



## 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 6:48 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, and Scott; Student Representative Latterell; Superintendent Guadalupe Guerrero; Interim General Counsel Liz Large

### **Student Comment**

None

### **Public Comment**

Lisa Lyon: Literacy Adoption. Parent of dyslexic parents at Grant and founder of Decoding Dyslexia Oregon. Many positive things have happened since she first began, including a variety of teacher professional developments and the appointment of a dyslexia program coordinator. Would like focus on the current curriculum proposal to be added to Equity Based Balanced Learning Framework (EBBL). Four years ago, when the district recommended curriculum that was lacking phonemic awareness and phonics. Asked if the committee tasked with examining new curricula is made up of experts in teaching reading, who are racial diverse. She's been told PPS teachers have been piloting programs but no data collection. Education reports shows American Reading Programs meet all expectations in all categories. Urges the board to be diligent and be guided by data and not popularity.

Angela Uherbelau: Phonics-based literacy training for K-3. Co-creator of OregonKidsRead.com. Thanked all students for their hard work. Oregon Kids Read petition launched because Oregon is failing students of color when it comes to reading. Almost half of all Oregon students are not meeting reading bench march. It is not student's failure, it's an adult failure. Calling on Oregon legislature to dedicate 2% of Student Success Act (SSA) monies to reading instruction to all K-3 teachers and reading specialist. 2700 people have signed the petition. Mississippi, the poorest and most racially diverse state, adopted a comprehensive reading program and trained 13,000 teachers in the science of reading, and this year their fourth graders were the only in the nation who improved on nationwide reading scores.

Rebecca Hannafin: Literacy. PPS dyslexia advocacy group. Strongly supports the dyslexia plan and urges them to fully fund the program. There was nobody in his "good" school who knew how to handle dyslexia students. They had to spend thousands of dollars in order to get his IEP and she wrote most of his IEP accommodation herself. Their new school has assistive technology with teachers who know how to use it, directed resources to marginalized students, accommodations are normalized, interventions that assist all students. The plan focuses on K-3 but all grades need it. Each school needs Orton-Gillingham trained teachers, reading specialists, and instructional specialist, including middle school. There needs to be strong Tier 2 and 3 instructional plans in middle school and high school, access to assistive technology, ASL in all high schools, strong and clear curricula and a interdepartmental literacy task-force. Eager to be a resource.

Keri Archer: Literacy Program. Kindergarten teacher at Arleta. She is the dyslexia advisor at Arleta. Had a student who had one on one support by herself and an EA and made no reading gains. Started Orton-Gillingham approach this year and he is finally making gains. All students in their class has made improvements by using the program. All students need quality systematic literacy. She was never taught about structured literacy. Quality systematic literacy instruction to all students. Teach educators about structured literacy.

### **Superintendent's Report**

Encourages community members to get out into schools to see some of the winter performances that are happening. Saturday was a milestone at the groundbreaking at Lincoln High School where modernization will begin. Thanked everyone who braved the weather to be there. Clean no findings report on the Comprehensive Annual Financial Report (CAFR). Wishes everyone a safe and warm winter break. Thanks the community who support schools. Showed a video highlighting Portland Fire Fighters who donated coats to Head Start students, and thanked the Fire Fighters for being there. He shared that he is looking forward to accomplishing a lot in the New Year.

### **Student Representative's Report**

There is a School Resource Officer (SRO) State of the Union is tomorrow (December 18, 2019) at 4:30 pm at Left bank annex, where there will be a lot of conversation and student panel. In District Student Council (DSC) news: They had retreat on Saturday which included community building. They decided on their goals, which includes a focus on the arts, safe modern schools and culturally inclusivity. They will also focus on climate justice. There are two DSC members now on the Community Budget Review Committee (CBRC), and other students are interested in being part of other committees to help put student voice at the center of the conversations.

### **Business Agenda (Resolutions 6010 through 6017)**

Director Brim-Edwards requested that resolution 6015 & 6017 be removed from the business agenda and considered individually. The Business Agenda was voted upon, with the exception of the two reference resolutions. Director Brim-Edwards noted that the Gunter Group contract (resolution 6010) is a direct negotiation contract that has now has six amendments which will total 2.3 million dollars. Director Brim-Edwards requested that there be consistent information summary that carries over from the original contract and each amendment to the next. She additionally noted that as a result of the ACH fraud, there is only one sentence regarding each contract shared with the public, and that she thinks there could be more information that would not share too much information. Director Andrews commented that he thinks the district should wait for the ACH Audit recommendations.

### **Resolution to Uphold the Superintendent's Decision on a Step 3 Appeal Complaint No. 2019-06 (Resolution 6017)**

Resolution 6017 was discussed in executive session. It was noted that although the district's complaint process has recently been worked on to bring it within compliance, that there should be further review of the process.

### **Adopting the Superintendent's Goals for 2019-20 (Resolution 6015)**

The changes in the draft of the superintendent's performance goals for 2019-2020 were summarized. There was discussion regarding evaluating him as the racial equity advisor, specifically whether or not to add detailed measures to the section. It was decided that since it was already so late in the year, that it would be left as is and elaborated upon in the next year's goals, which ideally should begin being worked on in March. The superintendent noted that while there are not specific measures in the goals that he is working to model racial equity at the senior leadership level, with hopes that it will spread out to the whole system. He added that he is working with local universities to strengthen the pathways for teachers of color, so that the teacher diversity can more accurately reflect the diversity of the students.

### **Amendment to Roosevelt Phase 4 Plan (Resolution 6018)**

The amendment to Roosevelt Phase 4 Plan was introduced by Marina Creswell, Senior Director of School Modernization, Aurora Hymel, Senior Director of College and Career Readiness, and Roosevelt's Principal KD Parman. They noted that there was a delay in fulfilling the plan from initiation because of a large district leadership turnover and the visioning process. The needs of the school have changed since original planning process, and the new plan reflects current needs. In the creation of the new plan the district went to the school community to hear what the current needs were, then two plans were created and taken back to the community for feedback. The new plan includes a change / expansion of in the Career and Technical Education (CTE) space, the Maker Space, additional science labs and flexible classroom spaces.

### **Comprehensive Annual Financial Report (CAFR) (Resolution 6019)**

External auditor Tim Gillette, partner at Talbot, Korvola & Warwick, LLP shared that the audit is a clean audit report, an unmodified statement. He shared that they presented the audit in more detail to Audit Committee. He noted that there is an additional audit report that specifically looks at requirements for federal funds. Director Brim-Edwards noted that the Audit Committee recommends that the board accept the audit. Director Moore noted that the revenues between 2018 and 2019 decreased by 14.3 million dollars. She also shared that the local option levy makes up 56% of district revenue, as opposed to 23% provided by state funds.

### **Topics Relating to Board Goals- Report to the Board: Dyslexia Update**

Director Kohnstamm shared that the topic of Dyslexia relates to board goals around literacy and also addresses a state mandate around dyslexia requirements.

Dr. Tania McKey, Senior director of Humanities, and Elizabeth Martin, Dyslexia Program Administrator shared the foundations of comprehensive literacy, which has five pillars Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension; noting that they want to insure that all students are taught these foundations, and that students with intervention get taught the pillars in more specific ways. They stated that Dyslexia is neurobiological in origin and is characterized by unexpected difficulties with accurate / fluency in word recognition, spelling and decoding abilities. Senate Bill 1003 requires there be an advisor at each school, that each kindergartener must be screened for potential reading difficulties, and notification of families. Parent Jessica Colby shared thanked the district for supporting dyslexia support and for working with families to move forward. She is seeing dyslexia training, supports provided to students, access to audio books, and ASL classes available online through virtual scholars, noting that items that still need to be addressed are for all dyslexic students to have one on one support without needing to have a plan for it, in person ASL classes, and a consistent and continuing budget. Dr. McKey provided an overview of the Dyslexia Plan, including what each phase of the plan includes. The first year of the plan starts with creating a kinder task force and kinder PD, and K-5 foundation skills as part of Guaranteed and Viable Curriculum (GVC) and dyslexia advisor training. Year 2 includes adding a 1st and 2nd grade task force, providing professional development in foundation skills, and creating foundations resource advisory committee. Year 3 and beyond includes adding Orton-Gillingham training, adding accessibility improvements for audiobooks, and creating a PPS Dyslexia Brochure and handbook. They would like to grow the plan to add to Grades 6-12 teachers. Adding more FTE for reading specialists and training for Orton-Gillingham. It was noted that all teachers K-12 are language teachers, in all grades, and need ongoing training and support.

### **Ethics Training**

Mike Porter provided an overview of the Oregon Ethics Laws, noting that the laws are a floor, and that it focuses on being ever conscious of public trust. Within the law, there is a focus on Use of Office, Gifts, and Conflicts of Interest. As a general rule, the Use of Office laws prohibit a public official or public official's relative to obtain financial gain, or avoid financial detriment because of their position. Volunteers can be subject to the law if they are on a committee where important decisions are made. Exceptions to the general rule are official compensation (usually in relation to employment), "honorariums" such as

certificates, plaques, commemorative tokens or other items of value under \$50 (which are usually spontaneous and no pre-arranged such as during a speech), reimbursement of expenses, and exception to gift prohibition (from a source that you wouldn't reasonably know or a source that was reoccurring long before election). Use of Office conflicts are using frequent flier / credit card benefits, volume discounts, and compensation not part of official salary. The general rule for Gift Prohibition states that public officials may not accept, directly or indirectly, gifts worth over \$50 in calendar year from a single source. Common exceptions are campaign contributions, relatives and members of household, unsolicited token / award under \$25 (such as received at a conference), subscription related to performance of official duties, admission and food for official or member household when representing public body, continuing education discounts, entertainment that is incidental to the main purpose of an event, and expenses for public school employees accompanying student on educational trip. Conflicts of Interest are potential action or decision that could be to a benefit to a person, relative or business associate. If there is a potential or actual conflict of interest, a declaration is required. If it's a potential conflict of interest may participate in a vote, if is an actual conflict of interest may not participate. A potential Conflict of Interest where participation in a vote could take place is when the decision effects a large body of people. It was noted that an example would be that even though Director Bailey's wife is a PPS employee and he can still vote on the PAT contract because it affects such a large body of people, as long as he declares it prior to the vote. Nepotism laws prohibit the soliciting or receiving of employment in return for action and the misuse of confidential information for personal gain.

### **Board Work Plan**

Postponed until the next meeting

### **Policy Committee**

Director Moore shared that at the most recent Policy Committee meeting that they began to talk about the policy regarding the purchasing of meals and gifts, as well as continued to discuss the three policies associated with student assignment. The next committee meeting will be held January 06, 2020.

### **Legislative and Intergovernmental Committee**

Director Moore shared that the Legislative and Intergovernmental Committee met for the first time. They discussed the multifaceted relationship that the district has with the city and the different bureaus within, and identified areas to improve of collaboration with them. They additionally discussed the I-5 expansion project. The next meeting of the Legislative and Intergovernmental Committee is January 14, 2020.

### **Audit Committee**

Director Brim-Edwards shared that the Audit Committee received a presentation regarding the 2017 Bond Performance Audit, Year 1 - Phase 2, which provided an overview of the status of the 2017 Bonds cost estimation and management, noting that there were a number of findings and recommendations, which staff are in the process of implementing. The committee discussed the different audits that are happening within the district, which include the Comprehensive Annual Financial Audit (CAFR), the Secretary of State Audit, Bond Performance Audit, and Internal Performance Auditors. They discussed the good work the staff is doing to follow up with audits and how to share that work with the community. There was a presentation of the CAFR. There was an update from the Internal Performance Auditors on Phase 1 of the internal contracting audit. They are targeting the end of February to complete Phase 1. They discussed the management and the board response to the secretary of state audit, which is being tracked in a very comprehensive tracking spreadsheet. The next Audit Committee meeting will be February 06, 2020.

### **Bond Committee**

Director Scott shared that the committee discussed the Roosevelt Phase IV plan, which the full board just took action on. They discussed the Bond timeline, including making a decision about the next bond in January to stay within the timeline. The next Bond Committee meeting is December 19, 2019.

### **Enrollment Balancing Task Force**

Director Bailey share that instead of having a board task force himself and Director DePass would attend the district's team meetings. He attended the first meeting where a lot of questions were raised, and so Deputy Superintendent Claire Hertz has arranged a meeting with both Directors to provide an overview of the topic.

### **AVID National Convention**

Director Lowery shared that herself and a PPS Team when to a national AVID conference. AVID supports students in their preparation for college. She attended sessions on topics such as culturally responsive teaching, student voice, and teacher recruitment and retention. Suggests that everyone watch the Patrick Briggs lecture "Two Dollars" on the equity gap.

### **Wilson Master Planning Committee**

Director Scott shared that he was unable to attend the first two planning meetings because they were scheduled on Tuesday nights. He noted that there were four key takeaways from the meeting he attended: The need to invest in west side schools; they want a full rebuild, not a remodel; they want to keep students in the building not sent Marshall; and the neighborhood really wants to keep the pool and the food carts.

### **Cleveland Conceptual Master Planning Committee**

Director Lowery share that the planning started with images of the school and grounds, and asked people to talk about what they loved and barriers that they saw. Multiple plans were created based on feedback and were brought back to the next meeting where the committee interacted with the plans, narrowing it down to four high level plans. The plans ranged from preserving the Cleveland façade with the quotes to complete tear down and building a new six story structure.

### **Action Items**

- Consent Agenda  
Public Comment  
None
- CAFR  
Public Comment  
None
- Superintendent's Goals  
Public Comment  
Renee Anderson: Read a line from the racial equity policy. Asked if we have accomplished it. There are many racial issues in our district, and the racial equity policy is just a piece of paper if nothing is being done. Met with a group of educators and broke up into four groups and three of the groups brought up accountability. There is not a department for equity. As the director of equity, there should be detailed measures in the evaluation process because what is measured, is what is done.
- Roosevelt  
Public Comment  
Shamus Lynsky: Has students at Roosevelt. Has read recommendation of phase four amendments. Proposal leaves out history. It was originally built at a smaller capacity than other schools intentionally, which was a vote of no confidence. Doesn't see a plan to address the inequities that cause Roosevelt to be left out. The plan will give more STEM (Science, Technology, Engineering, Math) space and increase capacity to 1500 and will be at 1600 in three years. Trusts the principal and community for which configuration, when project is done they still won't be where they need to be.  
Donna Cohen: Thank you for open dialog. The goal was to provide Roosevelt with accurate space. Her plan looks somewhat similar to what the final plan was. Space with STEM course teachers and adding to overall classroom capacity, including future increases.

December 17, 2019

Would like to increase interest in the program, and would like to see future bonds expand further on the amended plan to add safety and accessibility to it.

**The Board Approved the Following Items**

- Consent Agenda - Resolutions 6010-6014 & 6016
- Resolution 6015: Adopting the Superintendent's Goals for 2019-20
- Resolution 6017: Resolution to Uphold the Superintendent's Decision on a Step 3 Appeal- Complaint No. 2019-06
- Resolution 6018: Resolution Authorizing Amendment of Resolutions 5242 Regarding Roosevelt Phase 4.
- Resolution 6019: Acceptance of the Comprehensive Annual Financial Report, Reports to Management and Report on Requirements of the Single Audit Act and OMB Circular A-133.

**Adjourn**

Chair Kohnstamm adjourned the meeting at 10:31 pm.

The next regular board meeting is scheduled for Tuesday, January 07, 2020.