

Lewis Elementary JEDI Committee, 2021-2022

Meeting Schedule and Zoom Link

- October 4, 6:30pm
- November 1, 6:30pm
- December 6, 6:30pm
- January 3, 6:30pm
- February 7, 6:30pm
- March 7, 6:30pm
- April 4, 6:30pm
- May 2, 6:30pm
- June 6, 6:30pm

To Join: <https://us02web.zoom.us/j/83026861185>

Shared Values and Agreements

As a group we surfaced **Respect, Acceptance, and Diversity** as our core values.

Hope also stood out as something people in the group feel they need on a personal level, with an acknowledgment that a group like this can't function without hope. Kids also represent hope.

Empathy surfaced in recognition of the importance of understanding other people's perspectives.

Community Priorities

This is a running list of issues, concerns, events, activities, etc that community members feel it's important for us to spend time on during and outside of committee meetings. **Anyone in the community can add to this list at any point by adding a comment to this document or emailing melissaj.duclos@gmail.com. Comments will be visible to anyone reading the document.**

- Options for submitting anonymous feedback to the administration and/or PTA
 - Students have a suggestion box
 - JEDI committee will work on a link to include on the website for anonymous suggestions
- Indigenous People's Day (Could we support learning around this next year? Since it's early October, it might be something we need to plan for in the spring.)
- School name change
- OBOB participation
- Inclusive holiday celebrations
- Pride Parade

Meeting Agendas and Notes

June 6, 2022

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May 2, 2022

- Welcome and introductions
- Multicultural mural: waiting for quote from artist
- Multicultural event (fall): will need to move forward with
- Pride Parade update (June 4)
 - Have a doc detailing the [volunteer need](#)
 - Needs:
 - Foodtruck
 - Generator or other power source for a sound system, or we are considering running an extension cord across the street
 - Kellie has a suggestion about getting the district to sponsor the fee to use the electricity–Kellie to follow-up
 - Sarah P. suggests contacting district LGBTQIA intern
 - June 3 balloon blow-up
 - Send info to lewis.qsap@gmail.com
- School name change update
 - Students are advocating for a process put in place by the district→ district has promised a process, but at this point there's no clear path forward for students or other community members to follow
 - So far no response from school board or district
 - Journalist from the Sellwood Bee interested in a story about that
 - Who owns this process once the current fifth graders leading it leave Lewis? Can the JEDI team provide any support to “pass down” the project to younger students?
- Discussion about land acknowledgement
 - Acknowledgement that in our current meeting, we don't have representation from Native voices to respond to this question
 - Are we prioritizing activities or ways of spending our time that are performative rather than activities that will directly impact students and our community. For example, the school calendar recognizing Muslim and Jewish holidays feels more impactful than land acknowledgements.
- Brainstorming approaches to team structure

April 4, 2022

Meeting canceled

March 7, 2022

- Welcome and connector (Melissa)
- Updates
 - a. Diverse leaders poster project (Caroline): We're looking for groupings of posters with write-ups about each grouping.
 - i. Suggestion for grouping one to focus on women of color
 - ii. We feel very strongly that we don't want these posters in only one location.
 - iii. To start we'd like to prioritize a high-traffic area such as near the cafeteria or the dip.
 - iv. This will be an ongoing project where we can continue to create different groupings
 - v. Goal would be ~16" for each image: we don't want them to be too small.
 - b. Multicultural event (Caroline & Ousama):
 - i. Deanne is on board with the mural and that can move forward right away. She thinks the multicultural event this year is not feasible. But our goal will be a much bigger event in the fall that we'll begin planning now.
 - ii. Mural: Ousama has reached out to several artists. Need to confirm wall.
 - iii. Idea to send a survey to the community to understand better the diversity within our community and what people would want represented.
 - c. Pride parade (Jen & Dawn)
 - i. June 4, 10:00 gather, 10:30 start walk
 - ii. Parade route in progress
 - iii. Parade permit is in the process
 - iv. CUB to use the school ground has been approved
 - v. Working on activities to do after the parade and funding: \$1500 budget. \$500 secured from New Seasons.
 - vi. We can discuss budget with the PTA to cover these expenses. There are remaining questions about last year's funding for the parade.
 - vii. Confirmed the same band we had last year
 - viii. QSA is making buttons. They could potentially be tapped to staff the button sale booth.
- New ideas for outreach and community engagement.
 - a. BIPOC only meeting? (Idea raised by Sarah Ryan-Knox)
 - b. Proposal to have an in-person coffee meet up on the third Friday of each month after drop off.
- Continued discussion of white supremacist culture.
 - a. Read:
https://www.whitesupremacyculture.info/uploads/4/3/5/7/43579015/okun_-_white_sup_culture_2020.pdf
 - b. Link to activity:  Values to Norms Exercise_3.7.22

February 7, 2022

- Welcome/connector (10 min)
- Land acknowledgement
- Review mission and set concrete actions to complete between now and June in service of mission (15 min)
 - Celebrate diversity: Black History Month, Pride Parade, multicultural night
 - Raise awareness: Share/discuss article on white supremacist culture
 - Cultivate an anti-racist community:
- Update on Black History Month celebration:
 - We are working on sourcing art created by a Black artist featuring prominent Black leaders and quotes:
https://www.etsy.com/shop/LittleBridgieFlair?section_id=32442627
- Discuss: Which of the 15 elements of white supremacy culture caused an emotional reaction for you?
 - Read: "[What Happened When My School Started to Dismantle White Supremacy Culture](#)" by Principal Joe Truss
 - Read: "White Supremacist Culture" by Tema Okun.
- Closing/wrap up (5 min)

Community Priorities

Pride Parade:

- Jen Steffan is taking the lead→ hoping to schedule for June 4
- Question of budget→ JEDI team and PTA could contribute funds

Multicultural Event:

- Outdoor event, evening or weekend→ could help to avoid
- Invite Sellwood Marimba band? Lewis musicians?
- Ousama will take the lead.
- Date: Beginning or mid-April
- Possibility of a mural or other permanent installation

Education:

- Ex: Webinars & Guest Speakers
- Amy and Summer volunteered to do research and take the lead
- Can we re-claim the PTA bulletin board? Kellie had a better sense of the location of bulletin boards—the one near the dip is probably a better location.
- QSA is planning a mural.

January 3, 2022

We spent the entirety of this meeting discussing and revising the JEDI mission statement. Initial draft was created outside of committee time by Caroline, Olivia, and Melissa:

Draft Mission:

The mission of the Lewis Elementary JEDI committee is to:

- celebrate and foster diversity within the Lewis community;
- educate the Lewis community about implicit bias and systems of injustice, including white supremacist culture; and
- cultivate an anti-racist community with the skills and knowledge to identify and confront discrimination, prejudice, inequity, and injustice.

Final Mission:

The mission of the Lewis Elementary JEDI team is to collaborate with Lewis staff, students, and families to:

- celebrate and foster diversity in all its forms and promote acceptance within the Lewis community;
- raise awareness among the Lewis community about implicit bias and systems of injustice, including white supremacist culture; and
- cultivate an anti-racist community with the skills, knowledge, and support to identify and confront discrimination, prejudice, inequity, and injustice based on race, ethnicity, gender, sexuality, country of origin, home language, disability, or socio-economic status.

December 13, 2021

1. Land acknowledgement discussion with Daniel M-C (fourth
 - a. What is the purpose of a land acknowledgement?
 - i. These need to be coupled with other activities to avoid performative allyship.
 - b. What are other ways to acknowledge indigenous presence, land ownership, stewardship, and treaty rights?
 - i. Put time and energy into action plans rather than crafting perfect statements.
 - ii. Think about how to make this work public, beyond just sharing our statement.
 - c. On the land of which tribes, bands, and nations is Lewis Elementary built on?--> it's part of the state education standards that students know this information
 - d. What about labor acknowledgements?
 - e. How can the JEDI reinforce what students are learning about land acknowledgements?
 - i. Knowing the names of the federally recognized tribes in Oregon
 - ii. Knowing the tribes and bands that compose those tribes
 - iii. Knowing whose land we are on.
 - iv. 3rd grade: Chinook tribes
 - v. 4th & 5th grade: Termination, treaty rites

- f. The committee could offer an annual discussion around what our kids are learning about Native history and the land we're on
- 2. Discussion of our draft land acknowledgement
 - a. We can consider adding a labor acknowledgement
 - b. We went in the direction of a very general statement.--> do we want to be more in line with what students are learning about the specific tribes and bands in the Portland area.
- 3. What is our role?
 - a. Advocate for and support diversity
 - b. Create new traditions and understanding in our school (cultural fairs, other events)
 - c. Support activities or initiatives that come out of school related to JEDI issues
 - d. Come up with shared definitions of Justice, Equity, Diversity, and Inclusion→ the mission could emerge out of this process
 - e. What do we want to build Lewis to be?
 - f. How do people know to come to us? What do we mean when we say all? How do we advocate for underserved students (ex. Students with special needs)
- 4. How do we work?
 - a. Decision-making process so that the group can decide whether to support an initiative or not
 - b. Working groups that work in between meetings
 - c. How do we define "members" of the committee
 - d. How do we balance being open to community while also staying focused on our mission
- 5. Next steps
 - a. Group to draft a mission statement, will include Caroline, Melissa & Olivia
 - b. Will send a newsletter item out inviting other community members to join

December 6, 2021

- 1. Links and resources related to boundary change discussions:
 - a. Lane MS at a glance ([PDF](#))
 - b. Phase 2 SEGC Open House, Wed 12/8, 6:00 ([Register](#))
 - c. Parent Strategy Call, hosted by Robin Wright, Sat 12/11, 5:00. ([Join](#))
- 2. Kellie provided an update on PTA efforts to date to provide a forum (survey and petition) for Lewis families to support legacy enrollment during boundary transitions.
- 3. We opened the floor for community discussion on boundary changes, using the following progressive stacking protocol:
 - a. Families who live east of 52nd St.
 - b. Families of color
 - c. Other families in Lewis catchment
 - d. Other families outside of Lewis

November 1, 2021

1. Welcome & getting to know each other (7 min)
 - a. Share prompt and example: When you enter a new space, what aspect of your identity are you most aware of? (Examples of aspects of identity include race, gender, age, religion, language, etc.) What does thinking about this bring up for you?
 - b. Create breakout groups with 3-4 people→ follow up on our zoom account--can we not create breakout groups.
 - c. You'll have five minutes in your group to introduce yourself and discuss the prompt
 - d. Coming back, asks if one or two people want to share anything from their group discussion.
2. Housekeeping (3 min)
 - a. To access meeting minutes and updates:
<https://docs.google.com/document/d/1dcA996dNzVDZlc4xfC2D4GfhVAGbm9irfaX9ybxExvM/edit?usp=sharing>
 - b. To receive updates and participate in activities between meetings:
https://docs.google.com/spreadsheets/d/1OahHjayIVQQcQUM9CThHVjVesm3_IcE0MFYsWnvnZjl/edit?usp=sharing
 - c. Free webinar for community members, parents, and educators: "Leading with Courage & Commitment: Reclaiming the Narrative for Equity, Inclusion, and Belonging in Schools":
<https://www.eventbrite.com/e/reclaiming-the-narrative-for-equity-inclusion-belonging-in-schools-registration-201107807867>
3. Moving from values to group agreements (20 min)
4. Community Priorities (25 min)
 - a. Explanation of progressive stacking
 - b. Land acknowledgement: anyone who identifies as Native is welcome to speak first.
 - i. Land acknowledgement could be general, rather than focusing on a specific tribe→ acknowledging that we're on stolen land
 - ii. Requires research and should encompass the past, the present, and the future.
 - iii. Land acknowledgements are done at the PTA training and Portland Council
 - iv. Questions about where and how would the land acknowledgement would be used--at meetings? Or also a part of our school identity and welcome to the community?
 - v. Small, broad acknowledgement, not necessarily at every meeting.
 - vi. How do we connect the dots between an acknowledgement in a meeting and consistent actions that reflect our values?
 - vii. Value in historically accurate information and starting small, leading by example.
 - viii. Can include celebration of Native peoples and communities.

- ix. Caroline volunteers to draft a statement. Sarah is going to share the land acknowledgement they used in their petition.
- c. Holiday celebrations and PTA Bazaar: anyone with experience having religious or cultural holidays unacknowledged or misrepresented in school or other settings invited to speak first.
 - i. We have wreaths and other elements for the bazaar, but we're missing other elements at the bazaar not related to Christmas→ Sees candy fundraiser instead?
 - ii. An idea for the future: a multicultural fair/event, open to the community and bringing in more community groups
 - iii. Are there other items we could sell that are typical for the season but not necessarily related to Christmas--different types of wreaths? Winter colors vs. Christmas? → company that we use don't have great options, but we are reaching out to the vendor.
 - iv. Diwali and Hannukah are both happening early this year, and will be over by the time we get the wreaths.
- d. OBOB participation: anyone who has experienced or is experiencing barriers to participation is invited to speak first.
- e. School name change--update on process--Brynn joined for a quick update
 - i. Meeting with Deanne, waiting for updated PPS name change process
 - ii. Will resend petition to reach more people
 - iii. Committee is currently modifying process
- f. Closing (5 min):

October 4, 2021

1. Welcome
2. Getting to know each other
 - a. Attendees shared their names, pronouns, and interest in the JEDI committee.
3. Affirming our values
 - a. Respect
 - b. Acceptance
 - c. Diversity
 - d. Hope
4. Identifying Community Priorities
 - a. Reminder that there are suggestion boxes at the school that students can add input to→ should there be a reminder?
5. Discussion
6. Closing