

# Meeting Agenda

## MAYNARD H. JACKSON, JR. HIGH SCHOOL

Date: April 20, 2022

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

Location: Media Center or ZOOM

Join GO TEAM Meeting #7

Join Zoom Meeting

### Key Meeting Takeaways

Many community members participated during public comment to provide their perspective on the current and potential school dress code policy. Students (current and former), parents and teachers all provided experience and perspective. GO team members vigorously discussed the merits and detractions of more stringent or flexible dress code policies. MJHS administration reiterated that enforcement of dress-code takes time away from classroom learning. GO team concurred that the current dress code places greater burden on black, brown and female students. GO-team is forming a committee to evaluate the existing policy and will prepare its recommendations to present to the Go-team on Wednesday, May 25 at a special meeting called by the team to provide guidance to school administration prior to the end of the academic year. Dr. Danser reminded participants that the milestones are beginning. It's a baseline year and content mastery will be reported, but there will be no progress score because the last viable score will be 2019. A growth measure data point won't be available. Teachers are concerned about testing and readiness- getting back into testing mode and being able to sit down and test, as student stamina is still recovering from the two-year pandemic. When reflecting on the year, we returned to an unforeseen normal, but the resiliency of students, staff and community inspire all.

### 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	Yes
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

# Meeting Agenda

Community member	Kamau Bobb	Yes
Student Representative	Dylan Legend	Yes
Student Representative	Sam Quartarone	Yes

Esler confirmed quorum

**II. Read Meeting Norms-** Grimes-Solomon read the meeting norms and public comment

**III. Public Comment**

- a. **Dontraveous Wilder-** 2021 graduate of MJHS. Here to discuss the MJHS uniform policy. Thankful for the equity taskforce and the efforts being made to address the inequities that students are facing. Questions- AP/IB enrollment is disproportionate and would like to know how MJHS plans to increase enrollment for disadvantaged students and what resources MJHS will make available to help the students. Also, uniform policies disproportionately affect communities of color. School to prison pipeline is a concern. COVID has contributed to the school to prison pipeline. Needs to improve the transition from King Middle to MJHS to interrupt the pipeline.
- b. **Mason Goodwin-** Recommending that children not be pulled from class for not having the correct uniform and not interrupt their studies. Perception is that IB kids can wear whatever they want and other kids are the ones that chased by hall monitors and penalized for uniform missteps.
- c. **John Murray-** voicing support for a uniform policy. Seen how uniform policies should and shouldn't be implemented. Better learning environment could be promoted by a better uniform policy. Students videos of themselves in hallway could be stymied by a uniform policy. Uniform can also help minimize the determination or identification of wealthy and will allow communities business to recognize MJHS students. Badges can be put away. Uniform policy could provide more flexibility. Policy can just be something easy for teachers and administrators to use and track

# Meeting Agenda

- d. **Jenny Mullins**- Concerns about equity in enforcement of dress code. Girls are uncomfortable with the idea that their legs are being examined related to skirt length. Would like to emphasize the importance of a gender neutral dress code.
- e. **Takana Petty**- Supports a dress code policy. It is easier for school staff and administrators to identify students, particularly when they are engaged in truancy or activities off campus that are not reflective of the behavior that MJHS would like to promote.
- f. **Sakari Balam**- Supports the dress code. No concerns about equity and access. No bullying because they don't have on certain things. Great identifier and it encourages good behavior. You dress for the job you want. Houseshoes are a safety issues. Preparing the scholars to go beyond the doors of Maynard. Helping students think of their future and prepare for their part. Needs continuity and structure. A free-for-all doesn't work, students need structure.
- g. **Athlonia Jones**- Questioning the policy on children wearing belts.
- h. **Claudia Haspel**- Uniforms have been blatantly inequitable. Bigger girls are more likely to be dress coded. Used to be much stricter. Added black bottoms and plaid to the dress code. It needs to ease up a bit. In terms of equality, it would be more fair if the skirts part of the dress code were included in male. Males can't wear plaid or skirts would promote inclusivity.
- i. **Andrea Knight**- Dress code is a culture change. There needs to be more feedback about the dress code. Not sure there is support for change.

Grimes-Solomon closed the public comment.

## IV. Action Items

- a. Action Item 1: **Approval of Agenda** Cartee made motion to approve. Eberhart seconded. Agenda unanimously approved
- b. Action Item 2: **Approval of Previous Minutes** Bobb made motion to approve. Eberhart seconded. Agenda unanimously approved.

## V. Discussion Items

## Meeting Agenda

a. Dress Code SY2022-2023- Danser reiterated the Board policy (policy was also shared with members present at meeting). Important to note that the board policy prevents a student from being denied entrance to school because they can't afford apparel consistent with dress code policy. Enforcement can't create barriers to attendance or education. Discipline rates were higher with the stricter dress codes. Right now a Level 1 dress code infraction is supposed to ensure that the child doesn't miss classes. Dress code was updated to remove some barriers. Black pants were added so that girls were facing issues with khaki pants and menstruation. To increase the spirit and decrease the financial burden, spirit wear was allowed as well. Working towards gender neutral approach. Uniform policy change would need the support of the board and would need additional input from community. We need to figure out where we want to go, but enforcement is a real problem.

i. Question- What is the origin of having a dress code and what is the logic model for it—what was the intent. It doesn't seem to be aligned with safety. What are other schools doing now?

1. Answer- some schools have a policy but struggle to enforce or don't have one at all. When uniforms are done well, it does reduce the stress of getting dress and does make it easier to identify students. But also, things are shifting, particularly in light of the pandemic. Students spent 18 months dressed as they wanted. Also, work places are much more casual today.

**Eberhart** stated- simple uniform policy will make it easy to recognize the students. Dress code is too complicated right now. Strong opinion that African Americans are dress code much more frequently. Students need to be dressing modestly. Need to be equitable to teachers and they want something easy. Not seeing much difference in overall student behavior

**Legend** confirmed that there has been shift in the dress code. Recommend a stricter, easier to enforce dress code, but we need to have a conversation to explain why we are doing a dress code and why it is important. Need to be having conversations.

## Meeting Agenda

**Quartarone** expressed that he came from a middle school that had very stringent dress code. Overall, the dress code affects girls more, and guys can get away from more. Students will generally say 'no restrictions' but seems like most want no uniform but some dress code.

**Cartee** observed there isn't one right path to success. We need to have something that can be implemented with fidelity. Right now it seems inconsistent and that is likely where the problem lies. We know that the dress codes will always affect people of color and girls more.

**Esler** stated that almost every member of the female body menstruates and khakis are a problem for any girls that is menstruating. She looked to find data that correlated stricter dress codes, or lack of dress codes to better learning outcomes, but there is no data that supports that assertion. In lieu of data, if intent is to create a robust learning environment, then kids and parents can guide the learning environment by allowing children to come to school dressed as their best-self. Esler advocated for gender-neutral dress codes or guidance.

**Legend** pointed out there are issues off school property where it's important to be able to identify a Jackson student and so there is a need to enforce a dress code.

**King** supports a more formalized, uniform structured dress code will address greater inequities. Monograms are costly, so need to have something that isn't expensive and is easier to enforce. One of the school settles down once uniforms were accepted and implemented. This is the 9<sup>th</sup> year at MJHS and recalls the early days when students who violated dress code were placed in the gym, bagged lunches were distributed and parents were called. It took about a year but then the school settled down.

**Danser** pointed out the overarching question is enforcement- what do we do if a child isn't compliant with dress code? We don't want children to miss school. What do we do?

**Question:** What do we do now when kids aren't compliant?

## Meeting Agenda

**Answer-** Right now we offer them clothing that is dress code appropriate. But it takes time and resources.

**King** observed that Drew Charter is very similar to MJHS demographically and they do have a strict dress code.

**Harris** stated that we have to enforce something. That is the decision. No dress code isn't an option. Male and female teachers are not always comfortable having discussions with students about their clothing or appearance. Whichever way we go, teachers and administrators are fighting something. For teachers and administrators, it's distracting and takes away from teaching to have to address dress code violations. People are always going to buck the system.

**Bobb** expressed frustration that we are having this conversation when black students can't do math, we have mathematical apartheid going on and we are discussing clothing. Dress code is often so we have uniformity of the educational experience so all students look the same and when you interface with a student, there is no distinction between IB or AP students and others. This is why dress codes affects students of color more. We have to either move to draconian measures and we have a strict uniform, or we have to go the other route, and have no strict uniform but have a dress code. We still have to address the enormous educational inequities that we need to address.

**King** observed that we could follow the guidance that Wesley and King have and continue it with minor adjustments.

Question- was our math data better when we had stricter policies?

Answer- no, our math schools have gone up as our dress guidance became broader.

**Danser** observes that we are imagining education after the pandemic. We see a different child today. There is no one talking about data for student showing up at tutorials, or class avoidance. The school needs to decide where we want to go/what school we want to be. We have lots of room to grow. There are challenges and we will enforce what we can. We can't go draconian because it is contrary to the board guidance. We want to fight the right

# Meeting Agenda

battle. More kids were in class during pajama day than any other day. Can't gloss over the question that keeps being asked- what can we do when a student is in conflict with dress code. Because enforcement falls to five people- the administration.

**Grimes-Solomon** said we need to have something that we all believe in. Since it is the last meeting of the GO-team meeting. But we need to look at the logic and purpose of the dress code. Then look at the parameters around that. Then look at the 'how' – how to enforce. The most important thing is there a purpose to having a dress codes. Moving to next steps sounds like Committee Work. We can always make a motion to add another Go-team committee meeting.

**Danser** assured the Go-Team that regardless of outcomes, there will be a requirement beginning next year for a visible student identity card.

**Grimes-Solomon** pointed out that there is real interest from the school family that the uniform/dress code policy, and wonders if some of this might help with academics. The biases when we interact can impact performance.

**Eberhart** offered a point of reference. Teachers are back at end of July. Need to have the issue addressed before the teachers return.

**Eberhart** made motion to "Create a committee to put together recommendation and provide report/recommendations to the GO-Team" Esler seconded. Motion passed with Harris abstaining. Eberhart volunteered to head up the Committee.

Next Go-team meeting will be held on Wednesday, May 25.

b) **Discussion Item 2: ACES meeting-** Twice a year the Superintendent meets with the principals and central office personnel to discuss accountability and present data and discuss what is working and what needs/support is required from the district. Discussions include attendance, behavior and MAP data.

c) Cluster Update: No meeting because conflicted with the city-wide "State of the Cluster" meeting.

# Meeting Agenda

## VI. Information Items

a. **Principal's Report-** It's the end of the year and Georgia Milestones testing begins next week. Last milestone test was 2019. Only four subjects being tested. It's a baseline year for CCRPI- content mastery will be reported, but there will be no progress score because the last viable score will be 2019. This growth measure data point won't be available. Teachers are concerned about testing and readiness- getting back into testing mode and being able to sit down and test. But we will form a baseline and move on from there. When reflecting on the year, we returned to an unforeseen normal. We did what we had to do, not knowing it would look like it did. The amount of anxiety throughout the school year really impacted how everyone did their work, and led to many of the social challenges the school family faced. Instruction has not always been at the forefront because for much of the year, we were acting as COVID case investigators and scheduling coordinator to address absences due to COVID. Whatever data comes from the milestones, the focus is the child, not the score, because we have managed to get through this as a community, and should be proud of our resilience. But we need to consider how we are going to adjust more for our students. Stamina is an issue. Students are having difficulty staying in class, focusing on school work, sitting for a test. The question is how do we adjust to improve going forward. The baseline is what it is, but we need to explore how we adjust our instructional approaches to meet the needs and lessen the impact of the pandemic by personalizing learning and looking at approaches that are less traditional. Lots of great college acceptances and scholarships this year. Looking forward to the celebrations.

**Bobb** took a moment to thank and acknowledge the leadership and consistency of Dr. Danser throughout the pandemic.

## VII. Adjournment

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