



# Table Notes

11-2-17

(# of similar comments)

Curriculum All Students	Students/School Environment	Staff Development /Training	HR/Hiring	Parents / Community
<ul style="list-style-type: none"> <li>• (2) Spell out IDAC on calendars and publications</li> <li>• Spell out CLASSI and define</li> <li>• Bring in guest speakers to share experiences &amp; connect with curriculum</li> <li>• Day of Respect- speakers share stories</li> <li>• Teach empathy and model it</li> <li>• Students currently explore the myth of race through genetics</li> <li>• Consistent transparency on how parents can serve on committees</li> <li>• Print materials for parents in multiple languages</li> <li>• List elementary curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• How do we give all students a voice?</li> <li>• It starts in the classroom with the teacher – the beliefs of the teacher impact students, be mindful of how we talk to our students</li> <li>• (2) Timeliness of responding to discipline situations</li> <li>• Report an incident: what if the incident isn't followed up with? Is there a flow chart of where to go if things reported aren't being addressed</li> <li>• Make sure parents and students feel welcomed</li> <li>• Parents should have to come when consequences given so the family, as a whole, works on resolving together</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise neutrality – this is an issue about hate (not just a black/white issue)</li> <li>• ALL staff need to be trained, not just administrators</li> <li>• Training on-going, not just every 3 years</li> <li>• Teach how to have difficult conversations</li> <li>• Training for support staff</li> <li>• How do you become real in your outreach?</li> <li>• How to be introspective</li> <li>• Continue to emphasize cultural awareness</li> <li>• Behavioral management</li> <li>• Be sure that teachers are neutral when presenting political views</li> </ul>	<ul style="list-style-type: none"> <li>• Bring back recruiting trips</li> <li>• Question regarding the implementation of 90's</li> <li>• Reflect demographics of the student population</li> <li>• Categories encompass cover all categories educating community about IDAC, revisit/alternate times for meetings</li> <li>• Does CUSD search out minority candidates to hire?</li> <li>• IDAC member required to be part of interview process (sit on the panel)</li> <li>• Will non Clovis Unified School District personnel be on a panel?</li> </ul>	<ul style="list-style-type: none"> <li>• Parents aren't as involved passed elementary – provide more opportunities for parents to get involved at the secondary sites</li> <li>• Suggestions for meetings: Have table conversations one night. Then have an open discussion the next meeting. Speakers on a separate night with maybe some questions for the speaker.</li> <li>• Remove from class</li> <li>• Class code of conducts</li> <li>• Careers of children/AVID should be held accountable</li> </ul>



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<ul style="list-style-type: none"> <li>• Teach “hidden” history</li> <li>• Character counts lessons k-12</li> <li>• Teach across the curriculum, the accomplishments of ALL people</li> <li>• Make sure teachers are connecting with their students</li> <li>• Use art docent program and focus on multicultural education</li> <li>• Reach out and personally call parents to invite them to IDAC and explain what it is</li> <li>• Relationships – ensure students have an adult on campus they can go to and work on relationships as a staff</li> <li>• Multicultural awareness in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• I think it is incredibly important to have the students parent information about what is happening on campus, but if they are not sure what to say and look to an authority figure to help them, it could appear staged. I know the desire to improve the schools is genuine, so I would hate to see people think it’s another adult authority driven initiative. Students have to be seen as leaders and an integral part of this or it falls apart. I am not trying to hijack the topic of this meeting, but I think we need to find some way to address suicide awareness and prevention as well as bullying. I know studies show we have to be careful about</li> </ul>	<ul style="list-style-type: none"> <li>• Ruby Payne modules to teach – Hidden Rules – Under-resourced Learners</li> <li>• United for Success to be added to document</li> <li>• (2) Teachers need to connect with the students</li> <li>• Seeing effort with staff and parent</li> <li>• Teachers making sure kids and parents are welcome and feel like they belong</li> <li>• Transition Program</li> <li>• Focus on 700 CHS Area students – EL, Foster, KIT/homeless, children of poor</li> <li>• Built relationships with community members</li> <li>• Like the accountability piece</li> <li>• Relevant diversity training for staff that is systematic and is for everybody including support staff “everyone automatic”</li> </ul>	<ul style="list-style-type: none"> <li>• Recruiting for diverse hiring practices</li> <li>• Recruit diverse staff so that students have teachers of their own ethnicity</li> <li>• Intensive training upon hiring for all new staff members</li> </ul>	<ul style="list-style-type: none"> <li>• See flowchart to parent/community a report is made to incident claims then isn’t addressed. Who to go to next school administration contact the district level contact.</li> <li>• IDAC – keep holding the meetings, parents need to get involved schools to revisit educating parents about what IDAC is and revisit the time frame</li> <li>• Transition from elementary to high school – seems like not the same opportunity/ability to be involved. Perception on that parent can participate and high school. Building awareness that parents are still welcome on campuses and the second level</li> </ul>
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<ul style="list-style-type: none"> <li>• Teach the importance of human relations</li> <li>• 9<sup>th</sup> grade Bio – race is a myth, genetic unit – videos</li> <li>• What will the extent of digital citizenship look like at the school?</li> <li>• Elementary social studies</li> <li>• Hidden history factual information lynching “hate”</li> <li>• Character Counts@ and secondary – re vitalize</li> <li>• Expand upon bullets in the document – clarify</li> <li>• Integrated curriculum focusing on dignity and respect</li> <li>• Define how CLASSI measures degree of involvement</li> <li>• New textbooks – difficult to get text online – teachers have hard time</li> </ul>	<p>how we address things like suicide, but we have largely ignored this topic (ask students what they think).</p> <ul style="list-style-type: none"> <li>• Let kids know they matter from the moment they step foot on campus</li> <li>• Consequences need to be made immediately</li> <li>• Clear cut uniform for reporting is a positive change across district</li> <li>• Consistent consequences for parents realize how students behavior will cost them in the long run</li> <li>• Who in the system can access the behavior module?</li> <li>• Things didn’t happen so it became a test</li> <li>• Great to see it in writing and in a chart that is understandable</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Multicultural training needs to be on-going (not every 3 years)</li> <li>• Cultural relevant teaching record and track for each employee (left up to teacher or district defined?)</li> <li>• Teacher and auxiliary staff training needs to be included by a trained facilitator (original facilitator)</li> <li>• Building rapport enough to be a safe place to go to report to</li> <li>• General conflict resolution skills for teachers</li> <li>• District wide mandatory training</li> <li>• Cultural African American studies – Latino studies</li> </ul>		<ul style="list-style-type: none"> <li>• More inclusive environment for non-English speakers (translators)</li> <li>• Printed materials, multi-languages</li> <li>• Creating a space for them on the committee</li> <li>• Re assess attitudes annually? (climate)</li> <li>• Clear about who will do the evaluation piece</li> <li>• Consistent transparency process for becoming a committee member</li> <li>• Committee selection perception is parents are handpicked</li> <li>• Clear process on how parents are a part of the committee (gateway to include non-English community members)</li> <li>• Greater communication when student hurt</li> </ul>
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# Table Notes

<ul style="list-style-type: none"> <li>• (3) Enhanced American History with stories of what all groups and genders contributed to our country – not just “ethnic studies” starting at the elementary grade level all students participate</li> <li>• Teaching various parts of history through many diverse backgrounds and experiences</li> <li>• Not all topics/issues need to be taught and tested</li> <li>• Missing elementary school element</li> <li>• Character Counts not a priority any more</li> <li>• Empowering to learn diverse contributions</li> <li>• Grade level info/literature</li> <li>• Culturally Relevant teaching (through AVID)</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents continue to happen – message isn’t being clear – to students. We can control consequences if they don’t understand what is going to happen they will continue to do it - example has to be made or it won’t stop</li> <li>• Come up with an app</li> <li>• (2) Teachers need to be included in the school environment. What happens in the classroom?</li> <li>• Students learn how to talk and work through issues – transition program supports kids and work through together</li> <li>• Have we seen measurable results of family groups</li> <li>• Address – deeper investigation anonymous tip line</li> </ul>			<ul style="list-style-type: none"> <li>• Help parents know how to access systems</li> <li>• Getting parents involved since elementary level</li> <li>• Hold parents accountable for behavior and kids behavior</li> <li>• Have robo call for IDAC meeting but also give a brief explanation of what it is</li> <li>• Random: I’m concerned about only having 9<sup>th</sup> grade boys who do they have to look up to for peers if no one is there to tell them besides us old people?</li> <li>• Senior (12<sup>th</sup> grade) mentors</li> <li>• College student mentors?</li> <li>• CLASSI III education for all parent committees</li> </ul>
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# Table Notes

<ul style="list-style-type: none"> <li>• Team Meetings – discussion w/teachers, IDAC Info? Mini – presentation about next steps</li> <li>• Life skills in 7<sup>th</sup> grade +</li> <li>• Begin young preschool; not just months i.e. black history month</li> <li>• Using PLC effectively to implement cultural curriculum</li> <li>• Multi-cultural class to be a core class not elective</li> <li>• Son not coming home with as many complaints or issues happening</li> <li>• Teachers making sure kids are feeling included and a part of something I belonging</li> <li>• Hold parents accountable for kids behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Continual improvement of the school culture</li> <li>• Clark’s (positive) anonymous reporting system</li> <li>• Please add “sexual orientation” to documentation</li> <li>• Important to “teach” perpetrators empathy and modeling appropriate behaviors</li> <li>• Lack of awareness to transition teams</li> <li>• Together as One...Embrace our Differences @ CHS (student speakers)</li> <li>• Successful Cougar’s Growl</li> <li>• Video – Respect</li> <li>• Inspire team – student wellness #knowmystory</li> <li>• Post on CHS Connection website</li> <li>• Common goal – embrace each other’s differences</li> </ul>			<ul style="list-style-type: none"> <li>• IDAC meetings need to be after work hours (9:45 am does not work)</li> <li>• Good – be sure to ensure all parent committees are diverse</li> <li>• Keep SART/IDAC meetings together for maximum participation</li> <li>• Information available about IDAC, never heard about it until now</li> <li>• Merging SART and IDAC made them get lost in the shuffle</li> <li>• General feeling among the African American community that these is no resolution</li> <li>• Concern over code of conduct/ethics</li> <li>• Lack of understanding of how the school operates (i.e. we don’t know how a computer</li> </ul>
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# Table Notes

<ul style="list-style-type: none"> <li>• Not kids kick out necessarily but consequences is to educate for behavior – i.e., a class teach kids proper behavior and educate</li> <li>• Parent felt the message is being said is “not get caught” on social media versus addressing the racial issue</li> <li>• Bad stigma to “snitch”</li> <li>• Curriculum should be taught in the elementary</li> <li>• Include lessons as part of Character Counts</li> <li>• Fit diversity lessons into elementary ELA curriculum</li> <li>• Multicultural Education – give kids from various cultures a platform to speak in class (speak of elements of that culture)</li> </ul>	<ul style="list-style-type: none"> <li>• Proceed with investigation a f/p contact parents @ CHS conversation</li> <li>• Face Off (power shuffle)</li> <li>• Family groups – connect, video, digital citizenship</li> <li>• Call to action</li> <li>• Character Ed. Dignity &amp; Respect history – teach</li> <li>• CHS Website = community meeting feedback</li> <li>• AVID – culturally relevant teaching other courses – kids like to teach</li> <li>• Digital media lessons</li> <li>• Polity – discipline</li> <li>• Stull Bill – teachers signed</li> <li>• Improve @ school</li> <li>• Esp. @ Elementary</li> <li>• Bring back practices</li> <li>• Student committees</li> <li>• Consequences</li> <li>• Systematic</li> <li>• Teaching system</li> </ul>			<p>programmer job goes, the same way they don't understand what happens at schools)</p>
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# Table Notes

<ul style="list-style-type: none"> <li>• Staff – important to greet all kids first thing in the morning</li> <li>• How does 7<sup>th</sup> grade life skills promote and environment free of discrimination?</li> <li>• Lots of good additions to promote multicultural education</li> <li>• Reading and writing across the curriculum utilizing similar cultural competency concepts</li> <li>• This is me and I matter</li> <li>• Face Off</li> <li>• Positivity Project</li> <li>• Pre/post test survey</li> <li>• Did all the students have a chance to answer the CHS questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Hold parents accountable</li> <li>• CHS INSPIRE Team – Sarah Chang, student #knowmystory</li> <li>• CHS Diversity Council</li> <li>• From student perspective – there is lots of profanity on campus</li> <li>• More hands on activity in class – like family groups</li> <li>• Bad stigma to report incidents</li> <li>• Have an education component to consequence with student and parent</li> <li>• Be intentional and deliberate in finding best candidates reflective of student body</li> <li>• Schools need to be able to see all the issues together by sharing information</li> <li>• Students need to know who they can talk to other than their teacher</li> </ul>			
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# Table Notes

	<ul style="list-style-type: none"><li>• Important to solicit input from all children</li><li>• Sometimes the various groups can actually segregate kids apart vs. bring them together</li><li>• No way to be recognized/celebrated if you are white (scholarships, etc.) can be challenging....</li><li>• Is it acceptable for kids of various nationalities to join any group they would like to? Can we promote this?</li><li>• Acceptance students/staff with disabilities (life skills new?)</li><li>• How do we get the under-represented, non participating student involved and have a voice?</li><li>• Increasing the effectiveness of reporting systems and the support for students when they do</li></ul>			
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# Table Notes

	<p>care forward</p> <ul style="list-style-type: none"><li>• Fear to speak up</li><li>• When students came back to school, not feeling safe on campus</li><li>• Strong documentation</li><li>• Available reports measures</li><li>• Student approached in 16'-17' school year, asked is she is offended by the "N" words, student responded in the affirmative, student did not feel safe to approach admin to report</li><li>• Lesson about dignity and respect</li><li>• We believe statement</li><li>• RB Pledge – kids sign, bracelet</li><li>• Kindness everyday – respect matters – what – why</li><li>• Perseverance</li></ul>			
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