

## Board of Education

### Community Forum

Nov. 13, 2018

#### Notes

The Board of Education held a Community Forum on 11/13/18. The evening began with presentations by Campus Construction on the phasing plans for upcoming capital work and from Dr. Marlowe Washington, District Diversity Consultant, on district initiatives related to diversity, equity and inclusion. Then the community was split into two groups and asked to provide feedback. Administrators and BOE members were asked to listen without responding, as much as possible, so that community members could provide as much feedback as possible. The notes below summarize feedback that was provided. Text in blue are district responses where a question had been asked or clarification was needed.

### Spagnola Group

1. My children love coming to school

GREAT!

2. District looking at homework practices.

The curriculum council and teams of teachers have continued to discuss and explore developmentally appropriate practices for homework. The focus has been to shift to depth as opposed to breadth. We expect changes to continue to be made in this area.

3. No cellphone at TCMS – something similar at BHS?

BHS will review their practices and consider this as an option when next year's code of conduct is reviewed. Generally, cell phone use at BHS during the day has been handled well by students and on a class by class basis by teachers.

4. Staff training on implicit bias?

K-12 training has been conducted and the district is planning additional training for all staff during professional development this coming year.

5. Is there any training for White students re: implicit bias privilege?

This is not an area we have worked on yet, but will be important to consider as we discuss our curriculum and instructional practices related to diversity and equity.

6. How are the makeup of committees determined?

The Blueprint work done during the summer provides the district with direction for the year. Administrators in charge of working on an area that includes committee work determine the number of parents and the grade levels needed. A districtwide email requesting volunteers to express their interest is sent out at the beginning of the year. Applicants are reviewed and committee members that will meet the needs of the committee relative to grade level, possible expertise and experiences are asked to participate.

7. How do we know if we are effective?

Constant review of hard data and the feedback (soft data) that we receive through district surveys, thought exchanges and ongoing input provided to the district.

8. What will it look like in the end?

Great question. We're hoping that our graduates are intellectually, emotionally and in all ways prepared to take their best next steps. What this looks like is constantly evolving and based on what each child needs and desires.

9. New hires – need to hire more diverse staff

We agree! A subcommittee of the Diversity, Equity and Inclusion Committee is working on just that and will be making recommendations this spring.

10. Amount of homework in student handbook – too high to meet minimum – an overlooked outdated policy?

Yes, this is being worked on. Please see previous item.

11. Continue dialogue of start times – need fresh eyes on this

We continue to look for ways for this to happen in a fiscally responsible manner and one that takes into account the needs of all students and community members K-12. We're studying potential capital solutions and hoping that the implementation of full-day K requiring transportation changes in 2021 will provide an opportunity for some change in this area.

12. Evening meetings for committees – some voices may not be represented.

That's a good point and one that we should explore further.

13. Does thinking about an end the right way? Too limiting?

Good question. Please see previous response re: outcomes.

14. Is there a model community we can refer to? (racism, inclusion)

We're always looking for one. We continue to try and learn from others who are doing parts of this really well. A team recently worked with educators in NYC who have developed unique and impactful programs in these areas. Their work will have an impact on our efforts.

15. How many workers will be hired for construction? Will they be able to find them? Two shifts – get done sooner?

This number has yet to be determined and is based on how contractors bid and eventually choose to complete the work. We have focused on least disruption and safety and efficiency and have been open to all options.

16. TCMS parking/drop off

We have increased staffing and consulted with BPD on this issue. We will be looking at routing, but we are begging community members to pull up to the crosswalk and to consider allowing their children to walk or ride whenever possible.

17. TCMS activity night (parents and students like them)

We do too! They've been going great. Thanks!

18. Communication intramurals TCMS

We'll work on this and appreciate the feedback.

19. Would love discussion/examine lunch schedule – BHS – mandated lunch period – do parents know the option? Early on, 8<sup>th</sup> grade

Okay, will do. We'll ask BHS to consider what this would look like and examine this practice.

20. Seating at concert TCMS/BHS at same time.

This needs work and changes will be made this year. Thanks!

## **Rioux Group**

1. Urban-Suburban Students – decline in performance due to standardized tests and ASI services that embarrassed the student and did not feel like her benefitted from. Transition to Brighton – make sure we show our care (how to engage families – enhance communication – connect to another family).

Good suggestion. We have increased programming in this area and are always looking for new strategies. This has been a focus of the Diversity, Equity, Inclusion family engagement committee. ASI services are determined by state tests scores and consultation with families. We can work on our communication and collaboration in this area.

2. Interest in learning about special education numbers – discipline and behavior data for special education students; students of color in special education and see the results of discipline data for subgroups within our district

This is being studied by the leadership team this year. Data will be presented and recommendations for improvement made this spring.

3. Wellness in Schools – look at factors that contribute to stress – time allowed to eat; no lunch at the high school (what is the impact?); do kids have time to eat? How can we help kids get more sleep? Eating breakfast; family support – what works (i.e. device use); some kids sleepy at school

This is great feedback and will be provided to the Wellness Committee for future consideration.

4. Nurse – availability of breakfast – helping educate parents on how to prepare the students; Partnership with parents

Thank you. Great suggestion.

5. Urban-Suburban students – orientation process? Engagement barrier for parents of students in the program; what more can be done? Establishing a mentor program for parents and students.

We work closely with the U/S program staff and an orientation program is in place. A mentor program sounds like a great idea.

6. What is school's role to teach wellness – sleep, wellness, should it be part of the curriculum

This is part of the health curriculum and we should continue to look for ways to promote health and wellness initiatives in the district.

7. Discipline and suspension rates for all subgroups

Please see previous answer. This is being reviewed and is an important topic for the district.

8. New families integrating – combat the suburbs “clique”
  - a. Contact sheets for new families
  - b. Calendar for new families

Excellent suggestions and will be forward to the family engagement committee who is working on this very topic.

9. Diversity and Equity – there should be a balance and focus on what Brighton is great at – academics – identification for AIS before help; is there an in-between for the average learner – what supports are available for the middle.

Absolutely. Thank you. Great feedback.

10. Direct learning on diversity education issues – allow kids to teach parents

Great suggestion.

11. Elements of diversity that people can't see – important education element –

Agreed. We've tried to include that in the DEI work and will continue to make this point.

12. Availability of program review for special education – access to special education program evaluation

We're happy to provide this. Please contact Kim Lanzafame for more information.  
[Kim\\_lanzafame@bcasd.org](mailto:Kim_lanzafame@bcasd.org)

13. Teaching topics around diversity at school – families can reinforce at home

Absolutely. We're all in this together!

14. Some of our kids aren't feeling as impacted as adults

Thanks. We're sensitive to that as well and have been reaching out to students as need to continue to be our focus.