

Gloria Pascual: I'm going to call the subcommittee meeting for racial equity to order at 4:37pm. I'm the Chair Gloria Pascual. I accept a motion-

Tracey Bryant: Motion to open the meeting.

Gloria Pascual: Made by Tracy Bryant.

Beverly Hugo: Second.

Gloria Pascual: I think you're going to have to talk just a little bit louder Beverly or your voice won't been captured.

Beverly Hugo: Second, by Beverly Hugo.

Gloria Pascual: All in favor.

Noval Alexander: Aye

Gloria Pascual: Do you want identify yourself.

Noval Alexander: Oh sorry.

Gloria Pascual: Noval, just so the recorder so that we can capture your voice.

Noval Alexander: Yeah, Noval Alexander district five school committee.

Tracey Bryant: I think we'll speak louder enough.

Gloria Pascual: Yeah, we'll be fine.

Beverly Hugo: You want the district numbers too.

Gloria Pascual: If you want to share-

Beverly Hugo: District one for me.

Tracey Bryant: District nine. Tracy. All the kids is mine.

Gloria Pascual: All right. All right. The agenda for today as we move forward is going to be public participation. The announcements from the chair, safe schools resolution review in both anti-bullying and hate resolution and review, equity audit update, and public participation will have it again. We then will adjourn. Okay.

Gloria Pascual: I will open the floor right now for public participation. Anybody is welcome to speak. All you have to do is raise your hand and I'll call on you. Anybody wish to participate in public comments.

- Beverly Hugo: Which is anything, what you would like our subcommittee to know to help in [inaudible 00:01:53] in issues in school.
- 1Public comment: Calling once, calling twice. In brainstorming before coming to this meeting. Myself and few others were considering some of the things that we've heard from folks throughout the school system about racial incidents. And from the feedback we've gotten from some young folks on the middle school and high school level is that a lot of times when they get into a situation.
- 1Public comment: They get in trouble for something, they feel when the student expresses that they feel they were being discriminated against racially or in some type of way, it doesn't get validated. Because they're in trouble, they're just, you know, whoever is dealing with the situation shuts out the fact they're saying that, "Well, I feel this is because I'm this or that I come from this population and that you're favoring this population."
- 1Public comment: I've heard it a few times. I think validating the students feelings, even when they may be guilty of doing something, I think is important and not silencing them. Silencing them about something that they feel that's happening to them. I think that validating their feelings in those situations are important.
- 1Public comment: Also from some of the feedback that I've gotten and few people around me have gotten is that, be it for example, even in this school here, that sometimes some leadership that they deal with has preferential treatment. Let's say, if they're not from a specific population, let's say that they're not from the Brazilian population, and they're Puerto Rican.
- 1Public comment: They feel sometimes in situations of conflicts that the Brazilian kids will get, favored more in a situation because of that. I'm just laying all the thoughts out one time and also in talking with a few people around me as well, that we were thinking, we don't know if something is in place like this already.
- 1Public comment: But if it's possible to have some type of peer mediation and training. Training young folks to be able to help mediate situations around them. It would be really good if there was something like that in place. It's not always every time something happens that a child has to go directly to an adult or a faculty member who's going to tell them how to deal with the situation.
- 1Public comment: It's sometimes good to have your peers be a part of that process. I know there's a whole bunch of stuff and different things I just do what you. But I just want to get out because nobody else was speaking so.
- Tracey Bryant: Perfect.
- Glenda Cohen: On a somewhat related note. My name is Glenda Cohen. I'm a teacher at Framingham High School, and I'm the advisor to the Student Immigrant Movement Club, which is the SIM club. Our two officers, president and co-

president have attended today. I'd like to just have them introduce themselves and talk about an event that's coming up that all of you are invited to.

Joey Kuna: My name is Joey Kuna. I'm the president of the Student Immigrant Movement club.

Arlene Humaus: My name is Arlene Humanus, I'm the co-president from the same club too.

Joey Kuna: We wanted to have a diversity forum on April 9.

Arlene Humaus: April 9.

Joey Kuna: Basically, we just want to have this diversity forum for ... This diversity forum is brought by the SIM club, The Black Student Union, and Gay Straight Alliance. The three clubs at the high school. People from all these three clubs are people to find themselves discriminated because of sexual orientation or race.

Joey Kuna: We wanted to have this diversity forum for all of us to come together and speak our mind and express ourselves, and talk about, one time we couldn't get to a certain game because of our race. Or one time we've been discriminated because of your sexual orientation and so that's why we're going to have this forum for people to just come together and share their stories. Anyone is welcome to come and yeah.

Noval Alexander: Can you repeat the date and time.

Joey Kuna: It's April 9.

Arlene Humaus: It's going to be a little bit later on Framingham High School at 2:00 if I'm not wrong.

Noval Alexander: 2 o'clock?

Arlene Humaus: 2 o'clock.

Joey Kuna: In room H100.

Noval Alexander: H100?

Arlene Humaus: Yeah.

Glenda Cohen: E117

Arlene Humaus: E117.

Noval Alexander: E117.

- Beverly Hugo: I think Gloria has the poster.
- Joey Kuna: One more thing I'd like to say. I'm from the Democratic Republic of the Congo. I came here in seventh grade, and I went to this middle school. Coming here from another continent. I came from Africa, in the DRC. Coming here from another continent and just trying to get around and trying to learn another language it really hard courses and all.
- Joey Kuna: I was in the ESL program, which is just for immigrant children, they teach them English and stuff. I was here in the ESL program here in Phoenix and when I got to the high school I was at the same program too. My freshman year was my last year at the ESL program and just one thing I've noticed is that they said there is equity and everything is equal for all the students at the high school.
- Joey Kuna: But [inaudible 00:08:46] trying to learn English and immigrant students it's really hard for them to get around the school, because in the high school there is many programs. There's the athletic program. The sports. There's the flyer news. The TV program. There is the drama program.
- Joey Kuna: There's just all of these stuff and to getting into any of that you need to speak English, right? Yeah, it's really hard for ESL kids get into program or even play sport because you need to learn English. I started doing track class last winter and there was this one kid, an Hispanic kid and he came for the first week.
- Joey Kuna: He was really good. He was playing to. He was running to. He was really good. But then he stopped, the second week. Why? Because it's all in English and he can relate to other people. Last winter, I was also part of the drama company, theater when they did the play Mamma Mia. There was only two black people in that thing. It was a really big production.
- Joey Kuna: There was up to 80 kids and there was only two black kids, for me it was my first play, just getting along with the people, being the only black person was really hard. That's all right.
- Arlene Humaus: Like Joey, I was in the ESL program. I'm still on the ESL program. I'm proud of it. But I feel like we should get something fixed of that part. I'm not saying there is something wrong with it. When you're in a ESL program is like they separate you from the normal kids, the ones who speak English. That makes really, really hard to get into school, get involved and stuff like that.
- Arlene Humaus: As a ESL kid I was supposed to read the summary and stuff and there was not enough accents for me to get in there. Because I didn't know where to get it, how to get the book and stuff like that. I was the second year of the ESL program. I couldn't read my assignment. That makes it harder. I wish it will be more help from ...

Arlene Humaus: I'm not sure it will be the teachers, but it will be more support for the ESL kids and try to not segregate them too much, because when you get into the ESL of program, you're completely separate from the mainstream kids. It's really, really hard when you get into mainstream, because you don't know anybody, you barely speak because you are scared that they're going to laugh at you, for your accent, for your English or you don't know the vocabulary stuff.

Arlene Humaus: I'm in the mainstream now, and I feel so trapped myself. I can't speak to them. I can't. I just can't. It's hard. There is many ESL kids that go out to mainstream and say, "Hey, how you doing?" To everyone and that's really great for them. But the other ones, we don't speak a lot.

Arlene Humaus: I still have one more class with the ESL kids and see that's a problem. I still refer my friends as the ESL kids. That's what school do. They tell you, "Oh, here, you're the ESL kid and you're the mainstream." That's really, really sad because you're segregating the school. I will like to change that someday so we would be a community school. Framingham High School, not the ESL and the mainstream. That's it.

Glenda Cohen: Can I just add that these are two superstar students. Joey is in Step Up and he's only a sophomore. He won the leadership award last year for the ESL program. He was the speaker at Fuller's graduation of all the students. He was the speaker. Arlene, was honored at the Salute.

Glenda Cohen: She was one student that we had from the ESL program that was honored at the Salute, and she's going off to college and she won a love of learning award last year. These are our two superstar students and they feel this way. You can imagine students who aren't as well spoken and as confident as they are, how they're feeling. They're brave and they're very special.

Beverly Hugo: In pushing-

Cynthia V.: Hi, I'm Cynthia Villanueva I'm the faculty advisor for the Gender Sexuality Alliance, and also an ESL teacher. In the same vein of what they're talking. I just want to maybe suggest that for ... I'm not sure what the correct term is for it. You have to correct me and I'm sorry if I step in anybody's toes.

Cynthia V.: Our clerical staff that work at the school. I think there needs to be some type of an educational thing, because not a day goes by that I don't hear from someone. Speak English. You're in America, speak English, over and over and over again. It is said in front of administrators.

Cynthia V.: You get tired. You can't fight it anymore, because then you're just ... I mean, and I do and I'm a troublemaker, but I think in order for these kids to feel more accepted, we have to watch that. I mean, I've even been told, I go in and I say hi to someone who speak Spanish, [Spanish 00:15:21] speak English, come on men you're in America.

Cynthia V.: If they're saying it to me, and I've seen it said to the kids, I think we have to start from us to make these kids feel more welcome. It's so hard from someone who lived in another country and who lived there as a person from a country that was not liked in that country. I can tell you and I was educated like college educated at the time I wasn't young, in high school.

Cynthia V.: These things hurt. They traumatize. I just really feel, what does it ... I'd like to see these people understand, what does it feel to look through this lens? Then I can tell you how many times where I have said, "Well, what's the official language in this country?" There isn't one.

Cynthia V.: You get flak. Well, why do they have two last names? That's a stupidest thing I ever heard of. These are the things that hurt. I think as a group, I think as a school committee and working with central office going forward. I think there needs to be education, there needs to be education to these people.

Cynthia V.: That sometimes we don't think about it, we educate teachers, we educate administrators, but these things can't be let go because you want to avoid a heated interaction. They can't be let go. Okay. It happened again today and I just remember I was talking to Glenda on the way here. It just can't go on like that anymore. That's-

Public Member: Framingham high school clerical.

Cynthia V.: ... institutional racism.

Public Member: Framingham High School clerical staff.

Cynthia V.: Yeah, not all. I don't want to single anybody out, but I'm sure this happens in all the schools.

FFREE: I'm from FREE. I don't know if anybody know what FFREE is, Framingham Families for Racial Equity in education. I'm the chairperson of the group. We're just starting to re-org ourselves. But one of the big things we're talking about in the group is about creating advocates at the different school.

FFREE: We call them FFREE leaders or leaders at the school. That would pretty much be an advocate. Most likely either a parent or someone who would be there for the kids for whatever needs they may have or the family. Definitely at the high school after, I think last week, we were at the Black Student Union meeting.

FFREE: Excuse me, and to see the struggles that those students are having and now hearing the struggles from the students in ESL. It's definitely something that we have to have in place, by next school year, and that's our plan is to have that the high school decides that it is probably be three or four people.

FFREE: But it would be that person that you would talk to whether email a text and say, "This is what's going on." Or the same thing with getting ready for summer reading, if you're really not clear on how to do it. That person would literally sit with you and go over whatever you need, whatever native language, whatever you need, they're there for you.

FFREE: That's the idea for our organization is to create that same thing with training, working with Joe and working with Bob and making sure that things are met for our students. I mean, that's the whole point of what we're doing. I think that's a great idea about having the peer mentors.

FFREE: What else? Definitely training for sure. I think I work at the high school. I worked in the special ed department as secretary. I can tell you, I came from another country. We spoke English where I came from, but being a student who American English was new to me, I understand exactly how you guys feel and feeling separated.

FFREE: I was also in special ed, also feeling separated, So understanding that the kids are coming from these different ... Being in special ed or being an ESL and really feeling you're in a different world. The kids who are in Phoenix at the high school feeling like they are completely different from the other kids in special ed.

FFREE: Trying to really get a handle of what's going on at the high school and making changes definitely something we are working strong and make sure that happens for the next school year. Look for that.

Gloria Pascual: Any other members of the public want to speak?

Amanda Shepherd: I'll speak. My name is Amanda Shepherd. I was raised in Framingham. I went to Framingham public schools for a lot of my school. I've been working with the community now. Racial equity is a huge issue for me personally. I want to thank you guys for coming and thank everyone for speaking.

Amanda Shepherd: I mean to keep this short. I'm extremely passionate. I'm extremely angry. I'm always working on always having compassion. It's both. Whenever going to get anywhere without love, but it's the anger was the red thread that causes us to go to action, transforming that energy into positive action. That's what I'm about, given that what I've heard today.

Amanda Shepherd: One thing that I've been advocating for is to incorporate theater games in our Framingham public schools as a way to help with social and emotional learning. What this means is, if I hear that a child speaks Twi, and I don't know what that language is, and what am I going to do with this child, any language.

Amanda Shepherd: Theater games by Viola Spolin and Neva Boyd, our way for children who do not speak the same language to actually communicate emotionally with each other

playing a game, having fun, seeing themselves as equals, playing the games together. It's that simple. No one should ever feel segregated.

Amanda Shepherd: This is a way that we can bring everyone together independent of whether or not they speak the same language. I will devote the rest of my life in Framingham to helping this initiative be. Because I needed this help. Gifted children are also under looked, and they're also susceptible to trauma. I had trauma.

Amanda Shepherd: When I advocate for giftedness because gifted populations extend throughout racial spectrums in everything we want to talk about is about equality. We can screen all students in ways using this technique and these methods. This is for the future. This is a huge issue, but we have to start somewhere.

Amanda Shepherd: Given the difficulty of integrating into the Framingham High School, I speak from personal experience. The trauma that I experienced there as a student put up a map. Why are there no maps, all this time later? About where you are in the school that's so confusing, even that would help. I'm going to transform my energy. But please think of everything when we come together.

Gloria Pascual: Thank you. No more members of the public. Okay. We're going to move on to the agenda.

Camille: Public agenda, but is there any way you can ask a question? The whole group of public?

Gloria Pascual: Well, it's just I want to stick to the agenda so we don't get off of it. Is it going to be about the agenda item? You want to ask a question about what they commented on?

Camille: Well, there were six ideas that came. Here we are trying to figure out how to improve. You're in the trenches, you're living. Are there any ideas that you can bring to us? Like mental, whatever it is, by being in those schools every day.

Public Member: What's your name?

Camille: Camille.

Public Member: Camille. Well, when the kids were talking, I was thinking what Camille is trying to implement just student peer advocates. How about student interpreters for programs?

Camille: Student interpreters?

- Gloria Pascual: That's a huge one. I mean, one of the things that we hear a lot of times is our students that don't speak English, how do you access the nurses for medical care? How do you access guidance? How do you-
- Amanda Shepherd: Gloria those are legal issue with that though, everyone by law is entitled to a real interpreter, not a student interpreter.
- Gloria Pascual: That's true.
- Amanda Shepherd: The high school knows it, and we've been pushing it. They're not only entitled to a student peer interpreter, they're entitled to one of the interpreters we hire that pass our test. Because a student number one, can't listen to the medical records of things that are going on like that. They're very personal.
- Amanda Shepherd: I know that a lot of people with the high score are trying to use Google Translate, we're not supposed to do that. They are entitled by law to an interpreter and we really have to push that and keep that going.
- Gloria Pascual: Absolutely.
- Amanda Shepherd: That's number one. I'm sorry [crosstalk 00:24:39].
- Gloria Pascual: No, that's okay. I think for the ideas that we're tape recording the meetings going forward right now. We've captured the ideas of everyone here. We've been meeting for over a year, we have tons of ideas, I know. It's just a matter of the process and making sure we get the district to be able to prioritize where they're going to implement what ideas.
- Gloria Pascual: We can compile that, because we do have those ideas and create some of our own as well from best practices. But I'm going to move into the safe schools resolution. This resolution at our last meeting was tabled for further discussion by this committee, and so we want to be able to review it today.
- Gloria Pascual: I'm just going to read the actual resolution out loud. The proposal for a joint resolution to the Framingham public schools racial equity subcommittee by the Metro West Educators for Social Justice, the Gay Straight Alliance, the Framingham High School Student Immigrant Movement, and the Framingham High School Black Student Union.
- Gloria Pascual: To affirm that Framingham public schools is safe and welcoming for all our students. Whereas the mission of the Framingham public schools is to maintain a multicultural school community dedicated to the realization of the full intellectual, physical, social, and emotional potential of its students.
- Gloria Pascual: Whereas Framingham public schools is committed to providing a safe and welcoming learning environment in order to increase achievement and access

for all students, irrespective of their immigration status, national origin, ethnicity, race, religion, sexual orientation, sex and gender identity, social economic status, disability status or beliefs.

Gloria Pascual: Whereas the city of Framingham declared its commitment to providing all people with the same rights and privileges regardless of immigration status. Whereas the city is enriched and strengthened by its diverse cultural heritage, multinational population and welcoming attitude toward newcomers.

Gloria Pascual: Whereas education plays a critical role in furthering tolerance and inclusivity within our society. Whereas the United States Constitution prohibits states from denying students a public elementary or secondary education on account of their immigration status. Whereas the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin, among other factors by public elementary and secondary schools and by recipients of federal financial assistance

Gloria Pascual: Whereas the Family Educational Rights and Privacy Act of 1974 in Massachusetts law, generally prohibits school districts and their employees from disclosing information from a student's education record to a third party without the prior consent of a parent, a legal guardian or the student.

Gloria Pascual: Whereas no law requires the city departments or employees to volunteer to federal immigration law enforcement officers information regarding the immigration status of any individual in the city. Whereas the United States Constitution and the Massachusetts Declaration of Rights prohibit unreasonable searches and seizures.

Gloria Pascual: Whereas searches and seizures are generally unreasonable unless conducted pursuant to a valid warrant issued by a neutral magistrate or judge or under exigent circumstances, which typically involve hot pursuit of a criminal suspect or destruction of evidence and are extremely unlikely to be present in the context of students engaged in school activities.

Gloria Pascual: Whereas Framingham public schools has legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the Framingham public schools to protect each student's rights regarding interactions with law enforcement officials.

Gloria Pascual: Therefore, Framingham public schools must create policies processes and train all staff members to ensure these rights are not violated. Whereas the school committee has delegated to the superintendent the authority to control access to the school buildings and premises to protect the best interest of students.

Gloria Pascual: Whereas the policy of Framingham public schools is to prohibit access to school buildings and premises by any individual or organization whose presence will disrupt the educational setting. Whereas the presence of federal immigration

law enforcement offices on school premises or during school activities will disrupt the educational setting and will exert a chilling effect on student enrollment and attendance.

Gloria Pascual: Now, thereafter, be it resolved that the Framingham public schools students have the same right to a free public education and associated school services, and that all Framingham public school students will be treated equally regardless of their immigration status.

Gloria Pascual: Resolved that Framingham public schools will not seek or maintain information regarding the immigration status of any student or family member for the purpose of fulfilling the students residency requirement, age requirement or any other reason, except to inform a student about circumstances in which a determination of citizenship status is a prerequisite for establishing the students eligibility for a scholarship or financial awards.

Gloria Pascual: Resolve that all requests by federal immigration law enforcement officers and local law enforcement to enter any Framingham public school building or premises or to communicate with any student while that student is under the supervision of the Framingham public schools. During any school activity, or while utilizing Framingham public schools transportation shall be forwarded immediately to the superintendent, the mayor, the city solicitor and the Chief of Framingham Police Department.

Gloria Pascual: Resolved that no federal immigration law enforcement officer or local law enforcement shall be permitted to enter Framingham public school building or premises without either written approval from the superintendent or valid to do so warrant signed by a neutral magistrate or judge, except under exigent circumstances.

Gloria Pascual: Resolved that all subpoenas or all other requests received by Framingham public schools for any information from a student's education record shall be forwarded immediately to the city solicitor. Who, in determining the response to such subpoenas or requests, she'll consult with the superintendent and she'll exercise the full extent of the lawful authority of Framingham public schools to protect the constitutional and legal rights of the Framingham public school students.

Gloria Pascual: Resolved that the Framingham public school shall provide training and additional resources it deems necessary to its existing crisis and emergency response teams in order to ensure the safety and well being of the students who may be impacted by immigration enforcement actions. Resolved, the Framingham public school she'll post this resolution at every school location and distributed to staff and parents in the most commonly spoken languages of the city.

Gloria Pascual: Resolved, that if a court of law declares any part of this resolution to be contrary to any statute, regulation or judicial decision. The validity of the remainder of the resolution shall not be affected. Resolved that a copy of this resolution should be delivered to the governor, attorney general and the state and local legislative delegations and otherwise widely distributed. Members of this committee, would you have any comments or suggestions or edits?

Noval Alexander: Yeah, I had some issues I was in principle in favor of, having the resolution. But as I sat and read it and digested it. I had a couple of concerns, but mainly along these lines of some of the language and the length and some of the redundancy. That's why I have a counter resolution for your review, a pass down. I don't know.

Gloria Pascual: What I'm going to say is all members of these community, we need to get into a better habit of sending edits ahead of time, these materials are sent, and we've been working on the resolution. It would have been helpful to just send it so we can all work on all of the suggestions ahead of time.

Noval Alexander: Everything in red is basically the new language which was basically taken from the resolution you just read out. That's a meshing of the two.

Gloria Pascual: The red is what you want to add to this.

Noval Alexander: No, the red is I've taken the language from what you've just read and inserted into my version.

Gloria Pascual: Oh, okay. This is the resolution that you posted in our shared drive about hate and harm. You're taking that-

Noval Alexander: No this is safe and welcoming one.

Gloria Pascual: Yeah, you change that. Right?

Noval Alexander: Yeah. Just-

Gloria Pascual: Have you signed of the one that was shared in the drive was the hate and harm one, right? Hate-

Noval Alexander: Not the hate and harm, I just wanted to address the safe and welcoming one, so.

Gloria Pascual: Right. Did you have a resolution that you had in a drive with us as the entire school committee, Joanna shared it with us.

Noval Alexander: I don't know if it's that one.

Gloria Pascual: [crosstalk 00:33:47] I'm just recognizing the language.

Tracey Bryant: This is instead of this, can we read this together?

Gloria Pascual: Yeah, why not. Go ahead. Why don't you read it.

Noval Alexander: Okay. Its Framingham school committee resolution on Framingham public schools is safe and welcome. Whereas in recent months the citizens of Framingham have witnessed an increase of racial and religious attacks against African American and or Muslim students via written or verbal communication.

Noval Alexander: Whereas we have been shocked and dismayed by these cowardly acts and are united to strongly condemn each and every one. Whereas we recognize that part of the reason for these increases are a result of a moral conducive environment nationwide for people to express an act upon these destructive and horrid behaviors.

Noval Alexander: Whereas the mission of Framingham public schools is to maintain a multicultural school community dedicated to the realization of the full intellectual, physical, social and emotional potential of its students.

Noval Alexander: Whereas the Framingham public schools is committed to providing a safe and welcoming learning environment in order to increase achievement and access for all students, irrespective of their immigration status, national origin, ethnicity, race, religion, sexual orientation, sex and gender identity, socio economic status, disability status or beliefs.

Noval Alexander: Whereas, as leaders in our community we play a major role to model behavior, as the youth of today will become the adults and leaders of tomorrow. We must engage youth in a learning environment that challenges their assumptions, exposes them to diverse perspectives, and teaches them to listen openly and intently while always maintaining a basic level of compassion and empathy and respect for each other.

Noval Alexander: Whereas education plays a critical role in furthering tolerance and inclusivity within our society. Framingham schools are committed to ensuring that all who that attend, work, and visit our schools feel safe and welcome and are mindful that not all do feel safe and welcome.

Noval Alexander: Whereas human differences are to be valued and respected. The collegiality and professionalism characterized our welcoming and safe community. We encourage citizens to remain vigilant and continue to uphold and defend these values. Whereas Framingham public schools recognizes the value of importance of hiring a diverse staff which is representative of our whole community.

Noval Alexander: Whereas we recognize and respect the fact that public trust in law enforcement is vital to promoting public safety. The presence of federal immigration, law

enforcement officers on school premises or during school activities could be disrupting the education setting in our schools and subsequently could have a detrimental effect on the students and staff.

Noval Alexander: Whereas Framingham has a proud history of defending liberty and promoting the civil rights for the disenfranchised. We acknowledge these impacts and as we strive to learn and teach lessons from our shared history, and continue our work of dismantling systemic racism, by vehemently challenging norms that perpetuate the exclusion of others. Now there it before it resolved. It was a random page

Gloria Pascual: Mm-hmm (affirmative).

Tracey Bryant: Yeah.

Noval Alexander: Okay. That Framingham public schools reaffirm our commitment to providing a safe and welcoming learning, living and working environment in order to increase achievement, access and support for all students irrespective of their immigration status, national origin, ethnicity, race, religion, sexual orientation, sex and gender identity, socio-economic status, disability status or beliefs.

Noval Alexander: A copy of this resolution be translated into Spanish and Portuguese and other languages upon request and copy of this resolution be delivered to the governor, tag governor, attorney general and the Framingham state and local legislative delegation. That is all.

Gloria Pascual: Okay. I just want to go back to why we even had this resolution presented to us. This is presented to us primarily from the Student Immigration Movement and the other students movements, as well as the Metro West educators for social justice. I just want to make sure that we're honoring their requests. This is not our request.

Gloria Pascual: This came from the community and really wanting us to hear their voices about creating a safe school environment for undocumented folks. Whereas I think the language in here ... What we can do is go for line and decide if we want as a group to add certain things or take certain things off.

Gloria Pascual: But I think a lot of what I'm hearing in yours Noval specifically, is really would be a good fit for the hate and bullying, more so than safe schools. I mean, some of the language can go in there, I think, but when you talk about the first paragraph, in recent months, and so forth.

Gloria Pascual: I think that was all intentional around the bullying and the hating and the harm that has been done. But I think it can apply here to what other members might feel. Let's do this. Why don't we start with ... Is there any questions ... We have two resolutions in front of us. Is there any additions to the original resolution?

Gloria Pascual: I did want to add one thing is that there's a line in the bullying one that talks about adding this resolution or the resolved section to the staff and students handbook. I think that's really important that we do. It talks about the law.

Beverly Hugo: Wait, that's the second one, isn't it? When you say bullying.

Gloria Pascual: Right. We're not on that. But remember, we talked about adding the resolution to the handbook. We'll insert in student handbook. We want to make sure that ... In this one, it says relevant section to the plan relating to the duties of faculty and staff must be included in the school's employee and student handbook. That sentence, I am going to ask that we add that to the safe schools. We're working on the safe schools.

Noval Alexander: All right. You just taking one.

Gloria Pascual: You want to take them both.

Noval Alexander: Taking one of these out of the bullying, harassment and putting it-

Gloria Pascual: No.

Noval Alexander: No?

Gloria Pascual: We're not talking about the bullying and harassment right now we're talking about safe schools.

Noval Alexander: Safe schools. All right.

Gloria Pascual: I'm asking that we add to the student and employee handbook. That's it. Okay. That is my suggestion to.

Tracey Bryant: [crosstalk 00:40:36] here.

Gloria Pascual: It absolutely, not in the safe schools resolution. That's why I'm asking, because when I read it, it wasn't in there. I know we had it in the bullying. Taking that sentence from there to add to that is my suggestion to the original safe schools and welcoming resolution. Then what we think ... Does anybody have any additions to the original?

Tracey Bryant: When we discuss the original. Some of them add to, just [inaudible 00:40:58]. Okay. There is nothing big. The one, two, three, the third, whereas on the page one. Whereas the city of Framingham declared its commitment to provide them all people with the same rights and privileges regardless of immigration status. Okay. Is that the exact wording or where do we get that from? We have we declared that?

Gloria Pascual: That's the law. That's what we as a city have said. We have not declared ourselves a sanctuary city because we were afraid of retaliation and funding supposedly. That was the discussion, however, so we decided we weren't going to do that and right now-

Tracey Bryant: When did we decided and where was that decide at? What-

Gloria Pascual: That was decided in town meetings.

Tracey Bryant: Town meetings.

Gloria Pascual: In city council at this point. And that is why Margaret Shepherd is putting forth the immigration task force to be able to have that conversation, because that's where we would like to be able to go to a sanctuary city.

Tracey Bryant: Right. Then have they already made a declaration about the commitment to providing all people with the same rights and privileges regarding. Have they voted that in yet or they're going to do it?

Gloria Pascual: I don't think they voted it in because the people that made that declaration was the mayor and the Chief of Police.

Tracey Bryant: Okay. The mayor.

Gloria Pascual: And chief of police.

Tracey Bryant: And the Chief of Police declared that they want everyone to have the same rights and privileges regardless of [inaudible 00:42:19] chief of police. That's my first question. I don't know if we want to ... The city has declared its commitment to providing all people same rights and privileges because I don't know.

Tracey Bryant: I mean, I'm probably being very nitpicky about it. I mean, in a sense they have. But anyway, down to one, two, three, four, five, six, seven. The seventh year as well as the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin, among other factors. I believe it does say that I did look it up, but it was a couple weeks ago.

Tracey Bryant: Among other factors is vague. But I would take it out, but if it's in there, we can leave it in. Public elementary and secondary students are the recipients. That's fine. Is it basis of race, creed, color, or national origin or just race, color, and national origin? I would just like us to check the exact wording of that which I can do. I did it. I don't know why I didn't bring it with me. Just so we can-

Gloria Pascual: Could you do that, by elaborating the exact wording of that act we're happy [crosstalk 00:43:50]

Tracey Bryant: Yeah, just that part. We may not do the whole thing. But. Yeah.

Gloria Pascual: I believe it's though.

Tracey Bryant: Okay. Yeah. I just want to check on that. Then the next one, whereas the Family Educational Rights and Privacy Act of 1970 FERPA. And the Massachusetts law generally prohibit ... It should be generally prohibits with an S on it. Prohibits school districts and employees from disclosing information from the student's education, education record to a third party. That's right.

Tracey Bryant: Generally, we'll leave the generally in because I know what they mean and they did say that right? There's always special cases, if they was some huge reason for it right. Now on to page two. The second, whereas Framingham public schools has legal custody of students during the school day, and during hours that are approved it is well.

Tracey Bryant: I guess it just hit me just now when I re-read it. It didn't bother me before but the legal custody we do.

Gloria Pascual: It's interesting because that threw me for a loop for a minute.

Tracey Bryant: When a parent calls up or says I need to take my student out. Really, obviously they always have custody. They don't yield it, but at the same time-

Gloria Pascual: It's just something supervision.

Tracey Bryant: Yeah, but they do have responsibility or something.

Gloria Pascual: I believe change it to responsibility.

Tracey Bryant: Or custody it maybe just not legal. But I think the wording of that we just maybe need to check.

Noval Alexander: I just have a question. Has it been vetted by anybody, administration or legal or anything? Because we're talking about some laws. That's what I'm talking about the language I had a little reservation with language. I just want to make sure that we can do that or we're quoting certain laws.

Gloria Pascual: If we do our research, the law is the law so we can look up, Mass general law and figure that out. That's not hard to figure out. What we're doing is supporting it. That's all we're doing, to move it forward to the larger community. To then make sure that we vet it, not only through administration that they take their chance to look at it.

Gloria Pascual: But that also legal can look at it, if we want to pay legal to look at it, fine. But I don't think there's anything in here that all of us can't Google and verify the

facts on it. But if you feel that it needs to go through legal and you can bring that up at the larger committee, because we don't have access to legal to go ...

Gloria Pascual: I wouldn't spend our money sending a resolution on safe schools on legal to verify Mass general law. Again it's a resolution to support what's happening. I mean, we've had this discussion around-

Noval Alexander: There's no question about the intent, right? We're all in agreement with the intent so.

Gloria Pascual: But I mean, that the law is something that's concrete that it can then-

Tracey Bryant: It is. I just wanted to say and I actually did check it and it is pretty accurate. It is like taking it directly from it. I was thinking in terms when people read it as a non lawyer. I don't know.

Gloria Pascual: It's important.

Tracey Bryant: When we send it to lawyers, we want them to be cognizant the parents will be reading this and that type of thing. But I did check with Massachusetts law and whatnot, so most of it or not all of it, everything I checked. I went through the whole thing, was actually pretty accurate but still isn't ... The resolution, we don't have to include every single thing per se. But the legal custody thing, I'm just saying maybe we can check it-

Noval Alexander: We definitely tighten that up.

Gloria Pascual: I think, we can change legal custody to responsibility. How do people feel about that?

Noval Alexander: I think-

Tracey Bryant: But if the law says legal-

Gloria Pascual: No, but this is about us. That we as Framingham public schools has legal custody of students, that's us talking about our policies. We either have written that in our policy or we haven't written that in our policy.

Tracey Bryant: Well, no also because Massachusetts education law [crosstalk 00:47:55] as may have said-

Gloria Pascual: Legal custody.

Tracey Bryant: ... school have legal custody of them, but when I hear legal custody as a parent, I'm thinking ... I definitely-

Noval Alexander: That's why I'm concerned about just the language. I just want to make sure that we're good with the-

Tracey Bryant: Before we-

Noval Alexander: ... language before we push this up the flagpole, so to speak.

Tracey Bryant: I went through it, but I'm going to say it's been two weeks, so almost I forgot, kind of forgot. I didn't bring my notes with me on it.

Gloria Pascual: But that's something we can check on, I mean it's not-

Tracey Bryant: Yeah, we can check on that.

Gloria Pascual: This is not rocket scientist-

Tracey Bryant: That's not big.

Gloria Pascual: It's not big.

Tracey Bryant: That's not big.

Gloria Pascual: These are the kind of things we need to get done ahead of time, so that when we're in these meeting, we can go through this and people can come. Because that's the kind of research we should be ... I mean, our last meeting was over two weeks ago, so if we're going to get things done and be productive we're going to need to tighten that up so that we can do that.

Gloria Pascual: We need to table this for that specific reason. The reason that says legal custody, I'm pretty sure its Mass general law, for education is verified. They do have legal custody of the kids. They do. But I understand as a parent, I don't like that term either because in my eyes you don't have legal custody. But that doesn't mean that the law doesn't say that.

Tracey Bryant: Which is why someone else can sign out, for a child, even the other parent, unless they also listed as custodial parent, and even then they call the primary custodial parent found to notify them and get permission to. It's complicated. We want to make sure that-

Gloria Pascual: But its language and it's intent. I think this all came from the intent to support the immigrant students to make sure that we're creating a safe environment, so if we have policies that this is reflecting that people can't read or understand or not in handbooks and so forth. Then this came up because we have an issue.

Gloria Pascual: It was brought forth because we have an issue with this community and in responding to our students who are being questioned of their immigration

status, and therefore, that's why we're addressing it and we didn't want to address it in any way. This came forth that ... I mean, policy is great, but we already have policy and people aren't following it yet.

Gloria Pascual: At this point, the resolve is very specific as to where we're going to do and how we're going to support this to be able to address it. That doesn't mean that we don't have a further discussion with administration and figure out other ways to do that, along with the ideas that was shared today.

Tracey Bryant: As Dr. Tremblay always says-

Joe: Can you clarify were those students being asked about the immigration.

Gloria Pascual: I'm sorry, Joe, but we're the committee and we decided as a committee that we were going to keep to formality of the four of us speaking. As a public member of the public will call on you. That's why I haven't called in anyone. I know we've had that difference in this meeting. But I was asked by the committee members here that-

Tracey Bryant: Well, not everybody but we'll take it on as the committee members.

Gloria Pascual: It's true, there are certain-

Tracey Bryant: Don't say certain, rather, committee members will just go all-

Gloria Pascual: ... have asked that I run the meeting similar to other school committee meetings, whereas when we leave public participation that it becomes the meeting of the committee, and it's us four members.

Tracey Bryant: But there is another time for your participation.

Gloria Pascual: Yeah, but I added public participation at the end and I will call on everybody to be able to talk. Okay. I want to close this.

Tracey Bryant: All right. You brought up another thing about, this is for immigrant students, and I would like, I mean, I know right now that's the hot button issue about immigration officer, excuse me and whatnot. But there's also been cases, other students also need the same protection and stuff.

Tracey Bryant: That's what I liked about this, because it conveys that with some ... I like the part where it covers all students. Okay. Because there's plenty of students and maybe not plenty, but there have been cases where law enforcement officers may have come into the school or whatever and try to arrest somebody or did and took them out of school.

Tracey Bryant: The parents did not know, whatever, that kind of thing. We want to give the same protection, and their information is just as important to them. Again, like the students said, we really want something that engulfs all of our students. No difference, right? Like that [crosstalk 00:52:17].

Gloria Pascual: Well, that's the whole point then. We're not checking people's status, then we're all part of the community, and we're all equal. But then if you're segregating folks by program by language, then there's the assumptions and so forth.

Tracey Bryant: Right? But I'm saying so, I know that Margaret Shepherd is working on something and her focus tends to be not all the time but very much, her community, and that's fine, except for since we are dealing with all the students, right? It's good. Now, the issue will be resolved on page two.

Tracey Bryant: But all Framingham public school students have the same rights to a free public education and associated school services. But in all Framingham public school students will be treated equal? I don't know that we need regardless of the immigration status? I think we've said it.

Gloria Pascual: We definitely need it. That's the whole point.

Tracey Bryant: I don't know. See, but to me it is not the whole point. For the resolution that I want to support, it's not the whole point. I think that you included ... I mean, in other words, they were part of it, even if that's the center, or what drove it, I don't want it to just focus on just that.

Gloria Pascual: Well, that's the point of this. If you wouldn't remove it, it'd be everyone. Right? That's what your point is, so keep it in there. Because it's specific. It's addressing both. You definitely need it in there. Because the whole point is that as a group of students that have [crosstalk 00:53:40] because I think you made a good act though.

Tracey Bryant: You can speak after because I want to go on, right? That is how I feel about that. The second resolved down on that page. That all requests for federal immigration, law enforcement, and local law enforcement to enter any Framingham public school building on premises or to communicate with any student while the students is to busy Framingham public schools.

Tracey Bryant: During an activity Blah, blah, blah, ... shall be fully ... as intended. I like that. The only thing is, I think that we definitely have to then rein in the SROs into this too. We have to make sure that you get specific and have a conversation or have not us per se, but make sure that then the administrations, the chief of police, whoever, definitely in ...

Tracey Bryant: We don't want to leave that unclear in terms of actual practice the SROs and there's already been indications by students, that they really don't have any

specific protocol. It's just vague. How they feel. That part, resolved that no federal immigration office is permitted to enter any Framingham students by either written approvals.

Tracey Bryant: I think that's just regular lot anyway. But a lot of times, as we knew, the superintendent said that a lot of people don't know when they come. They're not sure about what has to be done. That is fine. [inaudible 00:55:19] for parental cases. The last resolve that all subpoenas or other requests received by Framingham public schools for any information from a student's education record.

Tracey Bryant: Before, it may lead to the city solicitor, who in determining the responses said subpoenas or request shall consult with the superintendent in charge exercise the full ascent or the local authority Framingham public schools to protect the constitutional legal rights in Framingham public school system.

Tracey Bryant: Now here, really that's what we're really talking about the immigration status of students, right? Because you do have some cases where either parents or family members are in family court over our students, right? The student records are part of that, they either request it and that's pretty perfunctory.

Tracey Bryant: There's a process for that, right? That I doubt the [inaudible 00:56:11] city solicitor, the laws and stuff for that get served, they send the records to the court and boom. Again we could have our lawyer-

Tracey Bryant: We want the first year, but we just called.

Tracey Bryant: Again, I think we can check the city solicitor. Who is our city solicitor is that Chris guy.

Tracey Bryant: Chris-

Noval Alexander: Chris Petrini.

Gloria Pascual: I thought you wanted to add parental something. Because that make sense though.

Tracey Bryant: I question parental cases, so in terms of the city, so it may be the city's solicitor, all of them need to go to him first, but it may hold up some things.

Gloria Pascual: I was thinking to add notify the parents.

Noval Alexander: Maybe that would be good, because it may hold up proceedings that is continuing the ongoing of the proceedings can continue to keep the child in limbo and traumatized or whatever. That really wouldn't be in the best interest of the child per se. But we have the family law and all that and social workers

who can help clarify. Because I don't think exactly in cases like that. What it is so, okay.

Gloria Pascual: Anybody else? Other than that. We'll work on one and then we'll work on yours Noval.

Noval Alexander: I'll wait.

Gloria Pascual: We're working on this first and then we'll on the ... Did you have one more.

Tracey Bryant: One more sorry, the first resolve on the last page. Again, it's just the last sentence, the last part of it where it says students who may be impacted by immigration enforcement actions. Framingham public schools shall provide training and any additional resources to existing crisis and [inaudible 00:58:00]. Okay. That's fine. Being impacted by any, but I want them to be trained to respond properly to all the students really is my thing. Okay. That's it.

Gloria Pascual: Beverly or Noval.

Noval Alexander: No, like I said I just had my changes-

Gloria Pascual: We'll lets go over yours then.

Tracey Bryant: What time is it?

Gloria Pascual: It's 5:31. Just do it in time check, because we did want to stick to 5:30.

Tracey Bryant: We did and we certainly too ... We can give six more minutes to it, but we may have to continue to on that part.

Gloria Pascual: What I'm thinking Noval is you can go through it. My feedback would be you had some great points that we could take and add to the resolution. The first whereas.

Noval Alexander: Because basically what I did is I took parts of the original one and stuck ... Which was actually in the red and I just added to.

Gloria Pascual: I'm just going to give you my feedback. We can decide if we want to keep it, take it or leave it. The first two, whereas I think we can take, and this one, I like those two. The red is ours, the third one I don't think we need. Well, not only we don't need, I just don't want to blame it on the environment nationwide.

Gloria Pascual: I think that we need to take some responsibility as a district and own in on the systemic racism that we actually perpetuate by the decisions we make as a committee. I think that ... I definitely don't like that sentence, because that's not

the reason why we have systemic racism in public education, because we have a president who ...

Gloria Pascual: That's nothing to do with it. When you research the history of public education, in the systemic racism that's embedded within it. It's historical. It's created. Just to give you an example of something that we ... We ourselves create inequities. Just to give you an example of something that we did as a committee.

Gloria Pascual: With the junior privileges, when we decided to pass junior privileges and allow a program to be accessible or a privilege to certain children and knowing that other children wouldn't be able to access that, although, made the merits to do so. We create that inequity, no one who created it.

Gloria Pascual: I just think that we make decisions and that create inequities that we need to be mindful of and not try to blame it on in the environment that it was. That was my feedback. Can you wait till I'm finished. I just given my feedback. But thanks.

Tracey Bryant: Okay. Because I just want to remember, but go ahead.

Gloria Pascual: Then the next page where you write, whereas leaders in our community, I think that's great. All the second page is great, I can add it to the resolution. Then the last page, I think the first one that the Framingham public schools we affirm our commitment to providing a safe and welcoming learning and the language is just going to need to match up.

Gloria Pascual: It's not a safe and welcome. That's what we're saying [crosstalk 01:01:04].

Noval Alexander: That was the original.

Gloria Pascual: I just want to make sure, because ... Yeah, and so the first one I thought was good. Then the second two I just crossed off, not because this wasn't good, but because I thought we already ... It's a duplicate. We already wrote that at the end that we would translate them into the most common languages and that we would copy them.

Gloria Pascual: Everything in here would go in except for the conducive environment if we're in agreement. That's my two cents. Beverly you have any [crosstalk 01:01:33]-

Beverly Hugo: Yeah, I have a lot.

Tracey Bryant: But can I say something before you go into, because you had a lot of changes, right? Okay. I just wanted to say-

Gloria Pascual: About his-

Tracey Bryant: Yeah, it was [crosstalk 01:01:44]. The third one about the part of ... He said part of the reason, not saying that was the whole reason. There is truth to that. The question, do we need to mention it or not, right? It really what is debatable, but there is truth in that in terms of the express.

Tracey Bryant: People expressing an act upon these behaviors. That is true. But I was thinking that that would fit the first two or three, go very well with the anti-bullying one. You know, what I mean? I think they would be great in that, setting the stage for that, and I do love that. That would be my suggestion that they go into the end. Because definitely, that would be my suggestion.

Noval Alexander: The first two go-

Tracey Bryant: The first three.

Noval Alexander: The first three.

Tracey Bryant: Yeah, because definitely part of the expressions of the bullying and the hate stuff that does tie in. I mean, we had a lot of KKK literature dropped off in Framingham and then we have started having more incidences occurring at the schools.

Gloria Pascual: Okay. Beverly, its your time.

Beverly Hugo: A few things. Number one about being a sanctuary city. I've worked very closely with Margaret Shepherd and another group that I'm with. The term is not sanctuary city, because that has different legal-

Noval Alexander: Ramifications.

Beverly Hugo: ... ramification as opposed to safe and welcoming community. There really are differences. When you say, "Well, we don't have access to the legal." We need access to legal, if we're not doing the right thing legally, if it's against ... If you're saying, first of all, we do have access to our attorneys.

Beverly Hugo: But if you're worried about the money, we have access to the Mass Association of School committees policy, where we pay a certain amount of money every year. So for us to do a lot of these laws, there's a mixture of what the laws really are and what's good for Framingham to.

Beverly Hugo: Say one of them ... It wasn't all encompassing. The federal law doesn't say gender identity. You have to make sure it's right what we're saying. I don't know the law of going into to the schools, but I was thinking more forceful about saying what we want in the schools like adopting an equity policy and associated regulations and guidelines.

Beverly Hugo: To promote and support the commitment to equity. Some of the things in here, yeah, that match a little bit of it. But I want to make sure we're promoting equity for all the kids or whatever, promoting a safe and supportive climate. What's the purpose? Encouraging and strengthening positive student attitudes.

Beverly Hugo: I mean, we're talking about the kids. We want to make sure they're all thriving. I think we're getting ... This is good, but we have to be more succinct of what we want for our kids. I don't know if it's quite in here. It goes from federal, to local, to state. What?

Tracey Bryant: I was saying repeat the sentence you said about access, about having a policy and all the schools equity.

Beverly Hugo: What I just said just now.

Tracey Bryant: Yeah, you did. There was a sentence-

Beverly Hugo: Adopting-

Tracey Bryant: Equity overall adopting.

Beverly Hugo: An equity policy.

Tracey Bryant: That's is it.

Beverly Hugo: Associated regulations and guidelines. I mean, that can be administrative, or whatever to promote and support the commitment to equity. Like maintaining a safe and supportive school climate, encouraging and strengthening positive student attitudes. It's also not just staff, just students.

Beverly Hugo: It's anyone going into the schools to, could be a parent that runs a robotics program or. It's all encompassing an umbrella policy. But the part about, are we going to pass this without going through legal, because we don't have access. I feel funny about it. I think it's all over the place. I think we need to zero in on exactly what we're asking.

Beverly Hugo: I like a combination of what we have with Noval's , what we have here, but a lot of this stuff ... If this is a joint resolution ... How do I say it? We're the racial equity subcommittee. We're going to suggest to the full school committee, whether we bring something to policy to strengthen.

Beverly Hugo: I know what the last subcommittee meeting, you said there was no policy. There was no harassment, no bullying policy, no racial incident form, no bullying form and they are. But what we need is more putting that stuff in the forefront. We found out at the last committee meeting here that the school district no longer gives the ...

Noval Alexander: Manual?

Beverly Hugo: What?

Noval Alexander: A manual those-

Beverly Hugo: The manual about no bullying, the manual about student guidelines or whatever.

Tracey Bryant: The hand book.

Beverly Hugo: With the bullying incident form and in the beginning of the year, it's a signed piece of paper with a parent or guardian and with the child, and everything is upfront. We heard that it's kind of buried online and they no longer do their practice. A lot of stuff that's already we have and that I saw on our online.

Beverly Hugo: It's basically adhering to the policy and making sure that what we said is actually happening with guidelines. We will be reducing incidents. That there should be a ... I think in here it said something ... Whether it was this one or the other one. Demanding a hotline. Well-

Tracey Bryant: What? What do you mean a hot line?

Beverly Hugo: Yeah, it was in the other one more like the general thing of there must be a confidential, accurate reporting, confidential reporting mechanism that will be followed up on with a certain timeline of folk or whatever. I think it has to be more for how we're going to be improving the Framingham public schools.

Beverly Hugo: A lot of this is feel good language that I've seen another ... I don't know. More so that it would protect the kids that when they enter the school, that they are safe. It seems I-

Gloria Pascual: What I'm going to suggest is that you put your stuff in writing and just send us what exactly you would need.

Beverly Hugo: But I want to do it together because if we're not bouncing ideas off each other, Then it's me and my house with my computer, but not bouncing it over.

Gloria Pascual: But that's not how we've operated in any of the other committees. When we go through you're given the worst-

Beverly Hugo: Because this-

Gloria Pascual: No, because you've asked for that format, so you're going to receive it now. The format is that you requested of me is that we send out the information ahead of

time. Now you need to give ... This is what you're saying, all great ideas but just take the document that you have and edit them and put everything.

Gloria Pascual: Everything we just spoke about what Noval added. We'll become a combined document, but we can't keep having meeting after meeting to sit here and do this. Because we're already past the meeting time at this point.

Beverly Hugo: I've already asked for legal help, and I've asked for that for the last couple of months. I've also said policy-

Gloria Pascual: What are you referring here, the legal help, I'm not understanding.

Beverly Hugo: That we're acting like lawyers.

Gloria Pascual: No.

Tracey Bryant: Beverly you can take it and send it to legal, if you have access to them-

Beverly Hugo: It may [crosstalk 01:12:04].

Gloria Pascual: We can only be one-

Tracey Bryant: Go ahead.

Beverly Hugo: We are in charge of policy and budget and we have our state organization, which is our legal person that helps with policy and we haven't [crosstalk 01:12:20]-

Tracey Bryant: [crosstalk 01:12:20] Beverly it's not. It's not.

Gloria Pascual: Beverly all I'm trying to say to you, whatever you ... You are the president of MASC previously, right? Correct? You have access to MASC so-

Beverly Hugo: We all have access.

Gloria Pascual: Exactly, so as a part of the team. I'm sorry. Could you just put your hand down [inaudible 01:12:40] say.

Beverly Hugo: I will send both of this.

Gloria Pascual: Each of us have taken on different roles. Tracy looked up at the laws to make sure they're reflecting accurately. Noval has done his edits and we have been dealing with this for quite some time. You asking for accountability and trust to get moving. We keep holding it up and what we're doing is supporting a safe in schools resolution.

- Gloria Pascual: We supported resolutions by health insurance. When you talk about meat behind it, if you have policies, then-
- Beverly Hugo: Okay. I'll take this-
- Gloria Pascual: ... let me just finish. I let you finish. Let me just finish. The point is, is that the policies that we have in place, the question we should be asking is, why are they being followed? Because this is where we are right now. To act as if we have policies, and then we're doing something, and then to act as if this is not doing anything.
- Gloria Pascual: It's just a slap in the face to the community in which has brought the concerns forward. We just hear this concerns-
- Beverly Hugo: We need to work with the school administration too.
- Gloria Pascual: ... Beverly, can I finish. You're absolutely right, we have to work and that's what we're doing and we've been doing. Let's just work together. Right? If your part and expertise is, and may I see connection, and you need to then go ahead. Nobody has stopped anybody, this is all public information. Everyone can see everything that we have is public. Right?
- Gloria Pascual: Therefore, you have every right to do your resources. That's what I did as well. That's what each of us have done. Just in the essence of efficiency and effectiveness, if we're really going to move, you've asked this committee specifically to be effective, right? To come out and produce something, we're trying to.
- Gloria Pascual: I'm not understanding what the holdup is, if we're supporting this resolution to be an act in favor of supporting our students needs, that's all we're doing. Because still the implementation has to take place by the district, right? And then the accountability will start.
- Gloria Pascual: We are going to just say words in this, right? We just have to agree that we stand behind what we're recommending. Whatever it is, you want to contribute to it feel free. This was developed by many people in the community, students, teachers, parents, everybody. The committee members, and so everybody should be able to do that.
- Gloria Pascual: I'm asking you to please just send the edits in to us and obviously we're going to have to reconvene because time is of essence and people need to move on. I still have public participation, so if we could wrap up the situation with the state school.
- Tracey Bryant: What I wanted to say is, see, I think the thing is, is we may all want the same thing. We want the policies to be done, to actually be enacted in the schools, whatever policies we have and whatever we don't have. We want to strengthen

it. Right? But we talked last night about, why the resolutions are important or whatever

Tracey Bryant: Why we also need to go to administration and encourage them to make sure the policies being followed, but I disagree with that you saying that this is to big, right. I think that it's very specific about what the intent is and what we want to happen. I think it does fell out. We don't want immigration officers or other offices coming into the schools.

Tracey Bryant: It says very clearly what it takes for them to go into the schools. I think that is because Dr. Tremblay was the one who sat here and said, remember. He said that we want to put that up, right? Because it does disrupt and if that happens, we want to be proactive and have something in place.

Tracey Bryant: People know that we all agree that the staff and administration just need to be educated so they can be prepared and remain calm, should someone come asking them for information or whatever. It's just a question of everybody having the same kind of thing. We said, we also want the parents and people to be able to read it too.

Tracey Bryant: That when they come up there, right? They see that it's in every place, they're going to trust the administration and the school and the teachers all more. They're not going to worry so much and students to. It's like we've already got it. Here are your rights, here is what we, you know, the resolution that we had.

Tracey Bryant: I think it's very forceful in terms of the feel good. It's not only the feel good but in the supportive language. We support your rights but that [crosstalk 01:17:05]

Beverly Hugo: This idea is like judicial warrant signed by a neutral magistrate. I don't know what that means and I don't know the legality. I don't know.

Tracey Bryant: Okay. We'll start with the legality. I would like to go to take it to MASC and I will have the documentation, bring it back to the committee. Now, obviously anyone individually can check like I did, go do my own little research about stuff. But I think we as a committee, we don't want to be having four of us all on behalf of the committee checking on any part.

Noval Alexander: [crosstalk 01:17:40] one person.

Tracey Bryant: All right. Go ahead.

Noval Alexander: Yeah, all I wanted to say about this is that how I envision it, is that we have resolutions. I generally feel that they are a feel good exercise in a way. I like for rubber to hit the road so to speak with these resolutions. I see that there is a two prong approach and I am looking in a succinct way.

Noval Alexander: Where's very understandable and it's not so lengthy and seemingly off the mark in one place or another. But that's why I was going to propose that the anti bullying resolution be rescinded, just for the sake of concise information and the intent. Where we have this one resolution of being safe and welcoming.

Noval Alexander: But yet we tackle the anti-bullying and harassment and discrimination. We codify that or re-revisit the policies. A lot of it is already in the policy, but as some have alluded, that the policies are just not followed, or there's some gaps in that arena. I think that that's where we should really be focusing on, is tightening up the policies and making some numerated reporting system. I wish Joe was hearing this.

Beverly Hugo: Yes, so I do because-

Noval Alexander: That will codify or tighten up the process of alleged bullying or sexual harassment discrimination incidents. I mean, it's all kind of wrapped up in all one big bow and you can have reporting period and the convening authority. Who's going to oversee this investigation when it goes.

Noval Alexander: It's a principal first for so many days, how long does it take for that to be communicated to the parent. We've talked about this before, an abasement system where they are in the administration, they work in close concert with the equity and diversity. Some of these cases, probably would merit having an ombudsman coming into the situation to resolve both sides.

Noval Alexander: I'm seeing it in a two prong, maybe even three prong, with the additional ombudsman, but that's going to require policy. That's going to require this to be vetted with the administration as far as how long was the process for some of these cases, the resolution time.

Noval Alexander: I see us tackling a lot of stuff trying to do it all in one go. But it's really a three step, three arenas really.

Gloria Pascual: It is [crosstalk 01:21:21]. I think that you have a lot of great points. But they definitely cannot be together. Because there's definitely different laws. This is very different.

Noval Alexander: That's why I say, there's three different areas, that we would be looking at.

Gloria Pascual: They're two specific areas. There's the state schools. They're dealing with the rights of immigrant students is why we're reflecting ... We're identifying the law of the immigrant students in there. Then when you talk about the bullying, discrimination, harassment and hate or harm.

Gloria Pascual: The reason that that resolution is so long is because when you look at the laws around that, that have been made specifically around the incidents, and suicides

of our children. That's where that came from. When you read it, you'll see the story. This is where other districts have had ...

Gloria Pascual: That's why Massachusetts law has been so detailed around the district's responsibilities. Because they weren't doing that and their children were committing suicide, and then finding out after that districts weren't doing. They definitely cannot be together, because they're just very different items in which we're addressing.

Gloria Pascual: When you reference policy, this is a beautiful place for us to do that, because that's our purview. What we should be doing is looking at our existing policy, so for instance, when there was a reference to our harassment and hate, which is we have one that is, but I think it's about over 20 pages, and it's very vague.

Gloria Pascual: When we go through that you never ... I've read that whole policy because I've had to use that policy in this district as a parent and being a parent in this district and having to use that you can never use it. That's a great opportunity, like you said, is to take the resolved section.

Gloria Pascual: Then to embed them into the policies for accountability because they're actually action items. That's what the resolved part is. I think that's how I see a resolution for some people are absolutely the great feeling. I don't need a great feeling I feel great about myself. Thank god right?

Gloria Pascual: But I'm just saying that, the point that I see when a resolution and the only reason that I can see us, is because we're having all of these issues that are happening in our district. Our community is not whether it be the parents, the stakeholders, these children or the teachers.

Gloria Pascual: They're not feeling as though their policy is either addressing it or they are even ... Or folks are even following it. Right? That's why we're hearing all these horror stories. I think the what helps us with the resolution is to add to it, and so we can do that. That's what we should be doing.

Gloria Pascual: This is what I see our work as, however, we can't continue to have meeting after meeting over one resolution and we're not going to produce something. I mean, this is something that can definitely be run by legal it can be definitely... All we're doing is supporting something to go forward, refer to the policy subcommittee or we could do the work here to.

Gloria Pascual: Any of us could go and look at our own policies and do the work and then we done it already, and present it all fully done. Then, again, the district is well aware of this. Okay. Joe Cole is in it and Bob Tremblay are well aware of all of these conversations that are happening in these resolutions.

Gloria Pascual: They have heard these stories, and so they will either put ... Whether they can do like the Ombudsman is a great one. I did add it to the bullying, which I think

is a great idea we need,. But again, that goes to budget is a great point and great time to do this, to think about where are we allocating funds.

Gloria Pascual: Do we need an Ombudsman for 50 grand? Or do we need to give someone in a different department resources for 50 grand. I don't know. But that's a decision that as a school committee, we have to make, right? I think this is where our committee can start to do, but we're voting on the budget on April 3rd, right?

Noval Alexander: Yeah.

Gloria Pascual: We're done. If racial equity was going to put something forward, I think the biggest item we put forth is the audit, right? The audit is what we put forward. We have Christine Robinson, who was in the midst of our contract and getting that completed through administration, which I've worked very closely with Lincoln and Bob on.

Gloria Pascual: She'll be coming to do the workshop so we can talk about the mission of this committee and how we move forward. But as committee members, we're going to need to work together and give each other feedback electronically, so that when we get here, we can do the good work and get something produced by the end of the meeting.

Gloria Pascual: Not sitting here having a conversation that we keep having, because I'm not understanding how we you know, we all want the same thing, and we actually did already vote on consensus for the bullying. What we tabled went right. We tabled was the safe schools and unfortunately we shouldn't ... We don't need to keep tabling this, if folks who just give their input and we can agree on a final version that we can support.

Noval Alexander: I think the most important thing is that we respect the process and the deliberation, and taking our due diligence and time to make sure this is ... I rather have a good product that is going to benefit the whole district than to rush something that we're going to have to come back to later and resolve it through policy or changes to policy or whatever.

Noval Alexander: Not saying that will happen. But I think the propensity for that to happen it's greatly increases when you're talking about things of this importance. I mean, it's vitally important. There's no doubt that the intent is there among this committee, and we want to just do the right thing.

Noval Alexander: I don't think that tabling and delaying is necessarily a bad thing. It's all part of due process, and sometimes other ideas come up in the interim between the deliberation. I think that we deliberate, little bit long and make sure that the I's are dotted and T's are crossed. That could only be a better thing for a better outcome.

Tracey Bryant: I just want to say-
RE MTG 3-26-19 (Completed 05/26/19)
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Gloria Pascual: I think you're right Noval, except for that this committee is going to need to put their work in between the committee's, not come to here with the edits. Because every other committee, that's how we operate. This one can't be treated any differently. I hear you, and I think you're absolutely right.

Gloria Pascual: When we get here and we have new ideas and this committee has been nothing but flexible, is the most flexible committee. I just think that we do need to put our due diligence in. That this is not ... We're postponing it, because folks didn't give me the edit they needed ahead of time.

Tracey Bryant: Twice. Three times.

Gloria Pascual: Two times. Now this is the third time so-

Noval Alexander: I don't think that would have ... Quite honestly, I don't think that would have made much of a difference because it needed to be deliberated. I mean, even if you gotten it-

Gloria Pascual: We could have spent more time to deliberate.

Noval Alexander: ... four days.

Tracey Bryant: I could have been thinking about it, and then come here and be succinct in terms of my input or whatever, but I mean, it is the process we use in the other ones. We should do it here too. But what I wanted to say is, it's different. The resolutions is ... It's just like if you sign a petition for something, you are saying, I back this, I support this. I agree with this. All right.

Tracey Bryant: But resolution it basically is, we're getting behind this and the community and the people anyone coming in to the school and in the city. They know that this is how we feel, and it builds that consensus feeling when there's incidents going on, right? Of bullying against my child or children, right? That I don't like.

Tracey Bryant: When I'm afraid for some of our immigrant students or whatever, right? To have a resolution come out and to have people backing it. That's the first step. That builds a little trust, at least I know that we feel that way. Then we recommend a policy or that the policy committee revamps or re-looks at or strengthens or whatever we do that.

Tracey Bryant: Now, I'm not comfortable with ... But I can think about it, with the resolution being specific to say, "We want you to do an ombudsman." Right? [inaudible 01:29:34] I think that's the administrative task to, suggest how they want to help, more specifically handle these issues. We've already made suggestions, some things have been put in place.

Tracey Bryant: We're receiving data as to how well those things are working. But nevertheless, regardless of what has been put in place that may work, it may continue to work and may not work. The people need to know, we need to have a resolve. We need to show ... Have something that inspires the confidence of how we really feel.

Tracey Bryant: Because honestly, if in practice, I keep seeing negative things happening, okay? Then we have nothing to refute that we really are proactively wanting to change anything, or to make things better, right? We don't have the proof yet. We need the resolution out there to state ... At least it's a statement, but the proof is in the pudding.

Tracey Bryant: That's one set thing, right? That's the resolve. It should be, yes, this is how we feel, this is our values. Just the way the Declaration of Independence said, all men are created equal. But then in another section, right, it didn't quite say that. But to actually get that implemented, in America, right? That took a lot longer.

Tracey Bryant: That's the whole different process. Those are the steps, right? There's the declaration. Then there's the action steps and action items. Now we have a subcommittee. We make recommendations, right? We review things to see or whatever. But the resolution is the statement, and that's fine.

Tracey Bryant: Then the action in terms of what we're going to recommend, reviewing the policies, yes. Okay. Then suggesting to policy committee that we need, you know, Scott is always saying, "Give me specific change suggestions that you want," right? Make it easier, whatever. Then in terms of administration, right?

Tracey Bryant: We talk with them and hear what their ideas are in terms of really codifying what is stated in here. How can we continue to make that a reality or more so make it a reality in Framingham, right?

Beverly Hugo: Codifying you talked about and I think the problem is what I'm having with the resolution as in taking what we all have in. What we are trying to say, which I don't see it anywhere in the Framingham public schools is that we need to codify our core principles and beliefs. Take the substance ... What is that?

Gloria Pascual: Helicopter.

Tracey Bryant: Helicopter.

Noval Alexander: They're flying over the state [crosstalk 01:32:27].

Tracey Bryant: [inaudible 01:32:28].

Gloria Pascual: Go ahead.

Beverly Hugo: But taking the core principles and beliefs, we believe that every child, this is what I want to strengthen, not tons of those. I think that would be stronger and putting in SMART goals, because we can say anything we want, but if we can say the environment is such, we need to see how the core principles and beliefs can be.

Beverly Hugo: The major thing is a confidential reporting system. It also has to be a reporting system that gets to us, in the last few years we used to be the buck stops with us. All grievances went up the level through the superintendent and if parents weren't satisfied, it was a hearing with the school committee, and that's when we heard about so many things.

Beverly Hugo: We need constructive changes, but we can't do it here without even talking to the administration, but I want to strengthen the core beliefs and policies like no one can discriminate against any child for any reason, any adult. That's what I want to strengthen.

Tracey Bryant: That cannot be in the resolution.

Beverly Hugo: I don't see ... That's right.

Tracey Bryant: The resolution is the statement and then what you're talking about, now we go on to that. It's the difference between the Declaration of Independence and then the laws that we create. Right? Then after the laws, then there's the procedures of how to implement.

Beverly Hugo: But the laws were already created, and things are still happening, that kids are being discriminated. These are the laws, the federal laws, all this stuff.

Tracey Bryant: Those are the laws, right? But everyone in the schools are not applying them and don't really know about it. They're not really referencing it in terms of school policy and procedure.

Beverly Hugo: Right. We also said if there was more this explicit bias where people are racist. But there's also the implicit bias, bias where people don't even realize what they're doing, what they're saying. Their actions. What their thoughts about, "Oh, this child will be six, whatever." But even we came up with, "Okay. There'll be cultural sensitivity training. That's wonderful. We found out it was happening." But with such a small amount of staff, right?

Gloria Pascual: [crosstalk 01:35:16] with time though. Can we agree that-

Beverly Hugo: Ask for the [crosstalk 01:35:19]-

Gloria Pascual: Tracy is going to look at the law, talk with legal and figure that piece out. Noval, do you want to look at policy?

Noval Alexander: Yeah, I can look at-

Gloria Pascual: Look at our current policy and how they impact what we have, and adding what we need in here that's from the policy or adding within the resolved here to the policy so that when we're ready to present it here. We'll actually send it to me, and then I'll send it out to everybody, so we can review it so people can give-

Noval Alexander: You got to be careful about how you do that [crosstalk 01:35:53].

Gloria Pascual: Yeah, that's fine. That's why-

Noval Alexander: We're not breaking the OML, right?

Gloria Pascual: That's why we have Joanna. Yeah. That's not an issue. Then Beverly, if you could just add everything that you wish to see ahead of time so that before we have our next meeting, everybody can see all the changes. What we'll do is we'll have Joanna in our folder, she'll put everything in our folder.

Gloria Pascual: Then we can just go into our shared drive as we do with all the other committees. Then when we come back, we should be able to ... By that point, I will work with Joe and Bob as I do, and show them the resolution which they've already seen and read and are in favor of.

Beverly Hugo: They're in a favor of what?

Gloria Pascual: Of the current resolutions, Beverly.

Tracey Bryant: They had no input. They just said they're in favor-

Gloria Pascual: Beverly a lot has been happening. They've been in favor of supporting this [crosstalk 01:36:42]-

Beverly Hugo: All right.

Gloria Pascual: ... tells you that he's in favor of supporting.

Beverly Hugo: Joe doesn't tell me anything.

Gloria Pascual: That's why he does that diversity and inclusion, because he's in supportive of it. All right.

Noval Alexander: I haven't got any word, from either person in administration.

Gloria Pascual: Well-

Noval Alexander: [crosstalk 01:36:58] task support for-

Tracey Bryant: ... why would we have any word.

Noval Alexander: Mm-hmm (affirmative).

Tracey Bryant: I don't think it would have been time yet for us to have a word for them to be ... I don't think they would have spoken on it [crosstalk 01:37:10].

Noval Alexander: I mean, I'm just saying in general just haven't heard anything [crosstalk 01:37:14].

Gloria Pascual: I'm the chair side speak with them. Bob came last week to listen to a bunch of students at the high school about the racial climate and so we were all there together. All of this that we're talking about, was ... You do understand that this came forward from the Black Student Union. The student immigration.

Noval Alexander: We know where all those sources come from.

Gloria Pascual: All of those sources, all of this was all discussed in that meeting as well with Bob and Joe.

Tracey Bryant: Okay. What I want to say is, if we're going to add policy, to the resolution, I don't want us to add all the policy language, just we can reference policy, like which policies. Because basically, parents and anyone concerned teachers, whatever the resolution when they see it, it's just a reminder that yes, this is what we support whatever.

Tracey Bryant: Then if you have the references ... When I have time, I can write down the exact policy if I need to go that deep. But a lot of people-

Gloria Pascual: Listed as a source and then really what you're trying to do is look at the results-

Gloria Pascual: This has the state laws and whatnot. They list it.

Gloria Pascual: As source.

Gloria Pascual: Anything that's referenced they have the [inaudible 01:38:18] if I want to go that far, but at least when I'm speaking to someone, whether it's someone who I felt has wronged me or whatever, right? I at least know I have a general idea that yes, I can stand up for this or I can reference and say, "Well, it's right there on your wall or whatever, that this is what supported."

Gloria Pascual: A lot of people are not going to get bogged down or don't feel competent to go into policy and then I argue that.

Beverly Hugo: Right now one policy we have that we have heard is discriminatory is our zero tolerance policy. So for example, if two boys, say boys, I'm sorry, had a fight. Zero Tolerance means they both get suspended, it does [crosstalk 01:39:08].

Gloria Pascual: But during our first meeting-

Tracey Bryant: What was going to change-

Gloria Pascual: We referred all those policies already to the policy subcommittee.

Beverly Hugo: Maybe a year ago.

Gloria Pascual: Yes.

Tracey Bryant: They should be coming up those.

Gloria Pascual: Remember we referred all the zero tolerance policies to the[crosstalk 01:39:20]-

Beverly Hugo: But they have-

Gloria Pascual: We need you [crosstalk 01:39:22].

Beverly Hugo: Our next school committee meeting on [crosstalk 01:39:26] I'll make the commotion right here.

Gloria Pascual: Well, Tracy will follow up at the Subcommittee [crosstalk 01:39:33]-

Tracey Bryant: Tomorrow.

Gloria Pascual: ... [crosstalk 01:39:34] on policies [crosstalk 01:39:35]. She is going to have policy tomorrow so she will follow up with that.

Beverly Hugo: But that would be an immediate low hanging fruit, that would help kids in the district.

Tracey Bryant: Yeah, low hanging fruit. And in terms all of these stories, all the examples and this one ... When I first read it, I was like, "Okay. Okay." But I got to be honest with you. When I asked different parents just for the ideas. It's funny though that the people who either knew somebody or family or somebody where they've been this a suicide or they were touched by that.

Tracey Bryant: They wanted to keep that one in, right? Ten so people really were invested in keeping in the example that they really-

Tracey Bryant: Connect with.

Tracey Bryant: ... connected with or knew something like that. Maybe some of it we can cut down.

Beverly Hugo: If I was going to do an example I would do what specific to Metro West in this area.

Tracey Bryant: Okay. That's a good point.

Beverly Hugo: Look at adolescent Metro West Healthcare Foundation, where we saw the trends are increasing of suicide in certain populations-

Tracey Bryant: Can you get that, because that will be better. Yes.

Beverly Hugo: ... especially, GLBTQ or whatever. If we show that, that's specific to us.

Tracey Bryant: Well, you take that on. But sometimes people want to see that it's part of the national climb. But if you bring that, I think that would satisfy-

Beverly Hugo: That would show a sense of urgency and these are our kids report.

Tracey Bryant: They just really want to know that they really haven't forgotten-

Gloria Pascual: Can I just be [crosstalk 01:41:10]

Beverly Hugo: Public comment.

Gloria Pascual: Yeah, we need to get public comment again and I need to leave so we do need to wrap up but judges would be sensitive Beverly to that just because these are people's children and they live.

Beverly Hugo: Well, I'm saying Metro West is not is not specific for everyone.

Gloria Pascual: I know but it's going to bring ... If you're going to make a point to it-

Beverly Hugo: But it's a national trend. You can bet GLBTQ kids have higher incidence of at risk behaviors-

Gloria Pascual: Right and we talked about their national when-

Tracey Bryant: Wasn't that in a resolution already.

Beverly Hugo: Not this.

Tracey Bryant: Not this one but there was one.

Gloria Pascual: [crosstalk 01:41:42] of the train. Yeah, there was one for the athletics one, but they still haven't-

Tracey Bryant: All right. Okay.

Gloria Pascual: ... done the training for the staff. Good [crosstalk 01:41:50]-

Tracey Bryant: Right, so LGBTQ but maybe my child doesn't fall into that but still.

Gloria Pascual: There's other trends [crosstalk 01:41:56].

Gloria Pascual: I'm going to open to public comment. Do we have an agreement and Census that we're all going to go back and do some work and then get it back to the chair.

Noval Alexander: Yeah.

Tracey Bryant: Yeah, and I think we all good. I think we feel more cohesive. Is that true? No? Be honest.

Noval Alexander: I mean, I feel we're in a good sot. Like I said, I don't have a problem with deliberation. I think that's all part of process. I welcome it, I cherish it, and that kind of thing. Even if we come back, in the next go around, and we have done our parts, whatever, and we still at loggerheads in some ways, but that we're moving forward. That's how I see it.

Tracey Bryant: True, but there was a point ... There's deliberation and I'm the biggest deliberate for, but we also need action. That's why I think it's good we have all of us. We got have somebody pushing it forward.

Beverly Hugo: But action is also best practices. When you put something down. There should be practices such as including but not permitted to the kids get the parent's handbook then [crosstalk 01:43:04]-

Tracey Bryant: Oh, absolutely put that in there.

Gloria Pascual: We do put it in there.

Tracey Bryant: Yeah, we all agree on this.

Gloria Pascual: Does, anybody want to speak from the public-

Tracey Bryant: Go ahead sorry.

Gloria Pascual: ... any members want to speak from the public about everything you just heard.

Tracey Bryant: We're letting you get a word in edgewise.

1Public comment: You guys are awesome. [crosstalk 01:43:18].

Glenda Cohen: I want to second that, thank you for your ... Sorry my voice is [crosstalk 01:43:23] right now, because I'm not feeling well but thank you for your good work.

Camille: Thank you for coming and just feel it.

Glenda Cohen: Going on the right direction.

Cynthia V.: I think it's important that you guys don't lose sight of this resolution.

Gloria Pascual: Wait, wait, wait, are we all listening?

Tracey Bryant: Are we all listening [crosstalk 01:43:42]. I'm sorry.

Gloria Pascual: Because we might miss something. Go ahead it's all right Glenda.

Noval Alexander: I think it's important-

Tracey Bryant: Oh, Cynthia. Sorry Cynthia.

Gloria Pascual: It's okay [crosstalk 01:43:49].

Cynthia V.: I think it's important that you guys don't lose sight especially on this. Not the bullying one, but the other one about the immigration and the piece on students fear of. Because I think, I myself personally being an immigrant, I don't think you guys could actually understand the climate and the stress that it is on the families and the students.

Cynthia V.: A safe space, that's great and we want school to be a safe space, but it's very important that when you bring it to the committee, they need to understand, truly understand that this is about ... I know you were talking about not just immigration of students, and that is important. I think that's what the bullying covers that too. But it's key that it stays-

Tracey Bryant: Specific.

Cynthia V.: ... specific for that because it was obviously brought to the committee because there is a sense of stress and anxiety for those groups of students and families. We want the district to understand that this is important and the kids have to ... It can't be a, maybe they'll feel or we'll try.

Tracey Bryant: Don't know there are included.

Cynthia V.: We have to know that they're safe in these buildings.

Tracey Bryant: That's a good point because there was a Portuguese mom and she just kept stressing that ... You just remind me of that. You don't know what it's like, and the fear and blah, blah and so much and if you're afraid from anything, you cannot focus well on school or you have your mind.

Tracey Bryant: If it's in survival mode, when you're tense you don't think as well. You are in a disadvantage, which obviously is going to bring our academics down to and they're not getting ... It's just hard. That's a good point and I accept it and I will yield to that point on in terms of keeping it specific to that.

Tracey Bryant: I will say though, that the anti bullying thing, as long as we make sure it includes ... Because sometimes like professionals, adults don't think of themselves in perpetuating anything on children and yet they sometimes say very thoughtless things that stay with children there whole lives or has. I will go over that and make sure that-

Beverly Hugo: Because we are an important committee, I would love to have one of our subcommittee meetings to have the chief of police, local, and also, the AG's office saying, what can be done? What can we do?

Tracey Bryant: On what? What can be done on what?

Beverly Hugo: Just keeping immigrant students safe in school or-

Tracey Bryant: That's [crosstalk 01:46:38].

Beverly Hugo: ... whatever. What is it? Because every time you hear one of these experts, you get ideas either you didn't even know about.

Gloria Pascual: Cynthia go ahead.

Beverly Hugo: Who are you talking to?

Tracey Bryant: She said Cynthia.

Beverly Hugo: Okay. I'm sorry, it was a sonic.

Gloria Pascual: I know. I know.

Beverly Hugo: I can't see your face.

Gloria Pascual: That's not [inaudible 01:47:00] to see Noval. Tracy, I say we're sitting the wrong way [crosstalk 01:47:04]. I can see you. Okay.

Cynthia V.: I just wanted to say very briefly, I keep hearing bullying come up. I think we have to be very careful to understand what bullying is, because we have institutional racism. We have very thoughtless things being said and we have bullying. Bullying is more than a few times. What gets said once has to be made just as important as this bullying is.

Cynthia V.: Because there's a big difference and that's why I go back ... The institutional racism we have is rampant. You hear people just standing back and saying, "Oh, boy, that was a really bad thing to say," and nothing's done about it. We need education. We need it for our teachers, as well as our students. We did have our own peer tolerance group.

Cynthia V.: But it could have been run by a more diverse group to be very clear and nice about it, and I don't like the word, we don't tolerate people we celebrate differences. That whole group it just made me nervous the way it was done. I just want to make sure bullying is one thing and that's more than a few times. I just have to repeat it. But having people say just one time. Okay. Can hurt a kid so I think there's a lot [crosstalk 01:48:23].

Gloria Pascual: [crosstalk 01:48:23] conduct or standards of respect that our district really need. We are lacking a consensus among the culture organizationally for our district to understand what is acceptable language and what is it, for respect in general. Then we got to get into your rights and so forth.

Gloria Pascual: I think we lack that because some people come in on different levels and think that they can say certain things and-

Cynthia V.: Unfortunately, we're part of a population that is unfortunately become very accustomed to hearing these things and just letting them go with no thought about the people down the street and what they hear and how they feel afterwards.

Gloria Pascual: I just want to ask quite quickly, so in the title of this, it says bullying ... Staff from bullying, discrimination, harassment and other hate or harm, if you think of a anything specifically ... If you don't think that covers even the one time things, think about it and then ...

Glenda Cohen: Maybe on the resolved, I mean, you had talked about it being about a code of conduct or standards of respect and maybe we put that into resolve that we come up with something like that, because, again, it was about the N word when we talked with the students. It was more about, okay, what are we going to allow in our building?

Glenda Cohen: The world is the world but it goes back to all of this, so in these buildings you're safe, in these buildings we're not using that language. What are we doing? What is our culture. I think we-

Tracey Bryant: They can really thrive educationally that way, when you know, you don't have to go into a class and wonder if the teacher is going to butcher the subject and then be saying it or other students ... You don't have to worry about how it's going to be used. Jokingly or not jokingly or whatever, you just know that that's a safe space from things like that, from words that can hurt. Or like you say-

Gloria Pascual: Tracy, can I just ... Are we being recorded?

Tracey Bryant: Yes. Yes. Can I accept an adjournment? Make a motion to-

Noval Alexander: [crosstalk 01:50:26] adjourn.

Gloria Pascual: I moved to adjourn.

Noval Alexander: I second it.

Gloria Pascual: All in favor.

Tracey Bryant: I.

Gloria Pascual: Noted all [crosstalk 01:50:33].

Tracey Bryant: I love how everybody is [inaudible 01:50:34].

Gloria Pascual: We're one committee ...