



**2023-24 Board of Directors**

**Board Chair**, Erin Cramer    **Board Vice-Chair**, Mackenzie Strawn

**Board Members:** Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Alisha Oliver

**Student Representatives to the Board**, Benjamin Perez & Lucas Joyce

**Superintendent**, Lee W. Loving

**Director of Business & Fiscal Services**, Rhonda Allen

**Director of Human Resources**, Danielle Blackwell

**Director of Teaching & Learning**, Nicole Duncan

**Interim Director of Special Programs**, Jeri Harbison-Jones

**Director of Nutrition Services**, John Barnes

**Director of Safety, Security and Health Services**, Gary Rychard

**Director of Facilities**, Dave Parsons

**Superintendent/School Board Executive Assistant**, Tonia Whisman

**Special Session**

**Thursday, May 4, 2023 ~ 5:30 PM**

**NSSD District Office/Santiam Room**

**1155 N 3rd Ave**

**Stayton, OR 97383**

<https://www.youtube.com/live/EP2zkZemGew?feature=share>

**1. CALL SPECIAL SESSION TO ORDER**

*The Special Session of the North Santiam School District's Board of Directors is called to order at 5:30 pm. It is an open meeting of the Board and the public is allowed to observe in-person and via livestream on YouTube.*

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: ALISHA OLIVER

PLEDGE OF ALLEGIANCE: ALISHA OLIVER

**2. AGENDA APPROVAL**

Changes to the agenda after posting on will be acknowledged:

**Added Attachments-**

**Added Agenda Items-**

**Removed Agenda Items-**

\*4.0-Superintendent Comparative Salary Report

**RECOMMENDED MOTION-AGENDA APPROVAL**

*I move that the Board approve the agenda as modified.*

**3. EQUITY COLLABORATIVE PRESENTATION**

3

**(90 minutes)**

**Session #4 of #4: A Community of Belonging**

NSantiam.BoardSession.5.4.23

3

**4. ADJOURN**

Time:

EQUAL OPPORTUNITY EMPLOYER

*The North Santiam School District shall promote nondiscrimination and an environment free of harassment based on an individual’s race, color, religion, sex, national origin, gender identity (including gender expression), sexual orientation, disability, marital status or age or because of the race, color, religion, sex, national origin, disability, marital status or age of any other persons with whom the individual associates. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.*



# the equity collaborative

A Community of Belonging

North Santiam School District Board Engagement Four  
May 4, 2023

Jamie Almanzán & Jessica Gammell

[theequitycollaborative.com](http://theequitycollaborative.com)



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I'm Jamie!

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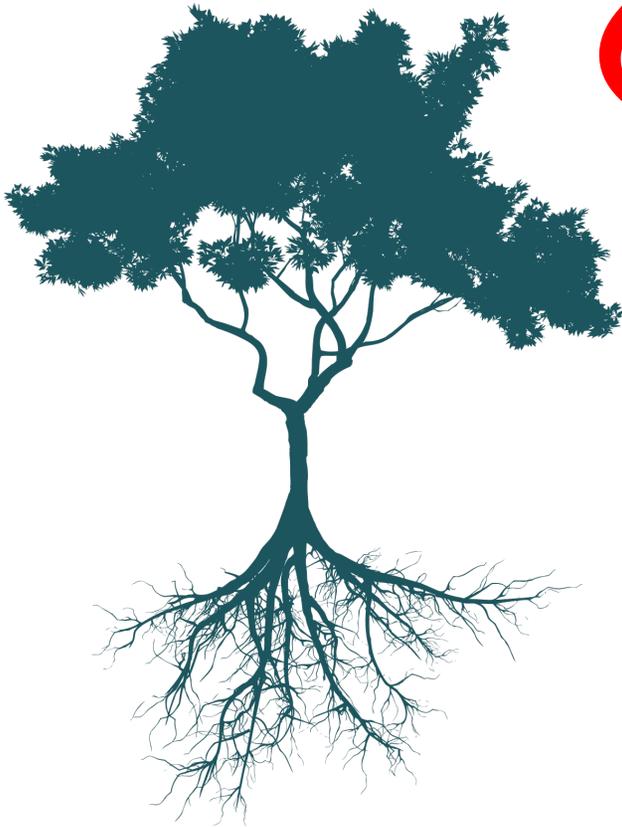
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I'm Jessica!



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# What's Next?



## School Based Teams

Four Quarterly In-Person Sessions (with three 90 minute remote support sessions in between each in person session.)

- Session One: November 3, 2022
- Session Two: January 19, 2023
- Session Three: March 2, 2023
- Session Four: May 4, 2023



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# Feedback from Leadership Teams 3/3/23

## **Appreciation for balcony/street metaphor framing:**

- The analogy of balcony/policy and street/implementation. I need time to think through that more, but it really made sense to me.
- Recognizing that some of the systems that are broken were not put in place with the intent to do harm, but sadly that can happen. With those of us doing what we can - hopefully those systems can and will get better.
- It's just overwhelming to think of trying to move the system overall. I fight that battle in my mind regularly.

## **Some questions about District Equity Policy:**

- When going over district policies it seemed as though there was confusion. If we are confused others will be too, how can we change this?
- Will the decisions we make be supported at a district (school board) level?

## **Continued requests for learning how to work with staff:**

- How to present policies to staff?
- How will we train staff effectively?
- Interruption techniques to train staff



# Starting with the Why



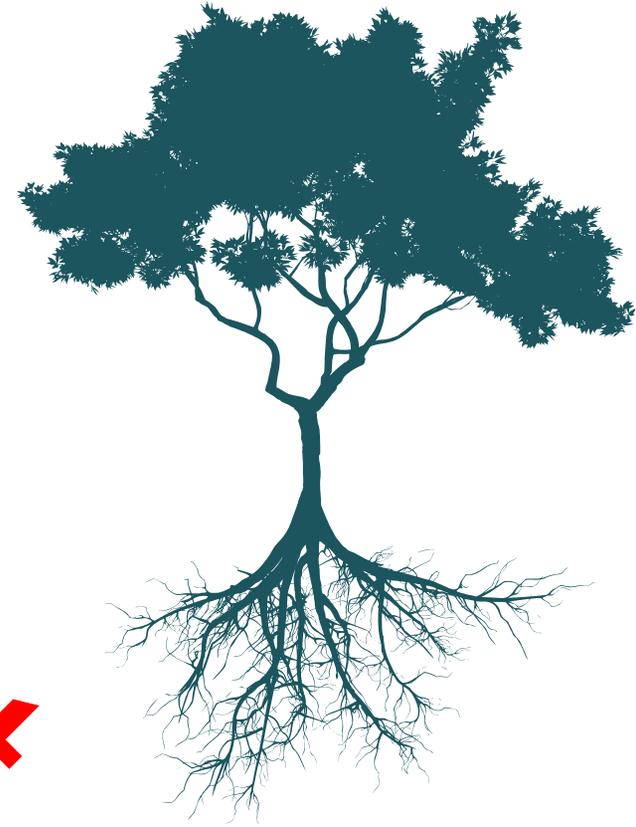
**“How Great Leaders Inspire Action,”  
Simon Sinek, The Golden Circle**

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# Getting Connected to the Why...

In Pairs:

How does this align to your why?



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# Diversity, Equity, and Inclusion

Diversity = Presence  
Inclusion = Participation  
Equity = Outcome

We value the **DIVERSITY** of the students, staff and community. We strive for the **INCLUSION** of all students in every measure of success. We believe this requires a system of **EQUITY** to achieve this outcome.



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# Working towards equity means...

Eliminating the predictability of success and failure that currently correlates with any social or cultural factor



Interrupting inequitable practices, challenging biases, and creating inclusive school environments for all

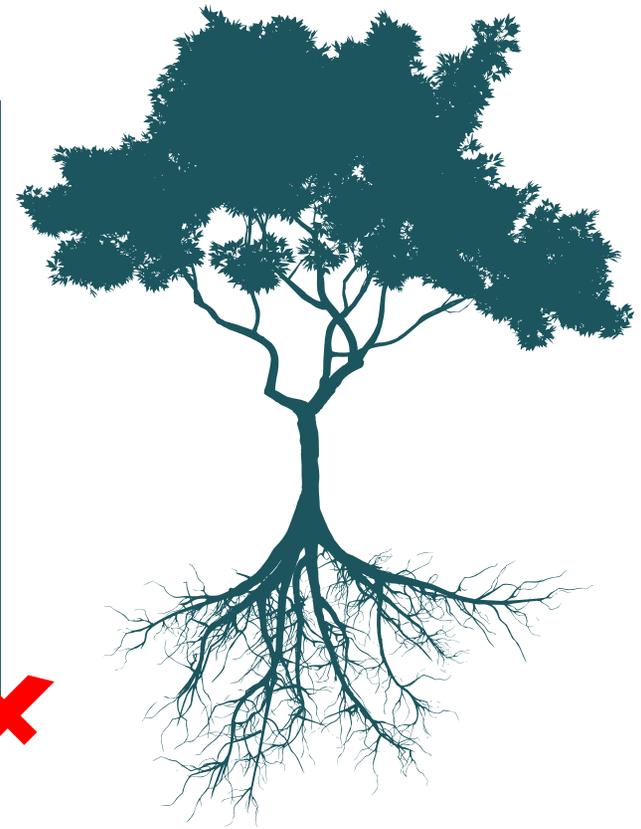


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# Working towards equity means...

With a partner:

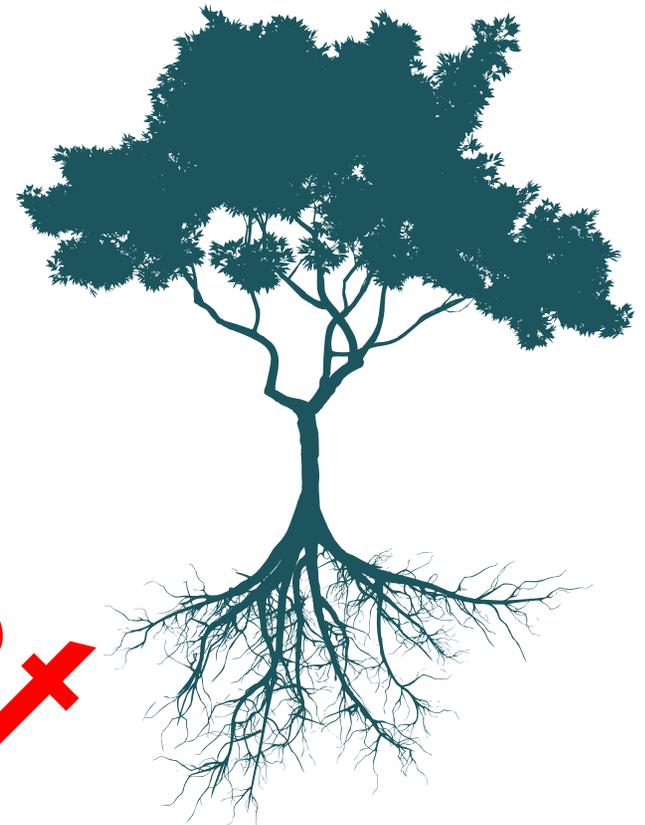
- How do you define equity?
- What has been your experience with equity work in NSSD so far?



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# Demystifying Terms

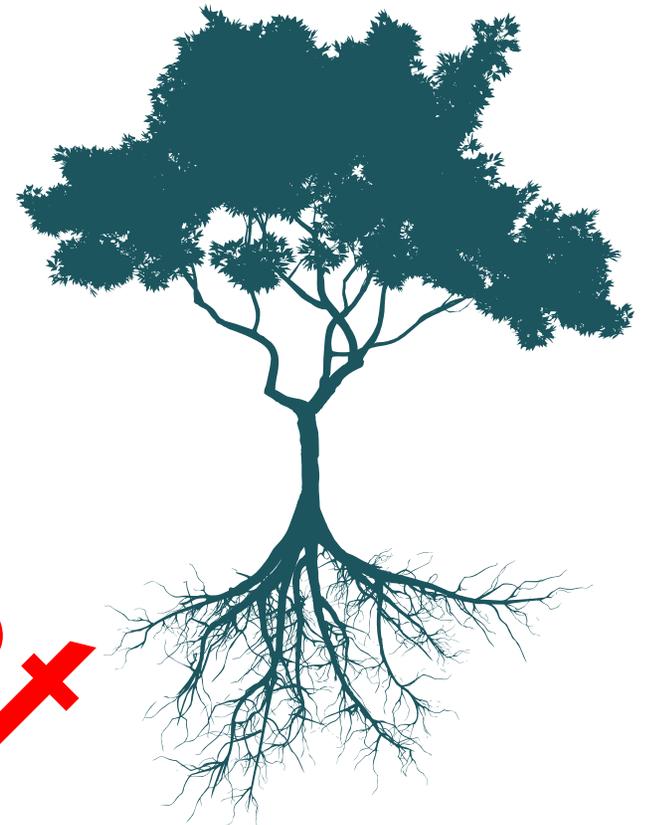
- Race - “Color”, how you identify AND what do OTHER people think you are?
- Ethnicity - Culture, who are you? What values, beliefs and behaviors do you exhibit on a daily basis?
- Nationality - Citizenship, what does your birth certificate or passport say?



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# Demystifying Terms

- Race and Racism are NOT the same thing.
- Race is a “Color” category, not the ACTUAL color. NO ONE is actually White. If you are, you are NOT feeling well. NO ONE is actually the color Black. The “color” is used as an identity category with cultural characteristics, both by personal choice and applied externally and not by choice.
- Racism is implicit or explicit negative beliefs and behaviors towards another person based on race.



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# Student Inclusion and Belonging

## Why “belonging” matters...

**“Belonging is a vital ingredient for learning. In every learning environment, students pick up on cues and signals about their belonging. When these messages support students’ belonging, they can learn freely. When these messages render the environment physically or emotionally unsafe, or cause students to question their belonging, their cognitive resources are diverted away from learning and towards the environmental threats.”**

*- "Structures for Belonging: A Synthesis of Research on Belonging Supportive Learning Environments" by SERN (Student Experience Research Network)*



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# Equity Assessment Report

## “Chalk” Talk Protocol



- A silent “conversation”
- Move around the room to share your ideas, read and respond to and make connections to others’ comments
- Return to poster several times to review changes to the “conversation”

# Equity Assessment

## Themes - NSSD Students / Families / Staff:

1. **Students indicate that they desire meaningful and positive relationships with their teachers and other staff. Many students documented that they have adults that they can trust and go to in a time of need.**
2. **Staff and families across the district tend to steer away from conversations about race regardless of the negative experiences that students report about being racially harmed. Students communicated the desire for staff to openly address racial epithets instead of ignoring or refusing to address them.**
3. **Although students did not document that they felt unsafe physically, they communicated a sense of lack of social or psychological safety from racial harm. Their desire was to have staff understand and believe their experiences and intervene at the appropriate times. Students also requested that staff equip them with the tools to solve their own problems in instances where student-to-student problems can be solved among themselves.**
4. **The transition back to school from COVID-19 shutdowns to being fully in-person has been challenging for many students. Students communicated that they are being overworked by their teachers and are not being given the proper support. Students indicated that they would appreciate a greater level of support from their teachers and other school officials.**
5. **Families would like more communication from the district about the purpose and direction of district diversity, equity and inclusion (DEI) initiatives. There is a fear and misunderstanding about the district's stance on critical race theory. Many have even classified any DEI work as critical race theory, and deemed any mention of race or racism as divisive and to be avoided. Families would also like the district to be more clear about the "why" around DEI work.**



# Equity Assessment Report

## “Chalk” Talk Protocol



- What work have we done related to this theme?
- What district policies or practices might help in addressing this theme?
- What questions arise as you review the themes and responses of your fellow board members?



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# Developing a Belonging Lens

## Explore:

In 2023-24, North Santiam School District's stakeholder groups will work to develop a "Belonging Lens" to guide their work. The link below contains a few resources to support your exploration and reflection to prepare you to engage in this work in the Fall. As you are reading, be sure to capture your thoughts and questions and any other resources you may wish to share with your peers.

[tinyurl.com/NSSDBelonging](https://tinyurl.com/NSSDBelonging)



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# Intersession Team Prep:

Teacher leaders will share the following with their staff prior to summer break. Meet as a team to prepare.

- \* Why does NSSD have a Belonging focus?
- \* Where have we been / what have we done: as a district / a team / a school related to our equity and belonging focus?
- \* Where we are going: development of a Belonging Lens & creation of an Equity Advisory Committee
- \* Prepare to gather feedback from staff

