

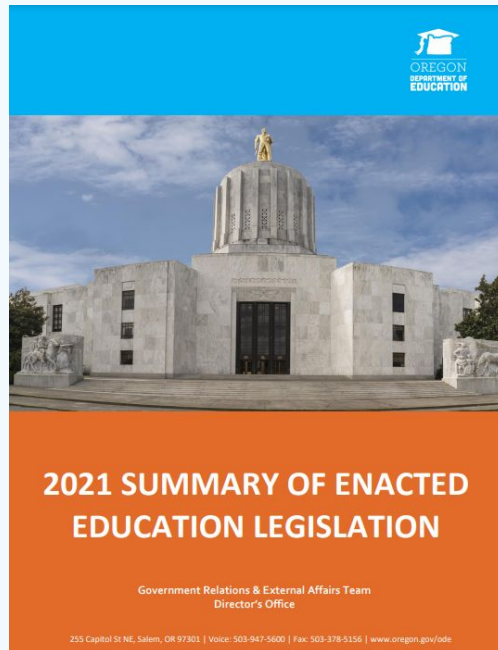


Bringing Purpose to SB 732

Supporting implementation of equity advisory committees.

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SB 732 was passed in the 2021 Legislative Session



Oregon Department of Education

This workshop is offered in three parts.

1 - Just the facts. The what, when, who . . .

2- Initial guidance

3 - How to implement well and with purpose

Questions and Discussion welcomed!

A long-term initiative

Districts convene their Equity Advisory Committees

applying rules to local context, and building upon local relationships.

Equity Advisory Committees submit annual reports

sharing successes, challenges, recommendations, and responses.

Continuous Feedback Loop

State Leaders respond
pursuing rules or legislation to ensure intent is fulfilled.

State Board of Education reviews annual reports
elevating best practices and structural hurdles.

1 - Just the facts

What

There shall be established at each school district an educational equity advisory committee.

The duties of an equity advisory committee shall include:

- Advising the school district board about the educational equity impacts of policy decisions
- Advising the school district superintendent about the educational equity impacts of policy decisions
- Informing the school district board and school district superintendent when a situation arises in a school of the school district that negatively impacts underrepresented students and advising the board and superintendent on how best to handle that situation

When

September 15, 2022 was the legislative date set for large districts to have their first committee meeting by.

- Large districts have an ADMr of 10K+

September 15, 2025 is the deadline to establish committees for all other Oregon school districts.

Who - Composition

The committee, “must be composed of parents, employees, students, and community members.”

The law requires soliciting names of possible members from the community.

The board and superintendent “must ensure that membership is primarily representative of underserved students.”

Members cannot be excluded based on language, immigration status, or based on protected class (age, disability, origin, race, color, religion, sex, sexual orientation, gender identity).

Who - Composition (cont.)

A current school board member cannot be a member of the committee.

A link must be established with the district's budget committee with at least one member serving on both the budget and the equity advisory committee.

Underrepresented is inclusive of:

- Students of Color
- Tribal students
- English Language Learners
- LGBTQ2SIA+
- Students navigating poverty
- Students experiencing houselessness
- Students with disabilities
- Women and girls
- Rural communities

Membership Selection

The committee is selected by the school board and the superintendent.

The superintendent is responsible for coordinating the nominations and proposals process.

The board is responsible for appointing the members of the committee from those proposed.

Support for Equity Advisory Members

Each school district, in consultation with the educational equity advisory committee, is required to provide sufficient support to educational equity advisory committee members to participate in meetings.

This could include access to district-managed emails, translation and interpretation services, and relevant public meeting and security trainings.

Committee Allowances

An educational equity advisory committee **may** consider topics that:

- the committee deems critical to their ability to represent and elevate educational equity impacts
- have been submitted by the school district board or school district superintendent.

An educational equity advisory committee **may** also select a single member to serve as an advisor to the school district board, for the purpose of providing updates and acting as a liaison between the educational equity advisory committee and the school district board and school district superintendent.

Committee Allowances (cont.)

The committee **may** prepare an annual report that contains:

- The successes and challenges the school district has experienced in meet the educational equity needs of students
- Recommendations the committee made to the district and superintendent and the actions take in response
- Any other information described in State Board rules

And is made available:

- To families in the district
- Posted on the district website
- Presented to the school board in an open meeting with room for comment
- To the State Board of Education

Oregon Administrative Rule (OAR)

SB 732 directed the State Board of Education to adopt complementary rules, set forth in OAR 581-022-2307.

These rules were adopted into Division 22, and use the existing assurance process.

The rules were adopted on June 16, 2022.

2 - Initial guidance

What the initial guidance will cover

- I. Overview of requirements
 - A. Membership Selection and Composition
 - B. Core Roles and Responsibilities of the EEAC
 - C. EEAC Allowances

- II. Local Planning Considerations
 - A. Adapting an Existing Group
 - B. Safeguarding Transparency and Safety in Public Meetings

Does public meeting law apply?

What is true is that the language of Senate Bill 732 requires that these committees advise their school boards (and superintendents) as to the impacts of policy decisions, and how to respond to incidents within a school district. If they produce the (optional) annual report, they are required to share recommendations made to the school board, and the responses pursued. Those requirements exist outside the discretion of the a district or the department.

Does public meeting law apply? (cont.)

Adherence to public meeting law and determinations regarding public meetings are not within the purview of the Oregon Department of Education. It is not within the rules the State Board of Education adopted, and it is not an element that the department enforces or monitors.

It is a legal question, and one that local legal counsel, Superintendents, and board secretaries often address with the support of groups like the Oregon School Boards Association, the Oregon Government Ethics Commission, and the Department of Justice.

3 - Implement with Purpose

Consider your landscape and language

Have you mapped out who this new body and process might affect and how they could inform decisions and directions?

- Not sure? Sketch a version of community assets, current district bodies and committees, and name areas of tension or need.

Are there ways to bridge conflicts or to create a deeper sense of inclusive community through implementing this law?

- Consider how you communicate on the process – “we have to do this because of this law” vs. “we have a great opportunity to make key connections and be better.”

Be skilled in managing participation

What do you already know about community conflict and an areas you need to navigate around how historically underserved communities have been invited or engaged with? What safety needs can you prepare for while supporting strong dialogue and asset-based approaches?

- Establish district emails for each member of the committee
- Review protocols for in-person and virtual meetings that could experience disruption
- Plan for problematic behavior but also don't only focus or over center that. Be clear about your purpose, horizon, and what you are calling the community towards.

Bring real work to the table

There is significant work available for the committee and your district to engage in, now. This includes:

- Supporting quality community engagement and input into the planning around [Aligning for Student Success: Integrated Guidance for Six Initiatives](#)
- Reviewing [Appendix F](#) and each Student Success plan for potential district, community, or student investments.
- Reviewing disaggregated data and providing input into how the district should think about success over the next four years.
- Reviewing the draft plans and budget for the IG application and an applying an equity lens to inform final plan and application choices by the district.

A phased approach to support

Phase	Timeline	Focus
1	September 2022	Initial Guidance: Technical information to support initial planning and implementation of OAR 581-022-2307 (SB 732).
2	Winter 2022	Supplemental Guidance: More in depth information with strategies, best practices, resources, and considerations to support superintendents and district leaders as they form, partner with, and support their EEACs.
3	School year 2023-2024*	Small & Rural District Guidance: Differentiated guidance and support that address unique conditions for small and rural districts implementing the rules and engaging and supporting the EEACs.

* Districts with an ADM of 10,000 or less are not required to implement the EEAC until September 2025.



Questions and Discussion