

Board Equity and Inclusion Committee meeting

Thursday, March 2, 2023 1:00 PM

Virtual Via Zoom

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. Creating a high quality learning experience for all

1.B.2. Operationalizing systems that engage and empower communities

1.B.3. Building a culturally responsive workforce

2. Review minutes from the February 8, 2023 meeting

3. Action steps for the 2022-2023 Board goals assigned to the Equity and Inclusion Committee

3.A. Gather information on prevention and intervention programs and initiatives already in place to help students stay out of the criminal justice system.

3.A.1. Continue discussion on identified gaps and determine tangible actions

3.B. Review notes from the November 3, 2022 meeting and identify additional actions step to be explored

Board Equity and Inclusion Committee

Wednesday, February 8, 2023

2023-2028 Agency Goals

#1 – Creating a high-quality learning experience for all

#2 – Operationalizing systems that engage and empower communities

#3 – Building a culturally responsive workforce

MESD Board Equity Lens-<https://www.multnomahesd.org/board-equity.html>

The meeting was called to order at 1:00 p.m. on Wednesday, February 8, 2023 by Committee Chair Ying.

• CALL TO ORDER

Present: Helen Ying, Chair
Samuel Henry, Board member

Absent: Denyse Peterson, Board member

Administration: Sascha Perrins, Assistant Superintendent
Heather Severns, Board Secretary
Reiko Williams, Director of Regional Equity Initiatives and Partnerships

Guests:

1. **Review notes from the January meeting-** The committee reviewed the minutes from the January 5th meeting and accepted them. Following up on a few items from the last meeting.
 - a. Scheduling Visits-Helen Ying reached out to Commissioner Jayapal's office and they are helping set up visit dates for the Jails Downtown and Inverness. Denyse Peterson and Samuel Henry will be invited if they would like to attend. Helen would also like to set up a visit at Ocean Dunes in Florence.
 - b. Committee Chair Helen Ying had a meeting with Commissioner Jayapal to talk about possible partnership opportunities. . She discussed the following topics with her:
 - i. The Equity and Inclusion Committees meeting with Michael Zhang from the Metropolitan Public Defenders Office and discussion on youth employment
 - ii. The Boards meeting with Deena Corso, Division Director, Multnomah County Juvenile Services and Lynne Schroeder, Division Director, Washington County Juvenile Services. The major take away was that prevention is the key
 - iii. Commissioner Jayapal will check in with Erica Pruitt to get a better sense of what is possible in terms of a partnership with MESD.
 - iv. Commissioner Jayapal discussed programs at DEL that are county programs including a farm and a recording studio.
 - c. Sascha checked in with Stacy Michaelson regarding stabilizing funding for JDEP. Stacy confirmed that it is on the legislative agenda and is being worked on.
 - d. Committee Chair Ying asked that we invite Christine Otto back to continue our discussion on the JDEP and YCEP programs. At the last meeting she gave an

overview to the committee but we ran out of time. Are there other things Christine had prepared to share with the committee?

2. Action steps for the 2022 Board goals assigned to the Equity and Inclusion Committee

a. Advocacy for funding of JDEP and YCEP.

b. Identifying the Gaps

i. How many days are each of our programs in session? The regular school year is 185. The JDEP and YCEP programs are extended.

1. Three Lakes is almost year round
2. Helensview runs programs throughout the summer
3. DEL is on a 220 day academic calendar.

ii. How many students in the incarcerated program system are on an IEP? Assistant Superintendent Perrins let the group know that many students in this setting do have IEP's, some get on an IEP while they are there although it is complicated and hard to pull people together in that environment, especially when they are only there for a short amount of time. There are likely many students that are unidentified and needing support.

iii. Are all students served with transition supports after they leave our programs? Even if it is for only two weeks.

1. Do we have the supports to make this happen, should we ask for support from other agencies?
2. What is the recidivism rate?

iv. Would our Component District Superintendents be willing to join us in this work?

v. Need for GED or ELL classes in our programs. Assistant Superintendent Perrins addressed this. MESD does have GED programs and High School Credits available. MESD is the only accredited ESD in the state of Oregon. This allows us to give credits to students who have earned them in our programs. They can work towards and earn their diploma. We had two students graduate from Inverness on Monday this week. ELL services are available in YCEP programs as the students are there for a longer period of time. It is not a class, more modifying the curriculum in ways that can help in their home language. In JDEP they are only there for a short amount of time. Equity Director Reiko Williams shared that as an ESD, other than Migrant Programs, we have not done a lot specific to ELL programs. She was happy that we interviewed someone that was passionate about linguistic diversity and support. This topic will be brought back to the committee at a later date. This will possibly be a program that could be presented at the Regular session Board meeting.

vi. Access to support for students who are not Portland based. Unless they are in our area someone else in their home district or ESD should be serving them. We do serve all of the students that go through the program in Albany. This is through a contract with the state.

Reiko Williams brought up students in the program in Albany that were arrested for attendance. These are not students from our area or our component

- districts. We will come back to this topic in the future. Maybe work with ESD's across the state. Maybe bring up the absenteeism discussion.
- vii. Clean UA's required for certification in the CTE programs-Someone's health issues should not have anything to do with their academic right. This question will go back to Christine Otto for more information.
 - viii. Sustain and consistently fund transitional support-It would be worth building this up.
 - ix. Judges do not know the demographics of the students that have been charged. Who is looking at this data? What are they doing about it? Helen will do an inquiry into this with someone she knows that is currently a judge in Multnomah County
- c. Gather information on prevention and intervention programs and initiatives already in place to help students stay out of the criminal justice system.
- d. Samuel Henry suggested digging in a little deeper about immigration populations in schooling. Assistant Superintendent Perrins let the group know that MESD does quite a bit with Migrant Education, we have a Migrant Education department that focuses on this topic. They work in Multnomah County and connect with the state-wide efforts.

Adjourn

There being no further discussion, the meeting was adjourned at 2:17 p.m. The next meeting of this committee will be March 2 at 1:00 p.m.

Respectfully submitted,

Heather Severns
Executive Assistant/Board Secretary

Follow-up Q & A from 2/8/2023 Equity and Inclusion Committee meeting.

Christine Otto provided responses to questions from 2-8, these are for JDEP and YCEP programs.

How many days are each of our programs in session? The simple answer is 220 student contact days per Oregon law. We are given 5 flex days for teacher in-service and / or emergency school closure.... and so at bare minimum 215 direct instruction days. All of our programs meet this minimum. The answer to how many actual days beyond 215 depends on the program.

How many students in the incarcerated programs are on an IEP? This can change on any given day. We average 40% of the youth have IEPs at any given time. For a point in time number, on Feb. 23, 2023 we had 13 (of 60) youth in our JDEP programs with IEPs and 20 (of 48) youth in our YCEP programs with an IEP.

Are all students served in a JDEP or YCEP program, even for as little as two weeks, served after they leave the program?

- All students at DEL and Baker Creek are offered ongoing support regardless of their length of stay, as of July 2022. We meet with each student and offer services and most accept it, but some do not.
- Linn JDEP facility offers transition support to all youth who have been at Ponderosa Creek. We do not track these supports as they are managed by the facility.
- We do not currently offer ongoing transition support to youth at our YCEP locations, unless they qualify for Bars to Bridges or were once at DEL. There are conversations about offering more ongoing post release support, using the same model as DEL and Baker Creek but it is not currently budgeted.

Do we have the supports to make this happen? We have funds from the state to support this at Baker Creek and Donald E. Long through June 30, 2023. Funding for this to continue is dependent on decisions about budget allocations from the state for the next biennium. Any expansion to our YCEP locations is also contingent on state funding decisions/allocations. Additionally and separately, our Bars to Bridges funding has been (unofficially) extended through to June 2024.

What is the recidivism rate? I am not sure if I can answer this well as there are a lot of factors and a lot of ways recidivism is calculated. However I can say that with the youth we serve through B2B, the recidivism rate is 11.8% and the recidivism rate across the state depending on which way you calculate it (one year time frame vs two year time frame vs. other time frame vs. PV or new charges, etc... There are a lot of factors) is between 25% and 45%.

Board Equity and Inclusion Committee

Thursday, November 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, November 3, 2022 by Committee Chair Ying.

• CALL TO ORDER

Present: Helen Ying, Chair
Denyse Peterson, Board member

Absent: Mary Botkin, Board Member
Samuel Henry, Board member

Administration: Sascha Perrins, Assistant Superintendent
Reiko Williams, Director of Regional Equity Initiatives and partnerships
Heather Severns, Board Secretary

Guests:

1. **Review notes from the October 6 meeting-** The committee reviewed the minutes from the October 6 meeting and accepted them.
 - a. The sub-committee met on October 24 to begin reviewing the TAG policies and concluded that additional information is needed to help inform the work. ODE TAG office will be meeting with district staff for a training on TAG identification early November. The TAG policies sub-committee will meet again after that training..
 - b. Reiko Williams is consulting with Patrick Duffy of St. Louis Park, Minnesota. He led some transformational work in Minnesota regarding how they do TAG and Special Education.
 - c. Reiko and Sascha will be presenting a workshop entitled “Building systems for equity in policy” at the OSBA convention on November 11

The combined Equity and Inclusion and Legislative Committee meeting is scheduled for November 16th.

2. **Review MESD Board Equity and Inclusion Committee Working Agreement and make updates as needed**
 - a. The date needs to be changed.
 - b. There were no changes requested so the language will remain the same for this school year.

3. 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.
 - i. ***Advocating for funding for our JDEP and YCEP programs. Work together with the Legislative Committee and work with Christine Otto and Stacy Michaelson on how best to move forward.***
 - ii. Assistant Superintendent Perrins suggested that we not be too broad and lose effectiveness. He advocated for a criteria for our projects and the things we undertake and believe to be high leverage so we can move the dial.
 1. What is a good way to frame this?
 2. How do we develop the criteria?
 - iii. What would be the strategy/plan to lift everybody to a baseline? Do the component districts all have a working equity lens? Helen let the group know that the RSBET work on this in 2020. . In 2020-2021 the group spent the entire year collecting equity policies and lenses. Dr. Johnny Lake facilitated the work in 2021-2022 and they did not meet monthly. There was a big turn over in representatives. They have not met yet this year. There are representatives from Parkrose, Riverdale, Centennial and Portland Public ready to start the work.
 - iv. Beyond Diversity training at MESD on November 21st and 22nd. Reiko will send the information to share with the Board.
 - v. Reiko Williams suggested that Board members attend the Courageous Conversations training in Austin TX next year.
 - vi. ***Gather information on prevention and intervention programs and initiatives that are already in place to help students stay out of the criminal justice system. So we can have a comprehensive understanding of what is in place. And look into what can we do in terms of opportunities and filling the gaps after we have identified them.***
 1. This work is already in progress with Natasha Jackson.
 - vii. ***Support e RSBET and the work they are doing.***
- b. Goal 3- Ensure inclusion through implementing our equity lens to achieve equitable district outcomes
 - i. ***Learn more about the MER program and stay informed regarding its progress. How can we help with diversity the workforce at MESD and in the region?***
 1. Deon or Nate can talk about this.
 - ii. ***Continue to review program report cards and look at trend data.*** Next steps
 1. This will be available in September or October 2023
 - iii. Equity stance-How are our values being actualized? What is really happening within our agency and within the work we do to influence our region.

- iv. Recommend to the Board to create a policy review committee. Ensure inclusion through implementing our equity lens to achieve equitable district outcomes. Review and improve practices.*
 1. Work on these polices within the committee prior to bringing them to the Board.
 - v. Gather information on efforts in the region on inclusive curriculum and teaching and learning strategies and determine gaps and opportunities.*
 1. Advocating for place based inclusive education curriculum to address racist history throughout the region and the state.
 - vi. Gather information on access to educational alternatives for career and apprenticeship opportunities and determine gaps and opportunities.*
4. December meeting topics
 - a. Invite Natasha Jackson to join the December 1st meeting.
 5. Reiko shared an article about the history of the Oregonian.
<https://projects.oregonlive.com/publishing-prejudice/modern-impact>
 6. Meeting Summary/Action for the next meeting
 - a. Invite experts in the bolded areas above to attend the meeting and discuss the area.

Adjourn

There being no further discussion, the meeting was adjourned at 2:28 p.m. The next meeting of this committee will be December 1 at 1:00 p.m.

Respectfully submitted,

Heather Severns
Executive Assistant/Board Secretary