School Board Agenda
Oregon City School District, August 26, 2019
(Rescheduled from August 19, 2019)

The Board of Education will meet in Work Session, beginning at 6:00 p.m. on Monday, August 26, 2019, at the District Office, 1417 12th Street, Oregon City.

Work Session Agenda

1. New Member Orientation & Board Development
2. Oregon Student Success Act Implementation
3. Portrait of a Graduate Development

Following the Work Session, the Board of Education will meet in Executive Session at the District Office, 1417 12th Street, Oregon City to discuss bargaining and property matters pursuant to ORS 192.660(2)(d) and (e).

NOTICE TO MEDIA: In accordance with ORS 192.660(4) regarding Executive Sessions, news media representatives may not be allowed to attend portions dealing with collective bargaining strategy or consideration of student expulsion. All other matters discussed in Executive Session must remain undisclosed.

Executive Session Agenda

- Collective Bargaining
- Property
THE BOARD WILL IMPROVE COMMUNICATION & COMMUNITY ENGAGEMENT
- Engage, educate and inform stakeholders
- Strengthen parent involvement & community participation
- Promote and market strengths of Oregon City School District
- Increase visibility of the Board and district leadership in schools & departments, parent organizations, education foundation, community groups and advocacy at state/local levels

THE BOARD WILL SUPPORT PROVEN STRATEGIES TO INCREASE ACHIEVEMENT FOR ALL STUDENTS
- Advocate for and support high standards and expectations for ALL students
- Advocate for and support high standards and expectations for educator effectiveness
- Adopt and implement high quality curriculum

THE BOARD WILL ENSURE FISCAL RESPONSIBILITY & STABILITY
- Provide greatest value with available resources to attract, educate & retain students
- Focus on economic sustainability
- Seek out and support efforts to provide resources to improve facilities and technology
- Support efforts to secure stable and adequate public education funding

THE BOARD WILL PURSUE LONG-TERM OBJECTIVES TO ACHIEVE THE DISTRICT’S VISION
- Develop a long-range strategic plan that provides a framework to continuously improve
- Attract and retain quality staff
- Develop existing relationships and build new partnerships with strategic partners

Learning to be our Best
WHAT DOES A LIGHTHOUSE BOARD LOOK LIKE?

A Lighthouse Board:

- Focuses relentlessly on the improvement of student achievement for all students
  - Board meeting agendas reflect this focus
  - Board members reflect beliefs that high achievement for all students is an attainable goal
- Works effectively with the superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district
  - The Board maintains a close relationship of trust with the superintendent and strives to facilitate his/her success
- Acts as a Professional Learning Community (PLC) to develop abilities around the roles of the Board in leading, but not managing, the accomplishment of district improvement goals
- Makes decisions based on analysis of relevant research and data
- Analyzes and monitors disaggregated student performance data by grade and by school as presented by the District-level Distributed Leadership Team (DDLT)
- Develops a vision based on core values and beliefs of the district and community and effectively communicates that vision to all stakeholders
- Communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district
- Bases decisions about resources and budget on goals and vision for the district with high achievement and continuous improvement for all students as the priority
- Provides the resources necessary for the approved improvement efforts
  - The Board adopts a fiscally responsible budget based on the district’s vision and goals and regularly monitors the fiscal health of the district
- Demonstrates a belief that high quality instruction in every classroom is the foundation for high achievement for all students
- Holding the district accountable for providing high-quality, aligned professional
development that includes embedded coaching and other supports to assure
implementation of approved strategies and programs

- Monitors the conditions and beliefs necessary for improving teaching and learning in the
district and provides leadership to address issues around those conditions and beliefs

- Monitors and holds the district accountable for implementation of the District’s efforts
for increasing student learning
  - As demonstrated by its work, the Board promotes a culture of continuous
improvement throughout the district

- Acts as a problem solving team with the DDLT when impediments to implementation of
the improvement efforts cannot be resolved within the school district by staff and/or
the DDLT

- Self-monitors to ensure that the Board remains focused on district priorities and
continuous improvement using an instrument accepted by the Board to measure its
own effectiveness

- Conducts meetings that are efficient and effective that focus primarily on student
achievement and other district priorities

- Treats fellow Board members, the superintendent, staff, and members of the public
with respect

- Evaluates the superintendent based on progress toward attainment of predetermined
goals and the effectiveness of his/her leadership in implementation of the district’s
improvement efforts

- Participates in deliberative policy review and development to reflect a commitment to
and focus on policies that support high achievement for all students
  - Ensures that its reform priorities are codified in policy and provide for sustaining
reform/change in support of student achievement initiatives

- Works to promote the accomplishments of the district within the district and
community at large and to elicit community discourse and support for the goals of the
district
Student Success Act

Equity is the driving vision behind the Student Success Act (HB 3427). The measure makes significant investments in programs to support historically underserved students. When fully implemented, the measure is expected to generate an approximately $2 billion investment in education, with the Fund for Student Success providing $200 million in additional State School Fund support.

Fund for Student Success

Early Learning Account (At least 20%)
- Fully Fund Early Intervention/Early Childhood Special Education (EI/ECSE)
- Expand Relief Nurseries
- Establish the Early Learning Equity Fund*
- More Preschool Slots:
  - Preschool Promise
  - Oregon Prekindergarten Programs (half and full day)
- Professional Development for Early Childhood Educators
- Early Head Start
- Healthy Families Oregon
- Parenting Engagement

Student Investment Account* (50%)
- Meet students’ mental or behavioral health needs, and
- Increase academic achievement for students, including reducing academic disparities for:
  - Economically disadvantaged students;
  - Students from racial or ethnic groups that have historically experienced academic disparities;
  - Students with disabilities;
  - Students who are English language learners;
  - Students who are foster children;
  - Students who are homeless; and
  - Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

Statewide Education Initiatives Account (Up to 30%)
- High School Success (M98)
- Expansion of Nutrition Programs
- Youth reengagement Program*
- School Safety*
- African American/Black Student Success Statewide Plan
- American Indian/Alaska Native Student Success Plan
- Latinx Student Success Statewide Plan*
- Professional Learning for Educators*
- ESD support for school districts*
- Summer School for Title I schools*
- Early Indicator and Intervention Systems*
- High Cost Disability Fund
- District Support*
- Accountability and Transparency*

*Denotes a new program
The Student Success Act includes $200 million to enhance the State School Fund, with the remaining funds primarily divided among three key accounts:

- A Student Investment Account (50%)
- An Early Learning Account (20%)
- A Statewide Education Initiatives Account (30%)

There are two stated purposes for the funds distributed under the Student Investment Account:

1. Meet students’ mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for:
   - Economically disadvantaged students;
   - Students from racial or ethnic groups that have historically experienced academic disparities;
   - Students with disabilities;
   - Students who are English language learners;
   - Students who are foster children;
   - Students who are homeless; and
   - Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

### Allowable Use

**Expand Instructional Time**
- More hours or days
- Summer programs
- Before/after-school programs

**Address Student Health and Safety**
- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

**Reduce Class Size and Caseloads**

**Provide a Well-Rounded Education**
- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:
- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics
Engagement

Community and family engagement is required in the development and accountability of district Needs Assessments.

- Develop an authentic communications process that includes students, parents, school employees and community representatives to discuss local needs and goals. Intentionally reach out to students and parents of historically underserved communities.

District Needs Assessments must address:

- Reducing academic disparities;
- Meeting students’ mental or behavioral health needs;
- Providing equitable access to academic courses;
- Allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students; and
- Creating strong partnerships for student achievement.

Needs Assessment development must be conducted in a manner that is inclusive of:

- School employees
- Students, and the parents of students, who are:
  - Economically disadvantaged;
  - From racial or ethnic groups that have historically experienced academic disparities;
  - Experiencing disabilities;
  - English language learners;
  - Foster children;
  - Homeless; and
  - Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

Student Investment Account Applications, Grant Agreements and annual audits must be presented in public meetings with the community invited to attend and comment.

As ODE works with the State Board of Education to develop rules for the Student Success Act, communities will be engaged to inform decisions.
Local and State Level Transparency and Accountability

Districts and charter school plans:
- Approved by the board of the district or charter school with opportunity for the public to comment
- Available at the main office and on the website

Annual audits:
- Available at the district
- Presented to the local board
- Reviewed by ODE

If the audit identifies issues, ODE may:
- Collaborate to identify and implement specific interventions
- Provide technical assistance
- Deduct amounts from future distributions

When a district does not meet performance growth targets:
- The district may submit an explanation
- ODE, considering the explanation, may:
  - Require participation in a coaching program
  - Direct the expenditure of future funds

Districts must conduct performance reviews every four years

ODE may conduct random or risk-based audits of districts

District Supports

Coaching:

ODE shall establish a coaching program for districts that do not meet the performance growth targets. A public charter school may participate in the coaching program only if the public charter school received a grant directly from the department and did not meet the performance growth targets.

Participation in the coaching program must be for at least one year, unless the department allows for a shorter period of time. Under the program, the department shall advise and counsel grant recipients on how to meet performance growth targets and shall assist grant recipients with ongoing professional development and peer collaboration.
District Supports

Intensive Program:

- ODE shall identify and select school districts to participate in the intensive program.

- A school district that agrees to participate in the intensive program must:
  - Participate in the program for at least four years.
  - Shall be eligible for additional funding.
  - Commit to regular student success plan meetings to monitor practices.
  - Use data to track student progress.
  - Ensure school employees receive appropriate professional development and training.
  - Create safe and inclusive learning environments.
  - Improve school and school district practices and structures to support teaching and learning.
  - Improve the skills of the members of the school board.

- ODE shall establish student success teams composed of personnel with expertise in school and school district improvement strategies, including the use of differentiated instruction and inclusionary practices. Student success teams shall:
  - Advise and counsel school districts on how to improve performance outcomes; and
  - Develop recommendations for meeting performance growth targets.

- School districts participating in an intensive program must:
  - Accept all recommendations of the student success teams related to the use of Student Investment Account grant moneys and additional funding; and
  - Consider all recommendations of the student success teams.
Transforming our School System

**Portrait of a Graduate**

Every school system is unique, but they are connected by a shared aspiration: that all students have an educational experience that prepares them to become lifelong learners and contributors.

Now more than ever, that experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other 21st century skills and habits of mind that our students need to navigate and thrive in this complex, rapidly changing world. Many school systems across the country have engaged their larger community in developing a Portrait of a Graduate, a collective vision that articulates the community’s aspirations for their students.

Locally developed, but globally positioned, the Portrait of a Graduate serves as a North Star for system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, teachers, and community stakeholders.

As school leaders, it is important to ask ourselves:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and habits of mind that our children need for success in this rapidly changing and complex world?
- What are the implications for the learning experiences we provide in our school systems?

The Portrait of a Graduate is the first step in framing a new vision for your school system. Once you create your Portrait, the exciting work of implementing this new vision begins.