**GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.**
**Minutes of Regular Board Work Session**

**Wednesday, October 21, 2026**

The Gresham-Barlow School District Board of Directors held a regular work session on Wednesday, October 21, 2026 in the Large Conference Room of the Public Safety and Schools Building, 1331 NW Eastman Parkway, Gresham, OR. A streaming link was provided for virtual meeting attendance.

**Board Members present:**
Heather Coleman-Cox, Dr. Shawn Farrens, Kris Howatt, Blake Petersen, Brenna Puderbaugh, Holly Riegelmann, Erasto Sedda.

**Cabinet Members present:**
Dr. Tracy Klinger, Superintendent
Dr. Sara Deboy, Assistant Superintendent
Michael Sweeten, Executive Director of Human Resources
Pete Bejarano, Director of Finance

## Opening Items

**1. Call to Order** (6:00 p.m.)
The meeting was called to order at 6:00 p.m. by the board chair, Holly Riegelmann.

**2. Roll Call** (6:00 p.m.)
All members of the board were in attendance at the meeting.

**3. Approve Meeting Agenda** (6:00 p.m.)

**MOTION 27:** Move to approve the meeting agenda as presented. This motion, made by Kris Howatt and seconded by Blake Petersen, Carried.
Aye: Heather Coleman-Cox, Dr. Shawn Farrens, Kris Howatt, Blake Petersen, Brenna Puderbaugh, Holly Riegelmann, Erasto Sedda
Aye: 7, No: 0

## Action Items

**4. Personnel Report: Employee Contracts** (6:01 p.m.)
Mr. Sweeten shared that these are the last minute additions that need to be approved before payroll. Licensed staff are additional hires from grants or due to classroom sizes. One was a shift for a teacher moving into a behavior role. For administrators they had two resignations. One of the hires is a permanent replacement and one is a temporary hire until the end of the year for student support services. That position will be opened again at the end of the year and they will do a permanent hire at that point.

**MOTION 28:** Move to approve the licensed and administrator new hires for 2026-27 as presented. This motion, made by Kris Howatt and seconded by Erasto Sedda, Carried.
Aye: Heather Coleman-Cox, Dr. Shawn Farrens, Kris Howatt, Blake Petersen, Brenna Puderbaugh, Holly Riegelmann, Erasto Sedda
Aye: 7, No: 0

DRAFT

**Information Items**

**5. Overview of Updated Financial Statement** (6:04 p.m.)

Mr. Bejarano has been working on making the financial statement clearer and easier to understand. He provided an overview of four different options for the updated financial statement, with an opportunity for feedback from the board. Style 1 is the status quo report that the board is used to. He shared a version of this report with red boxes noting that he recommends collapsing those revenue sections. When administering and monitoring, they are more interested in how funds are being spent rather than how they are coming in. He would collapse revenue into material line items, and instead show large, major categories of revenue. He would then expand the area of purchased services in the blue box. This is a large section, and having all of it in one line item isn't giving a full picture of what is in there. This includes major chunks like transportation and utilities.

In Style 2 they would be collapsing the level of rows showing less revenue and more expenditures. It now includes a section for utilities and transportation. It has a column for each month, because there are differences in each month. Mr. Bejarano noted this would be a maximalist option to see how things fluctuate from month to month. Style 3 is a very simplified version of the same criteria. It has the same level of details, but now just has one column "to date," and one column for projected. It would then be comparing it to the budget to see a difference. It is very much a snapshot in time and doesn't talk about the month to month. It can be very useful, but there is not as much detail. Style 4 is a KPI (Key Performance Indicator) version, and would be the most drastically changed version. The board would say what KPIs they want to focus on outside of every single line item and expense. It would show overall revenue and overall expense, and they could see how things are changing month to month. Mr. Bejarano noted that attestations are things as a finance officer he has to talk to the board about once a year. This could be concerns about cash flow overall, or big ticket items that would be points of concern for the board to be aware of. If anything rose to that level he would bring it to the board, because while the KPI version can be useful, it doesn't work as the only point of reference.

Mr. Bejarano open the floor to questions, comments, and concerns. Several board members noted that they like the KPI version. They asked how useful the projection out is for the monthly detail. Mr. Bejarano shared it is incredibly useful and necessary for him to look a whole year out. They won't always be on target which is why they give updates every month. The monthly details help to illustrate things that are not static such as property taxes. That has implications to how they save and invest to ride those shifts. July and August payroll is significantly down because most teachers and classified staff aren't working, but June is significantly higher. If there is a particular blip they can see why it was happening at that point. There was extensive conversation about having a hybrid of the KPI and monthly detail. It could be helpful to see a maximalist and minimalist view and they could do this by utilizing Styles 2 and 4. They discussed comparing projections from month to month. Mr. Bejarano shared this can be useful, but he thinks it is more useful to be looking at their budget and comparing it to their actuals.

Board members noted that if there was a large change in the budget document, they wouldn't necessarily know the why behind it without Mr. Bejarano's commentary. They had conversation around adding a narrative section to the report where he could point out things he noticed or that are worthy of extra attention. Board members liked this idea because it would give them something to reference if they don't remember what was shared verbally, and it would show trends. The board asked from a work load standpoint how much work and maintenance it would require if they went with Styles 2 and 4. Mr. Bejarano shared it would be a little bit of added work, but there is more he does in the background. There are myriad levels of assumptions and analysis happening below the surface and his job is bringing it to them. It wouldn't require a major lift. They discussed if the narrative should be in the report itself or in the agenda executive summary. Board members felt that consistency is important, and if the narrative remains in the agenda portion it is searchable by key word. Others wanted to make sure it is easily accessible for the community. Mr. Bejarano proposed a hybridization, with the KPIs in the report notes, and the extra fine print in the agenda where he would call out more specifics.

DRAFT

The board discussed how they would determine what KPIs to track, and whether they needed to approve these disclosures every month. They noted they could adopt the KPIs on an annual basis, then the monthly report would say which ones were on track and which ones they needed to watch. Board members asked if the KPIs should be brought to the Budget Committee. Mr. Bejarano clarified that legally that is not what the budget committee is designed for. The KPIs are the purview of the board. Superintendent Klinger asked if it made sense to have the KPI report quarterly while still having the other report on a monthly basis. The monthly would still keep them on track. Board members noted that if one of the KPIs moved from green to yellow, or yellow to red, they would want to know sooner and have it reported immediately. Mr. Bejarano shared it can be programmed where one informs the other automatically. They wouldn't need to keep track of both separately.

Mr. Bejarano noted that he can start with the new report styles as early as next month if the board would like. Then after a few months they can revisit if they feel it is still missing something. Board members asked if a KPI could be added if there was something new they needed to start tracking. Mr. Bejarano shared that it depends on how easy it is to measure. There are certain metrics where they don't have a good way to measure it. Board members think it would be a good flow to adopt the KPIs, and asked when this would be most helpful. Mr. Bejarano suggested doing this at the beginning of the year in the July meeting. They could look at possible KPIs during their June work session and bring them forward to approve in July.

**6. REAL Assessment Overview** (6:38 p.m.)

Ms. Cook explained that this overview will define what the REAL Assessment is, show how they are using it, and share how it aligns to their strategic visioning work. It overlaps with all board conditions, and aligns with the district's strategic goal of inclusive culture. They are being very intentional on where they spend their time, with the priority to be aligned with their work. In 2021-22, there was a Comprehensive Inclusion Audit completed by Dr. Dawn Joella Jackson. It was very authentic in terms of student interviews and gathering experiences from students and families. Different groups were interviewed and several primary themes were identified. From those themes, they identified commitments with equitable outcomes being number one. There is a strong focus on closing achievement gaps, and making sure all groups are making growth. She reviewed the other commitments noting that they organized their efforts into four areas of work. They used this to look at student quotes, see what the data tells them, and look for what the action items are that would move the dial.

They had the opportunity to partner with SWIFT Education Center from Kansas, a national research and technical assistance center that strengthens school capacity to provide academic, behavioral, social, and emotional support to improve outcomes for all students. They had worked with them two years ago for Gordon Russell and Gresham High doing a school-based assessment. SWIFT approached them to partner on the district assessment at no cost to the district. They were provided a lot of technical assistance and support. SWIFT's philosophy to transform education so it benefits every student, their families, and the communities where they live aligned well with the district's work. Another important piece was the institution itself owns responsibility for having equitable outcomes.

Ms. Cook shared that SWIFT uses a 10 Point Paradigm in this process. As they think about how to restore their system, they looked through research on equity and inclusion and what are the areas of focus where they need to make shifts in their system. They are thinking as they set up their systems, how do they do that so people have a sense of belonging. The REAL Tool stands for Realizing Equity and Affirming Lives. The tool was intended to provide insight into where they currently are in their equity journey, an assessment of their efforts and progress, and real impact to improve outcomes for students and families. The SWIFT team went through the district's previous work and how they align to the 10 Point Paradigm. She shared examples of the questions used noting that because SWIFT was testing the effectiveness of their questions, the district got a comprehensive report from them.

DRAFT

The district-level tool gathers perspectives from district staff and leaders, school leaders and staff, as well as students, families, and community members. Ms. Cook shared that they set up focus groups across the district, and the SWIFT team was here for three days meeting with people. Each group was less than 10 people, and there was not district staff in the groups so they could be honest and not fearful. Researchers were there to hear the truth, and were the neutral facilitators for the process. They received a rich and robust data set that centers lived experiences. They were also provided with support for what to do next and feedback on how they were implementing the process in real time. The assessment happened in February, then they compiled the data and held debrief sessions in May. Participants were invited to the debriefing to read through the report and make connections. SWIFT cautioned them to remember the report has a wide-range of unique experiences, and to keep in mind there are other perspectives out there as well.

Ms. Cook noted that when compiling the Narrative Report, questions were broken into domains. Within each domain there were themes that emerged from the focus groups. Then there were four critical partner groups, and each group had those themes. There were overarching themes, then the focus groups had more nuances in their themes. Each domain and group have quotes of what people said. This is a data set they can continue to go back to. She shared examples of artifacts from the debrief teams to show what they were pulling out that seemed to resonate, and recommendations the district could focus on. SWIFT organized data into a platform they can review. This work is intended to chart the next 3-4 years, and they are already working with administrators on the assessment feedback and developing equity commitments in schools and departments. They are looking for where this shows up in their work and where they can go deeper. Ms. Cook shared that other areas of work include developing the next iteration of the inclusion plan, bringing this to the District Equity Committee (DEC), and adding the work into already used systems.

Ms. Cook reviewed the overall strengths, opportunities, and emerging themes. An area that has already shown up is the willingness and openness to continue working together. Students reported they do feel they have strong relationships with staff. There are still places they can grow and do better. They have made efforts on reforming their recruitment practices and increasingly seeking community input. For opportunities it was noted there is still a disconnect between equity commitments and lived experiences. There are still students and families that don't feel welcome, and there is a feeling of inequitable access to resources and supports from different subgroups. Three main themes emerged from each of the domain groups. Ms. Cook shared a spreadsheet linked in the slides to review the emerging themes. She noted that with the strategic visioning process, there is work that has already been done aligning the board conditions and strategic goals. The stars on the slide represent areas that came out in the REAL assessment that also align with the strategic visioning work from Point North.

Following the presentation, there was time for additional questions from the board. They asked if Ms. Cook could further define what a representative group consisted of. She shared there was intentional outreach at the school level for students and parents. This included intentional invites for those not always invited to the table such as special education families and BIPOC families. They also met with community partners like NARA and others that are part of their community partner groups. There were meetings with building administrators, district leaders, and family groups in Spanish and Russian. Intentional invites went to specialized programs, building staff, and BIPOC affinity groups for licensed, classified, and administrative staff. Board members recommended using the term caregiver or guardian instead of parent so children without a parent don’t feel excluded. They would also like to see older information from 2018 and 2022 updated on the district website.

Ms. Cook shared that the coaching for them was in the communication. There were things done, but if people weren't aware they had been done then that is a communication issue. They need to share that these items have been updated. Some board members expressed nervousness with strategic planning, adding they think the educator has a profound ability to smash things together for momentum and now they have the board conditions mushed together with strategic planning. They stated the board answers to the community, district staff doesn't. These need to be distinct, and some of

DRAFT

this is a bubbling concern for them. They expressed frustration with MTSS not working for students, noting when it is questioned, they've been told it is a fidelity of implementation issue. They also referenced this implementation issue in terms of the disciplinary handbook. They shared they are growing weary of insisting and using high language to try and communicate confidence in a system that has not moved the needle for their students. They asked what opportunity actually looks like in the classroom and at what point they are satisfied with having 29 students' opportunities reduced because they are catering to two or three. They think this is an effort to build consensus around a system they are believing in less and less. Other board members noted it is possible to achieve equitable outcomes by reducing the rigor. This could be a result of them looking to achieve equitable outcomes and in how they are trying to achieve them. The board referenced safety concerns with students vaping and staff walking by not doing anything about it. The board noted this can be an opportunity to collaborate with the district for the strategic plan because if the plan isn't meeting the goals of the board, it is not worth their time.

**7. Dual-Language Immersion Expansion and Update** (7:20 p.m.)
Mrs. Farias provided an update on Dual-Language Immersion (DLI) and its expansion to 7th grade this year. She shared that the program is an opportunity for students that are underrepresented. She introduced the staff members that support the DLI program. This program is an opportunity for their students that are newcomers, or those that speak another language at home to keep their heritage language. She shared their mission in Spanish for the group. Their program began as an effort to close the achievement gap for students of color, particularly Latino students, and the Latino community in the district must continue to be centered and prioritized by their program.

She reviewed the percentage of populations they are serving in the DLI feeder schools for Hispanic/Latino Students and Ever English Learners. She also reviewed the numbers of students in DLI or the English instruction side for each school. Mrs. Farias shared that the three pillars of Dual Language Education are bilingualism and biliteracy, high academic achievement, and sociocultural competence. The pillars are the goals of the program and they work to achieve them through research-based practices in language acquisition. In kindergarten and 1st grade, teachers are speaking Spanish to students 80% of the time. This is all the time in the classroom because the other 20% are specials. In 2nd grade it drops to 70%, then in 3rd-5th grades it is a 50% split between Spanish and English. She reviewed the roll up numbers for middle school. This year they have classes in 6th and 7th grade at Clear Creek. By the 2029-30 school year and beyond, half of the building will be DLI. This year's 7th grade class are the first kindergarten students they had in the program. They were the 1st DLI program in Multnomah County and many districts reach out to them for guidance. They also contact Hillsboro as a big district that has been doing DLI for years.

Francisco Flamenco and Jorge Narcio are the first DLI teachers for 7th grade. She shared they brought DLI instructors from New Mexico to support with the roll up. They also held a family gathering last year for incoming 6th graders and invited 7th grade parents as well. At the event they had a student panel where they shared their experiences in the program. Students were very comfortable sharing in both languages, and parents were very impressed. Next week they will have their first meeting with the DLI Family Advisory Committee. Mrs. Farias shared teachers comments from the secondary level. They note there are deep cultural connections and a family atmosphere, but sometimes this close-knit bond creates classroom management hurdles.

Mrs. Farias showed data from the mClassLectura and iReady assessments, noting that the data does not tell the whole story of their students. They must also consider ENIL, another curriculum progress monitoring tool in Spanish, students' daily work, and their language development. These students get tested a lot, about twice as much as the English side. It would be great to also test in 3rd, 4th, and 5th grade to see the data, but it would be a lot of testing. When they are implementing the 3 pillars, they work a lot on academics and high academic achievement in both languages. They were struggling with how to keep incorporating the sociocultural competence piece, which focuses on understanding,

DRAFT

appreciating and effectively navigating different cultural contexts and norms. Critical consciousness involves analyzing and acting upon systems of inequality aiming for structural change.

**Closing Items**

**8. Announcements** (7:47 p.m.)
Chair Riegelmann reviewed the announcements included in the board agenda packet. A streaming link for virtual meeting attendance will be provided for upcoming meetings.

November 4, 2026: Regular Board Business Meeting - 6 p.m.
Council Chambers
Public Safety and Schools Building

**9. Adjournment** (7:47 p.m.)
There being no further business, the meeting was adjourned at 7:47 p.m.

Submitted by: _____
Sarah Avery
Executive Assistant to the Superintendent and
Board of Directors

Note: These minutes were approved by the board on_____:sa

DRAFT