



**Meeting Scribe:** Jenni Anderson

Item	Discussion
<p><b>Gavel-in, Welcome, &amp; Roll Call</b></p> <p><b>9:00 a.m.</b></p> <p><i>AABSS Advisory Group Vice-Chair</i></p>	<p>The Advisory Group Vice-chair began the meeting with a group welcome. Concluded with roll call and corresponding attendance by Vice-chair and Meeting Scribe.</p> <p><b>Meeting Agenda</b>  <a href="#"><u>9.18.2024 AABSS Advisory Public Agenda.pdf</u></a></p> <p><b>Meeting Slidedeck</b>  <a href="#"><u>AABSS Advisory Group Meeting 9.18.2024 Slidedeck.pdf</u></a></p> <p><b>June 18, 2024 Meeting Minutes</b>  <a href="#"><u>AABSS Advisory Group Meeting Minutes 6.18.24.pdf</u></a></p>
<p><b>Review and Approval of February Meeting Minutes</b></p> <p><b>9:10</b></p> <p><i>AABSS Advisory Group Vice-Chair</i></p>	<p>Reviewed the AABSS Advisory Group June 2024 Meeting Minutes and the group moved to approve.</p>
<p><b>OEDI Assistant Superintendent Welcome</b></p> <p><b>9:16</b></p> <p><i>Deborah Lange, OEDI Assistant Superintendent</i></p>	<p>Gratitude for everyone who was available to attend this meeting, please be sure to reach out and share with those unable to attend today.</p> <p>This will be another big year as we do big work for our kids across the state and play a critical part in their success.</p> <p>ODE Updates:</p> <ul style="list-style-type: none"> <li>● Welcome to Yashica Island, our new Equity Manager who will be assisting in this body of work.</li> <li>● Mujidat Saaka has joined the ODE staff as Program Coordinator for our new Immigrant Refugee SSP. We are so excited to bring her behind the curtain and benefit from her wealth of knowledge.</li> </ul>

Team Building Activity:

- Chat waterfall introduction
- Word or phrase that summarizes your hope for our students

Upcoming Events:

- Student Success Summit has been postponed until Fall 2025
  - This is a large body of work and we want to ensure all community voices are properly centered in the planning and preparation of this event.
  - We will be building this event out throughout the coming year together
- Student Success Advisory Group Retreat:
  - When: October 7th,
    - Tentative time; 8:30am - 4:30 pm
  - Where: Salem Convention Center
  - This will be for all SSP Advisory Groups to build community, center on program specific needs as well as cross-pollinate between programs.
    - Focus on what makes each program unique, and also where we all converge and how we can strengthen each other.
  - ODE will also be standing up three new Advisory Groups in the coming year, so this is a very important body of work that is creating a framework for future programs.
  - There has been an ask for the Governor's office to come and speak to our Advisory Groups in order to gather feedback.
    - Governor Kotek has been a strong advocate for our programs and the lifting of this work, centering community voices through roundtable meetings.
  - Ability to provide travel reimbursement if Advisory Group members are traveling more than 70 miles to the Salem Convention Center.
    - Please fill out the updated contact & registration form linked so we can assist in removing travel barriers where applicable.
    - We are working on reserving a block of hotel rooms, and based on distance of travel we are able to assist with reimbursement up to \$110 per the state per diem rate.
    - Please list any and all dietary restrictions or special accommodations as necessary on the form.
  - Please complete the updated contact & event registration form before September 27th so we can have accurate working information to move forward with this event.
- We are still in the process of hiring our AABSS Program Coordinator, hopefully that will be filled soon. We will continue to pass along updates as they are made available.
- Reminder: During the June meeting, we discussed our meeting schedule.
  - Normally our meetings are the third Wednesday of the month, 9-12
  - Per group feedback we have adjusted our meeting time to 9-11am
    - The last hour 11-12 will be open to ADHOC meeting as utilization as necessary

<p><b>Interim Vice-Chair Survey</b></p> <p><b>9:46</b></p> <p><i>Mariana Prashnik-Enriquez</i></p>	<p>Currently gathering feedback for Interim Vice-Chair:</p> <ul style="list-style-type: none"> <li>● While Chair Harris is taking time to heal her physical health</li> <li>● Vice-Chair Anderson will be sitting as Interim Chair while Chair Harris is taking the time she needs to heal <ul style="list-style-type: none"> <li>○ This means our Vice-Chair position is currently vacant.</li> <li>○ Please take some time to complete the 2024 AABSS Advisory Group Interim Vice-Chair Nomination Survey so we can make an intentional appointment</li> <li>○ As soon as Chair Harris is available to rejoin this group she will be again made AABSS Advisory group Chair</li> </ul> </li> <li>● Role includes attending a monthly Chair &amp; Vice-Chair meeting 2 weeks prior to Advisory Group meeting <ul style="list-style-type: none"> <li>○ Intention is to share information relevant to this group and gather feedback from group leaders</li> <li>○ Focus on building out the Advisory Group Agenda for the upcoming monthly meeting</li> </ul> </li> </ul>
<p><b>Civil Rights Discussion</b></p> <p><b>10:00</b></p> <p><i>Taylor Lewis ODE Civil Rights &amp; Title VI Specialist</i></p>	<p>Complaint Basics:</p> <ul style="list-style-type: none"> <li>● If there are ever any specific questions please don't hesitate to reach out and we can always schedule a 1:1 conversation.</li> <li>● Levels of Complaint: <ul style="list-style-type: none"> <li>○ Local complain: District/school process and appeals as outlined in board policy</li> <li>○ US Dept of Ed OCR: Can be filed at any time; must be within 180 days of the last discriminatory instance. <ul style="list-style-type: none"> <li>■ Be mindful of that timeline as it can be short</li> </ul> </li> <li>○ ODE Appeal: ODE can accept appeals of discrimination that have exhausted the local complaint process</li> </ul> </li> <li>● Mindset Regarding Local Complaints: <ul style="list-style-type: none"> <li>○ Local complaints are an opportunity to: <ul style="list-style-type: none"> <li>■ Solace concerns at the lowest level</li> <li>■ Remedy issues expeditiously</li> <li>■ Restore student's educational access</li> <li>■ Build working relationships with complaints</li> <li>■ Find resolutions that are mutually beneficial</li> </ul> </li> <li>○ Assuring that local discrimination complaint are easy to report/file may: <ul style="list-style-type: none"> <li>■ Communicate openness and build trust with the community</li> <li>■ Decrease complaints' need to utilize other complaint mechanism</li> <li>■ Even the playing field for all students and complainants, not just those who can easily navigate the system</li> <li>■ Streamline district processes so that the right folks get involved at the right time</li> <li>■ Lessen the likelihood that the district is found deficient should ODE or OCR investigate the complaint, and/or the findings could be moot</li> </ul> </li> <li>○ Local Discrimination Complaint Process Basics: <ul style="list-style-type: none"> <li>■ Consider all incidents of political discrimination, regardless of how it's reported</li> <li>■ Ensure policies and procedures are clear, accessible, and implemented to fidelity</li> <li>■ Investigate any potential discrimination concerns.</li> <li>■ Eliminate and remedy any hostile environment</li> <li>■ Address ongoing concerns and monitor campus environment.</li> </ul> </li> <li>○ Oregon's Requirements: Local Complaint Policies and Procedures:</li> </ul> </li> </ul>

- Discrimination complaint policies and procedures should include:
  - Definitions (what protected classes are covered)
  - Time limits (for submitting complaints, expected response time, etc.)
  - The steps of the process
  - A written final decision
- Each school district must establish a process for the prompt resolution of a complaint by:
  - A person who resides in the district
  - Any parent or guardian of a student who attends school in the district or;
  - Any person who alleges that they have been subjected to discrimination or a third party representing such persons or group of persons
- Most schools utilize a discrimination complaint board policy and separate procedure (OAR 581-022-2370)
- Federal Requirements: Local complaint policies and procedures
  - Title IX
    - New regulations (effective August 1) require specific steps in the grievance process for responding for discrimination based on sex, sexual orientation, and gender identity
    - Includes: notice of complaint filed, allow parties to review evidence, credibility assessments, written final decision and more (see 34 CFR Part 106.45)
  - Section 504 and Title II of the ADA
    - Requires an adoption of grievance procedures that provide for the prompt and equitable resolution of complaints 34 CFR 104.7(b) 28 CFR 35.107(b)
  - Title VI
    - Although schools do not need to adopt a formal grievance procedure to resolve alleged Title VI violations, OCR will evaluate whether a school followed any such procedure it chooses to adopt.
    - Schools are also still expected to investigate allegations of discrimination under Title VI as well, regardless of their grievance process. (See OCR Case Resolution)
- Complaint Timelines:
  - Oregon's administrative rules require schools to specify a timeline for the process, including at each step
    - Also required by Title IX
  - Extensions can be granted for good cause
    - Make sure to communicate any timeline extensions to parties
  - ODE can accept appeals of complains if they are not resolved within specific periods of time (30 days at any one step, 90 days for full process)
- Implementing Local Complaint Processes:
  - Make sure the complaint process is accessible!
    - Available in languages of the community, with translation available for families throughout the process, if needed
    - Accessible for individuals with disabilities
    - Easy to find on the website
    - Easy to understand the process - is it readable? Are additional resources needed?

- The CRC’s Role in the Local Complaint Process:
  - “Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in public education, including ensuring the availability of, and providing to students and staff the notice of nondiscrimination required by OAR 581-021-0045; and the district’s written complaint process for making reports of discrimination.”
  - Where does the CRC step in?
    - May be the recipient of all discrimination complaints
    - May have discrimination complaints routed to them once they are determined to fit under that umbrella
    - May be screening ALL complaints for discrimination
    - May work more closely with complaints that do not already have a federally required Coordinator
  - No matter what, they should be apprised of the process to provide information to the community and monitor district compliance with state and federal requirements.
- Appeals:
  - Appeal Requirements:
    - “(3) A school district’s complaint procedure may: (d) Include more than one but no more than four steps for addressing the complaint. (OAR 581-022-2370)
    - May set a time limit for receiving appeals
    - Title IX (2024) requires you to have an appeal process for sex discrimination that lines up with similar processes, including other discrimination
  - What is being Appealed?
    - Common basis:
      - Outcome
        - May include news evidence/info not considered
      - Policies and procedures were not followed
      - Disciplinary remedies and or sanctions
      - Bias or conflict of interest in the initial complaint investigation or decision
    - Appeals Decision Makers:
      - Common appeals decision makers: Superintendents, Administrators/Leadership, School Boards, External Contractors
      - Ensure whoever is hearing appeals has the training and information they need to properly analyze:
        - Policy and procedural
        - Nondiscrimination law
        - Applicable decision-making standards
    - Best Practices
      - Ensure appeals Decision makers have the appropriate training they need to hear and analyze appeals
      - Set appropriate timeline for the appeal process
      - Communicate clearly with parties
        - Opportunity to submit appeal and deadlines
        - Opportunity to respond or submit additional information, if applicable
        - Any extensions of time within the appeals process
    - ODE Discrimination Appeals:
      - In order for ODE to accept complain on appeal, complaint must first

exhaust the district's complaint process- i.e., have received a final decision from the district. A decision is a final decision if:

- Complaint exhausts the districts complaining process
- Complainant has not received a written answer from the district at any step in the local district process within 30 days from the date on which they filed the complaint at that step in the process.
- 90 days have passed since the complainant filed the original complaint.

■ OCR Complaints:

- Any individual may file a complaint of discrimination with OCR:
  - Must be within 180 days of most recent incident of discrimination, or within 60 days of receiving a final decision i another complaint process through that timeline can be extended for good cause
  - OCR may toll their proceedings if another process is pending
  - An individual may file with OCR before, concurrently concurrently, or after filing with the district.

● Learn more about OCR's complaint process: [OCR's Complaints Webpage](#)

- Contact us: [ode.civilrights@ode.oregon.gov](mailto:ode.civilrights@ode.oregon.gov)

● Questions:

- Q: I would like to file a complaint with my district, they removed the word 'racism' from documents without holding a vote. I have concerns as sometimes it's uncomfortable to file a complaint in a rural district because they can be seen as fairly controlling and there can be large repercussions for parents or students within the community.
  - A: Yes, sometimes that process can be difficult, I understand how this can be hard and frustrating at times as this is not ideal to even be dealing with these issues. Retaliation can be very real, and maintaining records is very helpful, please feel free to reach out and we can walk you or families through these processes.
- Q: What about teachers who would like to file a complaint against administration not following up on harassment students are facing for fear they will be reprimanded? Should they reach out directly to you?
  - A: Teachers are more than welcome to reachout, but we would likely be working to connect them to the best source to better assist them with addressing that issue. Likely their local union would be their best resource.
  - Retaliation related to employment is addressed under Title VII, and we have additional specialists who can present on that more specifically.
- Q: Are matters shared with you kept confidential?
  - A: Everything that is shared with me is subject to public records. We would never expressly share that with outside sources, however as a public service it is important to know that information is not confidential.
- Q: Community members are trying to reach out to Program Coordinators as their route in to present concerns. They may email schools and cc ODE Program Coordinators. Is that the best way to route concerns or complaints?
  - A: The Program Coordinators are likely not the best resource. It's important to know what constitutes discrimination and what constitutes a complaint. We can provide better resources to the district and legal requirements, in order to inform them of their areas of fault or areas of improvement. We try

	<p>to use information and mediation as much as possible, and then we can always assist in filing a complaint as necessary. Families need to file their complaint themselves, however we can provide information on the process and relevant information to both parties.</p> <ul style="list-style-type: none"> <li>○ Q: Are you noticing a large influx of complaints in a certain area of the state? Regarding the Crown Act? <ul style="list-style-type: none"> <li>■ A: No, mainly we receive this complaint from Charter Schools, but overall there has not been a large influx of complaints regarding hairstyles.</li> </ul> </li> </ul>
<p><b>Review &amp; Finalize: What does African American/Black Student Success Mean?</b></p> <p><b>10:30</b></p>	<p>Shared a review of previous discussions and brainstorm work that works to answer the question of ‘What does African American/Black Student Success Mean?’</p> <ul style="list-style-type: none"> <li>● Our goal is to have a North Star of our work that better outlines or defines what our work is aiming to achieve.</li> <li>● Turn cameras off, 7 minutes of individual reflection, review and work before group discussion.</li> </ul> <p>Group Discussion &amp; Feedback:</p> <ul style="list-style-type: none"> <li>● There is concern for students if we don’t stand up and raise concerns that affect our community. <ul style="list-style-type: none"> <li>○ Bullying and name calling is highly detrimental as it holds students back from showing up as the ideal students they can be.</li> </ul> </li> <li>● It’s encouraging to hear that there will be a School Safety program that is standing up, safety is pivotal in order for students to succeed.</li> <li>● Focusing on what we ultimately want for students when defining ‘Student Success’, and leaning towards creating an environment where they can become active and positive participants in their community. How can we provide that as an Advisory Group? What do we need to focus on to ensure students have what they need to be successful? <ul style="list-style-type: none"> <li>○ Physical environment, no bullying, physical atmosphere</li> <li>○ Educational and academic aspects, how can we leverage the experience around them to encourage them to be creative and contribute in their own way.</li> <li>○ Seeing them transition into higher education shows a degree of success</li> <li>○ This is a long term vision, what can we give them k-12 so they can realize their potential?</li> <li>○ How can we identify the mission or vision of our Advisory Group? What do we need in order to get there?</li> </ul> </li> <li>● Black Student Success means a world where Black students feel the warmth of love, joy, and belonging in every school space. It’s the freedom to dream boldly and see those dreams realized, with safety and support at every step. Success is when they are surrounded by leaders who look like them, reflect their lived experiences, and break down barriers rooted in systemic inequity. It’s a journey of healing, empowerment, and access to opportunities that have long been denied, paving the way for future generations to rise higher, together.</li> <li>● Student voice is a real concern. How can we know what students need if we can’t hear from them directly?</li> </ul>

<p><b>Community Announcements &amp; Updates</b></p> <p><b>10:</b></p>	<ul style="list-style-type: none"> <li>● Our next round of AABSS Grantee Application Scoring will be closing September 23rd at noon. <ul style="list-style-type: none"> <li>○ Would like to schedule a time to provide some high level overview of our new RFA</li> <li>○ Advisory Group members are not allowed to represent grantee organizations due to conflict of interest, but your voice is very important in this work.</li> <li>○ This is apart of our statute</li> </ul> </li> <li>● Southern Oregon and South Oregon will hold an event Oct 12th @ SOU to better understand student voice</li> <li>● NAACP.PDX Freedom Fund dinner September 28th. OR convention Ctr. <ul style="list-style-type: none"> <li>○ Portland Chapter: Sept 28th</li> <li>○ Salem Chapter Nov 4, 2024</li> <li>○ Eugene had theirs in the Spring of 2024</li> </ul> </li> <li>● Safety and health, academic progress and thriving, there's so many moving parts that contribute. The police and various building Safety Committees, we need to know how we can be effective and efficiently utilize resources in order to provide for our students.</li> <li>● African American and Black students thrive in environments that leverage their experience and potential to support their growth to become resilient citizens who participate in their communities and economy in ways that promote well-being and upward economic mobility for themselves and their communities.</li> <li>● Would like to identify themes and then begin categorizing based upon that so we can better synthesize the ideas and feedback we've gained. <ul style="list-style-type: none"> <li>○ There are lots of similar themes, how can we make our responses more coordinated and less overwhelming so it can be more easily digestible and actionable?</li> </ul> </li> </ul>
<p><b>Adjourn</b></p> <p><b>11:05</b></p>	

**Next Meeting:** November 20, 2024