

**Meeting of the School Board
David Douglas School District No. 40
February 23, 2023**

A Virtual Board Workshop of the David Douglas School Board was held on Thursday, February 23, 2023 at 6:00pm.

School Board members present via virtual meeting were: Donna Barber, Board Chair; Gabriela Saldana-Lopez, Board Vice Chair; Aaron Barrow, Frieda Christopher, Heather Franklin, Hoa Nguyen, and Stephanie D. Stephens.

Also present were Ken Richardson, Superintendent/Clerk; Candy Wallace, Assistant Superintendent; Patt Komar, Director of Administrative Services; Derek Brown, Director of Assessment & Technology; Brooke O'Neill, Director of Curriculum & Instruction; Kelly Devlin, Director of Multilingual Programs & Equity; Andy Long, Director of PK-12 Education; Taye Spears, Director of Diversity, Equity and Inclusion; Florence Protopapas, Interim Director of Student Services, and Laurie Brunelle, Board Secretary.

The agenda included the following:

Call to Order / Native American Land Acknowledgement

Consent Agenda – Ms. Stephens moved approval of the following Consent Agenda items, seconded by Ms. Saldana-Lopez. The motion approved in a vote of 7-0.

- Purchasing and Contract Approvals
- Approval of ESSER Funding for Preschool Playgrounds Capital Projects

Discipline Goals – Ms. Franklin provided an updated presentation on the Discipline Goals for 2023-26 that were presented at the January Board Workshop. The following information was provided.

- Racial Equity Plan Commitment II: reflective of the timeframe 2021-2026.
 - Key Performance Indicators: progressive decrease of exclusionary practices and discipline in student data reports and analysis, specifically for Black and Brown student groups.
- Data monitoring progress for the Board.
 - Review historical data with specific focus on referrals, exclusionary discipline, and student achievement.
 - Calendar of which available metrics will be reported to the Board on a monthly basis.
 - Establish a set of measurable goals with specific metrics.
- Based on the District's Equity Plan to eliminate racial disparity and disproportionality in all aspects of the educational system including disproportionality in discipline.
 - Focus on student level data where every impacted student received one or more exclusions or referrals.
 - School specific goals present progressive decreases of: exclusions and referrals, specifically for Black students relative to their white peers.
- High School and Middle School Targets: three-year step down decrease by 2025-26 to no sizeable difference in exclusion and referral rates by race. Exclusion and referral data as of January 2023.
 - David Douglas High School:
 - 5.24% of Black students were excluded in 2022-23 compared to 2.69% of White students.
 - 22.73% of Black students received a referral in 2022-23 compared to 8.7% of White students.
 - Fir Ridge High School.
 - 21.43% of Black students were excluded in 2022-23 compared to 10.26% of White students.
 - 57.14% of Black students received a referral in 2022-23 compared to 30.77% of White students.
 - Alice Ott Middle School.
 - 12.9% of Black students were excluded in 2022-23 compared to 6.2% of White students.
 - 26.88% of Black students received a referral in 2022-23 compared to 10.74% of White students.
 - Floyd Light Middle School.
 - 9.2% of Black students were excluded in 2022-23 compared to 7.39% of White students.
 - 21.84% of Black students received a referral in 2022-23 compared to 13.04% of White students.

- Ron Russell Middle School.
 - 15.8% of Black students were excluded in 2022-23 compared to 6.59% of White students.
 - 28.07% of Black students received a referral in 2022-23 compared to 12.02% of White students.
- Elementary School Targets: three-year step down decrease by 2025-26 to no sizeable difference in referral rates by race. Referral data as of January 2023.
 - Cherry Park Elementary School.
 - 20% of Black students received a referral during 2022-23 in contrast to 6.25% of White students.
 - Earl Boyles Elementary School.
 - 22.73% of Black students received a referral in 2022-23 in contrast to 9.91% of White students.
 - Gilbert Heights Elementary School.
 - 19.67% of Black students received a referral in 2022-23 in contrast to 9.40% of White students.
 - Gilbert Park Elementary School.
 - 20.75% of Black students received a referral in 2022-23 in contrast to 11.68% of White students.
 - Lincoln Park Elementary School.
 - 12.5% of Black students received a referral in 2022-23 in contrast to 8.4% of White students.
 - Menlo Park Elementary School:
 - 9.09% of Black students received a referral in 2022-23 in contrast to 6.15% of White students.
 - Mill Park Elementary School:
 - 12.86% of Black students received a referral in 2022-23 in contrast to 5.45% of White students.
 - Ventura Park Elementary School.
 - 16.18% of Black students received a referral in 2022-23 in contrast to 16.96% of White students.
 - West Powellhurst Elementary School:
 - 8.33% of Black students received a referral in 2022-23 in contrast to 5.6% of White students.
- Chart of incidents: insubordination/non-compliance at all schools.
- A list of limitations/future considerations was provided.
- The data does not include the practice of removing students from the classroom and placing them in the hallway.
- Board request to hear conversations at the building level before adopting the targets.

Mr. Richardson welcomed Florence Protopapas as the Interim Director of Student Services. He also recognized and apologized for the impact and inconvenience of the non-school days of today and tomorrow due to inclement weather.

Climate and Culture Discussion – Mr. Richardson provided a shortened version of a presentation that was given during the August 2022 Administrator Academy. The following information was shared.

- Before the presentation: Ms. Barber provided a general definition of the difference between culture vs climate.
 - Culture: pattern of shared assumptions invented, discovered or developed by a given group, and has worked well enough to be considered valid and taught to new members.
 - Climate is the perceptions and attitudes of the people in the culture.
- Driving Excellence through Culture: 90 minute interactive presentation scaled down to 30 minutes on Zoom.
 - It's about our actions and attitudes and what they do to create the culture.
 - To be the best at getting better and making sure we're bringing our best for our students.
- What do we want David Douglas School District to be and what kind of culture do we model as leaders?
 - Champion for all kids, expect excellence, modeling the way, and carrying the banner.
- Does average exist in our district? We know this does exist but we are not going to accept average.
- What does average look like in your school and why does average continue to exist.
 - How we change: we have to challenge the status quo and not allow average to become our standard.
- Avoiding average: bring your best every day, don't let failure define you, surround yourself with excellence, don't let anyone take away your excellence, and personal excellence starts over each day.
- Focus on filling the cup of others: the time we spend on this pays dividends.

- Great change begins with self-change: striving for excellence each day is a lifestyle and choice.
- Reflection time: Do you want to be great, do you want your school and staff to be great, and do you want your student to receive a great education?
- How we build a community that does not settle on average: question the process and never fear failure.
- Leadership is not about how you respond when you know what to do.
 - It's how you respond when you don't know what to do.
 - Leadership is about action: how we move forward, listen, communicate, learn, and get better.
- Don't make decisions based on what is easy: based on equity lens, using data, what's best for kids, and using other voices such as parent, student, and the community.
- Belief system: four core culture strategies to achieve excellence.
 - Champion for all kids: relationships, passion, purpose, and pride.
 - Expect excellence: model the way.
 - Carry the banner: be a positive voice.
 - Merchant of hope: everyone deserves to be a part of something great.
- We get the chance to serve all kids, and we get to decide what kind of climate we want to serve them in.
- Cultivate a community where everyone has an opportunity to leave their legacy.
- Infuse a sense of pride in everything you do: the goal is not perfection, it's bringing the best at getting better.
- Simple interactions: the power of connections.
 - Never pass up an opportunity to smile and greet a student in a positive way.
- Every school has staff doing great things: it's no longer enough to do this work in isolation.
 - We need to encourage, support, and expect our staff to collaborate, share, and learn from one another.
- Don't allow staff or students to opt out.
 - How do we stay connected and help everyone opt in and how do we make collective work easier?
- No one went into teaching to be less than average: great leaders can inspire them and help them find their way back.
- Board requests:
 - Board members need to ask themselves some of these same questions on an ongoing basis.
 - Follow-up to presentation: What are the things David Douglas is doing differently in each school?

Further Discussion:

- **Discipline Goals:** this agenda item was not voted on this evening as more feedback is needed.
 - What form of feedback is the Board seeking?
 - Board/school liaisons: visit equity meetings at schools.
 - Survey feedback: three or four questions to administrators and equity teams.
 - Town Hall format for discussions with administrators.

ZOOM Chats

18:03:17 From Gabriela: I'm having audio troubles be right back

18:04:14 From Patt Komar: Muted

18:32:32 From Susan Olds: I can speak for WP - we use the definitions too.

18:32:54 From krichardson: Thanks Susan.

18:33:02 From Hoa Nguyen: Hi Heather - I am confused by the total number on the graph. Is it off?

18:36:28 From Stephanie D. Stephens, ODHS (she/her): When we're getting into this level of detail, please be careful. We're at risk of talking publicly about individual student discipline cases.

18:42:20 From Stephanie D. Stephens, ODHS (she/her): Donna's questions around the intent vs impact of the child's journey is real, though.

18:47:22 From Nick Erickson - Menlo Park: 2.39

18:47:54 From Nick Erickson - Menlo Park: This one is also 2.5 x more

- 18:54:48 From Stephanie D. Stephens, ODHS (she/her): Principal Straw says refusal to do work is tagged non-compliance. This is not a subjective measure. I'm not sure that's a discipline issue, but an academic support issue?
- 18:59:33 From Florence Protopapas: Pending how the data was pulled, the incidents pulling may not have been written at FR. It may have been at the HS and transferred over. I would have to check with Shelby to confirm the data pull.
- 19:00:02 From Stephanie D. Stephens, ODHS (she/her): Thank you for that clarification, Florence.
- 19:04:46 From Florence Protopapas: We presented the information on changes in the fall, we are still working on clear definitions for each of the categories that are being used for infraction of behavior. We plan to continue the work through the spring and train in August.
- 19:05:14 From Aaron Barrow: can people following along on YouTube see these messages?
- 19:05:33 From Stephanie D. Stephens, ODHS (she/her): If not, we need to read them aloud.
- 19:05:48 From Aaron Barrow: totally
- 19:06:29 From Florence Protopapas: That is the target Stephanie! Yes!
- 19:16:12 From krichardson: Thank you Heather!
- 19:23:47 From Stephanie D. Stephens, ODHS (she/her) : What is Florence's role in cabinet?
- 19:24:55 From Heather Franklin: Student Services Director
- 19:24:55 From Andy Long: Interim Student Services Director
- 19:25:22 From Florence Protopapas: Thank you all for being so welcoming... always ♥️☐
- 19:45:31 From Gabriela: t's really hard to hear you
- 20:15:50 From Gabriela: My understanding is that it is also attached to the grant we received around restorative practices.
- 20:17:21 From Florence Protopapas : The grant has one and half years on it. We hope to be able to extend the funding an additional year due to COVID pauses.
- 20:19:31 From Gabriela : Thank you, Florence, I will follow up with you to clarify.
- 20:19:34 From Nick Erickson - Menlo Park : Thank you for having us and your leadership.
- 20:19:38 From Gabriela : Thank you!!!!

Adjourn

Donna Barber, Board Chair

Ken Richardson, Superintendent / Clerk