

December 17<sup>th</sup>, 2018

**BSD – EAG Meeting #6 Notes**

- Tonight:
- 1) Opening
  - 2) Research team report
  - 3) Last few policies
  - 4) Let's prioritize policies
  - 5) Organizing the review
  - 6) Student's Thank You cards

**6:05pm Opening: "Turn to a neighbor"**

- Reflect on last week's panel or a video/article you read & related to our work. What sticks with you?

Jill R.: If the student panel from last week went home and talked with their parents or did it just stop there?

Ana G.: Reflects on student and this is a week before break. The power that we have as educator. All those students have an impact, we need to find a way to find that connection.

Maina T.: Interested about bringing in a group of white students to come and talk.

LeAnn T.: They shared their stories, now what do we do with that?

Ana G.: One student (Yohann) he was trying not to complain. Even for me, it was emotional to hear him say, "Just treat me like you would a normal kid."

Keri D.: Till this day, I still send my business law teacher cards because of how much of an impact they have had on me.

Jennifer H.: Oumie and her words on prom, if we can change something, that's one of the thing that we should be able to change to show them we are working on policies that are effective.

Shomari J.: Patty S. is working on the prom date. Turns out, all but one school had a different prom date.

Ivan D.: I want to shout out to Shomari for doing that, getting to work on it the very next week.

Jill R. There is a clear divide between the Gifted and non-Gifted.

Ana G. I wonder is it a visual between Gifted & non-Gifted? In a school setting, is it visible that they are different demographics?

Monica W.: Yohann had mentioned that the LGBTQ group are isolated. How we need to be more inclusive about those groups that are small.

**6:25pm. Research team report → Refer to PowerPoint**

Dallas Independent School District Slide

Jennifer H.: It doesn't matter the amount of students in the demographic. I like the paragraph because it's strictly strong and effective about the acknowledgement in historical racial inequity.

Ivan D.: I like the outcomes, specific outcomes on them with seven key areas. A lot of opportunities like #4 about leadership & accountability, would be a great conversation to have. There's a lot of work that still in process from what they created here.

Lynn J.: Plus 1 for me for calling out racial inequity & investing in all individuals.

LeAnn T.: I think the other part that stood out to me is #6 that internal & external community partnerships. Especially here in Bellevue, there's so much work in that collective impact with internal & external partners.

Jennifer H.: Can you drill down even further into the seven outcomes? For example: can you see where & what they are doing behind the programs?

Paul S.: This is so new, I wouldn't be surprised how far if they wanted to drill. These policies are ambitious.

Monica W.: How do we make sure that teachers & staff are utilizing the rules?

What does Position Equity mean? Position the work as central in the district's overall work plan

Stephanie C.: Any commonalities in the name or title? For Dallas is racial socioeconomics equity policies. Here & there, people hear equity but still feel left out.

Huaxia Z. Why is it called equity? Why is it called racial equity? Visual equity or Equity w/ Excellence.

Paul S.: Title would reflect political reality of the place of the equity policy being adopted

Huaxia Z.: We want to care about all students, even the ones who are doing well & the ones who are not. Try to find a way for the excellent students and the one left behind to meet each other.

Jennifer H.: I have the belief in equity in general, that when you are talking about equity, you might be calling out specific groups, but I don't think that means that all students aren't moving forward. The policy calls out groups that are identified historically as being represented by achievement gaps. I don't read this to mean that high performing students aren't going to have access in programs. Maybe we all don't read that the same

Huaxia Z.: Equity serves all students, not only the ones left behind. "All students" means it covers students left behind and good students as well. A student can have high AP score, high grades but are not well-served mentality or social wise. It could be two separate concepts.

Jill R.: Did inclusion come up? Equity & Inclusion?

Paul S.: It's hard to tell if the districts value them equally. They have done a lot of work and inclusion is a part of that. The extent to which they call out special ed student or students with disabilities, off the top of my head, I can't recall. But I would be surprised if they didn't include any of that. There are different overlapping ways that equity meets different groups

Monica W.: Some have inclusion policies, but some only have equity policies.

Jill R.: I know within our district, it comes up a lot. I am just wondering how other districts talk about it.

Huaxia Z.: Equity is broad in coverage. These school districts chose one thing each that is important to work on, not all of them.

Paul S.: If we as a district consider adopting one of these policies, we have to make sure that we do all of that clarification work so how we are framing equity matches who we are.

### **6:51pm. Last few policies through the Framework**

John H.: For the sake of time, I am going to share which I think are closer to being valuable in terms of the policies we want to look at.

6102 – Yes, fundraising from BSD (does not cover fundraising in PTSA or student body)

- Paul S.: To what extent does the district or particular school have governance over PTA? To what extent are those bodies separate? And to what extent are there oversight?
- John H. PTSA are typically separate corporation. They are very much in partnership with us. They are a separate organization with separate governing structure, but they work closely w/ school principals.

6114 – Donations. Yes.

- Lynn J.: If PTSA say we need extra certificated people in our building, can the principal say no to donations?
- John H.: They could but it is hard to say no to a donation that meets and is consistent with the mission policy. That's why the donation policy is a good one that we can look at because it is pretty inequitable.
- Jennifer H.: Which is what I like about the BSF, large donations were given in the name of the district and you all are doing a great job of equitably distributing the fund.
- John H.: One thing that is not reflected, if we choose to look at donations, I am going to suggest that we look at what is proposed for the board consideration. One thing the community recommended is that donations be the donations & grant. Which is money without strings attached or grants for specific purpose or there's a certain thing the organization at the school has to get before receiving the grants.

6600 Transportation – Yes.

- John H.: This policy basically says if you live more than 1 mile from school, you get to ride the bus. At the high school level, you get an orca card if you live more than 1 mile from school. It says bus driver can refuse service if children are not behaving well. In a discipline process, potentially disproportional, I don't know if that is true. Other than that one piece which is covered in our student classroom management corrective action policies, I kind of figured that is covered there.

- LeAnn T.: I want to speak from my experience because that was a topic I was dealing with today and it's not covered under the district's classroom management policy, because it's not an action I put in for the child, it is something that's put in place by the driver. So I think it fits in the framework.
- Pat H.: Does this relate to access to transportation for after school activities?
- John H.: No. For all district activities, there will be transportation provided. The only exception is that we have some practice sites that are not campus, there is not transportation for that. From a discipline point of view, we can include it
- Huaxia Z.: Transportation for students who need extra help and tutorial? Low income student?
- LeAnn T.: We used to have 2 routes, one after tutorial, one after activities. Now, if you want to stay for tutorial, you have to do an activity. Otherwise, they will not let you on the bus if you don't go to an activity.
- John H.: That's a good point, there is no differentiation with respect to income level when it comes to transportation to and from school, it's just about how far you live from school. The only exception is when students who are experiencing homelessness, if they qualify under McKinney Vento, transportation is provided to and from school. We have students who are outside of the districts that we transport from home to school and back daily. There is that accommodation.
- Ana G.: This is my 2<sup>nd</sup> year teaching 5<sup>th</sup> grade trying to get the kids into middle school. I have families who are out of district and parents are divorced. I guess I am still unclear on what the policies or where it's written that if I have a child, drop them off at a certain bus stop. Thinking about our dual language families and first day of school and kids still don't know about this.
- John H.: We do not offer transportation for open enrollment or choice school

#### 4130 Parental involvement → Parental involvement in Title I – Yes

- John H.: It's this nice policy encourages family engagement. Then there is a separate section because it's Federal Law about parents & families involved in Title I schools. Family engagement is one of those classic issues. It's got to be worth the consideration for the mere fact that family engagement is really important.
- Pat H.: This could be one that can enhance equity instead of getting rid of a block.
- LeAnn T.: I think when we wrote this one, the huge chunk of it is Title I parent involvement and those are Federal requirements for that number 1 can be changed. Not a lot of them are able to be changed but they can be enhanced

#### 4220 Complaints → Staff & Programs – Yes

- John H.: Basically, it's a policy that if family, students, parents have a complaint of a program or staff, it explains a process for that to occur. The reason why, what I can tell you in practice, the family that has agencies and use this policy is not equitable at all. We have not done the data but if we were to track 4220 complaints, there would be a clear pathway to the communities that you would expect parent complaints to come from.
- Haruka K.: ELL parents cannot complain, but if you have resources, you can complain.
- John H.: It could be about concern about staff member behavior or action, break between periods isn't enough. Often times complaints about decisions. We try to not use this policy to deal with decisions. The satisfactions may or may not be a complaint and focuses on about

programs or staffs. Suffice to say, most of the complaints are not about programs, they tend to be about staffs. Is this a policy that assures that no matter who you are, where you live, your racial background, your ethnic background, is it a policy that folks have access to file a complaint?

4237 Contest, Adv., promos → Can combine with 6102 Above

- John H.: It's a basically a parallel procedure to 6102.

4310 Relations w/ CPS (Law enforcement & county health) – Yes

- John H.: This one quantifies our relationship with law enforcements, CPS and county health. We don't deal with county health unless we have an outbreak. It basically says superintendent needs to establish procedures that handle child abuse with neglect and any kind of situation that law enforcement is involved in. It's policy that speaks to having a healthy working relationship with our law enforcement and CPS colleagues. On the surface, it would appear to be equitable but if we were to look at data across nations, there is a pretty significant story to be told.

**7:15pm – 7:32pm Vote on policies & form teams.**

Overall District Policies: Paul S., Monica W., Chhoun M., Huaxia Z., Stephanie C. (w/ John H.)

7:40pm – 7:55pm. Agenda & Plan for 1/9/19 & 1/29/19 meeting.

**Discussion: Will we be able to reach out to constituent groups or friends to talk to them about these policies as we review them?**

- Pro – we get more perspective, more people get to participate, it broadens our lens
- Cons – We don't have a process, it won't be used equally, some people may use it to lobby or vent. The board tasked this diverse group with this work. There will be other public, formal opportunities later in the process for public to get involved.
- Conclusion – No, we will not reach out to others during the review process. We will, however, create the means to give input to each other on policies we are not directly working on (Jan 9)
- We can also request data from BSD (John H or Shomari J) or use existing data from our PTSA groups to help our process

**Question:** Can we use the resources we are using here in other settings? YES

Board update on 1/15/19