

**Meeting of the School Board  
David Douglas School District No. 40  
February 24, 2022**

A Virtual Board meeting of the David Douglas School Board was held on Thursday, February 24, 2022 at 6:30pm.

**School Board members present via virtual meeting were:** Stephanie D. Stephens, Board Chair; Donna Barber, Vice Chair; Aaron Barrow, Hoa Nguyen, and Gabriela Saldana-Lopez.

**Also present via virtual meeting were:** Ken Richardson, Superintendent/Clerk; Candy Wallace, Assistant Superintendent; Patt Komar, Director of Administrative Services; Kelly Devlin, Director of ESL & Equity; Brooke O'Neill, Director of Curriculum & Instruction; Mary Pearson, Director of Student Services; Taye Spears, Director of Diversity, Equity and Inclusion, and Laurie Brunelle, Board Secretary.

The agenda included consideration of the following:

**Call to Order / Native American Land Acknowledgement**

**Arthur Academy Charter School Renewal Presentation** – The following information was provided by Ms. O'Neill, Kristen Miles, OSBA Board Development Specialist, Stephani Walker, Executive Director, Richelle Owen, Principal, and Jill Domine, Director of Operations and Finance.

- The District began working with Arthur Academy in 2002 and this is the 4th renewal.
- Charter Law ORS 338.065(c): a public hearing is required as part of the renewal process.
- Current Staff:
  - Teaching Staff: six teachers, one Intervention Specialist, two small group teachers, one Music teacher, and one PE teacher.
  - Support Staff: two Recess Coordinators.
  - Administration: Administrator and Office Coordinator.
  - Central Service Support: Executive Director, Business Director, and Bookkeeper.
- Enrollment: current enrollment is 156 students.
- Successes:
  - Academic Success:
    - Each student is placed where they are academically successful.
    - The whole school is 90% or better in reading, math, language, and spelling.
    - The whole school has implemented the new Reading Mastery Transformations Program.
  - Student Investment Account:

Hired an SEL Specialist and an additional small groups teacher.

- Parent Involvement: very involved PTO with an abundance of parent volunteers.
- Challenges:
  - Facilities: No gymnasium or covered play area, limited lunchroom space, and ongoing maintenance.

**Public Hearing for Arthur Academy Charter Renewal:** Chair Stephens called for a recess in order for the public to provide testimony in regards to Arthur Academy. The full testimony is located in the David Douglas School District Board Meeting Archives.

Adrian Maxwell, student

- Impacts the community with its kindness and makes him feel safe.
- Makes sure every student meets mastery and is preparing him for middle school.

Erika Le, student

- Makes her feel safe and welcome, and makes education fun and easy.
- Her teachers always help her when needed and her friends are supportive, kind, and friendly.

Mary Stewart, parent

- Does an amazing job of fostering a community for the children to be compassionate, diligent, and kind.
- Has a diverse student body and the academic structure that helps her students be better students.

Travis Stewart, parent

- The staff works hard to do what's best for the kids and to be communicative with the parents.
- Staff has worked hard over the last couple of year to continue the high level of education.

David Saechao Nguyen, parent

- Has a safe environment and each student has an opportunity to be seen and heard.
- Does a great job with academics and curriculum.

Christina Causey, parent

- Her students have felt safe and seen in the school setting.
- There is open and easy communication along with support.

Abby Lauer, teacher

- Has a great community and the atmosphere is welcoming.
- Has the support from families and staff.

Susan Spreadborough, Board member

- The safety piece is crucial in making anything else work.
- The Principal, Director, and Board are always looking at what needs to be improved on.

**Board Member Q & A** – The Board used this designated time to ask questions.

**Q.** How are you working to increase diversification of your student body and staff and how is retention going?

**A.** Over the last 5 or 6 years, we have increased the number of non-white students.

- We work on a lottery system and 95% of our students come back. Siblings are accepted first.
- Each grade moves up as a group to the next level so the opportunity to change the students we have is small.
- Translated Brochures into three languages and looking for places to recruit the kids in the neighborhood.

**Q.** Is there room to diversify staff if teachers don't leave? If not, how will you address this?

**A.** Most of the teachers stay and we hire from within. Resource Coordinators can be moved into teaching positions.

**Q.** Do you have any community partners or organizations that supplement the staff?

**A.** We are members of the Oregon Coalition of Community Charter Schools and we are doing an equity audit in the spring or beginning of next year.

**Q.** How do students do socially when they leave the Academy and when they transfer to the middle school environment?

**A.** When the students get into bigger schools, they are able to adjust. They take the skills the Academy provided and are able to enjoy more of the creative arts, music, extra-curricular activities that bigger schools can provide them.

**Q.** What resources are used for students who don't meet expectations and how connected is the Academy to the District if resources are needed?

**A.** The Academy has a great relationship with the District and we are supported with our Special Education students.

- The Academy meets with the SPED team monthly to discuss their students and help develop tools and strategies.

**Q.** Does the Academy participate in the District's Bond Committee and did they participate in the development of the District's Racial Equity Plan and Strategic Plan. If so, what racial equity plan or strategic planning goals align with the Charter?

**A.** The Academy is not involved in those conversations and are not included in the District's Bond because they are not on publically owned land and don't have publically owned buildings. They are privately leased and always looking for supplemental income.

**Q.** Each school in the District has a Culturally Responsive Teaching Team and has invited a Board member to be a part of it. How can we be partners together in the education of the children of the District?

**A.** There are teams throughout our six schools who work together to meet standards and to make sure we are up with culturally responsive practices. We would love to see what District is doing with it.

**Q.** What are the bigger ways the Academy has been able to innovate or try new things?

**A.** The Academy adopted the newest direct instruction curriculum with reading, writing, and math.

- Teacher teams work on the other lessons and try to do the most updated with standards and with best practices

**Q.** What are the needs that could help the Academy?

**A.** Increase in salaries and benefits, enhance security and safety measures, construct a covered area, and be prepared to purchase the land if it becomes available.

**Q.** How diverse is the team who addresses the concerns across the District?

**A.** The Academy will get the answer to the Board at a later time.

Mark Ongsiaco, teacher: the Academy is one of the most amazing academic places he's been to and the most warm and welcoming.



Stephanie D. Stephens, Board Chair



Ken Richardson, Superintendent / Clerk