

## Equity Action Teams 11/7/18 6-8pm Meeting Minutes

In attendance: Lynn Heinisch, Angie Jenkins, Eudora Lowery Carter, Andrea Fontana, Hollis Amsden, Bridget Lamp, Casey Sommers, Katie May, Devin Bruckner, Ursula White-Oliver, Gitane Versakos, Alan Preston, Dionne Malatesta, Kara Jones, Trinia Washington, Zakiya Tyson

Katie May started the meeting. Those in attendance went around to do introductions, sharing name and why he/she was here at the Equity Action Teams.

Zakiya Tyson, Casey Sommers and Katie May introduced norms and the norms were added to by meeting attendees.:

- Stay engaged.
- Speak your truth
- Experience discomfort
- Expect and accept non-closure
- Listen for understanding
- Maintain confidentiality
- Being aware of our privilege and the power you hold
- Ask clarifying questions
- Remember that awareness and self-reflection is critical.
- Being able to look at something from a different perspective.
- Balance air time, center voices of POC
- Commit to staying present and growth
- Ask and give feedback
- Resist defensiveness, remember shared purpose

Casey Sommers presented the time line and history of Equity Action Teams (see attached). There was some discussion around the history of Title I Funding at TM and a question about advocacy that can happen to remedy this. Advanced Learning Task force is a way to advocate. Ursula White-Oliver and Devin Brucker are on the Adv Learning Task Force.

Katie May shared a recent event and work at TM around race and equity. Rise in negative behavior/bullying. One incident with a racial component to it. It was upsetting and brings to attention about how much work we have to do. Staff responses: dealt with issue with students, held a coffee with parents around incident, talked with staff about how we move forward and learn from this incident; staff is thinking and taking action around how they use this as a springboard for inclusivity. Some examples:

- **Mix it up Day** is one example of making connections (Teaching for Tolerance)
- Each teacher did a **class meeting around the same questions** each day that week
- **MTSS, BLT, RET – staff teams are thinking about climate and discipline**
- **Specific staff committee is looking at kindness, inclusivity**

- **Another specific staff committee is looking at discipline:** what is working, how can we build the bank of resources and skills without extra funds; emphasis on growing our own skills; some district support for high needs class;
- **Equity Action Teams Leadership team met with Race and Equity district head and TM's coach;** they recommended that Equity Action teams unify under a common goal:
- **Equity Action Teams Leadership team has created one common goal for this school year: Create Ongoing Opportunities for Conversation About Race, Equity, and Inclusion Among Adults and Children** Staff, Families, Students all can use help/support with this.

There was follow-up conversation regarding the incident and some feedback from those present on recommendations going forward when dealing with race-related equity issues:

- It is important to create and follow a step by step procedure;
- Consistent, frequent messages about what is appropriate and not appropriate (proactive)
- It is important that community doesn't hear things through others;
- It is important to have transparency;
- It is important to recognize students who might be affected by observing or hearing about the incident

Angie Jenkins led a Connection Activity "Complex Identities:: Attendees were asked to think about and circle whether or not they fell into a group that experiences privilege or a group that is marginalized or oppressed (in relation to gender, education, age, nationality, family structure, etc.) People were asked to think about these different groups and we will return to this survey to think deeper at the next large meeting.

Venessa Goldberg led a conversation and sharing around Creating Equity Action Teams for this Year's Work. Venessa spoke about not trying to reinvent but want to hear how we can include anything being left out;

**Supporting out Scholars (Hilary Dameron)-** one goal for this year- she would like to have the group create a dictionary of equity related words to be used at meetings in the school

**Gender Equity (Venessa)** – Groundbreaking Women Day; be a resource for teachers to include info about women and the intersectionality of women in history; working with counselor about consent education; going forward would like to make sure they are including LGBTQ

**Black Families Advocacy and Support Group (Trinia and Angie)** – bring together shared voices of African and African American families and children; trying to influence the environment and make it more welcoming; trying to bring more staff of color to TM; building community and relationship building with the African and African American community

**Conversations Around Race and Equity (Dionne)**– book discussion group; interest in doing other things as well; conversation will bring more people into the work; interest in including children

**Racial Equity in HCC (Devin)** – Currently doing a lot of listening to the Advanced Learning Task Force work. These conversations, learning and research could at some point play a role in advocacy. This is currently a quieter phase of listening.

**Fostering Student Community (Zakiya)** – overlap with other groups; there are needs in the area of Social Studies and field trips; all about making our students feel welcome, building community between programs

Andrea Fontana led a conversation around any other needs people are seeing that aren't being covered with the current Equity Action Teams. Questions to ask about an Additional Team: Could this issue fall within an existing team? Is it in the scope of parents "control" at the school? Would I or someone I know be willing to convene this team? Ursula suggested another team that offers background tech support

Andrea asked people to break into groups and answer the following questions around the Common Goal: Create Ongoing Opportunities for Conversation About Race, Equity, and Inclusion Among Adults and Children

1. How can the work of this team contribute to the common goal?  
What concrete steps or action items would we like to take toward the goal this year? How will we know when progress has been made?
2. Determine one action item to share with the whole group.
3. List another Equity Action Team that we would like to intersect with/have further conversation with.

Notes from Equity Action Team Group Discussions:

- **Supporting out Scholars (Hilary Dameron)**
- **Gender Equity (Venessa)**
- **Black Families Advocacy and Support Group (Trinia and Angie)**
- **Conversations Around Race and Equity (Dionne, Ursula, Casey)**
  - We need to be making sure that we are talking about race - do people know what the construct of race is? Race vs. culture vs. ethnicity
  - Survey families and children - what do you know about race?
  - Use this information to plan a parent education session or even a parent/child education session
  - Some ideas: SPS Equity Social Justice Trainings: Power of Illusion, Turning Commitment into Action
- **Racial Equity in HCC (Devin)**
- **Fostering Student Community (Zakiya)**

There was discussion around how to make sure we are bringing new people into this work and how we can keep the momentum going. Ideas:

- Class Connectors – description of the actions
- Advertise the subgroups
- Broadcast the common goal

- Pup Press – Katie next week
- Poster in the entry way – common goal (Jen Hobbs/ Venessa)
- Can't make it to the meeting – email
- Add Equity Action Team page to school website
- Common Goal – We want more people in the conversation
- Skype a meeting to help invite others
- How do you make the meeting inclusive of those joining from skype
- Highlight in the pup press

Katie May brought the meeting to a close.