

**ECMAC Attendance Area Team Meeting
November 19, 2018**

What must the **ECMAC Attendance Area Team** do to maintain community trust?

Communication/Transparency

- Be transparent in communication
- We need transparency
- Over-communicate
- Communicate early and often
- Communicate, follow established district values/guiding principles
- Be transparent
- Communication
- Listen freely and communicate in many ways!
- Be transparent and communicate
- Be transparent
- Communicate, share and listen
- Timely communication and integrate information. Talk with our feet.
- Listen to the community

Consider impact on all

- Equity, fairness and respect
- Keep a focus on the students/community
- Consider the district as a whole
- Consider more than “my”
- Speak from consensus – may not agree with every aspect, but will support in public and private
- Listen to all sides of the discussion

Long-term thinking/understand the past

- Understand historical context
- Minimal impact to achieve a long term solution
- Have a long term perspective

Integrity

- Do what we say. Say what we do.
- Be direct, honest and consistent

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What **specific action** could lead to the result/outcome that you identified?

Communication

- Information table at school functions (accessibility)
- Community discussions at schools impacted
- Communicate clearly and intentionally about the work within the ECMAC Attendance Area Team
- Various communication methods
- Community forums
- Easy access, ongoing communication platform
- Communicate through Peach Jar and gather feedback
- Create handouts, cards, etc. with easy link to constantly updated and simple bullet points of data
- Periodic “progress reports”
- Specifically: (1) Push the work and progress through multiple communication vehicles and forums; (2) be honest and accountable in all interactions; and (3) follow up and follow through
- Listen freely and communicate in many ways!
- Intentional community communication and feedback sessions
- Multiple “forms” of communication (outreach, forums, newsletters, building leaders share)
- Go to school events, local media articles, YouTube Channel/videos, Twitter for ECMAC, attend local events at organizations/churches

Be data driven

- Follow the data
- Use data (history, projections, public input) to paint a complete picture

Understand the past

- Research or hear from those who experienced or were part of previous boundary change
- Learn district history around non-contiguous schools

Consider the impact of race

- Aligning with both our district’s racial equity work, being informed by data, and the practical impact of geography
- Read Policy 101

ECMAC Leadership

- Strong, public leadership to endorse the plan publicly
- Community centered outcomes to foster trust
- Wear my district hat (not neighborhood, school, etc.)
- Intentional discussion and agreement by ECMAC (full and sub-committee)
- Respect/balance