

Student Group:	Group Member Names: Analea Merino Garcia (LP Brown); Isla Morgan (Lincoln Options); Rebecca Brown (Centennial); Logan Durocher (McKenny); Tristan Bailey (Pioneer); Gavin Cruz(Washington); Leila Chavez (Olympia); Ru'ya Russell (ORLA); Simone Scolaro (Capital); Georgiana Beers (Capital)		
	EQUITY TOOL GRAPHIC ORGANIZER		
	Question	Answer	Notes
Pause and examine YOU (WE) - Who are you (we)? (as an individual and as a decision making team)			
1	Who is involved in making a decision? Who is at the table right now making this decision? What is your racial composition?		
2	What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are represented here? Who is not?		
3	Based on our group membership, what inherent biases do we bring to the table?		
4	What institutional power within the organization do we have? What powers do we not have?		
NOTES: <ul style="list-style-type: none"> ● Female; White/Caucasian; 5th grade ● Female; Black/Indigenous; 10th grade ● Male; Asian (Filipino); 8th grade ● Female; Mixed Race – Caucasian/Latina; 10th grade ● Interested in Math; Sports – enjoys math; not as much writing but has done a lot of math (elementary); unfair 			

- Sports motivated; science and life skills learning; not offered in school (life skills in high school: taxes; cooking; etc.)
- Home activities (cooking); some math classes teaches how to pay bills
- History; looking at both sides of history starting in middle school
- Create an environment where families not living with a parent; ability to escape from home life; share with others
- How to give students the best resources; best environment to make students feel comfortable; how students feel
- Focus on the whole child; not just core subjects

Who is affected?

5	What is the racial composition of the impacted groups? Who is affected?		
6	If known, what is the existing racial disparity we are trying to address? What is the data source?		
7	What dimensions of diversity beyond race (gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?		
8	What are the power dynamics or disparities between YOU and those affected?		
9	In which ways is the impacted group involved in the decision-making? Why that method?		

NOTES:

- Low income families; racial identity that parts of the world does not accept
- Pandemic problem; education gap; how will the new norm be?; who has been most negatively impacted; no labels; how can we close the gap; sense of comfort and equality for students
- Center the most impacted – low income; people of color; acknowledge the education gap; give more grace for students who are struggling; ask directly for what support is needed

What are the impacts?

10	How will the decision of this group advance equity in our system?		
11	What evaluation tools and measures do we need to determine the impacts of our decision?		
12	In what ways could the decision fail to advance equity?		
13	What are the necessary resources to make this an equitable decision?		
14	What are the potential challenges, structural barriers, or unexpected blind spots?		

NOTES:

- See the future; how kids and families are impacted; role play
- Think with studies/facts; we don't want to spend all the money; plan strategically; more money for ASB funds
- Impact on students (seniors)
- Only had a freshman year; Freshman has not been in school/high school environment; volunteering (help homeless); outreach
- Hard to learn some subjects over zoom; gap learning

How will we know if we succeeded or not?

Past/Present Students

	Past (Pre-Covid)	Present (Remote/Hybrid)
In Class Learning	<ul style="list-style-type: none"> - easier to ask questions right away in-person - wasn't as motivated; struggled w/ asking questions - hands on learner; need to see in-person (demo); teachers would go over more than once - everything was on paper; taking notes - much easier to see/demo in-person; easier to ask questions in person - more interactive; worked in groups; able to talk to people (friends/other students) - having class everyday easier to learn (constant) - super easy to work in-person; screen sharing (need to copy) and not always available; always on the whiteboard - more guided in-person - technical issues (screen sharing; lag (audio)) 	<ul style="list-style-type: none"> - students can turn off screen/walk away in zoom; different from in-person - less interactive; harder to interact with classmates - still can learn in groups; breakout rooms can be awkward - need to be determined/self-determination; hold yourself accountable; making sure to ask and advocate for yourself - more difficult to get in touch with teachers; a lot of emails; report technical issues to teacher - around families/parents - working on a paragraph/assignment easier to find details by looking up information due to the availability of technology - schedule is crazy; constant change in schedule; 85 minutes is a long time to be in class for one subject; hard to focus - zoom fatigue; mentally drained being on the computer for many hours; more engaged in-person - long zoom hours; low morale/motivation to complete assignment - not that many students can learn at one time due to cohorts
Academic Support		

Social Emotional Supports	- social interaction; important for mental health	- less social interaction; teacher and student discussed how internet and online class can be more frustrating; sites are confusing; etc. added stress
Curriculum/Materials	- taught basic common courses	- how can student pass classes; students are worried; emerging after the pandemic; red flag
Assessment	- regular test; learn concept; drill; test	- multiple choice tests; less prominent - students rely on the internet; copy info online; create anxiety not having the internet readily available
Teacher/Staff Training	- easy to understand students	- some teachers may feel they are not as good as a teacher before Covid.
OTHER		

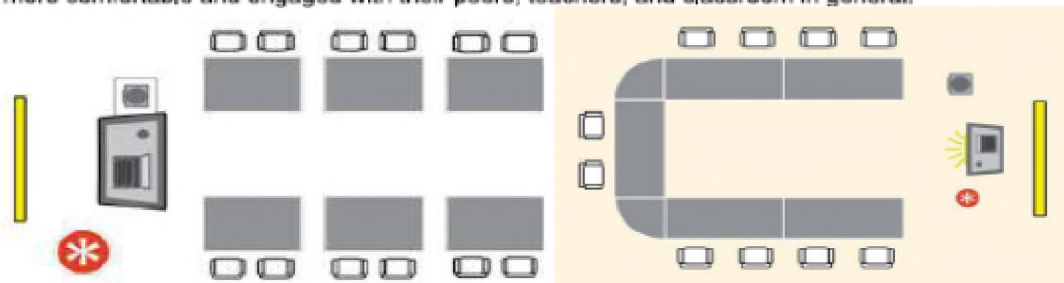
Future Planning Students

	FUTURE	
	Student Experience	Resource/Supports (People, Training, Supplies, etc.) - Budget
In Class Learning	- assemblies	- guest speakers for subjects; unique; racial process; world religion/cultural aspects; engaging for students; opportunities to have meetings/lunch with guest speaker to share commonalities; more diverse
Academic Support	- teachers take a different approach for students who need help; the right approach?	
Social Emotional Supports	<ul style="list-style-type: none"> - students feel they don't have someone to turn to within their schools; trust; when ask for help their issues are invalid - field day at the end of the year (annually) - assemblies 	<ul style="list-style-type: none"> - equipment; physical activities; different sports not currently happening in schools - equality between schools; high schools - more space for students – no judgement - more outdoor activities; field day - more opportunities for students to meet with friends; making new friends - add more learning/volunteering opportunities; prep for college - student and teacher connection; student representatives; group of students selected by teachers to share their voice with the district; student district council; - support for transition back into school

		<ul style="list-style-type: none"> - safe place for students - confidentiality is important between student and staff - trusted guidance counselors; adequate number of case loads
Curriculum/Materials		<ul style="list-style-type: none"> - cultural responsive/acceptance
Assessment		<ul style="list-style-type: none"> - gradual transition (online vs. in-person)
Professional Growth		<ul style="list-style-type: none"> - training for teachers to better meet the social/emotional needs for students
OTHER		SEE LEILA CHAVEZ Email received on 04/21/21 below:

Ideas received from student group members after the meeting:

After today's budget focus group meeting another idea popped into my head! In terms of social and emotional well being, I think it's important to recognize the impact of our classroom environments, Especially since we're starting to discuss our emotions and social issues more in school, (highschool homeroom for example) I think it's important to take steps toward making classrooms a more comfortable place where students can feel open to discussing these more tough issues. This can be done in simple ways like rearranging desks. Having straight rows of desks that face the front board can often feel harsh or strict. Arranging desks in a u shape (or other ways in which desks face each other) can allow students to feel more comfortable and engaged with their peers, teachers, and classroom in general.



<<Some examples of

more beneficial classroom seating arrangements

Adding on to the concept of creating more comfortable/open classrooms, I think incorporating lounge-type spaces would be highly beneficial, especially when teachers are asking students to have more meaningful discussions about our emotional well-being or deep/tough issues like racism, sexism, etc. In order to create these lounge spaces, school(s) could incorporate couches, beanbags, rugs, etc. into some of their classrooms.



<<<Some examples of classroom

lounge spaces,

Additionally, having a school lounge area would allow for a better transition between more relaxed online school and regular in-person school. For example, a section of the OHS or CHS commons could definitely incorporate a lounge area. This definitely would help students to feel more comfortable in their school environment.

An Idea I had to make up for the loss of learning/social time in school from the COVID pandemic was midsummer school meetups.

An example of what this would look like:

- At each, teachers would give light homework assignments for the next month and check in with students
- 3 per summer, the first two with the 2020/2021 school year teachers, and the third with the 2021/2022 teachers

Extra long passing periods for students to have additional social time

This would decrease summer learning loss, give students chances to socialize, and allow teachers to ensure that students are doing okay.