



**INFORMAL MINUTES**

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A meeting of the board's Policy Committee meeting came to order at 6:36 pm at the call of Committee Chair Rita Moore in the Willamette Conference Room at the Blanchard Education Service Center, 501 N Dixon Street, Portland, Oregon, 97227.

There were present:

**Committee Members**

Scott Bailey  
Amy Kohnstamm  
Eilidh Lowery

**Staff and Other Attendees**

Korrina Wolfe  
Tara O'Neil  
Kara Bradshaw  
Rosanne Powell

**Kairos**

**Opening Statement by Charter School Office**

An introduction of KairosPDX and an overview of the renewal process was provided by Tara O'Neil, noting that this is the school's second renewal, and they have requested a full ten year renewal, with an increase of pass-through funds and an increase of enrollment capacity.

**Presentation by KairosPDX**

Representatives from KairosPDX presented to the committee. Marshall Goss Jr shared an overview of education for black and low income students in Portland Public Schools, noting that in the entire PPS system, including magnets, they are the only school that black families are choosing. Zalika Gardner shared that their students have been recognized by the Seattle Times and the New York Times. She stated that they ground their students in wellness by teaching them to feel they belong. The Kairos Love framework, which states that "Kairos love is care plus commitment", is the framework that underlines everything they do. They believe in partnership with community. They asked their first alumni class what they hope never changes about Kairos and they said how much the teachers care. It was noted that they are different on purpose. Friday action collaborative work for teachers, which also allows for teachers to collaborate. They have a Learning laboratory. They have an additional 100 hours of student class time per year. They have been using the MAP assessment, and at halfway through the year they are at over 129% of growth in reading and 117% math in their kindergarten class. Marsha Williams, KairosPDX Board Chair, shared what they are asking for in funds, noting the ways that their costs are higher, including rent and PERS (Public Employee Retirement System).

**Testimony in Support of Renewal**

The following public comments were offered:

- Great grandmother of a Kairos baby. Academic energy and is enthusiastic. Sees women like herself taking leadership roles. He is seen. Black kids matter and cannot take any risks, the stakes are high and so much to lose. Invest in Kairos because of all the kids, because they are valued and cared about. Things that work are not supported.
- Children learn best when they are connect and seen in their learning, when they are affirmed and reaffirmed in the curriculum and materials. Responsive practices, leaders who know the stories of their people, invest in culturally responsive education that comes from lived experiences of real people. Invest in Kairos because black kids matter.

- Unpack identities, asks white educators to recognize that white supremacy is at the core of education. Three years is not enough. Was taught in a progressive education program that she should not tell her students that she loved them, but Kairos taught her it was the most important.
- What if equity was more than pretty words sitting on a shelf. Imagine if PPS chose to focus on the success of black students. Kairos has the tools to help with the heavy lifting of the work. PPS has a we know best for you people attitude, which is a form of keeping enslaved. It's time to work together to break the cycle.
- Lived in PDX for over 50 years, and has seen transformation. Has three grandchildren. One left and came back and his math increased and learned self-reflection. Beneficial, coordinating, progress, communication. Kairos is important.

### **Testimony in Opposition of renewal**

None

### **Questions and Answers with Board Charter Committee**

Describe major events in the last three years? Moved into a new building, grew from 85 to over 200 students, and the transition of going from building to sustainable. Growth and increased synergy. There was a lot of challenges with their partnership with PPS and felt like they didn't matter.

What would a ten year renewal mean? Having a ten year contract would make it easier to navigate having to move. They would love to have their own space, to create security.

What services do you receive direct from the district? The support from the charter office is amazing after the hiring of Tara, they've tried to help connecting them to the services that are available to them. The only real services they have received from the district are SPED services and the Charter Office.

What strategies have they used to get proficiency in core subjects? They've used MAP testing to track from kinder and so they were able to make sure revamp curriculum in targeted areas. They are taking curriculum, looking at how to provide a culturally relevant lens and providing it to all students, not just students who are behind. They implored district to not wait until 3<sup>rd</sup> grade to map testing, because it's statistically impossible to catch them back up if you wait until the 3<sup>rd</sup> grade.

What would you do with the additional pass-through funds? They would like to better pay their amazing teachers who are working at under market rate then get mathematics instructional support.

What are your significant goals for your students in 10 years? Beautiful building with space, counseling space, and reflection space. Meet students where they are, without stigma, with families. Have a robust 3<sup>rd</sup> – 5<sup>th</sup> grade. Dreams about athletic things. Wants their kids to be comfortable in their skin, to be compassionate and connected and practice empathy.

How could PPS be a better partner and what could Kairos share with PPS? Self-reflective protocol is one thing they do that they would like to see all students do, students spending time with students in other schools, social-emotional tools, collaboration with middle schools. Create a full range from early education all the way to Jefferson High School.

### **Portland Village School**

#### **Opening Statement by Charter School Office**

An introduction of Portland Village School (PVS) was provided by Tara O'Neil. She noted that the full renewal was requested by the board last year, adding that the Board had been provided the report card and a summary and analysis. She shared that an Improvement plan was implemented in 2018/19, and while they still don't meet, they have made significant progress in one year, and has continued to make progress this year. There has been significant turn over in office and leadership, which effected their financial audit, but since then they have hired an outside firm to provide support. She added that the school is in the 13<sup>th</sup> year of operation, that this is their third charter renewal request. They requested a renewal for 10 years.

## **Presentation by Portland Village School**

Maureen Markley, PVS Board Chair, shared that they've done some deep work in the past few years, that they had a short term principal while they looked for a director, which allowed them to take their time and find a director who was grounded in equity work, trauma support, and tiered supports in school, and found Dr. Jenny Stackhouse (Dr. J). They've been looking at why their school's enrollment is more white than the community and city around them. They are funding racial equity work and training, for parent community and staff. She added that they funded a full time counselor position and looking forward to bringing restorative justice. She noted that the school is 22% students of color, 15% direct certification, and 19% students with disabilities. Their mission is to advance an art integrated education that teaches respect by developing the head, heart, and hands of children from all backgrounds. Charter schools allows for innovation, and can develop strong relationships. Students loop with their teachers 1-4 and then 5-6 and 7-8 allowing for students to build relationships with their teachers, they know each other and can support each other, which builds socio-emotional and academic success.

Shawn O'Leary, counselor at PVS shared that the goal is to be social and emotional support in the school and to bring individual and group counseling, crisis intervention, and parent outreach. He began a Gay Straight Alliance (GSA) and Peer Leadership groups, and makes sure the school is safe as a whole, and supports the teachers as well.

Dr. J shared that they believe that daily art integration to teach about cultures is a committed model to whole child. They have been working with families to teach the importance of opting in to testing. They've implemented professional learning communities for teachers. They have increase the percentage of Hispanic students, and provide Spanish instruction, making it a natural partnership. She added that they are asking for a 10 year renewal to help get grants for a new school building.

## **Testimony in Support of Renewal**

The following public comments were offered:

- Love our school, moved from San Francisco knowing the school was opening. Believes in public schools and in Waldorf. Daughter is now a senior at Lincoln and she is a straight A student and believes it's because she got to be a kid in her imaginative self and learn through play and knitting which created an experience that synced her parts.
- Has a third grade son, who started in kindergarten. It was very important for her son to have movement which helps him focus. Mental health is suffering, and the school helps continue their innocence. Son is excited for homework. Happy and playing without media involved. There are families from Venezuela, Mexico, Japan and other countries. She is part of the equity committee and she supports in the classroom. Children feel supported in who they are in where they come from.
- New parent at the Village School, feel that it is the best fit. Draw was that they build emotional intelligence. Their child was adopted from foster care and the classroom gives him space for big feelings. Class makes bread and soup once a week. As new parents, they are welcomed with open arms, supported by the lack of technology. Feels supported as a parent.
- Blended family, with non-binary gender partner, and has a child with special needs. Has a hard time in main stream classrooms because of sensory reasons, and the environment at PVS calms him. The color of the walls of the classrooms are gradually moving from internal to external expressions. Son was supported by special needs teams. The looping aspect speaks strongly to specific kids who need it developmentally and has made a huge difference to her student. Found a community of like minded people.

## **Testimony in Opposition of renewal**

None

## **Questions and Answers with Board Charter Committee**

What changes were put in place as far as practices? Implementation of professional learning communities. Looking at collaborative work and support looks like, looking at the data and figure out what the data is telling them. Multi-tiered systems of support. Board freed up money to add math specialist.

What are you doing for outreach to increase your diversity? They instituted a weighted lottery, which was only allowed by the state two years ago. They chose four of the seven weighting options, which were race, ethnicity, poverty and English language learners (ELL). On an operational level they worked to

develop partnerships with communities of color, did a community service project to support houseless people in Portland. Dr. J has worked to increase diverse applicant pool and focus on diversity.

What are the dreams for the future? Be leaders in the public Waldorf education. In ten years, student body and teachers will reflect the goal of diversity. Provide ongoing teacher training. Provide educational experience to preschool students. Would love curriculum, as 30-40 thousand dollars for a curriculum kit is expensive. They want a permanent home.

What securities are there to allow for a ten year renewal when they are an intervention plan? They are still accountable to meet the contract goals and PPS would do their due diligence. They ended up in a place where they were not able to educate their students the way they wanted to, and are committed to improving. They have supervision from their board and the PPS board. Understands the urgency and the need. They are creating systems that will outlive the current staff.

With the relatively low rate of vaccination, what do they do to navigate that? They are accountable to the exclusion date. If they have a health incident, they contact MESD. They have a lot of students who are on an alternative vaccination schedules, but only five students are in danger of exclusion at this point and they are working to not have any exclusions when the date comes.

Do they use MAP or other tools? They currently use Fountas & Pinnell. They are looking at making sure they have a state approved curriculum in math. Has a goal to increase the right kind of assessment. They want to do work around that.

Committee Chair Eilidh Lowery adjourned the meeting at 9:56 pm.

Submitted by:



Kara Bradshaw, Executive Assistant  
PPS Board of Education