

COMMUNITY COUNCIL MEETING - TABLE SIX
FEBRUARY 4, 2012

TABLE SIX

Parking Lot:

Year Round – Challenges for some families at adds for state standards, academic achievement increases. Time for district to take advantage of programs.

What would member districts do without EMID?

1. Process not addressing long-term strategic planning for District.
2. Not working – Board governance
3. Conscious evolution of our understanding of diversity
4. More information about what EMID can/is doing
5. Generalize across schools-more programs accessing all students to teach about diversity
6. Lack of recognition/encouragement for what EMID is doing
7. Lack of connection between administration/board and student/staff
8. Adequate funding for services
9. Exclusive advocacy for this district
10. With loss of understanding in member districts (supts) about funding from EMID. Cuts will affect marginalized students more. Lack of programming

KEEP;

- year round
 - schools with student ratios no greater than 35:1
 - intersession bridge enrichment
 - integrated experience/schools
 - professional development and cultural competency
 - Synergy program and YEB
 - Transportation
 - student exchange
 - cultural liaison to continue to connect with families
 - arts focus/schools
 - Integration staff to continue to engage in conversation about our culturally/ linguistically diverse families. How do we improve access for these families
 - IB curriculum focus in schools
 - IB program framework – global minded
- KEEP continued
- diversity balance
 - a structure that consciously impacts the cultural competency of staff and communities among EMID districts
 - community access to cultural diversity training and education

TABLE SIX

ADD –

- 11th /12th – teaching member districts to do EMID work
- Establish quantifiable markers
- Long range sustainable strategic plan
- Programming designed to develop “talent” in each student. Schools should be places for talent development

What is working well;

- Intentional strategic conversation; RE: diversity with admins
- culturally/linguistically modeled programs.
- impact on society around US (diffusion of values)
- diversity goes beyond race/ethnicity
- teaching leadership respect, values, community service, character development
- ELL classes
- Synergy and YEB
- impact on student directly involved (beyond school)
- integration within arts
- IB program, framework, global minded
- magnet foci (arts/science)
- year round
- diversity balanced
- multi-age (now gone)
- TAG (now gone)
- Intersession/Bridge/enrichment
- school in general
- integration
- global perspective in schools
- OEI staff & Funds
- student exchange
- SEED training
- teachers went out to teach/train in districts (now gone)
- Pre service teachers during summer
- Synergy Program
- Youth executive board
- community access to cultural education
- intercultural/coaching

TABLE SIX

What is NOT working well;

- not enough school voice
- YEB – Stillwater/Oakland district too
- involvement of all families
- site council not diverse
- assumptions based on population or appearance
- integration within academics (intentional conversations)
- strategic planning process
- the EMID Board
- the achievement impact