

# Regional School Board Equity Team – Equity Plan 2020

Background: This equity plan is a living document that reflects work between board members from David Douglas, Gresham, Reynolds, Parkrose School Districts, Multnomah Education Service District, and Center for Equity and Inclusion (CEI) between 2018-2020. This plan was directly informed by the ongoing work of the Regional School Board Equity Team. The plan aims to establish proposed timelines, accountability and performance measures for each action area. It is a working document that will be continually enhanced and improved upon through the engagement of multiple perspectives and an equity lens.

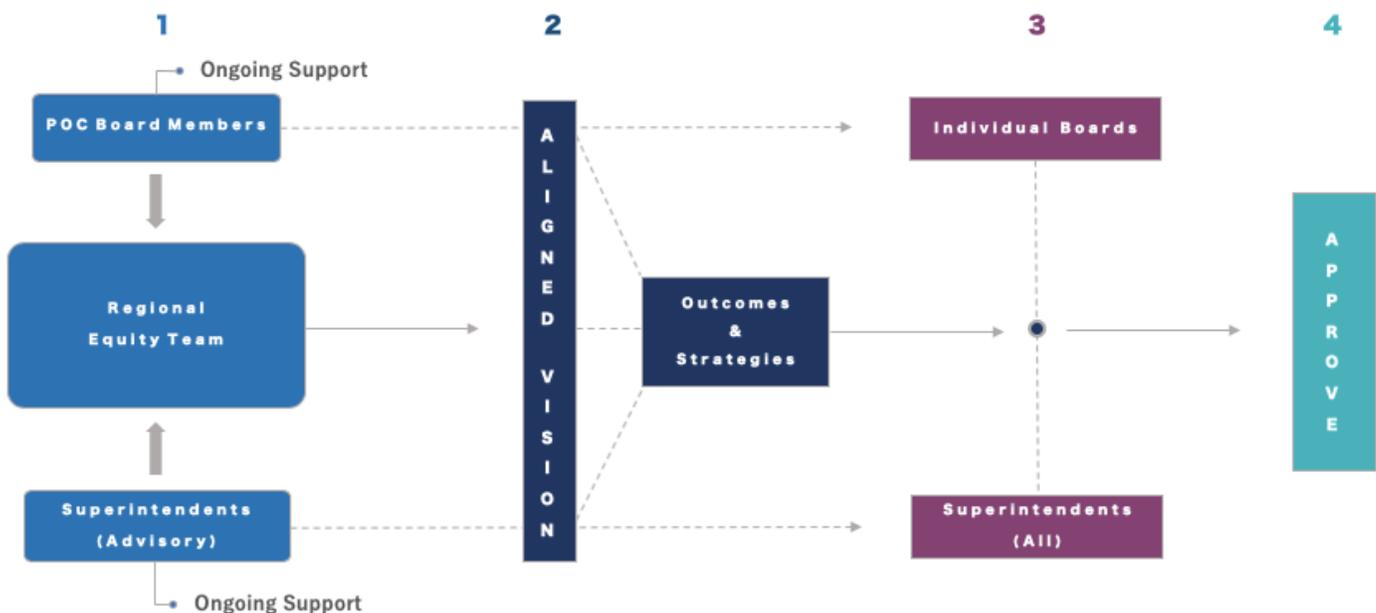
## Vision and Goals of the Regional School Board Equity Team

**Vision: Create a movement from within school boards (develop the will and the skill) to create a more inclusive school board experience, center the perspectives and recommendations of board members of color, and regionally address inequities impacting the Portland Metro Area.**

Goals:

- Build capacity to lead collectively for equity across the region
- Develop a more inclusive, healthy, and high functioning board culture
- Develop and operationalize a shared equity lens in board decision making
- Identify 2-3 regional disparities to address collectively
- Develop 2-3 shared equity goals and strategies to address these disparities across the region
- Unify efforts towards meeting these goals collectively

## RSBET Design and Process



# Equity and Inclusion Goals and Strategies

## Core Disparities\*

- Isolation and marginalization among board members and school staff of color.
- Disproportionate discipline for students of color.

1

Develop an RSBET toolkit that helps advance equity and create an inclusive school board experience.

2

Develop a shared equity framework and lens and ensure consistent calibration across school boards in the region.

3

Increase involvement, engagement, and recruitment of communities of color in school board processes in the Portland Metro Area.

4

Advocate for and support regional school boards in increasing school staff of color and eliminating discipline disparities for students of color.

\*Many other disparities were identified by the RSBET including: White, Eurocentric curriculum (not inclusive of nondominant communities); over-representation of students of color in SpEd; deficit mindset and discourse about students and families of color. Two core disparities were prioritized and accompanying goals and strategies are above.

## Goal 1: Develop an RSBET toolkit that helps advance equity and create an inclusive school board experience.

| Indicator  | Outcomes and Actions  | Accountability and Performance Measures  | Progress Report   | Resources Needed   |
|--|---|--|---|--|
| A highly functioning and participatory Multnomah County Regional School Board Equity Team. | Continued investment in RSBET across districts.<br><br>Toolkit (common language, agreements, frameworks, protocols, etc) for use across multiple school boards to ensure increased equity and inclusion.  | # facilitated equity-related conversations, trainings, or activities at work sessions and other board meetings.<br><br>Equitable decision-making is practiced and documented at board level. | Regional boards create a timeline for integration of RSBET toolkit. | Racial equity and inclusion training content and facilitators for integration into work sessions.<br><br>Toolkit is sourced predominantly from communities of color.               |
| Board demographics better reflect the communities served.                                  | Comprehensive recruitment plan with measurable goals introduced by Regional Board Equity Team and approved by each board.<br><br>Report on statutory process for board service requirements and potential paths forward for systemizing racial equity experience as a priority for board service. | Increased satisfaction and retention among existing board members of color.<br><br>Increase of new board members of color.   | Toolkit is in use with multiple boards.                             | Survey where board members are at in their equity work, and what would be helpful for folks to be on the same page.<br><br>At least one board advocate for equity training policy. |
| Board members supported to prioritize equity and inclusion in member experiences.          |   | Regional School Board Equity team reports and proposes movement on statutes regarding board service.   | Equity-related content integrated into work sessions.               |  |

**Goal 2: Develop a shared equity framework and lens and ensure consistent calibration across school boards in the region.**

| Indicator   | Outcomes and Actions   | Accountability and Performance Measures  | Progress Report                                | Resources Needed  |
|---|--|--|--|---|
| Equity and inclusion values are reflected across Portland Metro school boards through the consistent use of an equity lens.<br><br>Policies and lens consist of affirmative and action-oriented language. | Examine and/or develop school boards' equity policies and lens.<br><br>Develop a policy or practice that ensures boards are using their equity lens and/or policies, along with measurable outcomes to show that they are being used.<br><br>Each board identifies 1-2 policies, programs, or practices to gain fluency in applying an equity lens.<br><br>Review existing equity policies to examine commonalities that inform the criteria for deep end equity work. | # of new or revised policies, programs, practices.<br><br># board policies, protocols, procedures reviewed.<br><br>Implementation of shared language for equity and inclusion (ex: CEI definitions)<br><br>Implementation of equity policy and action plan.<br><br>Using the equity lens to regularly revisit and analyze student data.<br><br>Board accountability and existing programs are re-evaluated using an equity lens.<br><br>Processes in place to document how the equity lens is being used by each school board. | Documented responses to equity lens questions. | Knowledge of the process for adopting board policy.<br><br>Trainings for boards on how to use an equity lens and why it is essential. |

**Goal 3: Increase involvement, engagement, and recruitment of communities of color in school board processes in the Portland Metro Area.**

| Indicator   | Outcomes and Actions  | Accountability and Performance Measures  | Progress Report   | Resources Needed   |
|---|---|--|---|--|
| All school boards integrate measurable community engagement goals.<br><br>All school boards develop measurable board recruitment goals. | Community members broadly, and communities of color specifically, can consistently name school districts' progress on equity and inclusion.<br><br>Communication actively targets communities of color about all board openings.<br><br>Boards actively recruit from communities of color for board appointments. | Implementation of shared definition for "engagement" across boards.<br><br>All board recruitment strategies integrate community engagement plans.<br><br># of community events supported or attended.<br><br>% budget allocated for partnership building with community-based organizations.<br><br>% new attendees at board meetings. | Increased attendance of school board meetings by community.<br><br>Increase attendance of community events by school board members. | Funding for partnership building with community-based orgs.<br><br>Gather input from culturally specific community partners. |

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|--|---|--|--|--|
|  | Boards identify barriers to board service, especially within communities of color, and adopt goals and resolutions as needed to address barriers. | Report on board opening communication efforts and how they intentionally include communities of color.<br><br>Track all changes to board service that directly address barriers. |  |  |
|--|---|--|--|--|

**Goal 4: Advocate for and support regional school boards in increasing school staff of color and eliminating discipline disparities for students of color.**

| Indicator   | Outcomes and Actions   | Accountability and Performance Measures   | Progress Report   | Resources Needed   |
|---|--|---|---|--|
| <p>Racial equity is centered in district policy and processes regarding recruitment, hiring, and retention of staff.</p> <p>Workforce demographics better reflect the communities served across job classifications.</p> <p>Racial equity is centered in district policy and processes regarding student discipline.</p> <p>Reduced discipline disparities for students of color.</p> | <p>Quality on-going equity professional development for teachers, school building administration, and staff, including classified employees and service providers.</p> <p>Itemized budget for on-going equity training for school staff.</p> <p>Consistent discipline reporting &amp; tracking by category and demographics (including referrals, suspensions and expulsions).</p> <p>Identify policy shifts districts can make to reduce disproportionate discipline and over-reliance on law enforcement in schools.</p> <p>Engaging feedback from students, families, and staff of color.</p> | <p>Boards direct superintendents to increase funding for equity training and tracking for school staff.</p> <p>Policy for teacher referrals created and implemented in ___ % of schools</p> <p>Data on discipline disparities for youth of color regularly presented to boards.</p> <p>Disaggregated data on complaints regularly reported to boards.</p> <p><b>High level outcomes:</b></p> <p>0% racial and intersectional disparity in disciplinary practices for students of color.</p> | <p>Support the development of more equitable staff recruitment standards.</p> <p>% of boards regularly receiving data on discipline disparities.</p> <p># of school job descriptions include equity and inclusion values.</p> <p>Discipline disparity and referral numbers included at teacher evaluations.</p> | <p>Funding for ongoing equity training for school all school personnel.</p> <p>On-going parent and student focus groups, that meet regularly to drive equity work.</p> <p>Operationalize equity at the board level.</p> <p>Gather input from culturally specific community partners.</p> |