compared to statewide peers--presumably that’s also higher too. We should also be aiming for a smaller achievement gap in our district than others.
- The Board should look at how teachers use discipline; there should be some sort of method for self-examination when a student is sent out of the classroom for behavior reasons. This may uncover hidden biases.
- The Board should examine how it engages with the community; looking at accessibility issues like language barriers, providing online access to meetings after they resume in person, making materials easily accessible.

Thank you for taking the time to read this. We support the district’s racial equity goals and look forward to future collaboration between the board and our committee.

Sincerely,
Chambers Primary FACE Committee

(no subject)

Fri, Apr 2, 2021 at 11:35 AM

[REDACTED]
To: Rick Maloney <rmaloney@upsd83.org>
Cc: Courtney Ydstie <cydstie@upsd83.org>

Hi Rick,

Sorry for my late response but your summary of comments made by Group 2 participants was certainly more complete than the meager notes I took.

I marveled at the ease with which UPSD produced the Listening Session. Guess one of the positives produced from the pandemic is the use of internet remote meetings as a means for communications.

I realize the objective was to look forward rather than back, but I would like to submit several observations as seen through the eyes of an 81 year old, 40 year taxpayer in unincorporated Pierce County, which later became University Place:

1. I attended two public meetings which were held after UPSD published the ground rules for the Listening Session. There was some confusion among attendees concerning what was meant by a Listening Session, i.e. who was to be listening to whom.
2. Not sure with whom the four questions were vetted, but three of the four topics were academic related and one concerned equity, inclusiveness, etc. Group 2's discussion on the non-academic topic took up so much time that we never got to the fourth topic. While the parents in UPSD are interested in the education their children are receiving, it appears there may be some concerns around inclusiveness, equality, and equity at UPSD the school board was not aware.
3. I know you understand school board responsibilities as delineated in RCW 28A.150.230. Engaging with the community is a very difficult task because communication is a two way street. However, the school board is held legally accountable to the community and its electorate for the operation of the school district, so establishing lines of communication rests with the school board. The community is the other piece of the engagement equation so once lines of communication are established, the school board has no control over the amount of involvement the community is willing to provide.
4. Full effectiveness of the UPSD educational philosophy can only be evaluated by asking CHS graduates, at various periods of time after their graduation, if UPSD readied them to be competitive in a challenging job market. If the graduate is in process of continuing education, then their competitiveness in the job market is not yet an issue. However, roughly a third of CHS graduates leave with only a high school diploma and minimal job skills, so their inputs would be valuable in evaluating the overall UPSD educational program.

Thanks again for producing the Listening Session. I believe it had a positive impact on those that participated.

Have a great UP day,

[REDACTED]

Group 2 Meeting Notes - UPSD Board Listening Session

Thu, Apr 1, 2021 at 12:24 PM

To: "Ydstie, Courtney" <cydstie@upsd83.org>, Angie Franklin <afranklin@upsd83.org>, Rick Maloney <rmaloney@upsd83.org>

Cc: Jeff Chamberlin <jchamberlin@upsd83.org>

Good afternoon,

First of all, I wanted to begin by thanking all of you for requesting feedback from parents and for allowing our voices to be heard. I truly believe that this is a collective effort, so thank you for doing your part to include parents.

I attended the School Board Meeting the other night. My intention was not to weigh in at that time, but rather to listen, and see what others had to say and see which direction all of this was headed. I don't think I'm alone (in fact, I know I'm not) in saying that there is grave concern as to what our children are going to be exposed to. I will do my best to address my (and my husband's) concerns. Currently, we have 2 students in the district, one at CJH and one at the HS. Our other three will be joining the District in 8th grade (they're currently at St. Charles), so we have a vested interest for the foreseeable future.

I guess my first question would be – who/what is the District REALLY beholden to? Are they required to follow the mandates/suggestions of the Teachers Union(s) or are they beholden to the parents? If that question isn't readily known amongst the Members, I think beginning your next School Board Meeting answering that question would be necessary, and would certainly set the trajectory of the conversations and/or decisions. I would certainly hope that the District is beholden to the parents. It's the parents that enroll their students, it's the parents that participate in the school community, it's the parents that (through taxes) pay salaries, and it's the parents that can seek other educational opportunities if they are dissatisfied with outcomes.

While listening to the Board Meeting last week, I was particularly interested in the institutional racism/racial equity topic. I really wanted to hear what others had to say and so I reserved my thoughts for this email. Let me begin by saying, I truly believe that everyone's heart is in the right place. I know everyone loves the kids and desires to do right by them, set them in the right direction and see them excel! What I believe is that it's being approached all wrong. While not being called Critical Race Theory, this equity/social justice program is exactly that, Critical Race Theory. It's just wrapped up in a pretty little bow for parental buy-in. If we look at what nearby school districts have adopted (Clover Park for example), it's alarming. Implementing ACTUAL racist policies for district hiring (coded as "diversifying the workforce", you can't do that unless you hire based on race/gender/orientation), eliminating discipline disparities BASED ON RACE, GENDER, SEXUAL ORIENTATION, AND GENDER IDENTITY (treating people differently based on "identity" – this will further the divide and make the problem worse. Kids aren't stupid.), and further professional development for teachers on: microaggression, implicit bias, and systemic racism (as if teachers aren't overloaded enough). None of these "social issues" are based in fact. This is an ideology – one that is barreling down the highway straight into the schools and parents (like us) are extremely concerned and upset. For example, there was a statement put out by UPSD a few weeks ago condemning the Asian hate regarding the shooting at an Atlanta spa. The shooter himself said that the shooting was not racially motivated. So, why is the media, and subsequently the schools, perpetuating the idea that it was based on race and condemning the "Asian hate"? Although extremely unfortunate, this was not Asian hate. There were two white people killed as well – by that token where is the statement condemning "white hate"? You see where I'm going here. This is an ideology used to fuel fear and division. This is what parents are upset by – a politically motivated ideology which is being framed as "equity/equality". Critical Race Theory and/or social equity creates an environment of oppressor vs. oppressed, division, and entitlement. Just look at any district that has implemented it and take a look at what's happening among the student population.

During the meeting a parent expressed the idea of teaching the “Golden Rule” – I don’t think there’s a better method to teaching acceptance, kindness and grace in the classroom than that. “Treat others how you want to be treated.” That covers every single base and every student can be held to account. There were other parents in my group, of foreign descent that repeatedly said that this isn’t a topic that needs a curriculum or training in school. They have first-hand experience – we need to also listen to what they say. When kids come home from school ashamed to be white – that’s a problem. When kids say that when they look in the mirror they see racism – that’s a problem. This idea of teaching diversity and “acceptance” is backfiring. Research what’s happening and read the stories. It’s heartbreaking. God doesn’t make mistakes. A person’s skin color isn’t a mistake. Do not create an environment of division under the guise of “equity” – it hasn’t worked anywhere so far, it just teaches hate.

Another thing I’ve become increasingly concerned and upset by is the State/Teachers Unions/School Districts assuming they know how to parent our kids and what’s best for our children – better than parents themselves. Parental guidance and teaching has been completely usurped by the School Districts because they think they know best (example: CSE curriculum). Parents should be the ones to teach about their own culture, their own morals, their own ideals, their own views on racism. That is NOT the schools place – it belongs to the parents. If a parent has a talk with the student (that is their child!) and then the school teaches something that is not in line with the family belief system (I am not talking about racism here, rather moral virtue and CSE curriculum) the school does not have the moral authority to usurp parental authority. There has been a “God Complex” that has come upon education in the last few years where they think they know how to better parent than actual parents. It’s not okay. This stuff should be left to the parents. Schools already have a system in place (or they should) for confronting nasty/inappropriate behavior from kids. An entire new curriculum of their own “objective truth” isn’t needed (or based in fact, just opinion). That is the parents role.

One of the questions presented to parents was “What skills/abilities would you like to see from CHS graduates?” An answer to that question was: critical thinking skills. I happen to agree wholeheartedly with this! During online schooling (for my Senior), I have to say, I did not witness this being taught. Granted, I was not privy to every lesson, but I heard quite a bit. In my son’s Civics class for example, there seemed to be only progressive/liberal viewpoints presented as fact, and very few, if any, alternative viewpoints/facts. Whatever your viewpoint, this is concerning. I did not once witness equal viewpoints discussed and evaluated. I did not once encounter an assignment in which my son was asked to research both sides of a topic and evaluate the information to form his own opinion. This is how critical thinking is taught. Instead, he was told what to think. That has to change.

Thank you for allowing our voices to be heard. I sincerely hope that you will take our viewpoints into consideration. For those that want schools to teach morals and virtue, I would hope the schools would place the burden of that on the parents and families, since that’s where it belongs. Schools need to teach ELA, Math, Science, and History and leave the parenting to us. Until recently, I have been impressed with UPSD and certainly hope to have all of my children graduate from this District. Should things turn into a politically motivated, ideological environment and curriculum, we will have to find other educational opportunities for our remaining four children. Thank you for listening.

Sincerely,



Sent from [Mail](#) for Windows 10

From: Ydstie, Courtney

Sent: Monday, March 29, 2021 5:03 PM

To: [Angie Franklin](#); [Rick Maloney](#)
Cc: [Jeff Chamberlin](#)
Subject: Group 2 Meeting Notes - UPSD Board Listening Session

Hello,

Thank you for attending the UPSD School Board Listening Session on March 24, 2021. I have attached the meeting notes from Group 2, hosted by Director Maloney for your review.

It is important to the Board of Directors that everyone's thoughts were captured in the breakout sessions. Please review the attached notes to ensure your feedback was accurately reflected. If you do not feel like your comment was recorded as you intended, please respond to this email by April 4, 2021.

Additionally, if you were unable to share all of your thoughts during the breakout session please feel free to send additional written testimony to me by April 4, 2021. I will be compiling the notes, as well as all written testimony received, for the Board to review before their next meeting.

Thank you again for your participation,

Courtney Ydstie

Courtney Ydstie

Executive Assistant to the Superintendent

University Place School District

253-566-5600 x 3312

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Re: Group 3 Meeting Notes - UPSD Board Listening Session - Mahalo from the [REDACTED] 'ohana!

[REDACTED]
Tue, Mar 30, 2021 at 8:31 AM

To: "Ydstie, Courtney" <cydstie@upsd83.org>
Cc: Twina Nobles <tnobles@upsd83.org>, Lainey Mathews <lmathews@upsd83.org>, Jeff Chamberlin <jchamberlin@upsd83.org>

Aloha Courtney,

A big Mahalo to Lainey for summarizing Group 3 in these notes. She captured the first 3 statements from me accurately in the document and I appreciate it. It was not an easy task given the speed and mostly stream of consciousness style of speaking from most participants. Mahalo also to Director Nobles for skillfully facilitating our conversation, making sure each person got a chance to speak and guiding us to complete all the questions.

As a newcomer to UP, I appreciated the opportunity to share my thoughts during this listening session and have my children see the leaders in our area soliciting our feedback. It is my hope that the Board will continue to have regular dialogue with parents. Having clear channels of communication is so important, yet there were so many voices of families that were not represented on March 24, only the most outspoken of us! When is the next listening session taking place? I would appreciate a list of future dates so that I may help publicize and encourage more diverse participation from my role at Sunset Primary PTA.

Finally, please let me know the proposed process for tracking these outcomes. Now that you've received a ton of suggestions, I would like to follow along which attributes and measures of evaluation are selected for implementation.

Thank you.

Sincerely,

* * * * *

On Mon, Mar 29, 2021 at 5:03 PM Ydstie, Courtney <cydstie@upsd83.org> wrote:

Hello,

Thank you for attending the UPSD School Board Listening Session on March 24, 2021. I have attached the meeting notes from Group 3, hosted by Director Nobles for your review.

It is important to the Board of Directors that everyone's thoughts were captured in the breakout sessions. Please review the attached notes to ensure your feedback was accurately reflected. If you do not feel like your comment was recorded as you intended, please respond to this email by April 4, 2021.

Additionally, if you were unable to share all of your thoughts during the breakout session please feel free to send additional written testimony to me by April 4, 2021. I will be compiling the notes, as well as all written testimony received, for the Board to review before their next meeting.

Thank you again for your participation,

Courtney Ydstie

Courtney Ydstie
Executive Assistant to the Superintendent
University Place School District
253-566-5600 x 3312

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University Place School District (UPSD) School Board Listening Session 03/24/2021

1. To succeed as a competent citizen, what attributes (disposition, skills, and knowledge) should each UPSD graduate possess?
 - a. Reading, writing, math, and science are a given.
 - b. Language arts including actions such as debating, discussing, learning about agreeing to disagree, how to approach confrontation, etc.
 - c. Emotional Intelligence
 - d. Emotional regulation

There is so much more to human beings and their needs regarding current and future competency than reading, writing, math and science. I am not lessening the importance of having those basic skills to use as building blocks to deeper understanding, I am saying we need to increase the importance of the mental and emotional health of our young students.

For those of you who consider the development and honing of these abilities to be that entirely of the parents, let us just be honest here (as human beings, and parents of human beings) parents can and do fail their kids psychologically and emotionally; unfortunately, the education system is our only hope in filling in the gaps parents leave. It is time we start acknowledging that and doing something to change it.

2. To contribute to an American society free of all forms of institutional racism, what attributes should grad possess?
 - a. Kindness
 - b. Compassion
 - c. Empathy
 - d. Humility
 - e. Integrity

Racism continues to run rampant for many reasons: from parents teaching their children skewed, hateful, divisive rhetoric to the growing gap in socioeconomics. Lately, the public display of obvious double standards, racism, prejudice, and discrimination when it comes to law enforcement officers has truly shown a bright light upon how deeply the system is infected by racism. Police are murdering innocent, nonviolent, unarmed black citizens seemingly all the time now, compared to the white terrorists who are escorted, alive, out of the building by law enforcement officers after committing mass murder. The infection runs deep.

One way I believe the school system can help is by offsetting the major character flaws racist parents are teaching their children by focusing parts of their instruction on kindness, compassion, empathy, humility, and integrity. Not simply glazing over the character traits, but practicing them daily, discussing examples of each often inside the

educational setting, challenge students to act on these traits with behaviors that make the world a better place each and everyday.

I believe education involves teaching to the whole child. Educators will need to practice and teach some, if not all, of these character traits.

3. What do you think the board should be looking at in evaluating the districts progress?
 - a. As stated earlier, reading, writing, math, and science are a given. Should you base these evaluations strictly upon standardized assessments? 100% NO.
 - b. What needs to be reevaluated are the priorities when it comes to the students (particularly the younger ones) and the curriculum.
 - i. Currently the administrator at Sunset is pushing teachers to rush through the curriculum. He says this is due to the “catastrophic loss of learning” communities are going to be faced with due to the pandemic.
 - ii. I believe this is the opposite of the appropriate attitude, behavior, and approach. Not only should educators be pumping the breaks a bit, but we need to be easing up on expectations.
 - iii. We are finding ourselves in an extremely complicated situation, and I applaud the educators that have successfully modified their techniques to better fit online education while still meeting their students’ needs.
 - iv. However, to the educators trying to take what once working in person and transfer it to an online setting with little to no adjustment, if it does not work please adjust what you are doing. Furthermore, if what you are doing is only effective for a select few students, you still need an adjustment somewhere to meet the needs of more students.

4. What measures would you use to evaluate student’s success?
 - a. I think one of the issues arising is the districts definition of “success”. For me, when my child comes downstairs feeling worthless and crying because their teachers have not tried different things to reach the students, then it has not been a successful day.
 - b. If students can regurgitate information just enough to “pass assessments” yet have not gained nor been given the opportunity to gain a true understanding, then that is not success.
 - c. Success cannot and should not be measured only by test scores, but also by social behavior, emotional intelligence, and other subjects pertaining to psychological and emotional health.
 - d. This school district is currently failing its students regarding psychological and emotional health.
 - e. I first noticed when reading through the attendance agreement we are required to sign. I must say, as an adult who lives with PTSD, major depressive disorder, and general anxiety disorder, these are reasonable excuses to miss a day of school.
 - f. I am not condoning individuals missing an exorbitant amount of school due to mental health, but do not make the statement “a stomachache from anxiety is no reason to miss school” to a generation of kids whose parents suffer from many of these issues, live

with them every day, and can and do recognize the burnout that PTSD, anxiety, and depression come with.

I realize that much of this sounds impossible and is based on money and budget to make it work. However, if the city budget includes cuts from law enforcement, reallocating those funds to the schools would not only benefit all UPSD students, but it would also act as a preventative measure, so less people are gobbled up by the system due to poor mental health care. Our mental health starts at home, school is an extension of that, therefore, schools need to take mental health and the impact they have on the students' mental health into consideration when evaluating success.

Fwd: UPSD School Board Listening Session, Group 2; critical theory/CRT ideology

1 message

Chamberlin, Jeff <jchamberlin@upsd83.org>
To: Courtney Ydstie <cydstie@upsd83.org>

Fri, Apr 2, 2021 at 9:14 AM

fyi

Jeff Chamberlin
Superintendent
University Place School District
(253) 566-5600

----- Forwarded message -----

From: **Maloney, Rick** <rmaloney@upsd83.org>
Date: Fri, Apr 2, 2021 at 8:23 AM
Subject: Fwd: UPSD School Board Listening Session, Group 2; critical theory/CRT ideology
To: Chamberlin, Jeff <jchamberlin@upsd83.org>

Jeff,

Additional input for inclusion in Group 2 input.

Rick

----- Forwarded message -----

From: [REDACTED]
Date: Thu, Apr 1, 2021 at 3:25 PM
Subject: RE: UPSD School Board Listening Session, Group 2; critical theory/CRT ideology
To: Maloney, Rick <rmaloney@upsd83.org>
Cc: [REDACTED]

Director Maloney,

Thank you for the opportunity to supplement testimony. I would note remote classes at Curtis have provided a window into my son's education I fear I would not otherwise have had (it certainly appears critical theory/CRT is being utilized indirectly, if not directly, as a lens for interpreting subject matter etc... in my son's class(es)).

The superintendent's remarks at the beginning of the listening session concerning "systemic racism" indicate the UPSD has made a factual finding of "systemic racism" at Curtis and/or within the UPSD (although I am not aware of the specific facts/observed racist behavior utilized by the UPSD to support such a finding). Further, the superintendent's remarks are consistent with the politization of curriculum and the indoctrination of my son in critical theory/CRT at Curtis.

I would respectfully request the board/superintendent review and consider the attached links. Said links evidence a growing opposition to critical theory/CRT (a divisive and toxic ideology) and the resultant psychological damage being inflicted on our (my) child(ren).

<https://whataretheylearning.com/>

<https://www.prageru.com/video/what-are-your-kids-learning-in-school>

<https://fillingthepail.substack.com/p/why-teachers-and-parents-should-be>

https://www.theepochtimes.com/republican-states-push-back-against-critical-race-theory-2_3755770.html

<https://www.washingtontimes.com/news/2021/jan/10/las-vegas-charter-school-sued-critical-race-theory/>

Respectfully,

[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
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[REDACTED] [REDACTED]
[REDACTED]
[REDACTED]

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From: Maloney, Rick <rmaloney@upsd83.org>

Sent: Thursday, April 1, 2021 2:35 PM

Subject: UPSD School Board Listening Session, Group 2

I wanted to thank you again for attending last week's listening session, and hope that our notes accurately reflect the conversation we had in Group 2. I realize that I may have missed in my spoken summary some aspect of what was said or may have unintentionally misinterpreted your comments, so I hope that you are willing to correct my summary or add anything that may not have been included. Even if you thought of something after the fact, I hope that you will share it.

The board does not consider this to be a one-shot and done effort. We want to ensure we continually hear from as thorough a cross-section of our community as possible, including parents, guardians, and those who do not currently have children in our school system. The objective of the board is to continue to refine our ideas about what the district should be achieving for students, and the objective of staff is to deliver on that vision.

Thanks,

Rick Maloney

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Group 3 Meeting Notes - UPSD Board Listening Session

Wed, Mar 31, 2021 at 4:11 PM

[REDACTED]
To: "Ydstie, Courtney" <cydstie@upsd83.org>
Cc: Lainey Mathews <lmathews@upsd83.org>

Thank you for capturing this session. In following up, I have a couple of questions. Do we have any means to establish a 'baseline' on areas we want to evaluate?

Second, I think perhaps it would be worth considering collecting feedback on the questions that were posed for the listening session from UPSD students. Not sure if this would be an assignment, project, or just optional, but certainly their perspective would be important and insightful as well.

Best,
[REDACTED]

On Mon, Mar 29, 2021 at 5:03 PM Ydstie, Courtney <cydstie@upsd83.org> wrote:

Hello,

Thank you for attending the UPSD School Board Listening Session on March 24, 2021. I have attached the meeting notes from Group 3, hosted by Director Nobles for your review.

It is important to the Board of Directors that everyone's thoughts were captured in the breakout sessions. Please review the attached notes to ensure your feedback was accurately reflected. If you do not feel like your comment was recorded as you intended, please respond to this email by April 4, 2021.

Additionally, if you were unable to share all of your thoughts during the breakout session please feel free to send additional written testimony to me by April 4, 2021. I will be compiling the notes, as well as all written testimony received, for the Board to review before their next meeting.

Thank you again for your participation,

Courtney Ydstie

Courtney Ydstie
Executive Assistant to the Superintendent
University Place School District
253-566-5600 x 3312

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Re: UPSD School Board Listening Session Confirmation

1 message

Wed, Mar 31, 2021 at 4:30 PM

[REDACTED]
To: Courtney Ydstie <cydstie@upsd83.org>, Lainey Mathews <lmathews@upsd83.org>

Hi,
In addition to the note I just sent I wanted to share the following for information and interest. It is a description of a webinar on the topic of anti-racist practices in schools. I am on the distribution for this based on my work in international development, but this looks to have a focus on US education.
Dear colleagues,

Please join us on April 14 from 11-12 for a Society for International Development-Washington chapter event on:

Linking Domestic and International Education: A Discussion on Anti-racist Practices for Racial Justice in Schools

The racial unrest that shone a light on the systemic racism experienced by black people in the United States has caused the international development community to pause and take stock of our own biases, stereotypes and cultural competence as development practitioners. As international educators we promote equity and inclusion in schools for all children to learn. However, how should we consider issues concerning racial equity in our interactions with colleagues, educators, parents, community members, and government officials in low resource contexts around the world? How should we grapple with racial inequities in instructional content and curriculum? What racial inequities have we observed in classrooms in some of the low resource contexts where we work? While these are more common inquiries in the US education system, international educators are also reflecting on these questions to further challenge our own practice to promote racial justice in schools. Join us as we hear from three thought leaders and practitioners working in the areas of anti-racism and equity. Two of our speakers will share their experiences working on anti-racism approaches domestically, while our other speaker will discuss her expertise in partnering with linguistic minority communities in parts of Latin America and Africa. Come ready to discuss and learn from the vast and rich experiences in the US on anti-racism and decades of work across the globe advocating for marginalized children of minority language groups to learn in their heart language.

Register now at the link below. Registration closes April 13 at 4pm.

<https://sidw.org/event-details/556>

On Tue, Mar 23, 2021 at 1:02 PM Courtney Ydstie <no-reply@zoom.us> wrote:

[REDACTED]
Thank you for registering for "UPSD School Board Listening Session".

The University Place School Board will convene the meeting at 6:30 pm for introductory remarks and directions. After the introduction, they will recess the meeting and move to virtual breakout rooms for 45 minutes. Board members will facilitate each discussion by asking participants to share their thoughts on the following questions:

1. To succeed as competent contributing citizens, what attributes (disposition, skills, and knowledge) should each graduate of UPSD possess?
2. To contribute to an American society free of all forms of



institutional racism, what attributes (disposition, skills, and knowledge) should our graduates possess?

3. What do you think the Board should be looking at in evaluating the district's progress?

4. What measures would you use to evaluate student success?

Please submit any questions to: cydstie@upsd83.org

Date Time: Mar 24, 2021 06:30 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: [Click Here to Join](#)

Passcode: siX8Ya

Note: This link should not be shared with others; it is unique to you.

[Add to Calendar](#) [Add to Google Calendar](#) [Add to Yahoo Calendar](#)

Or One tap mobile

US: +12532158782,,91258268738# or
+13462487799,,91258268738#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 253 215 8782 or +1 346 248 7799 or +1 669 900 6833
or +1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592

Meeting ID: 912 5826 8738

Passcode: 613384

International numbers available: <https://zoom.us/j/aiXmdP7nr>

You can [cancel](#) your registration at any time.