

Board Equity and Inclusion Committee meeting

Thursday, November 3, 2022 1:00 PM

This Hybrid meeting will take place live in the MESD Board room as well as via Zoom for guests.

1. Call to Order

1.A. Board goals assigned 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 district 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 October 6, 2022 meeting

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

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

Board Equity and Inclusion Committee

Thursday, October 6, 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

Board goals assigned to the Board Equity and Inclusion Committee:

- Identify statutory and legislative priorities for engaging legislators and community partners to develop meaningful advocacy for MESD students and communities
- Ensure inclusion through implementing our equity lens to achieve equitable district outcomes

The meeting was called to order at 1:00 p.m. on Thursday, October 6, 2022 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: Angela Hubbs, Director of Curriculum and Instruction
Deon Logan, Director of Human Resources
Sascha Perrins, Assistant Superintendent
Reiko Williams, Director of Regional Equity Initiatives and partnerships
Heather Severns, Board Secretary

Guests:

- 1. Review notes from the June 2nd meeting-** The committee reviewed the minutes from the June 2nd meeting and accepted them.
 - a. Equity Stance follow up. Because the agency is going through an equity audit we will wait until that is finished and will revisit it later. Helen Ying spoke with Dr. Coakley and asked if the Equity stance could be part of the Strategic Plan.
- 2. Review MESD Board Equity and Inclusion Committee Working Agreement and make updates as needed-**We will wait on making updates. Deon Logan and Angela Hubbs will both review this agreement and report back to the committee.
- 3. Reviewing policy amendments for gender neutral language and our equity lens**
 - a. Policy IGBB-Talented and Gifted Programs and Services

b. Policy IGBBA- Identification –Talented and Gifted Students

Angela Hubbs reported that these policies are up for revision and many of the revisions that are suggested came out of the OSBA suggested language but we also had the state Talented and Gifted (TAG) Specialists take a look and provide some suggested revisions to make sure things are in line with the current ORS. There were some changes to state rules around TAG identification. Angela Hubbs and Reiko Williams have had discussions around the nature of TAG programs in general as something they have seen as not necessarily resulting in equitable access and outcomes so they thought it might be helpful to bring it to this group for discussion in general and in terms of application to the MESD context.

Reiko shared the idea that TAG is no longer part of a district in Minneapolis. The objective they use is to identify the giftedness in each student. Historically students who are identified as TAG are an over identified population of white students and Special Education students are an over identified population of non-white students. The fact that we change the language in the TAG policy is not going to change the outcome. This is how this program has been operationalized because we use standardized tests and things that are situated to continue to keep this in place. Reiko asked the question, do we tweak the language or do we have conversations and begin to think about ideas in which we really transform how we see giftedness.

Conceptually we are required through division 22 to have this policy because it is in state statute. The points that Reiko made show us that TAG ends up in some cases increasing disparities when it is applied in a way that is not equitable. This feels like a conundrum. On one hand we could take a look at this together and agree that the language and suggested revisions to this policy are better than the last version and strive to be more inclusive than the last version of this policy. From a programmatic standpoint there are access and equity issues. There is no simple answer.

Helen brought up that in the new language identification is more inclusive in terms of using alternative or different tools for the identification process. Angela confirmed that this is a change from ODE. There is a new OAR around the ability for districts to use local performance assessments and not solely rely on national standardized or nationally normed or standardized assessments. The hope is that using local performance assessments which districts still need to define and do some internal professional development around. There is a potential to have more students identified for TAG and more students that have been historically underserved identified for the program. Reiko spoke to the group about the history of exclusion and identifying people, and a message around intellectual inferiority. She stated that when she had a chance to review the parent notification at the end of the policy and the new language that MESD may also identify and provide programs for students who demonstrate outstanding ability or potential and creative abilities, and using original or non-traditional methods. There is also language around performing arts, dance or music. Reiko believes this perpetuates a stereotype that you can be identified for your creative abilities but those are exceptions that we will identify. Academic skills have traditionally been the measure of your abilities. She feels like this is an offensive message to send out. Helen asked if we should change this language. Mary asked how do we change the language that is offensive while still offering to identify students that are gifted in dance,

arts, music etc? She would also like to know what the budget implications are, how much money do we get for TAG per student? Do we get additional funding if we have TAG students, and if we do what does that look like? If we declassify TAG students, do we actually lose funding available for them? Is there a need for legislative change? Helen asked that we focus on the policy revisions and have a separate conversation about the funding and legislative questions.

Reiko brought this to the Equity and Inclusion Committee because of the deeper conversation. Do we want to just tweak the language and present it to the Board or do we want to have a deeper philosophical conversation. When we talk about TAG historically there has been a process that has identified white students as TAG. There is an assumption that you can make when you see white students over represented and over identified as TAG and people of color under identified in TAG. So the implied message is white kids are smart and kids of color are not. This is what the data demonstrates. When we try to make amendments to the language and say we want to close the gap that exists, one way to close the gap is to recognize that people of color are artists and dancers and that kind of thing it perpetuates a stereotype that our gifts are rooted in creative ability and not in intellectual academic ability. Reiko let the group know that there are movements around the country, Minnesota as an example, that are saying they are not going to continue to do this, they are not going to perpetuate the idea that only some kids are talented and gifted in the ways in which we have historically identified them. Helen noted that the language did not call out people of color.

Denyse asked about the criteria that is used for qualifying as talented and gifted. This is in policy IGGBA.

Discussion took place on having a philosophical discussion about this topic. We cannot change the language without seeing what the impact will be.

Angela Hubbs let the group know that MESD is in a different place in terms of practical application of TAG policy than some of the other districts are. She has started convening all of the district TAG coordinators and there is a strong interest regionally to share best practices and to attend to these disparities that we know are in TAG programming. They are trying to build that community practice to support better implementation.

Denyse asked if we could make the changes we want even though there could be an impact statutorily and start operating in that mode. This needs to be a living document of how we are going to operate. Let's identify the giftedness in all students not just some.

Helen asked for perspectives and recommendations from staff. Angela stated that there are two parallel conversations. One is a broader issue that has implications with legislation and state rules then there is the more immediate and specific to out context kind of questions. We might be able to get some language in an AR around the ways we want to implement this policy and the types of data we want to track in order to look at disproportionality and equitably identifying underserved student groups into TAG programming. Reiko added that

when we bring policies to the Board there is an opportunity to really apply the Board adopted Equity Lens which asked us to consider the people, the power the process and the plan. How are people affected positively or negatively in terms of the barriers they experience? Who are the groups affected by the policy? What are the potential impacts? Applying the Board adopted lens critical as we move forward.

Mary looked up the Oregon Association of Talented and Gifted are having a conference this weekend. There is no one from MESD attending.

A sub-committee of the Equity and Inclusion Committee will be scheduled to dive deeper into the policy changes in IGBB and IGBBA.

A discussion took place on the process the Board would like to use moving forward with policy amendments. Helen asked Denyse as chair to think about how she would like to proceed with a possible policy committee.

- 4. Review MESD Board Retreat minutes and goals assigned to the Equity and Inclusion Committee and determine next steps.**-The committee reviewed the goals recorded in the August 5th minutes from the Board retreat. Goal 2 and Goal 3 are assigned to this committee.
- a. Goal 2- Identify statutory and legislative priorities for engaging legislators and community partners to develop meaningful advocacy for MESD students and communities
 - b. Goal 3- Ensure inclusion through implementing our equity lens to achieve equitable district outcomes

Mary stated that one of our top priorities should be funding. Helen agreed but was more specific in advocating funding for JDEP and YCEP programs. She would like to invite Christine Otto and Stacy Michaelson to the combined Equity and Legislative committee meeting to talk about this.

There will be a meeting scheduled with the Equity and Inclusion and Legislative Committees. The Board Secretary will send out a Doodle Poll shortly to set a date.

Meeting Summary/Action for the next meeting

1. Organize a sub-committee meeting to look at the TAG policies to share with the Equity and Inclusion Committee at the November 3rd meeting.
2. Organize combined Equity and Inclusion and Legislative committee meeting to see what needs to be done in terms of advocacy for funding, particularly for JDEP/YCEP. Mary wants to learn more about funding for TAG.
3. Committee members are asked to review the Board retreat minutes from August 5th and come back with suggestions on what actions the committee should take to begin working toward achieving the two goals that they are assigned.

Adjourn

There being no further discussion, the meeting was adjourned at 2:32 p.m. The next meeting of this committee will be November 3 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 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