

EQUITY ABAR SUMMIT

IF NOT YOU, THEN WHO?

WEDNESDAY, FEBRUARY 10TH

All Artwork is created by BSD Students

Artwork by Jason Nuesa



Esteemed Beaverton Educators,

It is a privilege to experience our Equity-Anti Bias Anti Racist District Wide Summit 2021 with all of you. It really is a memorable occasion to learn alongside more than three thousand educators of all levels across the district. We are very excited to share this virtual space with you, discover new learnings, and inspire each other mutually.

Our summit entitled “If Not You, Then Who?” provides a pathway and a platform for you to be connected with colleagues, expand your knowledge, examine your professional practice and influence other educators to better serve your school community. This summit is an exceptional opportunity for you to engage in courageous conversations about equity, social justice and racism in education. It is a chance for you to be committed to your profession and begin a journey for justice and racial equity in all the social contexts in which you interact as an educator and individual.

We continue our efforts in building equity capacity in our schools and communities, and we have joined efforts with different partners for you to learn from expert educators from in and out of the district in the professional development sessions you will experience next Wednesday. Our sessions focus on elevating and empowering BIPOC students and staff' voices, unearthing issues of racism, decentering whiteness in the classroom, decolonizing academic curriculum, exploring intersectionalities, and disrupting deficit thinking narratives. We are confident that you will find our sessions stimulating, enriching and useful to your profession. We also hope that increases your passion for racial and social justice and encourages you to continue equity work in your schools.

We want to give special recognition and gratitude to the fifty eight educators across our district who deepened their learning on antiracist perspectives, committed to work in partnership and diligently planned this learning opportunity for you. We also want to extend our gratitude to all the facilitators for sharing their wisdom and giving you an opportunity to reflect and grow on your practice. Also, we give thanks to our executive leadership who supported our efforts and was accommodating to our scheduling needs, and of course, we thank all educators for being present and engaged in these professional development sessions. Your dedication, commitment and action is the fuel that will transform our district into an antiracist institution for our community. Thank YOU for joining us and challenging yourself in moving towards antiracist and anti-bias actions in your schools. If not you, then who?

We hope you enjoy our summit and continue to be an active participant in future equity and anti-bias anti racist events. Tlazocomati!

With deep appreciation and gratitude,

Yuliana Rodarte
Equity-ABAR Summit Planning Team

SCHEDULE AT A GLANCE

Opening Session: 1:00-1:20 PM

[Link to Recording of the Opening](#)

Sessions: 1:25-2:55 pm (see slides #5-13)

Please make sure to register on TeacherSource, sessions have a maximum capacity of 300 people and we want to make sure that those that have registered are able to attend the session. Please fill out the [session feedback form](#) at the end of your session.

Closing and Reflection: 3:00-3:30 pm

[Link to Recording of the Closing](#)

Please fill out Summit Reflection at the end of the summit

[Link to Reflection Form](#)



Artwork by Emilio Curtis



Artwork by Anya Talbert



Artwork by Hadley Buxton



Artwork by Ally Chen

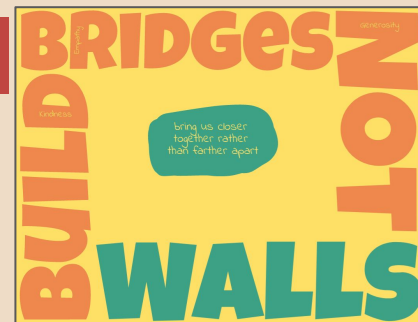
SESSIONS AT A GLANCE

Questions about registration? Email Susan Ouellette

Sessions: 1:25-2:55 Pm (See Slides #5-13 for descriptions and links to register))

- Disrupting Deficit Narratives Through Equity-minded Practices
- SB 13 Tribal History/Shared History Part 1 - An Introduction And Discussion
- From Root To Flower Throughout The Seasons: A Pedagogy Of Self-Awareness And Accountability
- How To Have Conversations About Data To Promote Equity And Change
- Building Community & Relationships Through Feedback
- A Personal Story By Kenji Onishi Experiencing Life In The Minidoka Japanese American Internment Camp And How It Developed His Life In The Fight Against Racism.
- Lessons Learned About Bias, Stereotypes, And Fighting Prejudice And Racism To My Family Through My Father's Experience In The Japanese American Internment Camp.
- Windows, Mirrors, And Sliding Glass Doors
- Service, Not Salvation
- Digging Deep Into Our Social Identity To Unmask Our Implicit Biases
- Why Affinity Groups?
- Snap Judgements: Vulnerable Decision Points Leading To Disproportionate Discipline
- Visioning For 6-8 Social Studies In 2021-22
- Going Beneath Your Whiteness

- Struggle To Success
- Reimagining Our Classrooms
- Why Can't I Just Be Colorblind?
- Equity Team Collaboration
- Ableism 101
- Demystifying Black Lives Matter At School
- Talking About Race And Interrupting Racism
- Multilingual Gardens And Amplified Texts: Supporting Linguistically Diverse Students With Reading And Writing
- Stereotypes Explored: Examining Their Influence In Our Personal Lives And In Our Classrooms
- Why Decentering Whiteness Benefits All Students.
- We Do Not Lead Single-issue Lives: Exploring Intersectionality
- How To Support DACAmented & Undocumented Students
- Waves Of Change: Seeing Self And Systems
- De-centering Whiteness In Classroom And School Libraries (Elementary Focus)
- Let's Learn Together! How To Unite Schools And Families Through ABAR Work.
- Asset Vs. Deficit Thinking And Connecting With Communities



Artwork by Oliver Dewan

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
<p>Disrupting Deficit Narratives Through Equity-Minded Practices</p> <p>TeacherSource Registration Zoom Link Meeting ID: 514 258 9050 PW: equity</p>	<p>PK-12 Staff, Administrators, Counselors, Social Workers, School Psychologist, and Coaches</p>	<p>Jonathan Grant Brown, Community Engagement Manager AVID Center. Hosted by: Danica Jensen Weiner</p>	<p>Webinar Watch Party with multiple breakout room discussions and activities: As a precursor to student engagement, motivation matters. The literature is overrun with deficit thinking about diverse students, their families, cultures, socioeconomic background, abilities, and communities. Educators frequently lament how hard it can be to motivate students to care about their learning, yet very few have the opportunity to participate in the work needed to foster the equity mindedness needed to disrupt these deficit narratives. In these varying timed sessions, the following objectives are addressed: Reflect on how mindset affects perceptions and shapes institutional culture; Assess campus climate and understand conditions needed to foster a positive learning environment for diverse students; and Practice AVID culturally responsive strategies, which can be used in the curriculum and co-curriculum to support all students</p>
<p>SB 13 Tribal History/Shared History Part 1 - an Introduction and Discussion</p> <p>TeacherSource Registration Zoom Link Meeting ID: 846 4387 2751 PW: equity</p>	<p>PK-12 Staff, Administrators</p>	<p>Rina Miyamoto-Sundahl and Kandra Luna</p>	<p>Tribal nations and people broadly continue to experience erasure and objectification even as we teach classes on their traditional homelands. SB 13 Tribal History/Shared History is a "long-awaited and fought for gift," in Dr. Shadiin Garcia's words. In addition to sharing the perspectives of Native American BSD alumni, we will provide an overview of the 9 Essential Understandings of Native Americans in Oregon, the currently available 4th 8th 10th grade statewide curriculum, the place-based Grand Ronde 2nd 4th 6th 8th 10th grade curriculum that is specific to our area, and Dr. Leilani Sabzalian's Critical Orientations of Indigenous Studies Curriculum. Participants will leave with a folder full of resources to begin these critical anti-colonial practices in their classrooms.</p>
<p>Equity Team Collaboration</p> <p>TeacherSource Registration Zoom Link Meeting ID: 844 8340 2402 PW: equity</p>	<p>PK-12 Staff, Administrators, Department representatives</p>	<p>Patrick M McCreery</p>	<p>Representatives from our school and department equity teams will gather to share and discuss what anti-bias and anti-racist equity work is looking like in our schools and departments. Attendees will be able to peruse resources shared with our district leaders thus far and collaborate to both share with and learn from others.</p>

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
<p>Building Community & Relationships Through Feedback</p> <p>TeacherSource Registration Zoom Link Meeting ID: 882 3319 8455 PW: equity</p>	PK-12 Staff, Administrators	Nichole Carter, Carrie Kunert, Chris Giles, Kristin McCartney, Teacher Guests: Rebecca Larson, Cat Crenshaw	We will be talking about how we can use digital tools, especially within Canvas and Seesaw, to engage our students, acknowledge their voice and culture, as well as providing feedback through many different levels of the learning process. Come hear from a panel of teachers on how they are using digital tools during distance learning to do these things.
<p>Why Can't I Just Be Colorblind?</p> <p>TeacherSource Registration Zoom Link Meeting ID: 816 5094 1517 PW: equity</p>	PK-12 Staff, Administrators	Carissa Marrs and Lisa Burnett	When starting to engage in anti-racist work, it's not unusual for white people feel dissonance with ideas that they have held for a long time. In this session, we'll take a closer look at a few of those ideas and dive into discussions to learn more. Beginning or Introductory Level. ABAR Focus.
<p>A Personal Story by Kenji Onishi Experiencing Life in the Minidoka Japanese American Internment Camp and How It Developed His Life in the Fight against Racism.</p> <p>TeacherSource Registration Zoom Link Meeting ID: 818 2349 9646 PW: equity</p>	PK-12 Staff, Administrators	Kenji Onishi and Jenny Takeda	Kenji Onishi gave up 3 years of his freedom in the Minidoka Japanese Internment Camp in Idaho. He will tell his story of what it feels like to be a teen surrounded by barbed wire fence and a gun turret and soldiers. His life was deeply impacted by this experience. He will talk about how this experience has developed his life into a life that wants to speak out against racism and prejudice.

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
<p>Lessons Learned about Bias, Stereotypes, and Fighting Prejudice and Racism to My Family through My Father's Experience in the Japanese American Internment Camp.</p> <p>TeacherSource Registration Zoom Link Meeting ID: 880 4808 2412 PW: equity</p>	<p>PK-12 Staff, Administrators</p>	<p>Jon Onishi, Marie Onishi, Anna Onishi, and Sara Yada</p>	<p>This is the story of Harold Hiroshi Onishi, a survivor of the Japanese Internment Camp in Idaho during World War II. His story is told by his son Jon Onishi, an educator in the Beaverton School District along with help from his daughters Anna Onishi and Marie Onishi and his cousin Sara Yada.</p> <p>My dad taught our family that prejudice is taught and comes from ignorance. He felt education was key to fight racism. He taught us to reflect and know that subtle prejudice lives Inside all of us. My dad said everyday we must fight the prejudice inside of us so we don't perpetuate the cycle of stereotyping, discrimination and prejudice.</p> <p>I have experienced prejudice and have showed signs of unconscious bias and prejudice myself. My daughters have experienced discrimination. We will discuss these experiences along with my cousin talking about her mom and dad's experiences in the internment camps. We will discuss the subtle ways we can perpetuate the cycle of prejudice and stereotypes when we joke and talk, and we don't even realize it.</p>
<p>Family Empowerment</p> <p>TeacherSource Registration Zoom Link Meeting ID: 847 8360 1383 PW: equity</p>	<p>PK-12 Staff, Administrators</p>	<p>Mayra Capistran, Maria Herrera Hernandez, Rosa García, and Michelle Herron</p>	<p>Every family needs to feel welcomed. All identities, languages and cultures should feel accepted and honored. In this session, we will have conversations regarding family engagement in our schools. How do we empower our families to increase student achievement? We invite you to come and learn about strategies to use to help parents feel safe and confident to take charge, increase their skills to advocate for themselves, their children, express their needs and how to communicate those with school leaders. We will also share experiences of what has worked and discuss the challenges our Latinx families face.</p>
<p>Demystifying Black Lives Matter at School</p> <p>TeacherSource Registration Zoom Link Meeting ID: 864 1017 4772 PW: equity</p>	<p>PK-12</p>	<p>Gillian Sullivan-Bing, Lexi Barth, Cory Coleman</p>	<p>This workshop is about intentionally setting aside time to learn about the history of the Black Lives Matter at School initiative and reflect on what we can do in our classrooms and communities to ensure that Black Lives Matter at school. Participants will walk away with a curated list of PreK-12 lesson plans and resources and will be given time to collaborate and discuss with educators who teach similar grade levels.</p>

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
<p>Talking About Race And Interrupting Racism</p> <p>TeacherSource Registration Zoom Link Meeting ID: 821 5697 7923 PW: equity</p>	<p>PK-12 Staff, Administrators</p>	<p>Oregon Center for Educational Equity--Rogelio Martinez, Kelli Rhea and Laurie Huntwork</p>	<p>Talking about race, although hard, is necessary. Interrupting racism is essential and often challenging to know how to do it. This session will frame how to talk about race and also how to receive messages from others around race. We must be able to have conversations about race if we are ever going to effectively take actions against racism. It is essential to lean into discomfort to deepen our capacity to recognize and interrupt racist attitudes and actions that occur all around us, every day. If we want to be part of the solution, we have to be willing to get uncomfortable. We can't ever hope to heal the wounds that racism has inflicted — and continues to inflict if we refuse to talk about it. Those conversations aren't always easy, they aren't always pretty, and they aren't always comfortable. But they are absolutely necessary. They are critical.</p>
<p>Multilingual Gardens and Amplified Texts: Supporting Linguistically Diverse Students with Reading and Writing</p> <p>TeacherSource Registration Zoom Link Meeting ID: 899 1156 2914 PW: equity</p>	<p>6 -12</p>	<p>Kacy Smith Paterson and Rob Hillhouse</p>	<p>By exploring the mindsets and discussing explicit strategies, this session is designed to support the hearts and minds of teachers who serve our linguistically diverse students. We will examine our own linguistic knapsacks, multilingual ideologies first, and then transition to strategies to use in CDL and when we return to the classroom.</p>
<p>Stereotypes Explored: Examining their influence in our personal lives and in our classrooms</p> <p>TeacherSource Registration Zoom Link Meeting ID: 832 3750 6020 PW: equity</p>	<p>PK-12 Staff, Administrator, BIPOC Only</p>	<p>Liza Rosas Bustos</p>	<p>In this session we will examine how stereotypes influence our personal, academic lives and school systems. We will first explore the inherent, contextual-based function of stereotypes for survival in our everyday lives. We will then examine how reality contributes to these preconceived tendencies, trends, inclinations as we interact with members of a determined category. We will define negative stereotype threat and its impact on student performance as explained by Psychologist Claude Steel.</p>

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
<p>Why Decentering Whiteness Benefits All Students.</p> <p>TeacherSource Registration Zoom Link Meeting ID: 863 1572 5400 PW: equity</p>	PK-5	Stephanie Yelder and Kelly Muskat	Teachers work together to recognize and decenter whiteness so that all students can access education. Through role play, conversation, and real school scenarios.
<p>We Do Not Lead Single-Issue Lives: Exploring Intersectionality</p> <p>TeacherSource Registration Zoom Link Meeting ID: 891 2696 9926 PW: equity</p>	PK-12	Gretchen Mollers and Karla Barrett-Curtis	We will explore the concept of Intersectionality, the idea that our identities of race, class, gender (and many more) intersect and create overlapping and interdependent systems of discrimination or dis/advantage. We will connect this concept to our everyday work on behalf of students and families in our district.
<p>How To Support DACAmented & Undocumented Students</p> <p>TeacherSource Registration Zoom Link Meeting ID: 844 5675 3690 PW: equity</p>	6-12	Liz Perez and Fatima Preciado	In this session, you will learn about the Deferred Action of Childhood Arrivals (DACA) immigration policy, including its history, the progression, and the movement of our undocumented young adults in this work. Learn best practices that educators can use to support Undocumented and DACAmented youth and receive available community resources. Our goal in this session is for you to leave with at least one new resource and hopefully with further information to support your Undocumented or DACAmented students/community at your schools.
<p>Struggle to Success</p> <p>TeacherSource Registration Zoom Link Meeting ID: 899 1381 5762 PW: equity</p>	PK-12	Cindy Calderon Samayoa	<p>In this session, I will be sharing how I got to be where I am today. The struggles and successes of my story, as well as stories of a few students and their families at BSD, I have worked with in the last 5 years. We all have a story, we all struggle to be where we are today. Some struggles are harder than others but not less important. Learn to tell and share your story and testimonial before being able to listen and accept others. Can they trust me? Do they feel Safe with me? How can I help? Let's learn together and take care of each other for a better tomorrow one family at a time.</p> <p>"The struggles of today is your strength of tomorrow"</p>

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
Reimagining our Classrooms TeacherSource Registration Zoom Link Meeting ID: 817 2788 2608 PW: equity	PK-5	Tricia Murphy and Jordan Crossover with student Halima Ali	Ghody Muhammad talks about the importance of creating communities where educators make it impossible for students to fail (10). We will focus on the ways in which we can foster the genius of all students in our classrooms, especially students of color, who have traditionally been marginalized by our school system. Our presentation is told as a personal narrative and we share strategies through pictures, stories and examples. We are eager to share our learning, which continues to evolve with new insights daily. Most importantly, we would like to invite others to join us on this mission.
Windows, Mirrors, and Sliding Glass Doors TeacherSource Registration Zoom Link Meeting ID: 878 6848 6535 PW: equity	PK-5	Kerrin Moeller and Aarti Kamalahasan	In this session, we will use Dr. Rudine Sims Bishop's metaphor about books as mirrors, windows & sliding glass doors to think about the texts we choose to share in the classroom. We will grapple with: <ul style="list-style-type: none"> • Ways we might consider the intersectionalities of our students whilst considering diverse texts • How to use those books in the classroom • What other types of texts to bring in to make them more meaningful and • How to apply Dr. Ghody Muhammad's Culturally & Historically Responsive Literacy Framework to lesson planning. Presenters will provide examples of applying the framework and participants will have time to apply the framework & concepts we are grappling with in breakout rooms.
Ableism 101 TeacherSource Registration Zoom Link Meeting ID: 829 4211 8600 PW: equity	K-12	Kristine Napper	An introduction to disability as a social justice issue. Opportunity to explore the social model of disability, common microaggressions relating to disability, and how unconscious bias can affect our work in the classroom. Beginning or Introductory Level. (Watch for Ableism 102 next month!)
Service, not Salvation TeacherSource Registration Zoom Link Meeting ID: 898 9791 2546 PW: equity	PK-12 Staff, Administrators	Bob Wood, Beca Armas, Danielle Hodge, and Cynthia Moffett	A guided reflection on our ABAR practices in our schools. Where do you want to be and how can we help you get there?

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
Digging deep into our social identity to unmask our implicit biases TeacherSource Registration Zoom Link Meeting ID: 848 6317 8246 PW: equity	PK-12 Staff, Administrators	Susan Acosta	Our social identity defines all aspects of who we are. It is nature and nurture that mold us socially. By unpacking our social identity, we can more fully see how our worldview impacts the decisions we make that also ultimately impacts others. This session will be interactive. Please bring at least 15 Post-It Notes or paper strips, a writing tool, and a dark marker.
Waves of Change: Seeing Self and Systems TeacherSource Registration Zoom Link Meeting ID: 857 3696 4204 PW: equity	PK-12 Staff, Administrators	Marquina Hofschneider	This session will take a look at histories of race and education in Oregon and the United States, as well as personal histories, to engage in deep reflection about how to discover our best roles in social change, and in particular, anti-racism and anti-bias work.
De-centering Whiteness in Classroom and School Libraries (Elementary Focus) TeacherSource Registration Zoom Link Meeting ID: 830 7950 0158 PW: equity	PK-5	Tala AlMangour and Jill Mclsaac	Overview of the work the William Walker ABAR has begun to identify and remove harmful texts from our classroom and school libraries and replace them with books that are representational, uplifting and celebratory. This session will include tools to help educators analyze and diversify the literature on our bookshelves.
Asset vs. Deficit Thinking and Connecting with Communities TeacherSource Registration Zoom Link Meeting ID: 878 6214 5040	PK-12	Emily Grant Molina	I will be sharing some tools for looking at students, families and communities through an asset-based frame versus deficit-based, specifically in relation to assumptions that are made about BIPOC and minoritized communities and CDL. We will then work in breakout rooms to try to shift the narrative to one that recognizes and values the assets of our students and communities.

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
<p>From Root to Flower throughout the Seasons: A Pedagogy of Self-Awareness and Accountability</p> <p>TeacherSource Registration Zoom Link Meeting ID: 878 2225 8724 PW: equity</p>	<p>PK-12 Staff, Administrators</p>	<p>Delfine DeFrank</p>	<p>When developing pedagogies and ways of knowing, instruction is largely influenced by socialization and mentors in our field. This session will dive into my personal journey in developing my pedagogy and how it can be translational to each individual's personal values and pedagogies that we have developed and/or strive to implement and practice. Through biomimicry, critical pedagogies, and creativity, the construction and accountability of an individual's in/actions and its impact on the garden that is our community will be explored.</p>
<p>Why Affinity Groups?</p> <p>TeacherSource Registration Zoom Link Meeting ID: 852 5721 9059 PW: equity</p>	<p>Educators interested in creating affinity groups.</p>	<p>Emily Ruggles Richard Arnold Ana Jimenez de Rojas Ana Bermudez Nikki Thrower</p>	<p>In this session, we will explore the need for BIPOC students and staff to create safe spaces, including staff and student testimonials of their experience participating and leading a BSD affinity group.</p>
<p>Snap Judgements: Vulnerable Decision Points Leading to Disproportionate Discipline</p> <p>TeacherSource Registration Zoom Link Meeting ID: 858 5910 5191 PW: equity</p>	<p>PK-12 Staff, Administrators</p>	<p>Jon Sanchez</p>	<p>Disproportionate discipline, the overrepresentation of predominantly Black and Latinx students in school disciplinary actions, has led to students from these groups being suspended more frequently and for longer durations than their White peers. The Vulnerable Decision Point (VDP) model identifies subjective discipline incidents (i.e., defiance and disruption) as key points where a person's implicit bias may increase the likelihood of disproportionate discipline outcomes. This presentation will share preliminary analysis of four years of K-12 discipline data from BSD. Additional time will be set aside for discussion and collaboration around possible implications for oneself, our schools, and the district.</p>
<p>Going Beneath Your Whiteness</p> <p>TeacherSource Registration Zoom Link Meeting ID: 859 9682 3435 PW: equity</p>	<p>PK-12 Staff, Administrators</p>	<p>Katherine Watkins</p>	<p>This is a wake-up workshop meant to excite a desire to find out where you really came from. You know, like where you are really from, from. 😊</p> <p>However, the difficulty lies in where to start. What are you looking for? Where to find the information? What to do with it? This starter workshop is for anyone (white or BIPOC) who has been raised in our white supremacist culture rather than in the ethnicity from which they are from.</p>

PROGRAM Sessions 1:25-2:55 pm



Title w/TeacherSource Link	Target Audience	Facilitator(s)	Description
<p>How to Have Conversations about Data to Promote Equity and Change</p> <p>TeacherSource Registration Zoom Link Meeting ID: 834 3724 2895 PW: equity</p>	PK-12 Staff, Administrators	Matt Schneidman	<p>Data-driven or data-informed decision making (DIDM) “has flourished as a pivotal tool for educational reform” (Park, Daly, & Guerra, 2012). However, few practitioners have developed the competencies to master this skill; even fewer know how to use data to address issues of inequity within their organizations. In this session, you will explore and experiment with a research-based technique to infuse issues of equity in data conversations. You will also examine a research-based data use framework that will help ignite the use of data to address the needs of all students.</p>
<p>Visioning for 6-8 Social Studies in 2021-22</p> <p>TeacherSource Registration Zoom Link Meeting ID: 850 5902 8843 PW: equity</p>	6-8	Brad Parker and Matt Hiefield	<p>Curious about the 6-8 Social Studies program next year? This session will preview of some of the work of the Social Studies Teacher Cadre as part of the curriculum adoption process.</p> <p>Our first goal will be to highlight some of the foundational work of the teacher cadre thus far (including drafts of the philosophy and vision, best practices (including strong embedded nonfiction literacy practices), learning target models, and ABAR connections). Our second goal will be to gather feedback and ideas from BSD teachers not on the BSD Teacher Cadre or Project Team to inform the work and plans moving forward.</p>
<p>Bringing Anti-Racism and Trauma-Informed Care Together</p> <p>TeacherSource Registration Zoom Link Meeting ID: 833 2333 4171 PW: equity</p>	PK-12 Staff, Administrators	Rebecca Davis, MA, MSW, CSWA and Shea Lowery, MS, LPC, ACS	<p>Rebecca Davis and Shea Lowery are cofounders of Anti-Racist Trauma-Informed Care (ARTIC) LLC. Rebecca is a former K-12 educator and currently teaches at PSU. Shea and Rebecca are also both trauma therapists who specialize in helping clients and families navigate oppressive systems. In this session we will use our combined education and therapeutic backgrounds to explore the connection between racism and trauma and we'll show that being "trauma-informed" is the same as being "anti-racist". We will give examples of how these concepts appear in a variety of educational settings and introduce tools for shifting your spaces toward equity and healing.</p>



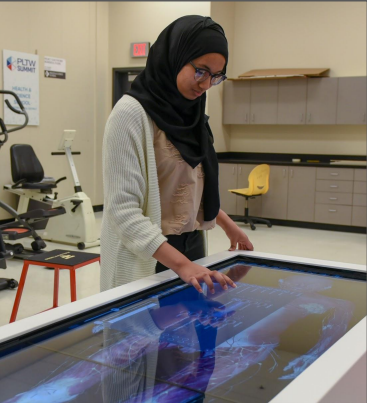
Closing and Reflection: 3:00-3:30 pm

At the end of the Summit we will come together to reflect as a community centered on our students.

To view the closing: [Link to Recording of the Closing](#)



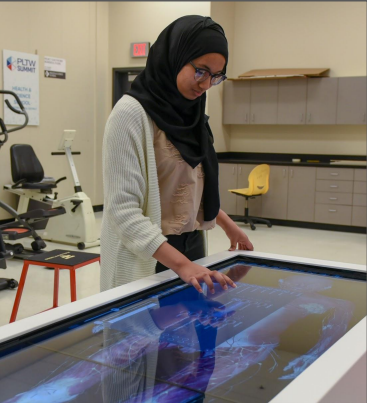
Our goal for this reflection is to provide an opportunity for all staff to reflect individually with the [Reflection Form](#)



We will also be hosting a fishbowl discussion featuring several of our session presenters. We hope you both enjoy and lean in to this opportunity to hear their perspectives as they engage in reflection together.



JOIN A TEAM



BMEC

All are welcome to attend BMEC! We are a very open and welcoming group that consists of new and old friends at every meeting. Our goal is to provide a support network and safe space for all staff who identify as ethnically, culturally and linguistically diverse, which could include but are not limited to Asian, American Indian, Black, Latinx/Hispanic, and/or Multi-racial. If you have never attended before, please come and join us for networking, collaboration, leadership opportunities, and to share with staff from across the district. Contact: Lisa Burnett

BMAC

Our mission is to increase culturally relevant and racially diverse leadership capacity in the Beaverton School District. To support our mission, the BMAC utilizes the following strategies: Retention: Support the success of administrators of color through networking and professional development opportunities. Recruitment: Increase the pipeline for teachers and administrators of color to enter into the system by awarding scholarships to graduating students of color and assisting with recruiting events. Contact: Erica Marson or Lawrence Gillespie

BEARSJ

We are a group of BEA members who support Beaverton educators in teaching and advocating for racial and social justice in Beaverton schools and within our union. Contact: Lauren McCartney

BEBL

We are a group of Beaverton educators that started meeting in June of 2020. The goal of this group is to connect and support one another in doing antiracist work, both at the district level and at our individual schools. We also aim to collaborate with and support the work other antiracist groups in the district, such as BMEC and BEARSJ. Some of the topics we have discussed and taken action on in the past have been: Black Lives Matter sign making at Cedar Park/West TV, SROs in schools, Black Lives Matter Week of Action and BARWE/ABAR school groups. If you are interested in attending a meeting, email Lauren McCartney, Jessica Pierce or Gillian Sullivan-Bing.



THANK YOU TO OUR PLANNING TEAM MEMBERS AND SESSION FACILITATORS FOR MAKING THIS EVENT POSSIBLE!

The cross-district Summit Planning Team has spent many hours organizing this event for us, without their efforts, this opportunity wouldn't have happened. Thank you!

Yuliana Rodarte

Josh Porter

Danica Jensen Weiner

Lisa Burnett

Carissa Marrs

Autumn McConnell

Liza Rosas Bustos

Caitlin Everett

Kerrin Moeller

Anna Phou

Joanna Flores

Susan Ouellette

Toshiko Maurizio

Ely Ambríz

Karla Barrett-Curtis

Marquina Hofschneider

Cory Coleman

Jessica Pierce

Rosa García

Katherine Watkins

LaKisha Clark

Stephanie Stovall

Aarti Kamalahasan

Marcela Ullibarry Cabrera

Rebeca Armas Regino

Emily Thackray

Yoko Miwa

Gretchen Mollers

Pat McCreery

Nick Hershman

Christina Schulz

Chante Hodge

Liv Cruse

Jasmine Locke

Joy Brown

Tala Almangour

Rebecca Ponce

José Andrade Nava

Marissa Ching

Patricia Rodrigues

Rubí Cárdenas

Rebecca Larson

Kacy Smith Paterson

Amy Baker

Janine Weir

Isidro Interian Ucan

Mariah McCarty

Verónica Galván

Cynthia Lam Moffett

Yvonne Nicolay

Alexandra Barth

Jennifer Mann