

2021.12.08 – P013 & SSP Committee 2021-22 Meeting

Participants:, Matthew Dodds, Lisa Edwards, Denis Farr, Grant Fawthrop, Reiko Fuentes, Margaret Greenberg, Rosalie Griffith, Marlene Harroun, Lorraine Linton, Maria Palermo, Amie Presley, Renee Rawlins, Barrie Sketchley, Stephanie Todorovich, Claudine Tyrrell, Anthony Vandyke, and Ellen Walsh,

Regrets: Elizabeth Addo, Qaisar Ahmad, Mohammed Askary, Janet Bambrick, Saby Chandi, Peter Chang, Denise De Paola, Andrew Gowdy, Chi Le, Courtney Lewis, Katia Palumbo

17 attendees and 11 absent

Agenda for December 8, 2021 @ 12:30

Reiko – reminded group of Compass points

<https://jamboard.google.com/d/1DgWBcAdy9QVree6E4rmtUmFV6UkMUpRRzA2rOSZnJGU/viewer?f=0>

Breakout Groups for 25 minutes beginning at 12:45 pm

- Working groups will work on the google docs for each group.
- How to operationalize the procedures. What are the things we need to consider for aspects of change?
- Facilitator, Take notes, record thoughts, and suggestions for each group
- Report back at with the full group a summary of group thoughts

| <u>Group 4 - Child Care</u> | <u>Group 5 - Format of Application</u> | <u>Group 6 - Number of Applications/Online Application</u> |
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| Anthony Vandyke Chi Le* Ellen Walsh Grant Fawthrop Katia Palumbo* Maria Palermo Peter Chang* Renee Rawlins Rosalie Griffith Stephanie Todorovich | Barrie Sketchley Claudine Tyrrell Courtney Lewis Denis Farr Elizabeth Addo* Lisa Edwards Marlene Harroun Nick Tran Reiko Fuentes | Adil Askary Amie Presley Denise De Paola Lorraine Linton Janet Bambrick Margaret Greenberg Matt Dodds Qaiser Ahmad Saby Chandi |

Highlighted names are staff that attended

Group 6 – Number of Applications/Online Application

Margaret Greenberg -

- We talked about why do we have any options for regular program at all?
- What is the rationale to provide choice for regular program when all regular programs are equally good?
- Wondering: Is this a way for young people with greater ability to advocate for themselves or greater financial resources to choose which school they would like to send their child to.
- In certain communities, parents are trying to get them out of their communities to go to other schools. When students do this, unintentionally it sends a message that out of boundary (some schools) are better than others.
- Other questions, **if out of area attendance meant to address a need vs. want?**
If need – who determines the need? Perhaps a different process. Like Special Education we identify need and then determine location based on needs process.
- Does it make sense that instead of having Optional Attendance of Lottery by Priority, acknowledge priority based on needs then identify applicant based on need vs. desire.
- What is SSP that students need to apply or what are programming that may be offered at a local level that would be open to everybody?

LL: We asked Mathew Dodds would you be able to ensure all Elem schools would be following this pattern? I.e. everyone is offering Cyber Arts and he said it could be done.

Margaret Greenberg -There are several models of SSP and what those models look like would inform this procedure.

Group 5 - # of online applications/centralize process

Claudine Tyrell –

- Talked about the Online application/Centralized process and the two timelines that would occur. One for SSP and one for OOA (Out Of Area).
- Whether we give OOA applicants opportunity to make any changes to their application like school choice. i.e. student selects a school for SSP and not successful then they make a change to their OOA options. Maybe not allow them to make changes.
- Timelines – What process looks like online. When somebody applies, who would get access to see applications (Secondary or Grade 8 students) to see where their students have applied to.

Reiko: **Supporting idea of not allow people change their choices is so that they have a shorter window.**

Have Jan as just for OOA after SSP have been done. So not having it up too early, students won't be changing their mind so have more focus to online application

Claudine – talked about online application to do everything. Send info to schools, applicants, and whoever is accepted is sent back to the online centralized system.

Reiko – Will continue to work on OOA. Highlight language in draft policy. Opportunity to highlight language in draft policy like concerns, questions, best thinking about direction we are going.

Reiko shared segmented draft policy and asked group to make notes:

<https://docs.google.com/document/d/13cOiHHbyyWiztUYZuqggKIUq0bn4IFGbqLaLvcV1pXc/edit>

Rosalie Griffith – Rationale 1, The Board recognizes that parents and students *may* should be **NEED** Saying the same thing. Some people may want to choose a school other than their local school and if board is committed to strong neighborhood schools, these two don't go together.

Lisa Edwards – Until all schools have equitable programming to allow students to get where they want to go, it's hard not to have a process like this. If all schools were ranked flat, and some schools are ranked higher than others (colleges look at applications from these schools). If all schools ranked flat, then agree that we should be pushing for our community schools. Until that happens, parents will pick and choose what's best for their child so that they are successful.

Margaret – Will always have people who feel some schools are better than others. Who are we serving and how do we dismantle it?

Reiko: Hearing that the central paragraph has two opposing messages about valuing neighborhood schools and yet we are talking about the Wants vs. Needs around people opting out of their local schools.

Grant Fawthrop: The moment we make it seem that we are dictate someone's decision, it has impact on people's perception of choice. In particular, the privileged will make it difficult. People feel they don't have choice – privilege communities will. Balance of choice is important

M. Dodds: Think opposite. If they see there is an option, they will take the option. **Maybe we should make it clear that the status quo of having an option is not going to be there anymore.**

Rosalie: Why aren't schools equal?

- Because some schools are going into communities and taking students away from other schools. As long as we continue to do this, we are not going to have equal schools.
- If talking about Math and Science, this can happen in every school but if talking about mechanics, not every school can do this. If we continue to leave the door open to allow people to continue to do the things they are doing (this is what got us in this place), this is wrong.

M. Dodds: Never going to have equal schools. Parents will always find programs that other schools don't have.

Ellen Walsh: If we change policy and **no Optional Attendance for anything.** This would revolutionize things. **If had a 5 year plan and lots of resources to get there it might work. Until we take away the choice, we are stuck.** We want schools to be opportunities for academic excellence, pathways, and spark creativity. If we pull back on choice how do we ensure the change that needs to happen, happens?

Barrie Sketchley – Its clear our Sec schools offer different programs. **Unless we close all SSP, you will have choices and parents will want their kids in different programs.** Think two statements have to be in the same paragraph.

LL – **The 5 yr. plan is necessary because of the implications. The need to be strategic in our plans because everything we do impacts other decisions. If we remove SSP and have a plan for this and**

looked at the implications, are we saying that local schools will be viable as local schools? Have we put resources in place to support local programming? How do we as a board ensure the viability of programs? Maybe strategically navigate in phases to consider all implications. How do we navigate our first moves? This needs to land right.

Claudine – Need to honor process to right size of schools so students have access to all types of courses so students aren't saying want to go to school A and B and not want to go to school C. Need to do this work first before we move forward.

Reiko: Recognize this. Need to have steps come into play.

Grant – Believe in strong neighborhood schools. But there are under resourced local schools that are not able to offer programs in certain areas so Need vs. Want. There will be a lot of push back if we remove choice.

Margaret Greenberg – Perception vs. reality.

- Some schools are perceived to be best schools in system (Fraser) but do not necessarily offer breadth/depth of programming and offer a specific type of programming for specific type of student and not for others.
- Often times, we are using this as the metric as successful which is not right.
- We need to have common language as a group as what is a "good school"

Stephanie Todorovich – Some SSP were placed in schools to solve right sizing schools. Concerned that we are tweaking policy to make it equitable, see it may cause harm. Don't want to just band aid the procedure. We are the system, we set this up for decades but not an excuse to keep going. **Bigger picture is right sizing schools, composite schools, and getting rid of SSP.**

Rosalie – This policy is so much bigger. Is there another committee that looking at this in a broader context?

Reiko: Know this is just one piece of an on-going process (blue wheel), looking at right sizing schools, closing schools.

- **All of these pieces are part of a larger plan (5 year plan), how do all these pieces fit together and the ramifications**
- Part 2 is the Objective – To provide policy direction about access to schools outside a student's designated attendance area
- Add your comments

Margaret Greenberg – Feeder schools? Should be tied to geography or program

Margaret Greenberg – 6.1 added comment "designated school" should include regular program in a designated school

Reiko: 6.1.1.4 – Priorities

Anthony – Priority 1: should this be applied to Elem schools only?