



Bill de la Cruz's Diversity Equity & Inclusion  
Listening Tour & Proposal  
**FEEDBACK SURVEY**  
February 23 - March 3, 2022

**82 total survey responses (80 English, 2 Spanish)**

**Completed by:**

- 4 community members
- 10 students
- 23 staff members
- 45 parents

**Did you participate in any of the listening sessions led by consultant Bill de la Cruz?**

- 19 - Yes
- 56 - No
- 7 - Prefer not to answer

**Do you have additional concerns/thoughts to share about diversity, equity and inclusion in the Monroe School District that were not summarized in Bill d la Cruz's Assessment Report?**

I was never consulted about anything, even though I am the parent to biracial students. I do not know where Mr. de la Cruz's numbers and statistics come from, but, as a data scientist in training, I am skeptical that these numbers actually reflect the students in the Monroe school district and would love to see his methods and actual numbers (not percentages).

There isn't a direct calling out of overt racist behavior, and how best to address those instances in the school district.

My 11 year and and 9 year old come home talking about boys tell them they are going to "rape them and their mom" and all KINDS of nasty words and behavior. I honestly HATE that my kids have to attend frank wagner Elementary but I feel like all schools in this group Monroe school district have the same problem with student behavior it's disgusting and a two day investigation by whoever this guy is I feel it wasn't enough everybody's going to be on their best behavior when they're being investigated right something needs to be done about how the children are talking to other children and my kids shouldn't be told to stay away from that person because that person follows them around like they're a lost puppy but if my kids keep coming home thing that other kids are threatening to rape them in their mom then I'm gonna take it to the next level

I didn't feel the report said what the real "pulse" of the community is. Is racism a big issue in the community? Is it systemic? From what I read, it looked quite similar to my company's corporate training on diversity, equity and inclusion.

I am really happy the school is touching in on these subjects. I have nothing to add to the report, but I think the school should start focusing on the LGBTQIA+ too especially because of anti-LGBT bills being passed in other states, and because this school is not perfect. There are so many things we can fix and as soon as we fix one thing another problem comes up. We need to focus on them all not just what the current issue is. That's why US keeps going in a circle of injustice. It started with Black lives Matter movement, then the Texas Anti-abortion laws, and now hateful bills are being pressed on LGBTQIA+ groups. I think the school should be focusing on all minority's not just one at a time.

Yes. There needs to be discussion on how far is too far with teaching this to staff and students. It is important and necessary but it can go too far with ramming an unnecessary level of guilt and shame onto anyone who dares to have an opinion that differs from the preferred picture-perfect narrative.

I'm concerned about the lack of quality teaching materials related to equity and diversity in the elementary classrooms.

I wish it was more transparent to everyone that the way the survey is scored is inherently flawed in the sense that if someone answers "I don't know to a question" it is assumed to be a negative response to that question. Which will skew any survey towards the more negative side. The fact is that most people on a blind survey that answer "I don't know" generally mean it as just that. Since there is no reason to fear retaliation or hold back from a blind survey.

A sense of urgency, prioritizing enforcing existing codes of conduct with disciplinary action if conduct is lacking, and student involvement in creating safe environments.

I feel middle school student's voices should be included. A group of students at PPMS have experienced bullying and threats of violence due to their personal identity. This is the age where many young adults begin their identity journey. Teaching diversity and inclusion now, for staff and students would benefit them greatly.

Issues/biases are taught in the home first. It's an uphill battle unless these proposed trainings will carry over to families as well as staff. I think the staff and teachers are who most want change and I so appreciate that. I just feel they are up against so much in this community.

My concerns are our school leaders making mountains out of mole hills with issues that aren't really a big concern to our community but are apart of larger agenda being pushed across the United States.

Might it be accurate to say that: we have a lot of troubled kids/students? And therefore, there's likely a deep lack of safety, discipline, love & encouragement in the homes? I realize we can't go into peoples' private home lives & observe. But this used to be a common sense, logical connection/conclusion. And, schools used to be able to just zero in on pure academics (math, reading, writing, etc.)

There comes a point where the scales tip, and you perpetuate the problem by always pointing out every little incident. If I point out every little wrong to my children, they are CLEARLY not encouraged or motivated to do better (but that is definitely balanced with some healthy & loving discipline). I grew up not even knowing about D.I.E. Race was a non-issue. I treat people like people. To this day, I have friends/colleagues/coworkers of different colors and I continue to treat them as fellow human beings who are just trying to live and enjoy their life.

So, might we get back to these basic principles of right/wrong behavior? Take one more step back from the microscope and just treat people like people? Focusing on our shared humanity?

Waste of time and money

I feel that the assessment focused more on staff bias training and not on training students on inclusiveness/diversity/conflict resolution. I feel this should be addressed as well as providing additional training for staff. I'm also a parent of three kids in the district (middle/high school students) and this issue is of particular concern to me because I am a parent of an international adoptee and one of my biological kids came out last year as a member of the LGBTQ+ community.

MSD (PPMS) has already been focusing on some of his suggestions.

I saw no recommendation for the district to work intensely towards increasing diversity among the administration, school board, staff and teachers.

Who are the participants in this workshop? Board members, employees? What about the kids, how does this help our children?

I think there have been steps taken in the right direction, but there is still a LOT of work to do.

you paid money for this crap?

No, I think he discovered the root of issues.

I have not seen a problem in this area in the school district. It should be the parents responsibility to teach them about social issues and how to treat other people. Please focus on academics. Only half or less than half of elementary students are proficient at math and reading in this district. I have volunteered for many years in the past. It is inequitable parents and grandparents can't volunteer at school. Covid restrictions are winding down. You are not keeping them safe but harming them with restrictions and this ideology.

Staff members are often victims of exclusion and discrimination by other staff and administration

There is a distinct lack of LGBTQ+ representation in the assessment. Given MSD's current systemic bias toward cisgender heterosexual white people, it could be very easy to forget to include them in this conversation.

His assessment "report" was not a report - This looked like a proposal for employment. He was advertising what he could do - I saw no information that he collected that seemed personalized to our district and needs. I do not fell Bill de la Cruz is a good fit for what our district needs.

I think it looks good and a thoughtful approach

DEI has proven to be nothing but a new form of racism in disguise. For all the fluffy words, the message has been that based on a person's skin color, assumptions are made, and attributes assigned. In this case: All white people are oppressors, and all people of color are victims. The exercise of assigning attributes by skin color is the very definition of racism which they pretend to fight. This has led to other schools segregating students and parents based on skin color in meetings because of presumed messaging or feelings. DEI is in fact a giant step backwards in the progress we have made against racism.

I believe there is plenty of equity and inclusion in Monroe Schools and that just a few people are blowing a misunderstanding out of proportion. If you want to be controlling of every word coming out of staff, or teacher's mouths, get body cams and a recording system. If you are going to rely on people's opinions, then do not give it undue weight and attention.

I don't understand why or how he is qualified to train us.

The summarized report given lacks details; therefore, my comments are based on concerns that have not yet been answered.

The culturally accepted use of "equity" infers equal outcome for every individual - this is not fundamentally possible due to the uniqueness of every single person. We grow, learn, filter and apply life's experiences differently. As a community we are a beautiful melting pot of diverse people: culture, nationality, orientation, and origin. Attempting to "level the playing field" so that all may "feel included" is a continually moving target and is never fully attained - sometimes, people have to be disappointed in order to grow and change thus bringing about great personal development. This is life. However, true individualism should never be sacrificed ... which leads me to my next point.

In my humble opinion, racism was on the way out of our culture in our community. Our children and most of their parents don't look at others and define them by their skin color. Bringing attention to the differences in melanin and placing labels on them is an evil agenda. It's imperative that we value the unique identity of each person and affirm them right where they are as each person continues to take responsibility to grow and refine their character to get along without labels.

We must keep in mind that change in a positive direction will be most beneficial when our motivation is love for both those who offend and those who are offended. No one will change if we simply apply disapproving pressure to them. Those who have mild racist ideas can often change their minds if they realize that they cannot help others if they don't care for them. Do help this, we must care for those who have a misunderstanding of race and make sure our teachings align with their morals. Use their morals (probably a desire to help others) to help them learn to respect everyone.

As a special educator and person with chronic illness, I want to ensure that part of the content for anti-bias training includes intersectional identities, including disabilities/neurodiversity!

There wasn't enough detail in the report to determine the extent of what he observed

It is very important that the entire staffing here in the MSD are properly trained in diversity, equity and inclusion when it comes to students. That includes how to have uncomfortable conversations with students and even other staff. All students should feel supported and welcomed, and that begins with training staff in cultural awareness. If a student knows and sees staff supporting all students, they are less likely to do or say hurtful things to other students who don't look like them. INCLUSION is the most important peice of this entire study and MSD needs to focus more on that, so ALL students feel they belong. We also need to remember, this not only happens at the high school. So these trainings need to be at every level, even with staff at the district office.

This DEI is a total distraction from actual education. I think that this assessment and all these groups for this nonsense DEI need to stop the division. All this is doing is dividing the students and the community even more because if you do not agree with this nonsense DEI then you are against the agenda. Quit with trying to make something out of nothing. The world is full of people who will not agree with everything you say or want and that is just the way it goes. Your are forcing the students to be involved with this DEI and those who do not want any part of it will in time be made to look like a racist or the bad guy. Grow up and let the students do what they are to do at school, LEARN!

I believe that Bill de la Cruz's report completely ignored the systemic racism that exists in the school district as a result of our public school system and policies. In fact, nowhere in Bill's report did he use the word "racism" which is exactly the issue that Bill was hired to address. Building a culture of inclusivity does not occur until people have a basic understanding of the systemic issues that BIPOC people face in our country, society, and local community. It's difficult to examine one's biases without a basic understanding of the biases that we're trying to combat. Additionally, I feel he missed the obvious in his "Issues to Address" and that's the racially-motivated statements, aggression, and violence that students are experiencing on a daily basis in our schools. "Lack of trust and transparency" aren't enough to describe the very real crisis that our BIPOC students are and have been facing in our school district.

My concern is that not everyone was invited to listen/participate in the assessment. I was not asked and I have asked and I know of no one who was asked to participate either My voice was never heard. So, I wonder how many people were really asked to participate. The lack of trust that the district is even being honest about how the interview process was conducted is of concern to me.

Emphasize that it is a community issue not just a school issue

### **After reviewing Bill de la Cruz's Foundational Bias Scope and Sequence Proposal, what strengths can you identify?**

I like that he comes from a place of mitigation and level headness. Not all people in the community are pushing for huge changes in certain areas and he seems to have a grasp on all that are involved.

For the reasons above, I cannot answer this question, as I am skeptical of the report and the percentages he uses.

It looks collaborative and inclusive, with the goal of training.

recognizing biases that we all have is crucial in beginning the work on eliminating them

None

None

The scope and sequence seems thorough and well-planned. I appreciate the "Create a training of trainer's model to build district sustainability and capacity...." As a long-time employee, I have witnessed inconsistent implementation and lack of follow-up with trainings.

I'm not really sure what this question is asking, but I believe that if we make this the new normal at the school, then maybe this will work. It will take time, but I believe that HMS can be a equal place for all.

Clarity of what the focus is in the initial work

Conflict resolution

Willingness to be more involved in the community/district as a resident of the community.

Willingness to learn and improve.

People want to change the current situation, be part of the change. This is seen as a community issue, not just a school issue or even just an administrative issue.

The interest and support of staff, students and community to work together for a solution for the good of the students

I don't understand this questions, strengths of what/whom? Of his proposal? Very few.

Organization and purpose
Active listening
Deep listening and understanding is soooo important. It sounds like he really gets the issues and cares.
He correctly identifies the need to be unbiased and the ongoing need to be training in conflict resolution.
It will build on the current Vector training that we already have on Implicit and Explicit bias.
The ongoing progress and growth to adapt as time goes on
None
literally nothing. this is the biggest pile of s*** I've ever read
There's a point in there about deep listening. That's definitely a strength. I've often felt like my voice is not fully heard. It seems most people (especially today in the internet age) just listen to answer & spout off their opinion. They don't listen to understand. That might be why the district - community relationship is lacking trust. And, well, when we hear stories across the country of school boards acting like oligarchs, shutting out parents who are merely concerned, I become afraid that will show up here in my home town. So, please do emphasize the listening, but with the intent to understand.
Another strength is self-awareness. In my pre-teens through young 20s, I was a devoted long-distance athlete, as well as a classical solo pianist. These 2 activities - combined with my faith - taught me very deep self-awareness. Awareness of what I was doing wrong, what I needed to fix, etc. Self-awareness is so critical in any activity that you want to improve on.
You should focus on teaching, not on wokeness
We have a strong community that cares about our children.
I think the conflict resolution piece is key and I know it would be helpful for staff (including classified staff) to have proper training to diffuse tense situations and have language to address racial and other biases that they might encounter at school.
MSD has held book studies around equity and diversity.
I like the Conflict Transformation Practices workshop
The urgency for implementing bias training asap for all involved
Conflict resolution
I think it's imperative that everyone within the district (and I wish the community) took some bias training.
you paid money for this crap?
Topics are solid
This is a waste of time and resources. Do NOT teach CRT in school or anything like it. There is a reason most states are not doing this.
Need for staff PD and trust amongst the various parties; district, community, etc.
Definitely listened to concerns
I believe this will continue to be a work in progress and continue to be a challenge for Monroe School District to overcome.
Generalizable

not sure
The emphasis on bias and conflict resolution looks promising, as those are definitely things I feel we are lacking at this time.
What I took away from his proposal, was that he wanted MSD to employ him. This was not specialized to our district and needs and could have been copy/pasted from any place that requested his services. I do not support hiring him for further "assistance".
the opportunity to talk and understand how other people feel
Are there any examples of successful change over in Everett based on his work there? Will parents be invited to attend the workshop series?
n/a
None. It seems to be a complete waste of paper, time and money.
Opportunities to get together and discuss issues. Opportunities to realize we have much in common and need to work together.
There is insufficient detail in the documents that were provided to adequately comment here.
I appreciate the direct, explicit opportunity to learn AND practice recognizing bias and addressing conflicts. I think that would be extremely beneficial, especially for staff right now. Between the pressures put on us over the last 3 school years by the pandemic and the increased recognition of race and equity issues in Monroe and the rest of the country, we need this to be able to support ourselves and our students. We can't support students effectively if we can't use these practices amongst ourselves.
Rebuilding trust and including students are great steps. If we can get solid student groups who are willing to help each other stand up for high expectations and morals then we can make a change.
The strengths are that the scope and sequence builds on the skills introduced.
None
The one strength I noted was collaboratively working with teachers, community and students.
NONE!
Few but mostly what we already know
I appreciate Bill's understanding that significant time needs to be committed to staff training. Additionally, I believe it's important for people to examine their biases, and he seems to have a process in place for that. I think his ideas are focused on building a more inclusive culture in our school communities.
I don't know about Admin and Certs, but Paraprofessionals have this training every year. So asking to identify strengths from a foundation that is probably charging thousands of dollars to 'enlighten' us is something I find difficult to do. The problem in this district is not that we don't know what implicit and explicit bias is, how to identify it, or how to combat it. The problem is that it has not been applied at district level. District Administration has consistently ignored the racism that has impacted our schools for a very long time now. Justin Blasko and his cronies on the board have allowed this to happen. So, until Blasko and the entire school board are replaced nothing will change.
A training plan
Training to resolve conflicts and to have useful tools in difficult situations.

**After reviewing Bill de la Cruz’s Foundational Bias Scope and Sequence Proposal, what do you think is missing and/or have concerns about?**

I don't feel safe speaking up as people are continually being targeted by a certain group that does not think the same as others.

I am concerned that he may have skewed the data to try to ensure a contract with the Monroe school district to "fix" the situation. I know I am still studying to enter the field of data science myself, but the first thing we learn is to be skeptical of percentages. The percentages he gives tell me nothing. He could have had a sample of 30 people to get these, for example. Unless I can see the actual numbers he used in determining these percentages, as well as the questions asked and in which situations they were asked, I do not think this report is valid nor conclusive.

It lacks directness towards responding to the overt acts of racism in the schools. Staff and community leaders need tools to address these as they occur, with full support of the MSD.

nothing

There is no discipline in The schools

The term "your truth" is misleading and disassembling. There is only one truth or measurable fact. All else is your perception of the truth. I agree we should be respectful of others perceptions.

My concerns are diversity for the sake of diversity makes no sense. I think teaching tolerance is better than teaching diversity because it is how the real world works. I think equity and diversity are the new buzzwords and we should be teaching kids to be tolerant and TEACHING them. My daughter brings home work about, what should I do when I feel this, what should I do when I feel that. This is not the school's job. The school's job is NOT how to teach feelings but it is how to teach curriculum such as math and English. I think the schools are failing in teaching what they should be but as long as everyone is on the diversity train we'll succeed. I watch as my child struggles with basic math and spelling that makes me cringe. I wonder each time I watch my kid struggle with actual schoolwork and think , "How is she going to pass? How is she going to do next year?"

Common sense

After reviewing the proposal, I am concerned about two, full days of training with heavy content that could get emotional. Would these be two consecutive days? Would they be in August? Would they take the place of other professional development or be in addition to other important work that also needs to occur?

I think I already answered this question in my previous answers.

Uncertain WHO is involved in this based on the proposal provided

It doesn't do anything to address the biggest issue which is trust and transparency with the community.

I've been through Bill's trainings in an educational setting. I would suggest cutting the time in half.

Too much focus on woke ideology

It is a start/ beginning. We must recognize the need for follow-up training and evaluation. Also the need for personal and community accountability for this to be more than just another course.

He is not the only purveyor of D&I training. Heck, a regional company makes their training available for free (<https://www.microsoft.com/en-us/diversity/beyond-microsoft/default.aspx>). I hope the district would investigate other options.

I think it is a lot of feel good suggestions, but actual substance and clear directives forward are vague as usual with these types of reactionary attempts to save face.

See answer for first question
How to teach the parents, the students?
There is no purposal or guide lines to establish a healthy balance of culture morals from the community. Who decides where the balance of what are kids will be taught? If it's not the parents, more funding will be voted down.
Where are we going to get PD \$'s now that the Levi has failed. The proposal is most likely a cookie cutter program that Bill de la Cruz uses for everyone that he contracts with. I don't see any real specific action items to address anything individual with the Monroe School District. The assessment was extremely brief and there were areas of redundancy in next steps and outcomes which may be by design.
I feel that there is a missing piece within combating different types of bullying against different types
Focus on teaching kids and not equity
rational thought realizing the district got hustled hard
So, who exactly is going through these sequences? Is it the staff? I do wish that all school leaders would be required to read material like "The 7 Habits of High Effective People" and "Crucial Conversations." Books like these encourage deep self-examination and self-awareness. The influence that one holds as a teacher (or any educational position) cannot be overstated! The ripple effects will carry on for years to come!
You should focus on teaching, not on wokeness
It was very and heavy on terms and words that might not be easily identified by everyone, idk and it was also kinda vague, like idk
Concerning the staff does not feel they have a voice. They are directly influencing our children daily, they are the people with a pulse on truly what is going on in our schools.
Training/curriculum for students.
The equity/diversity training needs to be district wide and not up to individual schools. Everyone needs to participate in the training beyond a one day PD day. How are we incorporating it into our practices within MSD? How can we include families and students? How can all voices be heard? A big concern is protecting teachers from parent/community push-back when there is disagreement about teaching equity/diversity.
I am concerned that Mr. de la Cruz will not receive support from staff and the community because he was hired by a Superintendent who is on leave and under investigation. I believe that obstacle is greater than the actual work that needs to be done. In order to fully move on and build a safe space for the work that so desperately needs to be done, a clean slate is needed. Someone who has not been influenced by Dr. Blasko. There should be no doubt in anyone's mind that whoever is hired is the best candidate for the work. I believe there is enough doubt, that the true work won't get any traction and we will spin our wheels and waste money.
As mentioned above: within this proposal must be a plan to increase diversity among administration, school board, staff and teachers.
Being able to have hard conversations is a learned skill. However, one gigantic thing that is missing is teaching our children. Adults can learn this stuff all day, but it is the KIDS that need to learn as well. Leaving them out of this will not help facilitate change, it only shows that we don't believe our children can step up the plate and make changes in themselves.

Would there be a way to partner with the community to offer bias workshops that are open to staff AND parents/community members?
you paid money for this crap?
We, teacher, need more training on how to have discussions in class around race and racial issues and bias. Even at a young age, kids are aware. How can we address these without adding to trauma.
Why are you focusing on this? How much did this evaluation cost?
Proposed timeline/sequence of events
Solutions are missing...suggestions...
Staff/student specific training on profiling others.
Follow up on district failure to take corrective action
Follow through and fidelity checks
I am concerned that there are no specifics in this report that talk about the many different types of implicit bias that exist. What about autistic students and staff? What about LGBTQ+ students and staff? Are we only focusing on racism, or are we actually trying to address ALL forms of inclusion, and the biases that other oppressed communities face in their everyday lives?
Nothing in his report seemed at all personalized to our district needs. I do not feel that Bill is a good fit for what our district requires at this time.
looks good
District implementation and follow up. We start programs but there hasn't been consistent, longevity follow through.
Concerns - looks like a waste of money that the school district does not have. Also looks to be the same nonsense being taught around the nation.
When hearing his presentation, I wasn't sure how he could help us. I listened to him for over an hour and had no idea what his purpose was. I read the proposed agenda, and it seems vague. My concern is that we will have this two-day training but honestly won't have anything to take from it.
none
The political agenda concerning Critical Race Theory and Social Justice is anti-Biblical and smacks in the face of good Christian belief: "We regard no one according to the flesh." These beliefs are the most accepting of people - I am concerned that they will continue to be rejected and labeled as evil.
I have SERIOUS concerns that this proposed training will be a "One and Done" training. Monroe SD has done that *A Lot*. Every year, it's a new training and then we move on. This is not professional development that should be walked away from. We should have on-going training and reflection around this, because we have staff turn over and we are human -- humans need practice to build skills, beyond just one or two days. We need a chance to try our new learning and be held accountable for the learning and our own growth. It would be interesting to see what the "next steps" from Mr. de la Cruz's perspective would be after we finish this training.
Students must take the initiative to love everyone and overcome individualism. Keep in mind that change comes from the bottom up, not the top down.
My biggest concern is the intersectional identities of our students/staff/community members, especially as students with disabilities/neurodiverse students/staff are often misunderstood and/or bullied.

Not enough detail or description of issues identified
I have concerns about the INCLUSION piece of DEI. Students will thrive in an environment where they feel supported, safe and included.
What about if you do not want this DEI at the school? Where is that part?
ELL ELECTED CLASSES and inclusive in after high school college info like running start technical programs and ORTC
There is not nearly enough time spent on how to address issues of racism in our schools. It's well and good for us to examine biases (which needs to happen), and determine how to manage conflicts, but staff need specific tools which will help them interrupt the cycles of racism in our schools right now. Additionally, I don't see any mention of transforming our teaching pedagogy to be more culturally inclusive and responsive. Curriculum isn't enough. Our teaching needs to be culturally inclusive at its core, and it takes a lot of training and work to build that type of environment in the classroom.
I would like to see the actual number of incidences that have happened here in Monroe as compared to other WA state districts.
Paras have this training every year. I am assuming everyone in the district has as well. As I stated before, no amount of training or dollars spent on training will help until the leaders in our district act like leaders. They are more concerned about their status in the community than the impact their ignorance has had on the very community they are obliged to serve.
Time involved and how will that be accomplished for the staff and the cost
I am worried that the training is only two days and then what will happen? Whats Next?
That there is not even with ELL children

**Do you have suggestions or ideas to share with us as we work towards becoming an equitable and inclusive district that accepts and celebrates diversity?**

Have a better safe place to talk, Facebook gets taken over by a certain group, and the meetings are the same people that try and call our members of our community that are trying to do well.
As someone who has lived and taught in a foreign country, as well as a member of a multiracial family with biracial children in the school district, I can unequivocally say that I have never seen any discriminatory or non-inclusive practices in the school district. We should not strive for equity, but equality. Those are different concepts, and I will not have my children's education lowered in the name of equity. Give everyone equal opportunity to excel or fail. Most will chose the former. Equality builds people up. Equity, on the other hand, lowers everyone to the lowest performance levels. They are not the same.
I would suggest sending a clear message that abusive hate language won't be tolerated. Once the staff sets this example, the students should follow suit. No exceptions. With extreme prejudice.
it needs to start at the top and go all the way to the bottom or the structure to eliminate institutional racism and bias

Punish the students in wrong not the victims Consider suspensions of some type until the behavior is changed or put teachers on leave who were swearing at my children and telling them not to talk in the lunch room

Accepting and celebrating are two different things. Children need to learn facts in school, how to critically apply facts and draw their own conclusions. Sometimes they will come to the wrong conclusions. Schools are running into problems when they begin trying to teach intangibles. School can not teach morals, values and culture. That is why humans have parents, family's, group affiliations and religion.

Teach the basics and tolerance and leave the feelings to be taught at home.

My only suggestion is that we commit to fully implementing a plan of action and doing so with fidelity!

I think we need to ease our way into things if all we do is hold assemblies then this isn't going to work. We need to make things normal. We need to support those who feel unsupported, and if all we do is tell people not to do stuff and give fun facts to students that's not going to happen.

During a time when the district is begging for money, I find the use of funds for this consultation to be unwise.

I really don't think most of the issues raised have been about racism. I feel there's a lack of action about bullying in general regardless of race. So many incidents have been reported by parents of children as young as kindergarten being continually bullied without administrative action. If Monroe schools have no tolerance for bullying there won't be diversity issues either. Protect all the kids regardless of race or gender.

Respect opinions of those who prefer a more balanced/moderate approach to tackling this issue.

Hire staff using transparent methodology that uses a lens on equity in the hiring practices to create a more diverse staff

Focus more on equality and less on equity. Both are important, but far too much emphasis is being placed on equity.

At this point to not stop here, but to continue the process and be inclusive in the process. We all need to be heard.

If the leadership - board, admin, principals, senior staff - does not consistently and correctly demonstrate addressing biases and fostering inclusion - no one else will either. This community is probably ~1/3 supportive of modern D&I initiatives; 1/3 not really up to speed but could be taught; 1/3 thinking D&I efforts are useless or harmful. For the sake of our marginalized students and staff, the district needs to concentrate on getting support and buy-in from the first two populations, and embrace the paradox of intolerance for those that would never be open to initiatives of inclusion.

I think it's a lot of talk, with no real way forward. Stick to principles that are fair and equitable and don't waver and there is no issue. The rest of the committee talk and other nonsensical meetings are really just a waste of everyone's time and tax money.

Invite people of color to speak with students about topics related to the curriculum (authors, scientists, professors, artists, etc.) on a year-round. Hire a diverse staff. Have a "sister" school or community to correspond and bond with. Hold cooking demos in the cafeteria featuring culturally diverse meals. Offer intros to multiple languages with casual talking partnerships after school. Ask students what they need and what they want.

I think it is important that we have these conversations in large groups as well as small groups. It is good to share out with the class but I think it would also be beneficial to have opportunities for conversations 1 on 1 with teachers/staff about our feelings.

Would like the education for the HS to also be done at middle school level.

Just as we teach math, reading, and require PE, we should also teach equity and inclusion within the curriculum. Issues in Highschool don't just suddenly arise. The feelings that led to the incidents grew from within the family.

I don't know that we need to celebrate diversity and work on being equitable and inclusive. I would say those things are in our nature when we come together as a community for the good of one another. I would rather see community events and meetings that bring people together and unite them in their love and dreams for their children's future. In relationship you will see inclusion and diversity birthed.

From my limited exposure and observation I think staff are already receiving bias training which is at the heart of the issue. The focus should be on students and parents to receive the same messages. Much of the staffs concerns with the district were with their children experiencing issues of bias from other students.

I feel as if it needs to include more work to inform students about the history of these diverse groups

Worry more about teaching students

Drop this idiot consultant and maybe you won't keep losing your levies.

While these things are not bad in and of themselves (D.I.E.), I do wish that we could collectively zoom out, look at the BIG picture, and re-evaluate the inter-connectivity of it all. Please recall that to diversify means to divide, based on \_\_\_\_\_. Fill in the blank, whether it's money, activities, people, etc. Is division what we want?

I work with microscopes every day at my job. It's very easy to get over-focused on one problem area, and as a result, lose focus on the function health of the whole. Additionally, the ease with which we tend to point the finger and point out others' wrongs cannot be overstated! It is imperative that we take a step back from this kind of behavior.

Incidentally, my oldest son (6 years old) is VERY social and always telling me he wants to be friends with everyone. So, I'm not even bringing up the race card. I merely continue to encourage him in what appears to be his natural-born strength!

You should focus on teaching, not on wokeness

I am not 100% convinced this is the root issue but his report did hit on what is the #1 issue in my opinion and that is lack of trust in our schools and schools do not trust the community.

I think it's really great that we have community partners like Monroe Equity Council to help us with this. It will only make us stronger and kinder as a community to work together to address these issues.

We need a safe, open minded group (or groups) formed where these conversations can start. People need to approach conversations from the lens of positive intentions and education so everyone feels open to sharing without backlash/judgment.

I highly recommend hiring a DEI coordinator/administrator. I also believe that Family Engagement needs to become a priority. We have a wonderful community full of diverse people and experiences. Bridges need to be made to bring them in to our community. Parent leadership teams, parent engagement classes, etc. Parents need to become recognized as assets, not barriers. And if there are barriers, our job needs to bring them alongside us in their work. Parent engagement improves student academic outcomes as well. Please let me know how I can support this work. I am very passionate about this and see so much potential for our Families.

Make bias and diversity training an ongoing high priority - one can not take one class and think one has mastered the skill

Start involving the community more, start with the kids and teachers, stop skirting around everything, have your eyes wide open. Have a 0 tolerance policy and STICK TO IT! I know you are trying, but you continue to fail when you don't hear concerns, when those that are actually having issues can't express those concerns.

See my answer to the last question.

you paid money for this crap?

Examining our own biases is important but we also need to training on how to handle issues/conversations in the classroom and how to adjust our teaching to be more inclusive.

We would like to opt out of training.

List suggestions....post on social media responses to concerns and reasons to support why some might not still agree....for example...if disciplinary action is taken towards a staff member...state that. Not specifics, but state that. Continue to post about all we are doing to include ALL students and families.

I believe that stricter policies need to be enforced for staff that break policy regarding any type or form of discrimination!

Review reports and incidents of harassment, and follow up with families/targets

I suggest that we stop saying the word bias in a generalized sense. Racial bias. Classism bias. Neurotypical bias. Cisgender bias. Heterosexual bias. There are many different forms of implicit bias, and unless we state exactly what all of these biases are directly, it is extremely easy for our own privileged bias to shine through and cause us to forget that those different varieties of bias even exist. It's not enough to say "let's address bias," we must be specific about the types of bias we are addressing, or some of our communities will fall through the cracks.

I believe that the choice of hiring him for this assessment was an "easy" choice made by the school board without any thought behind it. Any research into his background would show that he is not a good fit for our school. He is a salesman, selling himself, so of course his assessment will be trying to sell us that he alone can "fix" our district. He has no real investment in learning about our situation or our schools.

have staff, students able to talk and understand one another.

not at this time

Yes! Drop the DEI B.S. Try living up to Martin Luthur King Jr's Dream - "...I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Let's NOT teach our children that all white people are racist, or that all people of color are victims. Let's instead teach them we are one American Nation in which all people have the opportunity to live free without a totalitarian government dictating how to think, how to feel, and how to act.

Equity and inclusion should also include teachers, elected officials, and staff. Not just children and parents.

Get back to focusing on math, reading, writing, science, social studies, and foreign languages and providing organized athletics.

See comments under the concern section. Please recognize that this isn't something to "one and done" and walk away from . This should forever be a part of our on-going training to increase our depth of understanding and capacity for supporting racial bias and equity issues. Do not disband the committees following the "conclusion" of this work (as the previous committee was disbanded). Please keep these issues at the forefront of our minds and hearts, even as we make growth and strengthen our community and schools.

Include the students and the community. People want to help, so take advantage of churches, ASBs, and other organizations that are ready to serve.

In our assemblies (which we should stop having during ACT) we can have some students give speeches because they are sometimes taken more seriously than the administrators.

I have seen students face comments made by staff and students about their disabilities or neurodiverse status that could be avoided with better training.

Listen to more impacted groups and act with empathy. Quit checking boxes and do the hard work to really make change.

Have Glen Singleton and his team do an in-person training for the entire MSD staff. We need something interactive, with real life situations and how to deal with it head ON!! HOW CAN WE FIX SOMETHING WE CAN'T EVEN TALK ABOUT!! We need to have those COURAGEOUS CONVERSATIONS!!

Recall the school board members and the superintendent. We need people in their positions who actually care about the children and their education. Not some smoke and mirrors group that ONLY cares about causing more divide.

Yes involved the Hispanic community

I would really like to see more candidates interviewed for this position. The interviews should be transparent and the panel should be representative of the important players in our schools and communities. I'm not sure if Bill is best for the job and it's difficult to say yes or no based on his viewpoint alone. Seattle School District has done some amazing work around this subject, as demanded by the feds, so I would suggest looking there for some additional candidates. Only once we have multiple reports and recommendations does it make sense to make a decision. And this interview process needs to happen now. This issue continues to get kicked down the road and it's time that we change the status quo now. That starts with finding the right consultant(s) to provide staff with the education and tools they need to be effective change makers in the schools.

Replace Blasko and the entire school board for their blatant disregard for those they have been entrusted to serve.

Stop blaming leadership for the actions of students. Remember the students are still learning and developing.

**We are planning to establish an advisory committee, made up of students, staff, families, and community members, to guide our Diversity, Equity & Inclusion (DEI) work to ensure we are meeting the needs of our diverse stakeholders. Are you interested in being a member of the DEI advisory committee?**

- 35 - Yes
- 47 - No