

Equitable Policies Task Force

June 16, 2021
Meeting 6



Objectives & Agenda

- Welcome, Agreements and Updates
- Describe June 21 Board meeting process
- Review Draft Policy ACB Recommendations
- Breakout Groups- Review Draft Procedures and Reporting Form Recommendation
- Questions, Next Steps and Gratitudes



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

- Review June 21 Board meeting process
- Review draft ESB policy, procedures, and reporting form that will be submitted to the Board on June 21

Policy, Regulations, or Guidance

Policy Development:

Policies state the purposes and what is wanted in the school system. The policies should be consistent with Oregon Revised Statutes, OARs and federal laws and regulations. Requires Board approval.

BFCA Administrative rules (ARs) are detailed directions on how policies will be operationalized. Requires superintendent approval. The distinction between policy and ARs is important.

Guidance materials provide resources and strategies for implementing the administrative rules.

Work Group 1: Policy Revisions

- Expand the groups protected by the ESB policy to align with related BSD policies
- Add training requirement for adults who respond to bias incidents
- Added requirement to develop response procedures that include
 - Requirement to ensure the individual who was harmed is supported
 - Response includes an educational component
 - Factors to consider when elevating the response to disciplinary actions

Work groups 2, 3, and 4

Work Groups 3 and 4 revisions

- Ensure student or students who were harmed have necessary support and feel safe
- Select the team who will respond to the incident
- Conduct interviews with individuals involved in the incident
- Determine if the situation warrants STAT or FLIGHT team support
- Consider use of a restorative conference during support planning

Work group 2 revisions

- Consolidate on one form and add questions
 - Why do you think the incident happened?
 - Is it safe to talk to your parents about this incident? If so, what should we know before we contact your parent/guardian?



Recommendations

- Have students review and provide feedback
- Ensure multiple translations are done and use native speakers if possible
- Establish a bias reporting hotline for parents
- Create a digital tracking system that assigns case numbers by date of incident so students and families can look up the status/progress of their report
- Provide training for everyone responsible for part of the reporting process
- Determine procedures for storing, managing, and maintaining confidentiality of bias complaints
- Define substantial disruption or material interference with school activities
- Calibrate responses to bias incidents
- Develop accountability process to ensure bias response procedures are completed
- Establish a reasonable timeline

Important date

- June 21, 2021: Board Resolution
- Draft Vision Statement and Every Student Belongs policy and procedure recommendations shared with the Superintendent and BSD Board
- Board Meeting YouTube link and Public Comment



Please Complete Your Exit Ticket:



Equitable Task Force Meeting Exit Ticket 5.12.2021

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

* Required

