

Board Equity and Inclusion Committee
meeting
Thursday, December 2, 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 November 4th meeting**
3. **Updates from Affirmative Action policy review Sub-Committee**
 - A. Coding for Affirmative Action Policy-This policy can be put anywhere we choose. Some suggestions from OSBA:
 1. Double code it GBAA/JBA
 - a. Student. The language is similar to language in JB, so perhaps JBA?
 - b. Staff-The language is similar to language in GBA, so perhaps GBAA?
 2. Place it in section A-as it deals with discrimination, ACC may be a good placement for it.
 3. Put the student language in JB, with the employee language in GBA.
4. **Inclusive Curriculum**
 - A. Review Board on adoptions and recommended updates
 - B. Set date for Angela Hubbs to present to the committee regarding professional development plan for inclusive curriculum.
5. **Breaking the School to Prison Pipeline**
 - A. Review next steps from last meeting and determine action items
6. **Reviewing policy amendments for gender neutral language and our equity lens**
 - A. What are we missing for a policy review?
 - B. Can we add to this equity lens?
7. **Updates from Director Williams on how to actualize the Land Acknowledgement in all that we do**

Board Equity and Inclusion Committee

Tuesday, November 4, 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, November 4, 2021 by Committee Chair Ying.

• CALL TO ORDER

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

Absent: None

Administration: Holly Lekas, Interim Human Resources Director
Sascha Perrins, Assistant Superintendent
Heather Severns, Board Secretary
Reiko Williams, Equity Director

Guests: None

1. **Review notes from the October 7th meeting-** The committee reviewed the minutes from the October 7th meeting and accepted them.

2. **Updates from the Affirmative Action policy Review Sub-Committee-**
 - a. Set an agenda item to look at reviewing policy amendments for gender neutral language and our equity lens. What are we missing for a policy review? Can we add this to the Equity lens?
 - b. Director of Regional Equity Initiatives Reiko Williams shared a copy of the draft policy on Affirmative Action she is working on and gave committee members time to review the document.
 - i. We need to have our hiring managers trained and that the guidance around affirmative action is understood.
 - ii. The statement around the Oregon Fair Employment Act that is in parenthesis on page 2 will be incorporated into the language of the policy.
 - iii. Committee members have been asked to review this document and include their ideas as suggested edits in the shared Google doc in the next two weeks. Non-committee members are asked to send their suggested changes to the Board Secretary.

- iv. The next meeting of the sub-committee will be scheduled before the December 2nd Equity and Inclusion Committee meeting.
- v. The timeliness of this policy is perfect with the new Human Resources Director joining us soon.

3. Updates from Director Williams on how to actualize the Land Acknowledgement in all we do-

- a. Director Williams has been recommended to speak with William Miller who works with NAYA. He has many years of experience and consulting around these issues.
- b. She will also be reaching out to MESD Native staff and have a facilitated meeting with them to come up with some plans and strategies beyond the Land Acknowledgement.
- c. Director Williams was at a meeting around diversifying the workforce where a Labor and Body acknowledgement was presented.
 - i. We recognize and acknowledge that the burden of environmental degradation and systemic injustice squarely falls upon the labor of black and brown bodies in the building of our country, state and institutions. We remember the black and brown people were born and died working the land against their will for generations through the enslavement of people who were kidnapped and brought to this country. From the African continent and through the theft of land, water and territories and the breaking of treaties with indigenous peoples. We acknowledge the continued contribution of the labor of their survivors and over the centuries to today of all immigrant labor including voluntary or involuntary trafficked, forced, and undocumented peoples in the building of this country we commit to ensuring that the labor spirit resilience and leadership of black and brown bodies are centered in our work and our lives.
- d. Assistant Superintendent Perrins suggested building in a system for checking to see that we are following up on our statements.
- e. This should be a comprehensive process about our partnerships with Indigenous serving communities and centering our staff and student population. This is broader than just a statement.
- f. Assistant Superintendent Perrins stated that there might be ways we can do acknowledgement that goes beyond the statement
 - i. Calculate some figure based on our property taxes and assign that fund to our Native American youth
 - ii. Build some connection between residing and operating on this property to supporting our kids.
- g. Ask Indigenous communities what we need to do. Help center their voices in that process.

4. Inclusive Curriculum

- a. Adoption process-There are rules and regulations around how they happen. The state usually comes up with some acceptable choices, others can also be submitted if they meet the criteria. There is a cycle for subjects, we are in the English Language Arts adoption this year.

- b. Assistant Superintendent Perrins suggested updating the Board policy on adoptions. We are happy to bring some language to the Board to review. He will work on this with MESD staff. Board member Samuel Henry asked Assistant Superintendent Perrins to bring
- c. We have internal supports that we do for our own staff, professional learning that goes on around curriculum. Angela Hubbs has discussed with this committee in the past.
- d. Committee Chair Helen Ying asked what MESD can do to help with equipping our own teachers as well as the teachers in the region as districts are asking for support in improving and increasing the inclusivity in the curriculum and begin to prep for the Ethnic Studies Standards.
- e. Stacy Michaelson let the group know that in the 2021 session House Bill 2056 the legislature passed a language inclusivity bill. It is no longer English Language Arts but now Language Arts. This also did away with the requirement that our language classes be taught in English, ODE is going to be working on the rule making process and sort out standards around that. Eventually we, and our districts will have a lot more flexibility in how we offer those sorts of classes to our students. She will follow up on this when she has more information.
- f. Committee Chair Helen Ying requested to have Angela Hubbs give the committee an update about that the plan is going forward in terms of professional development for our own teachers or for the teachers in the region on inclusive curriculum.

5. Breaking the School the Prison Pipeline

- a. The group shared their thoughts from our meeting with Juvenile Justice.
 - i. Committee member Denyse Peterson's question was what happened to these students in kindergarten or pre-kindergarten to lead them to where they are now. What teachers, if any took interest in these students?
 - ii. Will there be a follow up meeting?
 - iii. Did we accomplish our goal?
- b. Stacy Michaelson let the group know that because of current statute is we cannot use any of our funding at DEL for transition services once a student is no longer at DEL.
- c. Helen Ying let the group know that she thought it was a productive meeting for understanding but also realizing the key role education plays.
- d. Next steps
 - i. Can Board members reach out to other district Boards to see if they want to learn what we just learned
 - ii. Leverage points-Can we facilitate to help staff in districts understand the leverage points
 - iii. Is there a need to improve on information sharing? IEP sharing. It can take up to 10 days to share information and students in JDEP programs may only be there for a few days. DEL Teacher Cassandra Hyman described the process of beginning instruction with a student at DEL and how they serve students they believe might be on an IEP. She suggested that they have students at the table from day one in the IEP process. This will empower them and give them advocacy skills.

Adjourn

There being no further discussion, the meeting was adjourned at 2:32 p.m. The next meeting of this committee will be at 1:00 p.m. on December 2, 2021.

Respectfully submitted,

Heather Severns

Executive Assistant/Board Secretary

Multnomah Education Service District

Code:
Adopted: 12/14/21

Affirmative Action

The Multnomah Education Service District (MESD) is committed to student academic and personal success ensuring that every student we serve benefits from a safe and supportive learning environment. We are also committed to achieving the goals of the Oregon Educator Equity Act (formerly Minority Teacher Act) to ensure that our workforce mirrors our student population. These commitments are anchored in the belief that every student has the right to equitable educational opportunities and a school experience that is honoring, inclusive and empowering. Equitable policies, diverse people and culturally responsive practices are essential to ensuring that the MESD is an educational service district that ensures that every student has the tools to navigate a complex society and global economy.

It is the policy of the Multnomah Education Service District to provide equal employment opportunities without regard to race, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, gender identity, genetic information, or any other protected characteristic under applicable law. This policy relates to all phases of employment, including, but not limited to, recruiting, employment, placement, promotion, transfer, demotion, reduction of workforce and termination, rates of pay or other forms of compensation, selection for training, the use of all facilities, and participation in all MESD-sponsored employee activities. Provisions in applicable laws providing for bona fide occupational qualifications, business necessity, or age limitations will be adhered to by the MESD, where appropriate.

As part of the MESD's equal employment opportunity policy, MESD will also take affirmative action as called for by applicable local, state and federal laws and Executive Orders to ensure that under-represented group individuals, including females, disabled veterans, recently separated veterans, other protected veterans, Armed Forces service medal veterans, and qualified disabled persons are encouraged to apply to the MESD workforce and are regularly prioritized and considered for promotional opportunities.

Employees and applicants for employment shall not be subjected to harassment, intimidation, or any type of retaliation because they have (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing, or any other activity related to the administration of any federal, state or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state or local law requiring equal opportunity; or (4) exercised any other legal right protected by federal, state or local law requiring equal opportunity.

The above-mentioned policies shall be mastered by MESD hiring managers through ongoing annual training and guidance and shall be appropriately administered. It is the responsibility of each hiring manager of the MESD to ensure affirmative implementation of these policies to

avoid any discrimination in employment. All employees are expected to recognize these policies and cooperate with their implementation. Violation of these policies is an offense that may lead to, or result in disciplinary action.

The Affirmative Action Officer, designated to be the Director of Human Resources of the MESD, has been assigned to direct the establishment and monitor the implementation of personnel procedures to guide our affirmative action program. A notice explaining the MESD's Affirmative Action policy will remain visibly and conspicuously posted on the MESD website.

Therefore, the board directs the MESD Superintendent to:

1. Assign responsibility of monitoring and establishing implementation of the affirmative action program.
2. Ensure annual reporting to the board including data reflecting meaningful progress toward diversifying MESD workforce.

Footnotes:

The Oregon Fair Employment Practice Act prohibits discrimination in employment because of an individual's race, color, religion, sex, sexual orientation, national origin, marital status or age if the individual is 18 years of age or older, or because of an individual's juvenile record that has been expunged (*OR Rev. Stat. Sec. 659A.030et seq.*) or because of association with anyone of a particular race, religion, color, sex, national origin, marital status, or age, or juvenile record that has been expunged (*OR Rev. Stat. Sec. 659A.030et seq.* Employers are also prohibited from discriminating against employees or prospective employees on the basis of a genetic characteristic or employment of another family member or who has applied for workers' compensation benefits (*OR Rev. Stat. Sec. 659A.303, Sec. 659A.309, and Sec. 659A.040*). The law applies to *all* employers in the state, *except* that the prohibition on employment discrimination against disabled persons (individuals with a physical or mental impairment) applies to employers with 6 or more employees (*OR Rev. Stat. Sec. 659A.106*). There are no specific affirmative action provisions covering private employers.)

(State agencies. State agencies must develop and implement affirmative action plans to advance equal employment objectives and prevent discriminatory practices on the basis of race, religion, color, sex, marital status, national origin, disability, and age (*OR Rev. Stat. Sec. 659A.012*). Every state agency is required to include information in its reports concerning its awards of construction, service, and personal service contracts awarded to minority businesses (*OR Rev. Stat. Sec. 659A.015*). Every state agency is required to evaluate its managers **and ...**

It is declared to be the public policy of Oregon that all branches of state government shall be leaders among employing entities within the state in providing to its citizens and employees, through a program of affirmative action, fair and equal opportunities for employment and advancement in programs and services and in the awarding of contracts.

“Affirmative action” means a method of eliminating the effects of past and present discrimination, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities. [1975 c.529 §1; 1981 c.436 §1; 1989 c.224 §35]