

OSBA/ OSBMCC Report / Bonds, Ballots and Buildings Conference

1. OSBA will not be a founding member of the Consortium of State School Boards Associations (COSSBA), OSBA will not be joining as a founding member, nor we will be joining the Consortium for the 2022 – 2023 fiscal year. Jim Green presented the information to the OSBA Board, and the board voted to not join at this time. Jim relayed to the group that OSBA was concerned with the apparent lack of focus on students and student achievement and genuinely concerned about a lack of commitment towards equity, diversity and inclusion of our students and our members in their documents and discussions. Jim Green also mentioned that OSBA did not believe that the Consortium met the vision and mission and goals of our association. While we understand that they are in the “formative” processes, OSBA needed to see a much stronger commitment towards each student and their achievement, plus a deep meaningful and embedded pledge towards equity, diversity and inclusion of students and school board members

2. NSBA Delegate Assembly in San Diego

NSBA Delegate Assembly was held, and as predicted it was smaller than in past years due to several states dropping out of the NSBA federation. However, the meeting was mostly a success, and it was the first time in two years that we have been able to conduct the meeting in person. Our Oregon delegates also worked to improve several the resolutions before the body today and did an excellent job working collaboratively with our state associations to improve the representation of the various councils within NSBA to have a voice within the committees that NSBA has across its continuum. Oregon was highly active at the Delegate Assembly and at the podium advocating for broader representation and diversity within NSBA. You should be proud of your delegates, **Scott Rogers, Maureen Wolf and Sami Al-Abdrabbuh.**

3. OSBA Appointments

On April 14th a Special OSBA Board of Directors meeting convened and **Jeff Crapper from Dayton** was appointed to the OSBA Board of Directors, for the Yamhill/Polk Position 13 seat (vacated by Brandy Penner from Newberg). **Aaron Barrow** from David Douglas was appointed to the Legislative Policy Committee (LPC) Position 19 Multnomah region.

4. OSBA Rural Caucus

As many of you have heard there is an effort by some members of OSBA to start a separate association of school boards in Oregon to reflect a more “rural – local control” voice. President Rogers has spoken with many individuals on this topic and is discussing with them the opportunity to start a rural caucus within OSBA, much like the school board members of color caucus. This discussion has been well received and I believe there will be activity to start the discussion and the process to create a rural caucus within OSBA.

There is a formal process for the creation of caucuses within OSBA through our By-Laws and a specific Guideline on the formation of a caucus. President Rogers has shared those processes with individuals and discussions have begun. I cannot say for sure that this will quell any discussion for the creation of a separate organization, but we do have avenues for groups to bring their voice to the table at OSBA. The goal would be to have everyone together, rather than splitting the voice of locally elected school boards. Proposal will be brought to the OSBA Board on April 22nd during a special board meeting.

Bonds, Ballots and Buildings Conference

Session 1: Timing of Bond Projects

The school board's Role:

Develop goals and Objectives

- Discussion
- Set the tone
- create policy
- Coordination of the admin team

The administrative Team includes:

- Superintendent
- Business manager
- Facilities Manager

Provide clarity to the size and cost of funding

Engage with your financial consultant:

- Is there an existing bond?
- When does it expire?
- Current rate per 1K?
- Any steps
- District's bonding academy
- Any other considerations?

Before you get started:

- Collect any existing facilities information
- Facilities drawing and or design documents
- Site related survey and utility documents
- Utility providers and information
- Discuss community engagement

What is TAP ?

The Technical Assistance Program (TAP) helps districts plan for capital improvements and expansion so they can better inform their communities about deferred maintenance needs, future enrollment, and explore sources of funding for school facilities. TAP provides four types of grants to school districts to cover or offset the costs of conducting:

- 1) Facilities Condition Assessments
- 2) Long-Range Facility Planning
- 3) Seismic Assessments, and;
- 4) Environmental Hazard Assessments

TAP Grants:

Facility assessment \$20,000

3-6 months

Timing is key to a successful bond:

- ✓ 24th months for TAP applications
- ✓ 18 months for bond sizing and levy rates estimates
- ✓ 12 months on a ballot measure language being drafted
- ✓ 9 months out for facility assessment
- ✓ 7 months for bond sizing and levy rate finalized
- ✓ 6 months out OSCM
- ✓ 4 months out: ballot measure language finalized
- ✓ Election Day

Session 2

Community in the school design process Corvallis SD

Core values

Inclusive
Community
Real world
Adaptable
Relationships

Spaces we visited :

Big picture charter
SW Washington library

Bond promises

Developed and approved by board in 2018

67% vote in bond

13 meetings in 2 months meeting at all school buildings

1. Safety and security improvements
2. Capacity improvement
3. Renovations and repairs
4. Modern educational spaces

- ✓ Had meeting interpreters, childcare, and Spanish only night
- ✓ Went to community events - city council, Saturday market
- ✓ Alignment with equity and goals with selection of contractor - Wenaha group ?
- ✓ Bond Management plan

Architect selection process

- ✓ Included community stakeholders
- ✓ Architect teams were required to lead a community engagement exercise.
- ✓ Provided childcare and a meal as an investment in community engagement

Design guidance teams:

4 teams = 80 community members

Also had student involvement

The bathroom design was informed by community input

Design advisory committees included:

School families

School neighbors

Staff

Equity Lens:

- in what ways are people referred to by name ?
- How do meeting activities encourage collaboration, opportunities for advocacy and empowerment ?
- How can considerations be given to all people to participate and be a part of the discussion?

***Dream big but be ready to scale back**

Core team committees consist of:

- principal
- school staff
- facilities staff

Focus groups

- school specialist with specific input on facilities needs
- Examples include art, Ctenophora etc

Community Engagement (Share information)

- ✓ Bond expo night
- ✓ Displays at school events
- ✓ Monthly board reports
- ✓ Neighborhood information / input meetings
- ✓ Regular news updates on district website
- ✓ Social media highlights with hashtag

**** Will provide Slides****