

**Gervais School District #1
School Board Working Session Meeting
Minutes Thursday, December 9, 2021**

WORKING SESSION

Director Bustamante called the School Board of Gervais School District #1, Marion County, into a Working Session on Thursday, December 9, 2021, at 6:00 p.m. via ZOOM online. Board members present included: Henry Bustamante, Maria Caballero, Ana Contreras, Maria Contreras and Angie Toran. Others present included Caryn Davis, Dandy Stevens, and Sandra Segura.

Visitor Guest Book:

Bonny Atwood, Andrew Aman, Fenya Aman, Caryn Davis, Jeanne Doyle, Kay Gage, Dora Guerrero, Creighton Helms, Susie Marston, Bob Martin, Kristen Miles, Gil Miller, Gustavo Muñoz, Ken Stott, Rebecca Stuecker, Jill Woodard, and Toni Williams-Johnson

1.0 CALL TO ORDER

1.1 Pledge of Allegiance

Director Bustamante called the School Board Meeting to order with the Pledge of Allegiance at 6:00 p.m.

2.0 INTRODUCTIONS & ANNOUNCEMENTS

3.0 APPROVAL OF MINUTES

4.0 PUBLIC FORUM:

6.0 BOARD FOCUS/MEMBER TOPICS:

None.

7.0 CONSENT ITEMS:

8.0 ACTION ITEMS

9.0 DISCUSSION ITEMS

9.1 Process for Board Self-Evaluation and Superintendent Evaluation with Kristen Miles

Ms. Miles (OSBA representative) elaborated on the twelve standards board members are evaluated on.

The groups made the following comments/questions:

- ✓ How are standards measured?
- ✓ The facilitator gathers data from the board self-evaluation leaving names out and has initiated conversations about areas where there is disagreement.
- ✓ The board indicated that they wish to have a survey done by OSBA to distribute to different individuals, so everyone has a voice on how things are functioning in the district.
- ✓ The board members agreed that it would be hard to evaluate the board because most are new. They wish to do the board's evaluation later in the year.
- ✓ OSBA has created a new tool in partnership with COSA to evaluate superintendents that has worked very well.
- ✓ Superintendent's evaluation is based on two components; goals and evidence of performance.
- ✓ The survey can be done for superintendent evaluation as a separate evaluation component.
- ✓ Details of the superintendent's evaluation timeline were discussed to meet the March 15th deadline.
- ✓ Quarterly executive sessions regarding the superintendent's evaluation could happen during the year for transparency purposes.
- ✓ The 360 surveys are not recommended for superintendent evaluation because you end up with unsolicited input from people that did not know what was being asked, or questions were written and

not aligned to superintendent evaluation.

There was some discussion about having the survey translated into Russian and Spanish to reduce barriers and to have hard copies available.

Ms. Miles said that she would put a list of questions together for the survey for the boards' review before it's emailed.

9.2 Quarterly Presentation of Goals from 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.

Ms. Stevens said that Mr. Aman and Ms. Gage are in charge of this goal and asked them to proceed with their presentation.

Mr. Aman stated with this goal, the district focuses on social-emotional health. He praised the counseling team for bringing all the different perspectives to help support students.

Mr. Aman said that there are three performance indicators within the goal but will be focusing their presentation on indicator one. Mr. Aman also read performance indicators 1b and 1c and indicated that the end product would be creating a district action plan going forward for social/emotional health.

Performance Indicator 1a: Identify the district's greatest social/emotional/mental health needs using DESSA, YouthTruth Survey, Behavior Support Team data, Youth Services Team data, and counselor data.

Ms. Gage said that BASEline is taught by the teachers at the elementary level and not a computerized system. She noted that Ms. Doyle and Ms. Woodard put together these assessments asking developmentally age-appropriate questions. Ms. Gage expanded on the findings from assessments. Then, she presented details/findings of another assessment done by elementary students called DESSA MINI.

Mr. Aman shared that the middle school uses BASE for social-emotional learning. The district purchased BASE curriculum last year and piloted it. Mr. Aman pointed out the different types of questions students are asked in this assessment. Graphs were presented in regards to the data results from the BASELINE assessment.

Ms. Jeanne Doyle expanded on the graphs explaining the results for each grade level. She said that this assessment is done three times during the school year.

Mr. Aman shared data on ongoing one-on-one check-ins and how the firewords tool works.

Mr. Aman stated that BASE assessment is also used at the high school level with similar questions that middle school students are asked. The data results for high school were lower in the areas of engagement, academic self-confidence, and social connectivity in school. He also presented a slide with combined data from high school and middle school students, since the same assessment is used.

Ms. Doyle stated that it's important to keep in mind that these results are based on the students' self-perception, which somebody else could perceive differently.

Mr. Aman shared data on suicide risk assessments for all grade levels and high school data on Devereux Student Strengths Assessment (DSSA).

There was a discussion that the data presented was concerning, and it was asked whether parents are involved in cases

where further support is needed.

The board members asked about updating the website every time the counseling team reports on these data types.

Goal 2

Cultivate equity by honoring diversity, using inclusive practices, and supporting students to achieve their unique potential.

Mr. Stott reported that he and Sylvia Valentine-Garcia are overseeing this goal. Mr. Stott shared the three indicators embedded in this goal and mentioned that those indicators are worked on in sequential order.

Performance indicator 2c: Each student will have a personalized learning plan that focuses on their unique strengths.

- Students at the high school have had a PEP plan for several years.
- Middle school students are implementing a high school PEP plan for the 7th and 8th grades.
- Implementation will be geared toward 7th to 12th grade for now.

Performance indicator 2b: Initiate implementation of ongoing, district-wide professional development of equity practices.

- The superintendent has taken the lead on this indicator, having Dr. Marks & Mo Carrick present explicit bias conversations to help staff learn to teach equitably. This type of training will be ongoing for staff.

Performance indicator 2a: The district Equity Committee will complete the GSD Equity Lens and begin its district-wide application.

- Two groups are working on this indicator, the Equity Committee and the Equity Grading Committee K-12.
- Many districts produce an equity stance first (provided examples in the presentation). Equity stance is about the organization's beliefs. Therefore, an equity stance typically starts before the equity lens questions.
- The equity lens is a series of questions asked when making decisions. For example, the equity lens acts as a filter to select curriculum, budgeting, or hiring decisions.

Mr. Stott stated the committee has several questions to help guide them on moving forward. He shared the questions from the committee. The equity committee will not meet the original timeline because much work is involved, requiring more time.

Ms. Stevens suggested putting this item on the agenda next week to continue the discussion and to provide time to reflect on the questions presented.

Goal 3

Link preschool through the 12th-grade curriculum to state standards, select and apply the best instructional strategies, and use assessments to measure student progress and adjust instruction.

Ms. Atwood said that she and Dr. Helms are working together on this goal.

Ms. Atwood stated that they started with indicator 3a.

Performance Indicator 3a: The district will align all curriculum vertically to state standards.

Ms. Atwood shared that goal number three is about maximizing instruction, linking curriculum to state standards, implementing best instructional strategies, and using assessments to drive instruction. She said that they had the middle and high school teachers identify the essential standards for each course's offerings. Essential standards are a subset of state learning standards that can be used beyond high school. Standards that students will most likely be assessed on in the state assessments. Teachers went through this process individually and then with others in their content area. Since yesterday, middle school and high school teachers have worked together to ensure that the content area uses essential standards. She said that working on alignment horizontally is not so much an issue for middle school and high school.

Horizontal alignment is when teachers are teaching the same class and using the same instructional strategies and standards. The challenge is aligning courses vertically, moving from one building to another. There has been some progress with aligning the courses with middle school and high school and work down to the elementary will resume after winter break.

Performance Indicator 3b: Staff will help select and prioritize instructional strategies to match the newly aligned curriculum.

Ms. Atwood reported that when students write their scope and sequence documents with this indicator, they are looking at all the elements that go into their instructional units. That include be standards, materials, strategies, and teacher assessments. So by doing this, teachers will be able to see where things are lacking to start determining needed professional development on strategies. They would like to see a common set of strategies used by each department and strategies to use in the entire curriculum.

Performance Indicator 3c: Analyze current assessment practices and policies and determine where adjustments can be made to provide the greatest improvement to classroom instruction.

Dr. Helms said that the goal is to have alignment across the board. Alignment is essential for academic growth and achievement for K-12. It focuses on a deep dive for the district and how intentional we are as a district regarding academic drive and achievement. We need to be purposeful at not having gaps and make adjustments as needed throughout the year.

9.3 Pre-Bond Planning Committee Presentation and Recommendations

Goal 4

Use Long-Range Facility Plan data to select facilities most in need of improvement concerning ongoing safety, optimal learning space, and enrichment for students, staff, and community members.

Ms. Stevens said that there are many components to the pre-bond presentation tonight and might not answer all the questions tonight.

Ms. Stuecker (IBI Group) listed all the assessments/studies performed to evaluate the buildings. She informed the group that this was paid using grant funds out of TAP grants from ODE.

- Facility condition assessments
- Seismic evaluation
- Population growth study & capacity analysis
- Educational adequacy assessments
- Facts were put together and a community-led committee was started that developed the long-term vision for school facilities, reviewed the needs of the current school, and prioritized improvements for the next ten years. In addition, the district hired professional planners, paid out of grants to assist with this effort. As a result, a long-range community vision was created keeping in mind space for the future, supporting student social & emotional growth, opportunities for students to explore their interests, inspired by and taking pride in programs/buildings, and well thought out values. The key takeaways from the long-range plan were that the middle school lacks space for students dining, science labs, STEM opportunities. The priorities for the high school are mainly infrastructure upgrades, including a new roof, CTA pathways, adding classrooms to support the current and future student population. The needs for the elementary are infrastructure and lacks of outdoor play structures.
- An analysis of construction costs was done to estimate how much it would cost the district to build new schools. The study provided did not include demolition, asbestos abatement, site work, or right-of-away improvements required by the jurisdiction.

Considering Capital Improvements

Mr. Gil Miller (community member) shared how long he has been part of the Gervais community and shared that he was part of the Long-Range Facilities Plan Committee and the Pre-bond Committee.

Mr. Miller shared the following things:

- They reviewed a comprehensive list of 119 projects covering all district schools as a committee and prioritized them an low, moderate, or high priority. The cost for all 119 projects would be \$60,313,000.
- The Bond Development Committee went to work, started sharing the work needed for district facilities with the community, and started thinking about an amount that the community would support. Next, the committee started analyzing the first step of considering fund sources; OSCIM, CTE Revitalization, Seismic Revitalization, Athletic Turf grants, and federal funding for HVAC upgrades.

Mr. Martin (middle school principal) shared his background and how long he has been in the community/district, and that he is part of the Long-Range Facilities Planning Committee and the Pre-bond Committee. He shared that the committee did some research and visited two districts that have passed a bond; Santiam Canyon and North Marion School District. Then the committee started to analyze the priority list to develop a list of projects that could be completed now, be fiscally responsible, and something that our community could afford. The committee then came up with 46 necessary items considering input from the surveys done by the community for high school needs—the total cost would be \$35,000,000 million and use grants to offset some of the costs.

Ms. Stevens said the district is not proposing new buildings because it is not in the budget to do something of that extent. Ms. Stevens stated that the priority list is not going to include many projects for the elementary. She said that 200 people completed an online survey that was developed and conducted by the Willamette Education Service District (WESD).

From the survey results, there were four areas of priority that respondents ranked as follows.

Growth & Capacity-63%

Infrastructure Access and Safety-54%

CTE & STE(A)M-42%

Building Community & Supporting Students-40%

She said that the summary of the respondents was as follows:

- Were in favor of increasing property taxes by \$30/month (67%) or \$40/month (52%)
- Support dropped to 42% for raising property taxes by \$50/month.
- One-third of respondents indicated an ambivalence by responding that they neither supported nor opposed that increased level of \$40 and \$50.

Ms. Stevens expressed that this may indicate a willingness of respondents to hear more information about the need for the increase and the benefits for students and the community.

What that means for voters

Ms. Caryn Davis provided information on the Assessed Value of Properties within the Gervais School District for average homeowners. In addition, she provided the dollars per month lost to a homeowner to support the bond measure of \$35M/25-year.

Ms. Stevens shared an analysis of 2022 school district bond rates for other districts. The data shows that Gervais has no bonds invested into facilities, and every school district by the I-5 corridor has invested in bonds dedicated to facilities.

There was a brief discussion by the group that information will be added in the advertisement material on the impact on the individual that attends private school or online schools.

Gervais Elementary School Priorities

Dr. Helms shared that the proposed improvements for the elementary are as follows:

- Remodel to support the STEM program
- Remodel for hands-on opportunities
- Remodel outdated restrooms
- Building a new student counseling center
- Creating an outside covered play area to use during inclement weather
- Increasing security
- Exterior/Interior repairs to give a facelift
- HVAC/plumbing repairs

- Estimated budget \$3,076,700

Gervais Middle School Priorities

Ms. Toni William-Johnson (middle school teacher) shared that she is very excited about the possible renovations.

She shared the following projects:

- Enlarging the current classrooms
- New modular buildings with STEM and CTE classrooms to meet enrollment requirements
- New Multipurpose room with a dining area, an area for performance arts, and space for access to the community
- New CTE lab that the high school can share
- Add covered areas for walkways between buildings
- Upgrades to flooring in the gym
- Security fencing
- Enlarge the parking area
- Outdoor student gathering area
- Estimated Budget \$10,221,000

Gervais High School Priorities

Mr. Tucker Brock (high school teacher) shared the following projects:

- Add more CTE spaces
- Improvements in the cafeteria for performing arts
- Add a CTE wing
- Update science labs
- Add two classrooms with restrooms
- Get the counseling area updated to fit the needs of the students
- Covered area for the courtyard and given the area a facelift so students have a place to eat when the weather is nice.
- Covered walk areas connected to the buildings
- Updating restrooms
- Adding student lockers
- New roof
- The second level of the gym would have a new weight room/wrestling ring
- ADA accessible elevator to get upstairs
- Facelift including new paint/repair windows, etc. floors-doing a facelift
- Remodel entryway
- Add fencing and more cameras
- HVAC added to the kitchen and gym spaces
- Ventilation upgrades to the woodshop and Agriculture shop
- Estimated budget \$18,374,000

There was a brief discussion that there is already chatter in the community about the bond.

Ms. Stevens said that we wanted to ensure that the community knew that the committee was prudent in selecting the 119 priorities.

There was a brief discussion about whether the spaces added to the plan are enough for future capacity/growth. The study was done that the planning process showed slow growth, but nothing concerning for the enrollment projections. Classrooms were put in the plan to accommodate for years to come. It was noted that it does not account for any future new housing developments.

Ms. Stevens said that she would like this board to consider meeting with the city council to discuss urban growth and long-range plans. She expressed that the district included wrapping our current loan from purchasing the K-2 building and middle school in the bond. Those loan payments are about \$245,000.00 every year. Since the \$245,000.00 is already built in the budget, the idea if the bond passes, is to save it to take care of some of the priorities listed under the 119 priorities mentioned or use it to purchase land for a new building in the future. She indicated that this would be on the agenda next week to take action.

The board praised Ms. Stevens for preparing an excellent presentation.

10.0 FUTURE AGENDA ITEMS

11.0 ADJOURN

11.1 Adjourn Working Session

Director Bustamante adjourned the Working Session at 8:18 p.m.

APPROVED



Board Chairperson

Board Secretary