STACEY BRANDON – HOW DO WE HONOR OUR STUDENTS?

   i. Introduced Button Poetry segment about the impact of given names.
   ii. Important to have students at P.A.S.S. meetings for a student voice perspective
   iii. Honoring Native American Heritage Month
       a) Recognized CCSD partnership with Donna Chrisjohn

Aleshia Armour, Principal of Overland High School

   iv. Presented stories that represented the importance of student voice.

Donna Chrisjohn – Wolakota Project

   i. Introduced her children who provided a student experience and voice for Indigenous students.
      a) Oldest son, from Cherry Creek High, Talon spoke his truth about being a Native American/Indigenous student at CCSD.

Comments from the District P.A.S.S. Steering Committee

   i. Chip Boykin: Discussed tapping into the parent resources our district has, that bring experiences into the classroom to educate kids.

District P.A.S.S. Intentions for the Evening

   ii. Four Goals and how to get involved:

       1) Create opportunities to hear the voices of our students
           (a) Must have the most viable stakeholder in the room, the children and their voices in the leadership meetings to provide perspective.

       2) Strengthening communication with parents
           (a) There is a communication gap with parents of students of color. The goal is to strengthen the foundation of communication.

       3) Increase the awareness and engagement of those that identify as a person of color within CCSD
(a) To create more accurate representations of people of color

4) To increase awareness of different programming options and how to access them
   (a) Students of color cannot take advantage of programs when they do not know about them.

b) Tonight’s focus is on the second goal, communication
   1) How do we increase the presence of teachers of color in our district?
   2) Summary of finding from the Steering Committee – Need to establish communication lines within the schools outside of just flyers and emails.
   3) Communication means attending to the verbal and nonverbal cues
      (1) Rethinking how the district communicates with parents.

c) If anyone is interested in exploring opportunities for students such as speaking at P.A.S.S. or to students, let the Office of Inclusive Excellence know so we can form a subcommittee, by emailing Stacey Brandon – sbrandon@cherrycreekschools.org, or La Toyua Tolbert – ltolbert2@cherrycreekschools.org

Office of Inclusive Excellence & P.A.S.S. Goals
   iii. The next goal for P.A.S.S. is creating a pipeline database to tap into the brilliance in our community.
      a) Questions to think about: How do we create receipts for engagement and communication, where’s the proof that we are doing the work we are saying we are doing?
      b) How do we create spaces where students can see professionals of color/doctorates?

Next District Accountability/P.A.S.S. is January 22nd at Cherry Creek High School, beginning at 6 PM

iv. If you are unable to make it to the P.A.S.S. meetings the minutes for each meeting will be on our website: https://www.cherrycreekschools.org/Page/4015

v. Hard copies will be available at each District P.A.S.S.