

# CBRC 12.05.2019

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05 December 2019 / 6:00 PM / ROOM: Mazama

## PRESENT

Judith Solomon, Eilidh Lowery, Judah McAuley, Brad Nelson, Roger Kirchner, Parker Myrus, Irina Phillips, Jeff Lewis, Christine Pitts, Jennifer Samuels, Thomas Lannom, Sara Kerr, Leesha Posey

## ABSENT

Ranfis, Krystine, Betsy

## AGENDA

- **Approval of the Minutes from November 21, 2019 meeting**
- **Exercise: Finalize CBRC priorities for 2019-20 (Sara, 20 minutes)**
- **CBRC bylaws draft and discussion (Thomas, 45 minutes)**
- **Racial Equity Social Justice (RESJ) lens presentation by PPS staff (25 minutes)**
- **Student Success Act presentation by PPS staff (25 minutes)**
  - **How much funding is estimated?**
  - **When will funding be received?**
  - **What “strings” are attached?**
- **Wrap-up, discuss next agenda, adjourn (5 minutes)**

### Introduction

- Call to order - 6:06 pm
- Approval of minutes
- Overview of agenda

### New Business

#### 1. CBRC bylaws

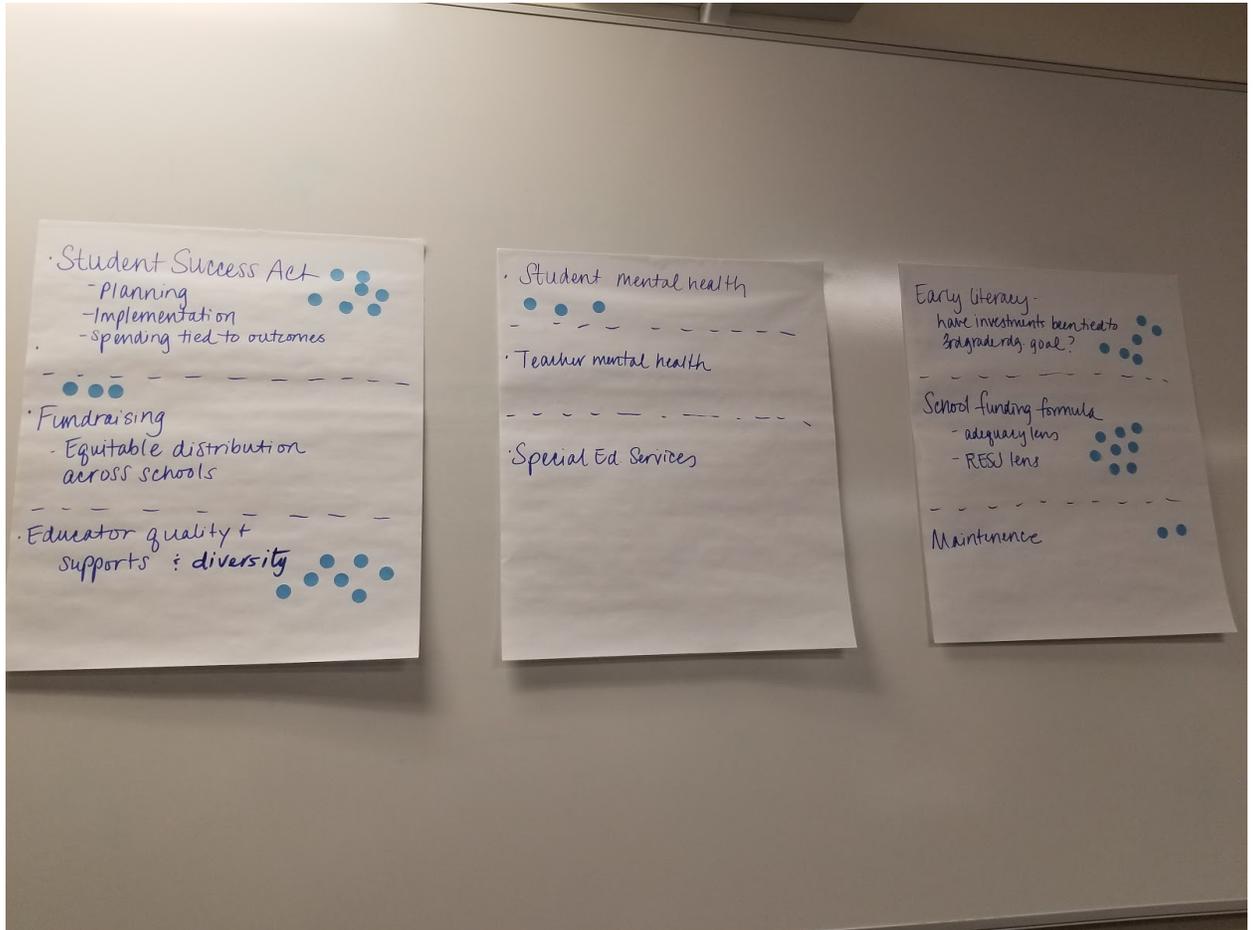
- TL reviewed draft bylaws
- Committee approved sections 1-7 of the bylaws by consensus. Section 8 will be picked back up at the next meeting.

#### 2. CBRC Priorities

The 2019-2020 CBRC priority areas are, in un-ranked order:

1. Student Success Act
2. Educator quality, support and diversity
3. Early literacy
4. School funding formula

Dot exercise



3. Racial Equity and Social Justice Lens - Dani Ledezma

See handouts for presentation details

We have consistently heard from the community that racial equity and social justice is a top priority. Important to build upon the good work already done. How do we go from policy and vision to impacts on students in the classroom. We have great programs and pockets of excellence. On the whole, though, data tells us that we are not doing right by our students of color. How do we ensure that educators and building leaders are aligning practice and creating the conditions that allow students of color to thrive. The work that we have to do to get where we want to go, we must feel the urgency to address systemic racism in our organization, while also remembering that we need to

develop sustainable solutions to allow our system to be just and equitable long beyond the working lives of current staff. Must think globally about the district as a whole.

Superintendent asked us to focus on teaching and learning first, then teacher diversity, then community partnerships, then student-led initiatives. We have adopted a professional development framework, aligned to the four areas of focus. Identity, intersectionality, culturally responsive practices, problems of practice. We have launched a training series pilot for different workgroups. Have also started an advisory team of more than 100 members. These are thought leaders who represent every department in the district. Developing an action plan to put feet to the vision. Then will become shepherds of the plan to gauge effectiveness. Group is very diverse in terms of race and job duties.

How do we develop a shared analysis and push into decision-making? See RESJ handout. IP- how did you pick the schools at which to pilot the work? DL- a collective chose the cohorts by applying improvement science (org development theory). Who will be our major influencers? What were the elements of a learning community that could advance the work? Cohorts include working groups and one school.

Regarding the lens, it is a tool. Similar to a couch to 5k program. We are on the couch as a district. Lens is intended to help us build the muscle necessary; it is a training regimen. Day 1, things will be clunky and a little uncomfortable, but over time we become more proficient at applying racial equity to our work.

Section 1 of the Lens begins with intro, context and policy and work done to date. Section 2 addresses beliefs and values. Section 3 are the prompts that encourage introspection through inquiry. The lens is the work. Lens does not provide the answer. If we feel like the lens justifies a preconceived answer, the lens has likely been applied improperly. Section 4 glossary of terms. Expect the lens to iterate and change over time. We have many areas in which we need to improve. We are encouraged to maintain focus on racial equity and social justice. Also not a tool to call people out. The system is made of individuals, but no one individual can perpetuate systemic racism. It is a systemic problem. The lens is not a "racist finder." Focus needs to be on our students and how we can support them the way they need.

**Adjourn 8:04 PM**

## DISCUSSION NOTES

Spell out acronyms and define terms (like RESJ, equity respectively)

Mind the table tent norm

### CBRC draft bylaws:

#### Initial Discussion:

- Move up bylaws for second agenda item, and the priorities after that conversation
- Bylaws came out on November 27th
- Membership qualifications come straight for charter, made amendments after discussion at CBRC meeting
  - Additions were made to charter: 1-2 students will be recommended by DSC, and officially appointed by BOE
  - Participation is expected. Lack of participation can result in leaving CBRC. Ultimately, it is up to discretion by the board
- Thomas- Drafted bylaws from CBRC didn't go to the board. Why does BOE get to remove members instead of CBRC?
  - Director Lowery: Preferred recommendation would be in consistency with CBRC bylaws and BOE approval
  - Roger: National practices favor attendance to be expected, in exception of prior notice to the co-chair. Unexcused absence must be checked and attendance should be taken at each meeting
  - The committee can't remove people from the committee. But the committee can request the board remove a committee member
  - Thomas: We agree. But there is a history of miscommunication, including the process for the charter. Communication and discussion is necessary, but we agree
  - Director Lowery: Who was your liaison last year?
  - Roger: No one, Paul Anthony attended.
  - Director Lowery: The goal of my new role this year will be to attend every meeting, to help with communication.

#### Section I-VIII:

TL- are all in favor of the staggered 2-year co-chair elections?

BN- that seems unconventional.

PM- what is the reason for the concern?

BN- setting things for two years may make it difficult for members to commit.

SC- different structures exist at PPS. Student council elections occur in February, and designate a chair and chair-elect to give the next person time to learn.

JS- does a two year term preclude a person from serving as chair in the final year of their term? RK- Bond accountability committee recently added Chair term limits to its charter.

JM- what would be the purpose of subcommittees? Are Robert's Rules appropriate for this body?  
Concern that these elements imply an element of rule-making or legislation.

IP- Subcommittees may be helpful for tasks that require greater research.

RK- might also be helpful for relieving burdens that have historically landed in the lap of co-chairs.  
Robert's Rules are Board policy.

TL- these bylaws began as draft from another governing body; wording can be modified to the group's intent. Subcommittees are helpful for ensuring the group has an ability to give license to a subgroup of members to take action without requiring check-ins with the larger group.

PM- do the chair's see a specific need for these subcommittees?

TL- this is just providing an avenue if there is a need in the future; nothing specific today.

JM- can we add childcare to the accommodations for attendance?

#### **Section IV:**

LP- Does it make sense for co-chairs to be appointed prior to member appointments in October?

RK- in the past, members were appointed as early as July, but the timeline has slipped.

CL- if we want to appoint members in July, we would need to recruit members during budget season.

SK- we want to have inclusivity in the process of electing leaders; recommend that the group postpone elections until full committee is appointed.

CL- recommend that co-chairs be staggered so there is always a successor.

EL- perhaps terms should last until October to ensure there is no gap.

TL- Add section to bylaws to define term dates (terms and when they expire). Support for CL's idea that there be staggered co-chair elections.

RK- embrace notion of staggering co-chairs. Appointments can be made as early as July and have been made in the past. Recommend that co-chair elections occur in first meeting after Board appointments are made.

BN- when will organizational meeting be held?

TL- we typically recess during July and August. Organizational meeting should be held at the first meeting following Board appointments of members.

BN- what is the process for filling vacancies.

#### **CBRC Priorities:**

SK- brought forward notes from last meeting. The goal is to narrow norms down to four; opened floor for clarifying questions and voicing of opinions. At time of vote n/3 method will be used.

JM- process question: the decision to cut to 4 is motivated by what?

SK- there is no magic in the number; meant only to focus the conversation. If we see consensus around 5 or 6, we can expand. Would discourage going much more than that to ensure there is time for depth of discussion.

JL- can we make a priority list and then address a topic(s) at each meeting in order of priority.

SK- we certainly could do that.

JS- distinction between fundraising and funding. Funding comes from district to schools. Fundraising is done at the schools.

RK- Historically, two deep dives per meeting and often ran long. Time may be an issue if we take on too many topics.

LP- where did this list come from.

TL- list started last year. Some are brand new this year.

CP- add 'diversity' to educator quality and supports.

JSa- what is meant by formula adequacy.

JM- it is to ensure that the "base" is sufficient.

Cl- advise that the committee remain cognizant of Board goals and strategic plan. Much ground to cover; focus is necessary.

JM- clarify that our goals are designed to cover meetings that are not joint sessions with the Board.

SK- yes.

PM- what does educator quality, support, and diversity mean?

SK- what are the key drivers behind Board goals and how do we ensure that educators have supports they need to be successful and that we are able to recruit and retain highly qualified and diverse educators.

PM- to summarize, educator quality refers to the ability of the educator to be the best teacher they can be? SK- yes, and a range of other things.

PM- talent pipeline referenced in SSA to guide educators down a path to success.

JL- we have not talked about budget.

SK- are these priorities disconnected from budget?

JL- just bringing to light that we need to talk numbers at some point.

CL- educator pipeline is about growing our own; giving employees a pathway to grow in their careers. We will begin talking numbers tonight.

### **Racial Equity and Social Justice**

IP- lens seems to be focused on managers/ decision-makers. Non-managers may struggle to use the lens in its current form. Perhaps expansion may be appropriate.

DL- SLT developed a list of high-leverage protocols to ensure we had buy-in and leadership at all levels of the organization. The lens *can* apply to individual decision-making, but a team approach working through scenarios is the aim.

RK- Are classified employees included?

DL- yes.

RK- where does the committee of 100 meet?

DL- meet at BESC.

RK- the key employee of any school is the secretary, along with other support staff.

DL- the work we are doing is an opportunity to express- but also cultivate- leadership. Committee was open to everyone and a good mix was encouraged. Group needed to start with influencers. We also want to empower all members of the committee.

JM- questions are all geared toward decision-makers. Other processes impress upon participants that all employees can be leaders in equity; it is not reserved for those with leadership titles.

EL- How does the lens affect the CBRC's work?

TL- it is part of the charter and needs to be used.

LP- it needs to show up in the bylaws.

## NEXT MEETING'S AGENDA

Approval of minutes

Continuation of bylaws discussion with RESJ lens

High level overview of budget, how it works, deeper dive into SSA

end