SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
Regular Meeting of the Board of Education
December 03, 2019

MEETING OVERVIEW

The purpose of this document is to provide an overview of the actions taken by the School Board and to provide a listing of the reports given. Anyone interested in viewing the full meeting, please visit the School Board website at https://www.pps.net/domain/219.

A Regular Meeting of the Board of Education came to order at 6:03 pm at the call of Chair Amy Kohnstamm in the Board Auditorium at the Blanchard Education Service Center, 501 N. Dixon Street, Portland, Oregon.

Attendance

Present: Chair Kohnstamm; Directors Bailey, Brim-Edwards, DePass, Lowery, Moore, Scott; Student Representative Latterell; Superintendent Guerrero; Legal Counsel Mary Kane

Superintendent's Report

Areas of ongoing work are the development of the PPS Strategic Plan which includes the Student Investment Account (as part of the Student Success Act) and the Continuous Improvement Plan (Every Student Succeeds Act), all of which are all aligned with the district Vision. The district continues to work to be strategic about how funds are spent, and to create a multi-year blueprint that lays that out. The district has been working on a Master Arts Education Plan (MAEP). He had the opportunity to meet with some students from the MAEP Program. Kristen Brayson shared an overview of the program. They are looking at their vision and goals with community feedback and in alignment to the district Vision, which will be brought to the board. Superintendent Guerrero will be joining the entire student body of Harriet Tubman Middle School who will have the opportunity to view the movie about their namesake and then spend the afternoon learning about her. He thanked Oh Planning + Design for partnership with the Fund for Portland Public Schools to make the event happen. He congratulated the Franklin High School Community and their state champion soccer and cross country teams.

Student Representative's Report

Student Representative Latterell shared that she has been working on the Search and Seizure Policy and get student input on how to revise it to be student focused. She is also working with Multnomah Youth Commission to work on later high school start times. Student Resource Officers State of the Union will be on December 18th, 2019. The purpose of the event is to see students represented in the intergovernmental agreement between Portland Public School and the Portland Police Bureau, through student and law enforcement panels. The District Student Council held a mixer with the Senior Leadership Team and the School Board where they talked about how the district and Board take student input.

Student Comment

Ian Simpson: Equitable Access to Visual and Performing Arts. He is advocating for equitable access to arts in the district. They brought a representative from almost all the high schools, including Jefferson who does not have a music program. The PE mandate is causing students to not be able to take art classes because they don't fit into their schedule. They would like money. Students should not have to fund raise for their music program.

Tae'Viondre Thomas: Equitable Access to Visual and Performing Arts. Loves Jefferson, but misses playing music. Is a member of the Master Arts Student Education Plan Student Advisory Counsel. He has to leave his school to travel to Cleveland to play music. The district has done a good job of getting input from community, and now they need to fund each school regardless of their enrollment.

Bella Bravo: Equitable Access to Visual and Performing Arts. Previously shared that the PE mandates hit the band program because students have to choose between band and a world language. Portland Public Schools still needs to redesign the middle school schedules to create space for music and arts programming. Some schools have gone to a 7 period day, where they have equitable access to programs. She advocates that all schools have the opportunity for access to Career and Technical Education (CTE), language and Arts Programming.

Aanii Tate: Grant Mural. Co-President of the Indigenous Student Union. Wants to address the murals at Grant. They represent an outdated logic of native appropriation and erasure. They socially and psychologically oppress not only the indigenous students at Grant, but the entire student body. The Grant alumni believe it accurately represents student educational ideals, but are a white washing of the painful history that the country was built on. Just because the Native population is less than 1% but that doesn't mean they should be overlooked. Keeping the murals up is actively supporting the ideas and depictions that they highlight. Proposes a community art project to create a mural that accurately reflects the student population.

Jackson Wolfe: Grant Mural. Co-President of the Indigenous Student Union. The murals at Grant High School represent white supremacy, with people of color walking up the stairs towards pilgrims waving. Depicts non-violent interactions between colonizers and tribal people, which is an inaccurate description. 105 of 129 students surveyed stated they are not emotionally connected to the murals. In a letter from Angie Morrel, the Director of Indian Education Programs, she states that "Native students in Portland Public Schools are struggling. They rarely see themselves represented in their schools in the support staff, teachers and administrators, which means that murals and other stereotypical representations may be the only reflection of Native people our students see." It is not insignificant when schools display racist, stereotypical representations of Native Americana and teach Native Americans as only having a place in the history lessons. They support native erasure, manifest destiny and extinction of indigenous peoples. We are still here. Portland Public Schools has a responsibility to teach the truth. Asking to help Native Portland Public Schools students succeed.

An analysis of the murals and their alignment with the racial equity policy was requested.

Public Comment

Jose Barrios: Mt. Scott Learning Center. Part of the Board of Directors for Mt. Scott Learning Center. He connects with the students at Community Based Organizations. He struggled in school and thought he wasn't smart because he got bad grades. He went to night school and community college. The opportunities gave him skills to become an entrepreneur. It takes creativity to run a school like Mt. Scott. It also takes students who want to be there. It is important that they have a choice to go there. The teachers are remarkable.

Rosemary Colliver: Mt. Scott Learning Center. Got involved with Mt. Scott in 2007. They do more for Portland Public Schools students with less. She shared her sister's story and wonders if her sister would have had a different life if she'd have had a Mt. Scott. PPS talks about equity, but Mt. Scott lives equity. The Community Based Organizations and their PPS students have to struggle to make things work with less funding. It's time for PPS to put their money where their mouth is. Under funding sends the message that those students are worth less. The Community Based Organizations are preparing a proposal that will be presented to the board in the next few weeks.

Bonnie Gregory: Social and Emotional abuse in Portland Public Schools. Sharing about Alex Cook murals called "You are loved". The murals started in a school in New Orleans, and then were installed in some schools in California. The large encouraging statements are a verbal hug and make kids feel safe. There is a "You are loved" mural in Portland and she would love to see them in Portland Public Schools.

Donna Cohen: Roosevelt STEM Program. She was a STEM teacher. Lack of space in Roosevelt. There is already not enough space at the school, without the space that the district wants to take away for STEM Engineering. The program requires colocation of technologies. She gave the board a

drawing of the kind of space that the program needs. The activities can't happen in different parts of the building. What is available in the space is less than half than what the district educational specifications state they should be.

Greg Meyers: SEIU Contract. Has been a PPS Head custodian for 13 year and would like to speak on behalf of all of the district custodians, especially those who are working right now. 13 years ago, the custodians were told that they made too much and they would not receive a raise for 3 years. In 13 years, he has only received five raises. The largest raise they've received is 3%. That is not a raise, it's a cost of living adjustment. Portland Public Schools custodians are no longer over paid. The starting wage at other districts is now higher than what some custodians are making after working for the district for many years. They hire new people, train them, and they move to another district. The staff who do stay is because they care. It's time that they are showed some respect and with the negotiation of a fair contract.

Chris Walters: Nutritional Staff Wages and Benefits. In 2008 a starting assistant working a standard of five hours a day was making $2.16 above the Oregon minimum wage, and $1239 above the fair market rent per year. In 2018, a nutritional assistant only makes .45 cents over minimum wage, and $2379 below the fair market annual rent costs. Being rent burdened is defined as paying above 30% of an income in rent, and nutrition services employees aren't even paid 100%. This doesn't include food, transportation, or anything else. They are in a continuous state of crisis because they can't keep employees. The high turnover costs the district a lot of money. It's not just bad business, it's immoral. Employees who serve students with a smile deserve to be paid.

Consent Agenda

There was no Public Comment regarding the Consent Agenda. Director Brim-Edwards question how long the settlement in Resolution 6005 covered, and it was responded that it is until the end of the 2019/2020 school year.

Appeal to the Board - Complaint 2019-03

The resolution regarding complaint number 2019-03 was tabled prior to the start of the meeting.

Update on District Support for Schools Identified for Improvement Under Every Student Succeeds Act

Dr. Cueller, Leslie O'Dell, and Scott Whitbeck presented a high level overview on the District's Continuous Improvement Plan (CIP). It was noted there have been system shifts in the creation of plans and support for identified schools, including the plans being created at a district level and shifts in the central office to better support schools. Each school creates a Continuous Improvement Plan that is aligned to their school's needs, and that process includes determining what is working, establishing a process, leveraging effective practices, and monitoring data in order to make timely adjustments to improve outcomes. Cross-department alignment and support is being created and district office staff are pushing into school and discussing what they are seeing. The district is focused on three core initiatives: Multi-Tiered Systems of Support (MTSS), Guaranteed and Viable Curriculum (GVC) and Leadership Development. The conditions that they are working to create are cross-department alignment for support, leadership development, organizational structure, and resource differentiation. The continuous improvement plans have three goals (reading/language arts, mathematics, and culture and climate), with high schools having an additional focus of closing the gaps in graduation. There is a focus on identifying highly effective teachers, who can be trained to become highly effective administrators. Superintendent Guerrero added that the district is working to identify what each school's needs are and to provide what they need for improvement.

Adoption of Superintendent's Evaluation Goals and Rubric Resolution 6007

The Superintendent's performance goals were discussed. It was noted that the Superintendent's goals were delayed so that the board could adopt their goals. There was discussion on whether the goals

should be very specific or broad, and whether or not the goals should be focused solely on outcomes. It was noted that the Oregon School Board Association (OSBA) Leadership Standards that were included are not new. Dr. Brown explained that currently there is no standard way to measure post-secondary readiness board goal at the district level nor nationally, and gave an overview of how the district is looking at evaluating the goal. It was requested that the performance goals be revised to strengthen the equity language, add alignment to the district goals, and add a mechanism for stakeholder feedback (such as district leadership, not the board). It was decided to table the vote to the next meeting.

Impact on Harriet Tubman Middle School by Proposed I-5 Expansion

Direct Kohnstamm shared that the board passed a resolution in March 2019 urging the Oregon Department of Transportation to do an environmental impact study on the potential impact of Portland Public Schools students by the proposed I-5 expansion, and that the Oregon Transportation Commission has since indicated that they plan to move forward with the plan, without addressing the impact on students and community. The resolution states opposition to moving forward without a full Environmental Impact Statement. It does not suggest responsibility for the study by Portland Public Schools.

Community Budget Review Committee Charter

There were two motions for revisions to the Charter, which were passed by a voice vote. The motions added language allowing for one or two student members to be appointed to the committee, and adding language which requires members to regularly attend meetings.

Policy Committee Report

The Policy Committee is working to incorporate and revise language in the Search and Seizure Policy based on the student feedback. The Student Conduct Policy is nearly completed after a second round of student and parent feedback. The committee applied the Racial Equity Lens to the policy. The next focus is to work on three policies related to enrollment, and to look at whether or not they promote racial equity principals. The completion of the enrollment policies will provide a framework for the feeder pattern of Kellogg School. The next Policy Committee Meeting will be held on December 16, 2019.

Charter Schools and Alternative Programs Committee Report

The Charter Schools and Alternative Program Committee met for the first time. They will be looking at Charter Schools as well as Community Based Organizations (SBO), such as Mt. Scott Learning Center. They will be looking at the Charter School Plan as well as the Student Investment Act and how they include the Equity lens for Charter Schools and Community Based Organizations. The next meeting of the Charter Schools and Alternative Programs Committee will be held on January 13, 2020.

School Improvement Committee Report

The committee received an update on the Bond Audit. The committee has asked the board leadership to determine whether the discussion of Teen Parent and Health Centers should go to the full board or stay in the committee. The next School Improvement Bond Committee meeting will be Wednesday, December 04, 2019.

Talented and Gifted (TAG) Advisory Committee Report

Director Bailey attended the Talented and Gifted Advisory Committee Meeting. He shared that there will now be Talented and Gifted (TAG) assessments twice a year. They will be adding Measure of Academic Progress (MAP) and Smarter Balanced Assessment Consortium (SBAC) tests as identifiers to determine eligibility. There will be added professional development for TAG coordinators, which will specifically focus on how to identify historically under identified populations. He noted it would be good for the committee leaders to come in front of the board to share ways that the TAG program can be improved.

Audit Committee Report

There will be an Audit Committee Meeting Thursday, December 05, 2019. The committee will be receiving a presentation on the Comprehensive Annual Financial Report draft and the Bond Committee Audit.

Action Items

- Business Agenda
  Public Comment
  None
- Adopting the Superintendent's Goals for 2019-2020
  Public Comment
  None
- Impact on Harriet Tubman by Proposed 1-5 Expansion
  Public Comment
  None
- Community Budget Review Committee Charter
  Public Comment
  None

The Board Approved the Following Items

- Resolutions 6001-6005: Consent Agenda
- Resolution 6007: Adopting the Superintendent's Goals for 2019-2020
- Resolution 6008: PPS Comments on Status of Oregon Department of Transportation's "I-5 Rose Quarter Improvement Project"
- Resolution 6009: Resolution Authorizing the Community Budget Review Committee Charter

Adjourn

Chair Kohnstamm adjourned the meeting at 9:33 pm.