

Equitable Policies Task Force

May 12, 2021
Meeting 4



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

- Welcome
- Community Agreements & Meeting Targets
- Breakout Groups: Check-In and Review April 21 work
- Continue Task Force Work Groups
 - BSD Every Student's Belong policy
 - Every Student Belongs procedures- Address of Care
 - Every Student Belongs procedures- Address of Action
 - Every Student Belongs complaint form
- Debrief & 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

Meeting Targets

- We can review and build upon our work from April 21
- We can create a draft product/key components* in our work groups that aligns with the requirements in the *Every Student Belongs* rule.

*Policy, Incident Reporting Form, Response Procedures (Harm and Action)



Re-connect -- Please share what is in your heart today

Breakout Rooms



Review the work that was done & get ready to share out



Every Student Belongs

Oregon's Every Student Belongs rule requires districts to provide students and educators with learning environments that are high-quality; 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.

This rule offers us an opportunity to create safe, inclusive school climates that help each student and adult experience safety and belonging.

The ODE & the BSD School Board have asked us to:

- Develop a draft antiracist vision to guide district efforts
- Review and make suggestions to the All Students Belong policy (Board Policy ACB)
- Develop Every Student Belongs response and reporting procedures
- To include the perspectives & lived experiences of students, parents, staff and community

** The last Task Force meeting for the above work is June 16th

**** The task force drafts will be presented to the board on June 21st.**

Essential Understandings

- **Task force members SHOULD expect**

- To focus discussion and perspectives on the task force objectives
- Respect and to have members listen to their opinions and perspectives
- To listen and learn from other members' opinions
- Speak when it is your turn as the group goes in succession to make sure everyone has a turn
- To keep comments are brief so that everyone can share

- **Task force members SHOULD NOT be asked or expect to**

- Prove that racism and bias exists
- Provide reasons or defend their opinions and perspectives
- Feel that their opinions or perspectives are not authentic or true
- Hear their opinions shared outside the task force unless they give their permission

Every Student Belongs Work Groups



ODE Bias Incident Response Guide

Respond to Bias Incidents

Immediate Response

- ☑ Assess the physical and emotional safety of those involved.
- ☑ Determine what type of response aligns best with district policy and maintains your safety and the well-being of others involved.
- ☑ Identify and prioritize healing-centered, trauma-informed, strengths-based, racial equity/anti-racism approaches for information gathering and problem solving.



Every Student Belongs Work Groups

Work group 1: Every Student Belongs Board Policy

- What resonates with you about the Every Student Belongs Board policy?
- What would you like the Board to consider about the Every Student Belongs Board policy?

Work group 2: Reporting procedure and bias complaint form

- What resonates with you from the example Every Student Belongs procedures?
- Are there requirements that are not addressed in these examples? If so, what are they?
- What additional changes do you recommend?

Work group 3: Bias incident response procedures: Care for harm

- What resonates with you from the example Every Student Belongs procedures?
- Are there requirements that are not addressed in these examples? If so, what are they?
- What additional changes do you recommend?

Work group 4: Bias incident response procedures: Action that caused harm

- What resonates with you from the example Every Student Belongs procedures?
- Are there requirements that are not addressed in these examples? If so, what are they?
- What additional changes do you recommend?





Breakout Rooms

- Please take a moment to REVIEW the materials for your work group
- Decide how you will make sure that everyone is heard and the agreements are followed
- When you arrive in the breakout room, a facilitator will
 - Help with introductions
 - Share the link to the google document
 - Facilitate the conversation regarding the work

Everyone, please feel free to record your thoughts in the google doc!




Next steps

- Review and summarize work group comments
- Complete Vision Statement review by Friday, May 14
- Important dates
 - June 2 task force meeting
 - June 16 task force meeting
- June 21, 2021 Draft Vision Statement and Every Student Belongs policy and procedure recommendations offered to the Superintendent and BSD Board



Please Complete Your Exit Ticket:



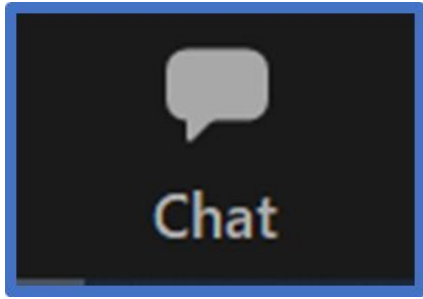
education
northwest

Equitable Task Force Meeting Exit Ticket 4.21.2021

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

<https://forms.gle/gxWkToTVzBwEGnXr9>





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?



Who is our Task Force?

- Natalie Ebanks
- Claire Mbugua
- Rebecca Bair

A little Later

- Bruce Smith
- Sarah (Sam) Warren



Natalie Ebanks

- Your Role:

Mountainside High School Junior

- Your motivation:

As a half black, woman, growing up in BSD, I want to use my experiences to create change within BSD, so more students like me can have better experiences.

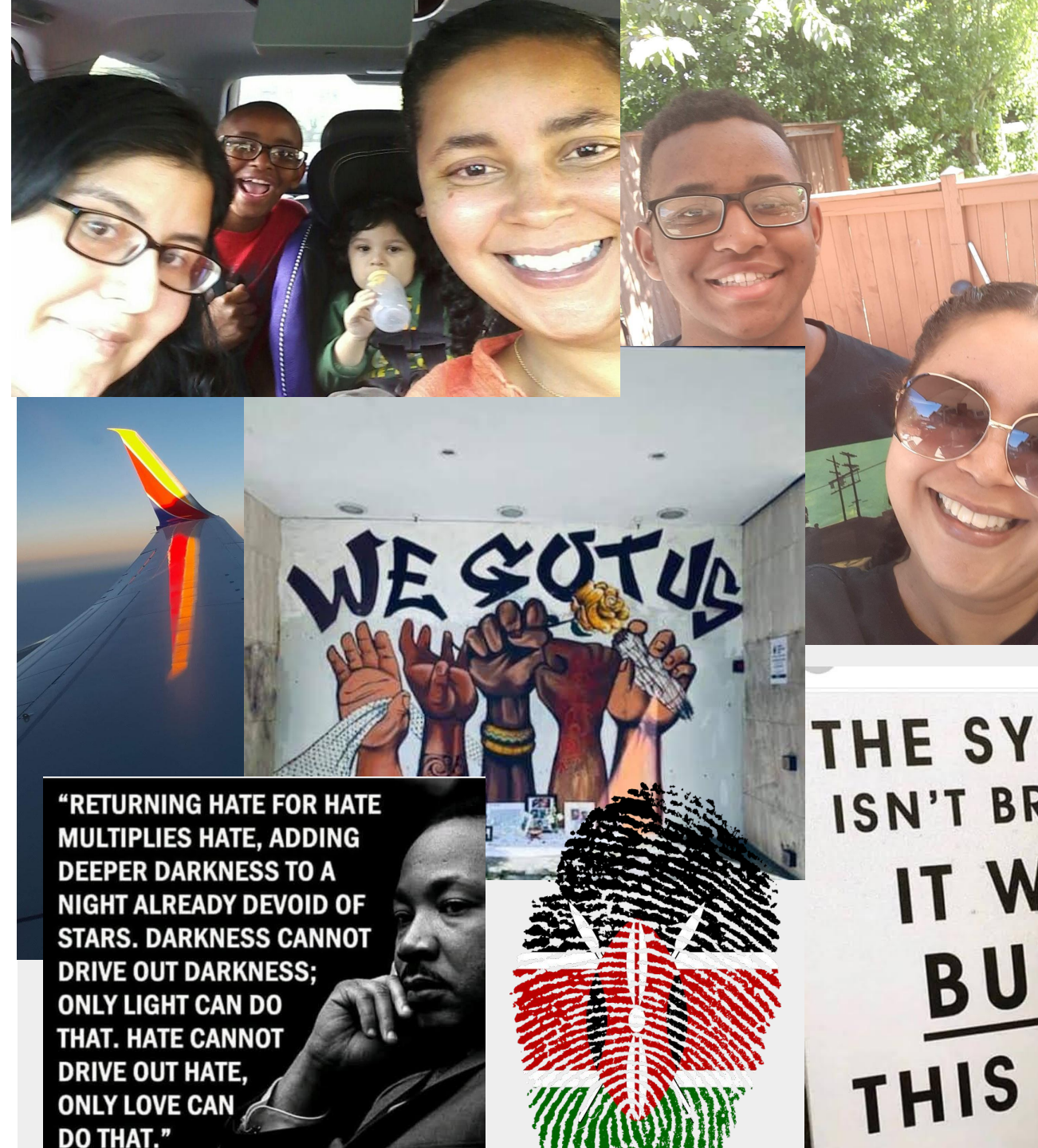
- Your hopes:

I want BSD to be more inclusive and supportive of all students. Student need to feel safe, and heard within our community.



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.



Rebecca Bair

- Your Role: Asst. Principal, Mountainside HS
- Your motivation: the thought that as an educator and a compassionate human being that I/we might be inadvertently creating barriers for students - the exact opposite of why I became an educator - terrifies me! I am motivated by a desire to see a system-level change that serves all students; never serving some to the detriment of others
- Your hopes: that this group will be a catalyst for reconsideration of our system in positive ways that we can imagine, but also in new ways that we have yet to imagine



Bruce Smith

- Your Role: Parent of 2 current BSD high school students.
- Your motivation: It is my disappointment regarding my sons' experiences in BSD that motivates me to participate in a group that is devoted to explicating the context of racism and discrimination within BSD and seeking paths forward to a more equitable and just BSD.
- Your hopes: Despite the many acts of racism that my sons have had to deal with I believe deeply in the promise of this town and the school district that serves its population. I want my sons, their peers, and future generations of BSD students from marginalized identity groups to go to schools that respect their identities and that are committed to their success.



Sarah (Sam) Warren

- Your Role: Highland Park Middle School, Technology Teacher
- Your motivation: Growing up in a school environment that it was not ok to be me (LGBTQ+) and living thru the changes that activism/systematic changes in the 90s (and are ongoing) have started for our LGBTQ+ students today, it is my hope that we can create a space for my biracial niece and BIPOC students to see similar support/opportunities/improvements.
- Your hopes: My hope is we can create a system that welcomes students, families, staff, and community, that celebrates our differences and includes the voices of all, especially our students. I hope that we do this humbly and with accountability that it is not just words on a page and it will be a continuing process.

