

**Meeting of the School Board  
David Douglas School District No. 40  
August 16, 2024 and August 17, 2024**

A Board Retreat/Workshop of the David Douglas School Board was held on Friday, August 16, 2024 from 12:30pm to 6:00pm and August 17, 2024 from 9:00am to 6:00pm in the David Douglas School District Office, 11300 NE Halsey St, Portland, OR 97220.

**School Board members present for August 16 and 17, 2024 were:** Gabriela Saldana-Lopez, Board Chair; Heather Franklin, Board Vice Chair, Aaron Barrow, José Gamero-Georgeson, and Stephanie D. Stephens.

**Also, present on August 16 were:** Ken Richardson, Superintendent/Clerk; Andy Long, Assistant Superintendent of Human Resources; Taye Spears, Assistant Superintendent of Diversity, Equity & Inclusion; Patt Komar, Director of Administrative Services; Derek Brown, Director of Assessment & Technology; Brooke O'Neill, Director of Curriculum & Instruction, Florence Protopapas, Director of Student Services, and Laurie Brunelle, Board Secretary.

The agenda included the following for **August 16, 2024**

**Introductions:** Board and Cabinet introduced themselves. The Board provided what they see as their role as a Board member and Cabinet provided information about who they oversee and the challenges they face.

**ARTIC Report and Recommendations Part 1** - The Board and cabinet collaborated and came up with the following Group Agreements before their discussion of the ARTIC report.

- Board and Cabinet Group Agreements.
  - Defer to inquiry over judgement
  - Speak to your own experience. Use "I" statements.
  - Equity of voice – power/positionality.
  - Experience discomfort – does not mean you are unsafe.
  - Confidentiality and permission.
  - Respect individual experience.
  - One person: one mic.
  - Respectful disagreement is encouraged.
  - Listen for understanding.
  - Discuss issue, not the person.
  - Keep it relevant and on task.
- Complaint protocol (flow chart) was shared for who to contact in the District: for concerns, questions, and support.
  - Located on all school's websites, district website, and posted in buildings.
  - Request to add emails to contacts.
  - David Douglas School District Complaint Procedure: the following Policies were shared with the Board.
    - Public Complaints and Public Complaint Procedure.
    - Sexual Harassment Complaint Procedure.
    - Hazing, Harassment, Bullying Complaint Procedure.
    - Student Harassment, Bullying Complaint Procedure.
    - Discrimination Complaint Procedure.
- Developing David Douglas School District Priorities – Ms. Spears provided the following information.
  - Equity Plan Commitment IV: Disrupt and Eliminate Racism.
  - Required steps: Civil Rights Coordinator collaborates with ODE for all required trainings.
  - Student centered: to ensure consistent, fair and effective response to race-related behavior.
- The Board read the following policies: Public Complaints and Public Complaint Procedure.
  - No language around who the third party should be.
  - The policy itself needs to follow the flow chart.
  - There is nothing around outside investigations.
  - Request to revisit current complaint policies.
- Role and Responsibilities of a Civil Rights Coordinator (CRC) – Ms. Spears provided the following information.
  - Each district must designate one or more Civil Rights Coordinator: Our District Coordinator is Ms. Spears.
  - Duties of a designated Civil Rights Coordinator.
    - Knowledgeable of requirements and have authority to carry out responsibilities.
  - The CRC training requirements were shared: the Board requested to have the trainings.
- An activity was conducted around Every Student Belongs.
- David Douglas School District Discrimination Complaint Procedure.

## **ARTIC and Recommendations Part 2**

- David Douglas School District DEI Priorities – Ms. Spears provided the following information.
  - Our goal is to create an inclusive environment where every student in our District feels welcome, safe, valued, and respected for their identity with our schools.
  - Action items: professional development created by Equity Chairs.
    - Facilitate the establishment of affinity spaces for all students.
    - Encourage BIPOC staff participation in affinity spaces to foster safe environments.
    - Engage students, caregivers, and staff to prioritize this initiative.
  - Equity Chair responsibilities and Equity Professional Development themes were provided.
- Anti-Racist Training for Adults – Training provided by Rachelle Zimmerman, Math Educator and Amy Fennell, Music Educator. Board and Cabinet participated in activities.
  - Agreements: stay engaged, experience discomfort, speak your truth, and expect and accept non-closure.
  - Learning outcomes were shared.
  - Pre write: what words, images or feelings come to mind when you hear the term dominant culture?
  - Protocol for equity of voice and thoughts.
  - The Board and cabinet went through the YAMBR self-assessment Check-list.
  - Anti-racist bystander intervening: frames for intervening.

## **Data KPIs and Data Calendar – Mr. Brown and John May, District Data Analyst provided the following information.**

- Longitudinal Growth Performance Targets were provided.
  - Indicator, 2023-24 goal, and preliminary estimate.
- Key Performance Indicators were provided.
  - On Track by level from 2015-16 to 2023-24.
  - Graphs were provided for on track benchmarks from 2015-16 to 2023-24.
- Public Accountability – School and District Report Cards.
  - Required indicators, five level rating system for each indicator and schools determined eligible for improvement status.
  - The schools in improvement were shared along with their group and indicators.
- Board Goals and Early Literacy.
  - Do we have the right goals in place?
  - Are the goals aligned to the District Strategic and Equity Plans?
  - Do the goals and data presentation schedule provide necessary information?
  - Are there other data points to help measure our goals?
- Data Calendar Discussion.
  - Create templates for reports.
  - Flip Math and English Language Arts.
  - Add the calendar to the agenda for Saturday Workshop: google draft with comments.
  - What does the District think the Board should focus on?

The agenda with the Board members only included the following for **August 17, 2024**

## **Introductions – Board members provided their experience with the District this year and areas to specifically focus on.**

- Experience with the District.
  - 9th grade on track metrics.
  - Need to focus on getting students who are off track back on track: incentivize students to get on track.
  - Seeking funding for near-peer mentorship (Gear-up).
  - Evaluate process for graduation mentorship.
- Areas of focus.
  - Relationship building and mental health support groups.
  - Utilizing skills to build community engagement to collectively problem solve.
  - Run Board driven community-based meetings and self-accountability to the Board/Liaison roles.
  - Work with high school students to build capacity/leadership.
  - Political strategy with School Board members for legislative.
  - Data systems.

## **Presentation on Political Landscape**

- Operational Levy: exploration committee.

- Messaging and drumming up positivity in our schools.
- Engagement in Salem: leading efforts to talk to our Legislators.
- Potentially working with ECR to create a united message from East County schools.

### **Defining School Liaison Roles and Committee Assignments**

- Committee verses group definitions.
  - Safety Group: keep and clarify objectives.
  - Technology group: keep and clarify objectives (e.g. AI, cell phone, etc).
  - Policy Review Group: will review all existing policy and ARs.
    - Board leadership to add relevant policy to business agendas.
  - Regional Equity Committee: MESD
  - Bond Oversight Committee: Ms. Franklin will begin to attend the meetings.
- Board Liaison commitments: Purpose.
  - To deeply listen and learn.
  - To build relationships.
  - To ensure equity of access.
  - To celebrate success and support in challenges.
  - To inform system/policy changes.
    - Capture data on a shared spreadsheet.

### **Board Commitment and Norms**

- Goal 1: Community and student engagement.
  - Revise and implement liaison program.
  - Board led community engagement plan.
- Goal 2: Policy and Planning Review.
  - Full review and evaluate policies and ARs.
  - Create new and adopt new policies: cellphones, AI, Complaints; community and student, and exclusions.
  - Explore potential policies for start times.
- Goal 3: Align student outcomes with resource allocation.
  - Agree and create KPI's: what we are tracking and targets that we meet.
  - Review student supports line by line and review Release of Information on students: Literacy, Math and Science.
  - Community forum on Black student achievement gap.
- Goal 4: Board professional development and knowledge sharing/learning.
  - Plan for board budget allocations.
  - Each Board member to create one workshop in an expertise area.

### **Discipline and Restorative Justice**

- Create exclusion policy.
  - Maximum number of exclusions.
  - Maximum days excluded.
  - Guarantee education while excluded: ISS, lunch suspension, and education not labor.
  - Guardrails: truancy, cutting class, and closed campus violations.
  - Punitive measures: consider what's effective in behavior change.
- KPIs for Board monitoring.
  - Black student/White student exclusions by schools.
    - Active/inactive students.
    - Exclusions include: ISS, lunch detention, out-of-school suspensions, pre-expulsions, expulsions, and out-of-district placements.
    - Focusing on disproportionality of Black student and White students, not the total population.
- Graduation rates indicator: Focus areas.
  - Need to demonstrate proficiency, not just grades.
  - Math will be provided at the middle and at the end of the school year.
  - Reading will be provided in the beginning, middle, and end of the school year.
  - Data will be shown by each school.
  - Below are the indicators that we request.
    - 5th Grade Math: report card - 1's and 2's, and Smarter Balance (OSAS) - Below Benchmark.
    - 7th Grade Math: report card - 1's and 2's, and Smarter Balance (OSAS) - Below Benchmark.

- 1st Grade Reading: report card - 1's and 2's, and Acadience - Below Benchmark.
- 3rd Grade Reading: report card - 1's and 2's, and Acadience - Below Benchmark.
- Attendance: Under 90% by school.
  - Focus on students that are not meeting the percent goal.

### **Business Meeting Structure**

- Invited public testimony.
  - Potentially move to workshop time.
  - Panel discussion with partners and question and answer session for Board members and audience.
- Create a framework for what testimony invitees can expect and ground rules.
- Changing the order of items (moving financial items forward) to prioritize business.
- Create guidelines for presenters.
  - Request that invitations need to go through leadership.
  - Maximum of two people presenting unless otherwise allowed.
  - Strict time of 15 minutes if not data related with a total of 30 minutes maximum of non-business-related invitations.
- Board Leadership to review slides prior to the meeting and provide feedback.
- Differentiate between meetings.
  - Business meeting.
  - Workshop.
  - Information sessions: where invited public testimony should generally live, in order to engage and keep.



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Gabriela Saldana-Lopez, Board Chair



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Ken Richardson, Superintendent / Clerk