DISTRICT P.A.S.S. MEETING MINUTES

DISTRICT UPDATES
i. Cardboard Challenge still needs volunteers
ii. Question about Prop CC to the board: Not a lot of marketing around it, should we push for it?

PLACE/NAME/INTENTION
i. Name is important to our dignity
ii. We assume names because we have been told to.
iii. What is the connection to our ancestors?

DISTRICT P.A.S.S. STEERING COMMITTEE GOALS
i. Identify action steps
ii. To create opportunities to hear students voice/perspective/narratives as they relate to their experiences in CCSD. There are gaps in our system, so we have to talk about race to address those disparities (racial equity).
iii. To strengthen communication channels with CCSD parents
iv. To increase the presence and engagement of community members of color throughout CCD to create new, positive and accurate narratives for students and staff about people of color.
v. To increase awareness and knowledge of programming options (GT, AP, IB, Honors, AVID) and the ways of accessing these options in our school, and the supports needed for students of color to be successful within these programs.
vi. Categorize and sort: what are those things that are in control of P.A.S.S. /Steering Committee; what are those things that are outside of their control.

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<tr>
<th>Within Control</th>
<th>Outside of Control</th>
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<td>Which structural and/or systemic barriers might prevent us from actualizing the goal?</td>
<td>How might we measure our progress towards our goals?</td>
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vii. Gallery Walk
a. What questions do you have about the identified goal?
b. Which identified action resonates most with you?
c. Which measure resonates most with you?

PEG SUMMIT UPDATES

i. Had 80 CCSD people attend
ii. Next Summit is September 25-30, 2020
iii. Transformational time personally and professionally
iv. Alan Lavizzo (Falcon Creek Middle School) – His 3rd summit, it is an emotional roller coaster, a time to come together to partner and connect. Reflect on what structures are working, and what is not, and to find where you are in this space, and how to move forward. Summit allows a more centered space to work with curriculum and structure to support students as best we can in CCSD.
v. Unique Cooper (Meadow Point Elementary) Meaning of summit is to build bridges not borders. The power of connection and people who want to have community in our buildings with our parents and our students. Symbolism we have as a country provides power.

LEGACY SCHOOLS

i. CRE Coaches are out in school to support the Title I schools. They are building legacy, a nexus that has a momentum of legacy to be engrained in who we are in CCSD.

P.A.S.S. COMMUNITY

i. Katie a parent from Coyote Hills Elementary – Felt the need to step up and lead the P.A.S.S. Committee at her school. Recruited over the summer to increase attendance at her school, and reflected on what she is doing to create change in her school and gain momentum for P.A.S.S. Katie recruited parents saying “I want to hear your voice, and know you and your story”. This recruitment offered a huge turnout of families. Katie challenges other schools to begin recruiting as well, asking them to think about activities to engage families.

Please see attached notes from P.A.S.S. breakout collaboration clusters
how do you support this if there is no representation from staff for the groups?

How do you support the staff members that run these groups? Do you give them time to do it instead of it being on a volunteer basis? Does the district assist them?
Open Access vs. All or Nothing

Encourage one AP course - even if not the standard course

Provide apps to students regardless of scheduling, exams, remedial judgments

Welcome night information

Provide guidance @ PSS & MAPS 0 alliances level

Keep data on the programming options
Understanding Navigational Capital

- Partnership for parents with a regard to lang/translation services
- Dismantling problematic origins or relationships being proactive
- Changing the dynamic of how culture is shared (i.e., cultural nights)
- Removing literal barriers (tables, papers, report) and communication/jargon barriers (technical language) in parent meeting
- Initiate parent interest convergence (tying in students in avenues to meet w/parents)
- Access to school/district leaders

In control
- Create bank of trusted individuals for advocates/community members
- In control
  (providing district resources for communication)
Changing the perception
Institutionalize the meetings and other PASS information in order to pass on what happens

Our Top Two

#1 = Student Voice @ PASS
- In Person
- Videos
- Social Media
- The Arts

#2 = Student Affinity Groups @ every school
**Student Voice Goal**

* Slam Poetry

* Student Presentations at board meetings and P.A.S.S. meetings - Survey! (ALL STUDENTS)

* Adversity groups - Elementary + Middle school

* This is Me Video (Social Media)

* Create Cultural Entrepreneurship - Students: Highschool + Middle School come to Elementary Schools

**Student Equity Team**

* Focus Groups - Add parents & community
  - Ask questions
  - Listen
  - Believe

* Inclusivity
  - Existing programs
  - To include students

* Connecting the Student groups
  - Adults that listen to their truth
  - Restorative Conversation

* Tik Tok

* Remapping Books
Considering multiple perspectives on "common/normal" welcoming activities (i.e., Bingo nights, Dad/Mom events)

Respecting knowledge in multiple forms; advocacy looks different person to person

Creating relevant/purposeful ways for parents to hear information (football games, after school)

Switching the narrative of language barrier (i.e., become the listeners of an unknown language)