

Minutes 10-14-14

Print synopsis for each meeting – full version electronically

In attendance – Mandianne Berg, Eli Humphrey, Eileen Klawitter, Kendra Fleischman, Chip Galaty, Lara Kirksey, Denise Goldin–Dubois, Kerri Saliman, Bill de la Cruz, John Abbott, John Delaney, Deronn Turner

### **Community input**

Mandianne - PTSO wants to know what Student council wants to do for spirit week?

Chip -Status of library – parents are interested because students are in need of somewhere to go during study breaks.

Bill K- position is posted and doing interviews 1<sup>st</sup> week of November

Bill K- Library will used for testing in spring.

### **Student topics –**

Eli – Student council recap, this week is freshman welcoming week. Each day planned events through out week, for seniors to pair up with Freshmen. Getting ready to launch annual screening next week tickets on sale for Catching Fire. Some community outreach projects, performing arts at nursing home.

Eileen - Student Board – Taking on the issue of mental illness - they have a new teacher leader Mandianne and Mr. Weber will continue to over see. Aspen Challenge will be introduced in Jan and continue to April – we are trying to find other ways to be involved – arts endorsed to include all majors to participate to help with the challenge in some way.

Roni – what is going to be focused on for mental health –

Eileen -Depression and stress. They want the student board to adopt the idea of mental health each year and are working with the Be Well group.

Roni – I have some experience working in mental health if you need any help.

Bill K – I’ve noticed a big difference in the trash being better.

Eileen –We may need more trashcans by the orchestra band area

Eli – kids are trying to be cleaner for the Arts School Network Conference

Interesting comment from both Eli and Eileen- that each grade level accuses other of the trash issue

Move to accept minutes from 9-5-14 -Chip has moved to accept John seconds - all in agreement – minutes approved

Chip – question about website

Bill K- Will talk with Miranda to see how to proceed

Bill K- announcement on DSA moving to Blue status, moved solidly to blue category, shout out to teachers, staff and kids. It will be great when we get to the budget, because it will be a significant increase in our funding from district.

Chip – mentions the disparity for red schools

Bill K - says they do get a significant amount from the district

Kerri – and there is blue cake!

Bill K- updates and reminders of next weeks Arts School Network Conference where 300 adults and 200 students will participate at the Denver Center for Performing arts on Wednesday and Thursday morning, then 500 people on Friday here at DSA. Anonymous donor to pay for Ellie Caulkins performance, please remind people to come to the Carmina Burana performance on Thursday, so we have a great crowd.

Chip – shows the sub data for the school, points out that most of the gains are in the highschool, the middle school some concern here, should we expect the percent to keep rising slowly in middle school.

Bill K - We only have two years data, and we are pretty confident that the data will keep growing for middle school.

Kerri – how will the new tests play into the data

Bill – we don't know yet. The district has not said how the ratings will be determined. We also learned that we won't get the data back until November. We thought with the online testing it would be quicker, but that's not the case.

Roni – so we don't have data compared to other schools in state?

Denise – it's not yet based on student work, since they haven't seen tests.

### **Matters arising from last meeting**

Mandianne – At our retreat we had 2 goals that came together well – 3<sup>rd</sup> goal we didn't feel we had enough info to come to a conclusion – Thank you to students for bringing in Mr. de la Cruz to help us with setting this goal

Bill de la Cruz – let me tell you where the district is and how it fits DSA.

We look at Equity and inclusiveness and also stress accessibility – providing the opportunity is great, but you must provide access (uses example of parents invited to attend a parents meeting, but the meeting was in afternoon when most parents are working) making sure we provide opportunity and make sure you have access. Talks about looking at gap data, who are those students and how can we close that gap. He commended DSA for taking the time and effort to look at our students who are struggling. He stated that some schools that are high achieving do not look at

the “few” students who are not achieving. He said there are several ways he starts the process of building equity - looking at systemic structures that enable you to be where you are today and then looking at gaps, and then looking at discipline and looking at teachers and over referrals and the demographic of the referrals. School culture final piece to look at we could look at equity in teacher performance surveys. The way we approach this is – look at race as a factor and then look at how biases may play into how we approach our students. Brings up the difference between increasing diversity and addressing equality and bringing all the voices into the group (not blaming or shaming) His background –been working since 1997 on equality and has spent much time researching how our system of education is industrial age+educational system and the effects of this in today’s world. Was elected to school board in Boulder. (intercultural is sometimes more difficult than intracultural.) Everything we do has an element of bias, but we tag racism to bias.

Roni – Relates a personal experience, one of her sons goes to McAullife, friends of son throwing around the word racists, she had to instruct them about the word racist is not someone who doesn’t like you. “When I told them what it actually meant, they thought better about what it means.”

Bill de la Cruz – Asks Roni to elaborate

Roni – my understanding of the word is that one group with political or monetary power suppressing another group of people. Her experience is that her people do not have this power and she personally has had experience of racial epitaphs and other pretty unpleasant experiences.

Bill de la Cruz – We have socially categorized people. Social construct created by us to be able to identify each other. How do we get past this to build connections with others while still being able to talk about their backgrounds? Talks about the Colorado History Museum – exhibit on race – looks at social, biological and constructs. Film “I’m not racist, am I?” designed to spark conversation. Screening this film on October 28<sup>th</sup> here at DSA. October 25<sup>th</sup> at the museum. Open to anyone in the community. He states that we have three choices – we can do nothing, we can wait and react (Trevon Martin example) or we can prepare and have these conversations now. There will be a panel at the screenings but more importantly it is designed to encourage community conversations between people within the audience. How can we embed this into your school community, and he will try to support us. To help us address your goal #3 and what are the connectors.

Eileen – RSVP? Survey Monkey link Bill K, Bill De la Cruz and Mandianne will send the link. Mandianne – it will be sent out through the PTSO.

Roni – would like to have kids from elementary school attend

Bill de la Cruz – you might want to think about the age appropriateness of the film.

Roni – she would like to have her kids see the film so they are aware, and know what’s happening in world

Bill De la Cruz – start thinking about how you want this to help your school, we have social and emotional help, self awareness, self management (Daniel Goleman)

Denise – what is the action step, to be sure that we have a direction after the film

Bill de la Cruz – so we can have staff training on recognizing and addressing bias. Creating a dialog rather than being punitive. Creating an opportunity for long term dialog, so your fixes are systemic

Mandianne – so our goal is to be inclusive, equity, accessible – and by moving away from product or outcome, it allows us to celebrate what we are doing how we are moving forward.

Bill de la cruz- in a systemic structure

Roni – how does it change the way teachers may look at students. One of the things her son states is that sometimes he feels invisible, and some of the things that matter to him, the teachers don’t see.

Manidanne – do we want to put a statement together

Denise Goldin – Yes as CSC but as a staff and community I’m not sure how that would look.

Mandianne – so in terms of setting goal, where can we support this

Kerri – is there something we can build on from the movie

Denise – what is it that needs to be done, we looked at demographics and what does that mean, and how does that effect auditions.

Mandianne– if we go back to process not product, and look at the process

Kerri – along that same line, one is about kids who aren’t here yet, and one is about the kids who are already here.

Mandianne - Goal 3 is to support and improve access and include opportunity should it say - To support and improve inclusion and opportunity for prospective and current students and the broader community?

Denise – I would start here, have we looked at the proportion of students of color who stay at DSA. What are the reasons behind leaving.

Mandianne – if we have a goal that includes access, inclusion and opportunity. This fits in with what PTSO is doing?

Roni – Agrees and suggests that maybe focus on access, brings up the idea of supporting the surrounding elementary schools, outreach to parents, so they have access to the information about the school.

Manidanne – Our goal can include all three access, inclusion, opportunity

Bill de la Cruz – It's important to remember to work from within. To build a school that incorporates these values systemically in the school. So it is intentional in all parts of the school, back to school night, parent teacher conferences. Relationship building with parents. Those are the kind of things you want your families to experience. Infusion model, so you don't have to lose other things due to district mandates of what's important to focus on.

Bill de la Cruz – What it comes down to is how do my biases affect my ability to have a meaningful relationship with the other person.

Mandianne - presents Goal 3 -To support and improve access, inclusion and opportunity at DSA. To extend this ethos to the DSA broader community.

Denise – common language, when your building a community, when a white teacher would ask “what's the one thing I can do” the answer is “believe us” But you would not even know to ask these questions if you haven't had these conversations.

Mandianne – thanks Bill de la Cruz for giving us empowering language

Roni – Expresses the frustration of not being heard, and relates how she has felt this in the past but feels that we are making steps in the right direction.

Bill de la Cruz – points out how it's all part of the process of moving past blame and shame and humanizing the process. Starting with the staff, building the inclusive culture for the school and that will create an inclusive culture that will transfer out to the larger community around DSA. He suggests changing the word ethos to behavior.

Mandianne - Restates Goal 3 -To support and improve access, inclusion and opportunity at DSA: to extend this behavior to the DSA broader community.

Madianne – shall we have cake!!!

General Business - let's look at the expectation of parents from majors. Next meeting discussion?

Next meeting November 18<sup>th</sup> no December meeting.