



**Multnomah ESD Board of Directors'  
Board Retreat/Planning Session Minutes  
Tuesday, August 19, 2025**

**2022-2028**

Areas of Focus

- #1 – Create a high quality learning environment for all
- #2 – Operationalizing systems that engage and empower communities
- #3 – Build a culturally responsive workforce

[MESD Board Equity Lens](#)

**1. CALL TO ORDER AND ROLL CALL**

Board Chair Katrina Doughty called the meeting to order at 1:15 p.m. on Tuesday, August 19th, 2025 in accordance with the agenda and Public notice of the meeting.

Board Members Present: Renee Anderson  
Jessica Arzate-Virtual  
Danny Cage  
Katrina Doughty  
Susie Jones  
Denyse Peterson  
Amanda Squiemphen-Yazzie-Virtual when time allowed at her conference

Board Members Absent: None

Administrative Staff Present: Dr. Paul Coakley, Superintendent  
Bernadette Adeniran, Director of Human Resources  
Doana Anderson, Director of Business Services  
Angela Hubbs, Director of Curriculum & Instruction  
Marifer Sager, Director of Strategic Communications and Public Affairs  
Heather Severns, Executive Assistant, Board Secretary

Guests: None



2. **ICE BREAKER**-Susie Jones led the Board and cabinet members in an ice breaker activity.
3. **BOARD ROLES & RESPONSIBILITIES**-Katrina spoke with the Board about their roles and responsibilities.
  - a. The Board's two main responsibilities are the budget and hiring and evaluating the Superintendent.
  - b. She spoke about what roles are the Board's and what roles are the MESD staff members.
  - c. Discussion took place around where Board members can ask questions. Katrina asked Board members to email the Superintendent and cc the Board Secretary and the Board Chair. If it is answering a question from a reporter then Marifer needs to be included.
    - i. Responses to questions regarding Board packets in advance will be shared with the full Board so everyone can be informed. This will be a more inclusive process.
    - ii. Run efficient meetings while still having thoughtful discussion.
  - d. The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and Superintendent.
  - e. The Board supports and practices team building as an essential part of this relationship.

#### 4. **SUPERINTENDENT and BOARD WORKING AGREEMENT**

- a. The Board and Superintendent Working Agreement is the same as last year with the exception of the addition of an item on page 2.
  - i. Communicate directly with the Superintendent when operational questions arise. The Board will approve information requests that allocate significant staff effort.
  - ii. An addition to this item is to cc the Board Secretary. This was discussed earlier in the roles and responsibilities.

#### 5. **COMMUNICATIONS AGREEMENT**

- a. Media and press inquiries
  - i. The Board chair is the official spokesperson for the Board on issues of media concern.



- ii. A Board member who receives a media inquiry shall notify the superintendent, Director of Communications and Public Affairs, and the Board Chair as soon as possible, but no later than 24 hours after the inquiry.
- iii. Public/community engagement
  - 1. Board members should never use “reply all” or engage in back and forth exchanges of viewpoints in emails or text messages to Board members during meetings to prevent violating meeting laws.
- iv. MESD Communications
  - 1. Board members should respond to communications from the Superintendent or Board Secretary within 48 hours upon receiving the email, text, or phone call.
- b. What to do if a reporter calls?
  - i. Stay calm and professional
    - 1. Thank the reporter. Do not feel pressured to answer immediately.
  - ii. Notify the crisis team immediately
    - 1. Contact all three: Superintendent, Assistant Superintendent, and Director of Strategic Communications.
  - iii. Confirm the spokesperson
    - 1. Check your handbook for the designated spokesperson.
  - iv. Direct the reporter appropriately
    - 1. Provide the spokesperson’s contact information
  - v. Follow up
    - 1. Share details with the crisis team: reporter name, outlet, questions, and deadline.
- c. When does a social media account become public?
  - i. A personal account may be considered public if:
    - 1. It is used to conduct official business (sharing policies, decisions, meeting info.)
    - 2. It represents the office, not just the individual.
    - 3. It invites public participation (comments on official matters)
    - 4. It is promoted or linked from an official government page.
    - 5. It is used to announce decisions, programs, or initiatives.



- ii. Key takeaway:
  - 1. Adding a disclaimer (“Views are my own”) can clarify intent, but:
    - a. It does not override public records law.
    - b. Courts may still consider the account public if used for official purposes.
- iii. Best Practice: Keep separate accounts for personal and official use.
- d. Social Media Do’s & Dont’s for Public Officials
  - i. **Be transparent & professional**-Share accurate information, reflect your role with integrity.
  - ii. **Engage Respectfully**-Respond with civility, even in disagreement
  - iii. **Use plain, accessible language**-Clear, inclusive, easy to understand.
  - iv. **Protect Confidentiality**-Never share private student, staff, or community details
  - v. **Stay Mission Focused**-Post about MESD programs, partnerships, and successes.
  - vi. **Don't campaign**-No political endorsements or electioneering.
  - vii. **Don't overshare personal views**-Keep personal opinions separate from official accounts
  - viii. **Don't engage in arguments**-Avoid hostile or reactive comments
  - ix. **Don't post sensitive Information**-Exclude anything that compromises safety or privacy.
  - x. **Don't forget records laws**-Official posts may be subject to public records requirements.
- e. Public Records Requests
  - i. An average public records request takes anywhere from a few hours to several days to fulfill, depending on complexity.
  - ii. Even a straightforward request can require staff to search multiple systems, review and redact sensitive information, and prepare the materials for release.
  - iii. On average , fulfilling a single request can involve 4-8 hours of staff time, costing roughly \$150-\$500 in labor.
  - iv. Larger more complex requests-like those involving years of emails or many departments-can take weeks and cost significantly more.
- f. Cost of Processing a Request



- i. Where the labor effort exceeds (30 minutes), labor, material and out of pocket charges will be charged to the requester.
  - 1. Costs will be as follows:
    - a. Clerical time \$40 per hour;
    - b. Administrator time: \$90 per hour;
    - c. Attorney time: \$300 per our;
    - d. Printing: \$.25 per page
  - 2. Accessibility: Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.
- g. Board Proclamations
  - i. Why we need a Proclamation Process
    - 1. Proclamations celebrate and recognize important causes, people, and events. A clear process ensures:
      - a. Timely participation
      - b. Accurate and polished language
      - c. Alignment with MESD's mission and values
      - d. Better community engagement
  - ii. Proclamation Protocol
    - 1. Request Timeline
      - a. Submit request 3-4 weeks before the Board meeting
    - 2. Request Includes
      - a. Title, dates, draft language or key points, and any source material.
    - 3. Draft & approval
      - a. Communications drafts/edits; Superintendent reviews.
      - b. Final version ready 1 week before the meeting.
    - 4. Presentation & Sharing
      - a. Read at meeting (by Board Chair, requesting member, or Superintendent).
      - b. Shared in MESD archives and communications channels.
- h. A discussion took place regarding language in the Communications Agreement around social media posting. The language will be updated to reflect the guidelines in the



Communication agreement as well as where it was mentioned in the Superintendent & Board Working Agreement.

## **6. BOARD GOALS**

- a. Identify statutory and legislative priorities for engaging legislators and community partners to develop meaningful advocacy for MESD students and communities.
- b. Ensure ongoing inclusion through implementing our equity lens to achieve equitable district and regional outcomes.
- c. Actively engage and monitor strategic plan
- d. Commitment to continuous Board Education and Development:
  - i. Yearly review work session with OSBA
  - ii. Be our best regional stewards and Board member selves.
    - 1. Following all agreed upon communication, attendance and media policies.

## **7. COMMITTEE ASSIGNMENTS**

- a. Board Finance Committee
  - i. Susie Jones-Chair
  - ii. Jessica Arzate
  - iii. Renee Anderson
- b. Board Policy Committee
  - i. Renee Anderson-Chair
  - ii. Denyse Peterson
  - iii. Amanda Squiemphen-Yazzie
- c. Superintendent Evaluation Committee
  - i. Katrina Doughty-Chair
  - ii. Jessica Arzate
  - iii. Danny Cage
- d. There will be no Legislative Committee. Heather will connect with Lisa to schedule a monthly update/summary.



- e. There will not be a separate Equity and Inclusion Committee because we are going to center equity in all committees.

## **8. MEETING PREFERENCE**

- a. The preference of the Board is to stay virtual with the exception of specific meetings (TSPC, new Board member swearing in)

## **9. BOARD SCHOLARSHIP**-The scholarship committee will remain as a sub-committee to the Finance Committee.

## **10. SUPERINTENDENT UPDATE & STRATEGIC PLAN**

- a. We are in year three of our strategic plan Blueprint 28
  - i. This is a living document
    - 1. The three goals are the same and our students' needs are the same. It is up to us to try and reach those goals and meet the needs of the students.
    - 2. Based on last year and budget reductions we are starting 2025-2026 with less staff, less support, less resources, less programs, and less departments
  - ii. We use continuous improvement process to “course correct”, and/or to make changes and identify trends
- b. As part of the Blueprint 28 we:
  - i. Use data consistently, this work builds organizational capacity to implement continuous improvement cycles.
  - ii. Intentionally focus on partnerships based on mutual trust (Component districts & funded partnerships)
  - iii. Are aligning our systems, structures, processes, policies, and practices to support our students and staff while embedding equity.

Last year we made reductions based on the feedback and priorities we received from our component districts

- Biggest determining factor (added value to district, cost per LSP)
- Cuts (state & federal)



As we move this year's work, we must remember: we don't define "equity" as a noun.

Actions & beliefs

- Every leader must lead by example
- Increasing access & opportunities
- Removing barriers to student success
- Meeting individual student where they are and providing supports