

Equitable Policies Task Force

April 7, 2021
Meeting 2



As a professional of color we take on so much more on a daily basis including microassaults , misinformation of our culture, stereotyping, cultural appropriation, etc..

Still we are asked to give our time and contribute to the education of the dominant cultures by exerting the emotional and mental labor to create antiracist vision statements. Will this work we are putting in, will it be used? Will we be heard? Who has the final say if our antiracist vision statement is worthy of being used? Are these people of color?

-Liz Rodriguez



Welcome to today's meeting, Equitable Policies Task Force Meeting Here some instructions for using Zoom today:

Hover your mouse along the bottom of the screen to view the Zoom toolbar.

To minimize background noise, please keep yourself on mute.



Unmute

To start and stop your video, click on the video camera.



Stop Video

Click here to rename yourself



Participants 27



Share Screen

To type a message in the chat box, click on the speech bubble.



Chat



Record

Leave Meeting



Housekeeping When Coming Together Virtually



- Please mute yourself (we can hear you type), but feel free to use the chat to stay engaged.



- We love seeing your face! Please turn your video on if possible (and feel free to turn off webcams, too)



- Don't worry about kids and pets wandering in and out (we get it)



Today's objectives and agenda

Objectives & Agenda

- Objectives and agreements of Task Force work
- Share BSD All Student's Belong policy
- Explain Task Force subcommittees
 - BSD Every Student's Belong policy
 - Every Student Belongs procedures
 - Level 1 bias incident
 - Level 2 bias incident
- Discuss next steps



Community Agreements



**NOTE HOW
YOUR SOCIAL IDENTITIES
& PERSONALITIES**

(e.g., race, class, gender, sexual orientation, gender identity, ability, immigration status, home language...)

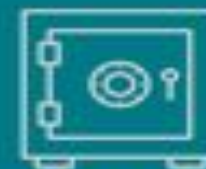
**INFORM YOUR PERSPECTIVES
& REACTIONS**
to our Shared Work
& Learning



**In this Space
FIRST-HAND &
PERSONAL
EXPERIENCES ARE
IN PAR With Data &
Credentials**



SPEAK YOUR TRUTH
Note the Impact



CONFIDENTIALITY
Share lessons
Not details



**STAY ENGAGED
and PRACTICE SELF
& FAMILY CARE**
in our Virtual Setting



"WAIT"
Why am I talking?
&
Why aren't I talking?



**PAY ATTENTION
TO YOUR BODY**

Listen to Understand, not respond.

Use "I" Statements

Step up & step Back

Who is our Task Force?

- Suzan Nuri
- Claire Mbugua
- Itzel Chavez Gomez
 - Jim Hiller



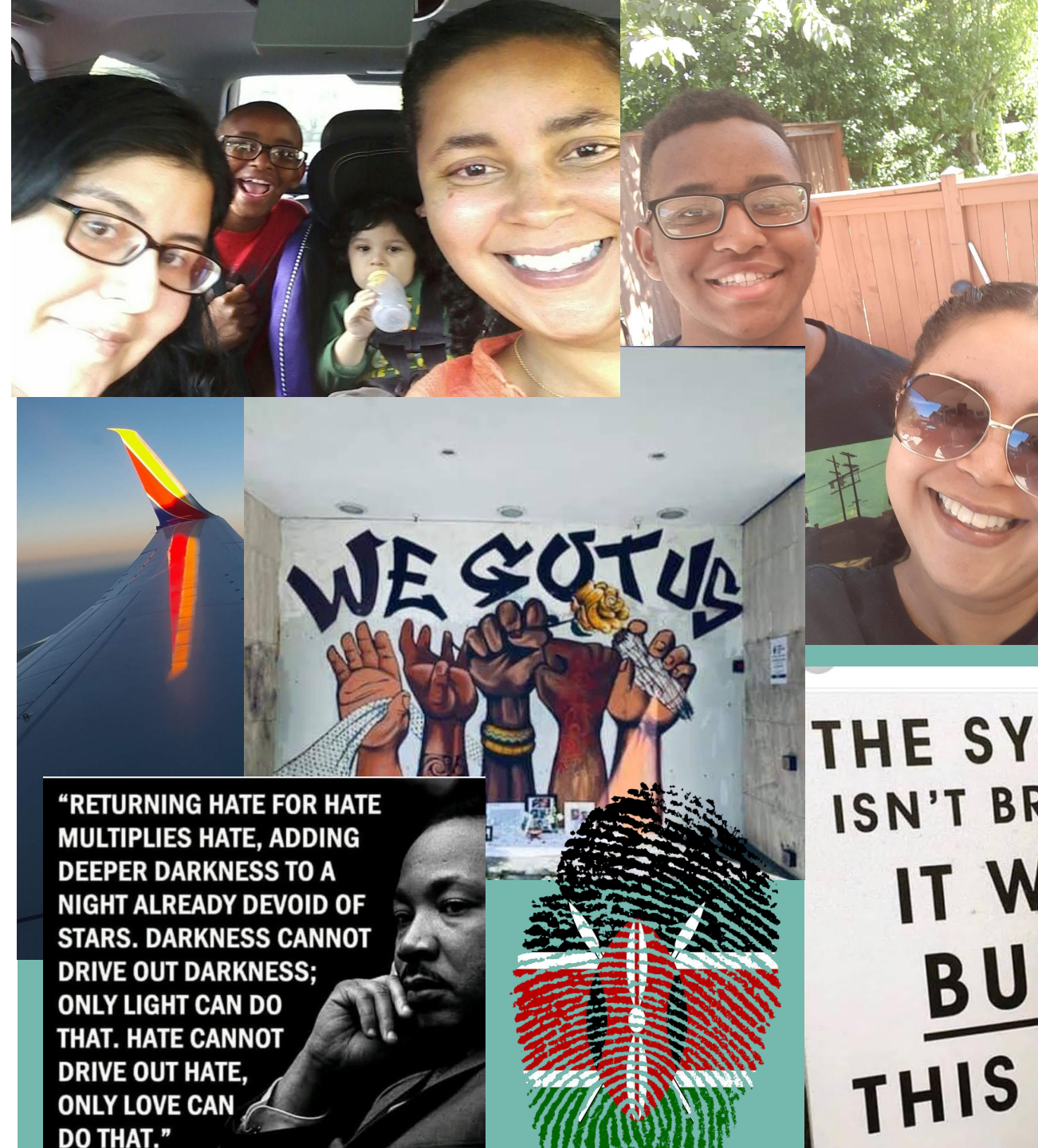
Suzan Nuri

- Your Role:
Southridge High School Sophomore
- Your motivation: I am motivated by the thought of creating a better future. The events that happened this summer have allowed me to realize that I too have a role in creating a fair and just society.
- Your hopes: I hope through that the work I do and will do will impact the lives of others positively. Growing up, I often did not advocate for myself and relied on others to do so. While I do hope to be someone who advocates for others, my biggest hope is to inspire others to begin advocating for themselves.



Claire Mbugua

- Your Role: Community Member
- Your motivation: Create an equitable world through education and awareness.
- Your hopes: To create some lasting change within the district, the city, the region, the state, the nation and the world. To promote love, compassion and understanding of other perspectives to promote a harmonious existence for all. How will we use this blessed time to be living on this planet.



Itzel Chavez Gomez

- Your Role: College & Career Coordinator for the Chicas Program
- Your motivation: My motivation is social justice, creating more compassionate and empathetic human beings, dismantling all forms of oppression, and creating safe communities that foster holistic growth for youth. As my college mentor once said, “Your heart is the size of your fist-- Keep Loving, Keep Fighting.”
- Your hopes: My hope is that every youth in BSD will be able to carve out their own path to success with the support from their schools and the broader Beaverton Community. I hope that this taskforce can inspire change to happen in other areas of our educational system that desperately need to be transformed.



Jim Hiller

- Your Role: Bonny Slope Assistant Principal
- Your motivation: I'm motivated by the students under my care as a teacher and as an administrator who deserve an educational system that recognized their humanity and self-worth, and provides for them barrier-free access to a quality education.
- Your hopes: That BSD has policies that promote and ensure equity throughout all of its systems. That we move beyond admiring the problem into action. That we ensure when we say "All students can learn", all truly means all.



Breakout Rooms



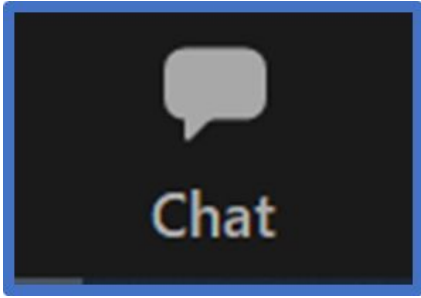
Please introduce yourself!



Please share the agreement that you chose to focus on today and why?







Chat blast

We would like you to think about the question below and write your answer in the chat! Don't send until we say, SEND?

XXXXXXXXXXXXXXXX Thinking ahead to today's conversations, please think about what agreement you are going to focus on today?



Every Student Belongs



Oregon Department of Education

- (A) ODE recognizes that student health and safety are at the cornerstone of education and that every student is entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence.
- (B) Staff and leaders are also entitled to work in environments that are free from discrimination or harassment, and visitors should be able to participate in school activities without fear for their safety



Part 1. Acknowledging Harm, Harm Reduction, and Response

- (a) Acknowledging Harm
- (b) Harm reduction
- (c) Healing-centered, trauma-informed response that ensures responses recognize that:
 - (A) Each person must be given the freedom to define their experience for themselves.
 - (B) Individuals are not defined by their trauma, behavior, emotions, thoughts, or capacity to communicate, and their experience is distinct from their identity.
 - (C) Each person brings ways of knowing, personal, family and community support, and connections to place and space that may be central to their healing.
 - (D) Responses to traumatic stress are dynamic, and may vary considerably from moment to moment, or day to day.
 - (E) Safe, trusting relationships, and a recognition and affirmation of “what is” are foundational for healing.
 - (F) The culture, policies, and practices of the institutions that were designed to protect students, such as schools, may be the very sources of their distress.
 - (G) The stigma around seeking support, and the dismissal of their concerns that students often experience may prevent some from engaging in traditional approaches, and may require creative, innovative alternatives to standard care.



Part 2. Developing policy

Prohibit the use or display of hate symbols including the noose, swastika, or confederate flag in **any program or school-sponsored activity** except where used in teaching curricula that are aligned with the Oregon State Standards.

Key Terms

“*Bias incident*” means a person’s **hostile expression of animus toward another person, relating to the other person’s perceived** race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. **Bias incidents may include derogatory language or behavior directed at or about any of the preceding** demographic groups.

“*Symbol of hate*” means a **symbol, image, or object that expresses animus** on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the **noose, swastika, or confederate flag,** and whose display:



Part 2. Developing Policy

In addition to current Oregon Administrative rules, the **Every Student Belongs Policy** must

- (i) **Prioritize, protect, and assure the mental, physical and social health** of students, families, staff, and leaders. This includes removing any and all barriers that interfere with a student's well-being, belonging, and ability to thrive; and
- (ii) **Assure that every effort will be made to educate** those committing the offense regarding the impact of their actions with appropriate, non-punitive remedial measures.



Part 3. Developing procedures

BSD must adopt procedures for addressing bias incidents that:

- (A) **Define persons impacted** broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident;
- (B) Require responding staff to **prioritize the safety** and well-being of all persons impacted;
- (C) **Require responding staff to recognize the experience of all persons impacted**, acknowledge the impact, commit to taking immediate action, and **prevent further harm** against those persons impacted from taking place;
- (D) Include in any redirection procedures **educational components** that address the history and impact of hate as well as procedural components to ensure the safety, healing, and agency of those impacted by hate, accountability, and transformation for people who cause harm as well as transformation of the conditions that perpetuate the harm.



Part 3. Developing procedures

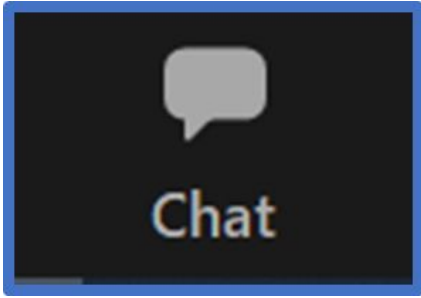
- (E) Include **communication protocols that provide all persons impacted with information** relating to the investigation and outcome of the investigation.
- (F) Direct administrators and school personnel to **consider whether the behavior also implicates other civil rights laws** and, if so, to respond accordingly. The nature of the conduct must determine the process used, the rights and protections available to persons impacted, and the right to appeal to the Oregon Department of Education or the United States Department of Education Office of Civil Rights; and
- (G) Require administrators to **develop and implement instructional materials** to make this policy and related practices including reporting procedures, educational processes, and possible consequences known to all school employees and students.



Part 4. Complaint process

- Complaints may be handled under existing policies and procedures for discrimination or harassment (AC and AC-AR; see e.g., Reynolds School District's Discrimination Complaint Procedure) or (JFCF) or a **district may develop new policies** and procedures (see e.g., TTSD Bias Incident and Hate Speech AR).
- Regardless of the policy and procedure utilized to address the complaint, the **complainant must be informed of their right to appeal** the district's final decision to either the U.S. Department of Education Office of Civil Rights or the Oregon Department of Education.
- The complaint process must **provide for individuals to report their concerns either verbally or in writing**. And complainants must be informed of their right to appeal the district's final decision to either the U.S. Department of Education Office of Civil Rights or the Oregon Department of Education.





Chat blast

We would like you to think about the question below and write your answer in the chat! Don't send until we say, SEND!

**As a _____ in the Beaverton School District,
I need the Every Student Belongs procedures to include**



BSD Antiracist Vision Statement



What we heard

- Acknowledge systemic racism and bias
- Center the statement on individuals who have experienced oppression and bias
- Include statements on both intent and actions
- Recognize unconscious bias as equally harmful and important to address
- Include education and professional development as part of the remedy



DRAFT Antiracist Vision Statement

We believe that every student has a right to learn in a safe inclusive environment where their racial and unique cultural identities are valued and each individual feels respected and welcome. We acknowledge that our district has perpetuated institutional racism and practices of White supremacy that have created barriers and inequity for our students and educators of color. Beaverton School District will not let these inequities go unchallenged and commits to breaking down structural barriers and policies that discriminate against Black, Indigenous People of Color (BIPOC) and groups who are marginalized by our district policies and practices.

Our district will authentically engage each student, family, and educator to build connection, uplift understanding, and truly value the diversity of our school communities. We will work to dismantle policies and systems that perpetuate white supremacy and barriers to education activities. We will decolonize education so that school is a place where students of color see themselves reflected in their education and will ensure our staff are eliminating racism and all forms of bias from their practice. Beaverton School District recognizes that anti-bias and anti-racism is our work and not just part of our work and will affirm our commitment to antiracism through action and equity. We will

- Engage in actions that will ensure our district is community-based and includes the input of students, families, educators, and administrators in decision-making processes
- Create an inclusive learning community that honors, respects and engages learners from diverse communities
- Create permanent district funding and resources to promote equitable policies, structures, and practices for BIPOC students and other marginalized groups
- Enact policies, procedures, and professional development to confront and eliminate conscious and unconscious racism.



Breakout Rooms



- Please take a moment to REVIEW the draft Antiracist Vision Statement. Reflect and discuss the following questions - and please remember our agreement to “wait”
- In each model statement,
 - What resonates for you?
 - Are there any errors or omissions?



Please record and be prepared to share a highlight in chat or in person!




Next steps

- Develop Procedures for Every Student Belongs
- EdNW Staff will take the draft and continue to work on the Anti Racist Statement
- Thank you for your voice! Please complete the meeting exit ticket
- Next meeting: Wednesday, April 21, 2021 from 4:30-6:30 p.m. (same Zoom link)



Exit Ticket:



education
northwest

Equitable Task Force Meeting Exit Ticket 4.7.2021

Before you leave the task force today, please answer the following questions.

<https://forms.gle/dx1NSxjST9tjLvNWA>

