

Board Equity and Inclusion Committee meeting

Thursday, April 7, 2022 1:00 PM

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

1. Call to Order

1.A. Board goals tied to the Equity and Inclusion Committee

1.A.1. Raise visibility of MESD to advocate for adequate funding and program resources with a racial equity lens

1.A.2. Ensure inclusion through implementing our equity lens to achieve equitable student outcomes

1.A.3. Advocate for inclusive educational curriculum to address racist history throughout the region and the state

1.B. Strategic Plan goals tied to the Equity and Inclusion Committee

1.B.1. Improve outcomes for students

1.B.2. Become an acknowledged leader and convener for improving educational outcomes

1.B.3. Increase district, student and community participation and satisfaction with our services

1.B.4. Attract, develop, and retain high-quality staff

2. Review minutes from the March 3, 2022 meeting

3. Reviewing policy amendments for gender neutral language and our equity lens

4. Inclusive Curriculum

4.A. What are we doing internally within our agency where we have direct influence?

4.B. How can we provide some help and guidance to our component districts?

5. Breaking the School to Prison Pipeline

5.A. Review next steps from last meeting and determine additional action items

Board Equity and Inclusion Committee

Thursday, March 3, 2022

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, March 3, 2022 by Committee Chair Ying.

- **CALL TO ORDER**

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

Absent: Samuel Henry, Board member

Administration: Sascha Perrins, Assistant Superintendent
Heather Severns, Board Secretary

Guests: Angela Hubbs, Senior Curriculum and Instruction Administrator
Dan Cohnsteadt-Principal, Helensview High School

1. **Review notes from the February 7 meeting-** The committee reviewed the minutes from the February 7 meeting and accepted them.
2. **Inclusive Curriculum-** Angela Hubbs spoke to the committee regarding the Professional Development that is coming out of School Improvement.
 - a. Our districts are continuing with their ELA adoptions. She will be meeting with our component district curriculum directors tomorrow and getting updates on where they are at in the adoption process and paths forward.
 - b. There is a trauma informed practices for teaching about genocide event coming up that aligns with the newer social sciences standards that districts are working on implementing. This is done in collaboration with ODE staff, Marcia Perez from MESD and Amanda Coven from the Oregon Jewish Museum and Center for Holocaust Education.
 - c. There is a workshop series called centering Indigenous perspectives in Science. This is focused on teachers in grades 6-12. They will be an exploration of tribal history and shared history science lessons, looking at how Western Science has traditionally excluded the perspectives knowledge and practices of indigenous students and communities in reviewing additional tools and framework. Angela will forward the flyers for this event in case anyone is interested in learning more or attending.

- d. Denyse Peterson asked about when the hard history will be taught. Angela let her know that the current social science standards which are more inclusive and are fairly aligned with the topics in hard history are currently optional and being phased in to be implemented in the 25-26 school year which will coincide with the statewide Social Studies adoption. Knowing that we have several years between now and that full implementation, what can we as an ESD put out there for professional development to help build people's awareness and build their capacity to do this work in advance of a curriculum adoption year in which districts might consider adopting some of those resources or other resources that are aligned. MESD does not have a Social Studies specialist. We have a Math and Science specialist and ELA. They work across content so Angela will bring this to the team at their next meeting and do some brainstorming around what they might be able to start putting out there. She will report back out on how it goes. Mary Botkin suggested going through the Southern Poverty Law Center.

Sascha Perrins let the group know that there is progress. We are seeing some good things and there are definitely places to grow. There is not a brand name thing they are doing called Hard History but has seen people doing place-based learning. We are doing these conceptual pieces in the regional at different levels and we are influencing that conversation toward that. An example of this, our Administrators group spent two days this week doing a Courageous Conversations training and MESD cabinet watched the video Lift Every Voice and is discussing it.

Helen Ying let the group know that this is a transformative process. So much of what we are bringing forth is missing history. That is why in 2017 there was such an effort in getting the Ethnic Studies Bill passed to ensure we have standards that really speaks to the pieces that are missing. Now there is time being given to ramp up and to transform our understanding and our narratives and help equip our teachers to do this work.

We have two tracks at MESD.

1. What are we doing internally within our agency where we have direct influence?
2. How can we provide some help and guidance to our districts?

3. **Breaking the School the Prison Pipeline**-Dan Cohnsteadt, principal at Helensview discussed trying to create more pathways, union work for example. If we can get students in high wage and high demand jobs, that opportunity addresses behaviors and it gives positive opportunities. One of the bigger barriers is expungement of felonies. Students can work for the union but could not get a union job because the union prevailing wage tends to be at hospitals, courthouses, and airports, where if you have a felony on your record you are not about to progress with that. Helensview has someone to help with expungements, they have 15 students in the process right now and they expect about half of them to be done in the next month or so. This process not only applies to felonies but also for any contact with police that might be used against the student. The biggest conflict with this right now is the

lack of public defenders and making sure the new attorney assigned to the student does not have any conflict with the old attorney. This is making the process take longer.

The second problem is driver's education and getting the students a driver's license. We have received some funds and are purchasing a driver's education car. There are two Helensview teachers currently taking the Drivers Education Course through the DMV so they can offer this course at Helensview. It takes three months because it is only offered on weekends twice a month. We need to get Helensview certified as a site for driver's education as well.

Dan spoke about an incident at Helensview that was handled well as a good example of equity work.

Dan also spoke with the committee about opportunities Helensview students have finding internships and summer jobs.

A discussion on adding student voice took place. Sascha Perrins let the group know that with our incarcerated students and the ability to interview them there is a lot of privacy concerns plus their schedules. Having a student involved on Board Equity and Inclusion committee was discussed. Helen Ying suggested having a focus group at the school in class with some ideas and initiatives that we give them to discuss. Mary Botkin suggested meeting with Denyse Peterson, Sascha Perrins and Dan Cohnsteadt to discuss this possibility. What are barriers keeping us from adding student voice? DEL Teacher Cassandra Hyman shared a note that a student in her program shared with her. She asks them to write and reflect on how they are feeling.

4. **Legislative update**-Stacy Michaelson gave a brief legislative update on some bills that were related to the Equity and Inclusion Committee's work.
 - a. Funding for the Ethnic Studies Standards is a victim of the short session as are many other good policy bills.
 - b. SB1522 passed out of both the House and Senate so we have some clarity around being able to use our JDEP and YCEP funds for transition services. We may be hiring 2-3 more transition specialists at DEL for next year.
 - c. SB1512 around licensing Boards and Commissions and not allowing them to hold prior convictions against someone unless it had a nexus to the work. This would not change the forever crimes list but it would have offered flexibility for our students and other fields. It also specifically addressed crimes or convictions when someone was a minor. This bill is likely going to die in the Senate Rules Committee.

5. **Proposal of replacing land acknowledgement with educational opportunities at Board meetings**- A proposal was made with support from the committee to move away from doing a Land Acknowledgement and moving to an Educational Opportunity. Helen is hoping that when we do these Educational Opportunities, we will still center what we have learned and use that to help us be better informed and ground ourselves in the work we do as the MESD Board. This will be discussed during the Equity and Inclusion Committee update at the March 15th Board Regular Session meeting. Thought needs to go into what the format will look like for this and how much time will be allowed. This will not need a motion or a vote.

Sascha Perrins shared that this would be new and innovative and that staff might be able to support with some kind of framework to keep the time working and if anyone needed help researching anything.

Mary Botkin will be doing the Educational Opportunity at the March 15th meeting.

- 6. Reviewing policy amendments for gender neutral language and our equity lens-**The committee did not get to this topic.
 - a. What are we missing for a policy review?
 - b. Can we add to this equity lens?

Adjourn

There being no further discussion, the meeting was adjourned at 2:35 p.m. The next meeting of this committee will be April 7th at 1:00 p.m.

Respectfully submitted,

Heather Severns
Executive Assistant/Board Secretary

RESOLUTION 22-016-First Reading of Amended Board Policy IA/IAA-Instructional Goals

Background: The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing ‘English language arts’ to ‘language arts’ and redefining definitions for language arts, world languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills.

Policy Update – October 2021 Page 7 of 9 Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year.

Lastly, there has been two versions of policy for IKF – Graduation Requirements and an AR to accompany version 2. The decision was made to maintain one version of IKF – Graduation Requirements and remove the alternate version (2) and the AR from the model samples, leaving one version of model policy IKF. The designation for IKF – Graduation Requirements has been changed to conditionally required because the ESD offers a diploma, it is required to adopt policy if the ESD has established additional credit and/or graduation requirements above the state-adopted graduation requirements for any state described diploma or alternative certificate.

WHEREAS, the Multnomah Education Service District Board of Directors reviewed amended Board Policy IA/IAA-Instructional Goals.

NOW THEREFORE BE IT RESOLVED, that Board Policy IA/IAA-Instructional Goals is approved for first reading as written or as further modified.

BE IT FURTHER RESOLVED, that there being no further discussion required, Board Policy IA/IAA-Instructional Goals is approved as proposed and does not require a second reading.

**Multnomah Education
Service District**

Adopted: 8/05/80
Revised/Readopted: 5/18/82; 5/18/83;
9/20/94; 5/18/10;
5/02/14; 3/15/22
Orig. Code(s): 2230.12; 6121.1;
6121-1

Instructional Goal

The MESD, in recognition of its educational responsibilities, shall develop goals for guiding its instructional program. These goals shall be developed by emphasizing involvement of staff, parents and the community in the total education of students through such means as the advisory committees in the decision-making and goal-setting process. Goals shall be reviewed periodically and, where desirable, modified.

In supporting the physical and cognitive growth and development of students, the MESD shall assist each learner to develop:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. **Supports the physical and cognitive growth and development of students**
5. The ability to reason and apply knowledge;
6. The basic skills of reading, writing, problem solving and communication;
7. Strong, healthy bodies and emotional well-being;
8. A desire for lifelong learning;
9. Knowledge and understanding of the theory and practice of how our democratic society functions;
10. Respect for the dignity, the rights and worth of all individuals;

Instructional Goal-IA/IAA

11. Skills, experience and positive attitudes and the capacity to adapt to changing conditions;
12. Attitudes and behavior necessary to develop and preserve our environment;
13. Provides students with the knowledge and skills that shall provide the opportunities to succeed in the world of work, as members of families and as citizens;
14. ~~His/her~~ Academic growth beyond proficiency in academic content standards and encourage ~~his/her~~ students in attainment of individual goals;
15. Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement;
16. Provides opportunities for students to learn through a variety of teaching strategies;
17. Provides for a safe, educational environment.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 329.125](#)

[ORS 336.067](#)

[OAR 581-022-1020](#)

[OAR 581-022-1030](#)

[OAR 581-022-1210](#)

[OAR 581-022-1340](#)

MESD Policy Cross Reference(s):

AA - MESD Purpose and Goals

AE - MESD Goal Setting

BA - Board Goals

BBA - Board Powers and Duties

CC - Administrative Organization

IA/IAA - Instructional Goals

IAB - Learning Supports to Enhance Achievement

IFO - Curriculum Adoption

IG - Instructional Design

IGBAE - Special Education - Participation in Regular Education Programs

IGBAF - Special Education - Individualized Education Program (IEP)**

IGBAH - Special Education - Evaluation Procedures

IGBAJ - Special Education - Free Appropriate Public Education (FAPE)

Instructional Goal-IA/IAA

IGBAL - Special Education - Services for Home-Schooled Students with Disabilities**
IGBHA - Alternative Education Programs
IGBHE - Expanded Options Program
IHB - Class Size
II/IIA - Instructional Resources/Instructional Materials
IIC - Community Instructional Resources
IJ - Guidance Program
IKB - Homework
IKF - Graduation Requirements
IKH - Credit for Proficiency
IL - Assessment Program
IM - Evaluation of Instructional Programs
JA/JAA - Student Policies, Goals and Objectives
JAB - Learning Supports to Enhance Achievement
JB - Assignment of Students to Classes