

**Meeting of the School Board Equity Committee  
David Douglas School District No. 40  
August 9, 2018**

A School Board Equity Committee meeting was held on Thursday, August 9, 2018 at 4:30pm in the David Douglas School District Board Room, located at 1500 SE 130th Avenue, Portland, OR 97233.

Equity Committee Members present were:

Kyle Riggs, Board Member; Ana del Rocio, Board Member; Stephanie D. Stephens, Board Member; Ken Richardson, Superintendent; Kelly Devlin, Director of ESL & Equity; Muhammad Rahman, Teacher; Rolando Florez, Assistant Principal, Etema Banks, African American Student Liason; Leroy Barber, Executive Director, Voices Project; Darrell Wade, BUILD Parent Organizer, Unite Oregon; Adriana Govea, Parent, and Laurie Brunelle, Board Secretary.

**Welcome** – Superintendent Mr. Richardson welcomed everyone and thanked them for taking time away from their families to continue our equity work.

**Approval of Minutes** – Mr. Florez moved approval of the June Equity Minutes, seconded by Mr. Rahman. The motion approved in a vote of 7-1. Ms. Stephens abstained due to she did not attend the June meeting.

**School Board Educational Equity Policy** Ms. del Rocio gave a reminder that the School Board Educational Equity Policy was tabled from the last meeting. She raised the question of whether or not the Committee would like to continue making changes to this policy or consider a bigger policy that includes aspects of educational equity but may also touch upon other areas such as engagement and discipline. Ms. del Rocio opened up a discussion of working with what we have versus applying something new. To help make this decision, the Committee was provided with equity policy from the following districts to explore how other districts handle this issue: Montgomery County, Seattle Public Schools, Oakland Unified, and Portland Public. All four have a form of racial equity as a broad concept. Ms. del Rocio also referred to a previous exercise of an equity policy document with the Committee's feedback. She stated the question being raised is; to what extent our current policy is to a full representation of what we are trying to achieve with equity in our District.

The Committee read over the policy highlights and took some time to discuss their thoughts. Below are some of the comments by Committee members: Mr. Rahman commented that most school districts are bringing it all together versus just focusing on education or equity. Ms. Devlin stated that as the District launched some of our equity work that we're doing in our buildings, specifically in our culturally responsive teaching practices, Montgomery County is one of the districts we've seen at national conferences and throughout the region. Some of the work that they've done is highlighted in different research documents and the culturally responsive teaching practices we are beginning to instill have been gleaned from this district. Mr. Riggs commented on how Montgomery County breaks out their desired outcomes differently than the others. They are very specific and he doesn't know if they are copyable. Mr. Richardson stated that

all of the policies are transferable, and anytime we make a policy, we worksmith it to fit our needs. Ms. del Rocio noted that some of the policies *authorize* the Superintendent to take action and others *mandate* the Superintendent to take action. Ms. Stephens would like to know what the process is to pull out some elements that are high level and have an associated plan of how we get that done. She asked how do we get feedback from our community partners and families, and not only think about what we are doing but how we are doing it. Mr. Barber stated that he likes Montgomery County but it is very long and wordy around inclusion. Mr. Rahman likes the idea of desired outcomes and implementation strategies and would like to focus on getting that into our policy. Mr. Florez suggested to tailor our MOU we sign with external partners to highlight exactly what we are looking to do as far as targets and gaps we are looking to close. Ms. del Rocio stated that the Montgomery policy included language around government transparency and accountability which included a communications plan that was very clear and very direct. Ms. Govea stated she thinks the District policy needs to be created with the community being involved and including their needs. She feels the policies look basic, have a lot of pages, and are very similar. In all the policies she does not see any programs that try to help the kids. Ms. del Rocio stated that this Committee was formed with a broader intention of focusing on equity but also to specify racial equity. She suggested the Committee have time to digest all of the different policies and she will put together a sample of what a bigger policy could look like with the help of Mr. Richardson and Ms. Devlin. They will incorporate the Committee's suggestions on the Equity policy chart and will have sample language and updates to consider.

Ms. del Rocio referred to the Equity Team 50 Driver Diagram and the Five Essential Questions. She suggested to look at these documents and cross reference with our current educational policy to see if it fits or needs additional suggestions of what the Committee would like to see. The consensus is to update the Educational Equity Policy and make sure it is a true representation of our values. The Committee had a chance to review these documents and answer Ms. del Rocio's following three questions in the chart below: Answers included.

1. Do These documents align with our Education Equity Policy?	2. Is there anything that is not aligned?	3. Is there something that is completely missing?
They aren't specific enough	Restorative practices	Restorative practices across the district/data tool collection
Not entirely	Building community	How it connects together - policy, plan, work & implement
The format may not be accessible for a document with this level of importance - is there a cleaner, simple way to present info to families	Shared knowledge of structural issues	How do we determine growth progress
	Student, community, staff voice represented	
	How is it determined whether resources have been allocated in an equitable way	

## **Review of Draft Job Description for Family and Community Partnerships**

**Specialist Position** – Ms. Devlin passed out draft copies of the job description. Ms. del Rocio stated there is a lot of value to bring this to the table for the Committee to give input and provide feedback on what this position should look like. Ms. Devlin reported this is a brand new position. It's something we've been in constant conversation with and falls under every department. The key contacts fall under ESL& Equity and Student Services. Ms. Devlin said with the help of the Human Resources Department they went out and gathered any type of job description in the metro area and took what they felt was the best components in how we wanted to mold our position. Mr. Riggs commented that it is a worthwhile position and he likes the direction it's going. He questioned the qualification of two years college experience or equivalent and/or two years licensed education or professional preferred. Mr. Richardson explained why it's preferred and not required; there are many individuals in our community and area who are not licensed educators. We try and make it broad enough that others can apply. Ms. del Rocio questioned the language preference and asked what is the reason to require bilingual. Ms. Devlin stated that in knowing we wanted to increase our workforce diversity and also just being able to relate to community members with potentially someone's native language and not having to use an interpreter. Ms. del Rocio commented that she thinks we are excluding a lot of people and the bilingual preferred should be more of an internal tool and not on the application. Mr. Riggs asked if we are being too sensitive to the word preferred. Ms. Devlin stated when we don't have a descriptor like that, we don't have a lot of native or bilingual applicants in the pool as well.

**Meeting Schedule** – The next meeting is scheduled for September 27<sup>th</sup>.

## **Closing**

Approved: 9/27/18