

Board Equity and Inclusion Committee  
meeting  
Thursday, November 4, 2021 1:00 PM

Due to COVID-19 Board meetings will take  
place via Zoom

## **Agenda**

1. **Call to Order**
  - A. Board goals tied to the Equity and Inclusion Committee
    1. Raise visibility of MESD to advocate for adequate funding and program resources with a racial equity lens
    2. Ensure inclusion through implementing our equity lens to achieve equitable student outcomes
    3. Advocate for inclusive educational curriculum to address racist history throughout the region and the state
  - B. Strategic Plan goals tied to the Equity and Inclusion Committee
    1. Improve outcomes for students
    2. Become an acknowledged leader and convener for improving educational outcomes
    3. Increase district, student and community participation and satisfaction with our services
    4. Attract, develop, and retain high-quality staff
2. **Review minutes from the October 7th meeting**
3. **Updates from Affirmative Action policy review Sub-Committee**
4. **Updates from Director Williams on how to actualize the Land Acknowledgement in all that we do**
5. **Inclusive Curriculum**
6. **Breaking the School to Prison Pipeline**

# Board Equity and Inclusion Committee

Tuesday, October 7, 2021

## 2019-2021 Agency Goals

#1 – Improve outcomes for students

#2 – Become an acknowledged leader and convener of improving educational outcomes

#3 – Increase district and community participation and satisfaction with our services

#4 – Attract, develop and retain high-quality staff

The meeting was called to order at 1:00 p.m. on Thursday, October 7, 2021 by Committee Chair Ying.

- **CALL TO ORDER**

**Present:** Helen Ying, Chair  
Mary Botkin, Board member  
Samuel Henry, Board Member  
Denyse Peterson, Board member

**Absent:** None

**Administration:** Paul Coakley, Superintendent  
Holly Lekas, Interim Human Resources Director  
Reiko Williams, Equity Director

**Guests:** None

- 1. Review notes from the September 2<sup>nd</sup> meeting-** The committee reviewed the minutes from the September 2nd meeting and accepted them.
- 2. Follow up on items from the September meeting**
  - Meeting scheduled with Deena Corso, October 13 from 3-5 p.m.
  - Continue with the Forever Crime Bill-Stacy Michaelson let the group know that it is still up in the air on what we can do in the short session. Possibly background checks in general. Right now ODE only gives a yes or no on background check with no other level of detail. There might be a chance that we can include this in a districts omnibus bill. There is also a possibility of disconnecting our classified staff and volunteers from the licensed staff for the forever crimes bill. Redistricting may have an impact on this moving forward as well.
  - Scholarship sub-committee- Board Chair Jessica Azarte will be facilitating this meeting on October 20<sup>th</sup>.
- 3. Review MESD's Affirmative Action Policy and Administrative Regulation(AR)-** Equity Director Reiko Williams has been going through the MESD policies that related to equity. The affirmative action policy was last reviewed in January of 2011. This plan should be

reviewed each year by the Human Resources Director. This is a good time to review this plan as we are doing a search for a new Human Resources Director.

The Board Secretary will contact Spencer Lewis at OSBA and request their most recent version of the Affirmative Action Policy and AR.

A sub-committee of the Equity and Inclusion Committee will meet to review this policy. Mary Botkin, Samuel Henry, Reiko Williams and Helen Ying. Heather will help schedule a sub-committee meeting prior to the next committee meeting.

Sub-committee members will reach out to outside agencies to get samples for their Affirmative Action policies.

- Evergreen School District in Washington-Reiko
- Portland Public Schools-Reiko
- Reynolds School District-Reiko
- Beaverton School District-Holly
- Vancouver School District in Washington-Reiko

Reiko will review the sample policies from the other districts and highlight similarities before distributing to the subcommittee.

- 4. Land Acknowledgement Discussion-**How do we not just have the Land Acknowledgement read at our meetings but to truly realize what is being read in our actions and work. Equity Director Williams has been in consultation with someone at Portland State University regarding a process that is respectful, honoring and not just wallpaper. She has also reached out to the data analyst for MESD to find out who on our staff identifies as indigenous people because she would like to convene a committee or invite them to participate in a committee to talk about what this might look like. We want this to be an inclusive process.

Committee Chair Ying suggested that Director Williams connect with Shauna Stevenson and Jennifer Basham in Outdoor School. They are working with Indigenous consultants to make sure their voices are included in the work of reimagining the 4<sup>th</sup> grade outdoor school program.

**5. Action Plan for 2021-2022 committee focus areas**

- a. Forever Crimes Bill
- b. Inclusive Curriculum - History Project - How can we incorporate the Hard/Real History into our curriculum?

Christine Otto informed the committee that MESD has received a few grants through the American Indian Alaska Native Success plan to be able to provide professional learning and curriculum review and also incorporating Tribal History into not just our own agency but also supporting our component districts.

We are also getting prepared to go through another curriculum adoption cycle. Part of the process will include how we do the inclusive aspect of looking at our adoption cycles and our adoption policies. The Board does adopt the policies pertaining to how we review curriculum.

The caravans where they bring the state approved curriculum for English Language Arts are going to be available in November, and then our committees will be coming together to look at that particular area. In terms of Tribal History that is underway and then for other areas as the curriculum adoption cycle goes through. Committee member Botkin asked how the Board can get involved.

Oregon has passed ethnic studies standards and our professional learning team has been providing and organizing groups to review those standards and our curriculum connected with that. The ethnic standards very much highlight the need to include all the different groups in the United States.. Everything from Latinx , the American Indians, the Black American Experience, Asian American Pacific Islander, it goes through all of that and is also inclusive of LGBTQ+ community as well.

Committee Chair Ying asked Christine Otto to make a presentation to the Board on how MESD is leading the professional development not only for our agency but for our component districts as well on getting ready to teach these standards in the classrooms. Superintendent Coakley suggested that we do this presentation in the second half of the year once they have had time to meet and discuss how it will roll out. Angela Hubbs and some members of her team would be involved in this presentation. Superintendent Coakley will share a timeline on this work.

- c. Breaking the School to Prison Pipeline-
  - i. Committee members Botkin and Peterson have been working with the building trades on students getting a path forward to a good job without a four-year college degree.
  - ii. October 13 at 3pm there will be a discussion with two leaders from juvenile services.
  - iii. Dr. Coakley has a conversation with Pacific Northwest Carpenters about inter possibilities. We have a partnership with them. Dan Cohnsteadt, principal of Helensview High School is identifying interested students that will take a tour of the program to learn about the internships and possibilities for getting one of those jobs, specifically right after high school. There is also a possibility for Board members to attend as well. We have many other partnerships like this and will get these students the opportunity to visit many of them.

### **Adjourn**

There being no further discussion, the meeting was adjourned at 2:33 p.m. The next meeting of this committee will be at 1:00 p.m. on November 4, 2021.

Respectfully submitted,

Heather Severns  
Executive Assistant/Board Secretary

# Board Equity and Inclusion Affirmative Action Sub-Committee

Wednesday, October 27, 2021

## 2019-2021 Agency Goals

#1 – Improve outcomes for students

#2 – Become an acknowledged leader and convener of improving educational outcomes

#3 – Increase district and community participation and satisfaction with our services

#4 – Attract, develop and retain high-quality staff

The meeting was called to order at 1:00 p.m. on Wednesday, October 27, 2021 by Committee Chair Helen Ying.

- **CALL TO ORDER**

**Present:** Helen Ying, Committee Chair  
Samuel Henry, Board member

**Administration:** Reiko Williams, Equity Director  
Holly Lekas, Interim Human Resources Director  
Heather Severns, Board Secretary

**Guests:** none

1. Call to order
2. Review policies from other districts-In advance of the meeting Reiko Williams sent out samples of Affirmative Action Policies from Portland Public Schools, Vancouver Public Schools and Evergreen Public Schools to the members of the Board Equity and Inclusion Committee. She also reviewed the MESD Affirmative Action plan and spoke with the Human Resources team because we are in the middle of the process of hiring our new Human Resources Director who will have responsibility for this plan.

According to our Affirmative Action Plan the Affirmative Action Officer is the Human Resources Director, but affirmative action and equal employment opportunity are the responsibility of the entire MESD workforce. If we are going to modify or amend the policy it should not just be the Affirmative Action Officer who is named in the policy, it should also be reflected that it is the responsibility of everyone, the entire MESD workforce.

- a. **According to the MESD Affirmative Action Plan-**

- i. There should be an annual report to the Board of Directors which included Utilization Analysis Chart, New Employees Job Classification, Race and Sex; turnover by job classification, a record of all training provided, a record of discrimination complaints.
  - ii. Affirmative Action Officer is the Human Resources Director, but affirmative action and equal employment opportunity are the responsibility of the entire MESD workforce.
- b. Position Descriptions
- i. Ensure that affirmative action, diversity, equity and inclusion responsibilities in executive and/or management job descriptions. This could be changed to include all levels of staff.
  - ii. This language was included in the HR Director job description so that prospective hires or individuals interested in this position understood the responsibility.
- c. Hiring
- i. Mandate implicit bias training for all hiring managers
  - ii. Require training of all staff on hiring process
  - iii. Involve HR in hiring
  - iv. Include mandatory equity-specific Advertise positions with diverse agencies and organizations
- d. Evaluation-Reiko stated that this is not in our plan but is what she discovered as a recommendation for best practices for an affirmative action plan.
- i. Track, evaluate and measure trends in agency discrimination and/or harassment.
  - ii. Professional development opportunities for performance assessments.

Reiko shared demographics from MESD comparing race/ethnicity statistics from 2018 and 2021. In 2018 77.7% of MESD staff were white, in 2021 74.3% of MESD staff were white. There were some small increases in minority staff. If we want to achieve our goals of ensuring that our staff reflect the students that we serve we have got a long way to go. Most of the People of Color are represented in entry level positions.

A suggestion was made by Committee Chair Helen Ying to adopt an updated policy on Affirmative Action. We should look at the current language and see what needs to be updated. Helen would like to have the Affirmative Action Policy mirror the language in the Educational Equity Policy and the Increasing Equity and Diversity through Contracting. We should start with the most recent policy GBA-Equal Employment Opportunity, the last update that was made by the MESD Board was on 2/18/20 and OSBA sent out an update in October 2021.

Holly Lekas spoke with the group about when writing policy we should be as lean as possible and have it lead to the AR. Then put the details in the AR because it is easier to update the AR than go through the policy. Holly looked at policies from Eugene and Cherry Creek, which is in Denver.

Discussion was held on whether MESD should have a separate Affirmative Action Policy. Right now Affirmative Action is an AR attached to the Equal Employment Opportunity. Reiko will draft some language for an Affirmative Action Policy for the Board Equity and Inclusion Committee to review at its next meeting on November 4.

The updated policy GBA will go to the Board for a First Reading in November with the OSAB required changes.

### **3. Adjourn**

There being no further discussion, the meeting was adjourned at 2:00 p.m. The sub-committee will share what they learned at today's meeting with the Equity and Inclusion Committee at the November 5<sup>th</sup> meeting and discuss what possible next steps should take place.

Respectfully submitted,

Heather Severns  
Executive Assistant/Board Secretary

**Multnomah ESD Board of Directors'  
Board Work Session Minutes  
Wednesday, October 13, 2021**

**2019-2021  
Areas of Focus**

- #1 – Improve outcomes for students**
- #2 – Become an acknowledged leader and convener of improving educational outcomes**
- #3 – Increase district and community participation and satisfaction with our services**
- #4 – Attract, develop and retain high-quality staff**

**1. CALL TO ORDER AND ROLL CALL**

Board Chair Jessica Arzate called the meeting to order at 3:00 p.m. on Wednesday, October 13, 2021 in accordance with the agenda and public notice of the meeting.

**Board Members Present:** Jessica Arzate  
Mary Botkin  
Katrina Doughty  
Samuel Henry  
Denyse Peterson  
Helen Ying

**Board Members Absent:** Kristin Cornuelle

**Administrative Staff Present:** Paul Coakley, Superintendent  
Sascha Perrins, Assistant Superintendent  
Laura Conroy, Director of Strategic Engagement  
Heather Severns, Board Secretary  
Reiko Williams, Director of Equity

**Guests:** Deena Corso, Multnomah County Juvenile Services  
Division Director  
Lynne Schroeder, Washington County Juvenile Services  
Division Director  
Micaella Flores, Senior Transition Specialist Bars to  
Bridges Program, MESD

2. Introduction/Overview of MESD's role in Juvenile Detention Education-Assistant Superintendent Perrins gave an overview of how the systems are interconnected.

MESD supports education in 3 JDEP sites, 2 jails and 3 YCEP sites.

- A. Baker Creek(Yamhill Detention)
  - i. Clatsop
  - ii. Columbia

- iii. Polk
- iv. Tillamook
- v. Yamhill
- vi. Marion and Washington(overflow)

**B.** Donald E. Long (Multnomah Detention)

- i. Clackamas
- ii. Multnomah
- iii. Washington

**C.** Ponderosa Creek(Linn Detention)

- i. Benton
- ii. Lincoln
- iii. Linn

MESD provides services through a contract with the Oregon Department of Education

Funding updates

- Through the multiple stakeholder work (including Stacy Michaelson, Multnomah County, etc.) we have full funding for two years.

Credits Count

- All MESD locations are accredited
- Length in program matters
- Transcripts

Transition Support

- DEL internal transition support (limited)
- Bars to Bridget (B2B)

3. Juvenile Justice and Education from a County Juvenile Justice Perspective

**A.** Multnomah County-Deena Corso

- i. What are the pathways for youth being placed in detention? Deena Corso presented a continuum of services to prevent youth from ending up in Detention.

1. Prevention

a. Increasing Community Protective Factors

- i. Strong families
- ii. Increase community connection
- iii. Increase positive relationships with youth
- iv. Support schools and safety net programs

b. Decrease Community Risk Factors

- i. Extreme poverty and homelessness
- ii. High levels of mobility
- iii. Community violence
- iv. Availability of drugs and firearms

- c. Support Connections to School-Youth stay connected to school when they:
    - i. Provided opportunities for active involvement
    - ii. Have the skills needed to succeed
    - iii. Receive consistent recognition
  - d. Supporting a Strong Safety Net-Provide access to high quality, community based services
    - i. Address poverty, houselessness, and unemployment
    - ii. Provide high quality childcare and preschool
    - iii. Decrease mobility and increase community connection
    - iv. Prevent family violence
    - v. Provide parent supports
2. Early Intervention
- a. School and community based responses to youth and families in crisis.
    - i. Provide culturally specific and responsive services and supports
    - ii. Model and reinforce positive behaviors
    - iii. Respond to negative behavior with restorative practices rather than exclusionary practices
  - b. Support Access to Behavioral Health Services- Developmentally appropriate and evidence-based treatment responses sustained by community supports
    - i. Schools, parents and community programs identify and support the behavioral health needs of youth
    - ii. Community education about behavioral health resources
    - iii. Widely available screening and referrals
    - iv. Timely access to assessment and treatment
3. Diversion
- a. Alternative interventions to juvenile legal system involvement for youth who have committed criminal acts
    - i. Avoid net widening
    - ii. Ensure equitable access
    - iii. Target specific risks for each youth
    - iv. Address problems and identify strengths
    - v. Build on strengths rather than deficits
4. Juvenile Justice System
- a. Rehabilitative programs, services and supervision provided to help young people stop further delinquent behavior.
    - i. Engage, motivate and assess the strengths and needs of youth.
    - ii. Set expectations and goals
    - iii. Build skills and reinforce positive behaviors
    - iv. Engage families
    - v. Provide incentives and opportunities

5. Alternatives to Detention-The use of juvenile detention is determined by what other services exist. Unless other services are available, detention is used in place of services that the youth really need. Alternatives to detention are less restrictive options that insure the youth will show up for court and won't commit other crimes.

- ii. How can MESD improve educational support and services for youth placed at Donald E. Long? Transition and support for youth.
- iii. What can MESD do upstream to reduce the number of youth on that pathway?
- iv. Deena Corso encouraged meeting attendees to look at Senate Bill 575 that just passed by the legislature this session. There is a huge amount of support from many of the legislators generally, but one of the areas they have tackled is about expungement of juvenile records. Starting in January 2, 2022 the juvenile departments they will require us to automatically expunge juvenile records for any youth who reaches the age of 18 and does not have a juvenile adjudication or did not go to the adult system under measure 11 and does not have anything open at the time. Currently youth have to apply to have their records expunged. The next step will be for those that have an adjudication on their record.

Lynne Let the group know that they have also removed fines and fees in this last session.

Denyse Peterson asked Deena Corso for the number of black and brown youth that were affected Senate Bill 1008 that went into effect on January 1, 2020. Deena will look for this information and send it out after the meeting.

**B. Washington County-Lynne Schroeder-**

- i. What are the pathways for youth being placed in detention? Lynne let the group know that the way they work with youth in Washington County is almost duplicate to what Deena described in terms of diversion programs trying to keep first time, very low offenses out of their system. They are entering in to a contract with some partners that Multnomah County works with, Latino Network and POIC to work with youth outside of the system. The data shows if you keep kids in the community and don't bring them into the juvenile justice system outcomes are better. They also have an early intervention program that POIC and Latino Network manage for them. This program works with middle school aged youth with higher risk categories than the youth in diversion. Only about 15% of referrals in Washington County end up in the court system and only a small percentage of those end up in detention.

1. Initial JCP Assessment Data-This data helps them determine what they need to address with the youth and what level of intervention and programming they should have.

a. 2019 Data

- i. 29% of youth assessed had significant attachment to school
- ii. 37% of youth were involved in positive prosocial extra-curricular activities
- iii. 48% were experiencing academic failure

- iv. 37% has a diagnosed learning disability or concrete evidence of cognitive difficulties
    - b. January-June 2021
      - i. 27% of Hispanic youth reported they had dropped out of school, compared to 7% of white youth. There is a higher percentage of youth in all racial categories, except Asian, compared to white youth being referred at a higher rate from law enforcement for referrals to the system and then there is a higher percentage of those youth referred to the system and end up in detention.
  - 2. Lynne Schroeder shared the racial and ethnic breakdown of Washington County youth at Donald E. Long from 2016-2020. There is a higher percentage of youth in all racial categories, except Asian, compared to white youth being referred at a higher rate from law enforcement for referrals to the system and then there is a higher percentage of those youth referred to the system and end up in detention.

They are looking within the Juvenile system on how to create programming and other decisions to not keep this higher representation happening in detention. Their system partners have something to do with this as well. This includes the district attorney's office and the judges making decisions.
- ii. How can MESD improve educational support and services for youth placed at Donald E. Long? Lynne let the group know that most youth go home and go their home school. The transition program has done a fantastic job improving the transition to a home school and retention and graduation, the data on this is fantastic.
  - 1. Provide assessment for IEP's
  - 2. Set IEP's up in home school
  - 3. Support youth to determine their graduation or GED pathway
  - 4. Provide transition support back to school
  - 5. Warm handoffs and connection between parent and school as well as youth
  - 6. Teaching focuses on their interests and promotes their capabilities
  - 7. Help them become interested in learning-Engagement
  - 8. Help them believe in themselves and their future-Hope and self-esteem.
  - 9. Diversion programs that are school based.
- iii. What can MESD do upstream to reduce the number of youth on that pathway?
  - 1. Help facilitate connections to schools, especially when the school is hesitant to retain the youth.
  - 2. Ongoing advocacy
  - 3. Tutoring
  - 4. Expand program to include Latinx youth

5. Join the ROSA (run by Latino Network and POIC) staffings on middle school aged youth
  6. Restorative Circles supporting youth return to a welcoming school.
4. MESD Transition Programs-Micaella Flores, Bars to Bridges
    - A. Bars to Bridges is grant funded primarily through the Black/African American Student Success plan which was done in House Bill 2016. They have been renewed through 2023. They have received additional funding to service and help youth that are not African American, Black biracial or multicultural. They have received the American Indian/Alaska Native grant in the past year which has allowed them to work with the youth that are further costal.
    - B. There are only eight Transition Specialists in the state.
    - C. The Main model they use is a wraparound model. As youth who qualify which they are usually Black, Biracial African American and Multicultural who are coming in through detention or a referral from a juvenile court counselor. The juvenile court counselor is working with youth who did not come their detention or maybe went through diversion or formal accountability, they still have the opportunity to work with a transition specialist. They also do court intervention.
    - D. Ways they support the youth. They meet the youth where they are at and figure out what kinds of supports they need. They are system navigators.
  5. Next Steps-
    - A. How can we effect change at the high leverage places?
    - B. Find data to support the direction we want to head.
    - C. Discussion in the Equity and Inclusion Committee

## **ADJOURNMENT**

There being no further business the meeting was adjourned at 5:02 p.m.

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Heather Severns  
Executive Assistant/Board Secretary