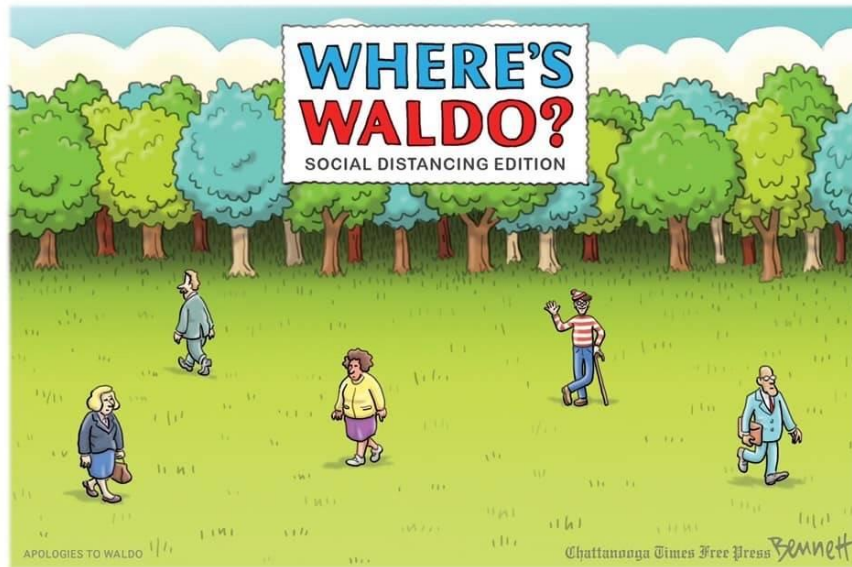


AGENDA



5:00 – 5:15: Check in and announcements

- How is everyone managing right now?
- 5 minutes to complete your financial responsibility statement
- Overview of syllabus changes

5:15 – 5:25: Moral leadership in times of crisis: Silent writing

Take 10 minutes to silently reflect on the ways in which you have seen ethical leadership enacted in the context of the current health crisis we are facing.

- Where and from whom have you seen examples of ethical leadership during this crisis? How do you know? (feel free to reflect broadly – does not have to be school related necessarily)
- What qualities are ethical leaders demonstrating during this time of crisis?
- How and in what ways are you being led right now in your professional context? What is working? What is not working? Why?
- What are some of the issues related to equity that are arising during this time? How are these being handled in your professional context?
- How might you handle this as a school leader? How have your values guided your response with your colleagues and students?

5:25 – 6:10: Small group discussion

In small groups, discuss the above questions together. Discussion leaders can keep the discussion moving and someone should take notes in the google doc.

<https://docs.google.com/document/d/1KKQLbyMxqh8frKszWv2g5UzReSzDD5qVKm134iJxuWM/edit?usp=sharing>

6:10 – 6:20: **Whole group discussion**

What are the most critical qualities of a good leader in times of crisis?

6:20 – 6:30: **Break**

6:30 – 7:25: **CASE: School Walkouts and Civil Disobedience (led by Marisue and Sarah)**

Facts of the case:

In November 2016, over 400 students walked out of at least ten middle and high schools in Portland, Oregon. The purpose of the walkout was to protest the political campaign of the recently elected President of the United States, a campaign that produced “divisive rhetoric.”

This was not the first protest initiated by Portland students. Previous walkouts included: issues of the recent presidential election campaign, change in schedules (decrease in art classes and increase in mathematics courses), staffing by substitutes, failing and unsafe facilities, supporting striking teachers, standardized testing, and the Iraq war.

School administrators faced many challenges in how to address the issue of student walkouts. Administrators offered opportunities to hold conversations and alternative activities for students as opposed to the walkout. Portland Metro High School Youth Alliance opposed the walkouts, calling attention to the unrest and violence. It was difficult to define how walkouts were part of the learning experience. There was a belief that it built civic skills; however, this conflicted with the academic goals of school. Some saw this as a way to strengthen and build organizational skills.

A belief began to form that walkouts triggered a “with us or against us” mentality. This then morphed into beliefs of political sides. Some felt the walkout precluded conversations focused around social, racial, political, and economic differences. It was believed that the demonstrations may not be the “driving force.” The demonstrations may have resulted from “pre-existing” fractures within the community. Some students thought that participating or not participating in protests conveys a message of adults not valuing them as members of the community. Some adults felt that as “children,” their students should be required to remain in school and not participate in walkouts, that their children did not have the capacity to understand the issues.

Another issue that students faced is peer pressure to participate or not participate. Some claimed that adults were using students as “pawns” for protest. Another large consideration is that student protests provoke parental reactions that varied in intensity. Some believe that students have the right to speak out and express their ideas while others wonder if students have the capacity to understand political context. Some also questioned student motivation for participating, thinking that the walkout was an excuse to skip school.

School districts tried multiple strategies to address student walkouts: physically preventing them from walking out (“No one in. No one out.”), which was justified by the risk of student safety. This was criticized by parents, students, and other activists. Some claimed that there were racial and economic differences in the response between schools. Safety remained the compelling concern for school

districts. Schools felt the safest place for students was to be in school. In a later response to parents, schools stated that if students participated in the walkout they would be given unexcused absences. Students K-8 would need to be excused by a guardian, which took the liability responsibility away from the school. Other districts across the country took a more supportive approach by stating they would not stand in the way of students “peacefully” expressing concerns and that walkouts with limits and boundaries would ensure safety. After the election, Seattle Schools felt students needed an outlet to express concerns so staff were to accompany students that participated in walkouts in order to ensure safety, to mediate between law enforcement and students, and to help to defuse demonstrations.

The events in Portland caused school leaders to rethink policies and procedures to ensure those across the districts were treated equally and equitably. Student organizations have taken a much stronger approach with demands. The biggest concern continues to be ensuring student safety due to previous events which have resulted in violent incidents.

Discussion questions:

- What priorities should school districts make to ensure equitable political freedom, emotional safety, academic learning, and physical well-being?
- Consider the decision-making groups at your school. Are the demographics of your student population represented within these groups? If not, how might this be addressed?
- Do you feel Portland Public Schools were committed to an equity literacy approach to solving its challenges surrounding walkouts? Do you see racial equity detours?
- If you were an administrator who became aware of an upcoming walkout, how would you handle the situation? Would you allow the walkout to happen? How would you ensure the safety and security of your students, both for those who want to participate and for those who do not?

To share with the whole group:

- What were the problems in this case?
- What are the various perspectives?
- What are the possible challenges and opportunities? Brainstorm immediate and short-term responses.
- What are possible equitable outcomes? Brainstorm longer term policy and practices.

7:25 – 7:30: Wrap-up

Overview of next week’s readings

- Introduction (Levinson & Fay – the textbook you ordered!)
- Case: Promotion or Retention? (Levinson & Fay)
- Commentaries: Aguirre, Mehta, Ben-Porath, Fleming, Randall, Romer (Levinson & Fay)