

May 27 2020 EAG Notes

In attendance:

- Staff: Ivan Duran, Shomari Jones, John Harrison
- Committee Members: Alma Gonzalez, Betty Nhan, Brooke Garcia, Haruka Kojima, Johanna Wong, Kimberly Walker, Lena Pothitou-West, Maina Train, Melody Birch, Mohammed Bakr, Myra Arone, Pia Dey, Paul Sutton
- Guests: Board member Christine Chew, Consultant Lisa Relou
- Facilitator: Pat Hughes

Critical Criteria:

- Initiate, Plan, Do, Study, Adjust: CC being used under the initiate level and in the study
- After using the CC that EAG recommended in 2019, for a bit, some improvements have been made. The questions have been consolidated into five groups of questions. See attached document. (Also filed in MS Teams)
- Column 3: How to identify the risks/challenges so they don't get lost, address them in the current or future actions
- How will it be used: Mandatory – it will be invoked for new policy, budgets, programs and processes.
- Since it was adopted, if something got to board without a Critical Criteria review, it didn't get on the board agenda. It's now part of the reporting process, it's embedded in the up-front work.
- Internalizing these into our every-day work, can be used for adopting new curriculum
- What does the collaborative discussion look like around risks – what's acceptable risk/not to prevent or promote something going forward? In the risk mitigation – measure how likely the risk is, might still go ahead, and then check back. If we go bold and encourage people to be innovative, if the inherently racist structures are to be broken down – there will be risks in upsetting the status quo – so the discussion is how to include and mitigate, not “can't go forward.”
- Actions – CC will address column about risks
- Will other groups be able to use to get an initiative or program going?
- Address potential implicit bias for those using the tool: “How DID you involve each group...”
- What is the responsibility for all of us to come back and see if it was accountable – who checks...? If it's folded into planning and reporting process for board- the board can hold whoever holds the project is accountable; at a higher level – is it who holds the district accountable for using this over time? Longer term – schools can decide where to put accountability focus – program level, or whole story for our kids level. **Three Group Presentations**

What happens after our recommendations are made in June? They go to the staff assigned to these policies/procedures.

If there are other outside policies and procedures, such as budget issues – (i.e., additional counselors, restorative practices capacity) conversation will begin, and we work towards them.

Annual Report on Equity and Accountability

Commitments are codified in

Student Forum #2 on June 8 to loop back with any student who participated.

Announcements: Losing Pia to a busy schedule, Myra off to Canyon Park next school year!

For June:

- Format for final recommendations – two pager from each group, use the template on MS Teams
- For June – next steps for recommendations
- How the recommendations are integrated and follow through
- Annual Report on Equity and Accountability: John and Lisa Relou