

**Multnomah ESD Board of Directors'
Board Regular Session Minutes
Tuesday, September 16, 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- <https://www.multnomahesd.org/board-equity.html>

i.

1. CALL TO ORDER AND ROLL CALL

Board Chair Katrina Doughty called the meeting to order at 6:00 p.m. on Tuesday, September 16, 2025 in accordance with the agenda and public notice of the meeting.

Board Members Present:

Renee Anderson
Danny Cage
Katrina Doughty-Chair
Susie Jones
Denyse Peterson
Amanda Squiemphen-Yazzie-Vice-Chair

Board Members Absent:

Jessica Arzate

Administrative Staff Present:

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

Guests:

none

2. **PROCLAMATION**-Designating Hispanic/Latinx Heritage Month in MESD. A summary of the proclamation was read by Board Vice-Chair Amanda Squiemphen-Yazzie.
3. **PROCLAMATION**-Honoring the life and legacy of Michal “Chappie” Grice-Board member Renee Anderson read
4. **EDUCATIONAL OPPORTUNITY/LAND ACKNOWLEDGEMENT**-Board Chair Katrina Doughty read a Land Acknowledgement and presented on Landback and recognized National Suicide Prevention and National Recovery Month. Her full presentation will be linked to the online agenda.
5. **PUBLIC COMMENT**- There was no public comment

6. REPORTS TO THE BOARD

A. Union Representative Report

1. Jeff Spears President for AFSCME – Jeff Spears spoke with the Board about his goals for increasing membership. He has already reached more than 50% of the goal he was reaching for. AFSCME was successful with their meeting at the Back to School event and they are looking forward to a great year.
2. Jess Rohrbacher and Phoenix Blickle, Co-Presidents for MESDEA- There was not a representative from MESDEA at the meeting to give a report.

B. Superintendent's Report-

1. Dr. Coakley welcomed the Board back and thanked Board member Squiemphen-Yazzie for reading the proclamation for Hispanic Heritage Month.
 - a. Hispanic and Latino Heritage Month-At MESD, we are committed to building a true sense of belonging for every student, staff member, and family we serve.

This celebration recognizes the cultures of 21 Spanish-speaking countries and communities, each with unique traditions, languages, and histories that enrich our lives here in Multnomah County.

Hispanic and Latino heritage is woven into the history of the United States for more than five centuries-and it continues to be a vital force shaping our communities today.

- b. Curriculum Update-The School Improvement team hosted their first monthly coffee social at Ainsworth. The purpose of the social is to build community across the departments in an informal setting and work on relationship building. The next Coffee Social will be October 2nd.
- PD Networks is our online Professional Learning system. All staff from MESD and our component district may register through this system. Upcoming offerings are math coaching and leadership network, a monthly meeting book study, an introduction to the science of reading and structured literacy, this is online for para-educators. There is also a science of writing series and has am and pm options. Across Multnomah County educators are using our network for their professional development needs. These will be part of the MESD newsletter
- c. Dr. Coakley spoke about Michael “Chappie” Grice and his effect on education and student growth.

2. Christine Otto presented the Integrated Guidance Report.

- a. Purpose
 - i. ODE's annual report consists of multiple narrative questions which grant recipients are required to publicly share.
 1. During a Board meeting, with opportunities to comment
 2. On the agency's website
 - ii. Additionally, throughout the year, grantees are required to report expenditures, respond to three overall reflection narrative questions, and

report on progress markers which will help inform overall progress and annual report.

b. Background & Context

- i. As an agency we receive High School Success as well as Student Investment Account funds for our JDEP and YCEP sites. In the near future our Long Term Care and Treatment sites will qualify as well.
- ii. As part of the funding we are required to do a number of things. These were listed on the slide Christine presented to the Board and may be found in the agenda packet.
- iii. As part of our Annual Performance Review we are required to look at our Longitudinal Performance Growth Targets (LPGTs)
 1. Four Year Cohort Graduation
 2. Five Year Cohort Completion
 3. 9th Grade On-Track (exempt)
 4. 3rd Grade ELA Proficiency (exempt)
 5. Regular Attenders

c. Annual Report

i. Narrative #1

1. **Prompt**-As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM). Discuss at least one Outcome where you have seen progress in implementation.
2. **Response:** In order to meet our growth targets, our plan focused on supporting JDEP and YCEP youth through expanded career and technical education opportunities and transition support. Given the reasons youth enter our JDEP and YCEP sites, the length of time they are in the locations, and the identified needs expressed by stakeholders, we expanded access to and the range of career and technical education opportunities. Depending on the location we have welding, construction, cosmetology, barbering, heavy equipment, radiology, culinary, and more that helps inspire and encourage youth. Many of these opportunities are through expanded partnerships with facilities and community partners. We have also more embedded transition support for youth when they leave our sites. While we did not see a dramatic increase in many of our metrics, we did see an increase in our graduation rates. Each site saw an increase in the number of graduates this biennium over the previous bienniums. For example at DEL, we had seven graduates, even though our overall student population decreased.

ii. Narrative #2

1. **Prompt:** Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one

Outcome where you have seen challenges or barriers to implementation.

2. **Response:** During the first part of the biennium, we struggled with staffing to support programming. We had the funds but not the personnel. By the end of the first year of the biennium, we had both, which allowed us to start implementing our program strategies and start realizing some of our hoped for outcomes (e.g., graduations and re-connections to school). We are still challenged by the safety and security requirements in facilities and the average length of stay. Graduation rates and career and technical education certifications often require a longer length than what our programs average (2 weeks in JDEP and 6 months in YCEP). Additionally, while we have been able to outreach and engage families more through our transition specialists, the nature of how you enter and exit the schools, continues to make this a challenge.

iii. Narrative #3

1. **Prompt:** 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.
2. **Response:** Our **four year cohort graduation rate** and **five year cohort completion rates** have remained consistent. We have been seeing an increase in the number of youth who are graduating, particularly this past year, but those numbers are not yet reflected in the data. We anticipate that our continued focus on CTE and transition will increase those numbers in the coming years. Already we have seen an increase in graduation numbers, which will ultimately increase the rate.
3. Our **regular attender rate** has remained consistent. Prior to our work, it was over 95% and it remains over 95%. We will continue to work closely with facilities to ensure that students are able to access education. We will also continue to seek ways to engage youth and increase access to relevant curriculum, like CTE.

d. Next Steps-Looking ahead (25-27) Funding Plan

- i. High School Success
 - 1. Year 1: \$110,105.66
 - 2. Year 2: \$114, 599.78
 - 3. 0.6 Teacher
 - 4. 1 Educational Assistant
 - 5. Funds for Professional Development
 - ii. Student Investment Account
 - 1. Year 1: \$252,646.22
 - 2. Year 2: \$262,958.33
 - 3. 1.0 teachers
 - 4. 1 Educational Assistant
 - 5. Funds for supplies and materials
 - e. Questions:
 - i. Director Jones asked how this program is funded.
 - 1. The funding is through state initiatives. Measure 98 was for High School Success funds.
 - 2. The Student Investment Act was created through another Measure.
 - ii. Will this sunset?
 - 1. There are no plans for that.
- 3. Program Presentation-East County Bridges-Presenter Sidonia Simpson
 - a. Bridges Overview
 - i. What are the Bridges Programs?-Bridges programs support educational transitions and outcomes for students who have been disengaged from school via educational disruption. Bridges Transition Specialists (TS) work with students to (re) engage and provide reentry services as they transition to their education setting.
 - ii. Sidonia spoke with the Board about the Bridges programs including eligibility, description and services.
 - 1. Bars to Bridges (B2B)
 - 2. DEL Bridges
 - 3. Yamhill/Baker Bridges
 - 4. East County Bridges
 - 5. Hospital School/LTCT
 - b. ECB:Re-Engagement
 - i. ECB (re) connects students with the right district, improves engagement and outcomes, and simplifies the educational system for students and families so that they can take charge of their education and future.
 - ii. We offer:
 - 1. Individual Case Management
 - 2. Outreach to Out-of-School Youth
 - 3. Re-Engagement Events
 - 4. Connection to Community-Based Organizations
 - 5. Continuous Learning and District Support
 - iii. Who we serve:
 - 1. Disconnected youth
 - 2. Youth who have experienced jail, detention, hospitalization, or treatment

3. Ages 11-24
4. No demographic qualifiers
5. Prioritize East County youth but can serve any youth in metro.
- iv. What sets ECB Apart:
 1. Student-driven: We help them on their path.
 2. Strong partnership with districts and community organizations
 3. Culturally-appropriate resources through our Puente Hacia El Futuro and Bridging Island Futures programs and clse collaboration with Bars to Bridges.
 4. Focus on warm hand offs/transitions with ongoing follow-up
 5. Best fit matrix support-Sidonia shared a list of some of our partners.
- c. ECB: Collaborative
 - i. Who is the collaborative?
 1. City of Gresham
 2. El Programa Hispano
 3. Health Share of Oregon System of Care
 4. Latino Network
 5. Multnomah County Juvenile Services
 6. Multnomah County Student Health Centers
 7. NARA NW
 8. NAYA
 9. New Avenues for Youth
 10. North West Family Services
 11. Portland Youth Builders
 12. REAP
 13. SE Works
 - ii. ECB Collaborative Community Leaders Breakfast-Brining elected community leaders, school districts, and community based organizations into a space to co-envision, co-develop and collaborate in improving the outcomes for our youth in the East Multnomah County region. September 24, 2025. The link to register for this breakfast was added to the chat and will be sent out to the Board after this meeting in case they are interested in attending.
- d. Blueprint '28
 - i. Goal 1-ECB (re) connects youth, including youth who have experienced significant barriers, to educational opportunities that meet their individual needs. Services are culturally responsive and individualized.
 - ii. Goal2-The Collaborative empowers community partners, city and county systems, and schools to improve youth serving systems so that youth may better access educational opportunities.
 - iii. Goal 3-ECB supports youth, including those who identify as Latino/a/x, Black/African American, and Native Hawaiian/Pacific Islander to access post-secondary learning and work opportunities.
- e. Questions
 - i. How are these programs funded.
 1. These programs are funded by two SSA grants.
 - a. Latina/Latio/Latinx.Indiginous student success grant and

- the Hawaiian/Pacific Islander grant.
- b. Two grants through Youth Develop Oregon
 - i. Re-engagement Grant
 - ii. Collaborative Grant

7. ACTION ITEMS

A. Consent Agenda

1. Approve August 19, 2025 Board Regular Session meeting minutes
2. Approve August 19, 2025 Board Retreat meeting minutes
3. Resolution 25-043-Approval of August Personnel Recommendations
4. Resolution 25-044-Approval of September Personnel recommendations
5. Board approval of update to Knott/Arata Creek address
6. Approval of 2025-2026 Superintendent Evaluation Timeline
7. Approval of 2025-2026 Superintendent Evaluation Tool
8. Resolution 25-045-Approval of Amended Board policy IKF-Graduation Requirements(Required)
9. Resolution 25-046-Approval of Amended Board Policy JOA-Directory Information(Required)
10. Resolution 25-047-Approval of Amended Board Policy GCBDE/GDBDE-Military Leave of Absence(Optional)

Motion: Director Danny Cage moved to approve the Consent Agenda.
Director Susie Jones seconded the motion.

Discussion: None

Action: The motion carried with Directors Anderson, Cage, Doughty, Jones, Peterson, and Squiemphen-Yazzie voting aye. Motion passed 6-0.

8. BOARD BUSINESS

- B. Board Finance Committee- Minutes and reports are available in the online agenda packet. Committee Chair Susie Jones spoke to the Board about the need to raise funds for the MESD Board Scholarship. This will be discussed at the next meeting. We would like to have 100% participation from the Board.
- C. Board Policy Committee-Minutes are available in the online agenda packet.
- D. Superintendent Evaluation Committee-Minutes are available in the online agenda packet.
- E. OAESD- The Governance Council met. Sam Breyer is the new Executive Director for OAESD.
- F. OSBA-There was a Board retreat September 12-14. Katrina gave a high level overview
 - a. Goal setting
 - b. The governance committee plans to review the process for what Board governance looks like for OSBA and how we determine representation throughout the state. This will include how many people are on the Board, how many people are on the LPC and what that representation looks like. Katrina is on the Governance Committee.
 - c. The Board approved the opportunity to create draft bylaws and a requested budget for the LGBTQ Advisory Committee. This process will continue and be presented at the next Board meeting in November.

9. ACTIVITY CALENDAR-

- A. October 9, 12:00 p.m. Board Policy Committee meeting-Virtual via Zoom
- B. October 9, 1:00 p.m. Board Finance Committee meeting-Virtual via Zoom
- C. October 21, 6:00 p.m.-Board Regular Session meeting-Virtual via Zoom
- D. October 30, 5:00 p.m.-OSBA Fall Regional Dinner-Embassy Suites Portland Airport

10. ADJOURNMENT

There being no further business the meeting was adjourned at 6:46 p.m. The next Board meeting will be held at 6:00 p.m. on Tuesday, October 21, 2025.

Heather Severns
Executive Assistant/Board Secretary