

October 28, 2017 – EDLD 665 - Legal Issues in Administration  
16 students: 14 white females; 1 white male; 1 biracial woman

Agenda: Check in Grounding/Compass

Presentations

Mid-term evaluations

Exit ticket

Think-Pair-Share

I thought I knew/Now I know

Today's Outcomes

- Analysis of cases that enforce the school to prison pipeline
- Practice IRAC (Issue, Rule, Analysis, Conclusion)
- Communication of complex ideas to stakeholders

Students whip-share about their week (they can pass if they choose). B called several people by name as she invited them to share.

- Marnita's table
- MACE trip to Brainerd
- Went to 2 days of SOEI training. Very intense. Has developed
- Equity Group now has 2 people of color. How to glean info without making them speak for their race?
- How do we meet the demands of our changing world – WBWF. She was surprised that some of her colleagues were as conservative and resistant as they were to new ideas.
- Spent the day with SPED Director at regional meeting. Heard snarky jokes about other districts. They all know each other very well. If I apply in another district, they will be talking about me.
- Going to School Law Conference – Nov. 9. Mainly SPED, Union, and Admin will be there.
- Eastern Carver County is having an intercultural harmony conversation. 2 students in the room will be facilitators. Andre Cohen from Bethel broke down the conversations about equity into terms that they could understand.
- Presented to staff about student assistance team. Was also invited to do the same presentation at another school.
- Member of the I-Team part of a child find team. Her role is to listen and offer suggestions about how to serve these kids. Her job is to create some sort of framework so that everyone will know what to do.
- Shared Katherine Kersten's magazine article about opposition racial equity work.
- Hung out with Ken Kalamaha all day about SPED in her district.
- Osseo is a racially segregated school district. Student is in the feeling quadrant. The board is racially and politically charged.
- Accepted to be a part of E4E's action team for the next 3-4 months. School is readjusting how they do conferences. Talked with parents about how to restructure

conference. All students will be getting Identity work to do with parents. Wondering how staff will react to the new structure.

9:45: B takes students through grounding exercise. Highlights the Protocol. B shared about her thoughts on inclusivity. After reflecting on the student panel in Mankato, she shared that student did not feel welcome in some classes.

She noticed that the diversity in the class are Andy and Charisse. "If you were a person of color and you walked into this classroom, what would you think about this class?" (I'm not asked to be a part of the group, they felt invisible to the group, etc.)

B: What actions will you take so that people of color feel included? What roles do the people of color play in your buildings? Janitors? Cooks? AEs?

How can you play an active role in helping to create an environment that retains people of color.

Locate yourselves on the Compass and then move to the corners of the room.

Turn & Talk with people in same place on the compass. B is silent observer visiting each of the groups.

B gave a 2-minute reminder to wrap up and begin presentations. Made a comment that Charise is still going back to her table alone. She then asked a representative of each quadrant to share out. Reminded speaker to come from personal, local, & immediate.

Thinking: Always thinking about comments and what she's learned.

Believing: agreed with statements. Then stops. Not sure about what to do next.

Doing: Nobody in that quadrant.

Centered: We've been having these same conversations with staff. We're ready to act but they are not. Still having a fear that we will say the wrong thing. Has more comfort in talking with new colleagues of color.

(Charise)...as a Black woman, I am so sick of having these conversations, but doing my best to be quiet and understand where others are coming from but not feeling developed because she is waiting for other to come along.

B shared a personal anecdote about being excluded from a handout, assumed to be an AE rather than a classroom teacher

10:12: 10-minute break

B set revisited the expectations for the rest of the class in order to evaluate the presentations.

10:30: B set a timer for 10 minutes.

Group 1 - Zero Tolerance – The school to prison pipeline. Kelly, Lindsey, Rachel, & Jill  
Students presented a case Seal v. Morgan, 229 D 3d 567, 578 (1996)  
Group went over but she allowed them to continue.

B shared a comment about Human Rights sending out a letter to school districts to about suspensions.

Also shared that a student in the Policy class said “How will I ever know about all this stuff? There is so much!”

B: Go to board meetings. You will hear about major issues affecting school districts and the law.

B reminded class that there were 5 groups to go and only 1 hour left in class. She reminded class about the use 5 slides. (One student said that she didn't see that. Others said that they knew about the 5-slide requirement.)

10:57 - Group 2 – Girls Rock Law Suit

High school girl stood up and spoke out about another student being taken down by a police officer in class because of defiance over the use of a cell phone.

Many police are given 1 hour of training in de-escalation in comparison, police are given many, many hours of training on how to take people down and how to use their weapons.  
Many teachers are not trained to deescalate.

11:09 – Group 3 – SROs

Gray v. Bostic – 9-year old girl handcuffed by police because she was overheard making a comment as she walked away from a teacher (“I bust you in your face.”), even though the teacher did not feel threatened and did not wish to carry the issue forward.

11:27 – Group 4 - Misdemeanors & Tickets

De Luna v. Hidalgo County – the unconstitutional making low-income kids pay for unpaid truancy tickets. The criminalization of misbehavior in schools.

B: Have you noticed the geography where the many of these cases are happening?

Ss: The South

B tells a short story about her time in Memphis. She commends the fact that the students realize that it is the **administration** who calls the SROs and police.

11:45 – Group 5 – Are African American Kids being targeted for school to prison pipeline in MS?

Presentations of facts that students are unconstitutionally arrested and prosecuted for minor infractions.

11:53 – Group 5 - Charise

Williams v. California – 2000 (46<sup>th</sup> Anniversary of Brown v Board)

High school students sued because they didn't get the bare essentials and had crumbling schools.

B: Thanks for class.

Exit ticket: Share at your table something that you didn't know. People shared at their tables but C went around to hand pink slips but did not share with others. No one came to share with her either.

One woman came by later and asked for Charise's cell #.

Class stayed until 12:15 engaged in conversations.