



Mountain View Whisman School District Board of Trustees - Special Meeting Minutes

1400 Montecito Avenue
January 13, 2022
5:00 PM

Remote
Meeting
Notice

Dial in Phone Number: (669) 900 6833 US (San Jose)
Meeting ID: 815 7544 7313
Passcode: 056296
There is no participant ID

Members of the public who call in to the meeting will be placed in a waiting room until the appropriate time to address the Board. During that time in the waiting room, the caller will not be able to hear the meeting. Callers can view and hear the meeting here: youtube.com/mvwsd

Members of the public who wish to address the Board during the Board of Trustees meeting may email comments to publiccomments@mvwsd.org. In order to expedite the meeting, please send your comments by the Wednesday before the meeting. Staff will make all attempts to share and record any submissions received, however, depending on timing, late submissions will be provided to the Board after the conclusion of the meeting.

(Live streaming available at www.mvwsd.org)

As a courtesy to others, please turn off your cell phone upon entering.

Under Approval of Agenda, item order may be changed. All times are approximate.

I. CALL TO ORDER (5:00 p.m.)

The meeting was called to order at 5:04 p.m.

A. Pledge

Trustees President Laura Blakely led the Pledge of Allegiance.

B. Roll Call

Present: Berman, Blakely, Chiang, Conley, Wheeler

Absent: None

C. Approval of Agenda

A motion was made by Ellen Wheeler and seconded by Laura Berman to approve the agenda, as presented.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

II. REVIEW AND DISCUSSION

A. Anti-Bias Training: Creating Capacity for Social Justice (3 hours)

Megan Henderson, Director of Equity, facilitated a workshop dedicated to creating capacity for social justice by exploring topics such as anti-racism, anti-bias practices. Trustees participated in several activities and discussions.

III. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

January 20, 2022
February 10, 2022
March 10, 2022
March 24, 2022

IV. ADJOURNMENT (8:00 p.m.)

The meeting was adjourned at 8:06 p.m.

NOTICES FOR AUDIENCE MEMBERS

- 1. RECORDING OF MEETINGS:**
The open session will be video recorded and live streamed on the District's website (www.mwvsd.org).
- 2. CELL PHONES:**
As a courtesy to others, please turn off your cell phone upon entering.
- 3. FRAGRANCE SENSITIVITY:**
Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.
- 4. SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**
The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicacion a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas

que planean asistir a esta reunion y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipacion del horario y fecha de esta reunion, para asi poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 1400 Montecito Avenue during normal business hours.

Los documentos que se les proveen a la mayoria de los miembros de la Mesa Directiva sobre los temas en la sesion abierta de este orden del dia estaran disponibles para la inspeccion publica en la Oficina del Distrito, localizada en el 1400 Montecito Avenue durante las horas de oficinas regulares.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/13/2022

Agenda Category: Remote Meeting Notice

Agenda Item Title: Remote Meeting

Estimated Time:

Person Responsible:

Background:

Dial in Phone Number: (669) 900 6833 US (San Jose)

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Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/13/2022

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Anti-Bias Training: Creating Capacity for Social Justice (3 hours)

Estimated Time: 3 hours

Person Responsible: Megan Henderson, Director of Equity

Background:

At the request of the Board of Trustees, Director Megan Henderson will be facilitating a workshop dedicated to creating capacity for social justice by exploring topics such as anti-racism, anti-bias practices, and meaningfully exploring systems of oppression and privilege.

Fiscal Implication:

None at this time.

Recommended Action:

None at this time.

ATTACHMENTS:

Description	Type	Upload Date
Creating Capacity for Social Justice Presentation Materials	Backup Material	12/8/2021



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Creating Capacity for Social Justice

Board of Trustees

Thursday, January 13th 5:00 - 8:00 PM



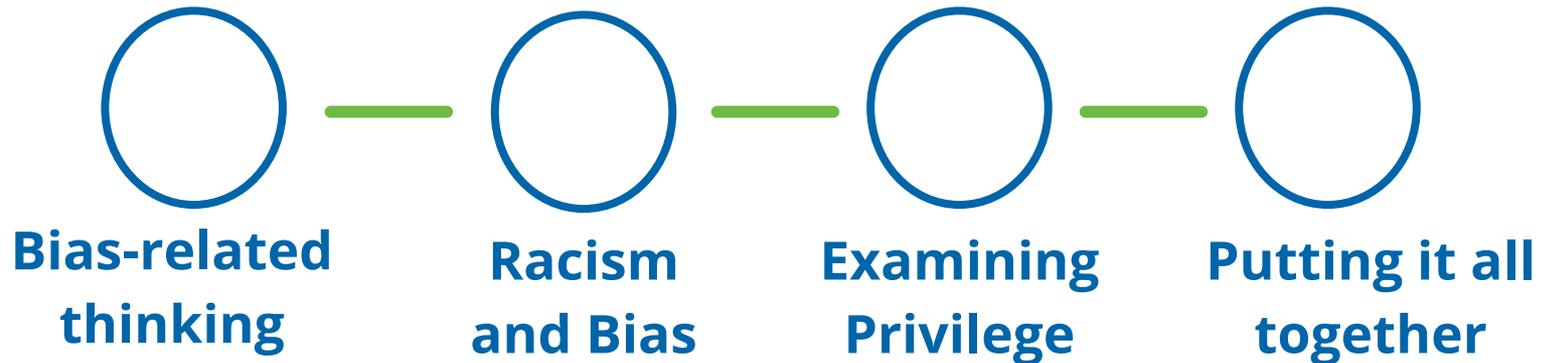


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Today's Agenda:

An overview

An overview



What to Expect

- An introduction to equity-related topics including bias, racism, and privilege
- A discussion that results in a shift in (your) perspective

What to NOT Expect

- Closure
- Comfortability [all of the time]
- Clear next steps

Group Dynamics

The dynamic of a group is strongly influenced by the anxieties of its participants. Let's address those anxieties directly:

1. Acceptance anxiety: Will I be accepted, liked or wanted?
2. Orientation anxiety: Will I understand what is going on? Will I be able to make sense of this situation so that I can find some kind of identity within it?
3. Performance anxiety: Will I be able to do what I have come to learn? Will I be competent or incompetent?

These are perfectly normal fears. But if they become too strong, they may distort the group dynamic into defensive forms that can impede learning.

Group Dynamics Discussion

What kind of anxieties do you have around participating fully today? How is it affecting/not affecting the way you are showing up today?

Group Agreements

Based on what you have shared or learned about group dynamics, what sort of group agreements or norms should we have in place for today's discussion?



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Bias-related thinking

Priming Activity

Consider the images on the following slides. As you see each image, pretend you are the photographer behind the camera. Give an impulse rating using the following scale:

- 1- very uncomfortable
- 2 - mildly uncomfortable
- 3 - mildly comfortable
- 4 - very comfortable

A



B



C



D



E



F



Priming Activity Discussion

What image(s) were you most comfortable with?
Least?

What factors went into your ratings?

Implicit (unconscious) Bias



1. Visit the [website](#)

PROJECT IMPLICIT SOCIAL ATTITUDES
Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!

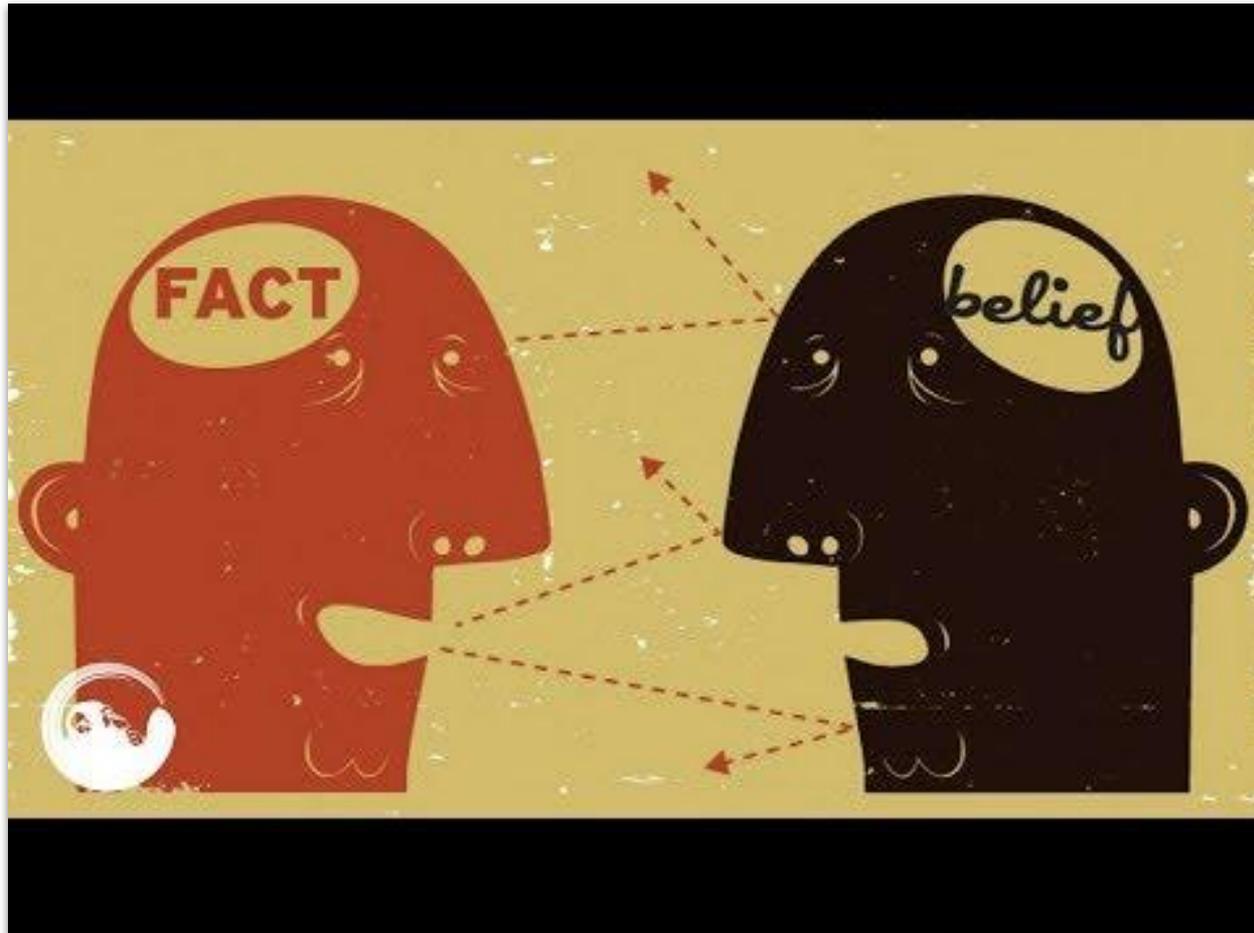
LOGIN **REGISTER**

2. Start with RaceIAT



3. Take note of your results (sharing them will be optional)

Bias-related attitudes



Implicit Attitudes Test

Remember: Sharing your results is completely optional.

What was this experience like for you?

Press "E" for
White people

Press "I" for
Black people

If you make a mis

Implicit Association Test

Next, you will use the 'E' and 'I' computer keys to categorize items into groups as fast as you can. These are the four groups and the items that belong to each:

Category	Items
Good	Magnificent, Pleasing, Appealing, Glorious, Cheer, Enjoy, Fantastic, Friend
Bad	Evil, Humiliate, Awful, Disgust, Angry, Hurtful, Dirty, Abuse
Black people	
White people	

There are seven parts. The instructions change for each part. Pay attention!

Implicit Attitudes FAQ

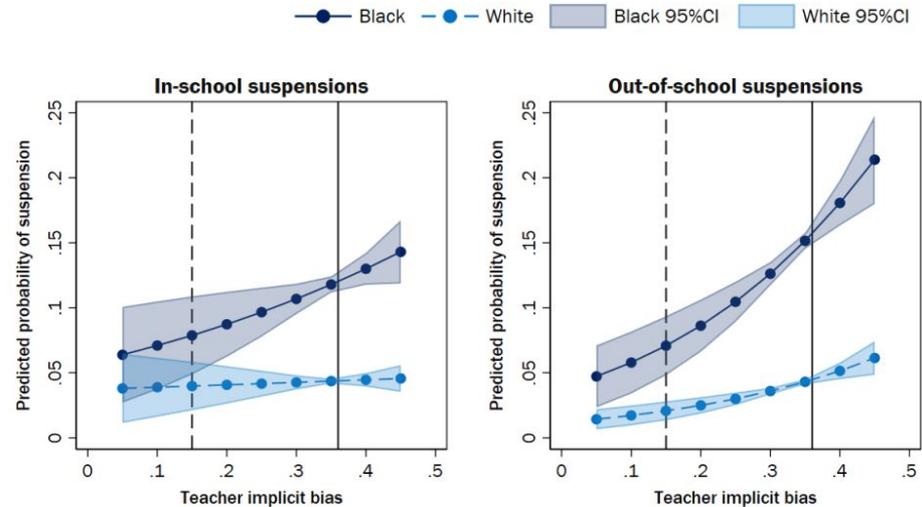
How does the IAT measure implicit attitudes and stereotypes?

The Implicit Association Test (IAT) measures the **strength of associations** between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).

The main idea is that making a response is easier when closely related items share the same response key. We would say that one has an implicit preference for straight people relative to gay people if they are faster to complete the task when Straight People + Good / Gay People + Bad are paired together compared to when Gay People + Good / Straight People + Bad are paired together.

Bias Reproduces Inequities

Figure 2: County-level white-Black disciplinary differences by bias



Source: Chin, M. J., Quinn, D., Dhaliwal, T. K., & Lovison, V. (forthcoming). Bias in the air: A nationwide exploration of teachers' implicit racial attitudes, aggregate bias, and student outcomes. Educational Researcher.

B BROWN CENTER on
Education Policy
at BROOKINGS



Bias Reproduces Hate



Becoming Anti-Bias

Anti-Bias - an *active* commitment to challenging prejudice, stereotyping and all forms of discrimination

*anti-bias doesn't mean we are free from bias itself

Bias and Cultural Awareness

- To combat negative effects of bias-relating thinking and behavior, we can try:
 - avoid perpetuating stereotypes
 - promote anti-bias practices
 - being aware of our own identity
 - being aware of our communities' identities
 - challenge our own assumptions as often as we can



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Racism and Bias

Connections Discussion

Considering what you know about bias, how are racism and bias related?

Understanding Race: A Definition



race²

/rās/

noun

shared physical qualities

A grouping of humans based on

behavioral differences

A subdivision of the human species based on

reflecting attitudes and beliefs

cultural invention

phenotypes (physical traits)

sufficiently different biologically that they might evolve separately

speakers of common language and national affiliation

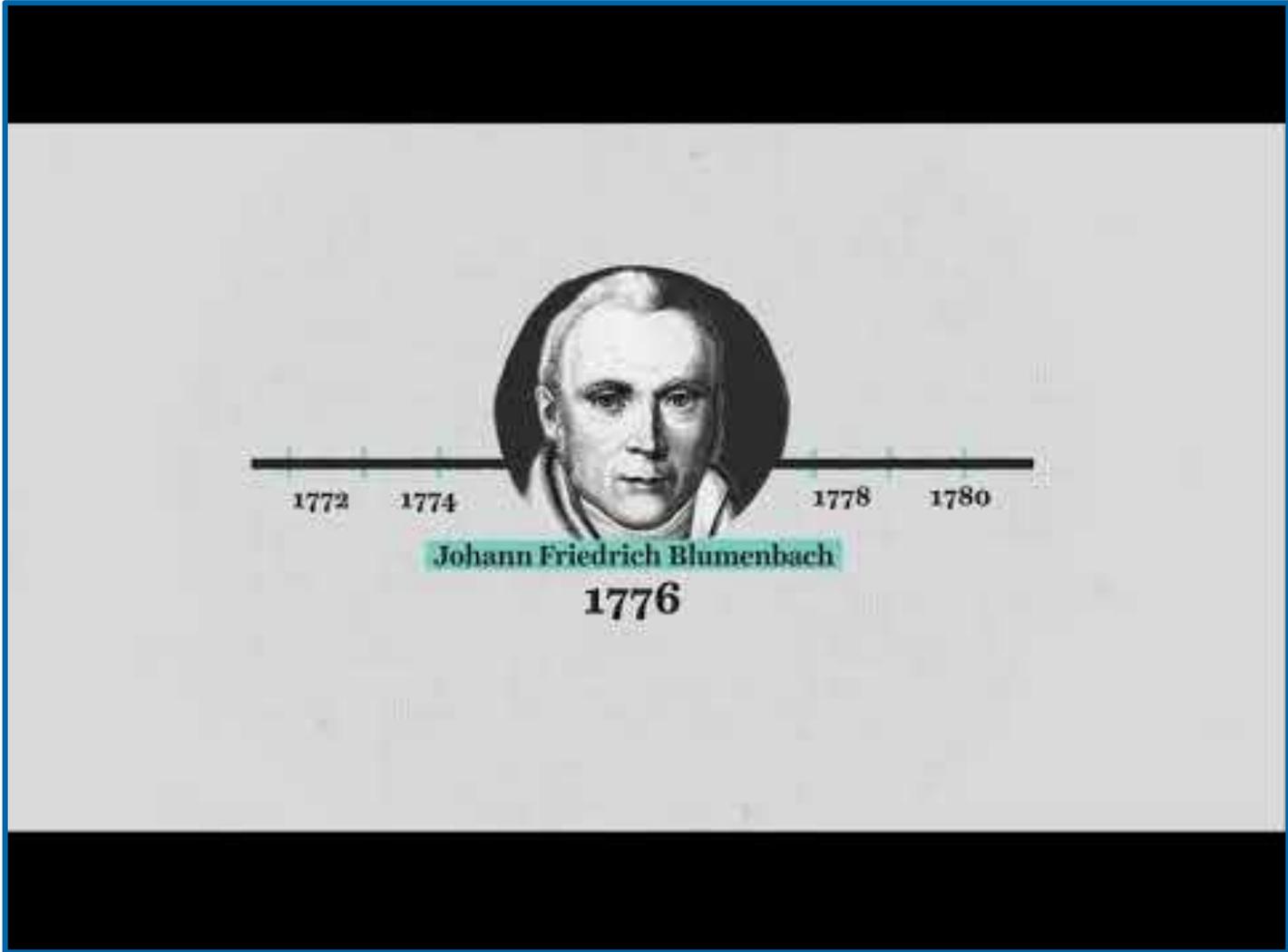
Reflect

- How easy or difficult was this activity?
- What kind of anxieties were present when you were doing this activity collaboratively?

Before the Video(s)

As you are watching, please make note of any information that changed any of your thinking or assumptions about race.

I used to think _____, but now I think
_____.

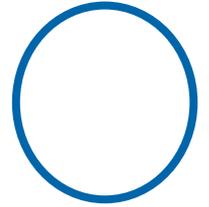
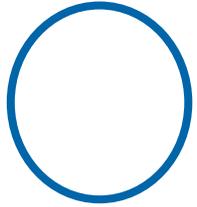


After the Video

How did you connect with this video?

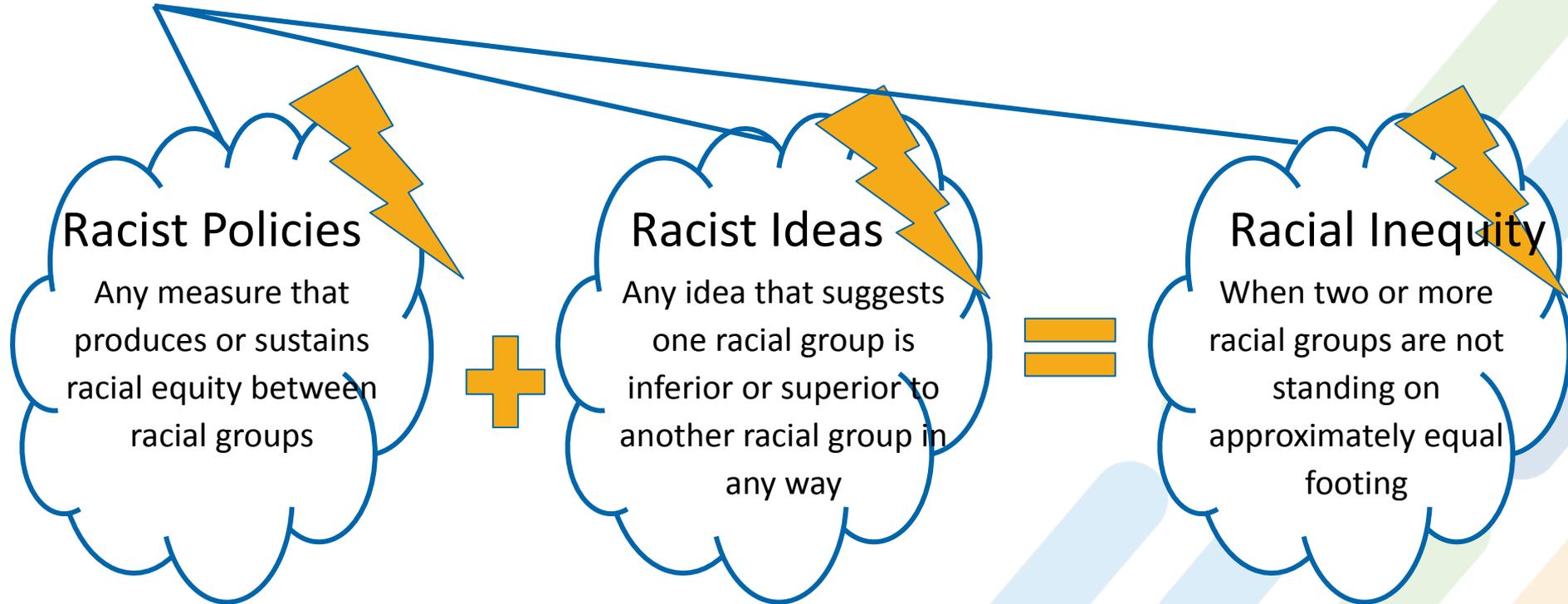
Did any of the content of this video change the way you think about race? racial bias?

Racism



Racism

Anti-Racism



Anti-Racism

- Not the same as “not a racist”
- Anti-racism requires the disruption of the status quo that supports and perpetuates racial inequity
- Bystander = allows racism to continue
- Upstander = anti-racism

“Color-Blindness”

What we might say:

“I don't think of people in terms of their race or ethnicity; I am color blind when it comes to connecting with others.”

What we mean:

When people say they are color blind, they are usually saying that they do not discriminate and that they treat all people equally regardless of race.

Implications:

What is the impact of NOT recognizing someone's race as a part of their lived experience?





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Bias, Racism, and Examining Privilege

Handling Strong Emotions

Common strong emotions when our assumptions/behaviors are challenged

- Singled out
- Attacked
- Silenced
- Shamed
- Guilty
- Accused
- Insulted
- Judged
- Angry
- Scared
- Outraged

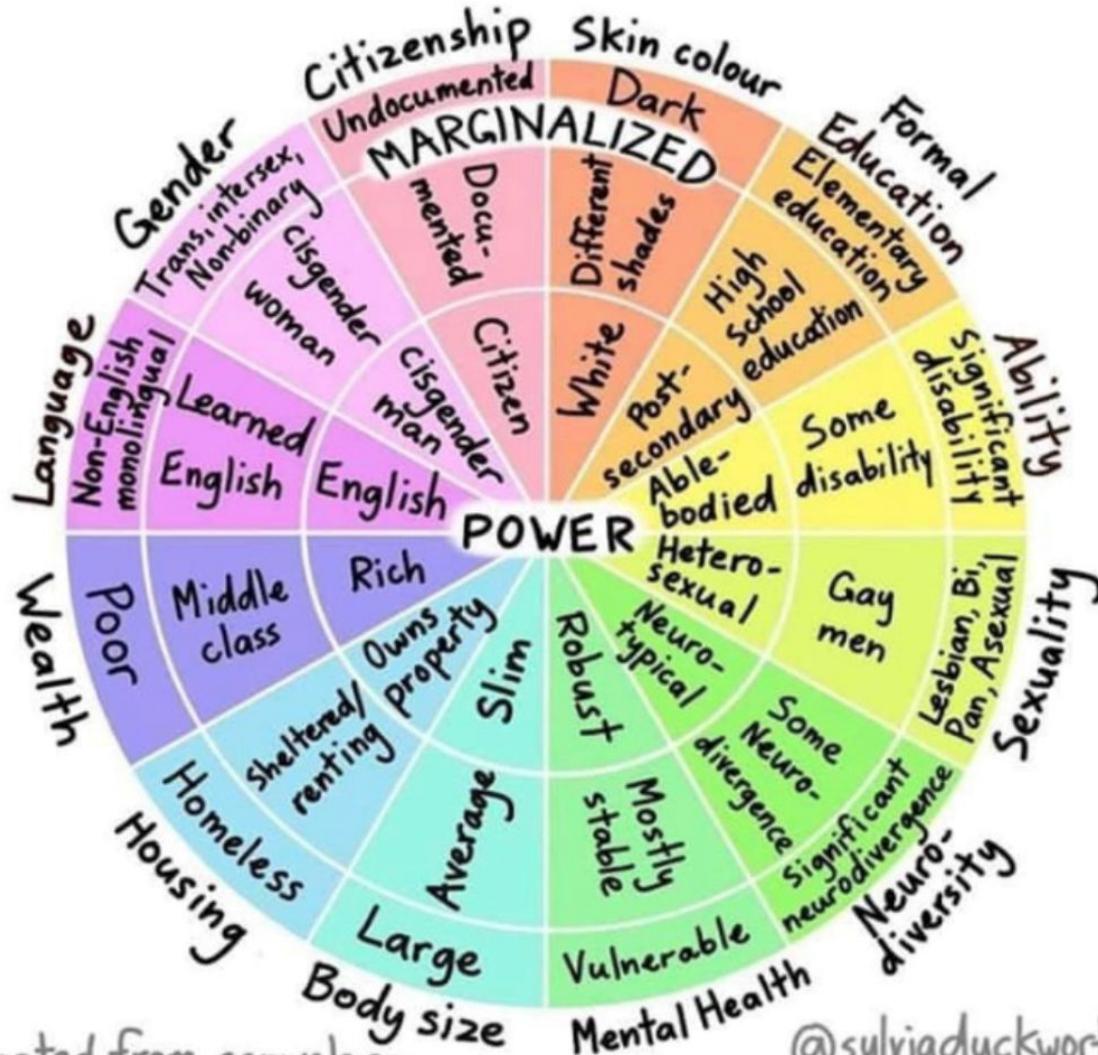
How those behaviors function when brought into the learning space (even unintentionally)

- Close off self-reflection
- Silence the discussion
- Hijack the conversation
- Protect a limited worldview
- Take race off the table
- Focus on the messenger, not the message
- Rally more resources to white privilege

What can we do about it?

- Breathe
- Listen
- Reflect
- Seek out someone with stronger analysis if you feel confused
- Take time to process your feelings, but do return to discussion

WHEEL OF POWER/PRIVILEGE

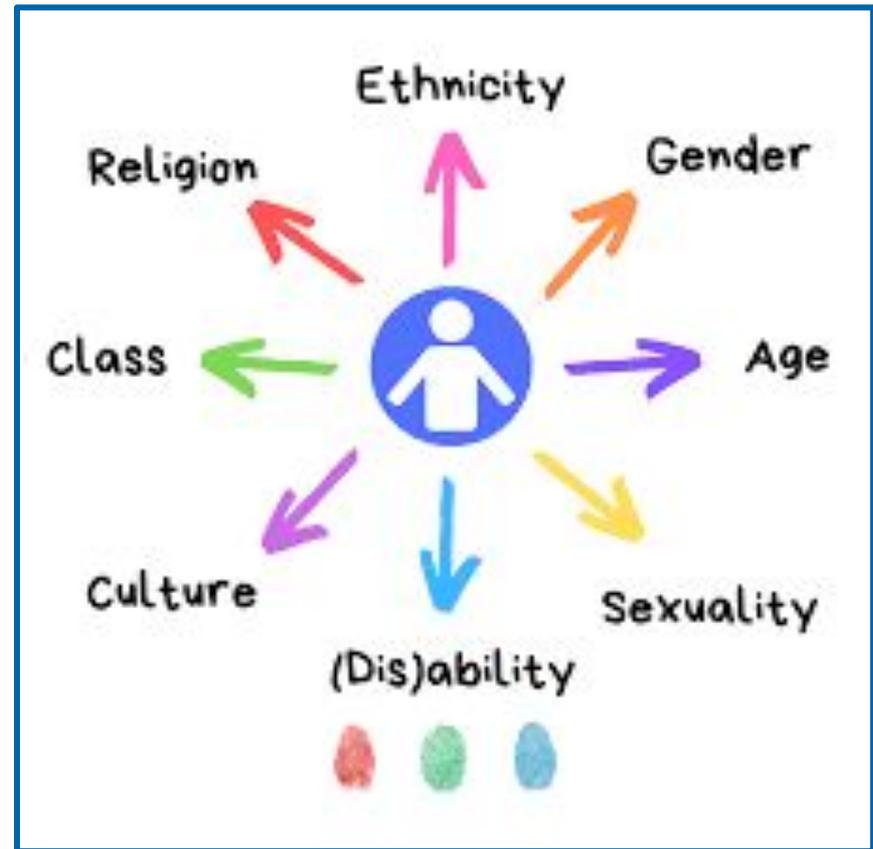


Adapted from ccrweb.ca

@sylvia duckworth

Intersectionality and Privilege

Intersectionality can explain how people can be privileged in some ways and definitely not privileged in others. There are many different types of privilege, not just skin color privilege, that impact the way people can move through the world or are discriminated against.



Racism and White Privilege

True or False:

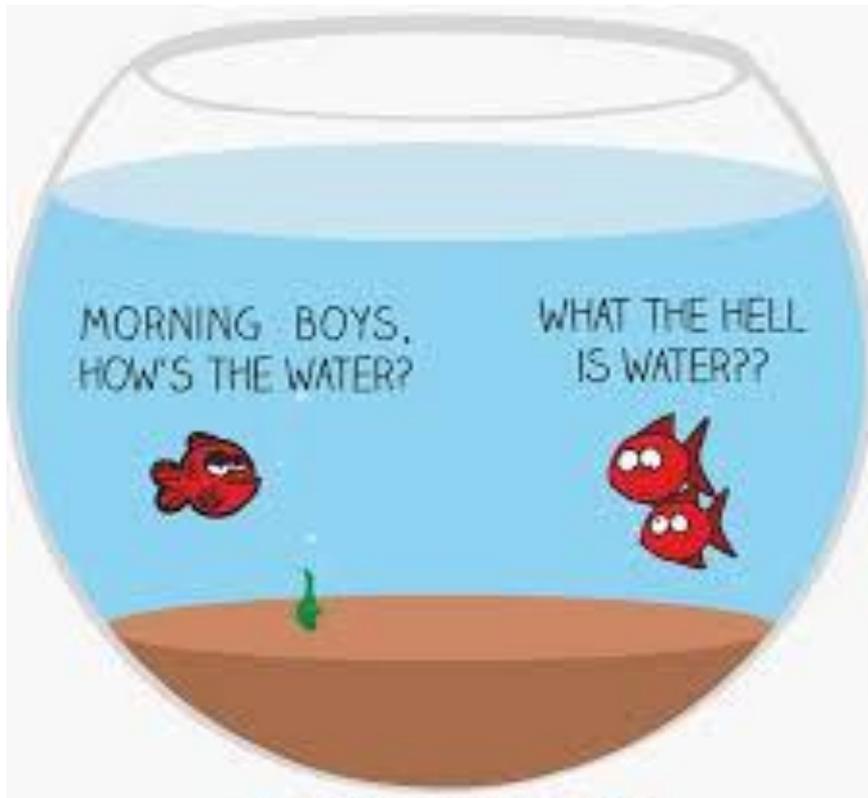
You cannot talk about racism [especially as it exists in the United States] without talking about White privilege and White supremacy.

Whiteness functions as [Power]

Whiteness functions as power by:

- Power of normal [examples?]
- Power of the benefit of the doubt [examples?]
- Power of accumulated power [examples?]

Invisibility of [White] Privilege



Society is structured to cloak white privilege:

- Taboo topics
- Good/bad binary
- Segregation
- Avoiding discomfort
- Meritocracy

Bringing it all together

What does bias have to do with racism, that is connected to [white] privilege?

How does naming the presence of racism, bias, and white supremacy make the system visible?
Why is that important?

Operationalizing our values

How will people of color in our community know that you've learned something new today? How can we operationalize these shifts in our mindsets?

De-briefing

How are you feeling about what we've talked about today?

What do you hope to talk with you today and bring into other spheres in your life?

What do you still want to know or be able to do around these topics?

Mountain View Whisman School District

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Fiscal Implication:

Recommended Action: