Date: 11/3/21
Time: 6:00-8:00PM
Location: Zoom

In Attendance
Paras Bassuk

Guests: Jodi Gibson, Maureen Beran, Jazmin Batie, Viana Qadoura,

Agenda

I. Check-In (5 minutes)
   a. Review and Approve Minutes
   b. Updates from committee members

II. Equity Department Update
   a. Feedback/Comments

III. School Board Update
   a. JP – Jayne Finch and Maka Pilcher-Hayek were elected to the school board. From an equity perspective, we are going to continue strong and will keep doing this work.
   b. Official Position on HF 802
      i. JP – The big thing for us is that we are trying to make sure teachers understand that we have their back. We have made a big shift in our Social Studies curriculum to an inquiry-based model that will help us present information. Whether we’ll have an official statement is something that we can talk about here.
We will also have to wait and see what is happening in the district and what is happening in other areas of the state.

ii. Charlie – The board had a work session in which we discussed HF 802 and there hasn’t been a clear way to express a policy statement. All the board members are trying to convey to our teaching staff that we will defend them to the best of our ability.

1. Dasia – Would propose we draft a statement on our position.

iii. Charlie – The FMP passed overwhelmingly during this election, and will be a great thing for our district.

iv. Andrea – The department is working on a rubric for teachers to use to ensure their lessons comply with the HF802 if they have concerns.

IV. Student Engagement

a. Dasia – This committee needs to push past word-of-mouth for recruitment. We’ve come up with some ideas of how to get the word out more. One idea is to do a “lunch bunch” which will be a casual conversation during lunchtime in the district to visit different tables with a QR code that links to the EAC application. Students could get information about the committee and increase engagement.

i. Reyna – Recommends bringing a snack when talking to students. A lot of kids don’t eat in the lunchroom, but this could reach a lot of students.

ii. Caroline – Can set up a table at club fairs. Could also try to go to certain Equity-based classes to recruit students. Members could also come to talk to the student senate.
iii. Viana – Can you connect with the teachers at different grade levels to recommend students for the committee?

1. Answer: Caroline – This can be one method but we also have to do other things as well.

iv. Jodi – Don’t forget Tate when you’re doing the Lunch Bunches

v. Aala – Would be good if we asked SFAs for recommendations as well and other non-teachers in buildings that may have good feedback and connections.

V. Personal Development Curriculum

a. Reyna – Our school curriculum has an assignment that requires students to track what they eat, their calories, exercise, etc. This can negatively impact students with eating disorders. There have been cases of students taking an F on the assignment because they knew the assignment would be harmful to them.

i. Caroline – Is that one of the courses under review this year?

1. Answer: Andrea – Not this year. This year is Physical Education.

ii. JP – Would start by bringing in the curriculum coordinator for that area and having a conversation. That is a very harmful assignment for someone with an eating disorder. Getting out of this assignment without taking an F would have to involve a conversation or accommodation which may be difficult for a person with an eating disorder who may not want to talk about their situation. It would be worthwhile to bring in the curriculum coordinator and bring this to their attention. Whether it is to review the entire curriculum, this piece, or to have a system to get accommodations.
iii. Jessie – Would it be uncommon for them to have an alternative assignment? If the object is to look at their health, there would be many other ways to do this assignment.

1. Answer: Dasia – A student could utilize the ombudsperson for this and they can help navigate.

iv. Charlie – Individual students need to have an avenue that is comfortable for them to communicate why this assignment is not one they want to participate in.

v. Maureen – In the meantime, students can come to their counselors if they aren’t comfortable disclosing or having conversations with their teachers.

vi. Jodi – Is there a way this group could put out some sort of statement or general practice to SFAs/Guidance Counselors? Some students may not have any idea they can go to anyone and say they don’t want to do this assignment.

vii. Reyna – If it is only Southeast the assignment might be fairly easy to pull. But if this is something district-wide there will be more work.

viii. Andrea – We need to have better communication for students to know where to turn if they feel uncomfortable about an assignment. If this assignment is harmful it needs to be pulled. We’d need to review the assignment to see.

ix. JP – We will really need to bring in a curriculum coordinator to see what the purpose of the assignment is and get more information about the curriculum. Getting rid of the assignment can be easy but we also want to know more about what is going on behind the assignment. As Maureen said, we need to do a
better job of letting students know about the resources that are at their disposal already.

x. Brian – There have been a lot of conversations about maybe not being comfortable talking to the teacher, but maybe it would be ideal for this information to get back to that teacher so they could have some learning around the situation as well. Then the teacher would not be cut out of the conversation.

1. Dasia – The ombudsperson should be added to those conversations to provide additional support.

2. Paras – Encouraging students to go to their teachers first or even school administrators is contingent on teachers understanding the process or having any agency in changing curriculum. Need to get out more information about student’s rights and student’s supports.

xi. Caroline – Are we bringing the coordinator to the main meeting or a subcommittee? If there is a subcommittee, she would like to attend.

xii. Dasia – Would like to make a statement to SFAs and Counselors, and also have some sort of information campaign for students’ rights and resources.

VI. **Check Out (10 Minutes)**

VII. **Adjourn**