

**GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.**  
**Minutes of Regular Board Business Meeting**

**Thursday, November 6, 2025**

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The Gresham-Barlow School District Board of Directors met in regular session on Thursday, November 6, 2025 in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway Gresham, OR. A Zoom link was provided for virtual meeting attendance.

**Board Members present:**

Heather Coleman-Cox, Shawn Farrens, Kris Howatt, David Ligatich, Blake Petersen, Holly Riegelmann

**Cabinet Members present:**

Dr. Tracy Klinger, Superintendent  
John Koch, Deputy Superintendent  
Dr. Sara Deboy Van Horn, Assistant Superintendent  
Michael Sweeten, Executive Director of Human Resources  
Carla Gay, Executive Director of Innovation and Partnerships  
Heidi Lasher, Executive Director of Teaching and Learning  
Donna Ravenberg, Executive Director of Student Support Services  
Jeff Gibbs, Executive Director of Technology Services  
Athena Vadnais, Director of Communications and Community Engagement  
Pete Bejarano, Director of Finance

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**Opening Items**

**1. Call Regular Business Meeting to Order and Pledge of Allegiance (7:02 p.m.)**

The meeting was called to order at 7:02 p.m. by the board chair, Blake Petersen. Director Farrens led the board, administration, and all those in attendance in the Pledge of Allegiance.

**2. Roll Call (7:03 p.m.)**

Director Puderbaugh was absent from the meeting. A quorum of the board was in attendance. Director Riegelmann joined the meeting virtually at 7:05 p.m.

**3. Approve Meeting Agenda (7:03 p.m.)**

Chair Petersen requests that item 19, OSBA Board of Directors Position 18, and Legislative Policy Committee (LPC) Representative Positions 17, 18, and 19, be moved to the December Business Meeting.

**MOTION 31:** Move to approve the meeting as presented with the removal of item number 19 to the December 4th meeting. This motion, made by Kris Howatt and seconded by Shawn Farrens, Carried.

Aye: Heather Coleman-Cox, Shawn Farrens, Kris Howatt, David Ligatich, Blake Petersen

Absent: Brenna Puderbaugh

Not Present at Vote: Holly Riegelmann

Aye: 5, No: 0, Absent: 1, Not Present at Vote: 1

**4. Land Acknowledgement (7:04 p.m.)**

Director Howatt read the Land Acknowledgement at the start of the meeting.

## Citizens' Requests of Board

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### 5. Guidelines for Public Comment (7:06 p.m.)

Chair Petersen reviewed the process for submitting public comment and noted that they can't respond to the comments in the meeting. The board received 11 public comments before the start of the meeting. Not all those who submitted comments spoke during the meeting. Written comments are included in the board agenda packet for reference.

Karissa Slack, a parent and teacher at Gresham High School, expressed concern that the 1,000 copy limit per month will affect her child's education. She shared that the limit means a teacher either has to use technology to supplement, or they need to use a workbook. She asked that copy limits either be eliminated, or allowed to roll over to the next month or be pooled so extra copies can be used by others. She noted that using the print shop is another option, but it is taking about a month to get copies back.

Stoffel Strange, a science teacher at Gresham High School, shared concerns around the copy count limits, including a breakdown of how quickly the copy count can get used in a month based on his number of students. He noted that it is creating a resource scarce environment for students and slowing their learning, and added that it is leading to added teacher stress and anxiety. He included a list of references and resources in the written letter he submitted.

Samantha McWilliams, the Hogan Cedars PTSO President, parent, volunteer, and substitute in the district, shared information on the effects of behavior incidents on all students. Their PTSO group attended the board meeting to advocate for all students and offer partnership. She encouraged parents to share their experiences not as complaints, but as partnering. She read from their written letter submitted to the board, and closed by urging the board and district administration to work toward changes in two critical areas: specialized support to increase the number of highly trained behavioral specialists to support students; and structured bystander care through implementing the tracking of clear mechanisms to ensure all students present during an incident are helped with processing the event.

Kandice Burton, principal of Gresham Arthur Academy, addressed the board regarding their audit and letter requesting that their passthrough amount be increased from 80% to 90%. She shared that the 80% passthrough amount is no longer meeting their needs. They have requested an audit to see how much it costs the district to sponsor their charter school. She shared that Reynolds found it cost them 8% to do this work and have changed their passthrough amount to 92% for several years now. They have asked families to begin showing up to board meetings to remind the board they are part of the community. She closed by asking that the audit be completed as soon as possible, and that their passthrough amount be increased to 90%.

Brooke Boles, a SPED EA in the LE1 classroom at Hogan Cedars Elementary, expressed concerns around safety at Hogan Cedars, noting that her family has been connected to this school since 2008 and there have been many changes since then. She shared several incidents she has witnessed and what the school looks like on a daily basis. She shared frustration around these incidents and how classrooms and offices are being damaged. She asked board members to spend a day in their building to see what is going on.

Cyrus Harshfield, a science teacher at Gresham High School, discussed copy limits and how detrimental they are for student teaching. He shared a breakdown of how many copies it takes for a single day in AP Chemistry, and how many copies it takes per student this month just for one class. Based on copy projections for how many students he has, he may have to wait on having students take tests or complete assignments later when his copy count resets.

Crystal Sweeny, a parent and staff member at Gresham Arthur Academy, spoke about equitable funding for their charter school. She noted that they chose a smaller setting for their children because she was let down by a different school district nearby. As a staff member she has witnessed first-hand the challenge of being understaffed. They need more

support, and equitable funding would allow every child to get the support they deserve. With more passthrough and equitable resources they can provide that needed support.

Alexander Frank, a parent of Gresham Arthur Academy, was present to advocate for the charter school. He noted that he is a Gresham-Barlow graduate, OSU graduate and Airforce veteran. He shared information about his daughter's experience at Gresham Arthur and how she has excelled. He noted that they were hesitant about a charter program, but took a chance based on the data and scores they saw. He shared data highlighting Gresham Arthur's performance and strengths. He closed by noting that not only should this school not be underfunded, it should be a roadmap because they are exceeding far and above what other schools are doing.

Chair Petersen thanked everyone for attending and recognized their courage and conviction for speaking. He noted that related to the copy counts the board could use some supplemental information, and asked the superintendent to look into this. He thanked Hogan Cedars for the way they have engaged with the district staff and expressed appreciation for the letter from Gresham Arthur Academy.

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## **Recess / Reconvene**

### **Board Recess**

The meeting was recessed at 7:45 p.m. and reconvened at 7:59 p.m.

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## **Consent Agenda**

- 6. Minutes from Special Work Session - October 2, 2025**
- 7. Minutes from Regular Board Business Meeting - October 2, 2025**
- 8. Minutes from Regular Work Session - October 16, 2025**
- 9. Financial Report**
- 10. Personnel Report: Employee Contracts**
- 11. Approval of Consent Agenda (7:59 p.m.)**

Chair Petersen reviewed the items listed in the consent agenda.

**MOTION 32:** Move to approve the consent agenda as presented. This motion, made by Kris Howatt and seconded by Heather Coleman-Cox, Carried.

Aye: Heather Coleman-Cox, Shawn Farrens, Kris Howatt, David Ligatich, Blake Petersen, Holly Riegelmann

Absent: Brenna Puderbaugh

Aye: 6, No: 0, Absent: 1

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## **Superintendent and District Leadership Report**

### **12. Update from the Superintendent and District Leadership (8:00 p.m.)**

Superintendent Klinger provided an update on meetings and activities she has participated in over the past month. She shared that it has been a busy and productive fall, with schools completing their first grading periods, hosting family engagement events, and providing essential professional development for staff. She acknowledged challenges families are currently going through including heightened fear due to immigration enforcement. She recognizes the stress it is causing and the district has gathered resources to share with families. For food benefits that families have lost, they are fortunate to offer free lunch and breakfast for November. Superintendent Klinger shared that they are closely monitoring attendance data, and actively collaborating with community partners to connect families with resources.

Dr. Klinger shared that she knows school can be the best part of a student's day, and expressed appreciation to staff for continuing to be there for students with all they are navigating personally and professionally. She noted that they saw

an \$8 million budget reduction this year and are still dealing with those challenges. They are seeing higher PERS and operating costs, and local districts are possibly having to make midyear cuts.

Currently she is reviewing the first month of submissions for “What’s Going Well” to nominate colleagues for recognition. It has been inspiring to hear stories about the positive impact staff is making for students every day. She closed her comments by sharing gratitude, and noting that as a district they have many challenges they are facing. She is grateful for open, solution focused conversations that are happening.

## **Board Reports and Requests**

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### **13. Updates from Board Members (8:04 p.m.)**

Board members summarized various meetings and other activities they participated in during the past month. Topics included the following:

- Visiting Gresham High School, observing instruction, and looking at how the new construction met with the old.
- Visiting classrooms and watching instruction at Kelly Creek Elementary; staying for dismissal and having a blast.
- Sharing how they ran for the school board to give back to the community they love; as a board they create policy to ensure everyone is safe, they are listening and hear the community.
- Providing an update on their child mental health behavior course; sharing how up until the 1970’s students with mental health issues were excluded from public schools and how they are happy that era has passed.
- Looking forward to attending the OSBA Annual Conference in downtown Portland tomorrow.
- Attending the OSBA Board meeting on Sunday.
- Attendance at the Legislative Update OSBA Roundtable where the accountability measure was a big topic, and there was discussion of different ways to measure student achievement.
- Visiting West Orient Middle School for their book fair; talking with students and the media specialist; buying books to leave with the building.
- Honoring those who served for Veteran’s Day November 11<sup>th</sup>; thanking fellow board members and staff who are also Veterans for their service; recognizing that while many come home physically they are no longer the same mentally; encouraging those present to support Veterans.
- Participating as a business owner for Gresham’s safe trick or treat for Halloween.
- Recognizing sports teams that went to the playoffs and attending several athletic events.
- Acknowledging how wonderful it was to see the community come together in support of the Santillanes family after Gresham High football player Tucker Santillanes was seriously injured.
- Looking forward to attending the COSA Law Conference the 1st week of December; encouraging board members to attend in the future because the conference dives into the law side of education.
- Working with the policy committee to get policies ready for work sessions, then eventually the consent agenda.
- Wishing Gresham High luck as they face Summit in a playoff game tomorrow night.
- Recognizing the Gresham High Women’s Soccer team and Coach Jacobsen for a well-played season.
- Expressing gratitude in the civility, grace, and resolve that people engage with the board, and hopefully that they receive that back; noting that they serve willingly and gratefully, and thanking the community.

## **Presentations**

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### **14. Nutrition Services Annual Report (8:18 p.m.)**

Dr. Deboy introduced Director of Nutrition Services Mazen Najjar for the annual report, which will review highlights of last year’s program. Mr. Najjar reviewed the topics he will cover in the report, then provided an overview of their strategic imperatives and how they are aligning priorities. These include improving food quality and expanding menu options, improving collaboration, responding to feedback, and increasing participation.

He noted that they have six areas of focus which include student satisfaction and engagement, employee training and satisfaction, and catering services. They serve foods that kids love to eat, and have stations like American classics, grilled, tomato station, deli station, and vegetarian options. All food comes from local produce, is fresh and minimally processed. Every day one item is cooked from scratch, and each school has a salad bar that is rich and fresh. Mr. Najjar shared that for quality and variety they rotate the menu every day. They also promote protein variety, offer global flavors, and focus on allergy-friendly choices. He reviewed the steps they take to focus on food safety and quality assurance noting that the kitchen goes through a daily safety check to ensure compliance.

Mr. Najjar shared information around student satisfaction and the engagement programs they have at the schools. They conduct regular student surveys, and offer choice and customization. They also promote positive interactions with cafeteria staff and provide timely meal service. Mood Boost is a fun program they use to help students connect the food they eat with how they feel. Another engagement program is Global Eats which provides food from around the world. Students try new flavors while learning about different cultures. Discovery Kitchen is a program each month that provides lessons and demonstrations featuring a different theme to inspire discovery and curiosity among students.

They have been increasing participation by promoting the school meal program through campaigns, speeding up service lines, and boosting breakfast participation. Mr. Najjar reviewed their food service numbers noting that these numbers have increased this year. Their goal is to maintain that increase. He shared data for the increased numbers for this year compared to last year. They attribute this success to strong district administration support, managing between the lines by the nutrition services team, dedicated frontline associates, and Chartwells regional support. As part of their community engagement they partner with local farmers and producers, promote nutrition education, and enhance family outreach. Their goal is to keep everyone informed, engaged and excited about school meals. Mr. Najjar shared that they do this through social media posts, monthly newsletters, and up to date information on the website. They also train their staff regularly, conduct regular evaluations, and maintain nutrition compliance.

Mr. Najjar thanked the district and maintenance for the excellent job upgrading the kitchens and equipment. All of this was done in short timeframe with tremendous effort. Each school in the district received some type of upgrade which may have included flooring, lighting, paint, new appliances, or cafeteria tables and chairs to name a few. The kitchens look new clean and up to date.

Following the presentation, there was time for questions or discussion from the board. They noted that Chartwells makes the board dinners before the board meetings and they have always been impressed by the food quality. Board members also expressed how wonderful the global eats program is noting that it is difficult to get their children to eat new types of food and this program has worked. The board asked for additional information about the Mood Boost program and how it works. Mr. Najjar shared that once a month they promote food that is associated with a mood. For instance, this month is happy so they put up yellow fliers and promote the happy foods. They only promote one mood a month instead of doing them all at once.

## **Recess/Reconvene**

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### **15. Board Recess (8:33 p.m.)**

The board took a recess earlier in the meeting. They did not take a recess at this time.

## **Committee Meeting Minutes and/or Reports**

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#### **16. Policy Review Committee Minutes, October 17, 2025 (8:34 p.m.)**

The minutes of the Policy Review Committee Meeting on October 17, 2025 were provided for the board to review. There was no discussion of this agenda item.

### **Associations Reports**

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#### **17. Gresham-Barlow Education Association (GBEA) (2 minutes) (8:35 p.m.)**

Matt Wallace, a teacher at East Gresham Elementary School, was in attendance to report on behalf of the Gresham-Barlow Education Association (GBEA) employees. He expressed appreciation for the time the board invests in students and the community well beyond these board meetings. He noted that typically their message focuses on things not going well in the eyes of their members, or things to hold the district accountable if they feel they aren't meeting the needs of the students and staff. Messages from folks tonight show there are concerns to work through. Instead, Mr. Wallace wanted to share a positive message and took a moment to recognize the work their teachers do every day by showing up with passion, creativity, and heart. One teacher that exemplifies this is Kemmie Garrison at East Gresham Elementary. She is deeply connected to her students. He asked people to say some things about her, and they said she makes learning fun and relatable, is always working to boost staff morale, consistently goes above and beyond, makes school an engaging and safe place, and is passionate about social studies, tribal history, and STEM. They don't think they've met a teacher that works harder to engage with students and families. She consistently seeks out new ways to make hands on learning. Mr. Wallace noted that she is a reflection of the countless educators who go above and beyond every day, even while facing fewer resources and larger class sizes. He thanked educators for being incredible people.

#### **18. Oregon School Employees Association (OSEA) (2 minutes) (8:34 p.m.)**

Tia Ross, an elementary secretary at East Orient Elementary School, was in attendance to report on behalf of the Oregon School Employees Association (OSEA) Chapter 8 employees. She shared that OSEA has been preparing for their upcoming negotiations and they have selected their team. They are meeting with all subgroups such as special education educational assistants (EAs), general education EAs, and custodial to get feedback ahead of negotiations. Next up they are meeting with facilities and secretarial staff. They are looking forward to the process.

### **Action Items**

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#### **19. OSBA Board of Directors Position 18, and Legislative Policy Committee (LPC) Representative Positions 17, 18, and 19 (8:41 p.m.)**

This item was moved to the December Business Meeting (see Motion 31 above). It was not discussed at this meeting.

#### **20. Physical Restraint and Seclusion Annual Report, 2024-25 (8:41 p.m.)**

Ms. Ravenberg provided an overview of the data included in the annual physical restraint and seclusion report. She reminded the board that this is a required annual report, and the data has been reviewed, analyzed, and broken down by specific categories. This report is for the 2024-25 school year, and also includes the analysis and trend data the board has requested in the past.

Board members asked if the district is seeing an increase or decrease in numbers from previous years. Ms. Ravenberg noted the graph is a 7-year trend for number of students compared to number of restraints. It has remained relatively consistent for those involved in a restraint over the years, and shows a slightly downward trend from last year. Board members asked for additional clarification on the trend lines, and if the number of restraints is going back down because there are fewer students or if different methods are being used. Ms. Ravenberg shared that they changed to a different restraint model, and now use Mandt which focuses more on preventative strategies, and they have also done more training on preventative strategies. They have plans to continue pushing that information out to more and more staff. She added that the student count is 38 students, which compared to the district population is relatively small. This also

means that the trend line could go up or down just by a few students difference.

The board noted that this report is very specific to seclusion and restraints. They asked if there is data somewhere for the amount of room clears in the district by school over the years, and if there isn't, if that is something that is even trackable. Ms. Ravenberg shared that room clears are one of the strategies to prevent putting hands on students. Mr. Koch added that they have a safety committee that has looked at room clears and how to get consistent numbers. They are starting to track it more and should have data for the board in the future. Board members noted that when a restraint happens it is a significant event, and asked if the district would classify it as a failure. Ms. Ravenberg confirmed she would not, it is keeping a child safe. The restraint is used for imminent risk of harm to the student or someone else. Most are extremely short, around 30 seconds.

Board members asked what percentage of staff or classifications are trained in Mandt. Ms. Ravenberg shared that training includes their special educators, counselors, and campus monitors, and there are also some case by case situations. There is one staff member trained for every 50 students. There was additional discussion about how many staff members should be trained, and it was noted that reporting is also part of the process. The board asked if this reporting is from the state or the district and Ms. Ravenberg confirmed this is for the district. The board also asked if restraints come out of something that has been left to fester over time and becomes a situation where a student becomes disruptive and needs to be restrained. Ms. Ravenberg shared that there is a lot of strategy that goes into proactively monitoring the student's behavior. Superintendent Klinger added that some of the possible whys are that the student isn't eligible for SPED services yet. They do a lot of proactive work to work through what a student's behavior is, and what they are trying to communicate or get out of the behavior.

**MOTION 33:** Move to accept the Physical Restraint and Seclusion Review for the 2024-25 school year. This motion, made by Shawn Farrens and seconded by Kris Howatt, Carried.

Aye: Heather Coleman-Cox, Shawn Farrens, Kris Howatt, David Ligatich, Blake Petersen, Holly Riegelmann

Absent: Brenna Puderbaugh

Aye: 6, No: 0, Absent: 1

## **21. Budget Committee Appointment Process (9:00 p.m.)**

Chair Petersen reviewed information included in the board agenda packet outlining the budget committee appointment process. He shared that two positions on the committee are open including Position 6 previously held by Erin Meechan, and Position 7 previously held by Garrett Wood. In the recent past when positions become vacant, they have asked committee members if they have interest in continuing on the committee. If they are not interested, board leadership will interview candidates. There was discussion about the timeline for when interviews would take place and whether that should be moved from December to January. The district is trying to get appointments done quickly so that they can invite the budget committee to the November 20<sup>th</sup> work session.

Some board members expressed concern around rolling over the current people already on the committee. They feel it is important to have different perspectives and allow other people to run for these appointments. They want to make sure more people have visibility into the budget. Other board members noted that the budget committee meetings are open to the public and available virtually and in person. Anyone can come, ask questions, and be a part of the process. The actual budget is drafted by the finance department. Chair Petersen noted that there is a recommended motion with the steps of the process outlined. If they want to change that process, there would need to be revision to steps 3 and 4.

**MOTION 34:** Move to declare Positions 6 and 7 on the Gresham-Barlow School District Budget Committee as vacant, and approve the appointment process as outlined. This motion, made by Shawn Farrens and seconded by David Ligatich, Carried.

Aye: Heather Coleman-Cox, Shawn Farrens, Kris Howatt, David Ligatich, Blake Petersen, Holly Riegelmann  
Absent: Brenna Puderbaugh  
Aye: 6, No: 0, Absent: 1

Following the motion, there was additional discussion about the appointment process. Board members noted that if the two committee members aren't interested in continuing, then it would still open the process to new people to apply. Chair Petersen read the steps of the appointment process for the record. Board members recognized that the point around rolling over committee members is valid. In the past they haven't had a lot of people interested in joining the committee. Last year, they did have people come to make comments on the budget. Board members noted that there is some benefit in having committee members continue, especially this year when they are wanting to discuss the budget early. It might be beneficial to have people on the committee that have gone through the process before and are familiar with what is happening with the budget. In the future they would like to open the positions to make sure more people are represented.

### Information Items

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#### **22. Fall 2025 Academic Data (9:19 p.m.)**

Dr. Tim Collins and Heidi Lasher provided a review of fall academic data for the board. Ms. Lasher shared that the fall data is a starting point in relation to the grade level benchmark. The iReady reading data at the elementary level is remaining relatively flat over a three year trend. Proficiency levels decrease as students move up in grade levels. In looking at a snapshot of reading by domain, decoding is stronger than comprehension. They will be able to show growth the next time they present data to the board. When looking at reading levels for EML students compared to non-EMLs, 4% of EMLs are at or above grade level compared to 25% of non-EMLs. 11% of students with IEPs are at or above grade level, compared to 22% who do not have IEPs. White students, and students who identify as two or more races measured higher proficiency than their peers. For elementary literacy strategies they are working on comprehension skills through teacher supported planning and walkthroughs. They are deepening implementation of foundational skills instruction and increasing the time students spend reading text from their core reading lessons.

Dr. Collins shared that for middle school data they use STAR, which is different than iReady because it is predictive for grade level. There was not a lot of movement, and proficiency levels were fairly consistent across grade bands from start to finish. From fall 2024 to fall 2025 there is a slight increase for grade level proficiency by spring. When looking at EML students, more EML students are demonstrating proficiency in reading in the fall of 2025 when compared to the fall of 2024. However, there is still a gap in proficiency levels between EML and non-EML students. This is the same for SPED students. The gap is still persistent. When looking at on-track data, they want the red bar to be taller because it shows more students are on track. They are doing a better job of getting students over the grade level benchmarks. For secondary literacy strategies, they are continuing to work with administrators and teachers to unpack the newly release Oregon Adolescent Literacy Framework. They are also using common vocabulary routines, partner reading, and summarization, and continue to work with TSI schools focusing on co-planning and co-teaching by grade level and content area.

Ms. Lasher shared that for elementary math there was a bit of an increase in students at or above core, but also an increase in students below grade level. The data is remaining flat over a three-year trend. In math, 1% of EMLs are at or above grade level in the fall diagnostic compared to 12% of non-EMLs, and this has stayed pretty flat over time. Students with IEPs have 5% at or above grade level compared to 10% for students without IEPs. White students, and students who identify as two or more races measure higher proficiency than their peers. Math strategies include working on math labs/planning focused on math practices, participating in walkthroughs with an iReady consultant, and increasing focused planning time and supports.



Dr. Collins shared that the math data is not moving as much as literacy. Grades 6, 7, and 8 are fairly consistent. There is a little bit of movement, but it is just slight. For students with EML or SPED it is the same type of story. There is a lot of consistency from year to year. The math data is much more varied, showing an increase with some groups and a decrease with others. For their secondary math strategies, they are helping students take ownership of the data. How students are seeing the data is reflective of what they know and do. What does it tell them about their learning progress? They are moving the cognitive load from the teacher to the student so they do more of the thinking.

Michele Cook provided an update on MTSS noting that when they are implementing MTSS, they are not just looking at student outcome data, but are trying to measure how well they are implementing the research practices. The District Capacity Assessment is a measure of implementation drivers. They designed a 27 question self-assessment broken into categories to look at the things they want to do as they are implementing. These are the blueprints starting with pieces for the foundation, then framing and the rest of the structures. Last year they worked with a national consultant who facilitated the self-assessment with the district team. The blue line is the base line of where they are starting, and how many of the things they are actually doing. This year they have made double digit gains in implementing.

Following the presentation there was time for questions and discussion by the board. Board members expressed concerns that only 15% of students are on track for grade level in math, and asked how that is translating into a student's ability to graduate. They wanted to know if more students are getting modified diplomas. Dr. Collins confirmed there are not more students on modified diplomas. Instead, they have more targeted and strategic interventions. The board also asked if the district is seeing factors from students being out of school during COVID. Dr. Collins confirmed they are. One of the pieces they are focusing on in middle school is building on the same instructional practices used at the elementary level. Part of what they're seeing is staff adapting to ways of increasing student understanding. Superintendent Klinger added that they don't think about the amount of reading required for math. A component of the Adolescent Framework for Literacy is to work with math teachers on how to teach literacy within a math learning block.

The board asked for clarification on the reading diagnostic, and if the green blocks represent knowing a certain number of site words. They wanted to know what a kindergartner would need to do. Ms. Lasher shared that they are being measured on phonological awareness. Decoding skills are being able to take the letter sounds of a word, read sentences, and answer questions related to the sentences. Board members noted that 8% of kindergartners enter without reading skills, and that this is a public health crisis of what is happening in the home. Board members also pointed out that the red section grows every year, which means that each year the same group of students come into 2nd grade at a lower level than they came into 1st grade. That is learning loss over the summer and work not happening at home, which is hard to make up during the school year.

Ms. Lasher shared that teachers are working really hard on reading skills through the literacy program they use, and the administration would love for board members to see what is happening in the classrooms. The board noted that the focus is on the red blocks and reducing those, but there is also some concern on what is happening in those green blocks. They want to make sure there is still engagement and rigor for those students. Ms. Lasher noted that when a student participates in phonics or decoding, if students are already reading that level fluently they can differentiate into a different reader. Then students that need more time have more time to practice that decodable. They are having students engage in different levels of text.

### **23. Financial Update (9:52 p.m.)**

Mr. Bejarano provided an overview of the financial report included in the board agenda packet. He shared that with one month of payroll they have one point of data. When they have a second point they can draw a much more accurate line. Chair Petersen added that they will talk about this in more depth at their November work session.

#### **24. Future Board Agenda Topics (9:54 p.m.)**

Chair Petersen reviewed the future board agenda topics noting that topics listed need additional clarification as to what information board members are requesting. They are working on incorporating these topics into future agendas.

#### **Closing Items**

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#### **25. Announcements (9:54 p.m.)**

Chair Petersen shared that Gresham High School has a flag football game tomorrow evening, and reviewed the other announcements in the board agenda packet. A Zoom link for virtual meeting attendance will be provided for upcoming meetings.

November 20, 2025: Board Work Session - 6 p.m.

Library  
North Gresham Elementary

December 11, 2025: Regular Board Business Meeting - 7 p.m.

Council Chambers  
Public Safety and Schools Building

#### **26. Adjournment (9:55 p.m.)**

There being no further business, the meeting was adjourned at 9:55 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