

Social/Racial Justice Meeting Minutes

January 8, 2024

5:15 – 5:45 pm

Attending: Denise Webster, Maria Davies, Christy Liddy, Jeff Hunsberger, Jan Epstein, Betsy Goodman, Bethann Pirie, Erik Remmers

Called to order: 5:25pm (waiting for another person)

Maria went over her updates (see attached notes.) She described The Chill Foundation partnership with the new RIDE LNSU program, which is held at Stowe Mountain Resort. So far is going well.

She also discussed the DEIA team, and stated that they now have +- 16 students on the team now, which include both Middle and High School students.

She passed around the copy of “A Guide to Creating Safe Spaces in Schools for LGBTQIA+ Youth” written by Nicole Maroney-Noce of Saint Michael’s College. It is something they are looking at to help with drafting a similar document for Lamoille North schools.

She briefly discussed her concerns with future budgets due to cutting of ESSR and other relief funds.

Meeting adjourned at 5:45pm

Updates Social Racial Justice Committee Meeting

Updates for Social Racial Justice Committee Meeting-October-Nov- December 2023

LUHS Mountain Bike Club boosters- We still need funding for our bikes. I am looking for funding.

The Lamoille Union Mountain Bike Club promotes community, a positive healthy lifestyle, and environmentalism through weekly group trail rides and ongoing stewardship of the Lamoille Union Cricket Hill trail network. These ideals are our mission. The students that have gravitated towards the club do not participate in traditional team sports or clubs; it is through our weekly meetings that we have built a small community, which we hope to grow. The students have invested time and energy in maintaining a growing trail network located at Lamoille Union High School. It is through these efforts that our students are developing healthy lifestyles, and ownership of their surroundings, which we hope they carry into adulthood. For our weekly trail rides students rely on an aging, and obsolete, fleet of bicycles owned by the school. While this fleet allows us endless practice in bike maintenance and repair, students recognize the bikes' condition and see themselves in the same light. Your investment in the new mountain bikes, in the club, in these students will show them that they are as important and integral to our school wide community as our varsity sports programs. Through your investment, students will be afforded the opportunity to see themselves as deserving of new and nice things. They will see themselves in a positive light, and through your investment, and their continued hard work, their self-esteem will grow.

Questions to be resolved: Who will maintain the bikes? Maintenance would be done at the purchasing shop (sometimes they give a deal on maintenance when you purchase bikes), or, the Physical Ed dept. uses Chuck's Bikes in Morrisville. There are a lot of qualified shops in the area. Bootlegger Bikes is in Jeffersonville. Pinnacle and Ranch Camp in Stowe. There are options.

I'd like to build a relationship with a shop; Jack and I already know many of the owners and mechanics in the area. It would be really cool to get the kids involved to go to the shop and watch the mechanic work, learn, and try themselves.

Where will they be stored? LUHS Physical Education Sheds near the athletic fields. Both the standard door and garage door remain locked.

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RIDE LSNU-

The Lamoille North Supervisory District is partnering with The Chill Foundation on the new RIDE LNSU program. In collaboration with The Chill Foundation youth from ages 13-19 are encouraged to learn how to snowboard with staff from The Chill Foundation. This program is meant to supplement activities that are taking place in our schools at this time. We know not everyone will want to learn to snowboard so we are also putting in place other activities for our youth throughout the academic year. The Chill Foundation provide all of the lessons, instructors, passes, gear and equipment required for the day out snowboarding. Staff and youth can participate in this program. This academic year there were two schools that have indicated they will participate in this program. Hyde Park Elementary School have 17 interested youth and Cambridge Elementary School have ~12 youth who want to participate. The Chill Foundation Staff presented to youth, parents and staff at the end of 2023.

This program is for six weeks ONLY starting January 2024. This would take place during the school day. Buses would leave around ~11:00 -11:30 AM and be back by 2:30- 2:45 PM.

Days at Stowe Mountain Resort:

Day 1: **Wednesday, January 10th**

Day 2: Wednesday, January 17th

Day 3: Wednesday, January 24th

Day 4: Wednesday, January 31st

Day 5: Wednesday, February 7th

Day 6: Wednesday, February 14th

No program on Wednesday, February 21st – President’s Week

No program on Wednesday, February 28th -February Break

Make Up Day 1: Wednesday, March 6th

Make Up Day 2: Wednesday, March 13th

A day out with The Chill Foundation would look like this:

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Time	Activity
11:30am	Arrive at Adventure Sports Center at Stowe
11:30-1:00	Lunch (food provided) / Core value activity / Gear up for lessons
1:00-3:00	Snow instruction and lessons
3:00-3:30	LTR gear away / debrief lesson and core value
3:30-4:30	Bus/car ride home

Diversity, Equity, Inclusion and Accessibility Leadership Team (District-Wide)

Kayla Knight (ECS) | Amanda Laporte (ECS) | Tasha Waweru (JES) | Nicholas Lodge (JES) | Santha Dahlin (CES) | Anastacia Zeglen (CES) | Nicole Maroney-Noce (CES) | Kate Underwood (HPES) | Patrick Spencer (LUMS) | Deborah Lambert (GMTCC) | Brian Schwartz (GMTCC) | Virginia Parker (LUHS) | Misty McCarty (ECS) | Bethann Pirie (LUHS) | Jan Epstein (WES) | Erik Remmers (GMTCC) | Valerie Sullivan (LNSU) | Maria Davies (LNSU), Carrie Bullard (LNSU) | Mark Scott Lamoille Restorative Center | Emily Neilson Lamoille Restorative Center.

The DEIA Leadership team will initially prioritize the work of improving the practices and procedures used when harm occurs to members of historically marginalized groups. We will work to identify the tools we currently use in response to harm, assess what is working well and what opportunities exist to improve, and move towards making positive changes. The team will also design a framework that defines the structures, processes, and practices of an equitable school system.

We had a presentation from the Equity Director of the Burlington School District- he discussed his Restorative Code of Conduct. We had a number of questions for him and after that meeting, we decided to reflect and pivot into looking into what this work should really focus on this year in prep for next year. What should our goal posts be?

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We are discussing:

[Guide to Creating Safe Spaces in Schools for LGBTQIA+ Youth](#)- Nicole Maroney- Noce

[JES staff feedback regarding the things that should be address in the classroom and out of the classroom](#)- Nick Lodge

[Eden Central School Culture Survey](#)- Kayla Knight

[Responding to Harmful Language](#) – WES- Mark Scott and Team as WES

[Equity Ticket- DEIA Team](#)

<i>Thursday,</i>	<i>October</i>	<i>19th</i>	<i>2023</i>	<i>-</i>	<i>In-District</i>	<i>Staff</i>	<i>Facilitation-</i>	<i>Kick</i>	<i>off</i>	<i>Meeting</i>
<i>Thursday,</i>			<i>November</i>				<i>9th</i>			<i>2023</i>
<i>Thursday,</i>			<i>December</i>				<i>14,</i>			<i>2023</i>
<i>Thursday,</i>			<i>January</i>				<i>11,</i>			<i>2024</i>
<i>Thursday,</i>			<i>January</i>				<i>25,</i>			<i>2024</i>
<i>Thursday,</i>			<i>February</i>				<i>8,</i>			<i>2024</i>
<i>Thursday,</i>			<i>February</i>				<i>22,</i>			<i>2024</i>
<i>Thursday,</i>			<i>March</i>				<i>14,</i>			<i>2024</i>
<i>Thursday,</i>			<i>April</i>				<i>11,</i>			<i>2024</i>
<i>Thursday,</i>			<i>May</i>				<i>9,</i>			<i>2024</i>

Up for Learning- Youth Participatory Action Research Collaboration of Staff and Youth

Our Why: We want to know what equity looks like for our entire school community.

The Equity Design Team (EDT) will conduct Youth Participatory Action Research (YPAR) to collected and analyzed data to identify key issues associated with the following questions:

1. What lessons can we learn about equity from the successes, challenges, and needs of members of the school community?

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2. What have we learned about effective policy and practices related to teaching, learning, equity, diversity, inclusion, relationships, engagement, etc.? Where are there gaps?

3. In what ways can the district, local schools, teachers and professional staff, students and families/caregivers work together to reimagine, reframe, and adapt to the diverse and changing needs of students, families and these communities?

The EDT will hold community dialogue and engagement events to examine data and collect information to shape the shared vision.

So, what did we do last academic year?

During the 2022-2023 school year. The LNSU Equity Design Team drafted a survey to assess school climate and culture. They build a shared definition of equity as a cohort. They dreamt up possible action projects to engage with the community. The team was able to share the data and their analysis with the Administrative Council in April of 2023 and with the full MS/HS staff in June 2023. The team's findings and analysis can be found in this slideshow.

The LNSU Equity Design team-built capacity and was able to achieve buy-in and engagement over the course of the year. They have laid a foundation for this work that centers deep vulnerability, leaning into discomfort, and transparency. The group is poised to recruit a larger, more representative team and is committed to continue their efforts into the new academic school year.

This team of youth and staff will also be reviewing any of the work and recommendations that come out of the DEIA Leadership Team.

So, what is the plan this academic year?

Scope of Work	Date
Retreat Gatherings for the EDT	

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<p>The LNSU Equity Design Team (EDT) will be a representative group of youth and adults (approx. 15-20) from the LNSU community. They will continue their work from the 2022-2023 school year to provide ongoing, school-level input to frame strategies for school-level implementation. They will be trained to serve as YPAR leaders to help develop and lead the visioning process.</p> <ul style="list-style-type: none"> To value the youth's engagement and time committing themselves to the Youth Participatory Action Research project, every participating youth in HS will receive a 0.5 elective credit to attend all retreats and community engagement events. <p>There will be 5 retreats held throughout the year to learn about the foundations of youth-adult partnership, YPAR, SOAR protocols, analyze the data set from last academic year, participate in action planning for more data collection and use existing school data, create action plans for change, and develop a community driven, shared definition of equity.</p>	<p>Retreats run from: 9-12:30pm Followed by lunch (provided by LNSU)</p> <p>September 28 November 30 January 25 March 28 May 16 (9-10:30)</p>
<p>Community Engagement Events</p> <p>The EDT will hold a community dialogue and engagement event to examine data and collect information to shape the shared vision of equity. The purpose of the community dialogue event will be to share the data analysis the group performed associated with the following questions:</p> <ol style="list-style-type: none"> What lessons were learned about the successes, challenges, and needs of members of the school community? What have we learned about effective practices related to teaching, learning, equity, diversity, inclusion, relationships, engagement, etc.? Where are there gaps? In what ways can the district, local schools, teachers and professional staff, students and families work together to reimagine, reframe, and adapt to the diverse and changing needs of students, families and these communities? <p>The EDT will participate in other community engagement events that are deemed necessary by the action projects that are developed through the YPAR process.</p>	<p>February 8: Community Dialogue Event</p> <p>Ongoing</p>

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Spruce Peak Performing Arts Center- We need funding for our buses to and from the theatre.

This year our youth will be attending several performances at Spruce Peak Performing Arts these include:

Ice Dance International- March 2024

Jazz at Lincoln Center coming to SPPAC- Student Matinee- April 2024

BLKBOK- Black Neo-Classical Musician- May 2024 I have asked the Principals from all of the elementary schools, Middle/High and GMTCC to come with me to see BLKBOK on May 30, 2024 at 7:00 PM. We will have an ADMIN Evening Out that evening. I am purchasing tickets. David, Reilly, Jan, Mary and Betzi have all responded they will come with me.

Ada Twist Scientist- Matinee for the little ones for June 24, 2024- **WES signed up to take 45 of their youth K-3. I will still need to figure out busing with Jan.**

The other schools have been offered all of the programming, they will all let me know what they are interested in. We had SPPAC come over and provide a presentation to AdCo on Wednesday, January 3, 2024. Diane Reilly and I also filmed a video for SPPAC to raise funds to pay for our buses.

Flynn - We need funding for our buses to and from the theatre. Flynn reduced their rates for our tickets drastically to help us.

Our High School and Middle School Youth have tickets for:

The Odyssey- Homer's Odyssey October 17th DONE!!!

Set in a present-day relocation center for refugees on the Isle of Lesbos, four young women fleeing conflict in Middle Eastern, North African and Eastern European countries await the next step of their quest for home and family. Through the extraordinary characters of this epic tale, the women explore what it is to host a stranger, follow the rules of generosity, question what it means to belong without a "place" to call home, and discover the thrill of adventure at the heart of it all. *Odyssey* promises to bring bold theatricality, humor, and grace to a story we all think we know.

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Keep Marching March 11th

Mad River Theater Works is an acclaimed touring ensemble that creates vibrant and evocative plays with music for families and young audiences based on American history and folklore. Founded in 1978, Mad River presents original productions that explore traditional stories and themes in a unique, innovative style. With over twenty-five years of touring experience, the company has earned an international reputation for authentic presentations that bring little-known characters and aspects of American culture to the stage. The artists of Mad River seek out subjects that reflect the rich diversity of our common heritage and make shows that combine the rhythms and folkways of everyday life with tales about extraordinary individuals. The resulting body of work is a vivid tapestry that weaves together live music, storytelling, and drama, exploring the grit and humanity of characters from the past.

Mad River has toured extensively throughout the United States and Canada, performing at theaters and museums such as the Smithsonian Institution in Washington, D.C., the California Center for the Arts, and the Raymond Kravis Center for the Performing Arts. Working as an ensemble, Mad River has created a unique theatrical style that appeals to audiences of all ages.

Dance Theatre of Harlem Performance – February 21st

Dance Theatre of Harlem is a leading dance institution of unparalleled global acclaim, encompassing a professional touring company, a leading studio school, and a national and international education and community outreach program. Each component of Dance Theatre of Harlem carries a solid commitment towards enriching the lives of young people and adults around the world through the arts. Founded in 1969 by Arthur Mitchell and Karel Shook, Dance Theatre of Harlem is considered “one of ballet’s most exciting undertakings” (*New York Times*). Now in its sixth decade, Dance Theatre of Harlem has grown into a multi-cultural dance institution with an extraordinary legacy of providing opportunities for creative expression and artistic excellence that continues to set standards in the performing arts. Dance Theatre of Harlem has achieved unprecedented success, bringing innovative and bold new forms of artistic expression to audiences in New York City, across the country, and around the world.

Community Mural at Eden Central School – Slated but not yet funded. I need to find funding for this or it will not happen.

Another wonderful community mural that will be student drive and led. We will always put our youth first to understand the vision, the feelings of what makes their school their school. We will work with diverse artists and these artists will be in-residence with our students for approximately 2- weeks. **I asked for funds for this to go into the general budget.**

Outright Vermont-

We continue our collaboration and learning partnership with Outright Vermont. We have been learning a lot as we continue to explore this learning partnership. Most notable for me and Outright is the question of readiness. It seems clear, as we start the school year, that the administration still requires work to be ready to engage in learning partnership with Outright. Without the time to actually meet and develop relationships with the leadership team, we can't do our work. The need for support for LGBTQ+ youth and their families are still there, so we have pivoted to show up for youth and their families and caregivers.

This funding opportunity decreased (6K to 2,500). Outright changed their Scope of Work indicating that the district is not ready for this work yet. Citing Leadership needs to be invested. This also means I may have some funding for other things that I was unsure I could do like more programming.

So, I was thinking that we could use some of these funds to pay for the following Afterschool Programs:

Eden and Hyde Park want to participate in the Curious Place Theatre programming with Spruce Peak Performing Arts. Costs for this are \$2K for each school.

Johnson Elementary- Johnson is going to be doing the Curious Place Theatre with Spruce Peak Performing Arts (SPPAC). SPPAC was able to apply for and get awarded some funds from Ben and Jerry's and are using their funds to pay for the afterschool programming for Johnson.

Our Contract with Outright Vermont highlights the anticipated work for the academic year.

Timeframe	Event
School year 2023-24	Support for GSA

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Winter 2024	½ day youth leadership retreat for student leaders- 2 trainers + travel
Winter- spring 2024	Series of 3 family and caregiver events, 1 online, 2 in person, 2 hours each

DEI Position- Added to the General Budget

DEI Budget- A budget to support this work should also be added to the General Budget. To not add a budget to this position will make this work unsustainable and therefore performative only. I have provided a [budget](#) proposal for this work and I was meant to meet on Friday with Valerie, Deb and Cat about this as they had questions but the meeting did not happen.

Current funding is through dwindling Title IV funds and donations as well as sporadic grants. This is not sustainable.