

**Meeting of the School Board Equity Committee
David Douglas School District No. 40
January 10, 2019**

A School Board Equity Committee meeting was held on Thursday, January 10, 2019 at 4:00pm 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; Ken Richardson, Superintendent; Kelly Devlin, Director of ESL & Equity; Muhammad Rahman, Teacher; Francesca Aultman, Teacher; Rolando Florez, Assistant Principal; Taye Spears, Vice Principal; Etema Banks, African American Student Liaison; Darrell Wade, BUILD Parent Organizer; Silke Akerson, Parent; Adriana Govea, Parent; Ana del Rocio, Parent; Jared Cetz, student, and Laurie Brunelle, Board Secretary.

Welcome - Ms. Devlin welcomed everyone to the meeting and wished them a Happy New Year.

Approval of Minutes - Ms. Akerson moved approval of the November Minutes, seconded by Mr. Florez. The motion approved in a vote of 9-0.

Update on Black History Month - Ms. Devlin informed the Committee of the Black History Month Proclamation coming before the Board in February. She provided a draft proclamation for feedback.

Our Black Student Union (BSU) Leadership joined the meeting: Alethea St. Hillarie, President, Edom Daniel, 2nd President, and Khadija Gedi, Vice President.

- They stated it's our responsibility to create space for all students to feel heard, comfortable, and safe. One of the ways they plan on creating a safe space for black and brown students is showing they are represented.
- Some of BSU's Black History Month celebration activities:
 - Participate in a Black History game show at PSU with other black student unions.
 - Create a commercial to promote the club and have a fund raiser selling buttons.
 - Honor underrepresented Black History Heroes over the intercom at David Douglas and Fir Ridge.
- In a school safety discussion the students shared their concerns about:
 - Feeling like certain students are being targeted because of their identity.
 - More black and brown students in ISS and detention.
- Some of the things BSU is doing to make sure they are thriving, growing, and remaining strong.
 - Starting an outreach program at Ron Russell to help kids transitioning into high school know about BSU.
 - Creating a social media platform and utilizing club fares by recruiting.

Informational:

- The state passed Senate Bill 2845 on Ethnic Studies. The District is waiting for this to go through the planning process.
- House Bill 2016 directs the Department of Education to develop and implement statewide education plan for early childhood through post-secondary education students who are black or African American.

The Committee and BSU Leadership read over the Proclamation and gave the following edits and feedback.

- In the first whereas change 'for' to 'of' - son of former slaves. Change 2018 to 2019 on now, therefore.
- Add historical comment in regards to Donna Barber's appointment as our 1st Black American Board member.
- Add comment in regards to BSU Leadership involvement.
- Change Black American / African American language descriptors. Use Black American unless the focus is former injustice. In this case use African American.
- The Whereas for student enrollment should state, increased 1.6 percentage points over the past 10 years.
- The fifth Whereas should have the word 'of' in front of the words discrimination and deprivation.
- Add an acknowledgement in regards to percentage of Black American staff.

Draft Equity Policy – Ms. del Rocio opened the discussion on the draft Policy's Disproportionate Discipline section and informed every one of the Writing Subcommittee's questions on this section of the policy.

- Different approaches with the elementary level than at the high school level.
- Opening up the discussion to hear parent and student voice.
- Why do we need discipline structures and discipline practices in schools?
- How are our current practices meeting the core need?
- The District's primary goal is to educate children. How is it helpful for discipline to support that goal?

Ms. del Rocio's gave her perspective on discipline and behavior.

- Following the norms could look different to different cultures.

- Listen to families about what they define as good behavior?
- Questionnaire process to understand the cultural ways of students coming in.
- Data shows disproportionate discipline efforts for communities of color, especially for boys.
- Hear from parents and students on what's working and not working to craft a policy that's consistent in all schools.

Ideas, thoughts, and suggestions brought up by the Committee and BSU Leadership.

- Workshop where teachers are educated on different cultures.
- Workshop for teachers in regards to implicit bias.
- Opportunity to educate ourselves with tying in some of the culturally responsive teaching we have implemented.
- We have a lot of resources from our populations. Value in opening up to hear stories from the families we serve.
- Parents should play a key role in the check and balance of discipline in the school.
- What is discipline for and how are we teaching our kids to be together in a functional way?
- Restorative practices should be PreK-12.
- Short educational segments on learning and respecting all the cultures of our schools.
- Is misbehavior the child or parent misbehaving since the child imitates and reflects what is done in the house?
- We all need respect and sometimes the teachers forget to respect.
- Mental health of students in regards to discipline policies bringing on trauma.
- Is discipline about rehabilitation or fear? Need a system in place to know our teachers care.
- Students do not want to go back into the classroom where fear was instilled.
- Parents need to know the expectations but it's their responsibility to ask questions if they don't understand.
- Parents participating in creating the rules and helping to establish what school culture should look like.
- Students feel supported when teachers can relate to them on a cultural level.
- Teacher's tone of voice can be condescending.
- Student's want to know the "why" of things. Is there a space made for teachers and students to ask "why"?
- Constant battle between power and influence.
- Leadership and partnership - Part of discipline has to address whether or not we are negatively affecting esteem and outlook of those we are supposed to be educating.
- Teachers impart knowledge onto kids and does not value, as assets, the cultural and intellectual wealth already in students and families as a partnership.

Mr. Riggs opened a discussion with the BSU students on young black women being perceived as being disrespectful when they begin to be a leader. BSU student comments below:

- Edom – Always trying to tone it down and parents teach us to tone it down. Questioning your own abilities and hard to build confidence. Try to uplift black women.
- Alethea – Being herself and saying how she feels can be considered aggression. Tries to tone it down. If you're constantly dehumanized and being told you are trouble, you will believe it.
- Khadija – In most of her honor classes she is the only black student. Peers look at you differently.

Ms. Spears expressed she was moved by what the BSU students shared and asked them to do the following:

- Continue to go strong, and use your white allies and people that are going to contribute to yourself.
- Never lose your voice but be cautious of your voice and do things in a respectful/safe way.

Meeting Schedule

Next meeting: February 28th

Future Agenda Items

Draft of Discipline Policy Language

Approved 2/28/19