

Board Equity and Inclusion Committee meeting

Monday, February 7, 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 January 6, 2021 meeting

3. Inclusive Curriculum

3.A. Continue review of Board on adoption of instructional resources/instructional materials

3.B. Review of OSBA recommended Board policy on Instructional resources/instructional materials

3.C. MESD professional development plan for inclusive curriculum

4. Breaking the School to Prison Pipeline

4.A. Review next steps from last meeting and determine additional action items

5. Proposal of replacing land acknowledgement with educational opportunities at Board meetings

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

6.A. What are we missing for a policy review?

6.B. Can we add to this equity lens?

Board Equity and Inclusion Committee

Thursday, January 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

The meeting was called to order at 1:00 p.m. on Thursday, January 6, 2022 by Committee Chair Ying.

• CALL TO ORDER

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

Absent: Samuel Henry, Board Member

Administration: Deon Logan, Human Resources Director
Sascha Perrins, Assistant Superintendent
Heather Severns, Board Secretary
Reiko Williams, Equity Director

Guests: Angela Hubbs, Senior Curriculum & Instruction Administrator
Christine Otto, Senior Instructional Services Administrator
Stacy Michaelson, Government Affairs Administrator

1. **Review notes from the December 2 meeting-** The committee reviewed the minutes from the December 2nd meeting and accepted them.
2. **Inclusive Curriculum**
 - a. Review Board Policy on adoptions and recommended updates- Angela Hubbs led the Committee through a review of the suggested edits in the policy and AR for II/IIA. She spoke to the group about how she noted where the philosophy aligned with the selection criteria. Angela will clean these documents up for another review at the February Equity and Inclusion Committee meeting.
 - b. Angela Hubbs to present a professional development plan for inclusive curriculum- Angela will present this to the committee at the February meeting. How is curriculum adopted and implemented in our district? What is our ability to support and move those decisions in a positive, equitable direction as an ESD?

Angela screen shared a document with what offerings have been done through the school improvement department this year. It is pretty robust and captures what they have been doing and is almost ready to share to represent February through the summer of 2022. Knowing that each of our districts is in a slightly different place in

terms of what actual curriculum they are adopting and using and all the various subject areas.

Our PD is oriented to higher level regardless of what curriculum you are using, what are the instructional practices, what are the frameworks that you can be using in order to promote antiracist practices and social justice within schools. Angela is trying to merge the Student Success Act with the School Improvement department. These two departments which were previously, not necessarily siloed but separate from each other. Knowing that the focus of the Student Success Act is to promote better outcomes for historically marginalized students and that this is really the core mission of the school improvement department as well so they should not live separately from each other. In reviewing the document to see all of the offerings that we have there is a balance of trying to be responsive to what districts need right now and what they are being asked to implement by the state. Also what is best practice from a curriculum, instruction, assessment standpoint?

Angela walked the group through an example of an adoption. She convenes all of the curriculum directors in the region twice a month. Curriculum adoption has been a consistent topic for them to collaborate on together in the region because every district is doing a language arts adoption and is going through a similar process. So every district has formed a committee that is representative of the district in multiple ways and then is going through some level of serving of students, families and community in order to bring that to their adoption committees some level of common professional learning on effective literacy practices for that group. Then we have to put together a whole set of resources for districts to use in partnership with ODE around using a rubric to evaluate materials. The state has done a really good job of making sure that equity shows up in the state level rubric so they are not bringing materials that are not meeting in that way to districts to review. There needs to be room for educators to tailor what they are using to meet the needs of their communities. You generally do not get this in a program that you are purchasing that is sold nationally. There needs to be professional learning for educators so that they know how to use what you bought but also how they can modify and supplement what has been purchased to meet the needs of the students that are sitting in front of them while still adhering to a district framework around curriculum, instruction and assessment. Districts are reviewing the resources that have been approved by the state or Oregon and will be selecting from that. There is a state level process if districts choose not to adopt off the list and want to choose something else and how they need to vet it.

Mary mentioned working with the Southern Poverty Law Center around best practices for delivering this PD. Helen let the group know that the Ethnic Studies Bill was written to encompass the historically marginalized communities, the people of color communities and also includes people with disabilities and the LGBTQ community. The final product was vetted by educators and adopted by the State Board of Education.

Angela let the group know that our districts are all using some level of student input to guide their curriculum adoptions. It may be through surveys that they are able to disaggregate by race and other demographic groups. Some districts are taking the extra steps of doing student focus groups or student empathy interviews to bring data into the process to get materials. The best practice would also include making sure students can look at the materials and provide feedback on the materials that get taken into consideration for the adoption. Getting student voice is critical.

Christine Otto spoke about the MESD adoption. As we start delving into some of the curricular options, one of the lenses that we will be using will be that student input so we will be bringing opportunities for them to have voice in what we select as well as possibly also doing some pilot testing of it, so we can get input from them as to what is the most engaging and valuable to them. It is also about what curriculum materials will help support teachers being culturally responsive and there is no perfect curriculum in that way.

Denyse wants to make sure that the hard history is not lost in this curriculum adoption.

Helen asked Angela Hubbs and Christine Otto to continue to join this committee for this conversation moving forward.

3. Breaking the School the Prison Pipeline

- a. Review next steps from the last meeting and determine action items
 - b. Sascha Perrins, Paul Coakley and Mary Botkin took a trip to Donald E. Long to visit the Bars to Bridges program. Christine Otto spoke about this trip. The team had the opportunity to discuss with a couple of the Bars to Bridges team members who have been with the program for a long time about what their experiences are for youth who have been in detention or justice involved and how we really transition them back into the community and into educational options. There were a variety of questions about how long we are able to support and what other partners can engage in that conversation. One thing that they really did not touch upon was a new research project that is helping our youth become researchers and providing them with a voice to be able to share their experiences as well as suggestions about what would be better ways to in which to support them.
 - c. This topic will be tabled to next month as Mary Botkin wanted to lead this piece and she had to leave the meeting early.
4. Stacy Michaelson will be presenting to the Education Committee. They are going to bring forth a proposal about legislation that will give sustainable funding for JDEP and YCEP and will include language such as allowing for funds to go toward transition support so not just transition support while they are in the facility but once they leave. Allows for all youth to have access to the Bars to Bridges team as well as making sure all credits count when they go back into regular schools.

At the scheduled Senate Education Committee meeting beginning at 2:30pm, on Wednesday, January 12, 2022, Stacy Michaelson (MESD), Adam Henning, and Sam Ko were invited by the Legislative Senate Education Committee to present for 15 minutes on funding for JDEP/YCEP education programs. The exact timing of the JDEP/YCEP presentation is TBD. The [agenda](#) for the meeting can be found on this [link](#).

This is where the livestream will be posted: <https://olis.oregonlegislature.gov/liz/202111/Committees/SED/Overview>

Under “Meetings” there will be a little button to the right of the meeting date/time that will appear when it gets closer to the time, and people will be able to watch. They can also watch a recording after if they can’t make the live time (the little play button next to the meeting will play the recording).

5. Updates from Director Williams on how to actualize the Land Acknowledgement in all we do

- a. Core Assumptions
 - i. Needs to be an Adaptive Process
 - ii. Growth Orientation- have we done anything transformative or just checked a box?
 - iii. We need to acknowledge that we have limited knowledge and exposure. Few people can say that in their educational experiences prepared them to understand historical or present day issues and concerns as they relate to native communities.
 - iv. Deeper than land-We are only talking about the land that we occupy.
 - v. Cannot be perfunctory, performative or box checking
 - vi. Must include education and action
- b. Proposal
 - i. Opportunities for learning in place of Land Acknowledgement. Sharing of articles, videos and guest speakers to learn and respond to issues impacting native communities.
 - ii. Replace land acknowledgement with educational opportunities.
 - iii. Deeper reflection about institutional actions that the Board can engage with and support.

Adjourn

There being no further discussion, the meeting was adjourned at 2:30 p.m. The next meeting of this committee will be determined by poll. There is a conflict with the February 3rd date and the committee chose to reschedule.

Respectfully submitted,

Heather Severns
Executive Assistant/Board Secretary