

Winston-Salem/Forsyth County Board of Education
Climate, Culture & Equity Special Committee
Minutes
June 3, 2019
6 p.m.
Education Building Room 223

Board Committee Members

- Deanna Kaplan, Committee Chair
- Leah Crowley

Other Committee Members

- Juan Aguilar, Hispanic League
- Scott Arnold
- Vivian Perez Chandler, Latino Achievers
- Michelle Craun
- Shannon Dobson, IBEST Team, WS/FCS
- Layla Garms, Winston-Salem Foundation
- Kim Herman, Kernersville Chamber of Commerce
- Carolyn Highsmith, Coalition for Equity in Public Education
- Willette Nash
- Karen Roseboro, Instructional Superintendent, WS/FCS
- David Sisk, Title III Director, WS/FCS

Board Members Present

- Barbara Burke
- Malishai Woodbury

Executive Cabinet Members Present

- Brent Campbell
- Donna Cannon
- Trish Gainey
- Alexandra Hoskins
- Dionne Jenkins
- Lionel Kato
- Sam Mills
- Kenneth Simington

Ms. Deanna Kaplan called the meeting to order at 5:59 p.m.

Dr. Karen Roseboro invited all committee members to the Core Values Summit on June 14, 2019 at Walkertown High School from 8:30 a.m. to 2:30 p.m.

Dr. Roseboro provided an update on the position of the Director of Equity. There are more than 100 candidates, who will be screened according to a rubric.

Dr. Kelly Hales, Executive Director of Federal Programs, provided a [presentation](#) on the Every Student Succeeds Act (ESSA). WS/FCS participated in several funding programs, including the following:

- Title I (Part A): Improving the Academic Achievement of the Disadvantaged
- Title II (Part A): Preparing, Training, and Recruiting High-Quality Teachers, Principals, or other School Leadership
- Title III: Language Instruction for English Learners and Immigrant Students
- Title IV (Part A): Student Support and Academic Enrichment Grants

Dr. Hales explained how Title I designations are determined for school-level support. For 2019-20, WS/FCS will designate 42 schools to receive funds, which indicates no change from 2018-19.

She provided an overview of the use of poverty bands and allocation determination for instructional support and parent/family engagement.

Dr. Hales reviewed the required and optional use of funds at the district level. She also shared the requirements surrounding Parent Family Engagement.

She provided many examples of how schools use their Title I allocations.

With no questions posed, Dr. Hales moved into an explanation of Title II, Part A. WS/FCS uses the funds to pay for instructional coaches, professional development, and recruitment of hard-to-staff schools and subject areas.

She shared the definition of professional development under ESSA, which limits the use of funds for one-day workshops or training without a monitoring plan for implementation.

Dr. Hales provided an overview of Title III and how the funds are used in the district.

Dr. Hales provided an explanation of Title IV, Part A, including well-rounded education, safe and healthy schools, and use of technology.

Dr. Willette Nash asked about providing funds for climate and culture at Title I schools. Dr. Kenneth Simington responded that Panorama surveys provide an opportunity to give input regarding climate and culture by stakeholders.

Dr. Hales transitioned to presenting the results of the 2018-19 ESSA survey, which was one opportunity for stakeholders to provide input. The 2019-20 ESSA survey is open now and will remain open until June 7, 2019: www.wsfcs.k12.nc.us/domain/12502. She provided an overview of how the results of the survey are used in various ways by district leadership.

Dr. Roseboro asked about partner organizations involved in pushing the completion of the survey. Dr. Hales responded that the survey has been publicized on social media and is available in 6 languages and paper-pencil. Dr. Hales also indicated that the survey includes an email address is available to request paper copies.

Ms. Leah Crowley asked for an explanation of the ESSA survey responses. Dr. Hales explained that the survey responses indicate trends across the district goals.

Dr. Roseboro indicated that Dr. Hales' presentation is the result of input from the committee members.

Mr. David Sisk, Title III Director, explained that he is going to take the committee through an exercise around defining equity. He shared his personal history of embracing diversity.

Mr. Sisk shared a [short presentation](#) around how different districts have defined equity across the country. The definitions range from a clear, precise definition (What is equity?) to an equity philosophy (How do we get to equity?). He indicated that the committee will have to determine which direction to take.

Mr. Sisk shared two specific examples, one from Orange County, NC (definition) and one from Cincinnati, OH (philosophy).

Mr. Sisk facilitated an "Affinity Diagram." He encouraged committee and community/audience members to get into groups of 4-6 people. He distributed 10-15 sticky notes to individuals. Participants spent two minutes pondering their thoughts/responses to the question "What is Equity?" and two minutes responding to "How do we get to equity?" by recording their thoughts on individual sticky notes.

Mr. Sisk instructed the groups to review their notes, group them into alike-clusters, and then name the clusters. He invited the groups to share a summary in 30 seconds, which they did.

Ms. Kaplan indicated that the work will continue in August.

Dr. Roseboro thanked the participants for their energy and enthusiasm.

Ms. Malishai Woodbury shared that the committee received a proposal by the Coalition for Equity in Public Education, that the committee can review in August. Ms. Carolyn Highsmith indicated that the group has been working on issues of equity since 2016, and the document is a baseline for the committee to consider.

Ms. Kaplan adjourned the meeting at 7:17 p.m.