

**Reynolds Equity Committee**  
**Meeting Agenda**  
**Thursday, April 27, 2023**  
**4:30-6:30 PM**

**Meeting Location:**

Four Corners Collaboration Room  
14513 SE Stark St, Portland, OR 97233

**Join Zoom Meeting** <https://rsd7-net.zoom.us/j/92995957306>

**Meeting ID:** 929 9595 7306

**Present:** Kim Richmond, Melissa Hicks, Maria Velez, Alyssa Reed-Stuewe, Branden McFarland, Nina Khanjan, Gustavo Olvera

4:30 – Introductions

- Name
- Role and group representation (parent/caregiver, student, RSD staff, community partner)
- History and connection to the Reynolds School District

4:45 – Committee Purpose & Structure

- An overview of Senate Bill 732 was provided, and a written version will be shared electronically with all committee members
- One of the major responsibilities of the committee is to advise the Superintendent and the Board on issues of equity. Members will also be able to bring their own equity topics to the committee for discussion and/or to propose/advise the Superintendent and the Board to take action.
- There will be times when members need to vote, a process such as Fist to Five can be used.
- The voices represented among the committee members will be integral in helping to move equity work forward across the district.
- The Reynolds Equity Committee is required to meet public meeting law. All meeting dates and locations must be publicly noted. The public can listen in on meetings but cannot make comments. All comments will be directed to the Superintendent and the Board. When there are issues of confidentiality, the committee members may hold an executive session that is closed to the public.
- The Reynolds Director of Equity and Student Success will coordinate the meetings, but the intent is to have member led meetings and agendas. Committee members may also decide to elect a committee chair to provide leadership.

5:15 – Defining Equity

- Each member reflected on the following question: What is your definition of equity as it relates to diversity, equity, inclusion, and belonging?
  - Notes were taken to begin developing a committee equity statement. The work will continue at the next meeting.

### 5:45 – Equity Topics and Priorities

- Members drafted a collective list of topics they want to address moving forward. The next meeting will consist of prioritizing topics.
- As the committee work gains momentum, topics will come to the committee such as patterns of bias incidents, and perspectives on board policies and district tools (e.g. Equity Policy, Every Student Belongs Policy, Reynolds Equity Tool for Decision Making, etc.)

### 6:15 – Equity Committee Meeting Calendar

- Members began discussion considerations for the frequency of meetings. There may be a need to meet throughout the entire calendar year in order to support any summer school concerns related to equity. Frequency of meetings will be further discussed at the next meeting, early June.
- Time, day, and location may vary and it's up for further discussion. The next meeting will take place in early June at the district office so that it serves as a more centralized location.

### Handouts

- RSD Equity Policy
- RSD Every Student Belongs Equity Policy
- Reynolds Equity Committee overview
- RSD Equity Lens for Decision Making

### Equity is:

Giving opportunities and successfully participating in community

Recognizing and calling out systems, rebuilding systems – acknowledging that systems were not created for people of color

Emotions- emotions need to be in order

Teaching the truth – giving access to all students to learn about their history – making these courses part of the core, not electives

Access to information – not teaching the truth causes friction, teaching beyond slavery

Teaching kids and adults about trauma informed practices

Asking, do you feel safe?

Accountability – everyone receives equity training. What does it look like? Who goes? What if they don't? What is the consequence?

Having safe places – sending kids to the office is not culturally appropriate

Training teachers in all styles of learning - sensory options, fear of labels

All-inclusive learning – parent-teacher relationships. Parents feel part of the team, not the last resort, keeping parents included, parents care

Structures that do not perpetuate racism

Acknowledging wide range of issues

Knowing that microaggressions cause big reactions

Intersectionality

Having a framework for when harm is caused

Knowing we are all interconnected, no voices are left behind, intersectionality of issues,

Being compassionate

Recognizing that rich expertise has been erased- voices need to be enriched

A symbiotic relationship – not just including, the excluding – inclusion is inclusion, it benefits everyone

It's not a new idea, its research based, we need to dismantle and recreate new systems

Action – connected power, equity literacy/lens

Empowerment of the individual

When individuals feel safe, joyful, and powerful

Discipline, avenues for accessing appropriate tools

Consistency and transparency

### **Equity Priorities:**

Training for equity committee members

Having a system for reporting bias incidents

Parent-volunteer forms

Streamlining parent-teacher communication

Trauma-informed training for teachers, coaches, and substitute teachers

Equity training – having a process for infractions

Multilingual access – having interpretation for students and families

Universal design for learning (UDL) and sheltered instruction training for teachers

Support for students who need to provide childcare, which leads to school absences

Making diverse curriculum part of the core

McKinney Vento training for teachers

Mandatory training with options (i.e., restorative practices, safe spaces for students, etc.) – no opt-ins

Equity training for bus drivers on gender identity and pronouns

Budget for training

Bias reporting process – make it more accessible and user friendly, easy steps