

**Meeting of the School Board
David Douglas School District No. 40
August 13, 2020**

A virtual meeting of the David Douglas School Board was held on Thursday, August 13, 2020 at 7:00pm.

School Board Members present via virtual meeting: Andrea Valderrama, Board Chair; Sahar Muranovic, Vice Chair; Donna Barber, Aaron Barrow, Frieda Christopher, and Stephanie D. Stephens.

Also present via virtual meeting: Ken Richardson, Superintendent/Clerk; Candy Wallace, Assistant Superintendent; Patt Komar, Director of Administrative Services; Derek Edens, Director of Assessment & Technology; Brooke O'Neill, Director of Curriculum & Instruction; Kelly Devlin, Director of ESL & Equity; Mary Pearson, Director of Student Services, Andy Long, Director of PK-12 Education and Laurie Brunelle, Board Secretary.

The agenda included consideration of the following:

Call to Order / Native American Land Acknowledgement

Public Comment

Live Testimony - Full Comments located on the David Douglas School District Board Meeting Archives.

- Melissa Williams, district parent
 - Her son's experience at Floyd Light MS was not acceptable in Distance Learning.
 - No real time instruction or consistent communication from teachers.
 - Unacceptable evaluation/grading system and frustrating multiple online platforms.
- Cynthia Casteel, district staff on behalf of herself and district staff members: Vickie Saula, Kim Graham, Karen McDonald, Fanny Bretch, Kayla Thomas-Walker, Heather Gerritz, Sody Puth Fearn, and Holly Loew.
 - A request for the Board to not adopt FuelEd Curriculum for Elementary School.
 - Their reasons for the request: curriculum is weak and not thoroughly vetted, families were not involved in the decision, teachers were not given full information prior to voting, and the cost is exorbitant.

Written Testimony – The document is considered public record and kept on file at the David Douglas School District.

- Angie Albrecht, district parent
 - Concerns with Distance Learning in Google Classrooms and condensing a year's curriculum of core classes into one semester.
 - Stressed the importance of face-to-face interaction with teachers and students.

Student Body President Report – Christina Bouwman provided her high school report.

- Student Council is having a training session this month.
- The high school will continue with virtual assemblies and spirit weeks to keep kids involved.
- She shared information on an Instagram account called Our Voices 503.
 - Contains student survivor stories that have been shared.
 - Discussing ideas of how to move forward and prevent this from happening to anyone else.
 - Creating a flow chart for students on what steps are being taken.
 - Making sure resources are available to students.
 - Create a forum for student's to share their experiences anonymously.

Strategic Plan Review - Public Consulting Group Project Team Members: Jack McLaughlin, Project Lead, Amanda Preston-Sicari, Project Manager, and Rob Neu, Subject Matter Consultant provided a review of the Strategic Plan.

- Revised approach to the work: they've prepared to shift to a virtual/hybrid scope of work.
- Building the foundation for improvement: phases 1-5.
 - Frame: project organization and management.
 - Communicate: create systems to ensure a transparent process for all.
 - Discover: document current state of DDSD and understand the community's desires for the future.
 - Define: develop, revise, and vet strategic goals.
 - Plan: define implementation and evaluation of the plan.

Approval for OSCIM Grant Application for Bond for May 2021 - DLR Group Architect/Principal, Karen Montovino provided an update on the District Facility Plan process and shared the following information.

- Process and schedule: the final plan will be presented on November 12, 2020.
- Data gathering and engagement process

- Engaged facilities committee of 12 community members.
 - Conducted administrative team and principal interviews.
 - Conducted staff survey and incorporated data form student success survey.
 - Site tours and educational adequacy assessment.
 - Incorporated in the work of BBL's 2018 physical needs assessment.
 - Working with Piper Sandler on financial information.
 - Gathering historic enrollment data and projections.
 - Security audit
 - Physical needs assessment – summary of costs with a total amount of \$189,732,670.
 - Educational assessments: looked at strengths and deficiencies.
 - Student capacity and preschool capacity study.
 - Tax impact for a Bond: Looked at \$60 million and \$100 million.
 - Consistent Drivers: guiding principles and most important issues to address.
 - Maintain buildings, improve infrastructures, and provide educational support spaces.
 - Improve safety and security and support emotional/mental health & well-being.
 - Replace schools in greatest need and expand early learning at all elementary schools.
 - Projects under consideration for OSCIM Grant submittal.
 - Capital and educational support improvements.
 - New elementary school and DDHS phase 1 replacement.
 - Next steps schedule.
 - August 20 – DDHS workshop 2
 - August 28 – Draft Facility Plan to ODE
 - September 22 – Long Range Facility Plan workshop 4
 - October 13 – Long Range Facility Plan workshop 5
 - October 25 – DDHS workshop 3
 - November 12 – Plan presentation to the Board
 - OSCIM Grant approval memo provided an explanation of the information we need to put in the Grant application.
- Ms. Christopher made a motion to approve the OSCIM Grant application for Bond for May 2021 in the amount of \$120 million, seconded by Ms. Muranovic. The motion approved in a vote of 6-0.

Consent Agenda – Ms. Stephens moved approval of the following Consent Agenda Items, seconded by Ms. Christopher. The motion approved in a vote of 6-0.

- Approval of July Board Meeting Minutes
- Approval of August 5th Emergency Board Meeting Minutes
- Personnel Recommendations
- Purchasing and Contract Approvals
- Approval of Budget Calendar for 2021-22 Budget Year
- Approval of Annual Statement for Healthy and Safe Schools Plan
- Reduce Graduation Requirements from 25 to 24 Credits for Grade 9 in Response to COVID Pandemic

Superintendent's Report – Mr. Richardson expressed well wishes to the entire community and recognized the disproportion of impact of COVID-19 on our Black American, Indian Alaskan Native, Latinx, and Pacific Islander communities along with students of disability and navigating poverty. His report contained the following information.

- Receiving weekly COVID case rates and test positivity: Multnomah County needs to be at 10 or less per 100,000 of new cases to re-open our schools in a hybrid format.
- Special session with Legislature on August 10th came out with a finalized budget.
 - State School Fund at \$9 billion.
 - Measure 98 stays at full funding for the 2020-21 school year.
 - Full funding for EIESCE programing.
 - Significant reduction in the Student Investment Account from a projected \$472 million to \$150 million.
- Key policy updates.
 - COVID liability insurance does not exist for schools. Legislation is trying to help.
 - Next legislative session: hoping for statute flexibility around K-12 and with Division 22 Waivers.
- Next revenue forecast is September 23rd.
- We are still tracking the Congressional Relief Package.
- State Supreme Court upheld Senate Bill 1049, which were the changes to PERS as a budgetary savings process.
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- Hear my Voice 503: Instagram Post regarding survivor stories of sexual harassment, sexual assault, and sexual violence. Working on District action and next steps.
 - Determine how we can we help as a District to support students in breaking any kind of sexual harassment culture.
 - Help in education with health classes and student forums?
 - Provide time and space for young adults down to elementary school.
 - Students reported they told adults and they didn't do anything about it.
 - Everyone in our schools are mandatory reporters, including Board members, and if a student approaches any adult in our buildings they will get support and help.
 - Two District wide communications were sent out focusing on supports available.
 - Tried to navigate Instagram to identify students to provide help and support.
 - If staff was identified, we are going through a process to investigate.
 - The District has policy, protocol, standards, procedures, and training on the how and why to report.
 - Navigating curriculum to make sure we are addressing this at the appropriate level.
 - High school leadership: started a committee/team of administrators, teachers, students, and counselors to determine how to get the word out and support students. Focused on student voices.
 - Reached out to CBO partners to include them this communication.
- Cathy Saks, DDHS teacher received the 2020 Oregon History Teacher of the Year.

Financial Report – Ms. Komar reported on the following.

- State School Fund is at \$9 billion.
- Waiting for an allocation of the Student Improvement Account. The amount will reduce \$6.2 million in funding.
- Revised projection: where we might not see revenue come in the following areas.
 - Facility rentals.
 - Transportation reimbursements.
 - Interest earnings.
 - Administrative fees charged to Grants.
- Modified the SIA Grant. We are close to \$900,000 short.
- We are trying to figure out \$1.4 million that is needed to cover costs that we don't have the funding for.
- We are about \$625,000 in the red in our Food Services Account.
- PPE costs – We are looking at FEMA to help cover.

The Board took a five-minute break.

Comprehensive Distance Learning (CDL) Plan – Mr. Richardson, Ms. Devlin, Ms. O'Neill, Mr. Long, and Mr. Edens presented the CDL Plan for the District. They provided the Board a CDL overview with the following information.

- Following the metrics: criteria for in person instruction.
 - For three weeks running, we cannot have anymore then 10 confirmed cases per 100,000.
 - Limited in person instruction - if no confirmed cases with staff and students, we can have small groups of 10 or less in a cohort with no more than 250 students in a school over a week.
- CDL required elements.
 - Academic conditions: teaching and learning, instructional time, and assessments.
 - Operational conditions: attendance and nutrition.
 - Student and family support: equity and access for students, and social and emotional health.
 - Digital learning needs: infrastructure and devices.
- Safeguarding student opportunity.
 - Full learning experience through CDL.
 - Student progress, promotion, and placement ensured.
 - No student held back due to COVID-19.
 - Develop credit earning assurance plan.
 - Students with "incomplete" have same standards.
- From spring 2019 to fall 2020 key shifts.
 - Instruction: increased daily learning time, teacher facilitated learning time, and English language and SPED support.
 - Relationship and connection: daily check-ins, peer interaction, and attendance.
 - Family engagement and communication: family/parent virtual connections and family and student feedback.

- Digital learning needs: infrastructure, devices, software system, digital content and professional development.
- Changes in the learning day between Distance Learning for All and CDL.
 - Required time for teacher-facilitated learning.
 - At least one synchronous learning opportunity is required for each student every day.
 - Students will earn letter grades and there will be required daily attendance.
- Roles and responsibilities of educators, administrators, parents/caregivers, and students.
 - Educators: focus is on timely feedback to our students.
 - Administrators: support teachers and staff around collaboration, high expectations, and professional learning.
 - Parents/caregivers: support children with checking and submitting assignments.
 - Students: complete assignments and communicate with teachers.
- CDL return to school plan: guiding principles.
 - Ensure safety and wellness, cultivate connection and relationships, center equity, and innovate.
- Stakeholder engagement: provided data on the support and outreach to our students, staff, and families.
- Stakeholder engagement lessons learned.
 - Every family's needs and priorities are different. We need to be flexible.
 - Students, staff, and parents are trying to figure out how to have life balance.
 - Important for all stakeholder groups to have clear and consistent communication.
 - Social and emotional supports.
 - Continue to work side by side with our families and our community partner organizations.
- Future engagement opportunities.
 - Family and community check in: supporting native languages.
 - Direct phone call outreach: when bilingual liaisons return to their contracted work schedule.
 - Teacher/staff check-in: back to school conference connections.
 - Continue surveys and building level opportunities for parents to outreach with our staff.
- Teaching and learning in a CDL model. Three types of learning in this model.
 - Synchronous: live session and interacting in real time.
 - Asynchronous: not done in real time - taped videos.
 - Applied learning: building off teacher facilitated learning to go deeper in understanding.
- Academic conditions key features.
 - Students learning five days a week.
 - Combination of synchronous, asynchronous, and applied learning.
 - Daily synchronous connection to teachers.
 - Students assigned to same group of teachers for virtual or hybrid model.
 - Courses aligned to grade level standards.
 - Access to digital curriculum.
 - Report cards and opportunities for regular feedback from teachers.
 - Offering core classes along with electives.
 - Continuing with music, PE, and wellness support.
 - Daily scheduled teacher office hours for student and family support.
- Operational conditions key features.
 - Grab and go meals will continue and food pantries will continue to be open.
 - Attendance will be taken and monitored.
 - No fall sports or in person clubs in conjunction with Oregon Schools Activities Association.
- Student and family support key features.
 - Equity and Access: meet students' basic needs, ensure equitable access to learning resources, and communicate and support our impacted marginalized student and family groups.
 - Mental, Social and Emotional Health: prioritize focus on building relationships with students and families, explicit teaching of social emotional skills, increase connection with school counselors, continue our commitment to restorative practices, mindfulness, and trauma sensitive practices.
- Special education services in CDL model. All of the provisions of IDEA are in place.
 - IEP services will be provided: synchronous and asynchronous learning.
 - If some IEP services cannot be met in CDL: the IEP team would meet to review and must ensure the student can have access to their education and are making progress.
- Digital learning needs.
 - Each student will be provided a Chromebook.

- To ensure on line safety of our students, devices will have content web filtering.
- Draft timeline: August 24 – September 11 - Chromebook distribution to families.
- Distribution will be handled following social distancing and using PPE.
- Technology support: student and family support.
 - Print and video tutorials to help parents and students. Translated into our top five languages.
 - Technical ‘Helpdesk’ via email and phone support using bilingual liaisons and community partners.
 - On going plans to support Internet access.
- Sample draft schedules were provided for all levels along with a back to school calendar laying out the changes for the month of September.
- Operational Blueprint: required to be submitted to the County Health Department and ODE.

The Board was allowed time to discuss, ask questions, and provide comments before taking Board action.

Board Action: David Douglas School District will open the 2020-2021 school year in Comprehensive Distance Learning. CDL will begin Aug 31, and continue until November 13, 2020. The Board will review the monthly health metrics to determine if the district is able to open in a hybrid model after November 13, 2020, or if the district will need to extend the time in Comprehensive Distance Learning.

Ms. Valderrama made an amendment to change the date language to specify the start date be changed to January 4th, seconded by Ms. Christopher. The amended version approved in a 5-1 vote. (approve: Ms. Valderrama, Mr. Barrow, Ms. Christopher, and Ms. Muranovic) (abstain: Ms. Stephens due to not wanting to enter a specific return date that is arbitrary).

Approval of Curriculum - Ms. O’Neill provided the Board a presentation on FuelEd Comprehensive Digital Curriculum for K-5. She shared the following information.

- The curriculum will allow students to move fluidly between distance learning and/ or a hybrid model.
- Provided the process used in making the decision to choose FuelEd as elementary curriculum.
- FuelEd for students.
 - Online and offline curriculum for well-rounded learning and a consistent platform.
 - Read aloud, translation tools, and hands-on materials.
 - Student training models.
- Integrated Resources: class connect lesson tool designed for educators.
- Authentic texts for every subject.
- There are 65 languages available. Will be translated in our top four languages.
- Contains accessibility supports.
- Cost is \$150 per student for licenses. Purchase kits for: English, science, math, and hopefully art.
- FuelEd for families
 - Consistent platform and instructional approach.
 - Resources to support connection, engagement, and communicating student progress.
 - Hands-on materials to support instruction and family training modules.
 - Learning coach feature with resources to support anyone who is able to help a student.
- FuelEd for teachers.
 - Aligned to CCSS and provides flexibility to meet the needs of the students.
 - Teacher reports at the classroom and student level and the ability to add a platform.
 - Hands-on materials and synchronous and asynchronous training modules.
- Contains integrated resources from a digital library.

Ms. Stephens moved approval of the adoption of FuelEd, seconded by Mr. Barrow. The motion approved in a vote of 6-0.

Ms. Christopher updated the Board on the following.

- Due to COVID-19, The Housing Bureau is providing \$20 million toward rental assistance and \$10 million in \$500 Visa cards. The focus is on BIPOC communities. Application due by August 20th.