



**Multnomah ESD Board of Directors'
Board Regular Session Minutes
Tuesday, October 15, 2024**

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 Vice-Chair Jessica Arzate called the meeting to order at 6:07 p.m. on Tuesday, October 15th, 2024 in accordance with the agenda and Public notice of the meeting.

Board Members Present: Renee Anderson
Jessica Arzate
Danny Cage
Denyse Peterson
Helen Ying

Board Members Absent: Katrina Doughty
Samuel Henry

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

Guests: None



2. **EDUCATIONAL OPPORTUNITY**-Board Chair Renee Anderson-This item will be moved to the November 19th Board meeting.

3. **PUBLIC COMMENT**-There was no public comment

4. **REPORTS TO THE BOARD**

a. Union Representative Reports

- i. Heather Hanley, AFSCME President-Heather thanked Reiko and Bernadette for the Courageous Conversations Conference. AFSCME is working well with leadership and that they are working on the SHA to RN Pathway. She thanked leadership and the Board for all they do.
- ii. Phoenix Blickle & Jess Rohrbacher, MESDEA Co-Presidents- Phoenix is the new MEA Representative taking over Mary Johnson's role. There are four new Executive Board members and a new Uniserve Consultant. They have goals around doing strategic planning, working on member engagement and some longer term challenges that members have been having. Phoenix asked if there were any specific updates the Board would like to have presented.

b. Superintendent's Report

- i. Upcoming Events-Dr. Coakley highlighted some upcoming events at MESD.
 1. The 10-23-Energy for Equity conference will have keynote sessions, breakouts, and panels all focused on equity and social justice. Attendees will participate in racial equity centered conversations and professional learning. This conference is open to anyone in the Multnomah County region including school district employees, public, non-profit and community based organizations, staff, parents and families. Registration is open now on PD Networks.
 2. As a follow up to our spring AI EDU Conference MESD, NWRES and CESD will be hosting quarterly virtual AI Innovator forums to continue discussion topics of AI and education across the region. The forums will provide facilitated opportunities for school leaders to network,



collaborate and problem solve around common challenges and practices and implementation as well as learn from each other's successes. The topics range from policy to guidance to innovative practices and also building AI skills across the education system. The virtual meetups take place at 4:30 pm on the following dates. October 30, January 15, March 19, and June 4. Registration is open now on PD Networks

3. Last Friday Dr. Coakley shared the annual 23-24 MESD Professional Learning Report with the Board via email. The report provides an overview of the Professional learning sessions offered and participated in and the feedback. This annual Professional Learning Report drives many of our strategic planning metrics which will be reviewed at tonight's Board meeting. He thanked the MESD staff who facilitated such high quality professional learning for the region, and to Amanda Shannahan and Brandon Cruz, our MESD Research and Evaluation Team for their hard work in creating the report.
- ii. Blueprint 28 Goals Update-The last time we presented at the end of the school year there were a few questions about the data and the metrics that we have been collecting as well as requests for additional data points. We've collectively worked to make adjustments to our plan and we've also incorporated several new metrics that we'll be collecting data on this school year. It is also important to mention that the qualitative data we collect will run one year behind. This will make it much easier for us to measure our growth targets accurately, clearly, and more consistently. In addition, much of the work that we do yields the qualitative data which, based on interpretations and from our participants, our staff, our students, and those that we serve across the region. We believe that this is important and a critical part of the equity work as it leads us to a more three-dimensional understanding of our impact and the impact that the equity work has across the region.

This evening in the Blueprint 28 Report now created balance between both quantitative and qualitative data and gives us a more accurate picture of how we are progressing with our goals. Dr. Coakley thanked the MESD Cabinet members for their collaboration in organizing this report and making adjustments that



will help us keep and use the information to make data driven decisions in the future.

1. Goal 1 presented by Dr. Angela Hubbs-Creating a high-quality learning experience for all.
 - a. Strategy 1-Student learning and perception data drives high quality regional professional learning for teachers, administrators, nurses, and classified staff to build capacity to improve student learning outcomes, reduce/eliminate racial disparities, and promote social-emotional skills.

We use student learning and perception data to drive high quality professional learning for educators in the region. We are reporting this fall on the data that we collected last year and the slide shows how that compares to the 22-23 school year. Many of the metrics that are being presented at this meeting are represented in the Annual Professional Development Learning Report that Dr. Coakley shared with the Board recently. The Annual Professional Development Learning Report has a lot more detail for anyone that wants to review it in more depth. There is more information about the types of sessions we are offering. We are looking at strategic plan alignment for our PL learning opportunities, making sure all of our component districts are engaged. We are asking our participants if they are gaining skills and knowledge that they can use in their role.

We are also triangulating with multiple measures of data on this so we are asking our component district staff to report on their perception of our professional learning. Then we are asking our own internal staff through the employee satisfaction survey about their perception of our Professional Learning.



Goal 1 - Strategy 1



Strategy	Metrics	Data Source	22-23	23-24
Student learning and perception data drives high quality regional professional learning for teachers, administrators, nurses, and classified staff to: <ul style="list-style-type: none"> • build capacity to improve student learning outcomes • reduce/ eliminate racial disparities • promote social-emotional skills. 	% of MESD PL opportunities aligned to Strategic Plan	Annual PL Report	100%	100%
	% of participating component districts, disaggregated	Annual PL Report	100%	100%
	% of PL participants who report gaining skills/knowledge that they will use in their role	Annual PL Report	86%	89%
	% of component district staff who report that MESD supports their district by providing high quality professional learning for teachers, administrators, nurses, and classified staff	District Satisfaction Survey	77%	74%
	% of MESD staff who report that PL opportunities adequately prepare them to meet the needs of diverse students and their families	Employee Satisfaction Survey	67%	68%

The second slide for Goal 1 Strategy 1 gives a good example of how the quantitative and the qualitative data can complement each other.

Goal 1 - Strategy 1 (New/Additional Metrics)



Strategy	Metrics	Data Source
Student learning and perception data drives high quality regional professional learning for teachers, administrators, nurses, and classified staff to: <ul style="list-style-type: none"> • build capacity to improve student learning outcomes • reduce/ eliminate racial disparities • promote social-emotional skills. 	New: Qualitative data of strengths and areas of opportunity for MESD PL via 24-25 focus groups (PL participants)	Annual PL Report
	New: Qualitative data of strengths and areas of opportunity for MESD via 24-25 focus groups (District leaders)	Annual PL Report

We are proposing some new metrics to add to Goal 1 Strategy 1 that we can go deeper and better understand the perceptions and experiences that our participants in our professional learning are having. So we propose collecting qualitative data through focus groups this year, both focused on groups of staff who are participating in our professional learning and also with our district leaders and our component districts. This will give us better understanding of strengths and areas of opportunity. We envision incorporating that qualitative data in next year’s professional learning report, so once it is shared with the Board they will be able to see the themes that came up.



- b. Goal 1 Strategy 2-To reduce & eliminate disparities for historically underserved groups MESD schools/programs design and implement continuous improvement plans and data analysis protocols to reduce and eliminate disparities for historically underserved groups.

There is only one year of data reported because we are looking back at last year and that was the first year that we collected this data. We made sure that all of our school professional learning calendars show alignment to strategic plan goals and strategies. We are looking at our schools and programs, setting gap closing targets for focal student groups, and the other measure that we had set was the percentage of Board reports by program that speak to all three goals from the Blueprint '28.

Goal 1 - Strategy 2



Strategy	Draft Metrics	Data Source	23-24
To reduce & eliminate disparities for historically underserved groups MESD schools/programs design and implement: <ul style="list-style-type: none"> • continuous improvement plans • data analysis protocols 	% of school Professional Learning (PL) calendars that show alignment to strategic plan goals & strategies	PL Calendars	100%
	#% of MESD schools/programs that set gap-closing targets for one or more focal student groups	Continuous Improvement Plans	100%
	% of board reports by program that speak to all three goals from the Blueprint '28	Program Board Reports	57%

Dr. Hubbs proposed some updated metrics that would get to the point starting this year where we can look at whether MESD schools are setting gap closing targets, but whether they are making progress on those targets again, deepening our implementation of continuous improvement.



Goal 1 - Strategy 2 (Updated Metrics)



Strategy	Draft Metrics	Data Source
To reduce & eliminate disparities for historically underserved groups MESD schools/programs design and implement: <ul style="list-style-type: none"> • continuous improvement plans • data analysis protocols 	Update #/% of MESD schools that <u>make progress on</u> gap-closing targets for one or more focal student groups	Continuous Improvement Plans
	Update: % of board reports by program that speak to <u>at least one</u> goal from the Blueprint '28	Program Board Reports

The second piece is that we acknowledge that there are certain programs that it is really difficult to speak to all three of the strategic plan goals because some of the services that we offer are fairly specialized. So what we are hoping to do is that we can ensure that all of the Board reports that we bring to the Board in monthly meetings are aligned to at least one goal. We will work with all of our programs to encourage them to articulate all of the ways that they align. We believe that many of our programs are still going to speak to all 3 goals but realistically we think it makes more sense to look for alignment in one area.

c. Goal 1 Strategy 3-Develop regional leadership capacity for racial equity.

This strategy is the same across all three goals. We are trying to be intentional about integrating a focus on racial equity across the organization so that it does not just live in one area. This is the metric we are sharing on the number of districts and community partners participating in racial equity, leadership and professional learning. We have had all of our professional learning surveys ask the same basic questions at the end. One of the questions is whether the professional learning is providing valuable learning to support anti-racist efforts in their district, school, or classroom. Regardless of the title or facilitator we are asking all participants to give their feedback on this so we can look and see where the areas



are that we can improve. Can we do a better job articulating the connections between equity and all the professional learning that we are facilitating?

Goal 1 - Strategy 3



Strategy	Draft Metrics	Data Source	22-23	23-24
Develop regional leadership capacity for racial equity.	# MESD Districts and # community partners participating in MESD racial equity leadership PL.	Annual PL Report	N/A	62 participants representing 6 districts
	% of participants reporting that PL provided valuable learning to support anti-racist efforts in their district/school/classroom.	Annual PL Report	67%	70%

Goal 1 Strategy 3 also has a new proposed metric collecting qualitative data regarding strengths and areas of opportunity for MESD in terms of racial equity, leadership, professional learning so we can understand where we can specifically grow and where we are doing a good job.

2. Goal 2 presented by Dr. Reiko Williams-Operationalizing systems that engage and empower communities. MESD engages in data-driven continuous improvement that centers the voices of racially, ethnically, and linguistically under-represented communities through high-quality community engagement.

- a. Goal 2, Strategy 1-Implement best practices to engage with component districts and regional stakeholders. Support component districts developing systems.

There are new activities in this strategy. One is that we would identify who our partners are at program and organizational levels. We are asking our staff who we are partnering with. MESD is pretty geographically isolated but has tentacles all throughout the city. So we really want to gauge who we are and who are our partners that are participating actively. Secondly, training administrators on best practice in community partnerships using ODE’s toolkit and rubric around what it means to really defer to and collaborate with



families versus ignoring and informing, which schools are steeped in that approach of newsletter events specific, but not necessarily two way conversations with families. Another metric is that we wanted to assess how our administrators demonstrated growth in their understanding of best practices for engaging families and community, but then also that their understanding is reflected in their continuous improvement plans. So we will be assessing and reviewing continuous improvement plans to see evidence that they are growing in their understanding of best practices for family and community engagement.

Goal 2 - Strategy 1



Strategy	Activity	Metric	Data Source
Implement best practices to engage with external partners.	NEW: Identify MESD partners at program and organizational levels	# of partners participating actively with MESD	List of community partners reported by site
	NEW: Train Admin/ILT on best practices in community partnerships	Admin who demonstrate growth in understanding of best practices for engaging families and community	MESD administrator feedback at the end of the school year
		Sites/Programs include community engagement in improvement plans	Continuous Improvement Plans

- b. Goal 2, Strategy 2-MESD schools and programs integrate community voice throughout continuous improvement plans. Part of this is convening monthly gatherings for problem solving initiative work and aligning regional systems based on shared trends and needs. We are looking at how many advisories we offering that have regular convenings and participation by multiple members of component districts. What we have learned last year is that we have 14 advisories, and those advisories are anything from MOU work groups to curriculum and instruction work groups to county business officials. We recognize that we have all eight of our component districts participating in at least one of those advisory groups. Lastly, we wanted to know the percentage of



participants in advisories who report that the convenings are valuable to them. We asked in our district satisfaction survey, and 84% of them told us that it was a valuable experience to participate in the advisory groups.

Goal 2 - Strategy 2



Strategy	Metric	Data Source	23-24
Support component districts developing systems: Activity: Convene monthly gatherings for problem solving, initiative work, and aligning regional systems based on shared trends and needs.	# of advisories that have regular convenings and participation by multiple members of component districts	Advisory Tracking Sheet	14 advisories
	# of partners participating actively with MESD	Advisory Tracking Sheet	7 districts on average, all 8 participate in at least one
	% of participants in advisories who report that convenings are valuable	District Satisfaction Survey	84%

- c. Goal 2, Strategy 3-MESD schools and programs integrate community voice throughout continuous improvement plans. Schools and programs are integrating community voice through their continuous improvement programs. The activities are implementing strategies for engaging community voice. With this metric we were looking at the percentages of programs and schools that implement engagement strategies that fall on the ODE community engagement continuum between consult and defer. We want our schools and programs to demonstrate understanding and moving beyond informing to consulting and deferring, and even beyond that to collaborating with them. We are implementing an annual survey with families served by MESD schools, and our new metric is to examine participation rates for the family survey. We have not done a family survey so this is a new thing for us. We also want to see that the percentage of families who provide positive feedback regarding their experience with MESD schools and programs is trending in a positive way. We are seeking opportunities for how to survey families, not through traditional



means of sending our paper and pencil or electronic surveys, but really calling and seizing opportunities when we have our families present to gauge their perspectives and feedback. Lastly, schools and programs use data from community engagement efforts to inform programs, practices and/policies. Again, we are looking at continuous improvement plans to assess that.

Goal 2 - Strategy 3



Strategy	Activities	Metric	Data Source
MESD schools and programs integrate community voice throughout continuous improvement plans.	Schools/Programs implement strategies for engaging community voice (student, family and/or on-site community partners)	NEW: #% of programs/schools that implement engagement strategies that fall on the ODE Community Engagement continuum between Consult and Defer	Continuous Improvement Plans
	Implement an annual family survey with families served by MESD schools	NEW: % participation rate for family survey	MESD Family Survey
		NEW: % of families who provide positive feedback regarding their experiences with MESD schools/programs	MESD Family Survey
	Schools/Programs use data from community engagement efforts to inform programs, practices and/or policies	NEW: #% programs/schools that took action on Family/Staff/Community Engagement feedback	Continuous Improvement Plans

- d. Goal 2, Strategy 4-Develop leadership capacity for racial equity. We are looking at our regional convenings. Are they centering racial equity? The metric we are using is a percent of advisory members who tell us that their participation helps them to advance racial equity in their district. We are regularly centering racial equity in our administrator trainings as this is who convenes many of the advisories. We want to look at our district satisfaction survey to see if they are telling us that they are seeing racial equity being centered in those advisory experiences. Lastly, providing professional development learning to component districts related to community engagement. The data from last year on PD Networks says that 75% of our districts participated and there were 99 participants in specific community engagement professional learning. Community Partner Highlight-Community Partner Event feedback reflects that partner agencies feel these events allow them to



connect with each other to learn about MESD and create opportunities for partnership. This is based on a participant poll from the October 2023 and February 2024 events.

Goal 2 - Strategy 4



Strategy	Activities	Metrics	Data Source	23-24
Develop leadership capacity for racial equity	NEW: Regional convenings center racial equity	% of advisory members who report that their participation helps them to advance racial equity in their district	District Satisfaction Survey	TBD
	Provide professional learning to component districts related to community engagement	% MESD Districts and # of educators participating in MESD community engagement PL	PD Networks	75% of MESD district/ 99* participants

3. Goal 3 presented by Bernadette Adeniran-Building a culturally responsive workforce. MESD staff reflects the diverse community we serve, experience a supportive culture, and collaborate to promote equitable policies, procedures, and practices.

a. Goal 3, Strategy 1-Implement best practices to hire racially, culturally, and linguistically diverse staff.

We measured this through some of the efforts we do to reduce and mitigate bias through training in our selection panels and committees. This was not measured in 22-23, but in 23-24 we have 76 panelists who report completing the training about anti-bias in interviewing and selecting hires.

The percentage of BIPOC new hires is reviewed through HR data. We do see a slight decrease from 22-23 over 23-24. Director Adeniran is interested in looking deeper into this data point. There are some considerations that she was able to look into. We see hiring rates of BIPOC staff pretty stable in our classified AFSCME group, with the biggest change being our MEA group. One of the questions she has about this data is how much of the drop is outside of our sphere of influence in terms of preparation programs and licensing programs and things like that.



Goal 3 - Strategy 1



Strategy	Metrics	Data Source	22-23	23-24
Implement best practices to hire racially, culturally and linguistically diverse staff	#/% of hiring panelists who receive anti-bias training	Anti-bias training records	n/a	76 panelists trained/ 16%
	% of BIPOC new hires	Annual review of HR data	42%	40%

- b. Goal 3, strategy 2-Implement best practices to retain racially, culturally, and linguistically diverse staff.

One of the things we were pleasantly surprised to see is the increase in BIPOC staff who report feeling valued and appreciated as MESD staff. There is a significant increase in 23-24 up 84% over 76%. We also see some fluctuations in the data related to retention of staff when we consider the one year retention cohort versus the three year retention cohort. We do see a slight decrease in retention rates over that one year cohort which is down 68% to 62%, but we see an inconsistent level of data when we look at three year retention rates where we see a slight increase from 46% to 48%.

Some of the things we are focusing on to support our first year hires is reviewing our onboarding process and implementing some other processes. We heard feedback from staff in terms of what it feels like to be set up for success when they entered MESD employment in the first year, and when we look at implementation of an annual climate survey from staff we do see that in 22-23 we had a 57% participation rate and in 23-24 we ended at 52%. One of the things that we will do this year to help increase and maintain high levels of participation is that we have adjusted the timeline in which we will open the staff survey and increase the amount of time that is open to give people more opportunity to provide feedback to us.



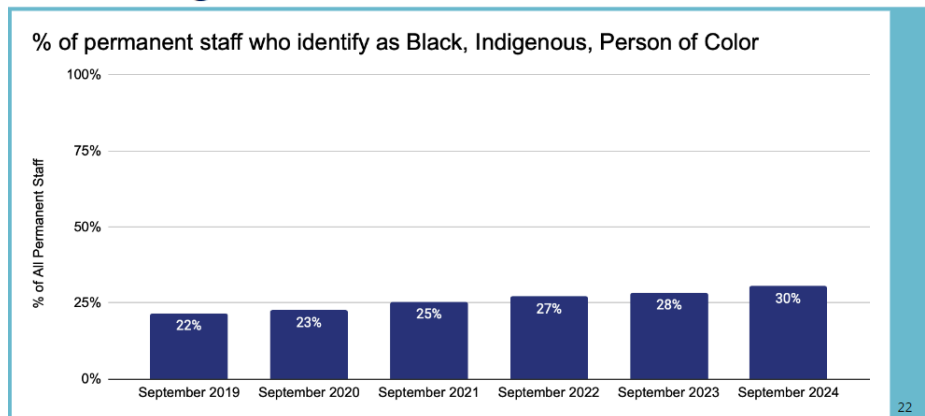
Goal 3 - Strategy 2



Strategy	Metrics	Data Source	22-23	23-24
Implement best practices to retain racially, culturally and linguistically diverse staff	% of BIPOC staff who report feeling valued and appreciated as staff at MESD	Employee Satisfaction Survey	76%	84%
	Annual retention rate for BIPOC staff	Annual review of HR data	1 year retention rate- 68% (22-23 cohort) 3 year retention rate- 46% (20-21 cohort)	1 year retention rate - 62% (23-24 cohort) 3 year retention- 48% (21-22 cohort)
	Implement an annual staff climate survey for MESD employees	Employee Satisfaction Survey participation rate	57%	52%

Although we have some inconsistent data about our retention rates from one year cohort to the three year cohort the data shows that we have made consistent progress in increasing our staff who identify as black, indigenous, and as people of color. Since 2019 we have seen an 8% increase over rate to 2024.

The % of staff who identify as BIPOC is increasing



Director Adeniran also addressed feedback made during the stay interviews conducted in 2023. It is great to hear from three dimensional people about what they really value and why they have chosen to stay with us.

- c. Goal 3, strategy 3-Develop regional leadership capacity for racial equity.



In strategy three we look at developing leadership capacity of racial equity in terms of internal progress for MESD schools, programs and departments. We see the creation and development of regularly meeting equity leadership teams in all of our schools, programs and departments. There is no measurement for 2023, but we see an increase in activity in 2024. Out of 23 schools, programs and departments we have 10 meeting regularly, 11 are in progress, which still indicates that they are working to actively embed equity in their regular practices and processes, then we have two people that have not been able to start meeting as reported by those teams.

We also see a significant increase in our district satisfaction survey with reports from our component districts that show a significant increase in the recognition that the work that MESD is doing does help improve their own practices related to hiring racially, culturally and linguistically diverse staff that is both for hiring and retention practices.

4. Questions/discussion

Director Cage asked about surveying marginalized populations and wanted to know if there would be data collected and do we have metrics around the group we are planning to survey. Discussion was held around the obstacles in surveying families including time and language. We are looking at meeting with them at IEP meetings and events at schools. We recognize that there are limited opportunities for us based on the programs that we offer.

Director Ying asked about data for how satisfied staff are. We have the numbers for BIPOC staff listed, she would like the numbers for all staff. Dr. Hubbs will follow up with those numbers and include that in future presentations.

Director Ying asked about the number of participants we had in our professional learning year by year and the number of participants



finding value in what they are learning and that they are implementing in their classrooms, and which districts they are representing.

Director Ying also asked if we have the data for our region on the state test.

Dr. Hubbs will work with the data and research team and follow up with Director Ying.

- iii. Division 22-Christine Otto presented the Division 22 Report. Division 22 is reflective of part of the Oregon Administrative Rules which concern education and education standards. The purpose of Division 22 reports is to ensure that school districts are in compliance with the updated rules that our legislators and our Department of Education have developed to ensure that we are meeting and performing at best practices. Each year we go through a review for a variety of reasons. One is because we Division 22 rules sometimes change between years and two, because as we evolve and improve within our systems, we want to make sure that those are encompassing of what those best practices and requirements are.

This year we went through the same process that we have in past years, which is to bring in all of our departments to look at the appropriate rules that impact their component area and to really dig in and make sure that we are meeting the standards. Through our review this year what we have found, even with some of the changes in some of the division roles since the last time we reviewed, is that we are fully compliant. There was one small caveat, on the agenda this evening there is a policy that had a small edit that came forth from this review where we realized that we are basically compliant, but one of the rules requires us to do a more frequent revisiting. With the Board's approval of this change in that policy with regards to emergency procedures and safety we can say that we are 100% fully compliant.

The Division 22 Report will be posted on the MESD website, and submitted to the state along with the meeting minutes demonstrating that the Board had an



opportunity to review and affirm that these reflect what your understanding of our organization is as well. There were no questions.

5. ACTION ITEMS

a. Consent Agenda

- i. Approval of the September 17, 2024 Board Regular Session Minutes
- ii. Resolution 24-024-Approval for deletion of Board Policies EBBA-First Aid, GBEBA-Staff-HIV, AIDS and HBV, JHC-Student Health Services Requirement, JHCC-COMmunicable Diseases-Students, and JHCCA-Students-HIV, HBV and AIDS.
- iii. Resolution 24-051-Approval Amended Board Policy EB-Safety Program
- iv. Resolution 24-052-Approval of Amended Board Policy KBA-Public Records Request
- v. Resolution 24-053-Approval of the September Personnel Recommendations

Motion: Director Denyse Peterson moved to approve the Consent Agenda. Director Danny Cage seconded the motion.

Discussion: none

Action: The motion carried with Directors Anderson, Arzate, Cage, Peterson and Ying voting aye. Motion passed 5-0.

6. BOARD REPORTS

- a. Board Finance Committee-There were no questions for the Finance Committee
- b. Board Equity and Inclusion Committee-There were no questions for the Equity and Inclusion Committee.
- c. Board Legislative Committee-This committee did not meet
- d. Board Policy Committee-There were no questions for the Policy Committee.
- e. Superintendent Evaluation Committee-This committee did not meet
- f. OAESD-Director Doughty was not in attendance, there was no report.
- g. OSBA-Director Doughty was not in attendance, there was no report.



7. ACTIVITY CALENDAR

- a. October 23, 8:00 a.m.-3:30 p.m.-Energy in Equity Summit, MESD Ainsworth Building
 - b. November 4, 4:00 p.m.-6:00 p.m. MESD School Health Services 50th Anniversary Celebration, PDX Sheraton, 8235 NE Airport Way, Portland, 97220
 - c. November 6, 10:00 a.m.-3:00 p.m.-OAESD Fall Summit, Portland Marriott Downtown Waterfront
 - d. November 7, 5:15 p.m.-OSBA Fall Regional Meeting/Dinner-Portland Marriott Downtown Waterfront, Mt. Hood Room.
 - e. November 7, all day-OSBA Pre-Convention Session, Portland Marriott Downtown Waterfront
 - f. November 8 & 9-OSBA Convention-Portland Marriott Downtown Waterfront
 - g. November 14, 1:00 p.m.-Board Finance Committee meeting (Virtual via Zoom)
 - h. November 19, 6:00 p.m.-Board Regular Session meeting (Virtual Via Zoom)
8. Appreciation-Board Chair Anderson acknowledged that it was Custodian Appreciation Month and thanked our hard working Custodians.