



INFORMAL MINUTES

A Board of Education Work Session came to order at 8:18 pm at the call of Chair Amy Kohnstamm in the Willamette Conference Room at the Blanchard Education Service Center, 501 N. Dixon Street, Portland, Oregon.

There were present:

Board Directors

Chair Kohnstamm; Directors Bailey, Brim-Edwards, DePass, Lowery, Moore, Scott

Staff and Community Partners

Shawn Bird – Chief of Schools

Kara Bradshaw - Executive Assistant, Board of Education

Dr. Russell Brown – Chief of System Performance

Shanice Clarke – Director of Community Engagement, Strategic Partnerships

Dr. Gregg Cuellar – Deputy Superintendent, Instruction & School Communities

Dr. Sarah Davis – Senior Director, STEAM Education

Jonathan Garcia – Chief Engagement Officer

Guadalupe Guerrero - Superintendent

Janise Hansen – Internal Auditor

Claire Hertz – Deputy Superintendent of Business and Operations

Joe LaFontaine – Regional Superintendent

Dan Jung - Chief Operation Officer

Liz Large - Interim General Council

Cynthia Le - Chief Financial Officer

Dani Ledezma – Senior Advisor, Racial Equity and Social Justice

Dr. Esther Omogbehin – Regional Superintendent

David Roy – Interim Senior Director, Communications

Keely Simpson – Regional Superintendent

Stephanie Soden-Back - Chief of Staff

Dr. Luis Valentino – Chief Academic Officer

Public Comment

Tom DeJardin: Mt. Scott Learning Center: Thank you for supporting alternative ways to graduation, and for accounting for Community Based Organizations (CBO) and their students who had dropped out or were on the verge of dropping out. Thank you for including us in the Student Investment Account (SIA) application. Disappointed that they are only allocating 40% of their proposal request. It would be an important step in showing their support of students of color, emerging bilingual and homeless students and students in foster care. Requesting a minimum of 75% of the funds in their proposal.

Elona Wilson: Stand for Children. Student Investment Account (SIA) proposal. Graduated from Franklin High School. First generation college graduate. Dedicated to improving to a 100% graduation rate. Requesting center on equity, meet students mental and behavioral health needs, focusing investments on increasing academic achievement for poverty, color, disabilities, emerging bilingual and students in foster care and who are homeless. A lot of work went into the process and a lot of work to do. More funding for culturally specific service providers, expansion of mental and behavioral health supports, increase in staffing for students with disabilities, boosts in supports for early transition and resource to implement ethnic studies, tribal history and early learning. Looking forward to working with PPS.

Maria Rangel: All Born In: Regarding SIA. Bilingual outreach coordinator for ABI. Parent resource center. Is a parent advocate, specifically supporting Hispanic parents. She navigated the system for her daughter with a disability, it was hard without language barrier. She only works 20 hours a week and it's not enough. She would like to ask the board to support and partner with their

organization. Ask that there be a person hired to help Spanish speaking families understand the process and their rights before and throughout the Individual Education Plan (IEP) process. Hispanic speaking parents have a fear of reaching out to the school and they feel better reaching out to grassroots organization. Consider helping them better support the Hispanic community.

Student Investment Account (SIA) Application

Superintendent Guerrero introduced the Student Investment Account (SIA) Application, noting that it represents the first new funding source in 30 years. He shared that the district is simultaneously embarking on the overall district budget, and that the plan is to align it with the ReImagine PPS vision, which is student centered. They are working on a multi-year strategic plan as well, which will guide the districts work towards the vision. He shared that they tried to create a well-balanced package that encompasses the spirit of the bill. There are five prioritized system shifts: connect and transformative school districts, racial equity and aligned systems and structures, cultivating system wide learning and a diverse workforce, transformative curriculum and pedagogy and a culture of physical and emotional safety.

Dani Ledezma shared the strategies that were implied to create the plan, including a focus on racial equity and social justice and recognizing the intersectionality of students of color, noting that when there is a focus on improving education for students of color, all students improve and benefit. She shared that Portland Public Schools is working to change their engagement processes. Their engagement included town halls, broad community engagement, talking to community based organizations (CBOs), and specific groups of communities, such as Special Education (SPED), Migrant Education, and families experiencing homelessness.

Kregg Cuellar shared that the feedback pointed mostly to school based improvements. He shared that they will be including additional teachers and instructional specialist at targeted schools, expansion of early education, culturally specific curriculum, increasing social emotional support, contracting with culturally specific organizations, added curriculum and instructional specialist in targeted schools, expansion of elective courses in comprehensive middle schools and K-8s, implementation of technology, and more equitable access to arts education in historically underserved communities, which will include adding a middle school arts TOSA to support the expansion and purchasing new instruments. He added that they will be adding culturally specific student family resources, high school wraparound services, and increased extended learning.

Claire Hertz discussed curriculum, specifically for English Language Learners (ELL). She clarified that there is a long list in Tier 1 and Tier 2 in the packets, and that Tier 1 are the things they are allocating for in the budget and that Tier 2 items are contingency items that might be added if they are unable to implement all of the Tier 1 items.

Each table group, comprised of the Bond Accountability Committee (BAC), board members and district leadership, discussed where they see plan reflect what they heard through the needs assessment and where they see items missing. Each table shared their responses. Some items that were commented upon during the feedback period were: Robust community engagement, except for groups representing students with disabilities, noting that the plan focused on alignment of curriculum to the Guaranteed Viable Curriculum (GVC), socio-emotional and behavioral health, hiring of staff of color and racial equity, and that CBOs were included in the plan. One table discussed increasing focus on Middle School and early access to literacy to align with the district's North Star. There was a question regarding hiring recruiters and additional administrative personnel and Ms. Hertz shared that those funds come from the allowance for indirect costs, which is about 1.5% of the total funds, and that it will help Human Resources (HR) to hire the hundreds of employees that will be hired, in addition to regular hiring, next year.

There was discussion regarding expected outcomes and how to communicate them. Dr. Russ Brown shared that they are working on creating alignment with outcomes and tracking. Ms. Hertz noted that they have created a three year plan, but that it has to be sent in every year, so there is room for shifting.

Adjourn

Chair Kohnstamm adjourned the meeting at 7:29 pm.

Submitted by:

Kara Bradshaw

Kara Bradshaw, Executive Assistant
PPS Board of Education