

Special Meeting
Monday, January 13, 2025 6:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. Call to Order
2. Resolution 7044 - Resolution to Donate Air Purifiers to Los Angeles Unified School District-vote
3. Zone 1 Board Vacancy-Interviews and Selection
4. Oath of Office
5. Adjourn

RESOLUTION No. 7044

Resolution to Donate Air Purifiers to Los Angeles Unified School District

RECITALS

- A. The greater Los Angeles area is currently experiencing catastrophic wildfires that are impacting the city, its children and families, and its schools.
- B. PPS possesses approximately 2600 air purifiers in storage, not all of which are not expected to be needed by the District in the next year.
- C. The Los Angeles Unified School District will pay the shipping costs.

RESOLUTION

The Board of Education authorizes the Superintendent to donate 2000 air purifiers currently being stored by Portland Public Schools to help the Los Angeles Unified School District provide safe and healthy classrooms for its schools affected by the wildfires.

Name

Christy Splitt

Address

[REDACTED]

How long have you lived at your current address?

9 years

Phone Number

[REDACTED]

Email Address

[REDACTED]

How would you prefer to be contacted?

Email

1. What motivated you to apply for a position on the school board? Please include any experiences you have had with the school district as a parent, student, educator, or community member, nonprofit or public board.

I am motivated to apply for this position because I want to be in the best possible place to support Portland's public schools, all of the people who spend their days there, and the families that comprise the PPS community. In a school board role, I can do that in partnership with the board and district. I can also be a strong ambassador in various external conversations, such as within the Oregon School Boards Association and with the Legislature.

My experiences with the school district go back to 2004, when I was briefly a PPS substitute teacher. I spent time in middle school classrooms at what was then Binnsmead and at Winterhaven, and saw firsthand the inequities within the district. Later, I was a unit coach for Lincoln High School's constitution team for 12 years, offering a chance to see one of the brightest stars in PPS up close.

For the past five years, I have been a PPS parent. My children are now in 1st and 4th grades at Hayhurst Elementary, where I have been a weekly K-5 lunch volunteer since 2021. I also served as PTA president

for two years and now serve as PTA treasurer. Our school roughly matches the demographics of the district - we have about 30% underserved students, including two district special education classrooms.

2. What is your understanding of the primary functions and responsibilities of a public school board?

The school board is tasked with evaluating and approving the annual budget and district policies. The board hires and evaluates the superintendent's work based on goals adopted by the board. The board also approves contracts with our union workforce.

In addition, board members serve as ambassadors between the district and the schools, students, and families in their zone, as well as ambassadors for the district in external settings. For instance, I consider it a board member's responsibility to reach out to school and other communities in support of the bond ahead of the May election. I'd expect to hear from and respond to residents in my district about their concerns and hopes for our schools. I also consider it a board member's responsibility to engage in legislative sessions and with legislators and elected officials representing their zones, to deepen relationships between PPS and other districts, and find chances to advance public schools in other arenas.

3. How would you prioritize issues such as academic achievement, equity, student mental health, and teacher support? Can you give an example of a time you took action or provided leadership to prioritize an issue of importance.

All of these issues matter deeply. We should not have to choose.

My answer stems from the first days of my Masters in Education coursework. Many observers focus on test scores - one measure of academic progress. But, anyone who has spent time in a school knows that you can't expect a kid who has unmet needs to excel. Equity cannot be achieved without providing support to kids in need, so I'd put equity first.

Student mental health and teacher support come next. Kids need to feel safe and they need to feel a sense of belonging in order to learn. And it's hard to foster a school environment in which kids' foundational needs are met without reasonable workloads and time to learn and prepare for educators.

I believe that as equity, mental health, and teacher support are addressed, academic achievement will improve.

For the last three years, I have driven advocacy for essential positions - our assistant principal and art teacher - that improve safety, increase belonging, and address equity in our school. I contacted district staff, created tools to help others take action, and testified to the school board - to nodding heads and snaps. While foundation funding had to be used last year for our art teacher, the assistant principal position has been district-funded every year.

4. How do you envision supporting students from diverse backgrounds and ensuring educational equity?

As mentioned, I believe that equity starts with addressing basic needs for all students. From my time observing one school very closely, I see that every adult in the school plays a critical role in this effort. Our kitchen team may notice that a student is not getting enough food at home. The recess aide may catch that a student is exhausted because their home has no heat. Our social worker can take that information and help those kids and families get what they need. Teachers and administrators can use anti-bias and anti-racist training to improve their response to behavior issues and help kids feel safe at school. Teachers can use curriculum that shows kids of all backgrounds having all sorts of experiences, helping to increase a sense of belonging.

As a school board member, I'd take this general approach into board decisions - that addressing student readiness to learn must come first. I'd listen carefully to kids and families that experience injustice - racial, social, economic - in making decisions. I also know the political reality that test scores - as the easiest to assess measure of academic progress - matter deeply to district observers. I'd seek ways to help the community understand that increased investment in equity measures will, in fact, improve test scores.

5. What particular skills or expertise would you bring to the Board?

For the past 20 years, I have worked in or near Oregon's legislature. I have been a legislative staffer, a grassroots advocate and coalition leader, a nonprofit fundraiser, and a state agency government relations coordinator. I know the role of an elected official, and I know the role of staff. I understand budgets. I am aware of how committees and boards function, and the role of external organizations and the public in these processes.

This work has also taught me many skills that I could bring to the Board. For example, I am very interested in the evolution of the Fund for Portland Public Schools and could bring my fundraising experience to that conversation. I am also adept at building consensus, whether within a coalition or among partisan legislators.

Earlier in my career, I was a high school social studies teacher. My PPS volunteer work has kept that experience fresh in my mind. My “teacher voice” remains strong - I easily communicate with students - and my interest in learning from kids and centering their needs has never wavered.

Combining all of these roles, skills, and experiences, I have a passion for connecting people to their government. Every government body has work to do when it comes to genuinely engaging the public in meaningful and equitable ways.

6. How would you balance the needs of students, teachers, and the broader community when making decisions?

Students come first. Always. I happen to think that often what is best for teachers (and support staff) is good for kids, so I don't think of the two as mutually exclusive. I consider parents and caregivers critical partners in education, and I'd also be thoughtful about their needs. Beyond these groups are voters and taxpayers, community based organizations, the media, other community decision-makers, and the business community. I'd be interested to hear from these groups, but I consider their needs to be less urgent than the needs of kids, school staff, and families.

For the most part, I question the idea that these groups have needs that are in conflict. In Portland, I often hear of broad agreement between school staff and families. However, as we face continued budget cuts in our district, this dynamic may change. My approach to finding balance in times of conflict would start with an open mind and careful listening and prioritize what's best for the kids who need the most support.

7. How do you think about the trade-offs in the school district's budgeting process?

I consider it my life's work to improve school funding in Oregon so that we can move on from the last 30 years of underinvestment. I can't help but start this answer there. It's a shame that our board and PPS staff have had to put forward and adopt budgets that everyone knows are inadequate and with

trade-offs that no one supports. I'd be a steadfast and vocal advocate for bringing more resources to PPS, full stop.

Our district budget is dense, even for the most engaged community members. I'd want to really dig in on where dollars go so that I'd be able to properly consider tradeoffs. I know I'd continue to focus on positions at schools as the first priority. Until kids' basic needs are met and they feel safe and welcome at school (which I think is in jeopardy with further cuts in schools), nice-to-haves have to wait.

8. What experience do you have advocating for a cause, issue, campaign, legislation, etc.?

As mentioned, my career has been in advocacy. I have worked to secure passage of legislation across many issues and inclusion of budget items across many programs. In some cases, I have done this work quietly and mostly alone - like in passing "fix it" bills for a state agency. In some cases, the work has involved large coalitions, extensive grassroots organizing, and deep engagement with decision-makers.

An example of this was being part of efforts to pass climate-related bills between 2007 and 2024, which I worked on from multiple perspectives over time:

2007-2011 - Legislative Assistant to Portland Legislator Ben Cannon

2012 - Legislative Director to Co-Speaker Arnie Roblan

2013-2016 - Director, Oregon Conservation Network

2020-2024 - Government Relations Coordinator, Oregon Department of Energy

Recently, I have advocated for a cause outside of work: school funding. Since 2023, I have helped organize parents and caregivers to engage with the Legislature. This started with recruiting parents to testify at the State School Fund hearing in 2023, then more recently a lobby day, two town hall events, and an advocacy training preparing for the upcoming session. Along with other leaders, I have also helped encourage individual school communities to engage their legislators.

9. What does diversity, equity, and inclusion mean to you in the context of public education? What is your lived experience that defines this perspective?

These terms are defined in many places, by many scholars, and even by the district. These are my own definitions, offered with humility.

Diversity in public education means that people from different racial, cultural, social, financial, and other backgrounds work and learn together. Differences are valued and explored rather than ignored or minimized.

Equity in public education means that everything possible is done to bring each kid to the same starting line. That means more time or resources go toward kids who need the most support - not that every kid gets the same.

Inclusion means that everyone - regardless of race, color, ethnicity, nationality, immigration status, different ability, gender, sexual orientation - feels a sense of belonging at school. In the most inclusive school, all kids and all staff feel pride and ownership for their school community.

As a straight white woman, I benefit from white privilege. As a child, I did not think about my own race or class or immigration status. However, that changed in college, when I started to be exposed to - and benefit from - more diversity. Since then, I have actively learned about the experiences of people of color and other marginalized groups and aim to not only include but center their voices in my work.

10. How would you work to address disparities in educational opportunities and outcomes for marginalized groups, including students of color, LGBTQ+ students, and students with disabilities?

One of the reasons that I want to be on the school board is that the board and the staff at PPS are deeply committed to addressing disparities. There's acknowledgement of historic and current racism in our city and in our schools. The district includes many people of color in leadership positions. There are goals in place to improve opportunities and outcomes for all, with a focus on Black and Native American kids who evidence shows need the most support. I'd gladly adopt the district's equity framework for my own decision-making as a board member.

Getting results will take time. It will also take investment. Addressing disparities without adequate funding is difficult if not impossible. I'd use my voice as a board member to urge additional investment in those kids and schools that need more support. Cuts to special education staffing were especially tough last year and that'd be an area I'd prioritize if there was additional funding provided by the Legislature.

I'm deeply concerned that the federal government may attempt to persuade school districts to drop policies that protect LGBTQ+ students and foster inclusivity, and I'd stand against any such measures. All kids should feel welcome at school, and all schools should stand against bullying and discrimination.

As a bipolar, BIPOC parent to a PPS student with high anxiety, I understand the importance of fostering inclusive environments where all students feel seen, valued, and capable of success.

By joining the Board, I aim to leverage my strategic thinking, equity-focused leadership, and community engagement skills to ensure every student—regardless of background—has the resources and opportunities they need to thrive.

2. What is your understanding of the primary functions and responsibilities of a public school board?

Based on my discussions with board members at PPS and beyond, I understand that the primary functions and responsibilities of a public school board include 1) Policy Leadership: Establishing policies that ensure high-quality education for all students; 2) Fiscal Oversight: Reviewing and adopting the budget and ensuring resources are allocated effectively to support district goals; 3) Superintendent Oversight: Hiring, setting goals for, supporting, and evaluating the Superintendent, while allowing them the autonomy to manage daily operations; 4) Community Engagement: working with the community, actively listening to public comments, and reflecting on feedback to inform decision-making; 5) Strategic Planning: Setting explicit goals and priorities for the district, focusing on policymaking, monitoring, and evaluation to further these objectives.

The board's role is strategic and high-level, ensuring schools operate effectively through strong governance and oversight. This understanding aligns with my experience on nonprofit and public boards, where strategic oversight, policy leadership, and community engagement are essential for achieving organizational goals.

3. How would you prioritize issues such as academic achievement, equity, student mental health, and teacher support? Can you give an example of a time you took action or provided leadership to prioritize an issue of importance.

I believe academic achievement, equity, student mental health, and teacher support are interconnected priorities that require holistic strategies. Academic achievement is rooted in equitable access to resources, robust mental health support, and a well-supported teaching staff. Equity must underpin all decisions, ensuring every student has the opportunity to succeed regardless of background. Mental health services are essential for fostering an environment where students and teachers can thrive, and teachers must be equipped with the tools and resources needed to create impactful learning experiences.

A time I demonstrated leadership to prioritize an important issue was during my tenure at OHSU. As the Confidential Advocate, I supported victims of sexual harassment and gender discrimination. Recognizing the critical need for comprehensive support services, I convened a grassroots coalition to advocate for expanded resources. My efforts led to securing an \$800,000 VOCA grant, which established a dedicated department at OHSU to provide these essential services. This initiative exemplifies my commitment to addressing systemic challenges, building coalitions, and securing resources to create lasting change—an approach I would bring to the Portland Public School District Board.

4. How do you envision supporting students from diverse backgrounds and ensuring educational equity?

Supporting students from diverse backgrounds requires a student-centered approach that integrates systems-level change with practical, operational support. At OHSU, I led the Central Student Resources Council, convening 14 service departments to create a cohesive student support system. We developed shared goals and measurable objectives to improve outcomes across departments, promoting greater accountability and more effective service delivery.

As a board member, I would apply this same strategic mindset, fostering collaboration across departments to ensure resources are distributed equitably. By embedding equity in all aspects of district planning, I will ensure every student has the resources and support they need to succeed, particularly those from historically marginalized backgrounds.

5. What particular skills or expertise would you bring to the Board?

I bring a unique blend of data-driven decision-making, systems thinking, collaborative leadership, and a deep commitment to community and student well-being. My background in research, analysis, and strategic planning allows me to turn complex data into actionable insights. I prioritize listening and learning from those most impacted by policy decisions, ensuring that community voices are at the heart of the work.

My experience with cross-functional teams and communities has taught me how to build consensus and navigate differing perspectives. I have a strong track record of fostering equity and inclusion, ensuring that every student has access to the support they need to thrive. I am committed to using data

analytics in combination with community engagement to advocate for equitable, student-centered solutions.

6. How would you balance the needs of students, teachers, and the broader community when making decisions?

Balancing the needs of students, teachers, and the broader community requires an inclusive, transparent approach. First, I prioritize student well-being and academic success, ensuring that decisions reflect the diverse needs of our student population, particularly those from marginalized communities.

I use a systems approach to decision-making, considering how choices affect all stakeholders as a connected and interwoven network. This allows me to weigh the needs of students, teachers, and the broader community in a holistic manner. I would engage stakeholders through town halls, surveys, and advisory groups, ensuring that all perspectives are incorporated into decisions. By integrating the needs of students, valuing teacher input, and engaging the community, I will make balanced, transparent decisions that reflect shared priorities.

7. How do you think about the trade-offs in the school district's budgeting process?

When considering trade-offs in the school district's budgeting process, I focus on equity, sustainability, and impact. I recognize that every dollar allocated represents an opportunity to support student success, and I prioritize investments that have the most significant and lasting impact. This requires making difficult decisions, but I approach them with transparency and a clear rationale rooted in data and community input. By weighing short-term needs against long-term goals, I strive to ensure that resources are distributed equitably and that essential programs remain funded.

Budgeting is the ultimate expression of systems thinking, as it requires navigating the interconnections between financial resources, programmatic needs, and long-term district goals. My approach to budgeting reflects my broader commitment to systems thinking—considering how each decision reverberates through the larger educational ecosystem. By identifying patterns, understanding causal relationships, and balancing competing priorities, I ensure that budgetary decisions support sustainable, equitable outcomes for all stakeholders.

8. What experience do you have advocating for a cause, issue, campaign, legislation, etc?

Throughout my career, I have consistently advocated for equity, inclusion, and access. As chair of the Portland March for Science, I mobilized over 15,000 participants, advocating for science-based policy.

This event showcased my ability to bring together diverse communities and organizations to support a common cause. I ensured the event was safe and inclusive, demonstrating my skill in bridging different perspectives and fostering collective action.

My advocacy work is rooted in systems thinking, ensuring that each action supports broader, sustainable change. This approach allows me to advocate for policies that benefit students, teachers, and families.

9. What does diversity, equity, and inclusion mean to you in the context of public education? What is your lived experience that defines this perspective?

DEI in public education means creating environments where all students feel supported, valued, and empowered to succeed. It's about dismantling barriers to success and ensuring equitable access to education. DEI is not just about recognizing differences—it's about actively promoting inclusion and belonging.

As an adopted Asian-American growing up in rural Minnesota, I experienced discrimination and challenges in STEM. Later, I navigated the dual challenges of a neural disorder and bipolar disorder during graduate school. These experiences shaped my understanding of the importance of empathy, advocacy, and community support. Professionally, I have championed DEI through policy reform, training, and grant development, ensuring that decisions are made with equity at the core.

10. How would you work to address disparities in educational opportunities and outcomes for marginalized groups, including students of color, LGBTQ+ students, and students with disabilities?

I am committed to addressing disparities in educational opportunities for marginalized groups through a data-driven, systems approach. I would leverage data to identify achievement gaps and ensure that marginalized students are represented in decision-making processes. When there is insufficient data, I will advocate for methods that accurately and justly reflect these communities' needs.

By engaging directly with students, families, and community organizations, I will ensure that these groups' voices shape policies and practices. For students of color, I will advocate for inclusive curricula and expanded access to advanced coursework. For LGBTQ+ students, I will push for policies ensuring safety and inclusion. For students with disabilities, I will work to ensure that adequate resources, accommodations, and individualized support are available.

With a focus on equity and evidence-based practices, I will work to ensure that every student has the opportunity to succeed.

Application for Vacant Board Seat in Zone 1

Personal Information

Jazzmin Reece

[REDACTED]

~12 years, resident at current address

[REDACTED] phone

[REDACTED] email address

preferred method of contact

phone email

Question 1.

What motivated you to apply for a position on the school board? Please include any experiences you have had with the school district as a parent, student, educator, or community member, nonprofit or public board.

Portland Public Schools and the Oregon public education system is at a critical inflection point; and I would like to play a more formal role to help usher in systemic and meaningful change that serves all students. More specifically, the Oregon education system has failed to deliver “a sum of money sufficient to ensure that the state’s system of public education meets quality goals established by law” as outlined in the Oregon Constitution (Article VIII. Section 8. Adequate Equitable Funding). We know that all of our students in Oregon deserve a quality education; sufficient funding and that a measurable feedback loop of accountability is required to safeguard the taxpayer investments of this common good.

As a parent, school volunteer and tax payer, I have been actively engaged in the classroom, school building, and with matters of Portland Public School policy making. I currently serve as a room parent for my child’s teacher, and help to connect parents to the classroom and resources to aid the teacher with their classroom curriculum plan. I also serve as Treasurer of the executive board for Bridlemile PTA; where I help oversee the fundraising and fiscal accounting for our classroom supply grants to teachers, and major community programs to serve and support every student and their families. This past year I also served on the CPS for the Ida B. Wells Bond program. Over the past few years I have participated in Legislative lobby initiatives to fully fund public schools and have also testified to the Legislative joint ways and means committee on education to fully fund the QEM.

Question 2.

What is your understanding of the primary functions and responsibilities of a public school board?

The Portland Public School Board is tasked with the oversight of all the policies that govern the school district; and with the supervision of its head superintendent and associated educational support team. The School Board will continually review and amend its District policies by way of special committee and public disclosure process, and be responsible for the recruitment and retention of the superintendent.

Application for Vacant Board Seat in Zone 1

Question 3.

How would you prioritize issues such as academic achievement, equity, student mental health, and teacher support? Can you give an example of a time you took action or provided leadership to prioritize an issue of importance.

Given the current state of Portland Public Schools, and not knowing what I do not know, or am not privileged to have access to, I would prioritize issues with the following rank:

1. Equity
2. Academic Achievement (improvement)
3. Student mental health
4. Teacher support

While serving on the Wells CPC Bond project, the question of the public pool was raised several times by members of the public, and the project team had not provided a timely or sufficient response to the outstanding questions and concerns, given the total projected cost of the Bond project. Myself and several other members of the CPC leveraged our resources and acumen to partake in a due diligence project and community survey regarding the public's goals for the pool with respect to the IGA and contract from the 1950s. The findings were presented at the PPS facilities committee meeting as an exhibit separate from the CPC project team report.

Question 4.

How do you envision supporting students from diverse backgrounds and ensuring educational equity?

First, one must meet their consumer/audience/client where they are at, to understand how to best serve and deliver a product that is diverse, multilayered, complex and equitable.

This is not PPS or a special interest group dictating the level of service from a top down perspective; this is the recipient of a service sharing/telling and providing insight to how they want to be served, from a bottom up 360 review.

Yes, equity requires slowing down to speed up, and to forgo hegemony and rethink constructs of power and how power is wielded.

Application for Vacant Board Seat in Zone 1

Question 5.

What particular skills or expertise would you bring to the Board?

- Over 20 years of experience as a competitive athlete and youth coach
 - Willamette University
 - Clackamas Community College
 - Southridge High School
 - St. Mary's Academy
 - Foothills Soccer Club
 - Bridlemile Basketball
 - Albina Track Club
 - NPCE & SEI - Nike Product Creation Project with Self Enhancement Inc.
- Over 15 years of Management Consulting and Project Management experience
 - private real estate development and property management
 - public service work and IT projects
 - Corporate IT projects
- Over 15 years of experience in real estate development, land use and sales
 - Oregon licensed real estate broker
 - private real estate development and property management
 - public economic and real estate development
 - Metro Parks Bond Advisor
 - North Williams Avenue transportation safety committee
- Over 12 years of non-profit Board leadership experience
 - Urban League of Portland - Young Professionals
 - City Club of Portland - Board of Governors
- Over 3 years of PTA Board and committee leadership
 - Bridlemile Elementary School

Question 6.

How would you balance the needs of students, teachers, and the broader community when making decisions?

To balance the needs of students, teachers, and the broader community when making decisions; one must first understand the current state of any policy and then the impact of any proposed policy change. For district wide impact a comprehensive public engagement project should be considered. For a discrete and localized policy change, a smaller subset of stakeholders should be convened and impact of change evaluated. Additionally, we do not know what we do not know - so decision making should be a thoughtful exercise of gap analysis.

Question 7.

How do you think about the trade-offs in the school district's budgeting process?

All public tax payer budgets are fiscally constrained; for context, therefore tradeoffs are a fact of the budget process. Additionally, one must approach public budgets from a philosophical lens to "do no harm: or "harm reduction." The least harm theory by John Staturt Mills "On Liberty" best speaks to my belief in equity and governance in a budget process.

Application for Vacant Board Seat in Zone 1

Question 8.

What experience do you have advocating for a cause, issue, campaign, legislation, etc.?

As previously stated I am currently serve on the executive Board of the Bridemile PTA, and have actively lobbied and testified to the Legislature to fully fund public school education at the QEM. Additionally, I actively fundraise to financially support teachers, staff, students and families at Bridlemile Elementary School. In the past I have lobbied the State and Congress on behalf of the National Urban League and its local chapter in Portland to prioritize its policy platforms for jobs, civil rights and equal justice.

Question 9.

What does diversity, equity, and inclusion mean to you in the context of public education? What is your lived experience that defines this perspective?

I am Jazzmin Hanako Reece, and I am a living and breathing testament of diversity, equity and inclusion.

My family is both Japanese, Filipino, African-American, Native and we have walked many miles and lived a plight for equality, justice and equal and civil rights under the law. Within the timeline of my parents' lives, laws have been changed so that I may enjoy equal protections under the law, which include integrated schools and public services - free of segregation.

My family has suffered a loss of intergenerational wealth and its growth potential when my family was interned at the Minidoka Japanese internment camp; they lost their homes and small businesses.

I personally know the feeling of exclusion from childhood friendships, and experiences due to the color of my skin.

To feel it, is to know it, as Victor Hugo states in Les Miserables; which is why I take racial equity and justice personally. This is not a textbook or academic experience; for me, this is my life and how I see and engage in the world, and that cannot be usurped by a PhD. or social media campaign or research project.

Application for Vacant Board Seat in Zone 1

Question 10.

How would you work to address disparities in educational opportunities and outcomes for marginalized groups, including students of color, LGBTQ+ students, and students with disabilities?

The job of the School Board is to oversee PPS policy and to employ and oversee the Superintendent.

1. Support and partner with Dr. Kimberlee Armstrong and her mission to serve PPS students and the employees; and
2. Advocate and lobby for the full funding of Oregon public schools at the QEM; and
3. Listen to the constituents; and PPS Community on how service needs to evolve and innovate to meet students and the community where they are at and help elevate them in their pursuit for a high school diploma and future career opportunities.
4. Listen to the PPS employees and how/what they need to improve their work place environment and service delivery
5. Partner with Dr. Armstrong to develop an accountability roundtable with representatives from the community to raise, track and resolve issues to improve service delivery and outcomes for marginalized communities.