

# Integrated Meeting Report - Community Conversations Bozeman Public Schools Aug.-Sept. 2021

## APPENDIX LISTENING SESSION GENERAL PROCESS AND RATIONALE:

The following is a report which includes the words collected by the people who attended one of eight community conversation/listening sessions. Their words are identified in the **COLOR** coordinated with the individual meeting reports. There is an attempt to order the raw data in similar categories but is not intended to reflect the importance or priority of the information gathered.

This is the general process used during the listening sessions (community conversations). It includes a brief rationale for each activity. The process is often changed or adapted to fit the time available.

1. **Introduction by facilitator.** This allows the facilitator to get her/his voice in the room with an introduction, an overview of the project.
  - Listen to, and explore, diverse community views for providing equitable opportunities for students in the Bozeman School District.
  - Explore community concerns for developing an equity policy, including impacts on students.
  - Establish positive relationships between community members and Bozeman School District Board and Staff.
  - Develop a set of future outcomes for the students in Bozeman School District if the community works together.
  - Provide advice to the School District Board and Staff for moving ahead in a way that will support students in Bozeman School District AND bring the community together.
  - Provide participants a learning experience, building capacity for listening with respect to others and building trust.

2. **Grounding:** This allows each person to get their voice in the room, equally. It establishes a Listening with Respect environment, where all speak in turn without interruption by others. It creates a sense of safety for the participants, and also provides some sense of community concerns. Each person answers the three questions:

*Introduce yourself and your relationship to the Bozeman School District.  
What are your expectations for this listening session (community conversations)?  
How do you feel about being here?*

When the participants pause, do not interrupt or try to help. Let them speak in their own time. Silence is OK for a while. They are thinking, overcoming self-consciousness. If you sense they need some time, ask if you can continue and come back to them. Then make sure you come back to them.

3. **Greeting Circle.** Meeting everyone. ( May adapt to time depending on group size. Not all groups conducted a Greeting Circle.)

The facilitator moves inside the circle and greets the person to their left; then continues inside the circle, greeting each person in turn. Those who have been greeted follow the person who greeted them last inside the circle. When the facilitator returns to his or her original location, those inside the circle will continue to greet them, a second time. This time, the person inside the circle is the greeter, not the greeted. This balances the circle.

This allows the participants to meet each other as adults on a personal basis, to overcome the feeling of intimidation, to feel equal. It increases a sense of security, a sense of community.

4. **Learning from the experience.** (Optional) This activity allows all participants to learn from the experience. It helps them to get their voice in the room, knowing they will be listened to. It provides initial information on their concerns and how they feel.

*How do you feel about the greeting circle?  
What did you learn that will help us to listen and learn from each other?*

5. **Listening to the Community:** Community members speak to a Board member or BSD staff or other community members/students that have agreed to be there as a listener. This person is a listener who only responds with what they heard. It is imperative the listeners understand they are to repeat only what they heard and not how they feel about it. This puts the importance on the community member who speaks, and on their message.

Listening to community members will make them feel acknowledged and understood. It creates non-verbal cues in the listening adult that are comforting to the speakers. Continuing to listen to the community members/students will make them feel accepted. (Research supports this.)

*“Community member... select a staff person/Board member to be your listener.”*

Wait until they do. Then...answer these questions:

*What is your view on the equity work in the Bozeman School District?  
How do you feel about it?*

The selected listener responds: *“This is what I heard.”*

**NOTE: A backup listener is also selected to help the listener. This person can be the previous listener.**

Often the participants will be shy and self-conscious about answering this question. They may pass, speak very softly, state they “don’t know,” or be silent. All are acceptable behaviors. They are still not certain they can trust the group. Be comfortable with how they act, allow them to be themselves, in the moment. This is an experience where they need to see if they can trust you, if you will accept them as they are.

If a participant passes, be sure to give them another chance when all have spoken.

AFTER ALL HAVE SPOKEN:

- 6. Recording information:** This not only provides a record of the conversation, it also assures that people feel they are heard. The facilitator passes out 3 x 5 cards. Then the facilitator provides them this task:

*What views on equity work in the Bozeman School District did you hear others express? (On one side of the card.)*

*What views on equity work in the Bozeman School District did you express? (On the other side of the card.)*

State question one and wait until they finish recording before stating the second question. This allows the person to focus on each separately.

This not only gathers information, it also assures the participants that what they said has been heard. And... it is written in their own words.

OPTIONAL: If there is time, have each person read off the information from the cards. If not, gather the cards before moving on.

**What We Heard and Shared: (NOTE: What District Leadership Listeners heard and Recorded is identified in italics.)**

\*Data recorded for what We Heard and Said integrated.

## **Why did this Even Come About?**

*Some wanted to learn more about the work being done currently. Some did not know much about the equity policy (e.g. technology) but definitely sees inequities in the community (access to transportation and ect.).*

**I wanted to make sure the equity policy is in place and can help children achieve their goals.** The school district has worked very hard on the equity policy and wanted to help those needing help on various subjects. The ideas related to diversity has been in this district for decades, fears around it have not been largely given.

*People want to know our "why". Why now - the community has endured so much already. Why are we talking about equity when teachers are doing such wonderful work? I don't know where this policy originated and why the timing is now. Equity is a distraction for Bozeman. BSD7 equity work/policy/task force appears as a knee-jerk reaction without clarity of purpose. It just appeared and the language is written and here we are -- almost being dragged along to accept that some set equity is going to be enacted. There are 100 ways to do the right thing, but I don't believe that BSD7 believes equity is the best way.*

*Some community members like the equity work they see in Bozeman schools. Equity is important. Equity work is important in Bozeman public schools. Wanted to learn - interested in what the district is doing and would like to be engaged in the process. To be more involved with the equality topic and get a more in depth understanding.*

*Not all community members fully understand the work that is happening in the district's equity process. Don't know much about what goes on in the district with regard to equity. Here to learn more about what the district is doing because they don't know. Don't know what is currently happening in the school district. Would like to learn more about the equity work and has seen pieces of it in the schools (I want to know more about that). Support for the work and would like to be a part or contribute to it.*

## **Language/Words are Important**

*Words matter. Be very specific with policy language. It must be very clear and state exactly what is intended. Equity means different things to people. Words are powerful. This comes with responsibility. They are said and heard differently, oftentimes polarizing. Use specific language in the policy. Policy needs very tight language. We need to be explicit about what we need to try and prevent interpretations. This work is important but the mixed perceptions of "equity" word makes it tricky. If we want to narrow the achievement gap, explicitly state increase proficiency.*

**Equity work should not tear apart the fabric of society, but rather approach it in a way that mends society.** I see how the policy works to pull pieces together to support kids - it links existing policies to fill the gaps. Multiple people are concerned with the term equity. yet they agreed with the principles in the policy. *Equity may be the wrong word to use for the label of*

*the policy. BSD equity definition is agreeable, but the national definition is creating a challenge. No concerns with the specific components of the policy as desirable but there are concerns for the term equity.*

***Glad to hear we are reworking/revisiting the equity document.*** Policy contained polarizing statements. *The mission and vision statement of the equity advisory committee is full of language from the national debate/conversation. I agree with addressing the equity committee mission and categories listed in the equity policy that have resulted in controversy and criticism. The “equity work” in the District seems innocent and beneficial to this speaker.*

***Equity is a trigger word that is concerning.*** Confusion about where equity is leading. *Don’t want equity to take us in a wrong direction like it has in other places. The books read by the task force speak to a different definition of equity than our district has defined.*

***Define equity and other terms as people have different views of the definitions.*** *Much of the discussion was on race instead of the achievement gap. Terms of equity are polarizing, politicized and lack clarity of what it really means in the classroom of BSD. Buzz words are a concern. Equity, inclusion - these are politicized buzzwords.*

***There is vagueness in the definition of equity.*** *We should look at language that brings unity. Unity vs equity. Equity is a hot button word. Wondered if the verbiage had changed- consider writing terms that were less triggering. Certain Hot-button words can be divisive, triggering outrage. “Unity however is inclusive.*

***It is early and not defined clearly enough.*** If this work is not defined with the intention of what it will do, there is too much room for it to be viewed both with fear and as an act of "virtue signaling." Be clear. Equity was in reference to inputs, “providing equitable outcomes” means something very different. Equity of outcomes is impossible. The goal of education is not equal outcomes. We are on a slippery slope leading to a socialistic approach to education.

***Wondering if changing the language around because what the district is already doing (words) is causing issues.*** *Change the language to a more unity/unified verbiage might be better. is this just a verbiage change (unity vs equity). Keep it simple. If it seems we are just changing terms to mean the same thing.*

### **Equity - General Feelings/Thoughts**

***I heard support and lack of support for equity work. I heard support and lack of support for diversity, equity and inclusion.*** Support for the concept of equity in the mission of public education to assist students in achieving full potential. *I am in support of the equity work. I’m in favor of the District’s equity work X4 (said by different people). The district’s equity work to date addresses a real district problem i.e. the achievement gap. A belief that equity is a good way to do things and I heard a belief that equity will harm our community. I heard support for closing the achievement gap and I heard that closing the achievement gap can be looked at from the top down or the bottom up.*

**This Equity policy has become about discrimination rather than about closing the educational gap.** I hear everyone agree that we don't want ANYONE to be discriminated against or "othered." So it seems like this is not as simple as a racist issue or a discrimination issue, but it is at its core a human issue. People don't know how to treat people who are different than them. For instance my granddaughter is very white, freckled and red haired and gets similar treatment as the person of color who gets daily comments on skin and hair. Simply because she's different. People who have weight issues or are extremely thin or have acne or bad teeth regardless of ethnicity also suffer—not just people of color or handicapped kids or kids of various gender identifications. It sounds like what we really need is EQ training, not just how to treat people of color, but how to treat ALL people with kindness and respect regardless of our differences. This policy has become about discrimination rather than about closing the educational gap. We need to separate out discrimination and deal with that on all fronts not just the ones identified in the policy. Then we need to tackle the achievement gap as a separate issue, recognizing one may affect the other in many cases but not exclusively. When we combine the two issues it gets convoluted.

**Equity is important in our district.***Equity is fundamental in education. Equity conversations needed in work and the larger community. The willingness of the district to address equity makes the person proud to be an American. Equity is a complex international problem and deserves to be a focus for the school. The issue is larger than Bozeman - very nuanced work. Equity is complex, nuanced and important. It is a pathway to a more just society and helps our kids learn to navigate an ever increasingly complex world.*

**The engagement around equity is important.***The district is doing important work in thinking about equity.* Equity discussions must be an integral part of our children's full education. The equity task force is a positive initiative in the school district. *That we would/could choose to engage in a conversation like this is part of our privilege - a privilege not afforded to all in our community - many of whom the equity policy has an opportunity to serve.* BSD7 is on the right track with this policy. Listening sessions should \_\_\_ this, clarify the shared noble goal.

**Equity is something that needs to be addressed at both a systemic and individual level.**

Students of color are absolutely experiencing racism and it affects both that student directly, as well as those around them (no matter their race). That it is needed to address systemic realities those in our community face around racial and classist bias.

**Equity involves taking a variable (the student) and providing different approaches to meet their needs for consistent outcomes.** *Students are the variable.* I want the BSD to keep moving forward and doing self-studies and reflection with providing the best opportunities, education, and experience to all kids.

**Family inputs being the missing variable.** Children need supports if they have parents un-engaged because of language in the home-not English. I think family/parental engagement is key. *Many families (i.e. Hispanic families) are not engaged. Hopefully this work will fix that.*

***We rely on the Public Education system to bring us together; The point is not to make anyone feel bad; This policy will help us accelerate from good to great.*** The district has a good start but needs to commit to promoting and teaching equity more by looking at the root causes of inequities (systems of oppression). *The equity work in the district is a good start. The equity work will help get all kids to the starting line and then they can work with the opportunities given; we need to think about how every kid can reach a place that will be a benefit to our community.*

***Inequity exists in schools.*** Potential, because of growth, for existing inequity to widen, important to think about and address. *I heard support for equity work - important in public schools. Equity work is important. Equity in the public school system is important. Equity work in public schools is essential.* Important work that needs to be done, especially in a public school district. Equity is important in this community. Equity is important in education.

### **All Means All.**

**I am a proponent for the good of ALL humans.** *Everyone wants to see all kids succeed. There is unanimous support for student supports and student success. Many voiced support for all means all, and equity concept that gives kids a chance to meet their/individual highest potential. Nobody can agree about this police. We all agree that ALL is important. All means all. All should mean all. We all want students to succeed. Everyone in the community wants all kids to reach their potential. All children should get what they need. All students should have IEP's. Everyone wanted kids to succeed. Focus on the gap is flawed as a focus on ALL students to achieve their best, is desired.*

**We all want an education and opportunities for each and every student in our district.** Youth is inspiring. Creating opportunities for all - not oppressing others. Take backgrounds into consideration when striving for academic excellence for all. All students deserve the chance to grow into their best self. *The school district should push all students to be high achievers, while providing those students with identified needs with the resources necessary to achieve these high goals. Assess - Know our kids and take them forward.*

### **Concern for Resource Distribution**

**Concern about district resources being directed toward equity work.** *Bozeman schools can't handle their current bullying problems and now want to make it easier for certain people and can't focus on the other challenges it is facing. Criticism of equity graphic as being not helpful to the discussion of the equity work progressing. I can understand why people were upset with the equity graphic-it was taking something away from a child. Public schools need to be inclusive*

and sensitive to all groups. *It is important to serve all kids.* Public schools need to present opportunities for everyone to succeed regardless of wealth, race sex, orientation and etc.

### Concerns about Division

**The language used in the policy - that breaks down groups of people into categories (race, gender, etc.) is actually more divisive than bringing people together,** especially during such a divisive time in our history. *Equity work is divisive when you break out categories. Just say 'All'.* Dividing people into social, racial and gender groups is divisive. Dividing people into groups is divisive. We should be talking about all.

**The district equity policy will create more division as it breaks the district students into subgroups instead of just saying ALL.** The language in the antidiscrimination policy will cause more division than inclusion. *The nondiscrimination policy as written will divide the community. Separating people into groups creates division instead of unity. Non-discrimination policy is divisive. Everyone does not want to have separate groups (race). Students should be identified by character not race.*

*We shouldn't place students in groups by race or socio-economic status.* Singling out of students and categorizing by race, economic status, abilities etc. in a negative manner. (On the other hand) the causes of gaps in the barriers to academic achievement may be poorly understood if we limit our interpretation to the \_\_\_\_ group identities in the policy document.

**People should not be reduced to any particular trait, skin color, or group membership without their consent.** Self-definition is key. Most of us do not self-define by how we are oppressed. *Not all kids are the same.* Children's needs should be met as they are. Treating all kids the same instead of working to keep them as individuals.

### Equal vs Equity

**Have always believed in equals.** *No one should be better than someone else because of the color of their skin. People should not be judged on race, creed, culture or gender. A belief in equality for all and equity divides people and opens the door to CRT.*

**To create all the kids equal without extra treatments for certain groups.** Equity. Equal rights.... not extra rights. Desire for students in grade level to be treated equally (don't pass them until they are ready). *Some community members want students treated equally, without special treatment for certain demographic groups.* Equity being used as a rationale for "lowering the bar" to attempt to ensure equity of outcomes.

**I heard fears that whether we like it or not equity always equals, equal outcomes and will serve to create mediocrity in our schools and community.** Equity, taken to the extreme,

eliminates excellence in scholarship, athletics, music, etc. There was a concern it would lead to mediocrity and create more harm than good.

*We should treat all kids equally, and not give preferential treatment. Everyone should be equal; treated equally. Wants all students to be treated equally. Everyone needs to be treated fairly. Everyone should be treated equally and does not want special consideration for certain groups, but really just wants everyone treated equally.*

***Pulling everyone up is worth chasing - pushing some down so some can rise is not.*** Equal opportunities should be a goal. *There is a notable difference between equity of outcomes vs equality.* Equal outcomes are not attainable or even desirable. *Equal outcomes for all, reduces the overall experience for everyone. Not everyone comes to the world with the same experience/background and privileges afforded to them simply because of their races.* We need to stop lying to children, equitable/equal outcomes are not possible.

## Politics

**Don't make education political.** Be careful what we focus on as it can be distracting to other important learning. Politicization kills education. Concern about politicization of education. **Education is becoming politicized (and almost always in the direction of the left).** We should not be pursuing this path just to "keep up" with that trend. Education should not be polarizing or political. Students should have the opportunity to receive the best possible education.

### **There are Concerns of Bias in the Classroom and about how this Plays into Equity**

**We don't want bias in the classroom.** I am now aware of my own white male privilege. My own unintentional RACISM and white male privilege were revealed to me with a lot of help from my Bi-racial family. *Oftentimes well intentioned individuals can say racist, hurtful things.* The USA is a country of systematic racism. We all have biases and understanding of those biases are important. Examining bias is important. "How to be an Antiracist" is a biased book and the author hates white people.

**We all have inherent biases.** Encourage space for the shy students to have a voice. Desire for space for shy students to be heard. *Students should be able to speak their viewpoint, even if it is different from the majority. We need to ensure students who have opinions or benefits that are not aligned to the majority in the room have safety to voice their opinions. Wants all kids to feel like their voice could be heard.*

**I really desire the equity work to be focused on kids with learning disabilities and/or physical constraints as well as cultural groups that fall behind.** Students who don't quite qualify for an IEP or even a 504 get left behind too frequently and then believe they don't have much to offer. I think this is a travesty because they haven't had the correct interventions that we lose their voice and ingenuity for the future. Properly equip BSD teachers & staff to be able to effectively

support students in a learning environment where they can achieve their highest potential, and to effectively guide parents to support their children as such.

**When we start to educate values is when I find people get frustrated with the school system.**

*Don't mess with family meals/values.* Our children are being pulled in so many ways, even within the same home. The narrative at school being yet another pull. How do we truly teach from a place of neutrality so that it is a safe place for our children? *Parent has a son in a divided family with divided family views. Parent is concerned that the son will now have to deal with additional strong views in his education.*

**I'd like to see it develop to where counselors are more involved in the students' questions pertaining to equity and diversity, leaving the hard questions to the parents/families.** *I heard that racial equity and gender issues should be taught in the home, not in the classroom and that school counselors should be providing support as needed with small groups.*

**Critical and independent thinking is important.** Open conversation and critical thinking are important parts of education. EQ and critical thinking are needed. *Students need personal responsibility. Students should go deep "I want them to go deep". Critical thinking is not incongruent with equity. Voting in this country matters. Education in this country matters. All sides of an issue should be taught truthfully with NO bias. Students must NOT be punished for disagreeing with teachers' opinions. A student felt censored.*

**A personal story shared.** *I heard a story of a teacher showing bias. We don't want our teachers to teach from biases. One family is concerned that their child did not feel comfortable expressing herself in a class. She had a traumatic experience after expressing an opinion where she was misunderstood and as racist and was sent to the principal. The course spent fourteen weeks on a text, *The New Jim Crow*, ten days on *To Kill a Mockingbird*. Parents would rather the book have been defined as the writer's opinion and then more time spent reading and discussing "To Kill a Mockingbird". One student felt censorship from teachers who presented materials through a perspective of personal bias. Parents relayed a story of a student/child about racist comments/experiences.*

In a classroom there were fourteen weeks spent on "The New Jim Crow" and material from the Southern Poverty Law Center - and only 10 days on "To Kill a Mockingbird". A student was sent to the principal's office for expressing her opinion in that class.

**I heard someone say their concern that their child was feeling condemned for being a bad white person because of the equity teaching.** *She also feared being considered a racist because she doesn't feel this is the right solution for the problem —even though she believes everyone should be treated with respect and have the opportunity to succeed.*

## History.

*We need to examine the good, the bad and the ugly of history. But, maybe not in every subject, all the time. Children want truth, transparency is important, preferably in curriculum. Students do not need to be blamed or shamed as part of learning about history. Students need to hear accurate history so they can learn from it. Balance in content is important. The ugly needs to be addressed, too. History (racial) as was taught in a parent generation did not adequately discuss the role of slavery in regard to Jefferson. We should teach the deeper history of our country.*

**Teach true comprehensive history.** History needs to include critical thinking about where we are in 2021. Political issues. Native American issues. We want the school to teach both the good and bad of American history-not just that America is evil or is all good and pure. *We need to teach our history accurately and authentically. History should lay out all the facts including atrocities. History should include Native Americans and how they are today. The teaching of real history and oppression is important. Agreement that discrimination is bad and that teaching history should include the messy parts. There is a concern that there might be a link to confessions of oppression and institutional racism. What if there are teachers who over step the guidelines? We need to think about the future we give our kids. I just want to be sure we are doing right by kids.*

## Tone of Meetings

*Tenor and tone of board meetings did not match our personal experience visiting schools - teachers, principals and parents...all were very warm and welcoming. The enrollment office was very helpful and supportive. Board meetings on zoom felt hostile. It is so much different meeting in person today. Tenor and tone did not match the listening session today. Board meetings were hostile...this feels better already.*

*Lots of tension in the online Board meetings. I did not encounter that same feeling in person at the schools. The hostility of the virtual board meetings did not match the welcome and warmth of visiting schools, registrars, teachers and this gathering.*

## CRT/Marxist/Communism

*There are concerns that equity is a slippery slope to Marxism. Much of what we are talking about is Marxism; this person does not want her children learning about Marxism - and the hate for America that comes with it. Equity is part of Marxist, unholy trinity along with diversity and inclusion. Implementing equity is a deprivation of real education for children. Unholy Trinity: Diversity, Equity, Inclusion. Unholy trinity of equity, inclusion and diversity.*

**I have red flags about equity.** *I felt good after listening to the district's description then I heard the Board meeting and got concerned again. Has read about CRT and it makes me uncomfortable. Equity feels like a red flag, and seems to be tied to CRT. Equity is a red flag - it opens the district to Critical Race Theory. Don't want to see different races, genders, etc. told that they are special or different from others. Concern about CRT. Diversity, inclusion -related to equity.*

**Equity opens the door to CRT and victimization.** Remove ties to CRT. Creation of students who identify as victim and oppressor. CRT as a university think tank strategy - beware.

**Inclusion is vital.** *This group has diversity of viewpoints but lacks other diversity.* Concerned about CRT - recent uses of the word equity, the speaker believes in equality but is concerned about the way equity is covered in terms of CRT where one person may be seen as better than someone else. Many people brought in ideas from outside the BSD7 policy (ie. corporate training, D + I, programs, CRT and ect.).

**Questions about what CRT, anti-racism, equity are and how they might affect policy/education in BSD.** There is concern with CRT influencing how teachers teach students. I am concerned about CRT being used as a divisive tool in our classrooms. Concern about whether equity policy could lead to CRT, 1619 Project principles being taught in the classroom. *I am hearing people say "I've been listening to the news and I am concerned with what I'm hearing about CRT and the 1916 Project". Concern that CRT/1619 Project is going to divide the community.*

**Bozeman schools are trying to sneak in critical race theory through the guise of "equity"work.** The fear that it will breed mediocrity, is too open for added adjustments later that will lead to "Marxism." Other views were a fear that the equity policy would lead to other dangerous ideas and not be helpful.

**There is a misconception of the equity policy being Critical Race Theory.** The concern of erasing history, teaching theories rather than facts. When in reality the equity concept summarized appeared to be more of a revision of the disability or discrimination acts already in place.

**Critical race theory has become muddled in the discussion of the equity policy.** I am concerned that the national politicized anger over critical race theory is muddling the equity work the district is trying to do. *I remove the concept of CRT when looking at the equity work. CRT and equity are different things.*

### **Lacks Diversity**

**Bozeman appears to be a homogenous community.** *BSD does not have the diversity on the surface compared to, say, a school on a military base, though more diversity likely lurks beneath the surface. Our schools lack diversity on the surface - very homogenous group. Less diversity on the surface. However, there is more beneath the surface. Not a lot of diversity in Bozeman.*

### **A Personal Story**

*A second grader grabbed her mom and call me a "racist cowboy". Her mom stated that she got that from a second grade school teacher in Bozeman. White and cowboy = racist. Equity work*

*can be misused. Had an equity training hijacked. Equity training and equity work can be abominations. Equity initiatives rob qualified people of work. I heard a story of diversity training in the private sector gone wrong. A parent gave many examples of why equity has not worked (family, coaching, work) There are people who feel that their kids have not been served by the BS7 and that feels inequitable. A parent shared teachers caused a student to be estranged from the parent.*

*I heard that there are students of color or ethnicity experiencing bullying and racism in our schools. I heard concerns that students were daily facing painful comments about skin and hair and ethnicity and this was not only detrimental to these students but also having a broad impact on her child and other students as well because they don't have the skill set to deal with it well.*

### **Growing Disparity in the Community**

**There is worry about the undeniable wealth that's coming into the area and how that is going to have an effect on all families in the community.** I agree that inequality does exist in Bozeman, however we live in a fallen world and perfect equity is unattainable.

**Inequality exists in the Bozeman Community.** *People acknowledged there is an economic divide in the community, growing larger.* The pandemic brought out the fact that many people did not have access to computers.

**There is a growing disparity of wealth in the community.** *Bozeman is becoming more diverse.* The school near the university is the most diverse but Hyalite has had a large influx of ESL students. We want to be sure that those without have the same opportunity to succeed in public school. Leveling the playing field. *. Some people are not sure if they will be able to live here long term because it is too expensive. There has been an increase in socioeconomic inequality in town. With the influx of wealth in Bozeman equity work becomes even more important - there is definitely inequity.*

**Price of housing and cost of living is too high forcing people to leave.** I worry about how the wealth in the community will increase the gap for those kids in lower socioeconomic households and how they are gaining the same access to quality education. Bozeman may become unattainable as a community to live in - the divide between wealth and people without wealth. Socioeconomic disparity is getting larger in Bozeman and will continue to create gaps.

*We should be constantly growing.*

*Freedom of speech is important.*

**My concern with this group process because of my experience in the past is that:** 1. People tend to bring his most polite self. Deeper stronger concerns do not get voiced in an honest way.

2. Facilitators tend to have a liberal bias (Diane is a nice person and not speaking about her specifically) so the consensus tends to drift liberal. 3. The consensus tends toward the “mushy Middle” rather than the win/win.

*People should be able to read whatever they want. We should be reading all types of books. Kendi's book includes permutations of the term racism over 2% of all the words. The word equity (and like words) are in Kendi's book more than God (etc) are in the King James's version of the Bible “polemic”.*

7. **Worst Possible outcomes(expectations):** 3 x 5 cards are passed out. The facilitator asks the participants to answer this question

**What are people saying are the worst possible outcomes for students of implementing an educational equity policy for Bozeman School District?**

**Division in the community.** Further divide in the community - not united in it. It increases inequity and discrimination. It creates a further divide in the community. Creates divisiveness between groups. Further division of the community and school. Step back, look at how, just the discussion, has been before even passing the policy. Similar to the mask policy there are people that have strong views on both sides. There needs to be more community discussion and Q and A. Create more divisiveness - the timing. Not that there is ever a good time, but, is this one more thing?

**There is a potential for division and inequality within the student population if it isn't rolled out properly.** Allowing the families an opportunity to educate their children with support at school is going to be key. Misperceptions that the policy contributes to more division and therefore an escalation of anti-equity and hate-rooted beliefs and behaviors against those who are systematically marginalized.

**The “Why” is not clearly defined and causes more division.** I see no downsides to the draft policy itself but implementing over loud objections may increase polarization in our community. Could divide the community without clarity on intent and language. It will divide the community farther on polarizing and politicized topics. It creates Division and confusion within the community. Exclusion still occurs. Polarization is the tone.

**The policy could cause division or further polarization in the community. It could cause division.** Division. Less unity. More problems/cultural battles. Community division - if not implemented with integrity and clarity it could result in lowering the bar for all - Misunderstandings would persist and the work for kids wouldn't get done. Community opposition continues and some students will continue to feel marginalized due to vocal opposition. The timing is really tough as the community and country is dealing with so many other hot topics right now.

**The worst possible outcome is that people who oppose it will continue to feel afraid and will further work to oppose it.** This could lead to more division and it will be an energy suck diverting time and energy away from the ability to solve problems and issues effectively. Bozeman will be known and seen as a divisive community that cannot handle 21st century problems.

**This becomes more polarizing and students must live in a completely divided community.** Our community does not understand the “why” of the definitions we use for our words leading to further division and active non-support of our district. It will cause more division in our community. I am hearing that equity as a term is polarizing and politicized. Leaves the community divided.

**It becomes polarized and leads to non-support of our schools.** Some members of our community become so frustrated and angry that they actively campaign against the district. Community anger results in loss of support and they vote down critical levies, thus impacting educational opportunities. Some members of our community will be angry and will actively campaign against our public school system. Some people in our community continue to be uncomfortable with the term equity and do not support our district. It is a scapegoat for complaining about the district. It puts the district in the hot seat if the goals of the policy are not met.

**School community falls apart completely, such that levies don't pass and partisanship hurts everything.** Some community members will continue to take exception to the policy and this will undermine support for our students. Segments of our community will be so frustrated and concerned that they actively criticize the district and stop supporting the district. Our community misunderstands our why and how of equity and it becomes a sacrificial scapegoat for future problems in our district. School community falls apart completely, such that levies don't pass and partisanship hurts everything. Segments of our community will be so frustrated and concerned that they actively criticize the district and stop supporting the district. Our community misunderstands our why and how of equity and it becomes a sacrificial scapegoat for future problems in our district.

**Erodes community support for the school district.** Community division. Erode community trust. Community splits. Community division. Public education loses public esteem. BSD loses community support. Loss of support for BSD from some unhappy community members.

**I do not see any negative impacts of implementing an appropriate written equity policy for BSD if a policy that is meaningful and easily understood.** The worst possible outcome is not having an equity policy. Students would be less well served without an equity policy. Staff may not properly implement this work and students are not serviced. Polarizing language could mask the intent and focus on the achievement gap. **The verbiage is not clear on intent and procedure.** It is confusing because what people are mad about does not seem to impact student outcomes. No progress is made to close the achievement gap.

**My only concern is that the policy could commit to more specifics on how the equity work will be done.** I fear the policy will not be strong enough and really speak to the issues surrounding kids ability to graduate and achieve their dreams. I fear the Bozeman School District will water down the policy. The worst outcome is we miss the mark and students who have often been overlooked, are underserved and we lose their ideas, lifelong learning and contributions to society.

**For the record:** I struggle with the policy as written. it is so vague that it is not truly addressing equity. There is confusion about the “why” and about terms, leading to more frustration. Still cracks in the policy. It could be used improperly. The language of the policy is so poor that there are no boundaries, only gray areas to operate and think - leads to confusion. It would be implemented poorly and have no impact on the academic achievement of those who need better or different support. The policy does not drive any change in how kids are served. The policy does not drive any change in how kids are served.

**If the policy is interpreted and implemented incorrectly, singling students out negatively and/or not supporting other students, because their needs don't exactly fit the interpretation.** Students may be identified as a subgroup and not an individual. That the categories of students who need extra help to achieve equity are not inclusive enough, for fear of offending people who don't like categorization, that those students fall through the cracks and aren't helped.

**Some research shows problematic mental health outcomes when race and other groupism infuses a school.** Bad Feelings, group versus group. Groupism could occur.

**Equity work focuses on differences and causes further division.** It is unnecessary. It creates a lot of extra drama around each group having an identity to categorize students by racial and other “disadvantaged” groups. I do not see how striving for equity could harm anyone - except if those that are against it use it as an excuse to lash out at anyone that might benefit. It is my hope that BSD by providing this community conversation this can be avoided. Pigeon holes students according to an identity group. The focus at school becomes race and differences. What exactly is “ educational Equity work”?

**Is it focusing on our differences instead of what connects us?** Is it making one group good and another bad? It might be that students are actually taught to see race and differences as defining. Creates new biases from someone with a narrative not aligned to a growth mindset. Focusing on racism and teaching children to think of themselves and others as primarily their race. Groups are encouraged to look for privilege in others and discrimination. Students will see only their differences. All students are reduced to identity politics, e.g. race, gender or sexual preference.

**A rationing of resources or programs ( everything from academic to athletic) by a committee who has been appointed to determine "Equitable" solutions by category or group.** In an effort to make everything fair, we rewrite history instead of learning from it. We take away opportunities because of the way someone looks, not knowing their struggles. We teach our

children that it is ok to discriminate against those who are perceived to have a better position, regardless of the truth. Including the term equity in a system that already ensures equal opportunity opens the door to those who take advantage in the name of social justice.

**Takes away from “real” education.** Distraction from the core subjects. The debate over equity consumes the district and the work necessary to address inequity never gets done to close the achievement gap. The achievement gap continues to widen. We will have to educate parents and community members about the policy and try to alleviate their fears. **Equity is interpreted as equal outcomes and it will inevitably lower the bar for all students. Attendance will drop.** There will be less focus on learning, hyperfocus on oppression, polarization. It is a slippery slope. **Redundant.** It consumes way too much time, takes away from other topics. Parents do not understand the policy and sabotage it by taking their children out of school or other. Time taken away from the fundamentals of a good education. If not done well it could lower the bar for all kids.

**If not implemented well it could create a lowering of the bar.** It would lower all students to similar levels. de-incentivising hard-working students High Achievers are brought down. Checking a box, quantity over quality. **If not implemented with clarity the policy can lower the bar for student success. Equity may limit students (not challenged). Good students are encouraged to underperform. We help struggling kids at the expense of others. Kids will not be challenged. Lowering standards. Possibly lowering the bar for students. I am hearing that this policy could inadvertently lower the bar for all students. Student achievement is negatively affected. Equity in outcomes lowers the academic bar.**

**Takes resources away from my kid.** Creates an unfair advantage for certain classes of individuals. The equity work will pull resources from some to give to others. **Programs allowing acceleration may be eliminated. Resources from one group are taken to give to another. If not implemented with integrity it could result in a lowering of the bar for all students.** Increased expense for admin. It is implemented incorrectly and creates division in schools and the community. EX. somehow students with extreme needs are also classified by race (eg. students have a \_\_\_\_\_ of \_\_\_\_\_ - awkward).

**Some students would benefit from it less than others.** Our kids are sponges and they learn at home first. The biggest risk lies in parents being fearful of what it means for their kids and their opportunities. I believe there is a small risk that this could be divisive, but I also believe most of that division is being taught and reinforced by parents and other family members at home.

**Children do not get what they need because the equity program does not do enough to ensure equitable inputs.** It could result in the district losing track of and sight of the many students doing very well. It only affects minorities. **Leading to mediocre education for all. Might cost a lot of time, money and resources to implement it well. Might cost a lot of time, money and resources to implement it well. It would be implemented poorly and have no impact on the academic achievement of those who need better or different support. Equity may limit students (not challenged).**

**Good students are encouraged to underperform.** We help struggling kids at the expense of others. Kids will not be challenged. Lowering standards. Possibly lowering the bar for students. Kids will learn that there is a limit to their achievement because they receive special treatment in a controlled setting that does not mimic the work world. Poor students are given the message that it is not their fault and thus are free to fail, ie. more will fail. **Lowers standards in our schools and takes resources from my kids.** Resources are unfairly given to niche groups (SPED, cultural) and lowers resources for other students. Cause a lack of learning responsibility for personal choice.

**People are confused about why we have a policy and what the definitions are.** I must admit I do not understand the equity work that is happening in the district and I am a district employee. **People do not understand why an equity policy was implemented and this leads to confusion and frustration.** Teachers are confused and there is no consistent education. Lack of teacher training; poor execution; inexperience excessive bias causing imbalance for critical thought. The community lacks trust of educators that they want critical thinking from students and are fully functioning, loving adults.

**Some people believe they will be made to feel guilty for the color of their skin. So may be blamed for events in history.** Some may feel targeted or singled out. Encourages victim mentality or guilt complex. It will promote victimization, narcissism, division and status. More racial, gender and etc division, leading to more discrimination, more belief that skin color is determinative of character.

**The worst possible outcome for teaching Equity would be that students could have difficult conversations and potentially feel badly about themselves if the teaching isn't facilitated well.** Privileged students. Staff are not well trained in ways to facilitate hard conversations and the student feels shamed for their perspective or experience. Without proper educator training equity can shame and stunt students.

**Teachers should learn to teach Equity from an empowering and growth perspective and mindset.** It is too focused on being part of a group. This enables excuses - opening a victim mentality. Leaves the feeling of I am part of one of the disadvantaged groups. Teaching our kids to always look for ways to be offended (thin-skinned). Causes people to feel like victims or afraid that they are racist. Causes students to question themselves and be self-conscious. Am I a racist? Do people hate me because of my color? Am I bad because of my color? **Students are relegated to one of two categories: 1) victim, ie. you can do no good. 2) oppressor, ie. you can do no good.**

**If it is not handled properly it merely becomes a pendulum swing of racism and prejudice and becomes further divisive.** Focus on how bad white people are, historically or otherwise, is another form of racism and does not make us the "welcoming community" we all want. it doesn't reach our kids the important life lesson of let's forgive and learn and evolve! Rather than teaching on differences, (which is Discrimination) let's focus on equipping our kids to

forgive, to be kind, to treat ALL people with honor and respect regardless of who they are. Period.

**People believe we are taking things away from some groups of students or making some students feel guilty for historical events.** Kids would be shamed for who they are and made to feel responsible for historical trauma/wrongs/violence ect. I am hearing that people are concerned that equity, inclusion and diversity opens the door to CRT and practices resulting in making students feel guilty for their race/gender.

**Terms like equity, diversity and inclusion are code words for Critical Race Theory.** Tied to \_\_\_\_\_ of CRT. Equity is a polarized and politicized word and causes division. Political agenda is being spread through schools. Brings a communist/Marxist approach to our education system. **If the language is polarizing or politicized, people will take sides regardless of the actual intent.** There is further division by parents and \_\_\_\_\_ who want to control curriculum with CRT. If the policy is written incorrectly - racism and divisiveness is worsened.

**Wrong language message to still put forth an agenda.** It undermines the values and beliefs of families and pits students against their parents. Creates an environment where homogeneity of thought happens and self-censorship. Group think/totalitarianism. Leads to other policy changes focused on diversity work that leads to training students to be social activists.

**It would indoctrinate our kids on a political agenda.** The focus is taken away from education itself and our kids are taught a political agenda. Unclear definitions will cause confusion. Not transparent. The policy is not about what they say it is about, CRT language is not about educational equity. As written the focus opens the door to CRT anti-racism which is racism against whites.

**Biggest concern is if it is allowed to include concepts of CRT,** there will be exercises etc. in classrooms that further a totally negative view of US Society, causing further unnecessary division within our community. Public education loses public esteem.

**The policy may be labeled as innately biased.** This may cause more polarization and politicization, which, in turn, may sow distrust within classrooms, between students, and teachers. Students may feel out of their comfort zone - hard topics.

**Censoring what a child has been raised to believe, no longer feels safe to express it.** It uncovers systemic biases and ugly parts of our community. Some white kids and many white parents could get their racial endurance challenged - over and over again. Focus on racism makes kids nervous about speaking up.

**Students who Express opinions or ideas or ask questions which a teacher interprets perhaps to mean something completely unintendedly might face reprisal.** It would shut down conversation - especially from the more conservative voices. Can they learn if they feel judged? Students will learn being dishonest, cynical and they learn that to succeed they have to lie and snitch.

**Kids will be taught what to think, not how to think.** The policy will erode our social fabric. Further erosion of freedom of speech. Opposing views are seen as oppressive and those carrying out equity consider it a moral obligation to stifle these opposing views. Damage to some kids' families. And this feeling in children inculturated by the schools would further divide Americans. Teachers will be promoting Critical Race and it will incite tension between student groups in schools. Trojan horse for CRT.

**The unknown - we don't know what we don't know** - unintended consequences. Just Fears, not necessarily what would happen - My worst case scenario.

**What are the worst possible outcomes for students in Bozeman School District of not implementing an educational equity policy?**

**All doesn't mean all.**

**Giving all the students the same exact tools and resources without considering if those actually meet their needs.** If this is truly not a policy that includes CRT (which I still want to be convinced of) then our students could miss opportunities to all receive the best treatment for the best outcomes for each.

**All does not mean all.** All does not mean all. The district is not committed to serving all kids in the policy. All won't mean all. It sends a message that all does not mean all. All kids may not be served. There will be groups of students who do not feel safe, welcome and included. **Have to feel safe to learn. Not all students will feel safe, welcome and included. Not all students will feel safe, welcome and included.** Students may not receive the support they need.

All means all would only apply to students with federally mandated protection via special education and 504. I am hearing only students with federal protections of SPED or 504 will be formally supported. Fails to address longstanding inequities and disparities within our community district. **Long-standing systemic inequities in our community remain in place and unchallenged.** Leading to perpetuated achievement gaps.

**The achievement gap continues to widen.** The gap increases and our H.S. graduation rates decline. That the achievement gap continues to widen and those students most in need will not be helped. Achievement gap remains unaddressed. Achievement Gaps Grow. Good will continue to be good enough.

**Teachers are not focusing on specific needs due to lack of data, training, etc.** Teachers are not mindful of specific students' needs. Missed opportunities to boost opportunities for all students as well as lost chances for better understanding of barriers, challenges for each other. **Leaves in place a structured approach that - through no fault of their own - fails to give kids the opportunity to reach potential and become healthy productive members of society.**

**We will become further divided by who achieves and who has access and this will drive a further wedge between the haves and have nots.** Those who aren't achieving will be blamed for not achieving. We will be seen as an unwelcoming community that does not support diversity. We will continue with our current growth path and not only will the achievement gap widen, but we'll begin to lose the excellence that Bozeman Schools are known for, along with the community feeling we have now. As we grow and welcome more diversity into our community the risk to our kids is that we do not address the systemic issues that exist and instead foster an environment of judgement, shame, and exclusion. Kids who are already falling behind and/or at risk...

**Worst problem is that those who continue to lag and underachieve or even drop out will continue to be invisible and the problems that we could solve will remain unresolved.** Achievement gap persists - All doesn't mean all - Status quo of stagnant and consistent achievement scores of 60-70% proficiency in core subjects over the past twenty years would persist. The community continues to celebrate our district being #1 in the state even though we have a 60% proficiency rate on state testing. Status quo remains in place without a chance to improve and grow in this area. Many will not graduate and have opportunities to better their lives. They will fall through the cracks. I want them to have the same standard I had as an alum graduating in 1995. A more extreme dissonance as a community with students "left behind" while also having a university that strives to help others thrive. Status quo persists. Systems and structures that impede various individual students' success remain in place.

**Those with greater access continue to gain/thrive while those with less struggle more** (this will be exacerbated by the socioeconomic shifts already happening in the valley with economic disparity escalating). An entire sector of society perpetually stuck in the bottom of economic and social opportunity. Students who already feel they "don't belong/othered" disengage from learning and reaching their potential. Children at risk will fall through the cracks without achieving their true potential. All doesn't mean all; some students will feel invisible or like they don't matter; the achievement gap doesn't close and even widens because the opportunity gap continues to be present.

**It will not codify professional accountability to give each student the supports they need to reach their potential.** We do not provide the supports needed for students to thrive or even feel safe, welcome and included. **Not all students feel safe, welcome and included..** BSD7 is not able to \_\_\_\_ progress and hold itself to account. The district would not be held to serve all kids as per policy (giving all kids what they need). Barriers remain embedded, and without policy to direct and resources to tap, gaps in opportunity and achievement widens.

**Students will not get the resources that they need to be successful.** We do not acknowledge students with different abilities. **A subset of Bozeman's kids will remain disadvantaged and unable to reach their potential, through no fault of their own.** Students with supports (family,

money and etc.) will still achieve while others do not. Some students would suffer from inequity or inequities in the system.

**Inequity may continue to exist or get worse.** Students may be treated unfairly or marginalized. Some may not receive the supports/services. Certain groups of kids will not fare as well as they could have. Students experience inequity within our classroom. Kids with significant needs will not get the help and support they need and deserve. Our public schools do not really help all members of the public including those with less opportunities. All students do not feel safe, welcome and included.

**Children do not get what they need - services.** I think you need to continue to address how to educate those children that struggle due to physical constraints, cultural differences or learning disabilities that do not qualify for services, but so clearly are in need of support. I think the vocal parents who see equity as a threat are the biggest threat to the school district. Students of color will still experience racism at a high level and it will disrupt their learning. Students of different genders will experience discrimination and sexism that will hurt their learning.

**The student achievement gap widens and kids fall through the gaps.** Kids slip through the cracks. Kids would fall through the cracks. Students fall through the cracks. Kids slip through the cracks. Students fall through the cracks. Kids fall through the cracks. My personal take is that achievement gaps by race, cognitive diversity and socioeconomic factors would continue to widen. We don't close the achievement gap by those students who struggle up. Only \_\_\_ students have access to needed opportunity. The education gap between high achieving and low achieving students continues to grow and our community and society continues to become more divided and polarized.

**Educational gaps grow and our graduation rates decline.** Status won't change without focus on all students' performance. Widening of the achievement gap. We will not be able to close the achievement gap. Achievement gap grows. The opportunity gap remains. the achievement gap does not close. Instead it widens. The achievement gap gets wider. Gaps.

**We do not close the opportunity gap.** The opportunity gap continues. The achievement gap continues. The achievement gap remains unaddressed. The achievement gap does not close, the opportunity gap does not close. The achievement gap widens. Achievement gap widens. Leaves an achievement gap in place. The achievement gap continues to grow.

**More students do not succeed and our community grows weaker. - suicide, fights and crime increases.** Students suffer in silence and endure school - live in fear. The shy students, especially, never find themselves until after public school. Students do not explore their academic potential. Bullying.

**Do we need an equity policy?** I think that giving all students the best tools possible for success. But I think this can be done without use of the word equity. We have non-discrimination policies. If it's about education make it about education not about discrimination. Otherwise it's pointless. **No bad outcomes. I think our schools were fine without roiling up this debate.**

School as normal and the community can have a cooling off period. **Nothing.** I am not hearing concerns in the community that there would not be a worst possible outcome if equity policy is not adopted/implemented. Without the policy our kids will be fine as I am under the assumption that all already means all. I do not think anything would change.

**I perceive very positive impacts and necessity of implementing an easily understood and meaningful equity policy for BSD. Policy needs to be written more clearly.** Because the policy language is so poor, confusing and divisive, I do not believe there will be any harm to students by not implementing it. The idea as it stands and discussed is hard to understand. No boundaries, only gray areas to operate and think. Confusion.

**The worst possible outcome of not teaching Equity is that we only teach single-sided and dominant culture views.** And that we expect all students to achieve and learn and dominate culture standards. Teachers would deal with Curricular questions in different ways, leading to disparity between classroom experiences. **Keep teaching on reading, writing and math - parents and community will do the rest. Teach - not indoctrinate about sex, politicized ideas about sexual orientation, gender identity, or other thoughts.**

**We create an assembly line education system where every student gets the same thing.** Lack of multiple perspectives, lack of a full education, and often truth. Ignorance. **Kids do not get the support they need to be successful in school and life.** Children may learn from a limited perspective that is not aligned with a unified cultural connectivity.

**Kids are treated poorly and do not have models re; how to work through challenges and differences in a constructive way that is needed for democracy.** Our kids are unable to debate divisive issues to a point of resolution and not all kids would feel safe and seen. **Loss of hope for the future, feeling that loud voices derail community progress.** Social media, people with a very limited lens into the world, can be dangerous, yet so powerful that our children aren't given the chance to fully understand and lift their neighbors.

**We do not do our part to teach our kids how to treat each other, understand each other, respect each other and understand the truth of world events.** Lost opportunity for building community and furthering Humanity. White Americans fail to understand the plight of others and divisions continue or get worse. White parents and some white kids will continue their unintentional racism and be less willing to get what their white privilege is and not use it to finally end racism for this lifetime.

**The problem is this policy, as worded, is not really addressing educational equity or giving every student what they need to be their best academically.** So it is, as written, doomed to fail it's stated outcome. The policy, as written, is about discrimination. Issues that may affect them emotionally and as a result, may impact their academics as a side effect. Much focus is on that, it detracts from how to actually help them succeed academically. The policy needs to focus on the real solutions for the actual problem without all the polarizing language.

**Bullying is increased due to underlying intolerances related to race and economics. The loud and persistent bullying of those who did not favor the equity policy - will be verbally beaten into submission. Those opposing the policy systematically targeted and experience cancel culture by means of threats, lack of access to resources and or harassment. Or Peace and acceptance. Less problems. higher and better standards. Special interest groups would be angry. We are divided.**

**Can we "legislate" morals? I don't think so. Bad behavior needs to be called out. Racism is never ok. Sexism is never ok. Prejudice is never ok.** This is a tough one. I understand there are mean, nasty people out there who will say and do things to hurt people. But implementing a policy that legislates morality opens the door to discrimination and judging on external characteristics by a group of people that think they know what is best for all.

**Children do not get what they need - historical understanding to provide current context and to provide present day situations. We do not prepare Bozemen students for the complex diverse world beyond our community and state. We prioritize culture and Heritage versus historical events. Voices and perspectives are not heard. Not all perspectives are taught and historical biases are not addressed. Students will learn a bunch of nicely sounding fairy tales that have nothing to do with real life. We deny parts of history and whitewash our students' understanding of the past and the present, both in the U.S. and globally.**

**"Black Market" covert teaching. CRT will right wrongs made so many years ago reparations will be made to many different people and they are due.**

This information is read off by each person before moving ahead. This raises people's concerns and fears to the level of consciousness. If not expressed these worst possible outcomes tend to become self-fulfilling prophecies.

Once all have read off their cards, an insight on Worst/Best outcomes is presented. The cards are collected before moving ahead.

- 8. Best Possible Outcomes(expectations):** 3 x 5 cards are passed out. The facilitator asks the participants to answer this question:

**What are the best possible outcomes you have for engaging in equity work in the Bozeman School District? (If people felt that "equity work" was not the right approach they were asked to state so on their card).**

**Real conversations that bridge a divide that has been perpetuated by a few...bringing the community to be a real community.** The polarization in Bozeman mirrors that of the country and the world. We have shown historically that we can bridge these divides. Let's do this well and do it with full commitment. We can be a model for other districts of how we were able to meet a challenge and thrive.

**Hopefully to encourage dialogue, relieve fears and have a policy in place that helps children.**

Also expand upon the very real situations and circumstances that are causing our children to fall behind ie, home insecurity, food insecurity, developmental disabilities, physical disabilities, domestic family instability, self harming issues, bullying, addiction and racism/prejudice. It takes a community effort to address this. This equity work has the opportunity to grow in a positive manner. This work brings the community together. Bozeman will be known as a welcoming, inclusive community.

**All students feel welcomed, included and ready to learn at school.** All students feel safe, welcome and included. Students feel safe. All students feel valued; no student feels invisible or diminished. A thoughtful approach takes place. All students feel safe, welcome and included. All bias would be removed from the school. All students feel welcome at school and feel supported. All students feel confident with who they are and what they stand for. All students feel safe, welcome and included. No student feels invisible. We would have created a space where all kids feel safe, welcome like they belong and have the same amount of access to opportunity to live the life they choose. Inclusive culture, free from abuse, \_\_\_\_, kids feel safe and comfortable to be themselves.

**All really does mean all.** We embrace that all means all. All really does mean all. All means all. All really does mean all. All means all, so all kids get what they need. All students receive the support they need to achieve their full potential. If the policy is centered on all means all it puts the school district on a mission to support the needs of all students. Our teachers are even better at tailoring instruction based on need. Teachers and other staff demonstrate the ability to assist students to achieve full potential. All means all and teachers and staff will learn more about how we can operate as an inclusive school community.

**All students feel welcome and supported and motivated to request assistance when needed to achieve their full potential.** All truly means all-all students get what they need. Increased opportunities for all students. Lessened achievement gap. The achievement gap disappears. All students reach their full potential and become fully actualized adults. All students would meet or exceed their full potential. All students feel safe, welcome and included. Every single day all students are recognized for the individuals that they are and feel and live an experience of inclusion and acceptance. They all get to be seen and heard and know that they have been seen and heard. Students - all students, will be treated fairly and honorably.

**Best outcome in equity work is that students' individual education needs are addressed to where they have the best resources to reach full potential.** For making an existing process. All students receive the support needed to assist them in addressing achievement gaps that they may be experiencing. Rising tide would raise all ships. Every student feels valued and we see a decline in suicidal ideations and depression.

**The best possible outcome is all students see each other as equals with varying strengths and**

**challenges.** All truly means all. All students achieve and feel safe, welcome and included. That each student is able to meet their own potential, feel worthy of an education and that an education and friendships are possible.

**ALL children would look back and know they were given a fair and appropriate education upon graduation from Bozeman School District.** All students would see gains reflective of their ability. Achievement increased for all students, students feel empowered and confident. While also communicating clearly across all platforms and knowing how to take accountability for success in their life.

**The District is on the hook for all means all and creatively provides systematic supports to ensure each student reaches their potential.** The rising tide raises all ships. **All really does mean all and it is codified in policy and this results in the district being accountable for closing the opportunity gap and closing the achievement gap.** The achievement gap will be narrowed. We have resources to deliver tangible outcomes. Equity work, including policy work, codifies “all means all” and puts the District and community on the hook to provide systems of support for all students, not just those who have the net of SPED/504 supports. **No student feels invisible; all students get the support they need.**

**All are created equal regardless of..... Equal opportunities for all.** All children’s best interests are represented. Good is no longer good enough and we get serious about addressing barriers to learning for all students. No child would be left behind and have access to all the resources that he or she needs to succeed.

**All kids, no matter what, will be given an education that meets them where they are. Important to provide everyone with the same opportunity to succeed.** Every student is pushed to rise. Students are allowed, empowered and provided support and \_\_\_\_\_ to succeed to their potential. All students get education to allow them to succeed. **Students have voice, agency, and choice in pursuing their passions and goals. Students realize their potential. \_\_\_ \_\_ result in significant academic growth for all. Achievement gap closes.**

**The community unites in support of students and education.** The rising tide lifts all ships and each student soars. It engages in steps to take each child where they need to go by acknowledging needs, resources, so that all can be successful and have access to opportunities. People understand the phrase, “a rising tide lifts all ships” as it pertains to students and the district. Kids to understand inequity and the how and why for educational “playing field” to be level. **The community rallies around the work and creatively fills the gaps where budget and resource constraints are apparent.**

**Defining equity for ourselves as a community in a distinct way that is more thoughtful and truly inclusive.** Advanced and positive thinking. More than other places in America. Including diverse people and diverse viewpoints without division or discrimination. For our district and community the best possible outcome of education equity work (if equity means “justice

according to natural law, freedom from bias as defined in Merriam Webster) Is that we would learn to live side by side with one another in peace, giving each other mutual respect, dignity and recognizes and values each student.

**Clarity in language and intent unites the community towards lifting all students up.** Define equity better. What do you actually mean? Define academic excellence; it is different per kid. Best outcome is different per kid. Bozeman Public Schools serves as a model of a high performing school district. Each child is seen as a unique individual with unique capabilities and unique struggles. We do our best to help them be their best and we celebrate whatever that looks like. All students have the supports they need to achieve. Access and support to reach greatest individual potential. Life skills - scenarios and practical education.

**School staff have created their own responsive systems to identify needs, target instructions and bring ALL kids up to their learning potential and oh yeah, it's a ton of fun and heaps of joy.** Put children at the center of our efforts. That all students are treated equally - but where there are disadvantages, ie learning, \_\_\_ we have resources and ways to identify these issues. All students get the support they need to reach their potential. No one child should ever feel like they can't do what \_\_\_ can. Students will be acknowledged for their uniqueness with recognition that their uniqueness enhances the collective whole. There is an understanding that different ways are not right or wrong, just different. No picking winners or losers victims/non-victims.

**Training, people and programs to help identify and move kids forward to their potential (identify obstacles and opportunities).** Gaps are filled as needed to create a place with barriers removed to accelerate growth and capture positive outcomes. Achievement gap in BSD7 is closed. Solved for racial achievement gap. What exactly is “educational equity work”? Is it focusing on our differences instead of what connects us? Is it making one group good and another bad?

**Policy and resources allow ALL kids to thrive, accessing education that is challenging, meaningful and individualized.** All children would be able to access tools to learn and access opportunities. Identified institutional barriers would be removed to increase learning for all. We would lift all students up and provide individualized support to help all students reach their potential. The achievement gap is lessened, so kids are not left behind. All means all including those who struggle and high achievers.

**Even if there is no equity “policy” the community and the district are more aware of issues and potential issues and we grow stronger and the achievement gap is narrowed.** The opportunity gap closes. The achievement gap closes. Achievement gap closes. The entire community is focused on ensuring the success of each and every student. Helping and even if there is no equity “policy” the community and the district are more aware of issues and potential issues and we grow stronger and the achievement gap is narrowed.

**The community rallies around our schools and lifts the achievement and success for all**

**students.** The student achievement gap disappears. Student achievement increases for all students. We shrink the achievement gap. The opportunity gap closes; the achievement gap closes. We work toward a commonly understood and agreed upon vocabulary. Stop worrying about words and focus on real work.

**The entire community is focused on ensuring the success of each and every student.** Helping and committed to raising, educating and supporting them so they can become the best version of themselves. Kids develop critical thinking skills and leave our district well prepared to lift their community up. We have a stronger community workforce -positive economic outcomes in the long run. All students understand that they are a part of a diverse community that has values, strength and support for all community members.

**I oppose the equity policy and I hope this was not an exercise in futility in that this equity policy is a foregone conclusion** -- The only foreseeable best outcome if equity policy in BSD7 was implemented for students would be customized, entry assessments based on skill, aptitude, intelligence and resources needed in order to fully challenge. Provide students with individualized assistance as needed - also depending - not too expensive! Students with disabilities (or other disparities) are identified and provided resources. Children's needs are met to help them reach their ultimate potential. Students and the community understand that some people need additional support. Barriers = mental, economic, historical, race, and etc. All students get what they need to succeed in an individualized way if necessary.

**SET the bar high!** Each student to be the best version of himself or herself. I disagree with the premise of the question...I disagree with equity *but* students --Each student is provided with exactly the tools and resources they need to become the best possible, with no limitations. IF it was right...all of our children no matter their situations, their backgrounds, their particular traumas or differences, would get all the supports they need to help them thrive, grow, and succeed. Students have the opportunity to reach their individual highest potential. Opportunity to reach individual highest potential.

**Kids have the resources that they need to succeed at school and ultimately in work and community.** Students graduate from our schools with critical thinking skills, and an ability to engage in civil discourse and prepare to change the world and lift their communities up. They have skills to listen to different viewpoints and reflect on them. Students grow to become open minded community members. I don't have a clear sense. BUT I hope we create an educational system where every student has the opportunity to become a fully actualized adult...productive, healthy participant in our society.

**Equity work will allow more students to flourish.** By honestly describing what is happening in our district (understanding the features of the achievement gap) we have the best opportunity to change it.

**Students get the support they need to explore their interests and potential.** They are able to become engaged and contributing citizens who help make the world a better place by learning the skills to solve complex world problems. Students can explore all academic interests. Every student has every opportunity to reach their potential. **We create a community where children see and experience civic engagement.** They feel supported, know they are cared about. A sense of community is important for better life outcomes. The community comes together to fill in the cracks that are present in the district.

**The opportunity gap closes. The achievement gap closes.** Kids that don't have adequate support at home would be given the support they need to be and achieve to the best of their ability. Being the best student they can be and having tools to be successful in whatever they choose. This should always be done. You don't need the verbage of the current policy. All students reach their true potential - and the whole community benefits because we are all working together for a common goal.

**The community feels heard and supports the schools.** Children can sense division. We all become stakeholders in educating our kids. Students understand why we confront controversial topics. We help our youth to build toward a less acrimonious future. We help students distinguish between equity, CRT and equality. **Free speech, to either speak or not speak and to affirm or not affirm messages or ideas that violate their beliefs or conscience.** We would all see and feel the value in the conversation and even though we have different views we were walking to a similar place. so our kids would see how to navigate this being role modelled productively.

AN OVERALL SHIFT FROM A SCHOOL DISTRICT THAT COMMITS AND ASPIRES FROM BEING "GOOD" TO BEING "GREAT AND EXTRAORDINARY" 1) Extraordinary results on academic achievement across all socioeconomic groups, 2) Leadership that produces a culture of community service and volunteerism and support of one another to problem solve together, turn community dreams into a reality, while working through differences to find common ground for broader good, 3) leading to a final result of generations of students who become leaders in creating peace in the world. I am enjoying being part of the positive change as Bozeman grows, while seeing policies implemented.

**Working through controversy to a place of respect and understanding of all opinions, values, concerns (doing "hard" things together).** BSD sets an example for how other civic and community organizations can address long standing inequities in society. Inclusive schools and community. Our community has a clear understanding of "the why" in our work and supports it.

**Community cohesiveness is enhanced - we create together in consensus around a noble goal.** The students, parents and community learn about and respect the effort the district is putting

forth to create understanding of the equity work the community wants. Community is thrilled, trust is restored, value added. Our community would recognize budget and resource limitations of the school system and would partner to fill the cracks in supporting all students.

**Community would recognize resource and budget limitations of public schools and would come together to fill the gaps.** Narrowing the achievement gap, but I'm not necessarily looking at this policy as a cure all for that gap. What has been & currently is the policy to overcome it? The achievement gap narrows and our high school graduation rates increase.

**Racism is important to talk about but should not be the lens through which everything is seen.** Understanding inequality exists, born of beliefs and a change mind set. Understanding racism and inequity exists, we build a common dialog, build trust to identify, correct and release it from society. And, We don't divide people by the color of their skin.

**We invite students to examine history and social critique without personalization or burden of responsibility.** Support kids and foster merit. Students are free to learn and are taught to honor and respect one another. Teach kids to be unified and understand people with a different point of view. All student voices would be welcomed, not focusing on people's identity groups or factions. Free speech without bullying for wrong think.

**To ignore the bad means that we are not learning from it... we're not learning from our history,** but rather indoctrinating generations into this blind faith in an ideal. Rather...teach our kids by modeling our own behavior and show them how to think critically about solving issues that face them, their friends, and the people we each rely on as a nation and as a community.

**Students get historical understanding that leads them to be informed citizens who improve their communities.** No student feels guilty but all students are empowered and contribute positively to our community and world. Diverse. Provide broad understanding but not conformity. They need an excellent decision making process. Students have greater likelihood of achieving success as they define it. They have the emotional intelligence to become their best selves. I want my own kids (and others) to emerge with the tools necessary for thriving and flourishing in their own lives, neighborhoods, country and the world. Students feel loved, respected and heard in the classroom. So they can pass along these traits to the next generation. They pass on what they learned about inclusion and acceptance to the next generation.

**Shame will divide us, but acceptance and love for our fellow humans and a wish to see it continually improved will bring us together.** There is a lot of fear around our kids being "ashamed" of our country, but we can reframe that at home and teach them that to love one another and to love a country means to love all the faults and always look for ways to support growth and exceptional performance.

**Kids would learn to love each other well; getting to know each other's stories.** To learn from other's stories, experiences and reflect, evolve and share. We/they have learned more about those who have had a different experience or culture. Students consider others experiences and backgrounds and they have empathy. Kind hearted and open minded young people. We develop students who critically think, problem solve, love well and lift up their community. Students can hear others and meet others where they are in a single generation. The way that we have this evening. Students can celebrate their own and each other's chance to learn and grow. Students are discerning, sharp-minded, tender hearted and able to solve problems independently and with others. I don't think a formal equity policy is the way to achieve that.

**It sounds like we have two issues:** Emotional awareness and achievement gaps. I don't believe what we have is an overarching racist problem, tho there is certainly some of that. I believe what we have is a human problem. People have difficulty with anyone who is different from them. We need to equip children, parents and teachers in EQ —emotional intelligence skills—so that differences do not continue to be a factor in their achievement. But deal with it as a separate issue.

**This will lead to all students receiving high quality education and a supportive learning environment.** A student population that understands privilege and discrimination from a societal and personal perspective and that those who do have privilege will use their privilege to dismantle systems of oppression in the schools and society. That our kids will be proud to be part of a community and a world they love and want to see get better. And understanding the difference between a fixed mindset and a growth mindset.

**Critical understanding of multiple perspectives.** Kids are taught to think and not to memorize slogans. Students have the thinking skills to critically analyze multiple perspectives. Students have the social and emotional toolkit to support each other to have different perspectives. Healthy athletic competition is important. It teaches kids to lose without losing self-respect and win without losing respect to others.

**Students challenge our ways of thinking and doing to improve the world for my tiny humans.** Students feel empowered to call out adults who make mistakes. There is a more complex understanding of our past and better ability to \_\_\_ our future. Enhances empathy. Make meaningful relationships with those of different backgrounds.

**Closing achievement gaps is VERY important. I'm just not sure we have the right tool (policy) to accomplish that.** There is a much broader spectrum of issues contributing to the achievement gap problem. The focus of the policy, as is, is too narrow—focused on a select group of kids who are treated differently while ignoring others—but not really addressing the variety of other “Why”s that contribute to the problem. We need to understanding the real

issues behind the problems. Many are beyond the scope of the school district's jurisdiction. A troubled home life is the worst but it is not one we have jurisdiction to address. There will always be many in poverty that are there because of emotional mental and relational issues that no matter how much you pour into them they will not be able to receive or thrive. There will also be those in poverty who are determined to thrive and the more tools you give them the stronger they will grow and overcome the very things that held them back. They will go in to help others.

**Addressing systemic problems is more than just forcing an equal outcome.** Equity work sounds very noble and righteous. I don't think there is a good outcome. We are very privileged in this district, regardless of socioeconomic status. I fear that people who are crusading for social justice don't understand the game they are playing and who is pulling the emotional strings. This is a slipper slope. Regardless of the outcome, I wanted my voice to be heard.

**To limit its effects, to slow it, to monitor its called for activities, to object to its' implementation.** I don't see its necessity or value. I can't imagine achievement gaps worsening if EQ work is shelved.

Unmask our kids.

This information is read off by each person before moving ahead. This expresses the purposes that the community wants to create through the managing equity in Bozeman School District. By expressing these, the possibility exists they can become self-fulfilling prophecies.

9. **Closure and Advice:** 3x5

This activity brings a closure, allowing community members, students and educators answer to this question is normally that the experience was a good one for them, it created the kind of learning environment they want, one that is caring, respectful, understanding, and acknowledging. The same occurs for the adults.

Each person answers in turn:

***How do you feel about this session?***

***What advice do you have that will help the Bozeman School Board and Staff create an educational equity policy and committee that will support the best possible outcomes you describe you want for Bozeman School District students? (specific) (If people felt that "equity work" was not the right approach they were asked to state so on their card).***

***What advice do you have that will help the Bozeman School Board and Staff create an***

*educational equity policy and committee that will support the best possible outcomes you describe you want for Bozeman School District students? (specific) (If people felt that “equity work” was not the right approach they were asked to state so on their card).*

### **My ADVICE:**

#### **Keep the focus**

- Always put the kids first even when they are not the loudest.
- Keep the focus on education.
- Alleviate public anxiety while staying true to keep kids at the center of the district mission.

#### **Seek more understanding/More voices**

- Make sure the right people are at the table!! I think you're on the right track there.
- More voices: Appoint people from diverse world views and backgrounds on the Equity Advisory committee so that ALL teachers, parents, students and community members are represented. If the Equity committee is biased and uses resources that are biased, there will hardly be any equity in the policy implementation.
- The majority of the community is behind you but also have discussions to relieve people's fear. I ask that you continue these discussions and have them available via zoom.
- Transparency, open conversations and focus on student outcomes.
- Ask, how can we instruct students to have a contextual understanding of current situations.
- Ask each individual student and family what they need to succeed.
- Listen (great stuff) especially to the kids. Gather a student perspective. Perhaps we are asking the wrong generation the wrong questions. What is the student baseline of understanding on equity? What do they want? What, if anything, are they scared of? What do they want to learn?
- Ask how we can give all children what they need to reach their ultimate potential.
- As a parent it is easy for me to insert my experience or bias. Our kids are resilient and insightful. Empower their voices.
- ..But, also... do this with our kids. You will get very smart answers!!!
- Hear concerns but be a leader. serve your community. Know that what is political is often what is important.
- There are some experts on this subject among the district's parents. I would engage them as much as possible. Collaborate and work with other institutions in our community to reach families and community members, not just students.
- Keep the work going and evolving. I don't know if doing what you are doing is a great start. I think taking it slow (like you are doing today).
- Get input from students about where they see/feel problems, get them involved in the process (are they already?)
- Continue to offer space for the community to be heard. District work on equity is important.

- Equity does not necessarily look like what we have always done or used to do.
- Continue the good work of providing opportunities for people to meet face to face and listen meaningfully to one another. When we get to know people that are different from us we gain a sense of understanding.
- School by school “open house” send invites to community members into schools and in-person to listen/understand what equity in education means. Informative sessions on PLC process/journey, school by school because isn’t the PLC Learning by Doing the mechanism to implement educational equity policy.
- Make sure you are listening to a true representative sample of the community’s stance on equity, not the angriest or loudest voices.
- Figure out a way to engage with those groups who most need equity needs addressed, like English language learners and on their terms. i.e. translators, easy ways to engage after work.
- Listen to the community members with an open mind-listen to those who have been critical of the equity policy work. Pay great attention to the people who are not supportive to try to discover ways to ease fears. Try to figure out a way to confront misperceptions that are purposefully being provoked as on conservative MT talk shows.
- Addressing concerns some have about grouping, labeling, dividing of students.
- I think awareness months and diversity awareness weeks or days are great. Hosting clubs targeted towards diverse populations excludes many and creates division.
- Community education is a must-using various types of media, a lot of clarification still needs to happen for achieving a better level of understanding and support.

### Equity committee

- Disband the equity committee, currently it is disruptive and has no clear objective.
- Remove the Equity task force.
- Review the mission/vision of the equity advisory committee.
- Discard and disband the equity committee. Re-establish the task force with new members - be transparent. Bring opposing viewpoints to task forces. Invite diverse panels with new perspectives into the process. If ALL does mean ALL, then you should have opposing members. There should be a counter to Chris Young Greer and the MT Racial Equity Project and readings.
- Send out a district wide survey on this topic and others if you really want a larger sample of feed back. The Board thus far ignores and the community is told that surveys are divisive. No, not listening to the majority is divisive.

### Managing the language

- Choose more appropriate graphics to explain equity.
- Why was CRT brought into the discussion at all?
- I really think the Board needs to lose the work “equity” it has such a negative vibe to the community. Continue to define clearly what the word equity means in the district's eyes.
- Focus on excellent education for all without political, polarizing buzz words. Remove the term “equity” from the proposal. Remove the language: Equity, institutionalized bias/racism, privileged groups and oppressed groups and existing power differentials.  
\*Please use sources like Thomas Sowell.

- Make it as diverse as possible. Remove the long list of groupings from the policy (race, gender, ancestry, and ect.) and say “ALL”.
- Change the word equity - that seems to be a hangup for some people. I am not sure what the word is - a sniglet - made up. Something that does not trigger backlash.
- Use wisdom not popular talking points.
- Abandon the buzz words and replace them with clearer, less politicized terms. Equity = Freedom of bias, so why was the book used as the basis for the equity policy - so biased. Equity, diversity and ect are all good words but they have been politicized so they have become biased.
- Start over with a problem statement and a blank slate: Identify barriers and list them. Be radically transparent with your intention. I can't get past the word equity. Six out of eight members tonight did not speak favorable of this policy or the word “equity” (plainly put; carry out the will of the majority and grow a backbone).
- There may be a limit to consensus - the word equity remains a problem. But BSD7 must move forward with a robust plan \_\_\_\_.
- Hear out differences, and then move forward. Don't let the turkeys get you down!
- Be radically transparent with your intentions with any policy. Be very explicit in your language.
- Say exactly what you mean. Hold the line loosely. Seek out external support when needed. If
- BSD7 wants to lead, then lead. “Equity”: if following a narrative that has not been defined and agreed to.
- Don't have or lead with politically charged books for our board.
- Don't massage the message to make it more palatable!!! If it does not sound good in raw terms it is probably not truthful.
- Tweak the existing policies. Summarize and keep it simple. Once that is done then avoid the trigger words. Avoid trigger words.
- Shift it towards unity and inclusion. Switch from “equity” to “unity”, less triggering language.
- Address the negativity expressed by the list of (classifications) categories of student types who may be affected by inequities.
- Keep the policy as is, with the new word.
- Honor the hard work you and the equity task force has developed over the past year.
- I believe the current policy is clear and to the point. Supported in that all people of color I have spoken with since this diversion has started.
- Pass the policy as is and let the white folks do their work on their own unintentional racism.
- Don't include what this does not mean. The mention of critical race theory of “this is not that” made people focus on it.

**Clearly define what your goal is....** Consider simplifying the policy so that it is more easily read and understood while totally meaningful. I want information, transparency and reasoning in the process.

- Similarly, vague language without intentionality and action is just virtue signaling. It says, "we know we need to do something, but we don't want to make anyone mad, so we're

just going to spend time writing a bunch of words and hope something sticks"... be intentional.(ie. "Close the achievement gap". Does this mean close the gap or raise the bottom?

- Clarify intent -seek out political agendas and avoid them.
- Be transparent and clearly define what is meant by educational equity. [Unpack equity.](#)
- Explain a little more about how we came to develop the policy...why was it needed?
- **What does equity mean? How Are we going to implement it?**
- **How does this affect my kid?** There is this fear of scarcity... as in, "if that kid gets something, then that means mine will need to go without"... the going without is what people fear. Encourage them to understand what this really means.
- Clarify equity definition. It seems that equity-diversity-inclusion are buzz words and you are chasing the current fad.
- Define 'oppression' and 'victimhood' through narratives. I don't see people writing these words as the same people in the circle are suggesting. So, what they see as victimhood, I see as free speech and honest history with a potential to reform this into positive steps.
- Talk about inequity - cop to it first, admit that it exists. Testimonials. Look at data from others that have done this, or, if it does not exist, are there bits and pieces of the policy that can be pulled out to look at things that have positive outcomes? Shape that information and take an evidence based approach. Use of evidence based assessment and instruction, I need a definition. **Base it on facts.**
- Instead: focus on needs based opportunity gaps, non-discrimination policy, and providing helps specific to the needs of the individual.
- If the goal is higher graduation rates, focus on that.
- Define equity to the community. Eliminate the use of the word equity - as evidenced by comments tonight on equity - Many did not address the equity policy - just their own definition of equity that included racism.
- Also stressing this policy helps all students and is not a gateway to enforce policies unknown to the community.
- Separate policy and procedure-policy is more global-put details in procedure.Inform community members that pursuing equity is not new, has be part of mission of BSD, and the policy is part of the process in support of students. **I am not sure an equity policy needs to be changed. How would this policy change BSD7? During the District presentation (-) mentioned how the things talked about already are things happening in Bozeman.**

### **Be transparent**

- i.e. email listserv to easily inform the community of progress.
- E-mail group to stay on top of progress.
- **I think being transparent and always referencing your findings as to why students are not doing well helps relieve fears.**

### **History**

- American history in order to create citizens that better their communities.

- Don't massage the message to make it more palatable!!! If it does not sound good in raw terms it is probably not truthful.

### Keep high expectations.

- Words have power, but lack of clarity in our language can be unintentionally negative. We need to be careful about putting vague language out that does not make sense or is not clearly defined for everyone. The fear of mediocrity is a perfect example.
- Understand that not all students are high achievers - encourage to do better.
- Don't lower the standards for anyone! Or falsely increase scores for anyone artificially.
- Do not sanctify victimhood.

### In the classroom

- Please look at the students who have physical and learning challenges as well as cultural differences and learning styles. Please look into a birth to 3 program for those families identified as in need of support. And please have a dyslexia specialist on board and or special Ed learning specialist to help adapt and teach teachers how to accommodate in their classroom.
- Address how it would be implemented, teaching staff expectations. Include specific school related examples.
- I feel that this time a new policy is not needed. Instead - Provide better technical training for teachers. I feel that the district needs to focus on the following: MOST important - strong curriculum, smaller class sizes and professional development/continued education. Young teachers need resources.
- Continue supporting teachers who are doing the tough work of providing rich balanced content for all students in their classrooms.
- Hiring faculty who are fully invested and love kids. Be accountable for this.
- Please don't think this fills in the gaps. That only comes with a change of heart not a change of policy. Teach character. Teach honesty. Teach respect. Don't teach separation and segregation.
- Teachers do not bring their own opinions and hot button political topics into the classroom. Let students decide for themselves.
- I want transparency in the curriculum. Community needs to be involved in the curriculum being adopted.
- I want to know teachers won't teach with bias.
- Encourage respect for both diversity in the usual sense (gender, race and etc.). Also, respect for differences of conscience.
- Have consequences for poor behavior not "poor" thought.
- Emphasis on a safe place to have an opinion. Emphasize it is to provide a safe environment and provide the resources to be successful (and sometimes that is cultural ex. interpreter). I am fearful that minorities do not feel comfortable speaking out. Be proud of what you are instead of forcing what some think should be.
- Teach that one's equity cannot violate another person's equity.
- Training for SAT and ACT - prep available for all. Raise to do it.
- I do not think equity is the right work to help all students. I believe our disconnect as a community trying to engage together lies in our difference in values, not challenges of

what our skin color is, or, what history said we did or did not do. Instead - I think we need to teach kids/students that they are valued by teaching them actionable skills to live, survive and thrive. For example civics, law, finance, how to keep a home and pay bills. teach them that no matter where they come from or what they look like, they can thrive and contribute in this world. They need skill,jobs, work and purpose. Our laws are already set up to succeed - we need to reinforce that (ex.Skills USA).

- Maximize effective classroom instruction on core subjects and limit distractions. Identify those who need an additional resource and tailor those resources to boost achievement. Ensure tailored resources are effective, if not, try a different approach. GIVE resources for all levels of achievement.
- I want American youth to grow up to become economically independent, to learn to think for themselves, to be capable and willing to defend themselves and their loved ones.I want American students to grow up to become FREE. (I want them to stop thinking smiles can kill).
- I say this as the worst helicopter mom out there who has rescued her children more times than I can count - we need to teach our children what hard work is, and what is right and wrong, that there are people out there that don't want you to succeed, that they would rather see you fail so they can build themselves up. We need to let them fall and get back up again. We need to help them understand that nothing comes without sweat and determination. And that struggle and triumphs are a part of building character. This is not achieved implementing a policy that mandates Equity as determined by a committee that neither knows or understands the individuals involved.
- Have an evaluation period to see if the way equity policy is set up is actually addressing the achievement gap. Track resources needed and outcomes achieved.

#### **ALL Means ALL is a widely shared goal!**

- Today's session revealed a surprising consensus around certain topics, build on that! Empower ALL.
- Redirect effort away from equity and focus on developing a policy on achievement for all: drop focus on gap, disadvantages,race, gender etc.
- Develop achievement goals and use international schools as the benchmark.

#### **Focus on equality ... not equity of outcomes.**

- You can not rise ALL to the same level, ever. Just give each child equal opportunity. Don't focus on equalizing outcomes. All start equal. Less focus on "equity and more teaching that all are equal.

#### **Don't abandon it now that you put it out or it will seem unimportant.**

- Continue the equity policy work.
- I ask you to stand strong and implement this policy. Continue to be yourself, hold true to the values you have and I trust you to do what you think best.

#### **Don't make the equity policy a foregone conclusion**

- I don't favor continuing the equity policy and equity work. Go back to the ways of say 3 years ago and prior.
- Don't move forward with equity work. Strive to meet the needs of all students without grouping them into disadvantaged classifications. Drop the presumption it is inevitable.
- My take on the boards attitudes is that this was already seen as a perfect solution to the "gap" and perhaps there wasn't an open attitude to criticism.
- The policy should not be treated as though it is a foregone conclusion.
- Don't treat this policy outwardly as a foregone conclusion without first telling us. You should not implement an equity policy. You are still not listening! Loss of trust.
- BSD7 can not move ahead with this work without a breach of trust.
- The persistent push for adoption or consensus to accept the draft equity policy completely dismisses any opposing viewpoints. Rather the community engagement merely checks a box to say yup, we got feedback.

**Read up on the Diversity Diamond Model as a framework for holistic change. I can share resources.** - [REDACTED] Two resources to support you as you lead through organizational change.

- Diversity Diamond Model is a framework and practice for Equity-focused cultural and structural change, 2) attend Othering and Belonging Institute conference this Oct. 18-19: [https://conference.otheringandbelonging.org/?utm\\_source=powellprov&emci=b7c680b1-d711-ec11-981f-501ac57ba3ed&emdi=a1bbe8c3-fe16-ec11-981f-501ac57ba3ed&ceid=8749927](https://conference.otheringandbelonging.org/?utm_source=powellprov&emci=b7c680b1-d711-ec11-981f-501ac57ba3ed&emdi=a1bbe8c3-fe16-ec11-981f-501ac57ba3ed&ceid=8749927) , I am happy to discuss these further with you: [REDACTED]

**Align with 1964 Civil Rights Act and Protected Classes.**

- When I think of equality it already exists, the laws are there, disability act and discrimination Act. Avoid entitlement, provide according to the "ACT".

**Single statements**

- Maybe crazy, but maybe could the word equity get incorporated into the Bozeman Public Schools mission? Not to open a can of worms or reinvent the wheel but would that be a possible test of community coming together about ALL means ALL?
- The community recognizes the limits of public education budgets and resources and partners to fill in the gap.
- Minimal change is best.
- Carry on to recognize efforts at sometime may go too far - but better to inadvertently go too far than not far enough.
- Don't focus on what you are afraid of. Don't focus on racism - you will get racism.
- Lets not make Bozeman into california.
- Please do your research. I know the community is becoming more and more progressive in their thinking.
- I have worked hard most of my life. In doing so, I have achieved great goals, and had some bruising disappointments. Sometimes, I have been a slacker and missed opportunities presented, so I have regrets too that I didn't take advantage of those

moments. But I learned from each of those experiences. And I didn't blame someone else because they got something that I didn't.

- I don't have a lot. I have three jobs and am in graduate school full time. I have a family to take care of and have little time to worry about what someone else has achieved that I didn't. But what I do have is a great love and sense of pride that we live in the greatest country in the world. We have made mistakes and we have and will continue to learn from them. If we are looking at test scores and proficiency percentages to judge whether or not we have an equitable system, we are looking in the wrong place. Can you honestly say our district does not provide every opportunity to succeed already? There will never be an end to this Equity policy because someone will always feel discriminated against.
- There are only two genders.

10. **Honoring: (Optional, if there is time.)** The purpose of honoring is to allow each of the groups to acknowledge and appreciate each other. The facilitator has everyone stand first. Then...

- The Board and District staff/listeners honor the community members. (The community members first go to the center of the circle and one chosen Board or District staff person honors them.)
- The community members the listeners. (Listeners go to the center of the circle and one or two chosen community members honor them.)

**COLLECTIVE STATEMENTS:** Collective statements are prepared from all the information collected. Collective statements provide a cohesive picture of what the participants' advice is, and provide a focus for the District Board and staff.