

## Common Ground

- Refugee families -parents may not read/write; ELL?
- Focus on child's needs (math); "school rules" –tutor access
  - Increase parent support
- UN-L resources (human resources) –credit to assist LPS students –read book, tape, listen to at home
- Some element buildings have more resources –teacher support/parent support & follow up
  - Time & energy from parents who work refuge & immigrant families
- How schools are doing/what schools are doing
- Communication from teachers & principal (PTO)
- Parents who don't read/write –who helps with interpreting
- People in power in the school are not doing their job (principals etc/they should be accountable)
- Parents also need to take action
- All three approaches need to improve
- Students also need to be accountable
- Accountable at all levels
- Equality involving ethnicity groups
- Diversity training to help teach how to work with kids in elementary on basics and power in learning
- Diversity (color/ culture) especially in counseling, outreach needed more
- All staff accountability (e.g. bus driver)
- Schools need to get the money to the students for resources
- Standard achievement; goal for racing levels
- Basic skills need focus to bring upward
- Parent accountability
- More staff is needed with diversity of color/culture
- Use best of all three
- Labels reevaluated more often
- Stereotyping
- Reinforce education in the child with trust
- Make resource available to students (to do their work)
- Sub advisory board of ethnicity to be heard have strong voice
- Require cultural education for all
- Respect culture (ex. Wearing eagle feathers at graduation)
- More ethnicity in the curriculum –teach correct history, not just white history
- Visibility of resources needed to ensure they get to kids
- Recognize American Indians exist
- Keep pushing basics
- Push together ethnic groups to develop louder/more powerful voice (on boards –all board is white focused) –all fit in categories, not al same

- 1 School accountability
- 2 School resources
- 3 Family & community engagement
- School accountability:
  - Ease of measurement –see what under students are struggling -schools have tools for this
  - Most practical 1<sup>st</sup> step
  - Way to evaluate what school is doing well
- Family engagement:
  - Educate our parents –use letters for grades rather than numbers
  - Understand culture of each group
- Give parents tools –language basics (computer)
- Parents will own their responsibility
- Get parents to talk & counselor know which classes to take
- Help teacher not have to parent too
- If families feel welcome, they will be more involved with child's education
- Higher expectations

## Areas of Disagreement

- Accountability:
  - Results don't match effort at school –can't hold them accountable
  - Don't believe tests reflect the true knowledge
  - Can put you on a level that isn't accurate
- School resources:
  - Need access to equipment children don't have at home
  - Have enough resources to every school
  - Importance of resources (books computers for teachers)
  - Just because you have resources doesn't make achievement happen
- Increase standards
- How to hold parents accountable
- All resources are not equal among buildings
- Are there "models" for teaching practices that work? (immigrant) –look at schools on the coasts
- If I don't have children, how can I help?
- LPS and "school supplies" policy
- Campbell- "blue print" noise & movement from portables –distractions
- Safety policy at Campbell not safe
- Standards change for whatever reason –they should be the same
- All 3 approaches are critical
- All the way through/ "friends" need to be known
- Recognize child & personality

## **Action Ideas: Where do we go from here?**

- Stop talking & do something
- Use of money accessible for a variety of students –culturally specific: resource for information, tutoring, activities
- Choose people from diff. cultures –train for roles in school –put people of color in all environments
- Resources for undivided culture esp. for non native English speaking
- More school time
- Schools offer activities to encourage students of different cultures to work together – see strengths of each other
- Use the ethnic center –take advantage of what exists
- Higher expectation of students
- How can community know what is going in school –esp. those who do not have children in school?
- Community buy-in to schools
- CLC's need to be "community"
- Encourage volunteers from community, not just parents
- Supplies purchased/earned build pride
- Hire more people of color (diversity)
- Have advisory boards fun by parents
- Let board hear this info –let people be heard by decision makers (ethnic groups & ideas)
- Community survey
- Teachers need more culture education
- Sub-advisory board of ethnicity to be heard –have strong voices
- Require culture education for all LPS staff
- Students
- Appropriate funding
- Board to hear from ethnic groups
- Know administrators in the building
- Know the building

## Questions/Concerns

- Students of color are level
- Discrimination exists within our society
- Parents advisory committee need more power in the schools
- Teachers show favoritism for students
- Technology may not be accessible in the homes
- Parents don't go to conferences
- Educate about other cultures (update curriculum)
- Always go to same people as cultural representative –expand
- Who is achieving in these ethnic groups
- Is the “gap” an asset for our community –do we benefit (in grants) from this
- If we closed the gap, then what?
- Children entering middle school at age 11
- Confusion about national/local data
- Human capital (teachers with too many students)
- Built buildings –has that resulted in decreasing the gap
- Parents need help –language & information- if they don't speak English
- Needs to be timely in communication
- Needs to find a way to get info to parents
- Use money for “assistance office” questions for studies –get suggestions
  - Use money to bring students together –introduce each culture
- Too many white administrators, music teachers –update LPS (never had a teacher/principal of color)

## **Next Steps:**

- Look at classroom structures (building) to ensure less disruption & safety & culturally sensitive, more culturally proficient teachers
- Teach more audio/visual for non-English speakers (including parents) to ensure not being left behind
- Parents share child info with teachers
- Encourage parent & teacher & administrators communication
- Encourage students, set high expectations
- Stop talking and do something
- Scholarships available, send kids to college
- Hire more ethnically diverse staff
- LPS Board sub-committee on ethnicity
- Require cultural education for all LPS educators
- Appropriate funding
- Community survey