





## Supporting Quotes from Listening and Learning Sessions

consistency and an acknowledgment of the historical trauma that our kids come with. But equally important is the acknowledgment of the historical strength and wisdom that they come with. I'm not a fan of the word "resilient" because it implies that you've been hurt. I don't want to imply that you've been hurt. I want to say that you've been here for a long time, you know like great stories calling us resilient and give us a chance to thrive. Because I'm over it. I'm over being resilient. I want to thrive". - BIPOC Parent

"and just maybe isolating the kids a little bit from the community that they currently have, and not continue to face the same level of fear that they have the same level of fear because we're still in a racist society but we're not in a racist society we're in a racist society. I know someone who's an immigrant, we know someone who speaks a different language. You know, English is not the one and only language, but it's okay to be different. And it's okay not to speak correctly all the environment where learning is encouraged". BIPOC parent at HP

feel like they are less than the students that were there previously or their students to know a system that is different from the one that they've had". HP Parent

"I want to come and that's for doing something about it. That will be reflected by not making people choose to go to other schools because they know that they have the best opportunities in their neighborhood school, not making people choose to go in a lottery system because they think we will have other better opportunities, providing that language at the middle school level so that we don't feel like we have to fight for that one spot or that we have to live in the appropriate neighborhood in order to have the same level of education that someone who lives in that neighborhood has". BIPOC Parent at HP

"Also, A lot more. A really bad outcome would be just a change of boundary lines and not a change of much for our students. I would love to see a school without thinking about all...". BIPOC parent at Lewis

"I would just love to know why there are not more people of color in the school. So far people have been use my daughter came home saying that nobody looked like her life



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power that will fight like hell to ensure that the needs of the students of color are met. I get tired. So, I lead to serving some other group's needs and our kids will ultimately group some other folks” BIPOC parent at CSS

## Key takeaways from September 23<sup>rd</sup> SEGC Meeting

- Develop thoughtful long-term solutions instead of “quick fix” band-aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) is not to increase BIPOC students.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Transition of dual language programs providing age-appropriate elective options to middle grade students in K-8 facilities and expanding dual language programs across schools.
- Parent outreach and communication should include ways to provide and share with all community members, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students to be college and career ready.
- Invest in the social and emotional needs of all students by providing fairly distributed resources across schools to meet their basic needs and ensure that every child arrives ready to learn.

### Doubts and Fears

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC's work.