



African American/Black Student Success Advisory Group

November 2, 2022

Agenda

- Gavel In, Welcome, Roll Call
- OEDI Director Welcome and Updates
- Civil Rights and Complaints Process Presentation
- Break
- For the Good of the Order
- New Grantee Presentation - *Lane Education Service District*
- Team Building Activity
- Community Announcements & Updates
- Adjourn



OEDI Director Welcome & Updates

Laura Lien, OEDI Director



Civil Rights & Complaint Processes

African American Black Student Success Plan Advisory Group (AABSS)

Winston Cornwall, Civil Rights Specialist

Oregon Department of Education

Office of the Director

November 2, 2022

United States (Federal) Civil Rights Laws: Title VI

General Prohibition

- “No person in the United States shall, on the basis of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

United States (Federal) Civil Rights Laws: Title VI

Specific discriminatory actions prohibited:

- (i) Deny an individual any service, financial aid, or other benefit provided under the program;
- (ii) Provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others under the program;
- (iii) Subject an individual to segregation or separate treatment in any matter related to his receipt of any service, financial aid, or other benefit under the program

United States (Federal) Civil Rights Laws: Title VI

Specific discriminatory actions prohibited:

- (iv) Restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program;
- (v) Treat an individual differently from others in determining whether he satisfies any admission, enrollment, quota, eligibility, membership or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit provided under the program;

United States (Federal) Civil Rights Laws: Title VI

Specific discriminatory actions prohibited:

- (vi) Deny an individual an opportunity to participate in the program through the provision of services or otherwise or afford him an opportunity to do so which is different from that afforded others under the program (including the opportunity to participate in the program as an employee but only to the extent set forth in paragraph (c) of this section;
- (vii) Deny a person the opportunity to participate as a member of a planning or advisory body which is an integral part of the program;

State of Oregon: O.R.S. 659.850

Discrimination in Education Prohibited (O.R.S. 659.850)

- (1) Discrimination means “any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex, sexual orientation or gender identity.”

State of Oregon: O.A.R. 581-021-0045

Specific Prohibitions

- (a) Treat one person differently from another in determining whether such person satisfies any requirement of condition for the provision of such aid, benefit, or service;
- (b) Provide different aid, benefits, or services; or provide aids, benefits, or services in a different manner;
- (c) Deny any person such aid, benefit, or service;

State of Oregon: O.A.R. 581-021-0045

Specific Prohibitions

- (d) Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- (e) Aid or perpetuate discrimination by joining or remaining a member of any agency or organization which discriminates in providing any aid, benefit, or service to students or employees;
- (f) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity;

Race

- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Multi-Racial (Two or More Races)
- Latino/a, Latinx or Hispanic
It is not a race. It is an ethnicity

Color Discrimination

Preference for or an aversion to persons of different skin colors, regardless of whether the actor is in the same racial or national origin group

National Origin

Physical Characteristics

- Person's actual or perceived shared ancestry or ethnic characteristics

Ancestor's or Person's Place of Origin

- Country, world region or place from which a person or ancestors come (to U.S.)

Cultural Characteristics

- Includes membership in a religion (or sincerely held belief) that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim and Sikh individuals)

Language Characteristics

- Person's limited English proficiency or English learner status. First language spoke in the home is not U.S. English

Racial and National Origin

- Unwanted conduct based on a student's actual or perceived race or national origin
- Harassers can be students, school staff, parents or even someone visiting the school, such as a student, spectator or employee from another school
- Racial and national origin harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially-motivated physical threats, attacks, or other hateful conduct
- May include the use of cell phones or the Internet

Racial and National Origin Harassment: Hostile Environment

- Racially and national origin-based behavior that has the purpose of creating an intimidating, hostile or offensive environment (unwelcome, repeated, causes harm)
- Individual withdraws from the environment
- May exist even if individual does not withdraw from environment or suffer an emotional breakdown

Racial and National Origin Harassment: Unacceptable Behaviors

It is impossible to make a list of all behaviors that are in every case of racial and national origin harassment. Unacceptable behaviors may be thought of, however in three categories:

1. *Behaviors that are clearly unacceptable*
grabbing someone, blocking someone's way, stalking, slurs
2. *Behaviors that are offensive to some people and not to others*
jokes, language, teasing
3. *Behaviors that may or may not be offensive depending on how they are done*
compliments, voice tone, facial or body expression

Responding to Student Complaints of Racial or National Origin Harassment

Schools must respond to allegations of racial or national origin harassment in any school sponsored program.

When schools know or reasonably should have known of possible racial or national origin harassment, the designated staff must take immediate and appropriate steps to investigate or otherwise determine what occurred.

Responding to Student Complaints of Racial or National Origin Harassment

Schools must take prompt and effective steps:

- End the harassment
- Eliminate the hostile environment
- Prevent its recurrence, and,
- As appropriate, remedy its effects

Reflection Questions

- What information is new to you?
- What information does not make sense?
- What information was uncomfortable for you?
- On what topics do you need to have more information?

District Discrimination Complaint Procedures

Step 1

Complaints may be oral or in writing and must be filed with the principal.

The principal investigates/determines the action to be take, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2

If the complainant wishes to appeal this decision, they may submit a written appeal to the superintendent within five days after receipt of the principal's response.

The superintendent shall review the principal's decision within 5 school days and may meet with all parties involved. The superintendent will review the merits of the complaint and the decision. The superintendent will respond in writing to the complainant within 10 school days.

District Discrimination Complaint Procedures

Step 3

If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within 5 school days of receipt of the superintendent's response to Step 2.

The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting.

The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 days of this meeting.

District Discrimination Complaint Procedures

Medford SD

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing but will not be longer than 30 days from the date of the submission of the complaint at any step.

Greater Albany SD

If at any step the district determines more time is needed, the district will notify the complainant in writing of the need to extend the timelines by day 25 of the current step.

District Discrimination Complaint Procedures

Information Provided by Complainant (on Discrimination Complaint Form)

Specific complaint (please provide detailed information including names, dates, places, activities and results of discussion).

Who should we talk to and what evidence should we consider?

Suggested solution/resolution/outcome.

Locating Discrimination Complaint Policies & Procedures (District home page)

School Board > Board Policies > Policy Sections-Board Governance > Nondiscrimination (Policy, Discrimination Complaint Procedure (and Form))

ODE Complaints and Appeals

Complainants must file a discrimination complaint with their local school district before filing an appeal to the Oregon Department of Education (ODE).

Complainants may file a discrimination complaint appeal with ODE when:

- 90 days have passed since they filed the initial complaint with their school district;
- 30 days have passed without a written response to any step in their district procedure.

Locating Discrimination Complaint & Appeals Procedures (ODE webpage)

<https://www.oregon.gov/ode/pages/default.aspx>

Students and Families > Complaints and Appeals > File a Complaint

ODE Complaints and Appeals

Discrimination complaint on appeal submitted to ODE:

- ODE is unable to accept the complaint due to timeliness, procedural error to other reasons. Complainant is notified in writing within 14 days.
- ODE accepts the complaint. Complainant and the District are notified in writing within 14 days.

District Response:

- Within 30 days of receiving notice ODE accepted complaint, the District must provide a written response.

Investigation:

- Within 90 days of receiving the District response, ODE investigates and determines if a violation of rule/law more than likely did or did not occur.
- If ODE did not find violation occurred, ODE issues a Final Order.
- If ODE finds a violation did occur, ODE issues a Preliminary Order. Complainant and the District enter Conciliation.

ODE Complaints and Appeals

Conciliation

- An alternative out-of-court dispute resolution process. Like mediation, conciliation is voluntary, flexible, confidential and interest-based process. The parties seek to reach a dispute settlement with the assistance of a conciliator, who acts as a neutral third party. Conciliation period may not be longer than 30 days unless the complainant and the District agree to a longer time period.
- If conciliation is not reached, ODE issues a FINAL ORDER based on the conclusions of the Preliminary Order. This order may include remedies or terms the District must comply with.
- If conciliation is reached, ODE supervises the fulfillment of the agreement. If conciliation is fulfilled, ODE issues a letter closing the complaint.
- If the conciliation is not fulfilled, ODE issues a FINAL ORDER based on the conclusions of the Preliminary Order. This order may include remedies or terms the District must comply with.

USDOE Office for Civil Rights Complaint Process

Complainants do not have to file a discrimination complaint with their local school district or ODE before filing a complaint with the U.S. Department of Education Office for Civil Rights (OCR).

Complainants may file a discrimination complaint with OCR:

- Immediately with or without notifying their local school district;
- Within 180 days from the last act of discrimination took place.
- Within 60 days after completion of the local district or ODE grievance process

Locating discrimination Complaint (OCR webpage)

<https://www2.ed.gov/about/offices/list/ocr/index.html>

Frequently Asked Questions > Related Topics > How to File A Complaint

USDOE Office for Civil Rights Complaint Process

Information Provided by Complainant (on Discrimination Complaint Form)

- The complainant's name, address and, if possible (although not required), a telephone number where the complainant may be reached during business hours;
- Information about the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required);
- The name and location (city and state) of the institution that committed the alleged discriminatory act(s); and
- A description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination.

USDOE Office for Civil Rights Contact Information

The OCR Office for Oregon is located at:

Seattle Office

Office for Civil Rights

U.S. Department of Education

915 Second Avenue Room 3310

Seattle, WA 98174-1099

Telephone: 206-607-1600

FAX: 206-607-1601; TDD: 800-877-8339

Email: OCR.SEattle@ed.gov

Harassment Conversations: School Settings

1. Describe an incident where you have seen or been told about a person involved in alleged racial, color or national origin harassment.
2. What did you do to help the person respond to the alleged racial, color and/or national origin harassment?
3. Who was able to help the person get the racial, color and/or national origin harassment to stop? How did the helper(s) help?
4. What challenges have arisen from your attempts to help people to respond to racial, color and/or national origin harassment?

Educate Students

Students should be able to:

- Identify harassment
- Understand causes and effects
- Oppose harassment
- Be comfortable reporting harassment

Create a Positive, Inclusive School Culture

- Promote positive values about how we treat each other
- Understand and appreciate community cultures
- Teach students to separate themselves from exaggerated media images
- Uphold school-wide rules and behavioral expectations
- Use data to monitor successes and “hot spots”
- Support and train staff over multiple years

Break





For the Good of the Order

Shelaswau Crier, AABSS Coordinator

For the Good of the Order

- General Updates
- Spring Meetings: Beginning January 2023, meetings will move to 1st Wednesday - January 4, 2023
- December Retreat: December 9, 9:00 a.m. - 2:00 p.m. at Public Service Building (PSB) in Salem

December Retreat

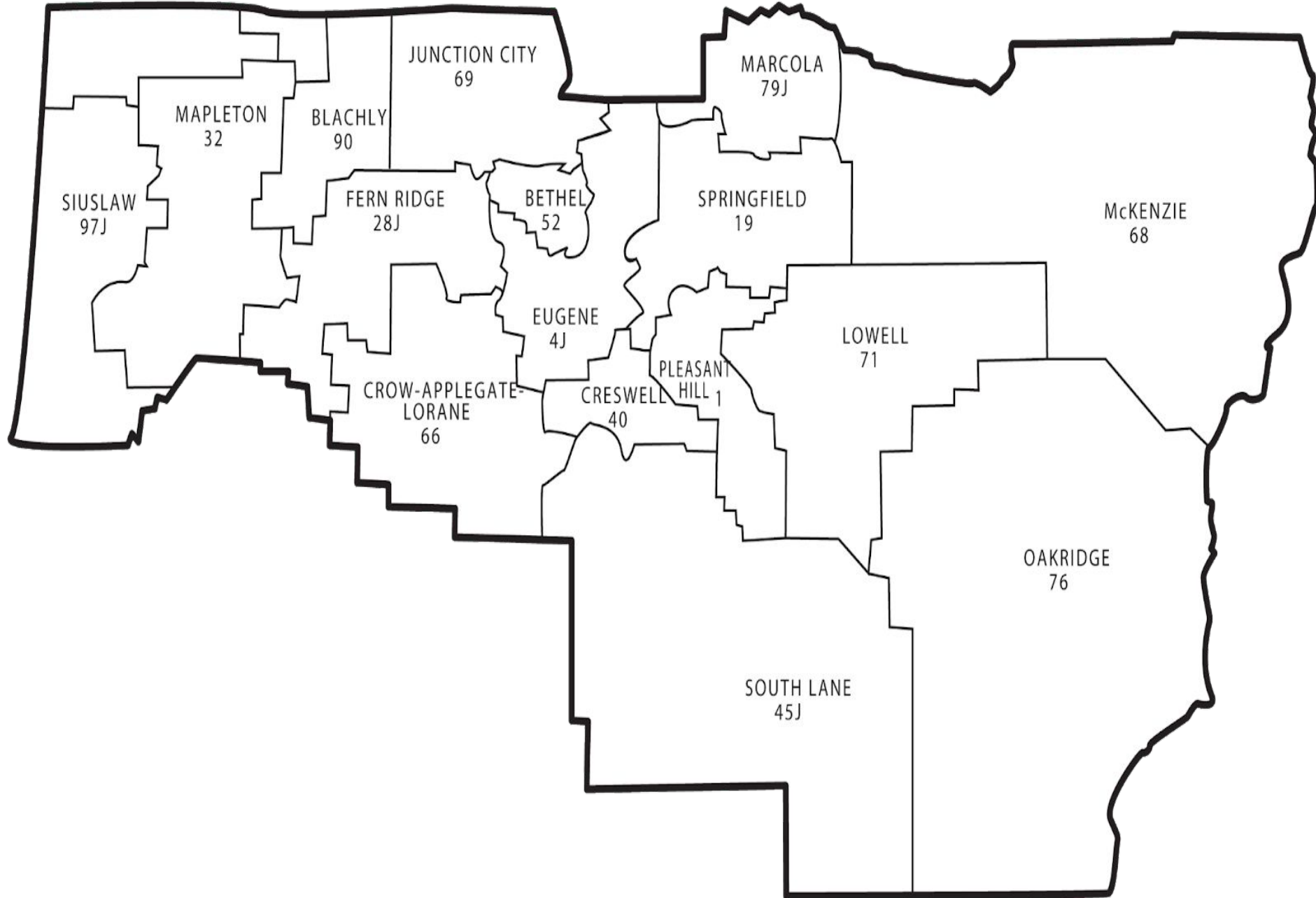
- In-person with Zoom option
- Complete Registration form
 - Dietary restrictions
 - Travel and accommodations
- Order lunch - Little Lois link



Lane African American Black Student Success

The Lane African American Black Student Success Program (LAABSS) seeks to improve outcomes for African/American Black Students and achieve an equitable education system in Lane County.

Lane County School Districts (16)



Staff

Meet our team...We're Growing!

- Carlos Sequiera, Assistant Superintendent
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- Shanae Joyce-Stringer, Interim Program Coordinator
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- Ayanna Moriguchi, Early Learning Coordinator
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- Vanessa Clemons, Regional Navigator
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- Spencer Coleman, Regional Navigator
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- Billy Fields, Regional Navigator
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- Elisa Grundmeyer, Regional Navigator
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History

In 2018 ODE awarded Lane ESD in partnership with Early Learning Alliance (United Way), NAACP, and Lane Community College the African American/Black Student Success Grant, an Oregon Department of Education (ODE) funded initiative aimed to support the development of **collaborative practices**.

The overall success of the program relies on the leveraging of resources amongst participating agencies and the involvement of **Student Success Regional Navigators/adult advocates** who play a critical role in helping students and their families navigate the **K-12 system**, as well as connecting them to their local district and broader community resources.

D.O.P.E. Design Filter

Filter #1 **Dismantle Structural Racism:** While the responsibility and authority for doing so belongs to district and school leaders, this strategy serves as an anchor for all that we do. Together with our community and partners, we will identify and communicate structural barriers and discrimination faced by our students and families, share best practices for transformational change, and resource organizations working towards educational equity and racial justice.

Filter #2 **Organize Strategically, Relationally, Sustainably:** Resources that support individual and community wellness are maximized through a collective impact/governance model. Events organized to bring AABD youth and families together to cultivate and grow the beloved community.

Filter #3 **Promote Awakening Capacity:** Educators, administrators, and community supported to understand structural racism, deficit thinking, implicit bias, school-prison pipeline and the need for 1) asset-based, culturally responsive teaching that promotes positive cultural identity formation through showcasing the dignity, agency, beauty, and contributions of Black African descendants; 2) anti-racist allyship and leadership and understanding that Black success is good for all students; and 3) equity-centered, data-informed decision-making and 4) resource allocation that employs goods and services from impacted communities first.

Filter #4 **Empower Youth and Community:** Programs and governance designed to amplify the voices, strengths, and ideas of AABD educators, youth, families, and community members. A holistic, culturally responsive model of individual and collective wellness co-constructed and used for designing community events and programming.



Lane African American/Black Student Success Program Outcomes

Outcome	Black African descendent (AABD) students are self-confident, engaged, and supported to achieve personal and academic success.
Outcome	AABD children (Birth-21) and their families are engaged early and ongoing in culturally responsive experiences that promote individual and community wellness.
Outcome	The Lane County education ecosystem operationalizes an equity stance, providing the resources, data, infrastructure, and opportunities necessary for AABD students to thrive.
Outcome	Every Lane County AABD student is connected to the AABSS community; communication among schools, families, and African American Black community is seamless and occurs frequently on multiple levels (individual, family, community group, alliance of groups, etc.) through formal and informal venues.

Early Childhood Education

We seek to build a consistent approach and aligned pathway between early childhood and K-3 Education to promote enrollment of African American /Black early learners

- The Early Learning Specialist provides home visits, connects early learners with resources and opportunities in coordination with Student Success Navigators where needed, and assists families with enrolling their children in early learning programs and kindergarten.
- The Early Learning Specialist conducts early learning assessment and identifies the needs of early learners to prepare for school and connects youth and their families with appropriate resources within the county.
- Our Early Learning Specialist works with the United Way Early Learning Hub to identify and support Black early learners enrolled in programs.
- Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African/African American/Black/African Diaspora children for kindergarten.



Student Success Navigators

Student Success Navigators are adult advocates who play a critical role in the success of the Lane AABSS program by helping students and their families navigate the K-12 system, as well as connecting them with local districts and broader community resources.

- Student Success Navigators in partnership with district leaders, data teams, equity specialists, students, teachers and classified staff alike, all play a significant role in contributing to the success of each and every African American Black student in Lane County.
- Student Success Navigators, in partnership with the schools' administrators and data teams, examine data on students' overall readiness to graduate on time, 9th grade on track, attendance, credits earned, G.P.A., discipline, and other mental and behavioral status.
- Student Success Navigators work to ensure that the needs and outcomes specific to African American Black students are included in schools' *continuous improvement plans*, so that the Lane AABSS' program goals can be aligned, successfully leveraged, and sustained.

C.H.A.M.P.

C- communication

H- health

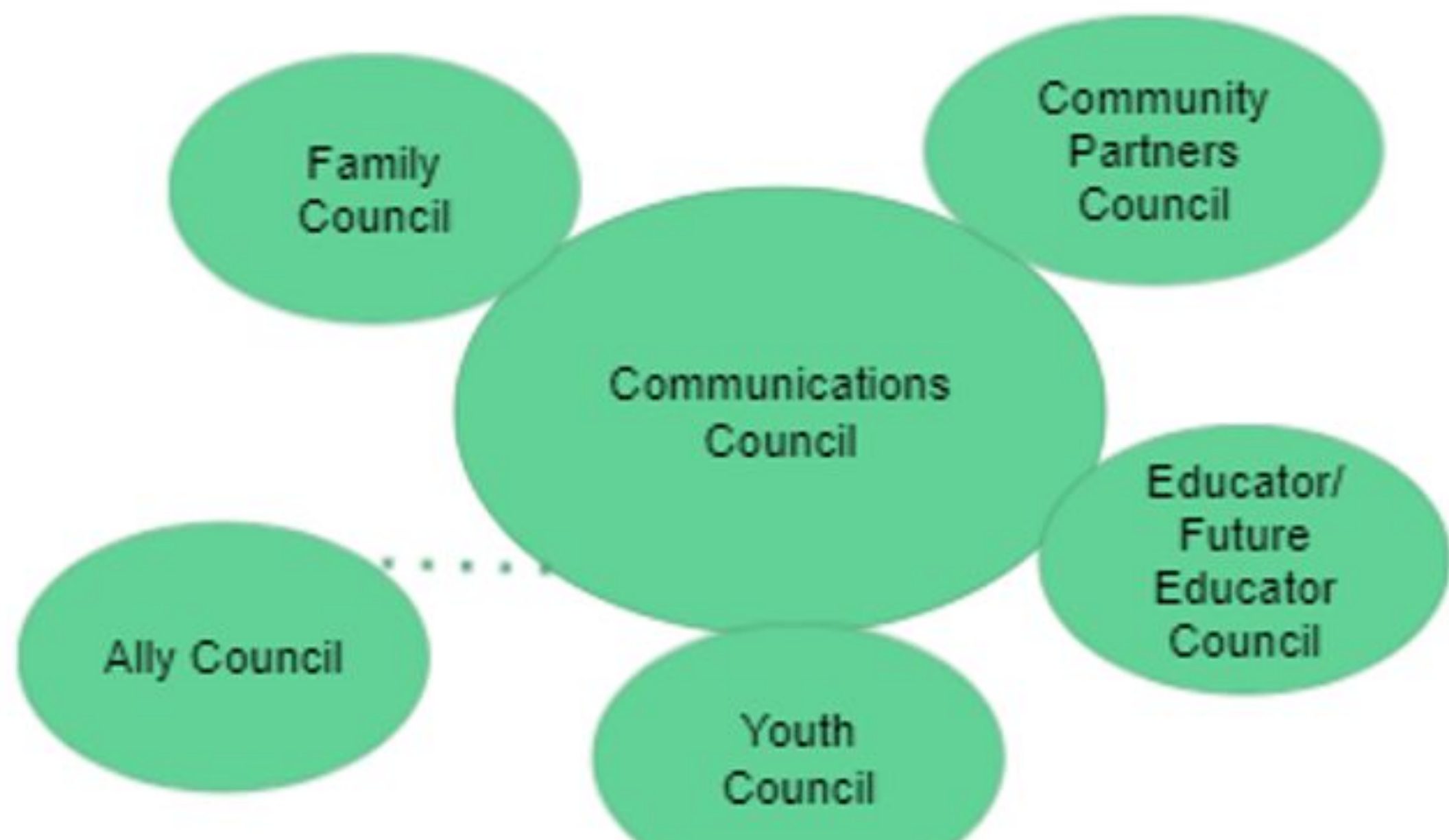
A- advocacy

M- magic

P- participation



Lane AABSS Collective Governance



Culturally Responsive Instruction

We seek to develop and actively support content-specific curriculum and instruction that elevates the historical and current experience of Black/African American Communities



BLACK HISTORY

AN INCLUSIVE ACCOUNT OF AMERICAN HISTORY



BH365

Why We Need Black History 365

- Students are contending with emotions they may find difficult to articulate when exploring other cultures
- With our current climate, students are fighting forces that were strategically established to maintain academic neutrality
- According to research, there is a direct correlation between students' self-awareness and exposure to positive imagery of like groups and students' academic achievement
- Providing students with an opportunity to self-identify will increase awareness and lead to opportunity and advantage
- [E-book access](#)



Highlights

[Ruby Bridges Walk to School Day](#)

[OMSI: Nelson Mandela Exhibit](#)

[Kwanzaa](#)

[BIPOC Girl Career Expo](#)

[Story Time Tribe](#)

[Tiny Titans Summit 2022](#)

[Boys2MENTors](#)

[Black Graduation/ EOY Bash](#)

Partnerships

- United Way
- NAACP
- Lane Community College
- Jordan Schnitzer Museum of Arts
- Lane Transit District
- Looking Glass Counseling services
- Kids for the Culture
- Hult Center of Performing Arts
- Eugene Symphony
- Connect Lane County
- 16 School Districts in Lane County



How to support Us

Dissemination of information on resources, opportunities, and events

Identification as a resource to parents and students served by your entity

Volunteering at events

Joining our council

Connect with Us

[Facebook](#)

Instagram- @laneaabss

[Website](#)

Q₁₀ U₁ E₁ S₁ T₁ I₁ O₁ N₁ S₁

Q & A



Team Building Activity

Breakout Rooms

Breakout Rooms

- Additional [Community Partner](#) suggestions
- Your connection to this work
- AABSS Advisory Group experience feedback
 - What's been working well?
 - What can be improved?
 - What would you like to see?



Public Comment



Community Announcements & Updates