Lead Team 11/15/18 White Supremacy Culture

Facilitator: Notetaker: Timekeeper: Process Checkers: Attendance: Excused:	**Purpose** Lead Team exists to collaborate with administration to foster shared decision making and ensure equitable representation by voicing diverse school community perspectives on instructional learning, academic outcomes, and school wide culture. **Outcomes** 1. Define and identify examples of shared equity terms 2. Explore white supremacy culture in our school and adult interactions 3. Identify possible barriers to creating brave, anti racist norms, and propose solutions 4. Brainstorm how to best move our staff culture towards anti-racism and liberation	**Norms** ● Be ready for challenges ● Controversy with humanity ● Own your intentions and impact ● Be aware of patterns of participation ● Let's see what happens when we stop playing it safe and start playing it brave

Agenda Item (What)	Time	Key Information	Notes/Action Items/Next Steps (How)
Settling In	3:15-3:20	Coloring and Snacks	
Opening Moves	3:20-3:30	Review Norms and Outcomes Framing: Why WSC and how does it fit into hierarchy of change, decolonizing the mind, unlearning. We jumped rocks without addressing the foundational rocks. It can help to have a new reference point and more common language. Quick Write: What emotions come up when you hear the terms (anti-racism, social justice, white supremacy culture)? What are your hopes and your fears as we approach this work? - connection to video	So often focus on the upper rocks for hierarchy of change (instruction and assessment/policies and structures without aligning to the bottom rocks of values, culture and relationships, purpose and mission. Want the equity work to be ongoing, not a one-off. Need to establish our foundation rocks. Will come back to the terms of equity definitions.
Input	3:30-3:55	Overview of Equity Terms with examples Close Reading of White Supremacy Culture Article ● Annotate using conversation/sorting prompts below	THE LONGER YOU SWIM IN A CULTURE, THE MORE INVISIBLE IT BECOMES
Chew - Meaning Making	3:55-4:15 20	Model Personal Examples-Urgency Frame: Student culture mirrors adult culture (mindset influences outcomes) Sorting WSC cards in trios, using poster graphic organizer ● Conversation: (5) ○ Which of these do you see yourself embodying or perpetuating? How/why?	Future Questions for Consideration: ● Which have you seen show up in our school, in classrooms, with students, or with parents? ● Of those not being addressed, what norms might support interrupting these behaviors?

		○ Why do you think they are showing up? ● Sorting Prompts 　○ Which of these are showing up in our adult interactions? 　○ Which of these show up in our school policies/structures (or lack of)? 　○ Which of these show up in our student and/or adult culture and relationships? ● Each trio shares 1 characteristic, that they identified	
Break	4:15 - 4:20	Look at Posters	Biggest issues:
Discussion	4:20-4:40	Framing: Hierarchy of Change-Bottom 2 rocks (2) Discussion to determine next steps *If you would rather write, put your thoughts on a post it* Think/Write Time: What do we do next? 1. What do we hope to be different for students if we are addressing these characteristics? 2. What do we want to be different within our adult community? 　a. What do we need to do with our adult community to move towards this vision? 3. What work needs to happen with our staff to address the bottom rock, purpose and mission, relative to liberation and anti-racism? Sorting into short or long term goals (3)	Chart (short term and long term, purpose and culture) Other questions to consider: Look to this team to address and figure some of these pieces out together. Wave of strategies Potential next steps for staff:
Closing - JT	4:40-4:45	All Staff PD 12/11 - Short Term Norms and Processes Next LT Meeting 12/13 ● Recap of the semester, planning for Spring (climate and instructional work) ● Leadership Books coming for LT! Process Observation Appreciations	What additional work do we need to do as a Lead Team to support and lead our staff in this direction? ●