



2022-23 Board of Directors

Board Chair, Alisha Oliver **Board Vice-Chair,** Erin Cramer

Board Members: Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Mackenzie Strawn

Student Representative to the Board, Omar Garcia & Rori Bentz

Superintendent, Lee W. Loving

Assoc. Superintendent, Dave Bolin

Director of Business & Fiscal Services, Rhonda Allen

Director of Human Resources, Danielle Blackwell

Superintendent/School Board Executive Assistant, Tonia Whisman

Special Session

Thursday, January 19, 2023 ~ 4:00 PM

Stayton Middle School/Room #110

1021 Shaff Road

Stayton, OR 97383

<https://youtu.be/IZJUjkGsxRM>

NSSD VISION

We change kids' lives through a commitment to excellence, integrity, equity, and community engagement

NSSD MISSION STATEMENT

Ensure students reach their highest academic and vocational potential and develop into productive citizens

NSSD GUIDING PRINCIPLE

Do what is best for all kids

BOARD GOALS

- 1) Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for all kids
- 2) Celebrate the successes of the District and community
- 3) Routinely monitor the effectiveness of District programs and services in order to better serve all kids
- 4) Build and sustain dynamic relationships with stakeholders of the District through proactive communication exchanges

1. CALL SPECIAL SESSION TO ORDER

The 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
PLEDGE OF ALLEGIANCE: ALISHA OLIVER

2. APPROVAL OF THE AGENDA

There were no changes to the agenda after the posting on January 13, 2023

RECOMMENDED MOTION

Motion that the Board approves the meeting agenda as modified.

3. EQUITY LEADERSHIP DEVELOPMENT

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Jamie Almazan from the Equity Collaborative will present Session 2: Using Listening as a Culturally Responsive Leadership Skill - Learning to use structures and practices for listening to and on behalf of others.

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4. ADJOURN

The Board Chair will adjourn the meeting at 5:30 pm. The Regular Session meeting will be called to order in the Stayton Middle Library at 6:00 pm.

EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. 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

Using Listening as a Culturally Responsive Leadership Skill

North Santiam School District, Board Engagement Two
Learning to use structures and practices for listening to and on behalf of others
January 19, 2022

Jamie Almanzán & Jessica Gammell

theequitycollaborative.com



TheEquityCollaborative.com

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

The Process of Implicit Bias

Key Ideas:

Implicit bias creates subconscious associations that may contradict our intentions, beliefs and values.

Being aware of our biases allows us to make conscious decisions that can change our attitudes, behaviors, actions and ultimately our leadership and instructional delivery.

Episode: The Power of Categories



Do you like puppies or kittens?

“Inadvertently they have seemed to have stumbled on this powerful impulse which is written into people. This urge to want to clearly differentiate themselves, declare their category.

And the categories themselves were so clearly defined. It was like they are right below the surface. It was this whole world of qualities associated with what it means to be a cat person or a dog person.”

“When you are able to recognize an object as a member of a particular category, all your knowledge about that category, guides your response to that thing. Which means that you don’t have to figure out everything from scratch every time you encounter something new. “

“Which really saves us a lot of time and energy.”



Episode: The Power of Categories



www.npr.org/programs/invisibilia/384065938/the-power-of-categories

Timestamp: 0 - 5:58



Episode: The Power of Categories

With a partner...

What are the ways that we currently categorize our students and families?



Culturally Responsive Leadership



Three Listening Skills

1. The skill of listening
2. Listening **FOR** perspectives and experiences that are different from yours to challenge your own implicit biases and support **YOUR** own reflection and change
3. Listening **TO** perspectives and experiences that are different from yours to challenge others' implicit biases and support reflection, change and growth in them.



Culturally Responsive Leadership

Three Questioning Skills

1. Questions follow answers
2. Don't ask questions you know the answer to ... do ask questions that create new possibilities
3. Only give advice once you've been asked for it (twice)



Good Probing Questions

- How did you get to this situation?
- What would have to change in order for...?
- What do you wish...?
- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- How was...different from...?
- What sort of an impact do you think...?
- What criteria did you use to...?

- When have you done/experienced something like this before?
- How did you decide/determine/conclude...?
- What is your hunch about?
- What was your intention when?
- What do you assume to be true about?
- What is the connection between...and...?
- What if the opposite were true? Then what?

Leading Equity Conversation Practice

Scenario

Students at the school dance are singing along to songs. While the DJ is playing the “clean” version, students are singing the original lyrics, that includes the N-word, a word that has been used often around campus. After the dance, a group of white students went to an afterparty at a friend’s house. They recorded a video of themselves chanting the word that was posted on-line.

You’re getting coffee the next day and you overhear people in the community talking about it. One approaches you to talk about it.

RIR Framework

A Protocol for Having Hard Conversations



- **Step ONE: Recognize (the impact)**
 - What emotions came up during this situation?
 - Do you understand why it negatively impacted you / others?
 - Was there harm done to others?
 - How does the harm make me/you/us feel?
- **Step TWO: Interrupt (the gap between intention and action)**
 - What did you hope would happen when you said / did x?
 - What is the experience we want to create for students in our school?
 - What makes it difficult to say or do something in this situation?
- **Step Three: Repair (identify ways to support and act / be different)**
 - What more do you need to learn or understand about this issue?
 - If you were to be in this situation in the future, how would you like it to?
 - How would you like others to experience you?

Leading Equity Conversation Practice

Scenario

A kindergarten student approaches you and asks, “why do all of the brown kids get hot lunch?”

How do you engage with this student?