

**Equity Task Force  
Minutes from April 28, 2020**

**Call to Order: 7:04**

**In Attendance:** Nicole, Noelia, Sue, Patrick, Alyeda, David, Colleen, Diana, Laura, Denise, Tenea, Paco, Shara, Kristen and Joan

**Approval of the Agenda:** Motion by Paco. Second by Patrick. All approved.

**Approval of the Minutes:** Motion by Patrick. Second by Colleen. All approved.

**Public Comment:** None

**Update on District Response to COVID 19**

Joan and David gave an update on meals, Phase II of Distance Learning, grades, promotion ceremonies, summer school and fall planning. 2,500 chromebooks and 650 hot spots have been distributed. Patrick also shared that staff had distributed over 1,000 books at lunchtime. Colleen reminded the ETF that the hotspots and service are estimated to cost the District \$350,000 and shared that the Ed Foundation was running a campaign and had raised \$78,000 to date.

**Board Member Update**

Trustees Noelia Corzo and Shara Watkins shared updates from the Board. They explained that a grading policy would come before the Board on May 7. The Board had been waiting to see what the high school district decided to do which ended up being credit / no credit. Noelia expressed interest in a hold harmless grading policy where a student cannot do worse but could do better. She was also wondering about assessments and determining instructional goals and at the same time balancing that with ensuring that students' basic needs are met. They were interested in what the ETF thought about grading. Shara added that the District has had to focus on COVID 19 which means that the Governing Team and staff have not been able to address other equity issues. She also shared that they have met with the liaisons from the Councils in Foster City and San Mateo.

- Kristen described what the grading system was going to look like in Belmont – Redwood Shores and stated that she was more concerned about a consistency of experience than grading.
- Diana stated that as a parent of a young child, she didn't want to see grades and preferred the credit/no credit.
- Aleyda stated that she felt that a written narrative was critical and more valuable to families.
- Denise felt that it was important to know what the high school district was doing but that we are separate organizations. She stated that Dr. Skelly points out that the journey is more important than grades right now. She agreed that a narrative is important.
- Sue wondered if there could be a rubric to guide the narrative. She also wondered how fair anything was going to be if a student still did not have a chromebook.
- Paco stated that the situation takes a toll and they may not be performing at 100% of their true potential. He felt that pushing for a grading system would not be helpful and would exacerbate the disparities. He thought that the credit/no credit with a narrative would motivate the students. It also recognizes performance and provides information to the next teacher.

- Patrick felt that the conversation had captured the essence of the concerns his teachers are expressing. He explained that the teachers don't know if they will adequately cover all of the content on which to base a grade.
- Noelia stated that it felt that there was consensus regarding the use of a narrative.
- Shara didn't feel that grading was where we needed to spend the bulk of our energy with so many other areas of need.

Nicole moved on to discuss equity in a distance learning model and reminded the team that the role of the ETF is to support culturally proficient and equitable decision making. Since the students don't have the same access, what matters the most? She felt that it was important for our students to engage in consistent, relevant lessons. She also reminded the team that grading was never set up as an equitable system.

- Aleyda and Kristen expressed concern that we are ensuring equality in access but we still have equity issues because there are families who can help their children and others who cannot.
- Patrick stated that the distribution of chromebooks and hotspots created equality, however, his school team meetings are focused on students who are struggling in order to provide equity.

Nicole suggested that the team continue to focus on both equality and equity. She hoped that when the team receives the data from the survey that they can consider the information to address needs. David provided an overview of the survey and Nicole then led the team into a review of the Family Survey on Distance Learning with an equity lens.

The team carefully worked through the questions and suggestions were captured for changes to the final survey.

**Adjourned at 9:03.** Motion by David. Second by Denise.

**Next Meetings – May 26 and June 9, 2020 at 7:00**