

BANDON SCHOOL DISTRICT NO. 54
Regular Meeting of Board of Directors
July 12, 2021
MINUTES

The Board of Directors of Bandon School District No. 54, Coos County, Oregon, met in regular session on Monday, July 12, 2021 in the BHS Library at 6:30 p.m. . Due notice was published and a quorum was present.

PRESENT: Board members present were Ryan Sherman, David Hisel, Breanna Quattrocchi, Greg Looney and Angela Cardas.

ALSO PRESENT: Shauna Schmerer, Superintendent; Karina Taylor, Business Manager; Chris Trevisiol, Director of Operations/Transportation, and Rachel Hernandez, Board Secretary

ABSENT: A.J. Kimball

The meeting was called to order by Chair Angela Cardas at 6:31 pm.

ADDITIONS/DELETIONS

Ryan Sherman made a motion to approve the agenda as presented. Breanna Quattrocchi seconded and the motion passed unanimously.

OATH OF OFFICE

Incoming board member Stan Avery was sworn in to office.

ELECTION OF BOARD OFFICERS

Ryan Sherman made a motion to appoint Angela Cardas as Board Chair, and David Hisel as Vice Chair. Stan Avery seconded and the motion passed unanimously.

APPROVAL OF AGENDA/ CONSENT AGENDA:

David Hisel made a motion to approve the Consent Agenda, Ryan Sherman seconded and the motion passed by a unanimous vote of the Board.

- 4.01 Approve Regular Board Meeting Minutes of June 14, 2021
- 4.02 Approve Budget Hearing/Special Meeting of Board of Directors Minutes of June 21, 2021
- 4.03 Approve Special Board Meeting Minutes of June 29, 2021
- 4.04 Approve Fall Coaches

REPORTS/INFORMATION/DISCUSSIONS:

Superintendent Shauna Schmerer, Business Manager Karina Taylor and Director of Operations/Transportation Chris Trevisiol provided written reports on what is happening in their respective schools or departments, copies of which are attached and made a part of the minutes.

ACTION ITEMS:

Bills Paid in the Amount of \$606,950.21

Breanna Quattrocchi made a motion to approve paying the bills in the amount of \$606,950.21 and Ryan Sherman seconded. The motion passed unanimously.

Public Input for items not on the Agenda

Community member Scott Vierck, 88454 Rosewood Lane, Bandon, submitted his comments regarding whether or not schools will have a mask mandate in the fall.

Community member Rod Taylor, PO Box 2127, Bandon, submitted his comments regarding the mask policy, his political views and to welcome new superintendent Shauna Schmerer.

Executive Session


At 7:10 pm, the board moved into Executive Session under 192.660 (2)b to consider dismissal or discipline of or complaints against an officer, employee, staff or agent.

At 7:25 pm, the board returned to regular session.

There being no further business for the board, Breanna Quattrocchi made a motion to adjourn the session; Angela Cardas seconded and it passed unanimously. The meeting adjourned at 7:27 pm.

Approved: 8/9/21
Date

By 
Board Chair


Rachel Hernandez, Board Secretary

Welcome to my first official board report! My last board only asked for a public report to be given at the board meeting, so this is a different experience for me:)

Current events:

Summer Enrichment : 83 Enrolled. Ms. Siemer is our 1st-8th grade Summer Enrichment/Child Care Coordinator. This was a great experience to work together as a team and help to provide opportunities for our students. We also added additional courses. With these course(s), we decided we needed a waiver besides the initial ones that we asked the parents to sign when they registered their students. We felt outdoor activities need a bit more awareness and understanding from the parents. We want to keep everyone safe. We also talked about better organizing summer dates so that we do not compete with other courses/camps going on. This came to mind with the very amazing Missoula Theatre production. We don't have as many students signed up as we hoped. We felt this was due to overlapping camps days and time. We also had to adjust some pay. The initial pay for K-8 Summer Coordinator did not count for hours to set-up and organize before the program was to begin July 12th and also the hours per day left gaps of supervision.

Summer Credit Recovery: 62 Enrolled (with the majority taking 2 or more classes). Ms. McMonagle is our Coordinator for the summer program.

SIA (Student Investment Account) Plan: We hope to finish up hiring the position this grant is funding. The positions we are filling will also help to assist some of the required positions we need to add with ESSER funds to help provide opportunities for our students for a well-rounded rigorous education. We will know if we need to fix anything. We also

need to plan ahead as there are requirements to fulfill with this grant; community, staff, student, parent input, progress monitoring of where we are at meeting our outcomes. This is usually required quarterly.

ESSER (Elementary and Secondary School Emergency Relief Fund): We are on to the requirements needed to spend the ESSERIII funds (approx. 1.7 million) The LEA (Local Education Agency), which is Bandon School District, has to sign assurances that we (LEA under the authorization of the Board and direction of the superintendent) will do the following:

Program Plan: Ready Schools, Safe Learners Resiliency Framework for 2021-22 School Year (the Framework is presently being developed by ODE and should be released July 22nd for the district to fill out).

Reserve 20% of the ARP (American Rescue Plan) ESSER funds to address learning loss. LEA plans to do this through additional support of personnel and curriculum that will support to close learning gaps.

LEA will be diligent in working with our populations that may be at a disadvantage and need more resources and support. To also make sure ALL students have access to a well-rounded rigorous education.

Within 30 days of receiving APR ESSER FUNDS LEA will post its plan for a safe return to in-person instruction to school (Ready Schools, Safe Learners Resiliency Framework for 2021-22). LEA must seek public comment on the Plan and take comments into account in development of the plan. ONCE ODE GIVES THE FRAMEWORK I (superintendent) will begin the planning and public comment progress.

Comply with State reporting requirements; Grant Funds will be accounted for/retained separately.

READY SCHOOLS, SAFE LEARNERS RESILIENCY FRAMEWORK:

"The vast majority of health and safety measures are advisory, and are offered to schools to support successful full-time, in-person instruction.

TEAM APPROACH: *Even though it states the superintendent has the capacity to make the decision for the LEA. I feel it is a benefit to have a team approach. We are not going to make everyone happy with the decisions we make as a team, but we will begin making the best informed decisions we can for the safety of our students and staff. This plan will be an on-going development in the weeks to come.*

We want an on-line option for our students. As of right now we have a program 7-12 that fits all the requirements of ODE. I recommend we adopt APEX for those wanting to stay on-line at home for the 2021-22 school year. For grades K-6 we are still researching a program that can meet the requirements from ODE, but also be feasible for the district to provide for those wanting to have an on-line option. We may not be able to provide K-6 with that option.

Character Strong: We plan to use this for K-12 students (Elementary will use this along with Conscious Discipline) This will help fulfill part of the SEL (Social Emotional Learning) requirement ESSER asks LEA's to implement in the 2021-22 school year. Character Strong will also allow us to come together as a school community as #oneteamonemission! CS also provides amazing leadership courses for students and student voice (which ties into our SIA Plan).

Middle School: We would like to have the middle school mascot be the Tigers. This will help all of us to be inclusive and belong to one family #ourstripesrundeep! We are working on a very cool Tiger that is juvenile and strong like our middle school students. This also allows us to use uniforms between the HS and MS with sizes differences of our students at the different levels. We would like to paint and rebrand this summer to get ready for a welcome back in the Fall.

Transportation: As most of you know our transportation department before Mr. Trevisiol was in dire straits. The audit conducted February 10, 2021 showed many areas the district was found to need improvement (I have attached the audit for your review). I believe Mr. Trevisiol is moving our district in the right direction and within time we will be compliant in all areas. That being stated, I also recommend that we hire a transportation coordinator. My recommendation comes from the mindset of value. I value all the hard work Mr. Trevisiol is doing, but we are running him thin. The maintenance of this district and it's

facilities alone is a full-time position, but we are asking for him to also be full-time with transportation and then there are the bond projects he is to oversee for the next 3 years. I think a transportation coordinator would help to take some of the burden off MR. Trevisiol and begin to balance his very busy schedule. Again, it's not that I don't have all the confidence that he can do everything we ask, but I also don't want to burn him out by over taxing him with all the great work we need to get done.

ESD (Educational Service District): Bandon will be part of the regional TISS (Trauma Informed School System) project. Bandon had been part of this in the past. It was felt that it needed to be revisited and Bandon needed to be part of the life changing work for our students and staff. Bandon will continue to be part of the SSS (Student Support Specialist) Plan, I have attached the two program descriptions and details for your information

Overall Grade: 58.11%

Bandon School District 2/10/2021

District Transportation Evaluation					
#	Section	Passed	Possible	Percentage	Comments
1	Transportation Related Policies	19	21	90%	Video policy needed. Define Primary grades.
2	Supplemental Plan	10	11	91%	Review and update if needed.
3	Accident Reports	1	2	50%	Post accident injury reporting process needed.
4	Evacuation Training	1	8	13%	Train drivers on expectations. Require all student participation. Board policy assures cooperation, but record indicate it is not occurring as required.
5	SPAB Use			N/A	
6	Temporary Drivers			N/A	
7	Federal Drug and Alcohol Testing	6	9	67%	Random Suspicion training of additional perso needed.
8	Criminal History Checks	10	10	100%	This is happening, share reports with Transportation
9	Annual Vehicle Inspections	2	6	33%	One year no inspections happened that met ODE criteria.
10	School Bus and School Activity Vehicle Use	3	3	100%	
11	Vehicle Maintenance	0	5	0%	No maintenance record at location, in district. May be at shop where the maintenance was being done.
12	Daily Inspections of Vehicles	0	3	0%	
13	School Bus Driver Files	69	78	88%	Not organized, but most of what needs to be there was found.
14	Activity Driver Files	16	24	67%	Two active, missing records
15	Vehicle Operating Condition	42	75	56%	Buses operated at least one year without annuals
Recommendations					

Compliance with ODE maintenance standards is required. District had no ODE compliant vehicles in 2018-19 school year, no annuals, no regular maintenance.

Former Supervisor was not working to comply with ODE standards, expectations or practices. Bus Maintenance, and driver classroom hours are examples.

Recommend visiting district again in 12 months to see how working towards compliance is progressing.

Most concerning is the lack of records pertaining to bus and vehicle maintenance, annual inspection and pretrip inspections by drivers.

The district was out of compliance at least 1 year in the past 4 years, this alone is a cause for concern.

New Staff; Chris and Torrie seen eager to bring the Bandon School District Transportation Program into compliance as soon as possible.

Continued dialog between the district and UDE is highly recommended, so any questions may be addressed in a timely fashion

Bandon School District continued.

UDE will continue to work with the new transportation team to build a compliant program, but they have a long way to go

ODE should visit this site again in 2021-22 school year to confirm the district has taken steps towards building a compliant program.

2018-2019 school year was conducted with a school bus fleet that did not receive an ODE ANNUAL Inspection, as such the school district used school buses, which by ODE rule and standard were Out of Service. District leadership was not aware of this until the time of our visit and it was discovered by the inspection team. The former director of transportation resigned the day before our visit. Perhaps they were aware of the problems we discovered and chose to avoid the conflict that would have come up.

District Compliance Checklist			(check if not applicable)
1. Transportation Related Policies			
		Comments	
District has student transportation policy	<input checked="" type="checkbox"/>	Needs to clearly define what grades are Primary. Default is K-8	
Policy identifies if middle school students are secondary students if not transporting at one mile	<input checked="" type="checkbox"/>	Does not define.	
Policy meets current law	<input checked="" type="checkbox"/>	Yes	
Policy allows for all vehicles that are being used	<input checked="" type="checkbox"/>		
District has policy related to student conduct on school buses and school activity vehicles	<input checked="" type="checkbox"/>		
Policy includes definitions of suspension and expulsion	<input checked="" type="checkbox"/>		
Policy identifies specific applicable time limits for process	<input checked="" type="checkbox"/>		
Policy identifies criteria used for student suspension and expulsion form transportation services.	<input checked="" type="checkbox"/>		
Policy provides special provisions for students receiving services under IDEA, ORS 339.250, and ORS 343.363	<input checked="" type="checkbox"/>		
Policy appeals process allows appeals to the school board	<input checked="" type="checkbox"/>		
District and/or company has a drug and alcohol testing policy	<input checked="" type="checkbox"/>		

District has policy on driver examination and training	<input checked="" type="checkbox"/>	Driver classroom hours are behind expectation.
District as a loading and unloading policy	<input checked="" type="checkbox"/>	
District has a school bus scheduling and routing policy	<input checked="" type="checkbox"/>	
District has a video cameras on transportation vehicles policy	<input checked="" type="checkbox"/>	Does not have policy. Needs to write one.
Total:		19
Supplemental Plan (check if not applicable) <input checked="" type="checkbox"/>		
Comments		
District has an approved supplemental plan	<input checked="" type="checkbox"/>	Yes, 1992
A copy of the plan is maintained locally	<input checked="" type="checkbox"/>	Not at transportation office.
A transportation report has been submitted for the previous school year	<input checked="" type="checkbox"/>	
The district is providing service to all students who reside in areas covered by the current supplemental plan	<input checked="" type="checkbox"/>	
If service is provided to students who reside within the mandatory transportation zone, are they identified on the transportation report and is the district reducing reimbursement accordingly	<input checked="" type="checkbox"/>	
Total:		10
Accident Reports (check if not applicable) <input checked="" type="checkbox"/>		
Comments		
Accident reports have been filed as required		

5. SPAB Use		(check if not applicable)	
			Comments
The district uses only approved SPAB carriers	<input checked="" type="checkbox"/>		
District has an approved list of SPAB drivers	<input checked="" type="checkbox"/>		
School has records that students being transported by SPAB carriers received the required safety instruction	<input checked="" type="checkbox"/>		
The district notifies parents of possible SPAB usage for trips	<input checked="" type="checkbox"/>		
Total:		0	
(check if not applicable)			
6. Temporary Drivers			
Temporary drivers have been submitted and approved by ODE	<input checked="" type="checkbox"/>		
Temporary drivers are tracked for the number of driving days	<input checked="" type="checkbox"/>		
Total:		0	
(check if not applicable)			
7. Federal Drug and Alcohol Testing		Comments	
Pre-employment test results are on file	<input checked="" type="checkbox"/>		
Random test results are on file	<input checked="" type="checkbox"/>		
One or more person is trained on reasonable suspicion	<input checked="" type="checkbox"/>		not at time of visit
Positive tests are retained for 5 years	<input checked="" type="checkbox"/>		They have not had any positives

8. Criminal History Checks		(Check if not applicable)	
			Comments
District has a policy related to fingerprint collection and processing	<input checked="" type="checkbox"/>		
Policy identifies which contracted positions have direct, unsupervised contact with students	<input checked="" type="checkbox"/>		
Policy includes all contracted transportation personnel as having direct, unsupervised contact with students	<input checked="" type="checkbox"/>		
District tracks that fingerprints have been submitted to ODE	<input checked="" type="checkbox"/>		
District maintains a record of fingerprinting responses from ODE - Actual form not required	<input checked="" type="checkbox"/>		
Contractors are made aware of the results	<input checked="" type="checkbox"/>	n/a	
District has a policy relating to volunteers who have direct, unsupervised contact with students	<input checked="" type="checkbox"/>		
If choosing to conduct fingerprint based criminal history checks on volunteers, specific positions are identified as required to submit	<input checked="" type="checkbox"/>		
Total:		10	
9. Annual Vehicle Inspections			
			(Check if not applicable)
		Comments	
Annual vehicle inspection reports, Form 581-2255, are on file for each vehicle	<input checked="" type="checkbox"/>		No, 2018-19 school year not compliant
Annual certification reports are on file with ODE	<input checked="" type="checkbox"/>		Yes, but annuals were not done 18-19. Current Annuals, not signed.
Annual school bus inspections are completed within the specified time	<input checked="" type="checkbox"/>		They were not as noted above.

10. School Bus and School Activity Vehicle Use**(check if not applicable)**

		Comments
All vehicles on depreciation used 50% for reimbursable service	<input checked="" type="checkbox"/>	
Appropriate vehicles used for home to school service	<input checked="" type="checkbox"/>	
Vehicles for public use comply with appropriate statutes	<input checked="" type="checkbox"/>	
Total:		3

11. Vehicle Maintenance**(check if not applicable)**

		Comments
Records are kept on the maintenance of school buses and other transporting vehicles	<input checked="" type="checkbox"/>	Not that I saw.
Records meet OAR 581-053-0070	<input checked="" type="checkbox"/>	They did not.
Maintenance personnel hold the correct CDL when appropriate	<input checked="" type="checkbox"/>	Unknown, maintenance was outsourced.
Buses receive thorough inspections at regular service intervals	<input checked="" type="checkbox"/>	Did not find records at the location.
Deficiencies identified by drivers are repaired in the appropriate time frame	<input checked="" type="checkbox"/>	Verbal was all that was required.
Total:		0

12. Daily Inspections of Vehicles**(check if not applicable)**

		Comments
Daily pre-trip inspections are being performed	<input checked="" type="checkbox"/>	Unknown, no paper reports of daily reports were found.
Daily inspections are documented and maintained in written or electronic form	<input checked="" type="checkbox"/>	They are not being done at time of visit

School Bus Driver Files

(N/A)

Name	CDL	Gen/ Permit	First Aid	Gore	Hours	CDP	Grade list	Skills Test	Vehicle Size	Driving Record	Appo	Class Rosters	Finger printing	Comments
Nixon, Venetta	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pierce, Sandra	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Croft, Torrie	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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South Coast Regional Trauma Informed Schools Systems (TISS) Project

Background

One of the primary purposes of the Student Investment Account (SIA) is to “Meet students’ mental and behavioral health needs and increase academic achievement.” The SIA also spells out investment areas to include reducing class sizes, providing well rounded education, expanding instructional time and providing for the health and safety of students to include, social emotional learning, trauma informed practices, mental and behavioral health and more school health professionals

As local districts as well as those around the state have been completing their needs assessments two trends for health and safety have emerged including counseling services and mental behavioral health services

Imagining a New Approach

Districts recognize that they need to have

1. Trained staff in each building working with students
2. Effective systems and practices that are trauma informed and therefore increase access and decrease barriers to our students and families that:
 - a. Have been impacted by trauma experiences
 - b. Have experienced decreased opportunity due to their historically underserved status
 - c. Have experienced systemic racism

Project Overview

Vision: The South Coast ESD, districts, and community will build a highly effective trauma-informed system of education that will increase the success of our students while providing supports for all stakeholders.

Districts will:

1. Commit to having a district, school, and community approach to trauma-informed care and social emotional learning strategies.
2. Leadership Teams in the four districts will attend the two day training designed to introduce the participants to the Trauma Informed School Systems Project
 - Day 1: Launch Training
 - Day 2: Training targeted training to plan the year’s activities to include district and building strategic plans and implementation strategies
3. Implement the key components of the *Standards of Practice for Trauma-Informed Care in Education Settings* organization and systems wide by committing to:
 - Designate a Steering Committee at the district level that we concentration
 - Designate an multi-disciplinary Assessment and Implementation team at each building level
 - Complete an assessment of each building’s systems, practices and culture to assist in the identification of a Trauma Informed School Systems (TISS) implementation plan
 - Develop and Implementing the TISS project plan
 - Participate in on-going professional development from the University of Oregon throughout the implementation process
 - Support the evaluation process by submitting data collected as needed
4. Alongside University of Oregon and SCESD, provide district-wide training on trauma informed care and social emotional learning strategies identified in the implementation plan

5. Participate in the implementation of a regional student voice group that will engage students who have experienced trauma and using their information to adjust systems and practices.
6. Receive 2,000 stipend per school per year up to 10,000 per district yearly towards supporting the development and implementation of the project's designated activities

University of Oregon will:

- Provide the launch training
- Designate and support the completion of the asset mapping and readiness assessment
- Support district administration in readiness assessment and setting priorities for the implementation plan
- Provide support to administration in implementation leadership strategies
- On-going teaming with district leads to support project implementation
- Support the creation of the student voice groups
- Lead the evaluation process and report findings
- Assist in the development of future grant funding requests

SCESD will:

- Facilitate meetings/events between partners (District, UofO, ESD)
- Support district administration in readiness assessment and setting priorities for the implementation plan
- Support buildings and district level teams to implement plans
- Develop, facilitate the student voice groups with input from districts and UofO
- Support the collection of information for the evaluations
- Participate in steering committee meetings with UofO

Next Steps

- Interested districts will communicate their commitment to the project to Tenneal Wetherell @ SCESD
 - Sign letter of commitment
- Work with ESD and UofO partners to
 - Establish teams
 - Attend required launch training
- Complete the scope of the work outlined in the letter of commitment and priority implementation plans

Regional Project Goals

GOAL 1: Establish a District Wide Trauma-Sensitive Schools Implementation Infrastructure.

Deliverables

- a. Establish leadership/implementation teams & stakeholder groups
- b. Develop short and long-term work plans and first-phase sustainability plan
- c. Establish principles of partnership and working agreements
- d. Establish technical assistance, continuous improvement, and evaluation plan
- e. Establish communication strategy
- f. Complete Year 1 strategic plan and provisional Years 2 & 3 plan
- g. Finalize and coordinate Foundations and Launch training event

GOAL 2: Trauma-Sensitive Schools Foundations Training for ESD, District and School Staff. Provide initial in-depth training on trauma-informed schools and districts; social emotional learning; evidence-based approaches for districts, schools and classrooms; and an introduction to the project; to all district instructional and allied staff.

Deliverables

- a. Successful completion of the one-day Trauma-Sensitive Schools Foundations Training (universal awareness) and Project Introduction session
- b. Toolkit complete and shared strategically across the academic year
- c. Facilitated "Common Reader" in the area of trauma-informed schools and classrooms completed
- d. Launch district-wide trauma-informed virtual Network Improvement Community

GOAL 3: In-Depth Foundations and Launch Training and Support for Pilot District Leadership/Implementation Teams. All members of leadership/implementation teams will attend a second full-day training and work session after the initial Foundations Training.

Deliverables

- a. Complete 2nd day of targeted training and initial workplanning (Implementation Process, team development, workplanning)
- b. District and building strategic plans developed, including implementation strategies

GOAL 4: Support Grow-Your-Own Programs. Provide trauma-informed training, support, and mentoring for all district staff as a part of the on-boarding process.

Deliverables

- a. All new staff attended the Trauma-Informed Schools Foundations Training
- b. Created a process and infrastructure that ensures all district staff receive Trauma-Informed Schools foundational information, supervision support, and ongoing TIS professional development training
- c. Support plan provided and implemented

- d. Evaluation conducted, analyzed and improvements incorporated into next year Grow-Your-Own Programs

GOAL 5: Coaching and Support for Pilot Districts and Schools. Provide continuous, just-in-time coaching, training, and support for the pilot districts and schools. The timely trainings will include weekly virtual meetings and a few key MicroPD lessons that will be presented to all staff.

Deliverables

- a. Virtual weekly Network Improvement Communities successfully implemented, evaluated and improved
- b. High-leveraged Micro-PD modules developed, viewed, and evaluated

GOAL 6: Create, Facilitate, and Support Student Voice Groups. These groups will be implemented in pilot districts and/or schools so students can provide input regarding their needs, the emerging model and how students can help lead the effort.

Deliverables

- a. Infrastructure and process to support student engagement
- b. Student voice groups were successfully implemented, e.g., student perspective built into infrastructure and communication system
- c. Report that synthesizes key information from the student groups; to inform Year 2 and continuous improvement

GOAL 7: Developmental Evaluation. Conduct developmental evaluation through the establishment of a collaborative relationship between the evaluation team, schools, districts, students, parents and other stakeholders.

Deliverables

- a. An evaluation system that supports continuous quality improvement, including ongoing monitoring and evaluation of workplan progress and feedback
- b. Organizational self-assessment (programs/services, policies & procedures) and readiness assessment
- c. Reports, to include:
 - Self-assessment and readiness
 - Stakeholder feedback

Background

One of the primary purposes of the Student Investment Account (SIA) is to “Meet students’ mental and behavioral health needs and increase academic achievement.” The SIA also spells out investment areas to include reducing class sizes, providing well rounded education, expanding instructional time and providing for the health and safety of students to include:

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals

As local districts as well as those around the state have been completing their needs assessments two trends for health and safety have emerged:

- Counseling services
- Mental behavioral health services

Imagining a New Approach

Many districts around the state will attempt to hire from the same small pool of licensed specialists in these areas. In addition, as these professionals come and go in our districts the programs, systems and supports that are put into place will be at risk. As a result, regions around the state are beginning to develop a new approach to filling this service. After months of regional conversations a grow-your-own model that capitalizes on the more easily refillable community asset of trained classified staff as a region is most viable moving forward and gets trained staff quickly to the ground level and next to students that need them. In addition, the sustainability of the approach is critical to its long term success. Sustainability requires buy-in from the building and district levels, all levels of leadership, systems level evaluation and adjustment and ultimately a dedicated district and school-wide understanding and implementation of trauma informed practices.

Grow your own Student Support Specialists

Student Support Specialists can provide small group or 1:1 student supports. Each district can design and implement their own plan to utilize their trainer. Districts should capitalize on time periods in the school day where students congregate and/or have the most SEL needs. When considering online instruction the student support specialist can have a “caseload” of students that they support. The program will provide training for 50 skills trainers (one for each school building) to include:

District	# of Paid Staff	District	# of Paid Staff
Bandon	3 Specialists	North Bend	10 Specialists
Brookings	8 Specialists	Port Orford	2 Specialists
Central Curry	2 Specialists	Powers	1 Specialists
Coos Bay	10 Specialists	Reedsport	3 Specialists
Coquille	5 Specialists	SCESD	3 Specialists
Myrtle Point	3 Specialists	Total	50 Specialists

Note: If districts would like to send more participants they can however the stipends are limited to the participants numbers above.

SCESD has partnered with UofO to provide training and on-going supports throughout the year for this project. This \$124,000 effort is funded by SCESD SSA dollars and grant funds obtained or sought after from Oregon Community Foundation, Ford Family Foundation, Wild Rivers Coast Alliance and Wild Rivers Community Foundation.

Project Outcomes

- Provide in-depth training on trauma-informed practices; social emotional learning; evidence-based approaches for districts, schools and classrooms.
- Provide staff with a group of high leverage strategies to support students who are experiencing trauma and/or exhibit behaviors that impede their ability to learn.
- Support students returning to school having experienced new trauma and/or old trauma(s) that have been exacerbated by COVID-19 isolation.
- Provide on-going support to specialists throughout the year, capitalizing on actual student engagement experiences (action research).
- On-going specialist training by highly trained University professors specific to the specialists identified needs.

Participants will:

- Attend required trainings
- Receive a \$1500.00 stipend for their participation in the program
- Collaborate with regional student support specialists on critical topics important to them/students
- Provide supports to students within the district's designated design
- Data collection as needed for the project

The District Will:

- Select, assign and support the student support specialists
- Attend yearly project information session
- Develop/support the specialist's work in the building

Specialist Selection

The specialist can be an existing staff or one that you hire in the classified or licensed unit – it's up to you. A well-qualified specialist should have the following characteristics:

- Knowledge or ability to obtain knowledge of trauma-informed theories, principles, and practices.
- Knowledge or ability to obtain knowledge of racial equity and racial justice in the context of public education.
- Knowledge or ability to obtain knowledge of and familiarity with local health, mental health providers and local parent and family support resources.
- A demonstrated desire or willingness to support youth.
- Ability to establish and maintain cooperative and effective working relationships with a broad range of school-based staff and community partners.
- Ability to interact with students and parents with non-judgement, compassion and in a way that demonstrates connection and effective listening and responding skills.
- Trained in ACES or willingness to participate in a 2 hour ACES training prior to September 1 provided by SCESD for free.

Essential Duties

- Safe, non-punitive one on one student support
- Provides bridge/connections for student and family-identified needs
- Participates on student support team ('case' staffing) and as a member of change team responsible for implementing trauma informed schools.
- Collaborates with school staff to inform intervention and prevention strategies for students
- Acts as a resource to administrators, school counselors, teachers, and health services personnel at the assigned school regarding the student assistance program.
- Maintains necessary records and reports ensuring confidentiality of students and their families .
- Is approachable, identifies students in need – reaches out. Provides trauma-sensitive support and provides resource and referral.
- Models inclusive and equitable practice in all activities.
- The student support specialists will designate more than half of their workday to providing social, emotional and behavioral supports for students using the strategies that they learn through the course of the training program.
- Skills trainers can provide small group or 1:1 student supports.
- Each district can design and implement their own plan to utilize their trainer. Districts should capitalize on time periods in the school day where students congregate and/or have the most SEL needs.

Training Plan

- Initial 3 day training
- Monthly PLC meetings with specialists in the training group led by UofO professors and project leads
- Access to online professional development units "Micro-PD's" developed by UofO on training topics of the students support specialists choosing

DAY 1 – INTRODUCTION | A VISION FOR TRAUMA-INFORMED SCHOOLS SYSTEMS

Trauma Foundations

1. Introduction – Setting the Stage
2. Trauma – Definitions and prevalence among Oregon youth
3. Trauma and schools – Challenges and opportunities
4. Being a trauma-sensitive person | Foundations
 - Neurobiology of trauma
 - Impact of trauma on learning and behavior
 - Impact on trauma on development/developmental stages
 - Attachment & emotion regulation
5. Social Emotional Learning: Relationships, connection & trauma
6. Overlap of Equity, Social Emotional Learning, and trauma-sensitive practice

AFTERNOON

How to Help – Core Assumptions, Essential Skills

1. Characteristics of trauma-sensitive environments
2. Response matters | Being approachable and responding well
3. Safe, non-punitive | Strategies & skills that foster connection and belonging
4. Adding it all up – It makes a difference
5. Where I come in and what I need

DAY 2 – ROLES AND RESPONSIBILITIES

1. My Role/Job description – scope of practice
2. Work Session: Integration of the position in district and school | *Roles and Responsibilities*
Brainstorm
 - Structure
 - process
3. Limits and boundary setting
4. Advocacy

DAY 3 – SKILLS PRACTICE

1. Practice/Application | Foundational Skills
2. Work Session: *Micro PD's Brainstorm*
3. Support system – Network Improvement Community
4. Roll Out and system readiness
5. Next Steps
6. Evaluation



SCHOOL BOARD REPORT 7/12/2021 – BSD BUSINESS OFFICE

COMPLETED:

- **HR:** Processed five payrolls in the month of June. Rolled paid leave balances from 20/21 to 21/22 and added accrued front loaded balances for 21/22 for 100 regular employees and 200+ substitutes & coaches in Aesop and I-Visions.
- **Clerk Duties:** Created 21/22 I-Visions database, then rolled general ledger, payables and payroll to the new fiscal year. Filed documentation for school lunch match. Created new accounting code structure for Summer School Program.
- **ODE:** Submitted detailed expense reporting and then collected on special revenue grant funding. Worked with new Superintendent, Shauna Schmerer to submit SIA/SSA plan amendment and budget detail for the 2021-2023 biennium. Filed for indirect rate 2021/2022 and received confirmation for 3.65%.
- **Grant Finance Management:** Started manual journal entries for indirect rate collection on state & federal grants.
- **GO Bond/ODE OSCIM match:** track expenses for each bond project. Collect on ODE OSCIM grant as needed.
- **2021/2022 Budget:** Budget hearing complete, adopted budget/resolution no. 1. Calculated data for 2021-2022 budget resolutions ESSERF II, ESSERF III, SIA/SSA & Summer School Programs. Distributed adopted budget books to 32 recipients. Filed levy documentation with Coos County Clerk.

LOOKING FORWARD:

- **HR:** Continue to provide support for new hires & retiring/resigning employees. Created 100 welcome back books for existing staff & distributed books for all 12 month employees.
- **Clerk:** Manual journal entries for fiscal year end payroll & AP liabilities/assets, prepaids, split funding on multi-year memberships, etc.
- **ODE:** Detailed 2021/2022 budget expense/revenue report due 8/15 & detailed transportation report due 9/1.
- **Grant Finance Management:** Reconcile grant revenue/expense detail and ensure that fiscal year end liabilities/assets are recorded correctly.
- **2021/2022 Budget:** Pass budget resolutions as needed.
- **GO Bond:** Track capital improvement expenses for the first quarterly bond report in August 2021 and create report/finalize details with Steve Pounder, Bond Oversight Committee Chair.

**Bandon School District #54
2020/2021 Expenditure Update 6/30/2021**

FUND 400 - CAPITAL PROJECTS		\$-	\$1,089,056.24				
FUND 300 - DEBT SERVICE		\$2,344.38	\$573,230.62				
*FUND 200 - GRANTS/DONATIONS		\$1,549.74	\$1,650,073.49				
FUND 100 - GENERAL FUND		\$123.04	\$2,713,548.74			\$7,640,678.35	\$10,354,350.13
FUND 100 - GENERAL FUND		\$-	\$2,000,000.00	\$4,000,000.00	\$6,000,000.00	\$8,000,000.00	\$10,000,000.00
FUND 200 - GRANTS/DONATIONS							
FUND 300 - DEBT SERVICE							
FUND 400 - CAPITAL PROJECTS							
BALANCE As of 6/30/2021		\$2,713,548.74	\$1,60,082.54			\$2,344.38	\$1,528,662.21
ENCUMBERED As of 6/30/2021		\$123.04	\$1,549.74			\$-	\$-
YTD - EXPENDED As of 6/30/2021		\$7,640,678.35	\$1,650,073.49			\$573,230.62	\$1,089,056.24
FY 2020/2021 ADOPTED BUDGET		\$10,354,350.13	\$1,491,540.69			\$575,575.00	\$560,394.03

* Student Body/Donation Funds are not reflected in #200 fund totals

[illegible]

Remaining Revenue to Collect	Year To Date RECEIVED As of 6/30/2021	FY 2020/2021 ADOPTED BUDGET
100.00	100.00	100.00

Bandon School District #54
Maintenance, Operations and Transportation
JULY 2021

1. Gearing up for McKinstry deployment to begin HVAC improvements District wide.
2. Carpet cleaning in all buildings scheduled.
3. Continued scheduled cleaning and sanitizing of all buildings and high traffic areas, in between shared classes following Covid protocols.
4. Collaborate on BCYC, sports, events, summer enrichment, and camps for transportation and cleaning schedules.
5. Final stages of roofing at HLMS and Ocean Crest.
6. Installing additional roof drains in north hall OC.
7. Continued work on the heat situation at OC with Comfort Flow. Ongoing issues. Needs a new control unit and service. Scheduled to begin work July 9, 2021. Set to start.
8. Online maintenance request form success. Maintenance requests are prioritized and underway.
9. Continued work on Bandon Heights Renewal project. Mowing and grounds maintenance.
10. Continued scheduling and maintenance of bus fleet and equipment. New tires on most of the fleet. Scheduling additional training for drivers. Replacement first aid kits and spill kits installed in buses. Deep cleaning buses and vans.

11. Bus repairs completed on the bus that had broken down in Creswell.
12. Interior of the OC gym has been repainted.
13. Gym floor protection for HLMS gym was discussed and planned with the Project Supervisor from McKinstry.
14. HLMS Gym and stage will be used through the summer for a staging area for contractors.
15. The West half of Pod will be set up as Office for the Project Supervisor for McKinstry through the summer possibly into Fall season.
16. District Office water heater replaced.