

**Meeting of the School Board
David Douglas School District No. 40
February 11, 2021**

A virtual meeting of the David Douglas School Board was held on Thursday, February 11, 2021 at 7:00pm.

School Board Members present via virtual meeting: Andrea Valderrama, Board Chair; Sahar Muranovic, Vice Chair; Donna Barber, Aaron Barrow, Frieda Christopher, Christine Larsen, 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

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

- Mock Trial Competitions are going well.
- Student Council underclassmen:
 - Started classes to get to know each other, go over class expectations, and learn what different types of leadership look like.
- Student Council upperclassmen:
 - Working with CommuniCARE to donate up to \$15,000 to non-profit organizations who provide medical care specifically around sexual assault and domestic violence cases in Multnomah County.
 - After looking at applications and cover letters, four organizations have been chosen for an interview.
- Thanked the Board for approving outdoor activities and events.

Public Comment

Live Testimony - Full comments located in the David Douglas School District Board Meeting Archives.

- Megan Larrabee, district staff
 - Does not want to proceed with LIPI as it could pose a risk to our most vulnerable students.
 - Would like to continue with CDL for all students.
- Annie Harrell, district staff
 - Teaching and connecting with CTP students has been difficult to do through CDL.
 - Request to allow the CTP Program to serve students in-person to the maximum extent possible.

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

- Rachel Howard, district staff
 - Request to stay in CDL for the health and safety of our students.
 - Sending students back now would be detrimental to their short and long-term health and wellbeing.

Invited Public Input – Ms. Valderrama remarked she is honored in leading in the development and drafting of the proclamations and celebration of multiple heritages and history throughout David Douglas as a majority student of color district. The following people were invited to share their input in regards to the Black History Month Proclamation. Full comments located in the David Douglas School District Board Meeting Archives.

- Malik White, district staff
 - Black History Month is the time to celebrate the many achievements and contributions made by Black Americans.
 - He is proud to be Black and to be an educator giving back to his community.
 - In support of the Staff of Color Freedom Dreams and feels we need more teachers and lawmakers of color.
- Nehema Kilassa, district student
 - Read a poem from the Black Student Union titled, We Know.
 - Encouraging you to celebrate Black History Month in a way that lets everyone in the world know what Black people have known for centuries.
- Joyce Conners-Curry, district student
 - There is a lot going on with COVID and the increase in homicides.
 - She is glad the Black Lives Matter movement is achieving something.

Proclamation – Black History Month - Ms. Valderrama brought forth the Black History Month Proclamation. She is excited to have started the tradition of bringing these Proclamations forward and recognized and acknowledged that we still have a lot of work to do but is committed to do the work. She read the Proclamation.

- Mr. Richardson expressed thanks to the following.
 - The speakers for their input, work, and reading the Black Student Union poem.
 - Ms. Valderrama along with all the Board members for lifting this work and pushing the District to do the right work.
 - Our Staff of Color Affinity Group who works tirelessly and positively to impact our racial equity policies and practices so our Black and Brown students, staff, and families feel seen, heard, and valued.
 - Etema Banks, Vanessa Crawley, Muhammad Rahman, Taye Spears, Kayla Thomas, Malik White, and everyone else who was involved in creating a slide deck that was presented to the staff each week providing resources and supports.
- Board members also expressed their thanks to our invited guests and for the work being done in the District.

Consent Agenda – Ms. Stephens moved approval of the following Consent Agenda Items, seconded by Ms. Christopher. The motion approved in a vote of 7-0.

- Approval of January Board Meeting Minutes
- Approval of January Board Workshop Minutes
- Personnel Recommendations
- Contract and Purchasing Approvals
- Approval for continuing lease for MECP at Pacific Center
- Approval for additional leased space for MECP
- Adoption of MESD Programs and Services for 2021-2022

Strategic Plan – First Reading – Mr. Richardson introduced the District’s Strategic Plan for the Board as a first reading. He reported on the following information.

- This is more of a polished document since the December Strategic Plan presentation.
- Added: due dates and responsible parties to get the work identified completed.
- Sources of input: survey, multiple forums, focus groups, and a Steering Committee.
- Request for the Board to review and reach out if they have any questions.
- Four specific focus areas.
 - Diversity, Equity and Inclusion.
 - Communication and Family/Community Engagement.
 - Health and Wellbeing.
 - Highly Effective Curriculum/Instruction Focused on Equity and Empowerment.
- All four equity plan pillars have an equity statement, goals, key performance indicators, action steps, due dates, leaders of the work, and evidence.
- The final plan will be brought to the March Board meeting as an action item.
- Board members were able to express their thoughts, provide comments, and ask questions.

SUN Update – The update was provided by the following SUN Managers, Erika Hernandez, IRCO; Natasha Threatts, IRCO; Rosa Nario, IRCO; Alena Fridley, MFS; Emily Kozal, El Programa Hispano, and Nicole Senders, SEI. They shared the following information.

- Vision.
 - Embed and align community resources and services in support of all children and families so they are healthy, educated, and prosperous.
- Community School Goals.
 - Collaborate among school, community, parents, and youth to ensure all students achieve their goals.
 - Employ culturally responsive practices to reduce learning barriers.
- SUN strives to center our BIPOC community in some of the following ways.
 - Hosting culturally specific events and parent groups.
 - Hire from within our community.
 - Collaborate with interpreters and liaisons to communicate with the ELL populations.
- P-3 Program - Prenatal to 3rd Grade: currently at Lincoln Park and Ventura Park.
- Five organizations are partnered with the District. The following programs are provided by each agency.
 - IRCO: Immigrant and Refugee Community Organization.

- Food Justice Program.
- COVID-19 relief and client assistance.
- MFS: Metropolitan Family Services.
 - Activity Kits.
 - Food Access.
 - COVID-19 relief and client assistance.
- Portland Parks and Recreation.
 - COVID-19 relief and client assistance.
- El Programa Hispano
 - COVID-19 relief and client assistance.
 - Emergency rent assistance.
- SEI: Self Enhancement, Inc.
 - Student support.
 - Food access.
 - COVID-19 relief and client assistance.
- Data was shared on DDS students and families supported in 2018-19 and during COVID from July-November 2020.
- A total of 4,309 families were supported from March 2020 – December 2020.

Extension of CDL/LIPI (Comprehensive Distance Learning / Limited In-Person Instruction)

Ms. Valderrama announced that she brought this item forward due to the overwhelming amount of input we have received from students, staff, and community members about the future state of our academics as well as how we are responding to the pandemic. This is not about reopening; we are already doing the work, it's about how to better serve our students in a safe way given all we know today and the input we've received.

Ms. Valderrama proposed that we move forward in a limited scope of LIPI and remain with CDL for a majority of folks and to set the stage for what that means. Ms. Muranovic stated that the number one concern is the safety and wellbeing of our students and educators.

Tonight's Board discussion is to learn what options are in front of us before taking a vote on the proposal. Mr. Richardson recognized the Board for all the conversations and tough decisions they've already made. He also recognized staff, families, and students as none of us have been through this. The experience is life changing and there are a lot of different impacts. We want to make sure we are doing everything carefully measured and keeping safety at the forefront.

Mr. Richardson provided the following information.

- March 13th we were notified of closing schools to extend spring break.
- The remainder of last year we were in Distance Learning.
- Teachers, students, and families had to learn everything brand new. We did our best to navigate this and keeping our relationships at the core of our work.
- In August, we received information about coming back in a type of Hybrid program of in-person instruction.
- In mid-August we received another communication from the State saying we are not returning to a Hybrid program and will remain closed.
- Immediately, we began planning the process of CDL.
- Metrics and models were developed which measure case counts of COVID within your specific county and give guidance on how we should be returning or not.
 - The first metrics stated if you are over 5 cases per 100,000 in your county, you should be closed.
 - This was changed and updated to if you are over 350 cases per 100,000 in your county, you should be only in Distance Learning.
 - If you are between 250-350 cases per 100,000 in your county, you can talk about the possibility of Hybrid but you are still in CDL.
 - On-Site and Hybrid: 50 to below 200 cases per 100,000. We recently dropped just below 200 cases per 100,000.
 - Prioritize careful phasing in of On-Site or Hybrid for elementary schools, starting with younger students and adding additional grades over time.
 - Middle school and high school primarily CDL with Limited In-Person Instruction.
 - Overtime, if elementary schools can demonstrate the ability to limit transmission in the school environment, transmission to On-Site or Hybrid.
 - We have the authority to look at Hybrid, LIPI and/or CDL.

- Ready Schools Safe Learners Guidance (RSSL).
 - Guidance goes through safety and models on how we can offer instruction based on the metrics.
 - Board authority to offer the model they want to offer based on the numbers, what's happening in our community, what we are hearing, density, etc.
 - Three instructional models we can consider: On-Site, Hybrid, and Comprehensive Distance Learning.
 - On-Site: need to be below 50 cases per 100,000.
 - Hybrid: need to be between 50 to below 200 cases per 100,000.
 - Student groups have access to in-person instruction using staggered schedules and/or prioritize certain grades, courses, and/or programs in accordance with public health requirements.
 - On-Site instruction is supplemented with CDL.
 - Required to have physical distancing: 35 square feet per person, which includes staff.
 - Required to cohort: groups cannot be a part of any single cohort or a part of multiple cohorts that exceed a total of 100 people within the educational week.
 - Comprehensive Distance Learning (CDL): we have been in this since the beginning of the school year.
 - All students are engaged in learning through CDL instruction and recurs remotely with very limited exceptions.
 - The State also identified Limited In-Person Instruction (LIPI). If you meet the requirements, schools may bring students on-site for limited in-person instructions.
 - Schools may offer the opportunity for LIPI based on needs including:
 - Address connectivity issues, including a focus on students with limited or no Internet access.
 - Provide academic support.
 - Access assessment.
 - Provide social, emotional, or mental health support.
 - Build educator-to-student relationships.
 - Support live peer-to-peer interaction.
 - Support ongoing engagement and attendance.
 - Build school community and culture.
 - Ensure culturally relevant and sustaining pedagogy.
 - Prepare for a return to in-person instructions.
 - Provide voluntary supplemental supports.
 - LIPI is not a standalone model it's an extension of one of the three models.
 - Some requirements for LIPI:
 - Cohort groups are limited to no more than 20 students at a given time in a cohort.
 - Students cannot be more than two cohorts in any given week.
 - Students are limited to two consecutive hours and cannot be intermittent.
- If we were to choose Hybrid:
 - Begin with grades PreK-1 and include wait period for communication from our County that the disease is not spreading.
 - Add grades 2-3 and include wait period for communication.
 - Add grades 4-5 and include wait period for communication.
 - Based on this timeline and cohorting the likelihood of middle and/or high school being back in any kind of in-person other than LIPI is very unlikely.
- December 23rd the Governor said it's up to the Districts to make the decision and choose to follow the advisory, choose to have kids back in school or choose to continue the model you are in.
- The Board made a decision to be in CDL until March 29th.
- We began planning with the RSSL Committees and started the conversations about LIPI in middle and high school and focusing on what hybrid in elementary would look like.
 - DDEA brought a demand to bargain and shared an MOU grounded in safety.
 - We received input from legal council on the MOU.
 - We met with the Board Bargaining Committee and DDEA. As we went through the MOU, there was concern about it being a trauma informed conversation.
 - Asked DDEA if they were willing to have this type of conversation. DDEA agreed and there was a follow up meeting which led us to this agenda item to navigate and explore what direction we are heading.

Ms. Valderrama reported that based on the guidance and where we are at in terms of timing. Some of the expectations about going back are not feasible and are not something we can provide at this time. An important part of the decision to move forward and propose to the Board is a LIPI and CDL model based on the information Mr. Richardson shared.

The Board was allowed time to ask questions, provide comments, and express their concerns.

Ms. Valderrama provided the following outreach information from staff, students, and families.

- DDEA survey to their staff: 658 responses.
 - 57.9 % were feeling concerned about returning.
- Staff of Color shared concerned about hybrid model but believe some students would benefit from social emotional interaction.
- Family surveys: 4,900 total completed.
 - 45% said “yes” on returning to school.
- Students: desire to see friends.
- The need for community to interact and not be so isolated is real.

Ms. Valderrama made a motion to move forward with LIPI for a limited group of students inclusive of special programs and with Comprehensive Distance Learning for a majority of our students with both being optional until the end of the school year. Ms. Christopher seconded the motion.

Board discussion: requests and suggestions before the vote.

- Mr. Barrow requested to direct District Leadership to explore possible after school programs to help the social emotional connective piece the students are missing outside of the instructional environment. Ms. Stephens suggested including summer programming.
- Ms. Stephens suggested the Superintendent and District explore what Hybrid would look like. Ms. Barber added a suggestion to have plans for Hybrid, not just explore.
- Ms. Stephens suggested to assign someone to coordinate the communication on what school fields would be used and when.

The motion approved in a vote of 7-0.

Ms. Valderrama reported that next month there will be more detail in providing a better experience for our students in terms of getting more clarity around technology needs and computers and looking at potential additional resources. We will also be having conversations about equity, structural changes to buildings, and if CDL is working for students.

High School World Language Presentation – Ms. O’Neill along with Chris Cavanaugh, ASL Teacher, Kyle Wetherald, French Teacher, Carrie Foster, Online Curriculum Integration Coordinator and Cristin Bleess, Instructional Strategist at Wayside brought forth a recommendation for High School World Language adoption. They provided the following information.

- Two Adoptions are being presented: Spanish and French by Wayside Publishing and American Sign Language by DawnSign Press.
- The State adoption schedule was shared. New content areas are cycled every six years.
- World Language Department at David Douglas High School.
 - Offers French, Spanish, and American Sign Language:
 - 3 years of each language plus 2 levels of Spanish for Heritage speakers.
 - Teachers: full time and half time.
 - Serves 1200-1300 students a year.
 - Students can earn college credit through MHCC with 3 years of a language.
 - Credit by proficiency.
- ODE Adoption Process: Wayside Publishing has gone through this process, which benefits us.
- We are partnering with representatives of the Racial Equity Committee, DDEA Equity Committee, and the Staff of Color to look at our adoption process and revise to reflect the students we teach.
- DD World Language Adoption Process: this was a yearlong process that began in November 2019.
- Wayside Publishing Curriculum:
 - Native and non-native speakers. Making sure the content is culturally relevant and accurate.
 - 24 different countries of focus.
 - Diversity in images throughout their textbooks.
 - Diversity and inclusion rubric.
 - Regular audits with the Bureau of Internet Accessibility.
 - Ongoing work to ensure compliance with Web Content Accessibility Guidelines.
 - Adoption Process included student voice: 189 students completed the survey.
- DawnSign Press Curriculum: Signing Naturally:

- Made and published by Deaf educators.
- Gives a good overview of the language and cultural norms within the Deaf community.
- Most common and widely used ASL curriculum on the west coast.
- Has been used by most colleges.
- Updates include: using a more culturally diverse cast, modernizing the presentation of the curriculum, and switching to a digital platform.
- Adoption process included student voice.
- A Cost Proposal was provided which totaled \$155,387.39.
- Supplemental Materials: leveled readers for students in Spanish and French.
- Next Steps;
 - Wayside curriculum is open for review through March 11th.
 - Google Form questions and comments.
 - Offering a community overview with an opportunity to ask questions on March 4th.
 - Will ask for approval of Wayside Publishing and DawnSign Press at the March 11th Board meeting.

Board Policy – Second Reading – Ms. Christopher moved approval of the following Board Policies, seconded by Ms. Stephens. The motion approved in a vote of 7-0.

Current Policy

- Policy BBF (board governance) – Board Member Standards of Conduct
- Policy BDC (board governance) – Executive Sessions
- Policy BDDG (board governance) – Minutes of Board Meetings
- Policy GCA (personnel) – License Requirements

New Policy

- Policy BBFC (board governance) – Reporting of Suspected Abuse of a Child

Racial Equity Committee Report – Committee members Ms. Devlin, Ms. Barber, and Ms. Larsen reported on the following.

- The Committee is currently working in four different breakout teams that are centered on the following four commitments in our Racial Equity Policy.
 - Student Achievement.
 - Student Discipline.
 - Systems Accountability.
 - Workplace Policies.
- Each team brought their first initial draft template to share that not only focused on the four commitments but also needed to encompass the 13 different focus areas that are outlined in the policy.
- Through the process workgroups have had good conversations, ideas, and collaboration in creating the plan.
- Timeframe:
 - First read to the Board before the end of the school year.
 - Completed plan by the end of the school year.

Financial and Investment Report – Ms. Komar reported on the following items.

- General Fund: projected ending balance is \$16 million.
- Student Investment Accounts: we are hoping to have allocations by the end of the month.
- We received an allocation of \$12.9 million in ESSR funding which goes through 2023.
- The State Revenue Forecast will be released at the end of the month.
- The Governor’s proposed budget of \$9.1 billion doesn’t provide for current service level rolled up.
- ADMw is expected to go down next year. We will be funded on this year.
- IDEA Maintenance of effort (MOE): This is a federal requirement that requires us to spend the same amount or more each year for Special Education Services.
 - Failing to meet MOE would require the District to repay the State the amount of the difference from our General Fund.
- Nutrition Services Fund: difficult to project as we try to increase our meals.
 - Sent out information and surveys to parents and students.
 - Started weekend meals but this didn’t start off with great success.
- Grant Fund.
 - Will bring a budget amendment next month if we decide to spend some of our ESSR 2 Funds.
 - We will be allocating more funding to our subcontractors under our Early Childhood Program.

Superintendent's Report – Mr. Richardson reported on the following items.

- Legislative session for 2021 is in full swing.
 - The timeline of session dates were provided.
 - Key Committees: House Education, Senate Education, Early Childhood, and Joint Committee on Ways and Means Education Subcommittee.
 - Governor's recommended budget key K-12 funding levels. The total funding is at \$10.46 billion.
 - We believe our roll up and current service level is closer to \$9.6 billion.
- Some of the 2021 challenges.
 - State budget uncertainty.
 - Protecting federal funding.
 - Political pressures to reopen schools.
 - Vaccinations.
- We are currently testing our air quality. We will compile the results to share with the Board and labor groups.
- Vaccine Update: tri-county format.
 - There are an estimated 65,000 educators in the tri-county area.
 - Approximately 26,650 educators have been vaccinated and another 4,600 have appointments.
- We are currently in recruitment for a new high school principal. Ours will be retiring at the end of the year.
 - Starting the process of screening applications, reference checks, gathering input, and developing interview teams.
 - Looking for input: sent out a survey to staff, students, families, and the community.
- Elementary Principals: Three are retiring at the end of the year. This will be posted within the next week.

Ms. Valderrama requested the following.

- Have an additional conversation at the next Board meeting regarding who decides what groups of students to move forward with in LIPI and clarify the guidelines on who qualifies and who doesn't.



Andrea Valderrama, Board Chair



Ken Richardson, Superintendent / Clerk