



Oakridge School District #76
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Oakridge Board of Directors
November 8, 2021
Virtual Meeting
6:00 p.m.

AGENDA

1. Call Meeting to Order

Vice Chair Hardy called the Regular Meeting of the Board of Directors to order at 6:12 pm.

Present: Vice Chair Hardy, Director McPherson, Director Samuelson, Superintendent Doland, Business Manager Peggy Mahla, Confidential Secretary Jayme Martin, Sue Wilson with the Oregon Department of Education.

Pledge of Allegiance occurred.

2. Changes or Additions to the Agenda

No changes or additions.

3. Action Items

A. Consent Agenda (Action)

Director McPherson asked about the minutes, stating Chair Martin requested transportation being placed on the agenda for the meeting after reviewing the contract. Director McPherson stated she did not receive the contract and did not see it as an agenda item. Superintendent Doland advised the contract is lengthy and it was being looked over for the pertinent pieces, but would be sent out and possibly discussed in the work session.

Director McPherson moved to approve the consent agenda. Director Samuelson seconded the motion. The motion passed with all directors voting yes.

4. Discussion

A. Veterans Day – Thursday, November 11, 2021

Board Secretary, Jayme Martin gave an update on the planning progress of the Veterans Day Flag Raising Ceremony.

5. Information/Reports

A. Superintendent Report

Student Investment Account and Activities 20-21

Sue Wilson with ODE, gave a presentation on SIA which serves as the annual report with conversation around 21-23 plan going forward with Oakridge. She explained the intent and where the funds come from. The Student Investment Account is part of the Student Success Act Senate Bill 3427 which adds \$2 Billion every biennium to education. Half of those funds go to the Student Investment Account straight to the districts. The account is an equity focused investment meaning it is the equitable implementation of policy, practices, and procedures. Legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. The legislation believes the answers for improving education exists locally requiring community engagement. Members of the community help determine the best investments for students. Identifying strategies and outcomes for the students to meet the goals of the Student Investment Account which are:

1. Meet students' mental health/behavior needs
2. Increase academic achievement, including reducing academic disparities for
 - Students of color

- Students with disabilities
- Students navigating poverty, homelessness, and foster care
- Students who are emerging bilinguals

The Student Success Act has five priorities:

1. Reducing academic disparities for students
2. Meeting students' mental or behavioral health needs
3. Providing equitable access to academic courses such as courses where students can get credit for college while in high school as well as career and technical education preparing students for high wages and high demand jobs
4. Allowing teachers and staff to have sufficient time to
 - Collaborate with other teachers and staff
 - Review data on students' grades, absences and discipline, based on school and on grade level or course
 - Develop strategies to ensure that at-risk students stay on track to graduate
5. Establishing and strengthening partnerships with student, family, and community organizations

She highlighted the number of partnerships of organizations coming together within the Oakridge community are phenomenal.

The allowable uses of the funds are:

- Reduce Class Sizes
- Well-Rounded Education
- Increasing Instructional Time
- Supporting Health and Safety

The district is held accountable by long term markers through attendance rates, 3rd grade ELA proficiency rates, 9th grade on-track rate, and 4th and 5th year graduation rates.

The four outcomes that Oakridge School District aims to create in the three to five year long term plan are:

1. Develop a graduate profile and communicate multiple enrichment and intervention opportunities that support students to experience academic, social-emotional, and economic success.
2. Every K-12 educator engages in ongoing, consistent data team protocols that link students to timely academic interventions and enrichment opportunities and mental health supports.
3. Every student graduates as a CTE program of study completer
4. Afterschool and Friday FARE programming can be linked with positive changes in academic achievement, social emotional well-being, community engagement, overall school climate, and post-secondary success.

These will be achieved with changes in policy, practices, and beliefs aimed to be created in Oakridge. The following strategies have been designed to meet these goals:

1. Leverage multiple funding sources to build out approved and articulated CTE programs of study (Construction and fabrication (woods/welding), Business pathway, Education/Early Childhood Education, and Culinary Arts).
2. Increase access to mental and social emotional health supports, which the School Based Health Center is promoting.
3. Implement a system for personalized academic interventions.
4. Provide extracurricular enrichment programming that is aligned to CTE Program of Study options. Summer and Friday programs.

The Positive Impacts and Progress statement of SIA implementation efforts during the 20-21 school year for the Oakridge School District stated the community prioritized spending on counseling and social-emotional learning supports. SIA efforts had been focused on the remodel of an area of the high school to serve as a student based health center which promotes social emotional and mental health services. The CTE program was revitalized in the Woods and Welding classrooms allowing for a summer welding camp. Also established was an Early Childhood Education CTE program. Increased time for professional learning for both certified and classified staff met SIA outcomes and strategies which aligned to the many goals of other plans for the district.

Barriers, impediments, or challenges faced by the district were experienced by initial staffing issues during the first half of the year, but those challenges were overcome and the district was able to move forward.

The biggest success was the efforts to hold parent meetings, conferences and connections in a virtual environment. This allowed to build community engagement and relationships. Services were provided through HOOTS, a crisis support, for families in need. Virtual town hall meetings were held to discuss plans and supports. The challenges in community engagement was the ongoing focus on pandemic learning, and the immediate responsiveness instead of the opportunity to plan forward in the vision of the district.

Prioritization efforts of SIA implementation was found in increasing our capacity to provide a responsive culture of care and connection. It was important to assure the district could provide a welcoming and safe space for students and families, while also continuing to improve our alignment and quality of instruction. The district remains focused on prioritizing care/connection, learning and college/career opportunities. Prioritization to provide in the moment supports and inform systems and practices for increased communication, connection, and supports became very apparent during the pandemic year.

Public Comment on Student Investment Account

No public comment was made.

Superintendent Doland provided highlights on the SIA funds

- School Based Health Center is completed and the district is working with Orchid Health Clinic to hire staff possibly in January or February.
- Revitalization of the welding shop. Ability to hold welding class again.
- Hoots providing one on one counseling and possibly extending their time in Oakridge to 2 days a week.

ESSER Investments

- Support social emotional base by refurbishing Rose Cottage
- School Based Health Center
- CTE Classrooms
- Complete sustainability project for emergencies along with USDA Grant, Bond Funds, and Seismic
- Generator
- HS Gymnasium Ventilation Project
- PE Lockers in the Locker room
- Replacing Exterior Doors with Key Cards to access buildings
- Replacing phone system
- Asbestos removal at OES and OJSH
- Resurfacing the tennis courts
- Rebuild the softball field in Westridge
- Summer Adventures/School (Extended Learning Opportunities)
- Friday FARE
- After school tutoring/clubs
- Professional development
- Math tutor working in conjunction with the classroom teacher
- Extended day/summer learning materials
- Athletics/Activities support while recovering from COVID-19 in ability to fund raise.

Enrollment

	OES	Junior High	High School	District Total
21-22	265	95	135	497
20-21	288	88	158	534
Difference	-23	+7	-23	-37

Transportation

Superintendent Doland reported that all bus routes are on schedule. A new driver has been hired and another driver returned from leave. Agreements were made at the beginning of the year with First Student on Recruitment efforts to increase the number of drivers. Recruitment is up 143% because of added incentives.

Athletics

Winter athletic positions have been opened to give new staff opportunity to coach. Interviews to take place within the week. MS basketball and Wrestling began with a high student turnout.

Evaluation Waiver

Superintendent Doland stated the Oregon Department of Education granted leeway on educator evaluations this year to make adjustments promoting staff wellness. She explained that educators are adapting their instructional and leadership practices to respond to changing settings and needs due to COVID-19. ODE is committed to helping districts in their efforts to provide essential support and feedback to educators. The Evaluation Waiver is focused on certified staff. Five focuses that ODE, as well as School Districts, are looking at are:

1. Ensure Safety and Wellness – Educators are experiencing intense levels of stress and anxiety. Adjustments to the evaluation will promote staff wellness, reduce burnout and help teachers and administrators support student well-being.
2. Center Well-Being – Center evaluation practices on strengthening professional growth and acknowledging the physical and mental health impacts, making space for reflection and connection.
3. Cultivate Connection and Relationship – Creating a collaborative partnership between educators and evaluators. Connecting educators to resources to navigate the school year.
4. Prioritize Equity – Prioritize standards of professional practice that help educators center equity in their classrooms recognizing the disproportionate impact of COVID-19.
5. Innovate – Improve teaching by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Superintendent Doland stated all probationary teachers will still be evaluated annually as required by state law based upon at least two observations. All educators will set two student learning and growth goals and one professional goal. All educator observations and feedback along with evidence collection will continue throughout the year. There will be an end of the year conference with educators to discuss progress.

Director McPherson asked the difference between this year and the regular process. Superintendent Doland stated in a normal year, half of all tenured staff receive a formal evaluation and the other half receive it in the following year. This year, no tenured staff will receive a formal evaluation.

Vice Chair Hardy acknowledged the fact that this year is very difficult for staff and waiving the formal process shows a kindness to them and a reprieve. She agreed with the probationary staff still receiving the formal process to help them navigate through a new environment.

Director McPherson expressed that she agreed with the reprieve, but wanted to make sure that feedback was given because there is concern that if we are too focused on relieving the burden, any amount of problems could arise. Superintendent Doland stated as an administrative team there is great focus on what is working and not working and feedback is given. Each week walkthroughs are taking place with the principal and superintendent and feedback is given sometimes in the moment. She expressed other ways of instruction that was taking place for the teachers and felt there is a great avenue for feedback to the educators.

Principal Maher and Principal Ross expressed the fact that they see the stress and the overwhelming workload of the teachers. The educators appreciate the feedback, helping them navigate the instruction and putting an evaluation over it is a stressful thing.

*Director Samuelson moved to accept the certified evaluation process as proposed and follow the formal evaluation cycle for probationary teachers for this year.
Director McPherson seconded the motion. The motion passed with all directors voting yes.*

Calendar Change

Superintendent Doland requested changing Friday, November 19 from a student contact day to a staff professional development day to promote staff well-being with a couple different social emotional classes that they will be able to utilize in the classrooms as well as allowing them time to get ready for the parent teacher conferences and the next quarter.

Director McPherson moved to change the district calendar day, November 19, from a student day to a staff professional development day. Director Samuelson seconded the motion. The motion passed with all directors voting yes.

6. Unfinished Business

A. Policy Update (2nd Reading/Possible Action)

1. GBL – Personnel Records

Superintendent Doland explained OSBA advised that there are some records that are specifically excluded from public records. The example given was a TSPC investigation into claims of sexual conduct. The advice of an attorney was recommended in certain situations.

2. GCPC/GDPC – Retirement of Staff

Superintendent Doland explained legislative action around PERS retirees and workback. She recommended selecting the 2nd option which would allow PERS-retirees to apply for open positions with the district, suggesting it gave the district the most options.

3. IJ – School Counseling Program

4. IKFB – Graduation Exercises

5. JB – Equal Educational Opportunity

6. JFCM - Threats of Violence

7. LBE – Public Charter Schools

Superintendent Doland and the Board reviewed the policies and recommendations from OSBA.

Director McPherson moved to adopt the policies listed in Unfinished Business, items 1-7 with the recommendations from OSBA and changes discussed. Director Samuelson seconded the motion. The motion passed with all directors voting yes.

7. New Business

A. GMGC Process for ESSER Work Resolution (Action)

Superintendent Doland recommend using again the GMGC process that was used for the bond work and in order to begin that process, a public hearing would need to take place to discuss the findings of a general manager and contractor for the projects. More information regarding the process will be coming in future meetings.

B. SIA Final Report (Possible Action)

-SIA Public Comment

Report and comment given in Superintendent report (5A)

C. Online Curriculum Adoption (Action)

Director of Student Growth and Achievement, Beth Kruziki, presented the online curriculum adoption. She explained Oakridge School District has had a K-12 3 year license with the online program Acellus. Five hundred fifty seats were purchased. Each seat equals one student and one class. Acellus has been used in conjunction with Edmentum. Ms. Kruziki explained the process and steps for adopting online curriculum:

1. Researched various Online Platforms like Edmentum, FuelEd, and Edgenuity
2. Presented and shared demos with school administration
3. Researched companies and curriculum

4. Demonstrated the product to staff
5. Presented the finding to administration
6. Presented the curriculum to the community
7. District wide decision to adopt Edmentum

Ms. Kruziki explained parents and community were notified by receiving demo accounts for the program. Edmentum was favored as a result in these demos. This was presented on August 19, 2021 through website and Facebook posts. Also, provided were pre-interest forms to the parents to obtain data of how many students would be participating in online. From that data, staff conducted outreach calls to those interested. Professional development occurred at the beginning of the school year with staff that would be participating in the online classes. The Edmentum classes focus on core curriculum and meets Common Core Standards for Oregon. The students have an average of 4-5 classes. The students have opportunities to explore electives and CTE classes like Culinary Arts, Welding, Woods, Business, and Early Learning Intervention. The Curriculum is flexible and tracks student progress. Ms. Kruziki explained the cost of both Edmentum and Acellus. She stated the district recommends moving forward with Edmentum and Acellus online options in order to meet the needs of students and guardians.

*Director McPherson moved to adopt Acellus and Edmentum as the online curriculum.
Director Samuelson seconded the motion. The motion passed with all directors voting yes.*

D. Certified Staff Evaluation Process (Action)

Presented in Superintendent Report.

E. OSBA Elections Resolution 22-08 (Discussion and Action)

The Board discussed the candidates for the OSBA Board of Director position 6 and the OSBA Legislative Policy Committee position 6.

*Director McPherson moved to submit Linda Hamilton for OSBA Board of Director position 6 and Austin Fohnagy for OSBA Legislative Policy Committee position 6.
Director Samuelson seconded the motion. The motion passed with all directors voting yes.*

8. Next Meetings

- **Work Session November 29, 2021 5:30 pm**
- **Regular Board Meeting, TBD (December 13, 2021)**

9. Public Comment

Nicole Sulick: Asked about principal and other administrator reports in the board meetings. Expressed thanks for the curriculum adoption report. She spoke about the instructional resources and instructional materials policy. She asked about the curriculum committee.

Linda Hamilton: She thanked the Board for their support towards the staff. She thanked the Board for their support in the vote for the OSBA elections. She asked for the Board to come to her for anything that the District needs.

10. Adjourn

Meeting adjourned 8:30

APPROVED:


JRM


Chairman


Superintendent