JEDI Council
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Carla Grossini-Concha (she/her/hers) - co-chair
Elia - 1st (Mrs. MacKenzie)

Clare Crawford (She/her)
Fiona - 3rd grade (Mrs. Wagner)

Fernanda Lopez Ortiz (she/her/hers)
Emilia - 2nd (Mrs. Schoonmaker/ Mrs. Phillips)

Geysil Arroyo (she/hers/ella)
Joaquin - 2nd (Ms. Ljuboja)

Laura Moberg Lavoie (she/her/hers)
Luke - 4th (Mr. G), Beckett - K (Mrs. Siems)

Roni Greenwood Hooper (she/her/hers)
5th Grade Teacher, McKinley IB Coordinator

Sarah Vatch (she/her/hers)
Luke - 1st (Mrs. Trocha)
We acknowledge the land on which we sit and occupy today as the unceded traditional and ancestral home of the Kumeyaay Nation. We take this opportunity to thank and honor the original caretakers of this land.

We also pause to recognize and acknowledge the labor upon which our country, state, and institution are built. We remember that our country is built on the labor of enslaved people who were kidnapped and brought to the US from the African continent and recognize the continued contribution of their survivors. We also acknowledge all immigrant labor including voluntary, involuntary, trafficked, forced, and undocumented peoples who contributed to the building of the country and continue to serve within our labor force.
Creating a Brave Space

Be open to the views of others

Assume good intentions

Use “I” statements when sharing

Productive struggle is valuable

Be okay with being uncomfortable

Clear is kind

Appreciate the opportunity we have to learn from each other in this community

Allow space for silence
Growth Mindset

FEELINGS
Shame
Optimism
Sitting with discomfort

LEARNING AND GROWING
Moving forward with a new lens
Doing your own research first. Reading, googling, following people of color on social media platforms, participation

REMAINING ACTIVE
There is no end to the work
JEDI is life
DIVERSITY
All the ways in which people differ.

EQUITY
Fair treatment, access, opportunity, and advancement for all people. One’s identity cannot predict the outcome.

INCLUSION
A variety of people have power, a voice, and decision-making authority.

Definitions sourced from City of Portland Office of Equity and Human Rights, The Independent Sector, and UC Berkeley.
Because of the current conversations regarding social justice and systemic racism, diagrams, like the one here, are useful to illustrate the difference between the concepts of equality and equity.
The International Baccalaureate Program

The International Baccalaureate (IB) Program aims to develop inquiring, knowledgeable and caring young people who are motivated to succeed.

The IB Program promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.
The IB program is different from other curricula because it:

- Encourage students of all ages to think critically and challenge assumptions.
- Develop independently of government and national systems, incorporating quality practice from research and our global community of schools.
- Encourage students of all ages to consider both local and global contexts and develop multilingual students.

The IB program encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
## McKinley Demographics

2020-21 Enrollment by Ethnicity from California Dept of Ed.

McKinley Enrollment = 511

<table>
<thead>
<tr>
<th>Enrollment by Ethnicity</th>
<th>Enrollment by Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.6% Latinx</td>
<td>26.8% Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td>3.7% African American</td>
<td>12.1% Students w/ Disabilities</td>
</tr>
<tr>
<td>3.5% Asian / Pac. Islander</td>
<td>1.2% Housing Insecure</td>
</tr>
<tr>
<td>9.8% Two or more races</td>
<td></td>
</tr>
<tr>
<td>46% White</td>
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</tbody>
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“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.” - Maya Angelou
What can we do to make McKinley more inclusive and equitable for the students and families who need it the most?
McKinley JEDI Overview

- Mission Statement
- Background Information + IB ties
- JEDI Lens
McKinley’s JEDI Mission Statement

JEDI is deeply committed to advocating for **justice**, **equity**, **diversity**, and **inclusion** in all areas of McKinley’s academic program and school community.

We will promote positive experiences for students, parents, teachers, and administrators by **encouraging** different points of view, **organizing space** for discussion, **providing support**, and **reaching out** to those who may feel excluded or unseen.
The integration of Justice, Equity, Diversity, and Inclusion (JEDI) ties into our roots as an International Baccalaureate (IB) School because at the core of the IB programming, our children are taught to be:

- Inquirers
- Open minded
- Knowledgeable
- Caring
- Balanced
- Thinkers
- Communicators
- Principled
- and Risk takers
JEDI Lens Purpose: To integrate Justice, Equity, Diversity and Inclusion into (but not limited to):

- Community Outreach/Engagement
- Curriculum
- Enrichment/School-wide Activities
- Equity in Education
- Food
- Fundraising/Usage of Foundation Funds
- Health and Wellness
- Holidays/Celebrations
- Programming/Training

Diversity is the mix. Inclusion is making the mix work.

Andres Tapia
JEDI Lens Questions

- **Is this structured** in a way that benefits some kids more than others?
- **Are diverse groups being fully represented** in prominent roles?
- **What steps are being taken** to ensure that all groups feel they belong and are able to fully participate and express themselves?
- **Are diverse groups fully represented** in the marketing and communication around this initiative?
- **Are the leaders and beneficiaries** of this initiative equitably benefiting?
- **Does this promote or advance** equity?
- **Is this inclusive**, or promote a culture of inclusivity?
JEDI Lens Questions (cont'd)

- Are we taking into consideration the lived experiences of the most marginalized and potentially vulnerable members of our community?
- **Is this accessible** linguistically?
- **What steps are being taken** to make this feel more culturally inclusive?
- **Is this accessible** to people with limited resources?
  - Technologically
  - Financially
  - Transportation-wise
  - Schedule-wise
- **Does the event/programming account** for histories of representation when it comes to non-white groups in the US?
As the 2021-22 school year begins, the JEDI team seeks to create authentic, inside-out programming to offer to the McKinley community modeling and promoting JEDI tenets.

Successful programming will engender trust and ownership among community members and provide a sustainable platform for the longer-term work of seeding, cultivating, and tending a school-wide culture infused with JEDI values.
Community Conversations

Thursday, October 14, 7:00 pm &
Friday, October 15, 9:30 am

The goals of the Community Conversations program are to:

- **Begin** JEDI-led programming that forges connections at the individual level
- **Give** community members the opportunity to share their personal stories and experiences in a guided, supportive environment with clear, articulated expectations and shared norms
- **Give** space and framework for building one-on-one relationships outside usual in-group networks
- **Model** for the McKinley community an authentic medium for uplifting voices not traditionally elevated
- **Build** awareness of JEDI initiatives within the McKinley community and identify other community members who are drawn to joining in this work in formal and informal ways
How YOU can join in JEDI work

- **JEDI committee opportunities**
  - **Serve** as JEDI volunteers on other school committees (*bringing ideas and energy!*)
  - **Act** as historian to document JEDI-aligned changes in school community efforts
  - **Develop** resource list for JEDI webpage

- **McKinley programming & event opportunities**
  - **Lead** Celebration & Heritage Month programming (*e.g. Latinx book list curation + distribution*)
  - **Assist** with nascent Library Project
  - **Join and help** with holiday food & gift drive messaging
  - **Serve** as translators for school events

- **Emerging ideas to celebrate the rich diversity within our community**
  - **Develop and lead** free community events (*e.g. international celebration?*)
  - **Create** world maps for children to share their heritage
Questions?