

Initial Budget Meeting Agenda

MAYNARD H. JACKSON, JR. HIGH SCHOOL

Date: **March 9, 2022**

Time: **5:15 p.m. to 6:15 p.m.**

Location: **Media Center or ZOOM**

Join GO TEAM Meeting #6

Join Zoom Meeting

<https://atlantapublicschools-us.zoom.us/j/85683314581?pwd=WjRFaFNHTSs4cVd6ZTFxZVBBbXdjdz09>

Meeting ID: 856 8331 4581

Passcode: goteam

Call to order

I. Roll Call; Establish Quorum

| Role | Name (or Vacant) | Present or Absent |
|------------------------|-------------------------|-------------------|
| Principal | Adam Danser | Yes |
| Parent/Guardian | Rene Esler | Yes |
| Parent/Guardian | Kim Grimes-Solomon | Absent |
| Parent/Guardian | Joyce Bradley-Collymore | Absent |
| Instructional Staff | David Eberhart | Yes |
| Instructional Staff | Jandi Harris | Yes |
| Instructional Staff | Yusuf King | Yes |
| Community Member | Garry Long | Yes |
| Swing Seat/Parent | Lewis Cartee | Yes |
| Community member | Kamau Bobb | Yes |
| Student Representative | Dylan Legend | Yes |
| Student Representative | Sam Quartarone | Yes |

Esler confirmed quorum

II. Read Meeting Norms- Eberhart read the meeting norms

III. Public Comment No public comment. Cartee made motion to close public comment.

Bobb seconded. Public comment unanimously closed.

IV. Action Items

- a. Action Item 1: **Approval of Agenda** Esler made motion to approve. Bobb seconded. Agenda unanimously approved

- b. Action Item 2: **Approval of Previous Minutes** Bobb made motion to approve. Cartee seconded. Agenda unanimously approved.
- c. Action 3: **Budget Approval-** Danser reviewed summary of budget discussion from previous meeting (Feb 2022). Based on February suggestion from GO team member, Danser explored options to increase support for the social-emotional needs of the student. Danser identified additional CARES Act money which rolled over to APS schools this year. Money proposed to be added to address the mental and physical health of the students, as well as the well-being of the at-risk students. Danser proposed adding a ‘restorative practices coach’ to the MJHS 2022-2023 school year budget. Danser’s discussions with student-led groups reveals that students are reporting increasing and greater need for restorative services and training. The school administrations needs for stay-away agreements and non-confrontation contracts have been overwhelming, and the restorative coach will help mitigate the need for these and repair the harm from interactions that are leading to strained relationships. MJHS administration and student body are interested in reducing the number of repeat offenders involved in student-to-student conflicts. Suspensions are a temporarily consequence but aren’t addressing the root causes of the violence and conflicts. Arguments are starting over someone looking at someone the wrong way, or thinking that someone was talking about them. Student social emotional needs are overwhelming and are profoundly affecting the classrooms and homes and were severely taxed by the two-year pandemic. Restorative coaches are trained in mediation and can train staff as part of their professional learning. Look to provide avenues to repair harm.

Question- is there a way to implement a longer term strategy to help train/orient students on the legacy of Maynard Jackson and how they represent his legacy when they are at school or representing school?

Answer- Yes. This can be explored. The legacy of Maynard Jackson is something that every student show reflect and carry proudly.

Danser also stated that the administration has started posting positions for new language, technology and math teacher to get the processes rolling. Challenges continue on how to have a hybrid model of group/in-person work and online virtual.

Question- Will the restorative counsellor be just one year or multiple years?

Answer- will be advertised as CARES funded, so it can be limited term.

Question- How many restorative coaches can be hired with the amount allocated?

Answer- One person

Motion- *Make the change to add a Restorative Practice Coach to the budget.* Long made motion to approve. Esler second. Motion unanimously approved

Motion- *Approve the current budget as proposed in the February 2022 and modified in March 2022 to include the restorative coaching position.* Long made the motion to approve. Cartee seconded. Motion unanimously approved

V. Discussion Items

- a. Update on Social Media Post (see Principal's report below)
- b. Cluster Advisory Team Update- Four schools are at capacity or close to capacity. Facilities improvement plans for schools at capacity went to board to review. Schools that are under capacity will have their plans for facility improvements submitted to the board next year. APS plans to rezone in order to better distribute predicted student populations based on expected student enrollment is

currently on the APS website for community review. Cartee suggested that the Cluster Advisory Team form an internal focus group to review plans first.

VI. Information Items

- a. **Principal's Report.** Incident in school involving a girl new to Maynard Jackson had a video released of her making hurtful and racist comments. Students responded harshly. MJHS administration has no grounds to discipline the students or kick the student out since the incident didn't happen at the school. Student leadership met to discuss issue and conduct a restorative circle. Equity office members from APS were called in to help. Student joined restorative circles. School is now creating a task force of students and staff that will look at series of issues raised by students in response to the incident including:
 - i. How do we shape an anti-racist/anti-bias school culture?
 - ii. Discuss ways to educate white students and staff on unconscious bias and racism.
 - iii. Identify the ways that dress, hair and conduct policies negative impact students of color. Discuss how we can replace conduct policies with a defined culture of respect for all members of the school community.
 - iv. Examine the lack of representation of students of color in AP and IB classes. How can that reality improve?
 - v. Discuss student perception of grading policies and how teachers subjectively treat or grade students. What have students experienced? What needs to change?
 - vi. Identify other groups that feel discriminated against at MJHS? How can the visibility and regard/respect of those groups improve? (Other groups: Disabled, Gay, lesbian, Transgender, immigrant, etc.)
 - vii. How can school foster a better sense of belonging at Maynard Jackson High School? How do we elevate the voices of students who are typically

unheard? (e.g.. monthly town halls, students led discussions, weekly open forums, etc.)

MJHS needs resources and help to address the inequities in the school. Discipline actions are mostly coming from fights. Student leadership is what will separate Maynard from other schools and make Maynard a great high school.

Quartarone indicated that the implicit bias likely exists in the school administration. He confirmed that as a white student, he has never been asked for a hall pass when walking in the hall. Doesn't know if that is because he is white, or male, or an honor student. Long asked that the board recognize how important the student voices in revealing the realities of how students are treated and what inequities are imbedded in day-to-day operations

Question- Where does the ownership of the new student task force reside?

Answer- Ultimately with the students. Dr. Minor acting as administrative liaison.

Eberhart suggested that equity is not equality and there are bold steps that can be taken, but board needs to be ready to take criticism and judgement from the community if it wants to be equitable and address the imbalances.

Quartarone noted that there is plenty of room in the IB program for more students, but that very nature of IB being rigorous can also prevent people from trying the program. Important to allow everyone to have an equal chance to succeed.

Bobb suggests that the trajectory of Maynard is predictable and will soon be a 70% white school. If the community doesn't act now to stop the cycle, it must be willing to own the determination to consciously choose a segregated and unjust school system. The weighting system of IB and AP classes disadvantage students who are excellent students and deserve opportunities but are not graduating at the top of the class because they don't receive the weights assigned to honor and IP programs.

Maynard and Midtown are the only two schools slated to grow in the next five years. APS expressed hesitancy to add on to schools at capacity when other schools are underutilized. Current proposal to address projected overcrowding at MJHS looks at moving all neighborhoods west of 1-75/1-85 out of Jackson cluster and moving it to Washington or Carver cluster.

Question- Will students currently living in the areas be allowed to continue at Jackson?

Answer- Generally 11th and 12th graders are always allowed to continue once a redistricting plan is approved, but 9th and 10th are not.

Question- Are the Equity Teams at APS looking at the segregation issue? This plan carves out the poor black neighborhoods to benefit the white communities that are now in Jackson and Midtown?

Answer- Not clear that there are any meaningful and honest conversations happening about how to build a truly equitable school system.

Question- Is there a way to share these redistricting plans with the MJJ family?

Answer- All the information is publicly available on the APS website (<https://www.atlantapublicschools.us/Page/60725>)

VII. Adjournment

Bobb made motion to adjourn. Cartee seconded. Motion to adjourn passed.