

Kerry started the meeting by thanking everyone for their honesty at the last meeting. We then worked out the following Group Norms:

- Stay Engaged
- Active Listening
- No interruptions
- Try to speak using "I" statements rather than "they", "we"
- Agree to disagree but not to be disagreeable
- Speak Your Truth

The group spent the remainder of the evening discussing possible action steps and topics that could lead to action steps.

Topics and possible action items:

- The number of minority students in the honors and AP level classes does not reflect the percentage of students in the student body.
- What is the current process for a student to move up a level?
  - Different for each division?
  - What is a parent's role in this decision?
- Do we have data about why student's drop down a level
  - Anecdotal information but no systemic data collection
- Should we investigate the way we do placement here at OPRF
  - Parents of colors fear that an override will be a marker that their student doesn't belong
  - What can we do to make students and families feel comfortable at OPRF
  - Need to eliminate barriers to honors, provide multiple access points and provide support for students once they are there
- Staff members should make an effort to really know students at OPRFHS
  - This would allow teachers/staff to scaffold and move students based on their strengths and needs
  - Can we learn more about a student's motivation – beyond test scores

- If a student's first experience at the high school is a rigorous one, then that's what the student will think high school is all about

Community involvement is critical when discussing equity at the high school

- Absent a community-wide conversation about race, we will continue to perpetuate whiteness and inequities
- An action step involving the community in why kids are failing, could change the social outlook of students and their parents
- What does belonging look like to a student of color? To a white student?

Social Emotion Learning could be key for building trust.

- We have a learning strand for SEL but there isn't a global embrace of it.
- What if every teacher uses SEL in their classroom
- What about the use of restorative justice to help facilitate this.

Adaptive change is necessary to provide a nurturing system – otherwise all of this will be a technical fix

- The system must be willing to provide adaptive change – not just the individuals.

Hiring of Teachers

- Can we hire more African American male teachers?
- Do the teachers we hire, of any color, have a developed racial consciousness

Closing Comments: We need to be careful that we are discussing possible action steps not implementation steps. The group agreed to look over the topics and possible action steps and reflect on them for our next meeting.

Doodle poll will be sent out for meeting dates.