

Board Equity and Inclusion Committee meeting

Thursday, June 2, 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 May 11, 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

5.A.1. What are we doing internally within our agency where we have direct influence?

5.A.2. How can we provide some help and guidance to our component districts?

Board Equity and Inclusion Committee

Wednesday, May 11, 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 Wednesday, May 11, 2022 by Committee Chair Ying.

• CALL TO ORDER

Present: Helen Ying, Chair
Samuel Henry, Board member

Absent: Mary Botkin, Board Member
Denyse Peterson, Board member

Administration: Deon Logan, Human Resources Director
Heather Severns, Board Secretary
Reiko Williams, Director of Regional Equity Initiatives and partnerships
Stacy Michaelson, Government Affairs Administrator

Guests:

1. **Review notes from the April 7th meeting-** The committee reviewed the minutes from the April 7th meeting and accepted them.
2. **Breaking the School the Prison Pipeline**
 - a. Committee Chair Helen Ying reviewed the actions of the Equity and Inclusion committee from the 2021-2022 school year. A document with the review of the committee actions from 2021-2022 was shared with the committee members prior to the start of today's meeting.
 - i. These two items that we are using for inclusive curriculum can be applied to our work on the breaking the school to prison pipeline.
 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 component districts? Would the Regional School Board Equity Team (RSBET) be a good place for this? Prevention is very much linked with district policies re discipline - helping district's understand how their policies may inadvertently or unintentionally put students on the path toward the carceral system.

- ii. Committee member Samuel Henry asked how can we better serve and keep this in the front part of our minds. How are the external effects of the demographics shift impacting the work we are doing?
 - iii. Equity Director Reiko Williams let the group know that she thinks that there are other people that need to be in on this conversation. For example, the staff from Bars to Bridges and those that work directly with students on Christine Otto's team. These people may not be prevention oriented, they are more intervention oriented. Committee Chair Ying let the group know that we have had these people join our meeting, maybe we should have them come meet with us again and let us know what is happening now.
 - iv. Government Affairs Administrator Stacy Michaelson spoke to the group about JDEP/YCEP funding as well as the forever crimes list and possibly bringing the Legislative and Equity Committees together for this topic. Check in with TSPC to see if we could be a support so we do not unintentionally exclude possible staff members.
 - v. Could the ESD be offering some professional development for classroom level staff around things to know or how to serve youth who have been justice involved?
- b. Explore the opportunity to invite Board members from our component districts to join the discussion on looking at prevention and intervention.
 - i. Policies related to discipline
 - ii. Professional development for teachers and administrators for youth re-entering the school system.
 - c. Actions
 - i. There will be a curriculum used for summer school tied to helping our youth stay out of the justice system.
 - ii. For Board members, focusing on the prevention piece. How do our component districts keep the youth in their district, re-acclimation? Could this be a focus for the RSBET?
- 3. Inclusive Curriculum-This item was skipped this month.**
- a. What are we doing internally within our agency where we have direct influence?
 - b. How can we provide some help and guidance to our component districts?

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

Reiko link-

<https://docs.google.com/viewerng/viewer?url=https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/2.10.010-P.pdf>

The Board secretary will review the recording of the meeting and see what part of the language in policy JBB the Board wanted changed.

#5-Change the language from their families and their communities to our families and our communities.

A sample racial equity stance-<https://www.nclack.k12.or.us/superintendent/page/equity-stance>

The July 7th Board Equity and Inclusion meeting will not take place due to the OSBA Summer Board Conference. When the committee meets in June they will make a decision on whether to hold a July meeting.

Adjourn

There being no further discussion, the meeting was adjourned at 2:25 p.m. The next meeting of this committee will be June 2 at 1:00 p.m.

Respectfully submitted,

Heather Severns
Executive Assistant/Board Secretary

Multnomah Education Service District

Code: **JB**
Adopted: 1/16/18
Revised: 3/15/2022

Educational Equity

The MESD Board is committed to the success of every student in each of our schools, our component districts, and achieving our mission of:

We support all students to achieve excellence.

The board is focused on goals that prepare students to graduating ready for college, career, and life.

The concept of education equity goes beyond the idea of equality where all students are treated the same. Educational equity fosters a barrier-free environment in which all students, regardless of race, class, creed, color, religion, ancestry, national origin, age, economic status, sex, sexual orientation, including but not limited to gender expression or identity, pregnancy status, marital status, physical appearance, or the presence of any sensory, mental or physical disability, have the opportunity to access education and benefit in the learning equally.

Educational equity requires differentiating resource allocations, within budgetary limitations, to meet the needs of students who need additional supports and services to succeed academically.

For that success to occur, MESD is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving educational equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity MESD will commit to:

1. Systematically using MESD-wide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility¹ to inform MESD decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.

¹These are data categories that the Oregon Department of Education collects. ESDs may choose to add to this list from data the ESD collects.

3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation², gender identity, and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The MESD shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
2. The MESD shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed using an educational equity analysis tool.
3. The MESD shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The MESD seeks to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
4. The MESD shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The MESD shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The MESD shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The MESD shall seek to involve students, staff, families and community members that reflect MESD demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The MESD shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The MESD shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class,

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop an action plan with clear accountability and metrics, and include equity practices in the ESD's strategic plan strategies to implement this policy. The superintendent will report on progress toward these goals three times per year, and provide the Board with updated action plans each year.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)

[ORS 332.075](#)

[ORS 334.125](#)

[ORS 342.437 to -342.449](#)