

# Administration Reports

## February 2021

### Sam Boardman Elementary

The 2020-2021 school year has presented many challenges to educators and continues to test our patience and skills in ways we have never had to contemplate before. It has also taught us some valuable lessons and opened our eyes to seek solutions to problems we would have never considered before Covid. I look every day for the silver linings this year has brought. These challenges include students struggling with academics due to the spring suspension of traditional learning and then CDL; unprecedented attendance challenges; and social/emotional issues for students and adults alike. As educators we continue to seek solutions and do what we can to support students and each other!

**Academics**, the younger the student the more challenge distance learning is. Having taught kinder for 13 years I still can't completely wrap my brain around a 5-year old learning with a Chromebook—and yet they have! Our 1<sup>st</sup> grade, 2<sup>nd</sup> grade and 3<sup>rd</sup> grade students are so appreciative to be able to be in our building since October 28<sup>th</sup>. Our distance learning students are experts and have computer skills and vocabulary we would have never imagined. Hearing a 6-year old speech student gently remind their peer that “Hey your *muted*, you need to click *unmute*”. Or the 8-year old letting their teacher politely know “Ms. X you forgot to share your screen”. Applications like Jamboard, Seesaw, and Google extensions—all these, plus more, are computer skills that a year ago teachers, nor students, possessed. I am continually amazed by the fortitude and determination of teachers. They continue to rise to any challenge to find solutions to educate our students. From always having paper packets prepared and made available to CDL or absent students, in our office for parent pick-up; in becoming technology experts and finding endless amounts of patience for glitchy days; reviewing data and determined to adjust lessons to meet student needs; to teaching simultaneously online an in-person students--- which is extremely difficult! Our grade level teams and specialists, have created and adjusted lessons and schedules to best meet student needs. Our Title and SPED teachers support teachers and students with one-on-one during in-person, and create small groups virtually in the afternoon. Teachers have created new testing strategies that are adapted to virtually test students alongside in-person students. We have recently added “Students of the Month” awards that recognize student academic growth, focused social skills, for in-person as well as online students. I randomly picked a student from a 3<sup>rd</sup> grade classroom and asked, “What is the hardest part about learning this school year and the best thing?” His response, “Reading online was the hardest, being back in school and getting to do math here is the best!”.

**Attendance** has been a continual challenge and has increased teacher/parent communication to levels that are unprecedented. I fear at times parents might even be a little annoyed with how often we call and check-in! We will continue ... as we check in for illness, for unplanned absences, offers of academic support and to offer virtual support. On Wednesday, January 27<sup>th</sup>, our school picture day we set a new record for the year, over 280 students at SBE. We also have located nearly every single student that was enrolled, some as far reaching as Alabama and Nebraska. Lastly, the partnership with Judge Diehl and truancy court has our chronically absent students attending. The partnership between the court, our SRO Shimer, and my SBE attendance SWAT team is successful at problem solving why students aren't attending regularly. I checked in with a kinder student that struggled with coming to school, but is now a regular attender, “What's the most difficult part about coming to school every day?” His response, “I miss my mom!”. “What's the best part that helps you not miss her as much?” His response, “My Teacher!”

**Social/Emotional** support for students is needed more than ever. I am blessed to have a wonderful team of teachers, support staff, Head Teacher and an amazing Counselor that do everything possible to support our students. One of the best activities we have done this year was a Virtual Craft/Movie night. The smiles (no masks as they were at home), the laughter and joy I saw in all 16 classes was refreshing! All classroom teachers were willing to participate for an hour in the evening from home, on their Google Classroom. We all enjoyed a cup of cocoa, a movie, and also building a (sticker) snowman together with each class was so fun. The response was overwhelming, 200+ smiling students and over 20 engaged staff members. We are planning our next one very soon! We also have 3<sup>rd</sup> grade students do our Buccaneer announcements daily, the 3<sup>rd</sup> grade students apply and lead the school in a morning greeting daily that is the highlight of my day! Picture below: teacher data meeting - Picture right: 3<sup>rd</sup> grade student announcer.





### **Windy River Elementary**

This month's board report is based on the support that Windy River Elementary School provides for struggling students. Students could potentially struggle academically, socially, or with attendance. We have always strived to put students first. We are constantly working to help assist students in receiving what they need to achieve.

Our first goal is to encourage students to attend school. We regularly hold attendance meetings. During these meetings we enlist the help of the SRO, CARE, and school counselor. While discussing student attendance we consider individual student needs and the district attendance policies and process. From this we construct a plan moving forward with each student. It has also been very helpful for our lowest attenders to meet with the judge. As a result, we have seen these students attending almost every day.

Another big roadblock for student achievement is social anxiety. Social anxiety can sometimes lead to poor attendance and/or lower academic achievement. This takes a village. Our teachers are on the front lines and try to engage with these students daily. They try to connect with these students and help them feel welcomed. Our school counselor also meets with students and groups of students. This helps students to feel comfortable in a smaller group setting. She also regularly visits classrooms and conducts whole class lessons based on social and emotional health. Our CARE coordinators help to connect with students and families through home visits. This helps the school to better understand student and family needs. Our on-site Community Counselor also meets with students to help with any needs. The school and Community counselors and principal meet regularly to discuss and plan around student needs.

Lastly, is the goal of helping all students to grow and achieve academically. Each week our teachers meet in our data team meetings and grade level meetings. Here we discuss those students who are at a higher risk of showing less growth. We share data and discuss what we can do to help them grow. Some key questions discussed at these meetings are the following:

Who is learning? Why and what is the supporting data?

Who is not learning? Why not and what is the supporting data?

Much of this work also involves strengthening our structures for consistency and best practices within each grade level. This year we have focused on passage instruction implementation in every class each day in reading. We have had training nights for teachers and regular observations in classrooms. We have continued to look at our schedule to verify that there is consistency, structure, and best practices implemented each day. We will next focus more on regular review practice to help students retain the foundational skills in math and reading. Students in every classroom have shown tremendous growth. We anticipate greater growth as these practices are strengthened over time.

### **Riverside Jr/Sr High School**

Now that the first semester has come to a close, we spent time reviewing grades and transcripts to see how our students were doing. We had many students who were struggling throughout the semester put in a lot of

extra time doing online tutoring google meets, and they were able to raise their grades to earn credits. For students who were not able to obtain a passing grade, we have set up an in-person credit recovery program. These students will be coming to the school in small groups of less than 10 students to attend a credit recovery class for the content area they failed. We have teachers doing the following classes: language arts, mathematics, social studies, science, PE, and art. Students will be able to attend these classes to recover credits and stay on track for graduation.

In the second semester we have also begun having students go to class periods for their advisory. For example, the first week of the semester students went to their 1st period class and that is where they did their online classes. This allows teachers to do activities in the classroom with those students that they aren't able to online. Teachers are also encouraging students who are struggling to come back after lunch to receive tutoring in their classrooms. Many students are excited about the after-school tutoring where they are able to do activities in person such as welding, woodshop, science labs, etc. These opportunities have really helped to encourage other students to attend school in person that were not in the 1st Semester.

### A.C. Houghton Elementary

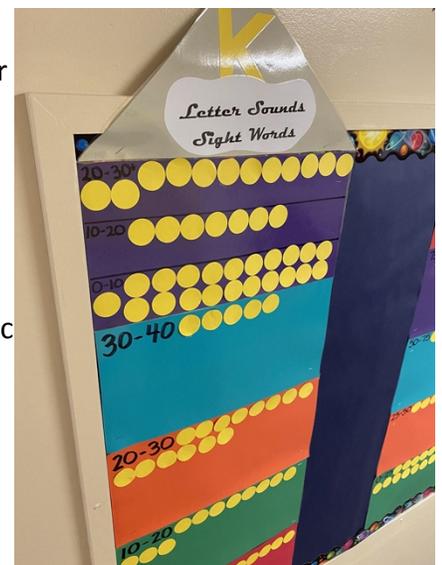
A.C. Houghton Elementary School students are building their own geodesic domes out of marshmallows and toothpicks for the Club STEAM project right now. These domes can house the polar animals the kids are studying. While learning about animals and habitats, students are also improving their reading skills.



Something that may be new to parents are phonological awareness activities. An example of practicing phonological awareness skills are when you say, "Tommy begins with the /t/ sound." Or when you read books with rhyming words and after repeated readings the child supplies the rhyming word. Helping children understand that words are made up of individual sounds is a huge step towards reading success. There are many fun ways to help children with this:

- Ask your child to tell you the first sound in people's names (i.e. Sam, /ssss/, Sam). What other words begin with /s/ like Sam?
- Can your child chop a big word into syllables? Do you have a long last name that they can chop into syllables? (i.e. Wilkerson, Wil-ker-son or Sutton, Sut-ton)
- Can they delete the first sound from their name and say what is left? (i.e. Mark, without /m/, what's left is? Answer: -ark)
- When I say 3 sounds, /d-o-g/, what's the word? (dog) Try this with other simple words that have 2 or 3 sounds
- What happens if I change the first sound /b/ in bake to /l/? The word is lake.

Because these activities are spoken aloud, they require no preparation and can take place anywhere! These are just a few ideas from our new Heggerty Phonemic Awareness curriculum. As teachers are assessing student growth in reading, we are seeing promising gains in student skills. Here is a photo of our kindergarten growth chart, many students have mastered their letter sounds and are learning sight words quickly.



### **Irrigon Elementary School**

Irrigon Elementary School had a successful January with students engaged in their learning. We have been supporting our students who are academically struggling or need to be academically challenged through afternoon tutor sessions with their teacher or an educational assistant. The sessions are being offered to students that attend in person and also those that attend through comprehensive distance learning. This has helped our students who are behind to get caught up and it also helps students make a positive connection with school.

Our school-based counselor has been meeting with students in person and virtually to support their social/emotional needs. These sessions have helped students learn how to self-regulate and control their emotions.

We have also been working with our wrap around services to support students and families with Community Counseling Services, OHP benefits, vision/dental/health appointments and any other need that is expressed to our CARE Coordinator. We currently have about 27 students signed up for the food backpack program. This program allows for us to handout meal bags to our enrolled students every Thursday with food for the weekend.

Attendance has been a challenge with making sure that all of our students have access to their education through attending in person or through distance learning. We have been communicating with parents on how to attend virtually, if their child is unable to attend due to illness. Our SRO has helped with making home visits to students we are concerned about or to drop off learning materials to students who cannot make it to our campus. We have implemented a virtual Student of the Month shout out board for our students to get recognized by their teacher or another school employee.

Overall, our school year has been full of changes, new processes, and best of all we get to see students learning and thriving at school. We will continue to support our students and families the best we can each and every day!

### **Irrigon Jr/Sr High School**

Happy February and start of the Second Semester! I cannot believe that we are closing in on almost a full year of school during this pandemic. Even after almost a year, we are still working at improving what we are doing so that we can support our students to the best of our ability. When we took inventory of our students grades at the end of the first quarter, we identified some key areas that our students needed support. We began providing individual, scheduled in-person and online tutorial periods with their classroom teachers, home visits by our CARE staff, SRO, and Administration to provide tech support, supplies, test taking opportunities, and to meet other needs. We also worked with staff to ensure their methods of assessment and evaluation focused on student knowledge. By the end of the semester we had cut our total number of failing grades almost in half. Students and teachers are still able to work on those failing grades during second semester as well, and many students have already changed their failing grade to passing. Those that do not completely raise their grade by the end of the year will still have that opportunity to do so during "summer school" in some fashion in June.

Another change we instituted here at Irrigon Jr/Sr High school, is adjusting our class schedule for 2<sup>nd</sup> Semester. During 1<sup>st</sup> Semester students would be attending all 8 class periods during the week for the entire semester. They would attend periods 1-4 on Monday and Wednesday, and periods 6-9 on Tuesday and Thursday. To

support students learning and focus, we have decided to have them attend only periods 1-4 every day for Quarter 3, then they will switch to periods 6-9 for Quarter 4. They will attend the same amount of class for each period as they would have under the Semester 1 model, but this will allow for consistency for students, parents, and teachers, as well as limit the focus to only 4 classes. Another change that we have made is to cohort the students weekly with a specific period teacher. During Semester 1 students were placed in grade level advisory classrooms, but that may not be with a teacher that they had for a class. Now students will be with one of their 4 teachers every week, on a rotating basis. Week 1 they were with their 1<sup>st</sup> period teacher, Week 2 they would then be with their 2<sup>nd</sup> period teacher. They will continue to rotate in that way each week until the end of the quarter, then they will switch to their period 6-9 schedule and repeat the process. We hope that reducing their weekly scheduled classes from 8 to 4, meeting with the same classes each day, and being able to attend in-person with their actual teacher will have a positive impact on their learning outcomes, as well as encourage them to attend and participate in hands on activities.

We have been able to have limited extra-curricular during the school year, but are very excited for the possibility of athletics and activities to begin this month. What a great step towards “normal” that will be. We were able to have Pixelot cameras installed in the gym and the football/soccer field, which will broadcast contests free of charge (the school has paid for the licensure this year) to anyone that would like to watch, since there are still restrictions on spectators.

### **Heppner Elementary**

HES students are fortunate to have a variety of Social, Emotional and Learning (SEL) supports now in place. All students, but especially those who face significant challenges, receive support for all aspects of their healthy development while at school. One aspect of the wrap-around support at HES deserves particular mention in this board report. HES holds a weekly CARE meeting.

In this meeting we focus primarily on students with needs. CARE referrals and staff communication provide the team with plenty of opportunities to engage support on behalf of those who need it most. In this meeting team members discuss specific students and their needs. Of course, a key team member is Peggy Doherty, our CARE coordinator. Peggy does so much outside of our school walls in homes and with many local agencies in support of our families.

An example of this is a particular family that joined our school this fall. Both girls from this family have disabilities and needed to connect with local providers. It was also time for their annual IEP meetings and many records were missing or outdated.

The family struggles with gas money and other logistics. Peggy has arranged rides through her knowledge of county and local medical resources. In addition, health insurance was needed as they moved from out of state. Peggy was able to assist the children/parents with the paperwork for Oregon Health Plan. She delivers food backpacks to this family and has carried important documents back and forth for signatures. Some of this requires multiple visits or calls to follow up. Through Peggy’s efforts they are now connected with support through the Department of Human Services as well as local providers.

Whether a student needs emotional support from Mrs. George or academic support from Mrs. Miller the HES CARE meeting provides a platform for engaging the school-based counselors who both attend. Many of our students now receive counseling services at school. These counseling services are offered for mental health and for academic concerns.

There are several ways for students to access counseling. Our counselors, Amy George and Jill Miller, both seek to form relationships with all HES students and will occasionally invite students to counseling through their own initiative or through a concern they have. Always, students can request a visit with a counselor and this is a regular occurrence. Another way for students to access counseling is through a teacher's initiative. Teachers regularly reach out to our counselors with their concerns. Occasionally parents will contact their student's teacher or myself with a concern and students have benefited from these referrals also.

Another concern regularly addressed in our weekly CARE meetings is attendance. This team, including our School Resource Officer, regularly reviews the attendance of struggling students. Phone calls or visits are then utilized to share our concerns with parents and encourage their engagement. Sometimes we are able to solve transportation or other challenges that make it difficult for students to attend. At least monthly we take a deep look at attendance, especially trends. This regular review allows us to see the improvement when we engage with these families. Or, in some cases, we can revisit our efforts that haven't resulted in desired improvements.

Thank you for supporting the increased wrap-around resources in our schools that are impacting our students for the better.

### **Heppner Jr/Sr High School**

We are off to a great start to our second semester of the school year. I am proud to report that we had 60 students who made the first semester Honor Roll with a 3.5 or higher GPA!

At HJSHS we are continually working to reach the goal that all students are not only successful from one semester to the next, but that they also graduate on time. In pursuit of this endeavor we continue to utilize many different types of supports to help our students succeed. Through both advisory/cohort groups and senior transitions classes, we are able to help students track and monitor their progress as they work through their high school years. During the current Covid Pandemic these strategies have helped us maintain a high "freshmen on track" to graduate percentage and a high projected graduation percentage rate through the end of the first semester.

We continue to hold "virtual" conferences as needed, with parents and students that focus on individual student progress. During the virtual conferences we discuss supports that are offered at HJSHS such as; in-person and virtual tutorial opportunities, study skills and tutorial class options and on-line credit recovery options to name a few. This has allowed meaningful conversations with students, parents and teachers as students' progress from one semester to the next. Our continued focus on the end result of graduating from high school on time, has helped keep the virtual conferences both meaningful and relevant during this pandemic.

Additionally, our senior transitions teacher (Mrs. Payne) and our guidance counselor (Mrs. Miller) have been reviewing grades and transcripts to see how our students are doing and meeting with students to help monitor their attendance, grades and progress. Students who did not receive a passing grade during the first semester, are being given additional support and extra time to bring their percentages up to a passing grade. In the second semester we have also begun having students go to their different class periods for their cohort groups. As an example, the first week of the semester students went to their 1st period class and the second week they went to their 2<sup>nd</sup> period class, during week three they will go to their 3<sup>rd</sup> period class, etc. This allows teachers to do more hands-on types of activities with students in their classrooms that are more

difficult to accomplish on-line. Our teachers also encourage students who are struggling with classes to come back after lunch to receive additional help and tutorial support.

We will continue to communicate with our students and parents regarding student progress to help ensure they are successful from one semester to the next, one grade level to the next and on track to graduate on time!

Have a great month!

**Management’s Discussion and Analysis**

**MCSD – Maintenance & Facilities Update – February 2021**

We will be meeting with Administrators, Head Custodians, Lead Maintenance and Food Service this month to begin the budgeting process for the 2021-2022 school year. They will present their needs during our walk-throughs then we will decide which projects to move forward with based on Safety, Extending Useful Life and Efficiencies/Cost Savings.

The driveway loop at Sam Boardman is complete. The façade work is complete at the Irrigon Jr Sr High and the Heppner Elementary Gym Building. An exhaust venting system was installed from the kitchen to the outside part of the building at Sam Boardman Elementary by Knerr Construction.

Rock Enterprises is replacing the volleyball stanchion under the gym floor at Heppner Jr Sr High so the new nets will stand upright safely. A fire panel will be replaced at Irrigon Jr Sr High which was recommended by Johnson Controls.

We are working with Dave Fishel and Jose Aparicio from Wenaha Group on the next steps for the May 2022 Bond. They toured the facilities in January and are working on cost estimates based on the draft plans that were created with our Community Advisor Committee during 2019 & 2020.

**Staff Incident/Accidents Report:**

<b>Date</b>	<b>School</b>	<b>Incident</b>
1/4/2121	ACH	Custodian went to doctor with wrist pain on both sides from cleaning duties. 801 form filed, visited doctor. Time loss injury.
1/14/2021	ACH	Employee smashed knee into desk drawer handle when standing up. 801 form filed, visited doctor. No time loss.
1/22/2021	WRE	Employee was stabbed in the hand with pencil by a student. No time loss.

**Financial Report Talking Points:**

1. The District received funding from the Morrow Education Foundation in the amount of \$ 856,915.94 to support District activities in the areas of Technology, Field Trips, STEAM, Counseling, College Credits, Preschool, and Internships.
2. The District received our CDL and ESSER Funding reimbursement in the amount of \$397,866.49.
3. The ESSER 2 estimates are out and the District has been allocated \$1,943,451.64 to be spent on COVID related expenditures.