

Board Equity and Inclusion Committee Meeting

Friday, August 14, 2020 10:00 AM

Board Room, 11611 NE Ainsworth Circle, Portland, OR 97220

1. Call to Order

A. Board goals tied to the Equity and Inclusion Committee

1. Ensure inclusion through adopting and implementing an agency equity lens.
2. Continue Board development and focus on regional leadership including equity work.

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

1. Improve outcomes for students
2. Become an acknowledged leader and convener for improving educational outcomes
3. Increase district, student and community participation and satisfaction with our services
4. Attract, develop, and retain high-quality staff

2. Review minutes from the July 16th meeting

3. Equity at Donald E. Long

4. Review Board policies with the Equity Lens

A. Review Equity policy and discuss additional ways for implementation

1. Implementation steps for newly adopted policy increasing diversity, equity, and inclusion in procurement , contracting and funding

B. Continuing our work on Policy GCDA/GDDA-Criminal Records and Fingerprinting. (ORS 342.143)

5. COVID-19, BLM and our work

A. History Project

B. Pressing Challenges

C. What is needed in the long term?

Board Equity and Inclusion Committee

Thursday, July 16, 2020

2019-2020 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 9:00 a.m. on Thursday, July 16, 2020 by Committee Chair Ying.

• CALL TO ORDER

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

Administration: Liwaru, Regional Equity Director
Stacy Michaelson, Government Affairs Administrator
Sascha Perrins, Assistant Superintendent
Heather Severns, Board Secretary
Sean Woodard, Director of Human Resources

Guests: Dawn Joella-Jackson, Principal, Donald E. Long and Helensview

- 1. Review notes from the June meeting-** The committee reviewed the minutes from the June 4th meeting and accepted them.
- 2. Equity at Donald E. Long-** Dawn Joella Jackson discussed equity at Donald E. Long (DEL) detention center. Students as young as 10 mixed with students up to ages 21. DEL is supposed to be a short term facility and some students are being held longer due to Measure 11, some up to a year. There is not a system to support students with mental health and behavioral issues. Students with intellectual disabilities do not belong at DEL. Principal Joella Jackson stated that students are traumatized and they are acting out. How do we support them without using a punitive lens?

Government Affairs administrator Stacy Michaelson is looking at funding but also asked are there other services we could be providing to these students besides a K-12 education in the short time they are with us?

Due to COVID-19 investigations and trials have been delayed

One third to half of the students that are at DEL are there because of probation violation.

A subcommittee will meet for further discussion on this topic. The Board Secretary will gather information and set a date. Dawn Joella Jackson and Alan Moore will be invited

Key points to be considered:

- Who are the partners and advocates we can ask for help?
 - Include Alan Moore in the group
 - How do we get the legislators involved?
 - How do we heighten the visibility of what is happening?
 - How do we bring in our districts who serve these students prior to them entering the system?
 - What is the philosophy of the Juvenile Justice Directors for Multnomah, Washington and Clackamas Counties? Why is an action that is a parole violation in one county overlooked in another?
3. **Discussion of the draft for the second reading of the Equity policy in relation to contracts.** Assistant Superintendent Perrins shared the language that he removed from the policy and where it will be referenced in other policies. This language was taken out because they did not fit in the policy the way it is titled.

Where to assign redacted Equity in Procurement and contracting policy language

- a. Scholarship Program (New initiative)
Collaborate to develop a Scholarship program for students furthering their education following high school education for both MESD and the community at large.
- b. Volunteering (Existing Policy:IICC) (Existing AR:IICC AR-1)
Encourage volunteerism from parents and business partners in ESD programs
- c. Diversify the Workforce (Currently in OAR and MESD Strategic Plan Goal 4)
Offer job opportunities to minorities and Women
- d. Contract/Labor agreement review (HR handles labor agreements, contract review required to be presented to Board in new policy)
Review contracts, including labor agreements, to foster living wage agreements

Discussion of broadening the title of the policy in lieu of redacting language took place. The committee decided that they would rather rename the policy than take language out. The new title for the policy: Increasing Diversity, Equity, and Inclusion in Contracting, Procurement, and Economic Mobility. (Heather, I am remembering that a suggestion was also made to add a line in the leading paragraphs to help give context for the title.)

4. **History Project-** This will be added to next month's agenda. The Board Secretary will send out the proposal written by Board member Botkin.

Adjourn

There being no further discussion, the meeting was adjourned at 5:00 p.m. The next meeting of this committee will be at 1:00 p.m. on August 6, 2020.

Respectfully submitted,

Heather Severns
Executive Assistant/Board Secretary

Grant/Project Ideas for “True History” Curriculum Project

As educators and elected members of school boards we have long been aware that there is a lack of real history when it comes to race relations, and the historical exploitation of races other than the predominant “white Anglo-Saxon, Judeo Christian” population’s version.

This creates a narrative that is not accurate nor inclusive for students going through our public education system. It is through this limited narrative that systemic racism and inequality continues to perpetuate from one generation to another.

We believe that through an honest historic educational plan/curriculum we can dispel myths, erase erroneous tales and by engaging in uncomfortable truths all students will be better prepared to become inclusive members of the American society.

It is our plan to produce, with the cooperation and engagement of MESD Students, a true racially sensitive history, of Oregon with some brief acknowledgement of the beginning with the first settlements in 1776. We intend this to be a one-year project that will develop appropriate curriculum for use by our professional educators. We will recruit and identify an appropriate educational advisor to work with the students in developing this curriculum.

It is our goal to develop a teaching aide that can be used in a classroom or distance learning setting that will provide students with an accurate and racially sensitive history of the Westward Expansion, and the real Oregon history. We hope that eventually a history of the U.S. settlement can be developed. Exploring the abuse and eradication of Black, Indigenous and People of Color (BIPOC), and the exploitation of other immigrants. We want everyone to be included in the curriculum so students of different ethnic, racial and religious backgrounds will be able to see their history and be empowered to, not only, tell their stories but to see their lives in the history behind us and believe different future ahead is possible.

It is our intention to utilize funds set aside for board activities that have not been used as seed money to start this project. Knowing that will not be sufficient to see this project through we intend to seek additional funding as needed from a variety of ethnic. community and educational partner groups.

It is our belief that with a well-developed plan for research and an analysis of this history project, students will be able to more fully understand the underlying historic and root causes of systemic and generational discrimination and racism. It is our goal to provide students with a “real” history of the State, good and bad.

It is through this effort that students of all cultural backgrounds and ethnic or religious differences that we can learn how to move forward to a just environment with equal access to all.

