

DRAFT
NOT FINAL UNTIL APPROVED BY BOARD
BURLINGTON BOARD OF SCHOOL COMMISSIONERS
DIVERSITY & EQUITY COMMITTEE MINUTES

DATE: July 17, 2018

Attending Board Members: Monika Ivancic & Liz Curry

Other Board:

Administration:

Guests: Karen Reuben Mitchell & Tyler Doggett

1. Co-Chair recommended suspending Roberts Rules and called the meeting to order at 7:07 p.m.

The Commissioners and members of the public had an informal discussion as follows:

Pre-K plans discussion:

There was a brief discussion on pre-k plans with questions from the public on what the next steps are and whether PTO's would be involved/engaged

As an equity issue we could explore outcomes for meeting unmet pre-k needs

Ideas for metrics

Some data points/info that could be requested:

- a) Timeline
- b) Track costs over and above \$250k to reach solution(s)
- c) Public outreach
Meetings with New American communities

Karen asked about whether the Administration could identify the options and quantify the cost-benefit of multiple options and asked whether D&E Committee could bring up the future of pre-k and figure out path to getting it done. She commented that the Resolution that the Board passed seems like a set-back because there was not strong opposition to located pre-k at CP Smith, there were just problems with the site plan, and the Administration was not involving and listening to those who wanted to work out a better site plan and were making a lot of suggestions.

Liz explained that to the best of her knowledge, the Board passed a resolution that provided general guidelines to the Administration, and then Commissioner Wick sent an email to Superintendent Obeng with specific instructions for new pre-k scenarios that specifically eliminated CP Smith and Champlain elementary campuses. She indicated to Karen that if people wanted the instructions to change, the Board would have to update its guidance to the Superintendent and she described the process by which a new resolution would move forward.

The group had a brief discussion of PILOT funds and wondered how the funds are being used for pre-k slots in the City (e.g. at nonprofit/private child care centers)?

Tyler Doggett mentioned the previous evening's City Council decision to spend \$455k in spending as part of the Early Learning Initiative. This money goes to non-BSD centers.

Bullying issues in District:

There was a discussion of bullying metrics and Karen offered insights from spending the year as a paraeducator at EES.

Baselines for:

- a) Incidents reported now by school
- b) How data is kept
 - By classroom
 - By age
- c) Is the only data we have when an educator writes a green slip?

What's the threshold for writing up an incident?

How do we know when educators resolve issues with skill (since they don't get written up)?

Some teachers never write a green slip - there is a lot of subjective judgement

For example, the "mean girl dynamic" travels with individual classes through the years

At least one Hunt child is leaving the District b/c of bullying issues that are not properly addressed and Liz was told by an EMS parent that 6 EMS children are leaving the District - how do these dynamics get resolved preventively?

Karen also suggested asking what the positive things are that the school is doing?

PBIS and RP @ elem level (talking circles) are the 2 programs that teach positive behavior support

Karen observed a shared mindset among staff - RP is generally accepted by all teachers

Middle school will be trained this year in RP

Are planning room referrals a good metric for D&E Committee to use?

What tracking metrics would be appropriate?

What comes out of SWIS (PBIS tracking software)?

Year Two Action

- Track arrests by school (continued from prior D&E Committee)
- RP training - what is the system is for tracking outcomes of the training - how do you measure the impact at the school level?
 - Focus on middle schools as just receiving training this year in order to document baselines for bullying
- Ask Administration to develop a data plan and quantify labor and financial resources to track more equity report card indicators - will data manager be member of DEALT

Various topics:

Tracking achievement gap - clarify the data points for this and be sure to align with curriculum committee metrics

There was a discussion of the reorg of interventionists & coaches

DE&I Committee will recommend to Curriculum Committee that the Administration provide the achievement data from past years to use as baseline for measuring outcomes of new Tier 1/2/3 model (Differentiation)

Demonstrate changes - what are the metrics to measure the new Differentiation model - what does success look like given the barriers in the classroom?

Karen mentioned that she observed a reluctance to change among some teachers - how will the coaches overcome this barrier?

What are the coaching model best practices for outcomes data?

Meeting adjourned at 8:21 p.m.

Respectfully submitted,
Liz Curry