Student Success Committee Meeting
Monday, September 11, 2023 4:30 PM

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

# **Agenda**

1. Introduction
2. Updates:
   - Getting to 5 of 7 in all Middle School Grades
   - Junior Reserve Officers' Training Corps (JROTC)
3. Reports
4. Educational Equity
   4.(a)  Special Education
   4.(b)  Assessments and Equitable Grading Practices
   4.(c)  Graduation Requirements
5. Public Comment *To sign-up for public comment email PublicComment@pps.net or call the Board Office @ 503-916-3741.*
6. Adjourn

# Middle School Redesign: Moving to a 7-Period Day

FORWARD TOGETHER

# Getting MS on a 7-Period Day

**Option 1 - Use Current MS Staffing Formula**
- **Cost = 6.75 FTE, $877,500**
- Only 5 middle schools are not on a 7-period day.
  - Gray, Hosford, Jackson, Sellwood, West Sylvan
- Raises student loads for teachers by about 20 → Increased overage payments

**Option 2 - Revise MS Staffing Formula**
- **Cost = 11.3 FTE, $1,469,000**
- Raises student loads for teachers by about 10 → increased overage payments

FORWARD TOGETHER

# Getting K-8s on a 7-Period Day

- **Cost = 12.0 FTE, $1,560,000**
- Only one K-8 is on a 7-Period Day
  - Faubion is on 7-Period day, whereas the rest (13/14) are not including Access, Pioneer, and MLC

# JROTC Updates

FORWARD
TOGETHER

# Updates About JROTC Research

- The 8th Brigade informed that PPS can apply if interested in adding JROTC to one or more of our schools.

- If our application is approved for the 2024-2025 school year, we will receive the necessary funding to begin the program.  The funding will cover the cost of uniforms and will pay for the qualified instructor.

- We were informed that several schools in Oregon, including Madras High School, are unable to staff their JROTC because they are unable to find enough qualified instructors.

# Updates About JROTC Research

- Although JROTC programs receive the necessary funding, many are unable to find the necessary staff.  This may be especially challenging in Oregon where TSPC holds fairly high teacher certification requirements.

- We also contacted Oregon City High School and are in the process of scheduling a meeting with Sergeant Rob Aguilar, Oregon City HS JROTC.

- A potential next step is to reach out to our high school principals to see if any of them are interested in potentially adding JROTC.

# What is Special Education?

Individuals with Disabilities Education Act of 2004 (IDEA), Part B and and OAR 581-015

- Instruction that is specially designed to meet the unique needs of a child with a disability. This means education that is individually developed to address a specific child's needs that result from his or her disability.

- Special education instruction is provided in a number of settings, such as: in the classroom, in the home, in hospitals and institutions, and in other settings (§300.26). Districts provide a continuum of special education services to meet the needs of children with disabilities.

- Instruction must be provided to students with disabilities in the least restrictive environment (LRE) IDEA includes provisions that ensure that children with disabilities are educated with nondisabled children, to the maximum extent appropriate.

- A child must be educated in the school he or she would attend if he or she did not have a disability [§300.116(c)].   Each LEA must also ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [§300.114(a)(2)(ii)].

# Definitions

- FAPE | Free Appropriate Public Education
- IEP | Individualized Education Program (IEP)
- LRE | Least Restrictive Environment

- Related services
- Supplementary Aids and Services
- Specially designed instruction

# Special Education Process

Child Find/ Referral

Evaluation
Reviewed Every 3 years

Individualized Education Plan
Reviewed Annually

# Eligibility for Special Education

There are 13 categories of Disability defined through IDEA and OAR 581-015-2000.

Eligibility Means:
● Student demonstrates an IDEA defined disability
● The disabilities adversely impacts the child's ability to learn
● The child requires specially designed instruction.

| |
|---|
| Autism Spectrum Disorder |
| Deaf or Hard of Hearing |
| Deaf-Blindness |
| Developmental Delay 3-9yr |
| Emotional-Behavior Disability |
| Hearing Impairment |
| Intellectual Disability |
| Orthopedic Impairment |
| Other Health Impairments |
| Specific Learning Disability |
| Speech/Language Impairment |
| Traumatic Brain Injury |
| Visual Impairment |

# Individualized Education Plan

The IEP is a Students Special Education Program

- Annual Review

- Team of service providers, general education teacher, district representative  and parent compose team

- Due Process Procedural Safeguards

**Components of an IEP**
- Current Performance and Needs
- Describes all SDI, Related Services, and Supplementary Aids
- Identifies specific annual goals related to identified needs
- Accommodations and Modifications needed
- Post Secondary Goals
- LRE
- Amount removed from core program

# PPS SPECIAL EDUCATION DEPARTMENT

Our vision….. PPS Special Education Services will develop inclusive academic and social emotional learners, promote belonging and engagement, and empower students to meet their futures proactively.

Our mission….. The Special Education Department is committed to providing instructional services in inclusive environments that will prepare students who receive special education services for life and careers.

Our Core Values…..

Belonging and Engagement

Inclusive Academic and Social Emotional Learners

College, Career and Post School Readiness

# Our Students

| Total Students with IEP | 7669 | % |
|---|---|---|
| American Indian / Alaskan Native | 74 | .9 |
| Asian | 272 | 3.5 |
| Black / African American | 851 | 11 |
| Hispanic | 1518 | 19.7 |
| Native Hawaiian / Other Pacific Islander | 32 | .4 |
| Two or More | 970 | 12.6 |
| White | 3952 | 51.5 |

# Special Education Programming

Continuum of Services:

- Early Childhood Special Education
- Learning Center
- Communication Behavior Classroom
- Social Emotional Skills Classrooms
- Intensive Skills Program
- Therapeutic School
- Day/Residential Treatment
- Transition Programming

# By the Numbers:

| | Students K-8 | Students 9-12 | Special Education Teacher FTE K-8 | Special Education Teacher FTE 9:12 | Avg K-8 Teacher Ratios | Avg 9-12 Teacher Ratios |
|---|---|---|---|---|---|---|
| Learning Center | 2784 | 1476 | 117 | 46.5 | 1:24 | 1:31 |
| Social Emotional Skills Classroom | 151 | 98 | 14 | 8 | 1:11 | 1:12 |
| Communication & Behavior Classroom | 288 | | 23 | | 1:12 | |
| Intensive Skills Classroom | 205 | 190 | 20.5 | 16 | 1:10 | 1:11 |
| Pioneer | | 90 | | 16 | | 1:5 |
| Community Transition | | 171 | | 8 | | 1:21 |
| CBO/Charter/Alt | 426 | | | 17.5 | | 1:24 |

# PPS Special Education



Other services
4.6%

Less Than 40% of the Day in Regular Class
6.1%

40% to 79% of the Day in Regular Class
9.5%

80% or More of the Day in Regular Class
79.8%

FORWARD
TOGETHER

PORTLAND PUBLIC SCHOOLS
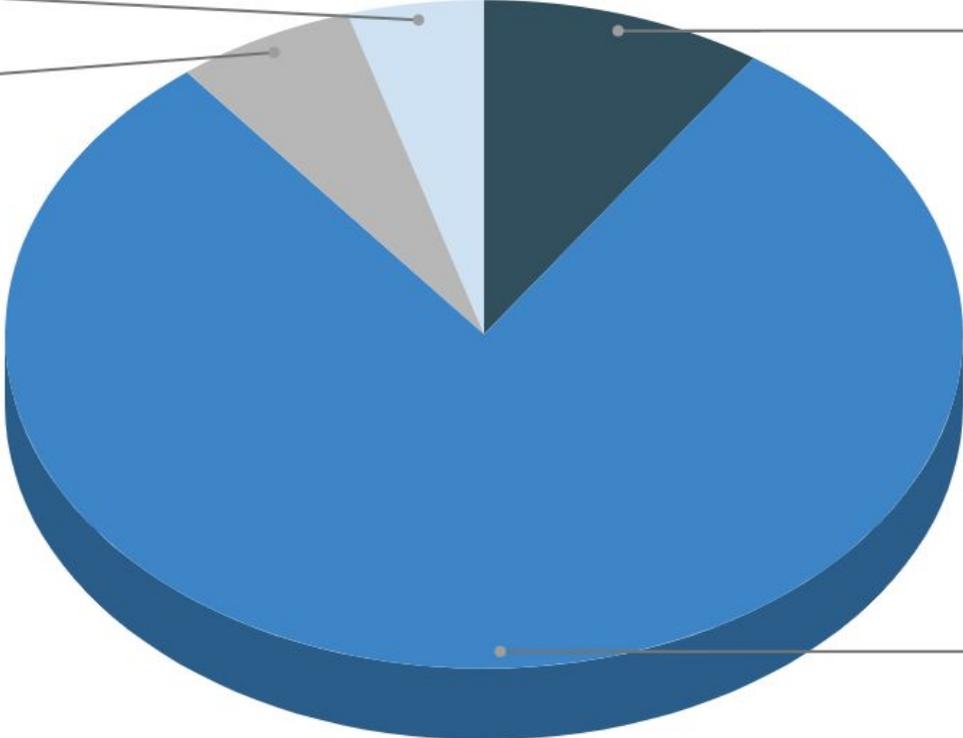
# What Do We Know About Teaching Students with Disabilities?



- The **more time students with disabilities spend in the general education classroom; the:**

  - Higher their scores are in reading and math

  - Fewer absences they have from school

  - Fewer referrals they have for disruptive behavior

  - Better outcomes they have after high school in the areas of employment and independent living.

- This was found for all students with disabilities, regardless of:

  - Their disability label

  - The severity of their disability

  - Their gender

  - Their family's socioeconomic status

# What Do We Know About Teaching Students with Disabilities?

No studies conducted since the late 1970s have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings (Falvey, 2004).

alana

Abt ASSOCIATES

A SUMMARY OF THE EVIDENCE ON

INCLUSIVE EDUCATION
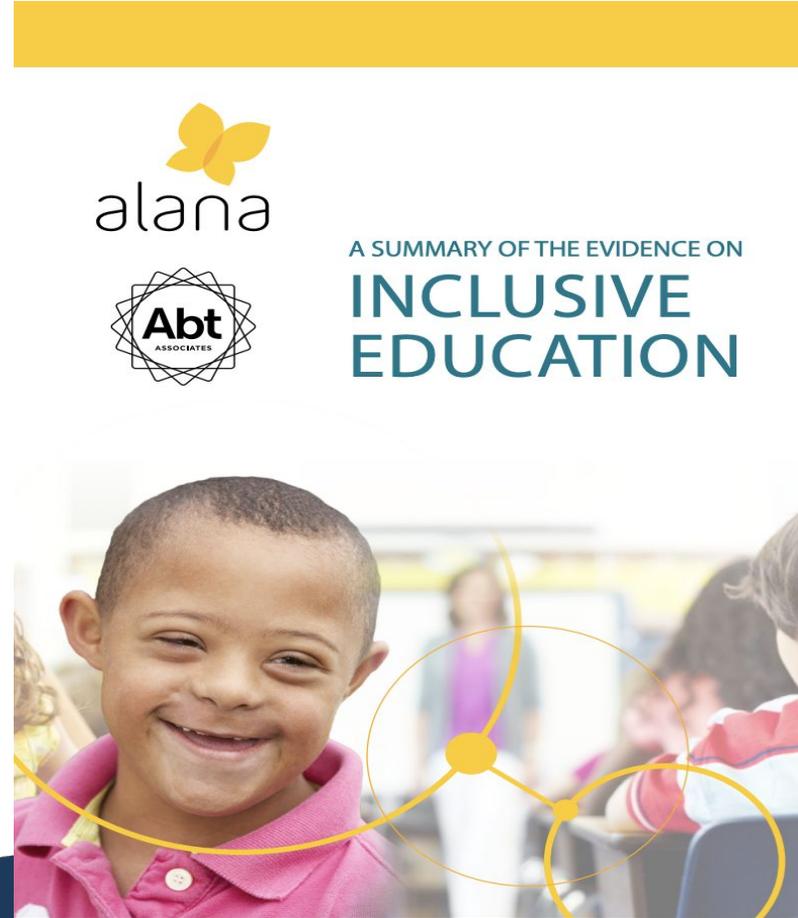
# Program Reviews

## Urban Special Education Collaborative

The Urban Collaborative is a national network of more than 150 urban school districts. These leaders are committed to increasing effective and inclusive special education services. They are also focused on decreasing the disproportionality of culturally and linguistically diverse student populations in classification rates, separate educational environments and disciplinary actions. Members of our professional learning community learn from and support each other to achieve these goals.

## Public Consulting Group

PCG believes in high-level achievement for students with disabilities through optimal services and supports and equitable access to high-quality instruction in an inclusive environment.  PCG conducts special education program and process reviews to help districts improve special education and equitable outcomes.  Student are outcomes strengthened by improved program delivery and capacity building through inclusive education

# Why Now?

- We continue to see **gaps in student with and without disabilities outcomes** that are predictable by race.
- **Student with and without disabilities learning experiences vary** within a school and between schools.

In order to address these challenges, we must ensure all students have equitable access to inclusive high-quality teaching and materials through a **consistent vision for teaching and learning in every classroom for every student**.

# Program Reviews- What we have learned

Reviews identified these key shifts in services and supports for students with disabilities are necessary moving forward:

- Implement a special education instructional model that is anchored in the core Instructional Framework with high leverage practices and inclusive educational environments
- Adopt and support the principles of Universal Design for Learning as a key strategy to support all students' access to the core general education curriculum.
- Provide ongoing professional development for principals in leading leading for students with disabilities.
-  Provide ongoing engagement opportunities for parents, caregivers and students to ensure their voices are integrated in the implementation of special education programming.
- Implement a neighborhood school model of service delivery for students with disabilities in support of equity inclusion, sense of belonging.
- Establish clear and detailed guidelines to determine entry, exit, and placement criteria and expectations for services for students with disabilities.
- Clear processes for data collection, progress monitoring and reporting.

# Stakeholder Input -Program Reviews

## Themes:

Families:

- Are excited about the neighborhood school and connection to neighborhood community
- Feel that general education students and staff would benefit from intentional education about neurodiversity and ableism.
- Would welcome additional learning opportunities centered around school community and student specific needs.

Special Educators:

- Want meaningful access to general education curriculum  for students as well as collaborative opportunities with general education teachers.
- Feel that students, families and staff would benefit from school or district sponsored neurodivergent affinity groups or other opportunities for families & students to talk to each other
- Would welcome the opportunity to participate in more inclusive and intentional professional development.

Students want to be seen as co-learners, peers and welcome additions to their school communities.

# What do we want to be true in PPS

Inclusive higher quality and more consistent instructional practices across all PPS classrooms.

Grade level and standards-aligned materials in all PPS classrooms.

Professional learning and support for teachers and leaders is robust, effective and aligned.
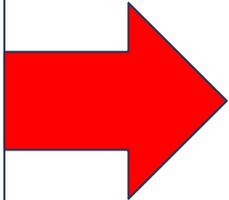
Improved student with and without disability outcomes that are no longer predictable by race.

FORWARD TOGETHER

# Questions?

Next steps to be presented in October.
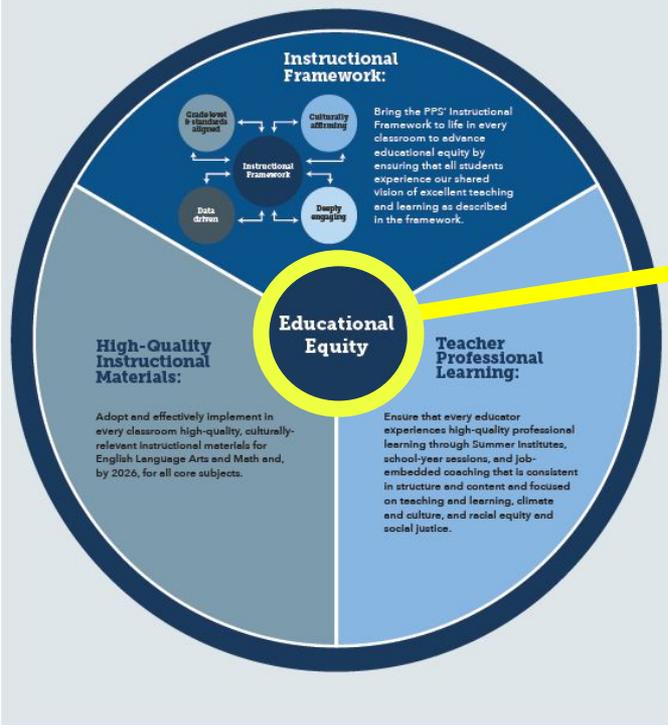
PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.

**Instructional Framework:**

Grade-level & standards aligned

Culturally affirming

Instructional Framework

Data driven

Deeply engaging

Bring the PPS' Instructional Framework to life in every classroom to advance educational equity by ensuring that all students experience our shared vision of excellent teaching and learning as described in the framework.

**Educational Equity**

**High-Quality Instructional Materials:**

Adopt and effectively implement in every classroom high-quality, culturally-relevant instructional materials for English Language Arts and Math and, by 2026, for all core subjects.

**Teacher Professional Learning:**

Ensure that every educator experiences high-quality professional learning through Summer Institutes, school-year sessions, and job-embedded coaching that is consistent in structure and content and focused on teaching and learning, climate and culture, and racial equity and social justice.

# Our Shared Why:

# Educational Equity

**Our Why: Educational Equity**

2

# Overview

- Shared Learning & Discussion

- Shifts to Equitable Grading

- Initiative Alignment

- Current State

- Future Plans

- Q&A

# Shared Learning & Discussion

**The Case Against the Zero**

What stands out to you? How is this different from our learning experiences as students?

# Key Shifts to Equitable Grading

**Shifts to Key Practices on the [Equitable Grading Practices Continuum](#)**

- Mathematically sound scales
- Performance standards
- Rubrics
- Mitigate Non-academic factors
- Eliminate Bias-resistant practices
- Provide multiple opportunities to demonstrate proficiency
- Normalize feedback and include opportunities for student self-assessment
- Use a standards-based or competency-based grading model
- Calculate grades in ways that reflect a student's final proficiency

# Traditional Grading System vs. Standards-Based Grading System
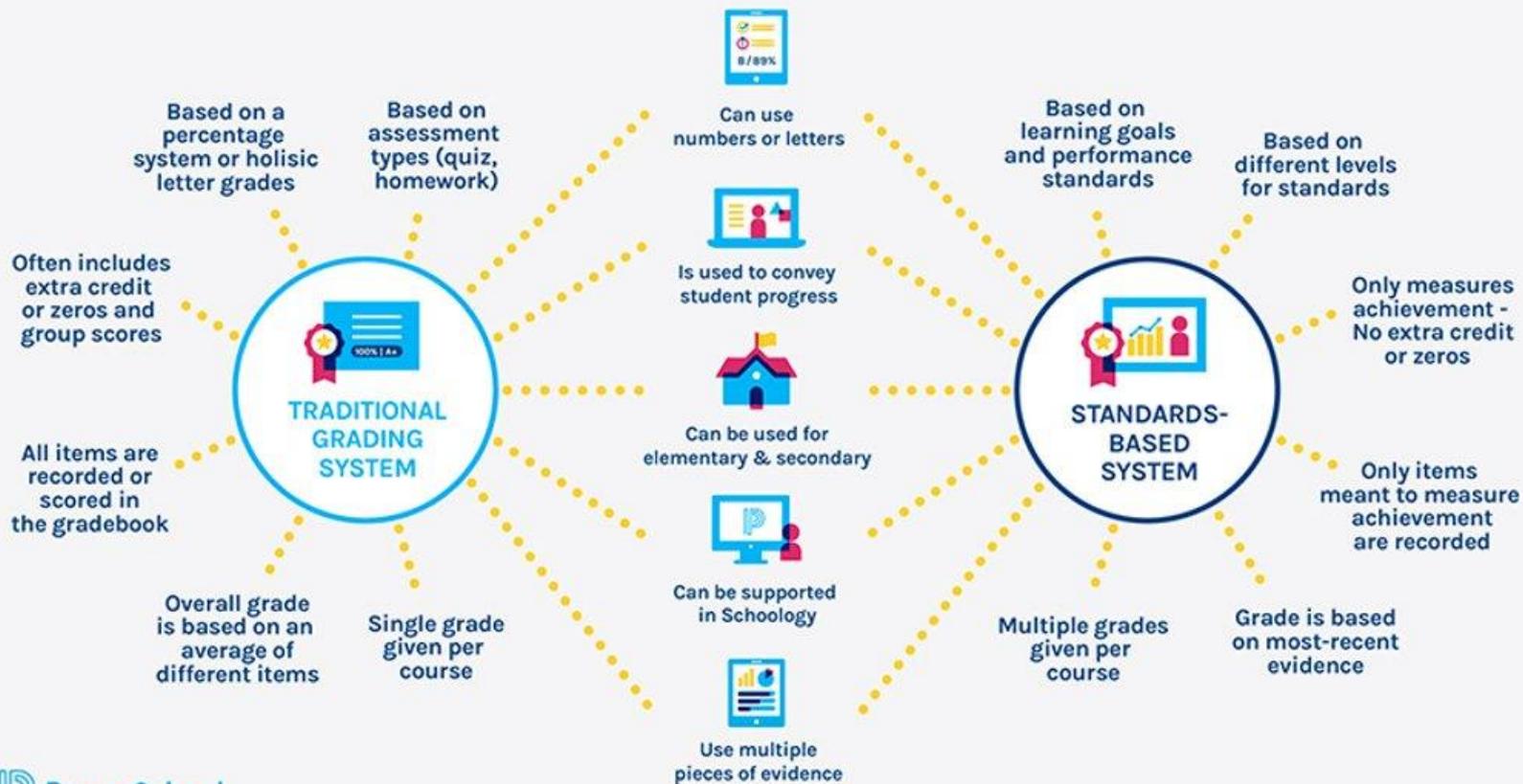
# Alignment with PPS Priorities

- In the [PPS 2023-26 Middle Grades Redesign](#) plan, this is defined as initiative #7 Implement Equitable Grading and Assessment. Similarly, the methods are being integrated into the broader [High School Success Plan](#).

- **Instructional Framework** - Educator indicator: 4.5 Educators grade of student performance is based solely on student mastery of standards; 4.10 Students understand which standards they have met and how this reflects their grade.

# Alignment with Instructional Framework



## Data Driven

**4**

Quantitative and qualitative data from multiple sources is systematically collected, analyzed, and disaggregated by race to improve teaching and student outcomes.

### Educator Indicators

**4.1:** Educators use assessment data to drive Tier 1 and Tier 2 instruction including district-level benchmarking assessments, district-identified interim assessments, and classroom-level assessments with rubrics reflecting grade-level and standards-aligned learning targets.

**4.2:** Educators consistently check for understanding, using a range of formative assessment types focused on all levels of rigor, including higher-order thinking.

**4.3:** Educators engage in feedback cycles with students based on their assessment data.

**4.4:** Educators explain the purpose of assessments and performance tasks and how they are used to inform their instruction and students' learning.

**4.5:** Educators grade student performance based solely on student mastery of standards (see Appendix D for more about Equitable Grading Practices).

# Alignment with PPS Plans

High School Success Plan 2022-2026

**Improve Instruction and Align Assessment**

Standards based equitable grading practices:
- Define equitable grading in PPS and align with the instructional framework
- Utilize equitable grading practices and supporting students' mastery of standards by providing multiple opportunities for demonstrating proficiency
- Collaborate with IT to address alignment issues with Synergy (SIS)and Canvas (LMS).

# Recent Learning

**2021-22 School Year**
- Secondary administrators engaged in yearlong exploration of Equitable Grading Practices during leadership professional learning sessions.
- Some content areas, namely science, examined grading and assessment as part of their professional learning across the district.
- Individual School sites engaged in book studies or in professional learning teams.

**2022-23 School Year**
- Educator professional learning during cadres and professional learning days.
- Use of new practices through principals and teacher collaboration at specific sites.

# Promising Practices

- As of Spring 2023, 39% of middle school principals have reported that equitable grading is operational in their schools.

- Mt.Tabor, Hosford and Kellogg are implementing equitable grading practices school-wide, while Astor, Faubion, Sunnyside and Vernon are partially implementing.

- In high schools, the practice is in various stages of implementation.  High school teams have focused on proficiency grading namely providing students multiple opportunities to demonstrate understanding.

- McDaniel's core content teams and Lincoln's math team are using proficiency grading for example.

# Intended Outcomes

*The district aims to create a standardized, equitable grading framework based on feedback and evaluations from schools across the district during this academic year. The objective is clear: a more accurate, unbiased, and motivating grading system that better serves all students.*

# Our Actions Moving Forward

*Short-Term (End of October 2023)*
- Conduct a data review of the current state of equitable grading in 6-8th and 9-12th grades.

*Medium-Term (2023-2024)*
- Engage in professional development sessions for school leadership.
- Develop action plans for each school to implement equitable grading by the end of the 2025-2026 school year.
- Pilot standards-based gradebooks

*Long-Term (2024-2026)*
- Implement action plans, with embedded professional learning.
- Aim for 100% implementation in all 6-8 and 9-12 schools by the end of 2025-2026.

# The Case Against the Zero

Even those who subscribe to the "punishment" theory of grading might want to reconsider the way they use zeros. ~~~~~~~~~~~ uggests.

**BY DOUGLAS B. REEVES**

THIS IS not a trick question. If you are using a grading scale in which the numbers 4, 3, 2, 1, and 0 correspond to grades of A, B, C, D, and F, then what number is awarded to a student who fails to turn in an assignment? If you responded with a unanimous chorus of "zero," then you may have a great deal of company. There might be a few people who are familiar with the research that asserts that grading as punishment is an ineffective strategy,[1] but many of us curmudgeons want to give the miscreants who failed to complete our assignments the punishment that they richly deserve. No work, no credit — end of story.

*Missing assignment:* **F**

Groups as diverse as the New York State United Teachers and the Thomas Fordham Foundation rally around this position.[2] Let us, for the sake of argument, accept the point. With the grading system described above, the failure to turn in work would receive a zero. The four-point scale is a rational system, as the increment between each letter grade is proportionate to the increment between each numerical grade — one point.

But the common use of the zero today is based not on a four-point scale but on a 100-point scale. This defies logic and mathematical accuracy. On a 100-point scale, the interval between numerical and letter grades is typically 10 points, with the break points at 90, 80, 70, and so on. But when the grade of zero is applied to a 100-point scale, the interval between the D and F is not 10 points but 60 points. Most state standards in mathematics require that fifth-grade students un-

*DOUGLAS B. REEVES is the chairman and founder of the Center for Performance Assessment, Boston, Mass. His most recent publications are* Assessing Educational Leaders *(Corwin Press, 2004) and* Accountability for Learning *(Association for Supervision and Curriculum Development, 2004).*

derstand the principles of ratios — for example, A is to B as 4 is to 3; D is to F as 1 is to zero. Yet the persistence of the zero on a 100-point scale indicates that many people with advanced degrees, including those with more background in mathematics than the typical teacher, have not applied the ratio standard to their own professional practices. To insist on the use of a zero on a 100-point scale is to assert that work that is not turned in deserves a penalty that is many times more severe than that assessed for work that is done wretchedly and is worth a D. Readers were asked earlier how many points would be awarded to a student who failed to turn in work on a grading scale of 4, 3, 2, 1, 0, but I'll bet not a single person arrived at the answer "minus 6." Yet that is precisely the logic that is employed when the zero is awarded on a 100-point scale.

There are two issues at hand. The first, and most important, is to determine the appropriate consequence for students who fail to complete an assignment. The most common answer is to punish these students. Evidence to the contrary notwithstanding, there is an almost fanatical belief that punishment through grades will motivate students. In contrast, there are at least a few educators experimenting with the notion that the appropriate consequence for failing to complete an assignment is to require the student to complete the assignment. That is, students lose privileges — free time and unstructured class or study-hall time — and are required to complete the assignment. The price of freedom is proficiency, and students are motivated not by threats of failure but by the opportunity to earn greater freedom and discretion by completing work accurately and on time. I know my colleagues well enough to understand that this argument will not persuade many of them. Rewards and punishments are part of the psyche of schools, particularly at the secondary level.

But if I concede this first point, the second issue is much more straightforward. Even if we want to punish the little miscreants who fail to complete our assignments — and I admit that on more than one occasion with both my students and my own children, my emotions have run in that direction — then what is the fair, appropriate, and mathematically accurate punishment? However vengeful I may feel on my worst days, I'm fairly certain that the appropriate punishment is not the electric chair. Even if I were to engage in a typically fact-free debate in which my personal preference for punishment were elevated above efficacy, I would nevertheless be forced to admit that giving a zero on a 100-point scale for missing work is a mathematical inaccuracy.

If I were using a four-point grading system, I could give a zero. If I am using a 100-point system, however, then the lowest possible grade is the numerical value of a D, minus the same interval that separates every other grade. In the example in which the interval between grades is 10 points and the value of D is 60, then the mathematically accurate value of an F is 50 points. This is not — contrary to popular mythology — "giving" students 50 points; rather, it is awarding a punishment that fits the crime. The students failed to turn in an assignment, so they receive a failing grade. They are not sent to a Siberian labor camp.

There is, of course, an important difference. Sentences at Siberian labor camps ultimately come to an end, while grades of zero on a 100-point scale last forever. Just two or three zeros are sufficient to cause failure for an entire semester, and just a few course failures can lead a student to drop out of high school, incurring a lifetime of personal and social consequences.

This issue is as emotional as anything I have encountered since the phonics versus whole language debate. Scholars regress to the persuasive tactics of professional wrestlers (no offense intended to wrestlers — this article will generate enough hate mail as it is), and research and logic are subordinated to vengeance masquerading as high standards. Because the emotional attachment to the zero is so strong, I have given up advocating that 50 points should represent the lowest grade. What I do think we can do to preserve some level of sanity in our grading system is to return to a four-point system. A's no longer equal 100 points, but four points. If there is a need for greater specificity, then we can choose an infinite number of digits to the right of the decimal point and thus differentiate between the 3.449 and 3.448 to our heart's content. But at the end of the day in such a system, the F is a zero — one point below the D. It is fair, accurate, and, some people may believe, motivational. But at least the zero on a four-point scale is not the mathematical travesty that it is when applied to a 100-point system.

1. Thomas R. Guskey and Jane M. Bailey, *Developing Grading and Reporting Systems for Student Learning* (Thousand Oaks, Calif.: Corwin Press, 2001).

2. Clarisse Butler, "Are Students Getting a Free Ride?," *New York Teacher*, 2 June 2004, available at www.nysut.org/newyorkteacher/2003-2004/040602grading.html; and Thomas B. Fordham Foundation, "Minimum Grades, Minimum Motivation," *The Education Gadfly*, 3 June 2004, available at www.edexcellence.net/foundation/gadfly/issue.cfm?id=151#1850.

File Name and Bibliographic Information

**k0412ree.pdf**

**Douglas B. Reeves, "The Case Against the Zero,"** *Phi Delta Kappan*, **Vol. 86, No. 4, December 2004, pp. 324-325.**

# Our Roadmap Toward Educational Equity for All PK-12 Students

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.
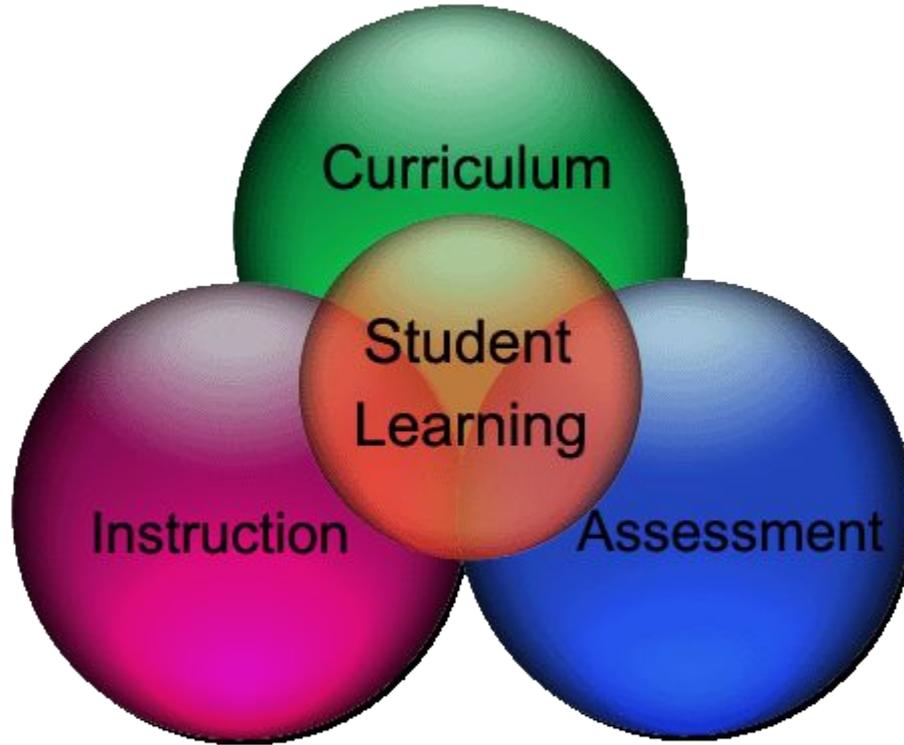
## Instructional Framework:

Grade level & standards aligned

Culturally affirming

Instructional Framework

Data driven

Deeply engaging

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## Educational Equity

## High-Quality Instructional Materials:

Adopt and effectively implement in every classroom high-quality, culturally-relevant instructional materials for English Language Arts and Math and, by 2026, for all core subjects.

## Teacher Professional Learning:

Ensure that every educator experiences high-quality professional learning through Summer Institutes, school-year sessions, and job-embedded coaching that is consistent in structure and content and focused on teaching and learning, climate and culture, and racial equity and social justice.
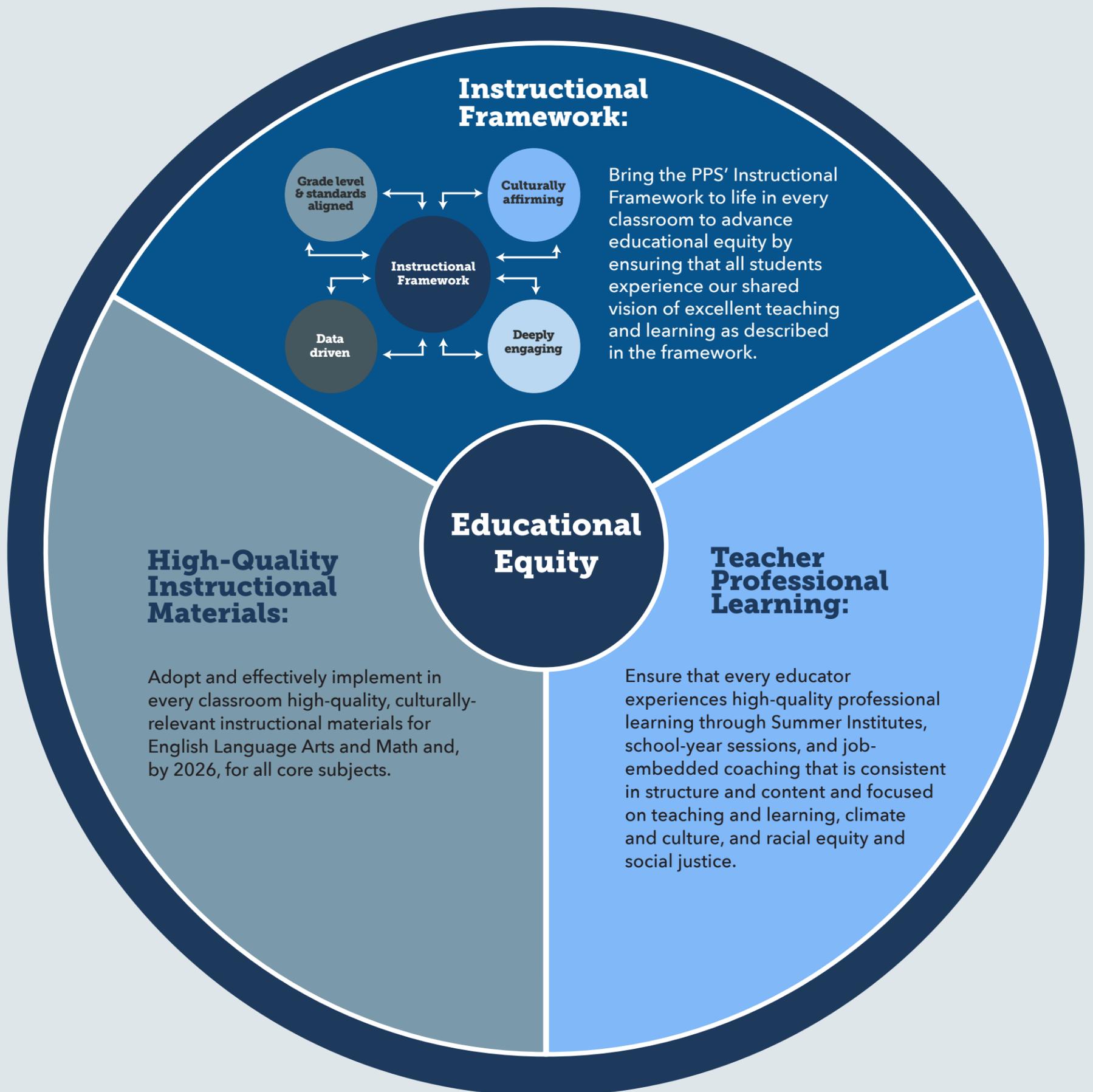
# PK-12
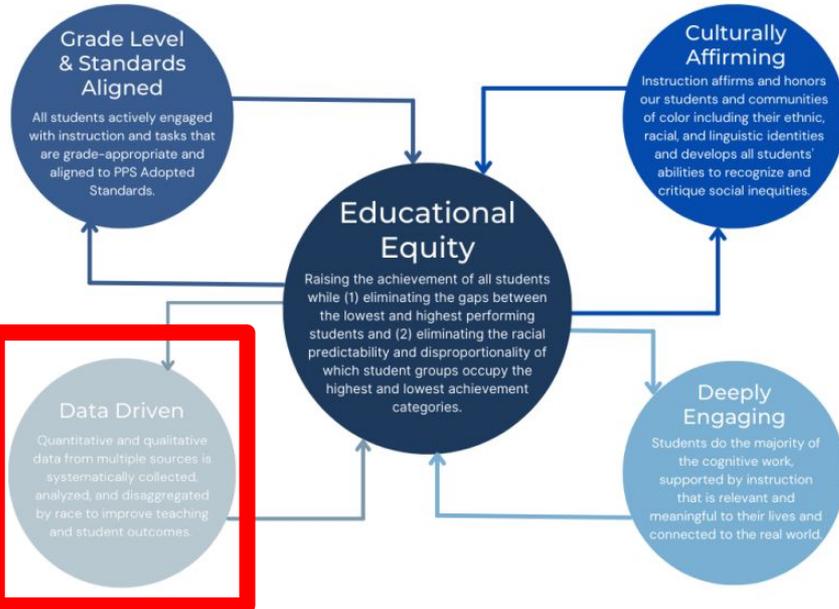# Balanced Assessment System

# Alignment

# Assessment: Connection to Instructional Framework



**Data Driven**

4

Quantitative and qualitative data from multiple sources is systematically collected, analyzed, and disaggregated by race to improve teaching and student outcomes.

## Educator Indicators

**4.1:** Educators use assessment data to drive Tier 1 and Tier 2 instruction including district-level benchmarking assessments, district-identified interim assessments, and classroom-level assessments with rubrics reflecting grade-level and standards-aligned learning targets.

**4.2:** Educators consistently check for understanding, using a range of formative assessment types focused on all levels of rigor, including higher-order thinking.

**4.3:** Educators engage in feedback cycles with students based on their assessment data.

**4.4:** Educators explain the purpose of assessments and performance tasks and how they are used to inform their instruction and students' learning.

## Student Indicators

**4.5:** Students articulate the purpose of assessments, performance tasks, and rubrics and how to use them to improve their learning.

**4.6:** Students use data to self assess, set goals, and track their own learning growth.

**4.7:** Students access grade-level content through just-in-time scaffolds identified based on formative assessment data.

**4.8:** Students advocate for what they need as learners based on known assessment results.

# Guiding Principles of Assessment

1. Assessment purpose must be clear.

2. Assessment value must exceed instructional time lost.

3. Assessment mechanics should not impact value.

4. Assessments must be fair and support equity.

# PPS Balanced Assessment System - PK-12

# Teaching and Learning PD and PLCs

# Where Can I Find The Required Assessments?

Questions & Comments

**Student Success COMMITTEE MEETING**

September 11, 2023

**SCHEDULE OF PUBLIC COMMENT**

## Student Comment (limited to 5)

| Pronoun | Name | School Community | Topic | Email | Phone | Text OK? | Virtual or In Person |
|---------|------|------------------|-------|-------|-------|----------|---------------------|
| | Sylvia Hart-Landsberg | live in the Wells attendance area, where my children attended Maplewood, Robert Gray and Wilson, and have grandchildren in the Roosevelt/Jefferson attendance area, attending Peninsula, Ockley-Green and Roosevelt schools | JROTC | shartlandsberg@gmail.com | 9712752455 | Yes | In person |
| | | | | | | | |
| | Karanja Crews | | | karanjacrews@gmail.com | | | Virtual |
| | Herschel Soles | against the introduction of JROTC in Public Schools | | herschelblue@centurylink.net | | | In person |
| | | | | | | | |
| | | | | | | | |