

December (November) D&I Stakeholder Meeting Notes

Pillar 4 - Embrace character education and student discipline practices - the Wylie Way.

There were 8 people (3 staff members and 5 community members) present for our Tuesday, December 8th D&I Stakeholder Focus Group meeting. This meeting was a follow-up from our November 16th Pillar 4 Focus Group. We began the meeting at 6:05.

We began by going over the norms and goals for the meeting. We expressed that one of the goals of this meeting is to communicate what our program has done, is doing, and next steps. We also communicated that another goal of this meeting is to get input from our school community so that we can produce 2-3 action items to focus on for the next school year.

The meeting ended at 7:00, but we stayed after for casual conversation.

We took notes from the meeting, and from the notes came 6 possible action items. Some of the thoughts expressed were about communication from teachers and campuses about discipline, better communication for our students and families about how to report incidents, and how our intent to be inclusive can be exclusive.

They also asked, "How can we include and engage our students and teachers in this process. Can we utilize the superintendent's council so that we can include their voices and get their input?"

Finally, the parents were appreciative to see a school board member present at the meeting. They asked if we could have more school board members present at future meetings.

Possible Action Items

- 1 - Create training for district staff on how to redirect conversations in class back to learning in a way that doesn't negatively impact the learning environment.
- 2 - Review our learning materials so that we are presenting and exploring topics from diverse and contending perspectives without giving deference to any one perspective.
- 3 - Gather student input on the pillars through the superintendent's council.
- 4 - Gather teacher input on the pillars through the superintendent's council.
- 5 - Provide some training on how we can make our LGBTQ+ community feel included without excluding other students through the asking of pronouns.
- 6 - Create a plan for how we can communicate our reporting policies and procedures and what the process looks like, from reporting, to investigating, to following-up.