



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, March 7, 2024 ~ 4:00 PM

NSSD District Office/Santiam Room

1155 N 3rd Ave

Stayton, OR 97383

https://www.youtube.com/live/f9vFOjFsIVQ?si=WlQ_b6P1MeCGcr5w

1. CALL SPECIAL SESSION TO ORDER

The Special Session of the North Santiam School District’s Board of Directors is called to order at 4:00 pm. It is an open meeting of the Board and the public is allowed to observe in-person and via Zoom livestream on YouTube.

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: Alisha Oliver
Mackenzie Strawn & Mike Wagner are absent with notice. Erin Cramer will be arriving after the start time.

PLEDGE OF ALLEGIANCE: Alisha Oliver

2. APPROVAL OF THE AGENDA

Any changes to the agenda after posting on March 1, 2024 are noted below:

Added Attachments-

Added Agenda Items-

RECOMMENDED MOTION

Motion that the Board approves the meeting agenda as modified.

3. EQUITY COLLABORATIVE PRESENTATION

3

Session #3 of #4: *Creating Belonging in Schools*

NSSD Board Session March 7 2024

3

Draft NSSD Belonging Lens

13

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

**Every Student Belongs Board Session:
Exploring the NSSD Belonging Lens**

**North Santiam School District, Board Engagement
March 7, 2024**

Jamie Almanzán & Jessica Gammell

theequitycollaborative.com



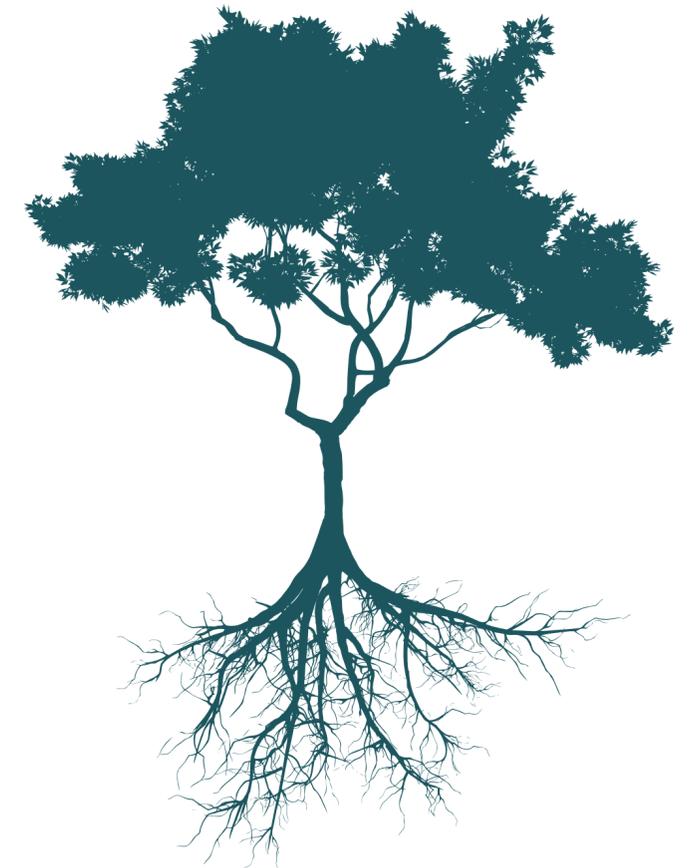
TheEquityCollaborative.com

Our Time Together

Six Sessions with Site Teams - opportunities for remote support between each Session.

Four Board Sessions (in **ORANGE)**

- **Site Team Session: September 28**
- **Session One: November 2**
- **Session Two: February 8**
- **Session Three: YOU ARE HERE**
- **Site Team Session: April 3**
- **Session Four: May 16**



Affective Opener

Prompt One

In your opinion, who is the best musical artist (of any genre)?



Constructivist Listening

Protocol Structure

- Each person is given equal time to talk ... *because everyone deserves attention*
- The listener does not interrupt or break in with a personal story ... *because people are capable of solving their own problems*
- Confidentiality is maintained ... *because people need safety to be authentic*
- The talker does not criticize or complain about others during her/his time to talk ... *a person cannot listen well when feeling attacked or defensive*



Constructivist Listening

Dyad Prompt

When have you ever felt out of place? Felt like you didn't belong? What was that experience like for you?



Stayton HS Students' Six Process:

March 6:

- * Team building & bonding
- * Exploring your school experience

March 8:

- * Intro to Students' Six process
- * Review Research on culturally responsive teaching strategies
- * Choose SHS's initial set of strategies

May 17:

- * Finalize strategy selection
- * Research & collaborative interviews of your experience with these strategies
- * Develop an outline for training teachers

August 23:

- * Form working groups
- * Prepare lessons to teach to teachers the week of August 28th

Students' 6 @ SHS



Students' 6 @ SHS



What do teachers do that help you learn?

- **Feel seen and safe**
- **Engage with and get to know us**
- **Treat you not like you're less than them**
- **Offer different ways to learn**
- **We can work with our friends**
- **Explore our abilities and creativity**
- **Interactive / hands on**
- **More discussions than lectures**
- **They are aware of how much work we have in all of our classes**
- **Connect content to our lives / makes it relevant**
- **Break content down so we can relate to it**
- **Make sure we understand before moving on**
- **Don't shame us for asking questions**
- **When teachers enjoy the subject**
- **Give us feedback & grades (timely)**
- **Make us feel smart**



A Belonging Lens

- Using the lens as a metaphor in equity work, typically takes the form of a set of questions, to **help us ‘see’ beyond our typical or familiar ways** of working and to broaden beyond our own experience and perspective.
- The lens should help draw explicit attention to the inclusion and belonging of the historically underserved in our system. It will not tell us **what** to do, but **will support us to reflect and slow down** as we make decisions that impact our community.
- Like an instructional scaffold, the lens should **support us as we build our capacity**, and eventually be removed and/or changed as we internalize the “lens”.



If we believe:

Diversity = Presence
Inclusion = Participation
Equity = Outcomes

Then:

- What are we trying to do? Why are we doing it?
-

- Does this decision increase or widen **belonging** and **access**?
 - What barriers do we have to remove for **participation**?
 - What can we do to **differentiate** to ensure inclusion?
-

- How does this decision, **intentionally** or **unintentionally**, impact our students, staff, and families or (**partners**)?
 - How are the **voices** and **lived experiences** from **multiple perspectives** been included in the decision, including those of the impacted groups?
 - Where might we have a **limited** perspective on the issue?
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- Is the decision **reasonable** and **sustainable**? Do we have the **capacity** to do it?
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- **13** How might we add **individual commitment** on this lens? How might we add “individual responsibility” to our belonging/equity lens similar to pg 1 on Wake County Board of Ed