

VERNONIA SCHOOL DISTRICT 47J  
1201 TEXAS AVENUE  
VERNONIA OR 97064

BOARD OF DIRECTORS WORKSHOP MEETING MINUTES

April 24, 2021

**CALL TO ORDER:** A Workshop of the Board of Directors of Administrative School District 47J, Columbia County, Oregon convened at 9:09 a.m.

MEETING CALLED TO ORDER

**Board Present:** Stacey Pelster, Susan Wagner, Amy Cieloah, and Joanie Jones. Jeana Gump joined at 9:15 a.m. and Greg Kintz joined at 9:21 a.m.

BOARD PRESENT

**Board Absent:** Brittanie Roberts

BOARD ABSENT

**Staff Present:** Aaron Miller, Superintendent and Barb Carr, Administrative Assistant; Marie Knight, Business Manager; Michelle Eagleson, Elementary Principal; and Debbie Taylor, Kendra Schlegel and Susanne Myers, Licensed Staff.

STAFF PRESENT

**Visitors Present:** Steve Kelley and Janet Avila-Medina, OSBA

VISITORS

Vernonia School District DEMSP (full program) Training, Session #5 – Project Session #2 with the District Leadership Team (DLT).

DEMSP SCHOLARSHIP PROGRAM BOARD TRAINING #3

As an overview the DEMSP Board Project is the Board working in collaboration with the Superintendent and the DLT to create 2-3 District priorities.

BOARD CULTURE: INTERMEDIATE ROLES and RESPONSIBILITIES

DLT Role in the Project

- Assist the Board in developing District priorities
- Provide guidance support for Districtwide efforts to improve student learning.
- Assist the Board with monitoring the implementation of Districtwide initiatives (priorities, strategies, goals)

Board Role in the Project

- Collaborate with the DLT in creating District priorities
- Create a monitoring program to measure progress of the priorities.

Discussion was held on District Priorities. Comments were taken on what works well, what needs improvement, what needs clarification and what current data the District possesses to measure the priority. Notes provided by Janet Avila-Medina.

**District Priority #1:** (writing work group: Joanie Jones, Robin Manning, and Michelle Eagleson)

**Focus Area 1:** Improve Academic Proficiency Levels for All Students (especially math)

**District Priority:** Through various learning opportunities all students will show continuous growth toward their personalized learning goals to be prepared for their future personal and career paths.

WHAT WORKS WELL

- The new staff are very enthusiastic
- CTE is starting to take ground, it is structured for future career path and not just an elective option; it aligns well with the focus and the personalized learning goals words in the statement

WHAT NEEDS IMPROVEMENT

- Does every student have a personalized learning goal? Not all students have a personalized goal, but they should; the statement should recognize and identify the barriers

WHAT NEEDS CLARIFICATION – N/A

**DATA -** What data does the district currently have to measure this priority? What data is missing to help measure this priority?

- Needs to be consistent, there should be tracking of proficiency data on all subject areas

- There are other factors to measure this priority
- The district needs to know every student by name, strength, and need; the district has been working on a social, emotional, learning and how to address trauma informed care for the past 4 years
- Track data after the students leave the district to see how their education supported them in their career pathways and maybe connect with 8th graders too on their elementary experience
- Develop a growth mindset from the start with all students;
- Currently track graduation rate

#### OTHER

- Have something about focused differentiated instruction to meet the personalized learning goals part of the statement
- Have to look at more than testing to meet this priority
- Is the learning goal tied to the graduation rate?
- Support all students, and ensure that students have a goal after they leave the district; is there counselors for students to help them develop a structured learning path; how many different various experiences can the district offer to help create a path;
- The district should not just focusing on the HS level; all students K-12

#### District Priority 2 (writing work group: Susan Wagner, Susanne Myers, and Gienah Cheney)

**Focus Area 2: Innovative Career Pathways District Priority:** The District will provide innovative and broad career path options, to include Vocational, STEAM, career and college pathways through curriculum, field trips, and other interactive and personalized learning opportunities.

#### WHAT WORKS WELL

- Statement includes Vocational, STEAM, etc., which covers all students
- It ties in with priority #1 to focus on personalized experiences
- Like the word "broad" so it's not narrow and has more exposure

#### WHAT NEEDS IMPROVEMENT – N/A

#### WHAT NEEDS CLARIFICATION – N/A

**DATA -** What data does the district currently have to measure this priority? What data is missing to help measure this priority?

- Graduation rate data
- Program participation data
- CTE program completion data
- There is a difference between what data the district has available and what the district can offer
- Longevity data needed to compare careers pathways
- What about elementary data, what STEAM programs are available at the elementary level, and is the district tracking outcomes for the data
- How can the district include K-8; what programs does the district have access to
- The district has a graduation coach through SIA that is switching to licensed employee and how that program can be more intentional and focus on all K-12 and how it impacts students with career pathways
- There should be a k-12 list/record (inventory) of what programs, field trips, projects and activities are available etc.

#### OTHER

- Careers often change based on what careers are available
- Is there a career day offered; can the district bring in professionals from the region and have parent/students gather to learn and pair it with CTE programs
- How can the district network within the community and give students the opportunity to talk with professionals in the community
- The district should find ways for students to learn more about their opportunities; raise awareness to students/parents
- The district should keep the students engaged to a level they can understand and address the social emotional level of students; ensure to continuously plant the seed of engagement at all grade levels; utilize HS & Middle School students to teach the younger students

- Ensure curriculum at all grade level addresses the priority and is intentional and focused
- Science is challenging at the elementary level; build opportunities to bring science and social sciences to life and integrate them into language arts and math

**District Priority #3** (writing work group: Jeana Gump, Debbie Taylor, Kendra Schlegel)

**Focus Area 3:** Inclusive / Equitable Programs and Opportunities

**WHAT WORKS WELL**

- The statement is perfect and ties everything together
- Culture of belonging statement is great and an important piece; it incorporates that it doesn't matter what your personal beliefs are

**WHAT NEEDS IMPROVEMENT**

- Should consider adding the word "age," so it includes all ages of students
- Add language that everyone is an individual and that we are not all the same, and that the individuality of everyone matters, and respecting everyone for their individuality

**WHAT NEEDS CLARIFICATION**

- Make the language student friendly. For example, the word "outcomes" may not be understood. Maybe simplify the language for all priority statements
- Maybe have more than one version of statement (one for students and families and one for staff)

**DATA** – What data does the district currently have to measure this priority? What data is missing to help measure this priority?

- The only way to measure is anonymous surveys
- Have data on subgroups and proportional representation in programs; students self-identify, so that is a challenge; hard to measure through testing, talk to students, create focus groups
- There needs to be a variety of data collected; does the district have student data on culture, is the district meeting students' needs
- Identify students' goals that demonstrate their success or growth even if it's not in the form of career path; success doesn't just mean college
- Look at family input; enrollment data; collect data first from students/families and see where it takes the district and how it can guide the work

**OTHER**

- Make sure to connect with all students and collect feedback
- This priority is embedded in everything, so it is challenging to track but the focus is on individual students and their individual needs; staff need to create the mold, so it fits the students' needs and not the other way around

The next DEMSP Session #6 will be held on Saturday, May 15<sup>th</sup> from 9:00 a.m. – noon. A final read of the District priorities and focus area will be held with approval by the group. The Board will have to at a later date adopt the priorities.

**ADJOURNED:** Workshop concluded at 11:43 p.m.

**ADJOURNED**

Submitted by Barb Carr, Administrative Assistant

Board Chair

District Clerk

