

It is the school board's intention to be active listeners and responsive to public concerns. However, the public is asked to be aware that these are meetings of the school board held in public, but not necessarily meetings of the public. The Chair will indicate when public questions and comments are appropriate under each agenda item. Those desiring to make comment will be asked to state their name and address in accordance with district policy and to be brief.

ASHLAND PUBLIC SCHOOLS
Special and Work Session
145 Scenic Drive, Ashland
June 26, 2020 @ 9:00 AM

BOARD MEMBERS

___ Victor Chang
___ Tomas Monter-Rangel
___ Sabrina Prud'homme
___ Eva Skuratowicz
___ Jim Westrick

ADMINISTRATORS

___ Steve Retzlaff, Acting Superintendent
___ Samuel Bogdanove, Director, Student Services
___ Steve Mitzel, Director, Operations
___ Laurie Rooper, Director, HR & Communications
___ Alana Valencia, Director, Finance

AGENDA

1. **Call to Order / Roll Check / Welcome**

Presenter: Board Chair, Eva Skuratowicz
Time: 5 Minutes

2. **Adjourn into Executive Session**

The Board will adjourn into Executive Session per ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent. The topic will be discussion of the candidates interviewed, including potential contract terms.

Presenter: Board Chair Eva Skuratowicz
Time: 90 Minutes

3. **Board Operations**

The Board will emerge from executive session and continue with its special session agenda.

The Board will discuss potential roles and expectations of individual board members, including leadership roles, liaison with other district organizations and committees, site relationships and other matters.

Presenter: Board Chair Eva Skuratowicz
Time: 60 minutes

4. **Data requests for the coming year**

There will be a discussion of data requests for the school year, including assessment results and climate surveys.

Presenter: All
Time: 90 Minutes

5. **Review of district work and goals for the coming year on equity, diversity and inclusion.** 3

Presenter: All
Time: 60 Minutes

6. Other Items

Any other matters for the good of the order.

Presenter: Board Chair Eva Skuratowicz

Time: 15 Minutes

7. Closing Summaries and Adjourn

Presenter: Board Chair Eva Skuratowicz

Time: 5 minutes

Ashland School District 5

Code: AC
Adopted: 8/09/10
Readopted: 5/08/17
Orig. Code(s): AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law including, but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation¹ (which includes gender identity), national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues.² The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

²Districts are reminded that the district is required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 to -860](#)
[ORS 659.865](#)
[ORS 659.870](#)
[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 to -145](#)
[ORS 659A.230 to -233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)

[ORS 659A.321](#)
[ORS 659A.409](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0049](#)
[OAR 581-022-1140](#)
[OAR 839-003-0000](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R Part 1626 (2006).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008.
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.
Title II of the Genetic Information Nondiscrimination Act of 2008.

Cross Reference(s):

GBA - Equal Employment Opportunity
JB - Equal Educational Opportunity

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: Complaints may be oral or in writing and must be filed with the principal. The principal shall investigate and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days of receipt of the complaint.

Any staff member that receives a written or oral complaint shall report the complaint to the principal.

Step 2: If the complainant wishes to appeal the decision of the principal, he/she may submit a written appeal to the superintendent or designee within 10 school days after receipt of the principal's response to the complaint. The superintendent or designee shall review the principal's decision and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision and respond, in writing, to the complaint within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 10 school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will include the legal basis for the decision, findings of fact and conclusions of law. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

If the principal is the subject of the complaint, the individual may file a complaint with the superintendent or designee. If the superintendent is the subject of the complaint, the complaint should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may be made directly to the Board vice chair.

Timelines may be extended based upon mutual consent of both parties in writing.

If the complainant is not satisfied after exhausting local complaint procedures or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-022-1940.

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Nonemployee (Job applicant) Other _____

Type of discrimination: Race Color Religion
 Sex National Origin Disability
 Marital Status Age Sexual Orientation
 Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

The complaint form should be mailed or taken to the principal. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Ashland School District 5

Code: **JFCF**
Adopted: 4/08/13
Readopted: 6/12/17
Orig. Code(s): JFCF/GBNA

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/ Teen Dating Violence/Domestic Violence – Student *

The Board, in its commitment to providing a positive and productive learning environment, will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes.

Hazing, harassment, intimidation or bullying, menacing and acts of cyberbullying by students, staff and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion. Students may also be referred to law enforcement officials.

The principal and the superintendent is responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises and nondistrict property if the student is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assignment of pranks to be performed or

other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student and may be based on, but not limited to, the protected class of the person.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal communication devices or district property to violate this policy.

“Menacing” includes, but is not limited to, any act intended to place a school employee, student or third party in fear of imminent serious physical injury.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying or retaliation.

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

Reporting

All complaints about behavior that may violate this policy shall be promptly investigated. Principals and the superintendent² will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the principal or superintendent who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or in a district vehicle or vehicle used for transporting students to a district activity shall immediately report the incident to the principal or superintendent. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing or an act of cyberbullying to the principal or superintendent may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated, bullied, menaced, a victim of teen dating violence or cyberbullying in violation of this policy is encouraged to immediately report his/her concerns to the principal or superintendent who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the principal or superintendent who has overall responsibility for all investigations.

This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the superintendent review the actions taken in the initial investigation, in accordance with administrative regulations.

The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence and acts of cyberbullying.

²Required by state law House Bill 2599 (HB 2599). All other bracketed language exceeds the requirements of HB 2599 and is under Board authority ORS 332.107.

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district’s website, school and district office; and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal Reference(s):

ORS 163.190	ORS 332.107	OAR 581-021-0045
ORS 166.065	ORS 339.240	OAR 581-021-0046
ORS 166.155 to -166.165	ORS 339.250	OAR 581-021-0055
ORS 174.100(7)	ORS 339.254	OAR 581-022-1140
ORS 332.072	ORS 339.351 to -339.366	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Cross Reference(s):

GBN/JBA - Sexual Harassment
JBA/GBN - Sexual Harassment
JFCM - Threats of Violence

**Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/
Teen Dating Violence Complaint Procedures – Student**

Principals and the superintendent have responsibility for investigations concerning hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

All complaints will be investigated in accordance with the following procedures:

- Step 1 Any hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the principal or superintendent. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.
- Step 2 The district official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.
- A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.
- Step 3 If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.
- Step 4 If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying and incidents of teen dating violence complaints and documentation will be maintained as a confidential file in the district office.

Ashland School District 5

Code: JBB
Adopted: 6/10/19
Revised/Readopted: 6/10/19

Equity Policy

The Ashland School District (ASD) is a learning community committed to achieving equity and success for each student. In upholding the district’s mission of empowering students to be lifelong learners, responsible citizens, and stewards of the world, the district expands its equity practices to be more inclusive of its diverse learning community.

The district will create and maintain a safe, welcoming, supportive, and inclusive environment for all of its students. Student success will not be predicted nor predetermined by race, ethnicity, socioeconomic status, enrollment mobility, language, family structure, sex, sexual orientation, gender identity, disability, citizenship, initial proficiencies, or religion.

The district will change its practices as needed in order to encourage the celebration of diversity; achieve and maintain equity in education; and maintain an environment that is supportive and inclusive of all students. Every student deserves to have a respectful learning environment in which diversity is valued and contributes to successful academic outcomes. Educational equity goes beyond equality--where all students are treated the same--to fostering a barrier-free environment in which all students have the opportunity to thrive.

The Catalyst for Change

A primary issue in educational disparity is race equity. In school districts across the state, White students, as a group, have outperformed Black, Hispanic and Native American students on state assessments in nearly every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined more frequently than White students. Similar issues persist among economically disadvantaged students, regardless of race, ethnicity and cultural background. The Ashland School District will work to eliminate such disparities for its students. These disparities are unacceptable and are directly at odds with our belief that all students have the potential to achieve.

Complex social and historical factors contribute to inequities within our society. The Ashland School District resolves to address educational disparity at every level of the organization through policy, procedure, and practice in order to eliminate persistent achievement gaps, inequitable treatment, and inequities within the district.

The Ashland School District Believes:

1. Every student can learn and has the potential to achieve with adequate support at the highest levels when all staff work together to provide equitable access and opportunity for learning;
2. The responsibility for eliminating educational disparities among students rests with adults, not children, and is shared broadly by all district staff, administrators, teachers, families, and communities;

3. An inclusive and welcoming environment plays a critical role in supporting a child’s educational goals, which may differ from student to student;
4. Everyone in the district will hold each student to high expectations and prepare all students for college or career, and responsible citizenship; and
5. Maximizing the academic achievement and success of every child requires allocating resources equitably, not necessarily equally.

The Ashland School District Will:

1. Affirm the identity of each student and acknowledge and honor differences to create a sense of belonging for each student;
2. Provide students with equitable access to high-quality curriculum, programs, extracurricular activities, support services, teachers, administrators, and staff even when this means modifying current practices or differentiating resource allocation;
3. Systematically utilize district-wide and individual school level data, disaggregated as appropriate by race; ethnicity; language; special education; sex; sexual orientation and gender identity when available; socioeconomic status; enrollment mobility; and disability status to better inform district decision-making and to make those decisions in a manner that is free of bias;
4. Incorporate the voice, culture, and perspectives of students, staff, families, and communities that reflect student demographics in order to support and enhance student success;
5. Identify and counteract biased practices that perpetuate achievement disparities and lead to disproportionate levels of student success;
6. Actively recruit, hire, and retain staff who reflect student demographics;
7. Support employees to engage in culturally-responsive practices, including the delivery of quality instruction and services;
8. Be responsible and accountable for the success and achievement of all students;
9. Ensure that the Ashland School District Strategic Plan supports the principle of equity through its core values, goals, and strategies; and
10. Regularly report progress and outcomes of the district’s equity plan(s) to the Board of Education and the community.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 342.437 to -342.449](#)

A Resolution of the Tigard-Tualatin School Board of Directors

- *Tigard-Tualatin School District, 23]*

Resolution 1920-19

A Resolution Of The Tigard-Tualatin School Board Of Directors Condemning Racism And Committing To Being An Anti-Racist School District

WHEREAS, George Floyd (a 46-year-old Black man),¹ Breonna Taylor (a 26-year-old Black woman),² and Ahmaud Arbery (a 25-year-old Black man)³ were killed over the last several months as the latest victims of racism and police violence; and

WHEREAS, Mass protesting is taking place all across the country,⁴ as people are refusing to remain silent or complacent about racial injustice, and decades of systemic oppression and abuses have reached a tipping point; and

WHEREAS, Systemic racism and racial oppression have long led to physical, political, legal, economic, and environmental harm on people of color in the United States and Oregon, specifically; and

WHEREAS, The Tigard-Tualatin School District has worked to be a leader on educational equity Over the last several years with initiatives including operationalizing and implementing a collective equity framework, establishing pillars for equity to critically analyze our current system, policies and practices in collaboration with stakeholder groups, processes for equitable decision-making, supporting Student Affinity Groups, and developing Building Equity Teams, but we also recognize that the district has not done enough to combat racism or proactively teach anti-racism, and as a result, our students of color, and Black students in particular, still regularly experience racism in our schools; and

WHEREAS, In less than 24 hours, a petition demanding a hate speech policy be adopted in the Tigard-Tualatin School District has received over 750 signatures⁵; and

WHEREAS, Incidents of racism are happening not just in other parts of the United States, they are happening right here. Racial disparities in social, health, economic, legal, and academic outcomes exist in Oregon -- and they exist in Tigard, Tualatin, King City, Durham, and Metzger; and

WHEREAS, Students, parents, and community members in our district have consistently reported (including at TTSD listening sessions) experiencing and witnessing racism and hate speech in our schools.⁶

1 George Floyd was killed May 25, 2020; [News article](#).

2 Breonna Taylor was killed March 13, 2020; [News article](#).

3 Ahmaud Arbery was killed February 23, 2020; [State Investigation](#).

4 Protests began May 26th, 2020 and continue to the present day; News article.

5 This petition is being led by the student-run Tigard-Tualatin Student Union; [Link to petition](#).

6 Minutes from TTSD listening session on hate speech from September 23, 2019; [Meeting minutes](#).

Now, therefore be it resolved on this 8th day of June 2020, by the Board of the Tigard-Tualatin School District, that, the district condemns racism, racial violence, white supremacy, hate speech, and bigotry in all forms inside and outside of our schools; and,

The district will work to be actively anti-racist and dismantle systemic racism in our schools and empower people of color; and,

The board commits to adopting a hate speech policy prior to the start of the 2020-2021 school year that is responsive to the students, parents, and staff who have shared their experiences and perspectives over the last year; and,

The district affirms the value and importance of culturally responsive pedagogy and instructional practices, and of curriculum that represents the diversity of our community, state, and country and accurately honors the contributions of historically marginalized communities, and we acknowledge our current curriculum does not achieve that yet; we commit to using an equity lens for all future curriculum adoptions, as required in board policy; and,

The district believes that having a diverse faculty and staff reflective of the demographics of our students provides significant value to students of color and all students and will continue to work towards a more diverse workforce.

ADOPTED this 8th day of June, 2020.