

Board Equity and Inclusion Committee meeting

Thursday, October 6, 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. Identify statutory and legislative priorities for engaging legislators and community partners to develop meaningful advocacy for MESD students and communities.

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

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 June 2, 2022 meeting

3. Review MESD Board Equity and Inclusion Committee Working Agreement and make updates as needed

4. Review policy amendments for gender-neutral language and our Equity Lens

4.A. Policy IGBB: Talented and Gifted Programs and Services

4.B. Policy IGBA: Identification-Talented and Gifted Students

5. Review MESD Board Retreat minutes and goals assigned to the Equity and Inclusion Committee and determine next steps.

Board Equity and Inclusion Committee

Thursday, June 2, 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, June 2, 2022 by Committee Chair Ying.

- **CALL TO ORDER**

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

Absent: Mary Botkin, Board Member

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

Absent: Sascha Perrins, Assistant Superintendent
Deon Logan, Human Resources Director

Guests:

1. **Review notes from the May 11th meeting-** The committee reviewed the minutes from the May 11th meeting and accepted them.
2. **Reviewing policy amendments for gender neutral language and our equity lens**
The committee reviewed Board Policy JBB-Educational Equity
 - a. In item #5 the word their will be changed to our to promote inclusiveness.
 - b. Community will be changed to communities.This policy will be amended and included with the consent agenda items.

Discussion was held on #7 regarding adding student voice. Student voice will be covered in the Equity Stance instead of this policy.

3. **Equity Stance-**The committee decided to begin discussions on an Equity Stance. Reiko Williams shared four links to examples of an equity stance from other agencies. The committee reviewed the following examples.
 - a. North Clackamas- <https://www.nclack.k12.or.us/superintendent/page/equity-stance#:~:text=The%20North%20Clackamas%20School%20District,in%20reaching%20their%20full%20potential.>

- b. COSA- <https://www.cosa.k12.or.us/about/equity-stance>
 - c. YWCA- <https://www.ywca.org/ywca-and-racial-justice/>
 - d. MESA- <https://oregonmesa.org/about/equitystatement/>
 - e. The committee will move forward creating a draft of an equity stance. A question is being sent to OSBA regarding having a quorum of Board members working on the same shared Google Doc. Committee Chair Helen Ying will create a draft and share it with the committee members after we get an answer from OSBA.
- 4. Inclusive Curriculum-** *This item was skipped for this meeting.*
- 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?
- 5. Breaking the School to Prison Pipeline**
- a. Review next steps from last meeting and determine additional action items.
 - i. What are we doing internally within our agency where we have direct influence?
 - 1. Summer reading program at Helensview.
 - ii. How can we provide some help and guidance to our component districts?
 - 1. This will be brought up at the Regional school Board Equity Team when they meet again in August or September.
 - 2. Have the MESD offer some professional development for classroom level staff around serving youth who have been justice involved.
 - 3. Helen is meeting with component district Board members to build relationships.
- 6.** The July meeting of the Board Equity and Inclusion Committee has been cancelled due to the OSBA Summer Board Conference. The meeting will not be rescheduled. The committee has been asked to work on the Equity Stance document during the month of July.

Adjourn

There being no further discussion, the meeting was adjourned at 2:32 p.m. The next meeting of this committee will be August 4 at 1:00 p.m.

Respectfully submitted,

Heather Severns
Executive Assistant/Board Secretary

MESD Board Equity and Inclusion Committee Working Agreement 2021-2022

Mission

To advance MESD internal equity work and overall regional equity work.

Authority

The Equity and Inclusion Committee will make recommendations to the Board.

Committee Goals

- The committee will establish clear, consensus-based recommendations on best practices to advance the equity and inclusion efforts across the organization.
- Research and recommend specific best practices to advance MESD internal equity work and overall regional equity work.
- Gather promising practices and tools from across the country
- Focus on high leverage strategies
- Focus on the Board goals assigned to the committee

Committee Activities

- Gather promising practices and tools from across the country, and develop recommendations for advancing MESD internal equity work and overall regional equity work.
- Reach out and develop relationships with local and regional groups doing similar work.
- Implementing the Educational Equity Policy and exercising the Equity Lens for both the agency and the Board

Meeting Frequency

- The Committee will meet monthly on the First Thursday of the month from 1:00 p.m.-2:30 p.m. End time may be earlier depending on the agenda and committee chair.

Scope

This charter applies to the activities of Committee, which may in turn; affect all entities, departments, and individuals of MESD and the component districts across the region.

Decision Making

- The Committee members present at meetings where a decision needs to be made will make decisions. The group will arrive at a decision by consensus. After sufficient fact finding and discussion if consensus cannot be reached the group will decide by majority. Everyone will be heard, and no decision will be held up without significant reservations or concerns being raised.
- When deadlines or other factors require that decisions must be made, Committee members who are present at the meeting will make the decision. In cases where consensus is not reached, decisions will be made by majority. If a decision must be made by majority and concerns remain, the issues/concerns should be recorded along with the decision.
- If decision must be made outside of a planned meeting, members may be solicited via electronic means for their views with the aim of reaching consensus.

Principles and Ground Rules

- Start and end each meeting on time.

- Come prepared
- Have a prepared agenda with an objective and expected outcomes.
- If member needs differ from published agenda it is incumbent upon the member to notify the chair so adjustments to the agenda can be made.
- The Committee will be a safe space, where all members can speak freely and have their voices are heard, regardless of their status. Meaning that all members are able to speak freely and have their voices heard. Hard on the problem and soft on the people
- Members will clearly verbalize when input or information is to be kept confidential.
- Members will listen actively.
- Discussion items that don't relate to the meeting's objective will go to the "parking lot".
- Members will focus on underlying needs and interests, not positions. Focus on the needs we are trying to meet.
- Ask to challenge ones position.
- We will practice and demonstrate flexibility.

Multnomah Education Service District

Code: **IGBB**
Adopted: 12/21/10
Revised: 4/17/18; 4/19/22; 10/18/22

Talented and Gifted Programs and Services

Purpose

MESD shall be committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted demonstrate exceptional performance when compared to applicable development or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

Identification Process

The MESD Board directs the Superintendent or designee to develop a written identification process for identifying academically talented and intellectually gifted students K-12. [(See Board policy IGBBA – Talented and Gifted Students – Identification**)]

After due consideration of the input of staff, parents and the community to establish a written identification process this process shall include at a minimum:

1. Behavioral, learning and/or performance information; and
2. A nationally standardized academic achievement and/or mental ability test for assistance in identifying academically talented students or Oregon Assessment of Knowledge and Skills (OAKS).

MESD shall make an effort to identify talented and gifted students from populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

The MESD Board has established an appeals process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBB-AR(1)-Appeals Procedure for Talented and Gifted Identification and Placement.

The MESD Board has established a procedure to utilize if a student, a parent or guardian of a student attending a school operated by the MESD or a person who resides in the MESD has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. The complaint procedure IGBB-AR(2) Complaints Regarding the Talented and Gifted Program, is available at the ESD's administrative office and on the home page of the ESD's website.

Programs and Services

~~An MESD written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.~~

The ESD will develop a written plan of instruction for talented and gifted students [in accordance with law.] [that:

1. Includes a statement of the ESD policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the school;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the ESD provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the ESD will evaluate progress of the plan; and
7. States the name and contact information for the ESD's talented and gifted coordinator.¹]

[The ESD shall submit such plan to the Oregon Department of Education (ODE) as directed.]

The plan will be provided at the school or the ~~district~~ MESD office, when requested, and will be published on the ~~district's~~ MESD's website. The MESD website shall also provide the name and contact information of the ~~district's~~ MESD's coordinator of special education and programs for talented and gifted. [The ESD will annually report the name and contact information of the ESD's TAG coordinator to ODE.]

The Superintendent shall remove any administrative barriers that may exist which restrict students' access to appropriate services and shall develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance
2. Grade Skipping

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

3. Ungraded/Multi-age Classes
4. Cluster Grouping in Regular Classes
5. Continuous Progress
6. Cross Grade Grouping
7. Compacted/Fast-Paced Curriculum
8. Special Full- or Part-Time Classes
9. Advanced Placement Classes
10. Honors Classes
11. Block Classes
12. Independent Study
13. Credit by Examination
14. Concurrent Enrollment
15. Mentorship/Internship
16. Academic Competitions
17. Magnet Programs/Schools

Parent Notification

MESD may also identify and provide programs for students who demonstrate outstanding ability or potential in creative abilities in using original or nontraditional methods in thinking and producing leadership abilities ability in motivating the performance of others in educational or non-educational settings; and/or unusual abilities ability in the visual or performing arts, such as dance, music or art. MESD shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their student.

MESD shall inform parents of the identification of their student as talented and gifted in writing.

END OF POLICY

Legal Reference(s):

[ORS 343.391](#)
[ORS 343.395](#)
[ORS 343.396](#)
[ORS 343.397](#)
[ORS 343.401](#)

[ORS 343.407](#)
[ORS 343.409](#)
[ORS 343.413](#)

[OAR 581-022-1310 to -1330](#)
[OAR 581-022-2370](#)
~~SB 486 (2021)~~

Identification - Talented and Gifted Students**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted (“TAG”) students in grades K-12, the MESD directs the superintendent ~~or designee~~ after due consideration of the input of staff, parents and the community to establish an ~~written~~ identification process.

This process shall include ~~as~~ ~~at~~ a minimum:

1. Use of ~~research-based best~~ ~~evidence-based~~ practices ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged~~ that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. ~~Behavioral, learning and/or performance information~~ Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. ~~A nationally standardized mental ability test for assistance in the identification of intellectually gifted students;~~

~~A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.~~
4. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
5. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

6. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.~~

The MESD will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

[The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.]

[Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.]

When a student is identified for TAG, the MESD shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal ~~the decision~~ through Board policy KL - Public Complaints and begin [at step 2] with the superintendent or designee and the accompanying administrative regulation, IGBBA-AR-Appeal Procedure for Talented and gifted Students Identification and Placement.

After exhausting the MESD's appeal procedure and receiving the MESD's final decision, a parent may appeal the decision to the State Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The MESD shall provide a copy of the OAR's upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

[OAR 581-022-194](#)

**Multnomah ESD Board of Directors'
Board Semi Annual Planning Session
Friday, August 5, 2022**

**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

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

Board Members Absent: None

Administrative Staff Present: Paul Coakley, Superintendent
Sascha Perrins, Assistant Superintendent
Heather Severns, Board Secretary

1. **Educational Opportunity**-Jessica Arzate started the meeting with an acknowledgement of the land we are meeting on.
2. **Grounding Activity**-Superintendent Coakley led the group in a grounding activity using the Courageous Conversations Compass. Board members shared a song that resonates with them from their childhood and discussed events happening around that time.

3. Board Goal –Review 21-22 and Set 22-23

Board member Cornuelle reviewed the 20-21 and 21-22 goals with the Board. She reviewed the status of the 21-22 goals and the group discussed possible goals for 2022-2023.

22-23 Goals were recorded on a working Google doc created by Board member Cornuelle. The chart below is where the Board was at the conclusion of the retreat. Committees will look at the wording of the goals and get back to the Board chair with any changes.

2022-2023 Goals	Status	Committee/Workgroup
1. Evaluate current facilities to develop a long-term plan ensuring student and staff success	Partially complete: facilities plan created Outside assessment	<ul style="list-style-type: none">• Finance Committee• Board Building Sub-

<p>Sub-goal:</p> <ul style="list-style-type: none"> • Complete a long-term strategic capacity assessment and analysis (including lease vs. buy) for all MESD facilities to ensure regional equity and accessibility 	<p>completed and recommendations need to be reviewed by staff and presented to the Board</p>	<p>Committee Workgroup</p>
<p>2. Identify statutory and legislative priorities for engaging legislators and community partners to develop meaningful advocacy for MESD students and communities</p> <p>Sub-goals:</p> <ul style="list-style-type: none"> • Advocate for adequate K-12 funding for the biennium • Work with Stacy to prepare for session in 2022-2023 • Follow-up on Forever Crimes Bill and expungement of juvenile criminal records • Advocate for funding equalization for incarcerated youth • Collaborate on advocacy and/or legislation related to school Board member privacy and safety <p>Strategies:</p> <ul style="list-style-type: none"> • Establish and/or grow relationships with families, community partners and educational coalitions • Improve community engagement and partnership to ensure underrepresented voices are heard 		<ul style="list-style-type: none"> • Legislative & Community Action Committee • Equity & Inclusion Committee
<p>3. Ensure inclusion through implementing our equity lens to achieve equitable district outcomes</p> <p>Sub-goals:</p>		<ul style="list-style-type: none"> • Equity & Inclusion Committee • Policy Workgroup TBD

<ul style="list-style-type: none"> • Review and improve practices and policies within an anti-racist and racial justice framework • Operationalize the adopted comprehensive equity lens and policies • Expand access to educational alternatives for career and apprenticeship opportunities • Advocate for place-based, inclusive educational curriculum to address racist history throughout the region and the state <p>Strategies:</p> <ul style="list-style-type: none"> • Use data and metrics to ensure improved district outcomes within the agency throughout the region 		
<p>4. Continue focus and prioritization of regional leadership around equity</p> <p>Sub-goal:</p> <ul style="list-style-type: none"> • Continue to improve on the Regional School Board Equity Team work 		<ul style="list-style-type: none"> • Board • RSBET Representatives • Workgroup TBD
<p>5. Commitment to continuous board education and development</p> <p>Sub-goal:</p> <ul style="list-style-type: none"> • Ensure Board education, onboarding and recruitment practices align with RSBET goals • Implement goals identified from OSBA professional development grant program 		<ul style="list-style-type: none"> • Board Development Workgroup • Policy Workgroup TBD

4. Superintendent Goals & Strategic Planning

- a. Superintendent's Vision: 2022-2023-
 - i. The first half of the year all of our work is focused on redesigning and overseeing an effective strategic planning process to ensure a continual focus on what matters most to all stakeholders served by MESD for the next five years.
 - ii. The second half of the year our work is focused on monitoring supporting and overseeing the implementation of the strategic planning strategies identified in year one.
- b. Strategic Plan as a Blueprint-What does the strategic Plan accomplish?
 - i. Create a shared mission, vision, and core values across the organization.
 - ii. Confirms a few specific priorities and ensures alignment
 - iii. Provides a path for the removal of barriers to address long standing inequities.
- c. Race is the root cause
 - i. Institutional and structural approaches to racial equity can be used to improve all other areas of marginalization (e.g. gender identity, religious expression, disability status, language proficiency)
 - ii. Racism shows up in structures, policies and practices that contribute directly to inequities in curriculum, access resources and many other areas.
- d. Definition of Racial Equity-Racial Equity is when race does not determine quality of life, opportunities or outcomes.
- e. Establish Clear Protocols
 - i. Equity Focused
 - ii. Data Driven
 - iii. Empower Voices
 - iv. Alignment
 - v. Prioritization
- f. A Living Breathing Plan
 - i. Formative Monitoring: Through quarterly, school, program and department chats principal, senior leadership, steering committee reviews, and Board updates, reports and work sessions.
 - ii. Supports: Building our staff's will, skill , capacity and knowledge, differentiated support based on needs
 - iii. Adjustments: Making annual adjustments at the end of each year, to ensure the strategies and action steps are responsive to data and environmental changes.
- g. Strategic Planning Talking Points
 - i. 2021-2022 MESD conducted an Equity Audit-Audit focus-
 1. Professional Development
 2. Hiring & Retention and Staff Diversity
 - ii. 2021-2022 MESD Conducted and provided guidance to district's on ODE's Six Components to student success.
 - iii. 2021-2022 MESD gathered data from staff and component district surveys, collaborative discussions and focus groups
 - iv. The outcomes of these processes and information will guide the process of updating the strategic plan.
 - v. Based on stakeholder feedback, Cabinet Leaders will guide the facilitation of process internally.

- vi. The process will consist of: Leaders, Dept., staff, Teachers, Nurses, Classified, Board and Students.
- vii. The process will begin in October, once the Equity Audit has been completed.
- viii. The process will consist of four collaboration meetings
- ix. These four meetings will result in a draft plan
 - x. Two feedback meetings will be held to review the draft plan: Community Partners & Component Districts
 - xi. Cabinet will finalize the plan, identify Director responsibility, and workgroups as deemed appropriate.
- h. Determine the structure for Board participation
 - i. Two Board members selected to represent the Board in the process, VS
 - ii. Rotating participation throughout the Process.

5. Board Committee Assignments

- a. Equity and Inclusion-**Helen(Chair)**, Denyse, Mary, Samuel, Katrina
- b. Finance-**Jessica(Chair)**, Mary, Denyse, Katrina
- c. Superintendent Evaluation-**Kristin (Chair)**, Helen
- d. Board Development workgroup-**Helen (Chair)**, Katrina
- e. Legislative Committee- **Mary(Chair)**, Samuel, Denyse, Katrina
- f. Labor Review-**Mary(Chair)**, Kristin
- g. OAESD-Helen
- h. RSBET-Helen & Mary

The Board Secretary will send out the charters from 21-22 to each of the committee chairs and schedule meetings.

ADJOURNMENT

Heather Severns
Executive Assistant/Board Secretary