

**Gervais School District #1
School Board Working Session Meeting
Minutes Thursday, November 10, 2022**

WORKING SESSION

Director A. Contreras called the School Board of Gervais School District #1, Marion County, into a Working Session on Thursday, November 10, 2022, at 6:00 p.m. Board members present included: Henry Bustamante, Maria Caballero, Ana Contreras, and Maria Contreras, (Director Toran was absent). Others present included Dandy Stevens and Sandra Segura.

Visitor Guest Book:

1.0 CALL TO ORDER

1.1 Pledge of Allegiance

2.0 INTRODUCTIONS & ANNOUNCEMENTS

OSBA Convention

Ms. Stevens reminded the board members that the OSBA convention is happening tomorrow, and she will be attending along with two board members, and herself will be attending the convention. She shared a few details about the conference sessions that they will be attending. She also reminded board members that the next working session is scheduled for January 3rd and is a very important session because the Pre-bond community will be presenting ideas to give the board some direction on what to do next.

3.0 APPROVAL OF MINUTES

None.

4.0 PUBLIC FORUM:

None.

5.0 REPORTS

None.

6.0 BOARD FOCUS/MEMBER TOPICS:

None.

7.0 CONSENT ITEMS:

8.0 ACTION ITEMS

None.

9.0 DISCUSSION ITEMS

9.1 Updates on all four goals from the 2022-23 Strategic Plan

Ms. Stevens stated that today quarterly updates would be given on all goals of the Strategic Plan.

Goal 1

The district will promote social and emotional growth, support the mental well-being of all and create an environment of empathy and respect. Presenters: Creighton Helms & Kay Gage

The following update was provided:

- Focus on students has been centered on behavior and social-emotional awareness.
- It's Important to recognize how important social-emotional learning is for the whole student body.
- It's also very important to recognize behavior struggles, social-emotional awareness competencies, and what students are going through to ensure they are present and ready to learn.

Update on Goal 1 indicators 1a—1c

- **Performance indicator 1a** - Posted on the website a celebration calendar listing all the celebrations by planned month for the year.

- **Performance indicator 1b –**
DESSA & BASE are two tools used to survey students in grades 1-12 to gather data on social-emotional needs. DESSA is given three times a year (October, January, and May), and BASE is given throughout the year. The assessments consist of well-designed questions that will alert if a student is in any type of danger. Data is collected and turned over to the counselor and administrators. They are finding that students are very honest in their responses. Data has been helpful, especially for counselors, to help students in areas that need more support. At the elementary level, students are assessed using BASE (noncomputer assessment). The lessons are taught in the classroom by teachers. In grades 9-12, students do a self-survey, and 6-8 students are piloting a self-survey in English and Spanish. The BASE curriculum is to be done in advisory classes and others to do at home. Sanford Harmony Curriculum is used at the preschool and kinder levels. A lot of the information regarding BASE can be found under the Teaching and Learning tab on the website if anyone would like to see what is being taught.
- **Performance indicator 1c-**will be started in the spring of 2023 to look at the data gathered throughout the year and make any necessary adjustments.

There was a brief discussion about the questions that were asked. The questions were normed to the age level.

Goal 2

Cultivate equity by honoring diversity, using inclusive practices, and supporting students to achieve their unique potential. Presenters Andrew Aman and Dusty Price.

Mr. Aman and Mr. Price presented the following information.

- Shared committee members' names.
- An email was sent to all staff asking if they would like to join the committee and if they felt their voice was not represented.
- The committee worked on two surveys to be distributed to staff and parents with questions about any concerns, resources, and support the district may be lacking. Both surveys will be anonymous, with the option to include their contact information if they wish to disclose it.
- The committee took the Inclusion Resolution created/adopted by the school board last year and condensed it down, grouping key points so it's more manageable to follow. On the front side of the document, the committee came up with some questions to ask for any policy, practice, process, program, or service to ensure all voices are included. This document is a draft document.
- After a final document is done, we can apply it to evaluate district policies and practices. It will be a living document.

Ms. Stevens recommended that they use the lens with some activities to ensure that things do not have to be tweaked.

There was a brief discussion by the group that the simplicity of the document is a good starting point and that the district has done a great job at offering diverse events for the community.

Goal 3

Link the district's preschool through grade 12 curriculum to state standards, select and apply the best instructional strategies, and use assessments to measure student progress and adjust instruction. Presenters Bonny Atwood and Toni Williams-Johnson.

Dr. Atwood and Ms. Williams-Johnson presented the following information.

Performance Indicator 3a

- All GSD curriculum is aligned to state standards and will be posted on the district website on or before February 1, 2023.
- This work was not started last year with preschool due to its uniqueness. By November 30th will be identifying curricula in use at the preschool. By January 13th will be writing scope and sequence documents and aligning curricula to state standards. By February 1st will edit and post scope and sequence documents to the district website.

- At the elementary school, this work is mostly complete. Scope & sequence documents for math, science, social studies, language arts, and SEL are posted on the district website except for music and P.E. Those documents will be due from teachers by November 18th. By April 26th will have professional development time to educate staff on SB13: Tribal History/Shared History. By May 17th will add Tribal History/Shared History content and ensure all state standards are included in the scope and sequence documents.

The presenters walked the group through the website to show locations where scope and sequence documents could be found.

- At the middle school, this work is mostly complete. Scope & sequence documents for math, science, social studies, language arts, music, PE/health have been submitted. SEL has been posted. Scope & sequence documents for electives aligned with HS classes are in development. By April 26th, professional development time to educate staff on SB 13: Tribal History/Shared History. By May 10th, provide training time/resources for staff to add SB13: Tribal History/Shared History content and ensure all state standards are included in the scope and sequence documents.
- At the high school, this work is in progress. Things are a bit more complex. Scope & sequence documents for math, science, social studies, languages arts, music, PE/health have been submitted. SEL has been posted. Scope and sequence documents for the elective courses are in progress. By April 26th, professional development time to educate staff on SB 13: Tribal History/Shared History requirement is scheduled. By May 10th, we will provide training time/resources for staff to add SB 13: Tribal History/Shared History content and ensure all state standards are included in the scope and sequence documents are scheduled.

There was a brief discussion that the alignment of standards is more complex at the high school because teachers are teaching several classes a day or are teaching the class for the first time. At the lower grades, it's easier because teachers teach the same subject all day.

Performance Indicator 3b- Grades K – 12:

- The committee met on October 21 and selected eight strategies from the methodology known as explicit/direct instruction.
- It's a purposeful instruction that utilizes research-based strategies to improve student learning for all students.
- There is research that explicit/direct instruction strongly benefits special education and English Language learners.
- Will roll out professional development one or two times a month through email, videos, and staff meetings.
- Will start with four strategies each month starting in January 2023 and continue if everything goes well. There are fourteen strategies altogether.

Performance Indicator 3c-

- Did a webinar with administrators in August on how to implement I-Ready.
- Also had an I-Ready training in September for teachers.
- Students did the first diagnostic assessment in September. This was a digital assessment. Kindergarten students had to be taught how to use the technology to do this assessment.
- Teachers reviewed data for the first diagnostic taken by students. The second diagnostic will be given in January. Every time students do a diagnostic assessment, teachers will review the data.

There was a brief discussion about how helpful it has been to have scope and sequence items available, especially for the new teachers to know exactly what they need to teach.

Goal Four

Use Long-Range Facility Planning Committee data to select district facilities most in need of improvement regarding ongoing safety issues, optimal learning space, and increased student, staff, and community use. Presenters Dandy Stevens and board members.

Ms. Stevens reported the following information on goal four.

Performance Indicator 4a:

- Research May 2022 bond election facilities' improvement trends. Document projects that voters supported

and those they did not.

Performance Indicator 4b:

- Review Long-Range Facility Planning Committee updates and assessment information on current General Obligation (GO) Bond labor and material costs, use findings to prioritize construction projects, and estimate costs for future bond measures.

Performance Indicator 4c:

- Create a campaign to inform voters of the benefits students, staff, and community members will receive from improvements to district facilities.

Progress.

- Have done two surveys.
- Had a joint City Council and school bond meeting.
- Had multiple tours/community engagement meetings. The meetings went well, with more people in attendance on October 25, but the same comments are being said at every meeting that they support the bond, but the amount proposed last year was too much.
- Have done publications and postcards mailed to registered voters, one per household, and precincts 582 and 583. In the works, there are key people in precincts 582 and 583 who voted "no" that Ken Stott will help to reach out to but needs a board member to help.
- Starting conversations with a marketing firm. A meeting is set up on Monday before Thanksgiving Break, and details have been discussed with the marketing firm about the content the district wishes to include in the short videos and messages on social media (Instagram, Facebook, Twitter, etc.) and the radio.
- Will be reconvening Pre-Bond Planning Committee on November 28. Previous members have been approached, and recruited new people and a board member. New members will be scheduled to arrive half an hour earlier to get updated. Rebecca Stuecker from IBI Group will present newly updated numbers on the projects according to what the survey feedback said.
- At the January 3rd working session, a preliminary report will be given to the school board to determine how to proceed. The pre-bond committee will reconvene in January to work on a final report for the school board to approve at February's regular meeting to ensure the filing deadline is met. Construction would start in 2025.

There was a brief discussion about whether the bond was timely or if there were other factors that caused the bond not to pass.

Ms. Stevens presented a document with a summary of structuring scenarios. She expressed that it's important that the district gains the community's trust and proposes to finish the middle school building because the need is so great for that building. She says that she feels that if the district proposes and delivers, it will be more effective. Ms. Stevens mentioned a strategy for completing the projects if a bond passes in May 2023. The district could go for smaller bonds down the road and apply for state grants because districts can do that after a certain number of years. Ms. Stevens asked the board members if they had any other ideas they would like to propose related to the passing of a bond.

The group discussed that it's important that the district is transparent about why the amount was lowered for the bond and that the district addresses what impact students the most.

9.2 ELD Achievement and Articles

Ms. Stevens asked the board if any information was surprising to them regarding the articles about English language learners. She said that the district had its challenges because students that speak different languages or come from different countries are enrolling, and the district does not have the support that is needed.

Dr. Helms said that he did professional development with the high school teachers to have them understand what students go through when they do not speak the language. Dr. Helms explained in detail the activity he had the high school teachers do. The whole point of the activity was to make sure teachers know that they do not need extensive training but to keep in mind the students they serve in their classrooms. It could be as simple as having vocabulary with images available for those students that do not speak the language. Dr. Helms said that setting all students up for success is important.

Director A. Contreras said she likes having pictures connected to vocabulary because that is an easy way to learn

if you do not speak the language.

Director M. Contreras said that learning another language is incredibly challenging. She has experienced that herself and agrees that the pieces connect faster if you have pictures with the words.

Dr. Helms said that he understands that teachers are being asked to do so many extra things, but in the long run, these efforts it does pay off. With the extra effort and time, we could have fewer ELs in the program, which means by the time the student gets to high school, instead of taking EL classes, students would be able to take elective classes of their choice.

There was a brief discussion about how important it is for teachers to take that extra time with ELs to hear them out because even little changes made in the classroom could powerfully impact student learning.

Dr. Helms said that another idea to support ELs in discussion with Mr. Aman (GHS principal) is having students who show proficiency (pass a proficiency test) in the language assist/tutor other students during the school day earn a .50 credit.

Director Bustamante asked if any supports are in place to help with school supplies or other supports.

Dr. Helms said that the district does do school supplies through the Welcome Center but said that the district was not prepared for the recent Ukraine family that enrolled. The district has purchased some devices that help translate different languages. The devices are small enough that students can carry them in their pockets for translation.

The school board commended the staff for finding creative ways to help all students achieve in the classroom.

ELPA21

Dr. Helms walked the board members through what students navigate when taking the ELPA test. It's challenging because teachers cannot assist students while taking the test. Teachers read a script to the student, and then the students are on their own. The test design is a barrier for students who, at times, do not try to do well on the test and move on because they know they will not pass it. Mr. Gomez is trying hard to start an approach at the elementary level when language acquisition skills are better for students. This year, we will be rolling out Flashcard 360, an ELPA predictor program that will be used for the first time to help students better prepare for the ELPA test.

9.3 State Report Card

Ms. Stevens reported that the state report card would be posted on the district website by next week before Thanksgiving break, and it will also be included in the board packet. She will expand more on it at the regular meeting next week. Ms. Stevens said the report card contains data on each school but did not include data from Samuel Brown Academy or Frontier Charter School. 39% of ELL students are listed in the report card for the district but consider that Frontier Charter Academy is included in that percentage. If Frontier Charter Academy is taken out, the number goes higher. The elementary has 56% English Language Learners. In middle school, we have 60% of English Language Learners (seven languages). The high school data has the same percentage as the middle school. Ms. Stevens stated that looking at the data, it is concerning, but it was something that all districts expected coming out of COVID-19. She said to remember that data is being compared from the 2018-2019 school year to the last school year. Scores were good before COVID-19. After COVID-19 hit, everything got disrupted, and the scores went down as expected. Comparing those two years was not the best approach because students did not have a normal school setting for two years due to COVID-19. She said that she expects data to look different for next year. She said that, on a good note, the district keeps class sizes down.

There was a brief discussion by the group that, with what students have gone through these last few years, it's expected to see these types of things.

Ms. Stevens pointed out that something happened in the 9th-grade year that data shows being at 74% on track to graduate. The average is 83%. If you look at on-time-to-graduate numbers, the numbers are higher. She asked the High school administration about analyzing this closer to see what is going on with the 9th graders.

9.4 Policy reviews

Ms. Stevens said that several policies are up for adoption and that if there are any further questions, email her.
There was a brief discussion regarding policy IGAI language.

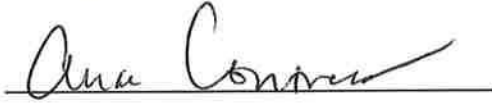
10.0 FUTURE AGENDA ITEMS

11.0 ADJOURN

11.1 Adjourn Working Session

Director A. Contreras adjourned the Working Session at 8:08 p.m.

APPROVED

A handwritten signature in black ink, appearing to read "Ana Contreras", written over a horizontal line.

Board Chairperson

A handwritten signature in blue ink, appearing to read "Sarah Segura", written over a horizontal line.

Board Secretary