

THURSDAY Evening

I attended the **Legislative Policy Committee Meeting** and heard concerns about funding, workforce/teacher burnout, mental health, technology/cybersecurity, and board training across the state. Afterwards, I met privately with Hood River Board Member Chrissy Reitz to discuss our students' experience at the 10/12 volleyball meet. Reitz followed up; Hood River AD will contact our AD (Ryan Gallagher) and discuss how to prevent and/or address harassment at future meets. Reitz affirmed Hood River's commitment to being an inclusive, welcoming host.

FRIDAY

Morning workshop - presider for **"Better together: partnering with students to increase achievement"** with *YouthTruth*, *Gervais Supt. Dandy Stevens*, *Corvallis Supt. Ryan Noss*, *Corvallis board member Sami Al-Abdrubbah*

This presentation focused on [YouthTruth](#), a software that enables student feedback at all levels, from elementary to high school. Gervais School District used YouthTruth for COVID family check-ins, student feedback for a student senate, and used Fireword to flag comments for follow-up (suicide prevention). Corvallis School District used YouthTruth for a superintendent evaluation. Unlike the Healthy Schools Survey, YouthTruth can be done annually. The workshop included the opportunity to respond to a survey from our phones, with the real-time results displayed. One strength of the survey is that you can compare your students' feedback with that from other districts across the state and/or across the country.

Parkrose has used this software in the past. I think that in-person empathy interviews allow us to build relationships and contextualize student experience in a more complex way.

Afternoon workshop - presider for **"Investing in trauma-informed education"** with *Andrea Shunk from OEA* and *Jeff Crapper (OSBA board member & Beaverton teacher)*

Some takeaways:

- "Trauma is not your destiny"
- "Behavior is a form of communication"
- Goal is to respond to stressful events with resiliency
- Provide accountability with support
- Ask why
- Focus on skill-building and empowerment
- Work to transform systems (workforce wellness policies, procedures, physical environment)

Core Principles of a Trauma-Informed Approach



Safety

Throughout the organization, patients and staff feel physically and psychologically safe



Trustworthiness & Transparency

Decisions are made with transparency, and with the goal of building and maintaining trust



Peer Support

Individuals with shared experiences are integrated into the organization and viewed as integral to service delivery



Collaboration

Power differences — between staff and clients and among staff — are leveled to support shared decision-making



Empowerment

Patient and staff strengths are recognized, built on, and validated — this includes a belief in resilience and the ability to heal from trauma



Humility & Responsiveness

Biases and stereotypes and historical trauma are recognized and addressed

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Some key questions for us:

- What role can schools play in promoting resiliency? How do we integrate knowledge about trauma into policies, practices, procedures?
- How do we make sure that we *act* on what students are telling us?
- How do we notice and respond to student representatives and their non-verbals for trauma and stress?
- What is the culture we are creating for the superintendent and staff? What is the culture we are creating on the board?

Resources and recommended actions:

- Access available professional learning resources OSBA, [ODE](#), and [OEA](#)
- [Review existing policies for alignment with trauma informed education](#) (Note that our district adopted [JHHB – Trauma Informed Schools](#) in 2018)
- Utilize the [Community Engagement Toolkit](#) from ODE to improve and enhance community engagement, transparency, and agency
- Gather data on prevalence of trauma through the [Student Health Survey](#) from OHA
- Use the [Student Educational Equity Development Survey](#) (SEED Survey) from ODE
- Use SIA and ESSER to support student mental and behavioral supports; adult wellness
- Support investments in high quality professional learning models that include time for educator collaboration, mentoring, practicing new skills and educator and student voice
- Apply for an [OEA Choice Trust Wellness grant](#) or mini-grant to support educator employee wellness programs

Friday OSBA Color Caucus Meeting

It was a privilege to attend the meeting as a Friend of the Caucus. I connected with Senitila McKinley, a Lincoln County board member from Waldport, who described the isolation she experiences serving on the coast, and joy in playing ukulele with kids. I was grateful to witness this powerful gathering of accomplished and dedicated board members as they recognized leadership, elected new officers, and shared stories about their districts.

SATURDAY

Keynote - Brandon Fleming:

- Stories change us more than data
- Stories are gateway to empathy
- “We don’t have a content issue, we have a connection issue”
- Love first and legislate second

I found this keynote very inspiring, and am interested in reading his book “Miseducated” with the board. How can we as board members cultivate more empathy and connection in our work?

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Morning workshop - presider for **“Build a blueprint for equity linking student voice to policy and practice”**

I enjoyed hearing again from *Tigard-Tualatin Supt. Dr. Sue Rieke-Smith and board member Jill Zurschmeide*. Some of this information was review from their presentation at the 2021 OSBA Summer Conference, but I noted these takeaways for us in Parkrose:



- Authentic student engagement requires humility
- Can't be “business as usual” if we are to truly engage student voice; has to change how we make policy and how we conduct our board meetings
- Public protest was an important part of what changed Tigard-Tualatin...is there energy or interest for that among Parkrose students?
- Parkrose is unique in providing financial compensation for student representatives
- There is still a widespread hierarchy between adult and student board members...how do we challenge or resist that?

Multnomah Region Roundtable

I took the notes at our MultCo Roundtable and have attached them to this report. We had a lively discussion. My takeaways specific to Parkrose:

- OSBA is creating a Safety Handbook that may be helpful to our board members who run in May for a full term
- MESD might be able to provide support for emergency response...follow up?

Afternoon workshop - presider for **“Applying systems thinking principles in educational equity, governance and community engagement”**

Corvallis board member Sami Al-Abdrubbah and Assoc. Professor [Javier Calvo-Amodio](#) (Oregon State University) presented systems thinking based on the models created by [Derek Cabrera](#). Their example of successfully implementing private student restrooms to provide a safe, inclusive environment for all students was inspiring. Systems thinking enables us to look at ideas from different points of view. We identify elements, their context and purpose, how they operate, and the relationships between parts and the whole. A guiding proposition is a statement that aids judgment for purposeful decision making. We connect what we hear from our community and students with the limitations, policies, and resources of our district.

Over time, the process of learning means new learning options open for us. I was reminded that learning takes repeated cycles to mastery...while we didn't pass the levy this time, we can try again and be successful next time! In the interactive portion of this workshop, Sonja and I partnered and defined our guiding purpose as “ensure that students feel safe and have a way to report at athletic events when racial bias incidents occur.” We identified elements, processes

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and behaviors, and relationships for this purpose. I found this exploration very helpful for taking a macro view and generating creative ideas. I'm curious about how we might continue this brainstorming with the rest of the board.

SUNDAY Keynote

It was an honor and joy to celebrate with Parkrose board member Sonja Mckenzie as she begins her historic role as President of the Oregon School Boards Association in January. Her inspiring keynote address was a highlight of the convention for me. We are so lucky to have her serving our students in Parkrose and across the state of Oregon. Congratulations Sonja!

Andrew Marotta:

- Stories can leave an impact if told the right way
- My wondering: How do we use standard fairytales (fire/water/trust; cracked pot) in a way that honors their cultural context? When does it become meaningfully authentic?

MultCo Regional Roundtable Notes - November 12 2022

Reminder: December 15th legislative dinner; location TBD; Stacey is still working to determine if student representatives will be included

Board Member Safety

Candidates concerned about safety when running for office; do not want their home address published. In MultCo, individuals who have "sensitive jobs" (law enforcement) can ask to have their information kept private. This varies from county to county.

Sonja and Katrina reported that **OSBA is working on creating a safety handbook resource guide** for candidates, so that individuals don't have to solve this on their own. Remove this concern as a barrier for new candidates and have a statewide approach. May also include a template letter for sending to the county clerk. Currently in draft, hoping to have it ready by Spring, districts can request a copy. Also working on a legislative rule to make this more consistent; caucus members will testify and share personal experiences; safety is a priority concern for BIPOC candidates.

Sonja shared this article from TIME magazine:

<https://time.com/6227754/political-violence-us-states-midterms-2022/>

Stacey shared that harassment laws are changing; this is being worked on by COSA and League of Cities

Board Training

Several of our MultCo boards are in support of mandatory training, especially for items like budget/finance and superintendent evaluations. "Floor not ceiling" of baseline understanding regarding how school boards work, definitions of equity, how we interact with each other.

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It can't be "one size fits all," needs to be tailored, each board needs to decide for themselves what they need. Boards can choose to go beyond the basics.

What incentives are there to complete training, if it's not mandatory? How can boards demonstrate proficiency?

If described as onboarding, then what about those who have served a long time and need a refresher, because of changing legislation, equity priorities, etc?

Remember that ethics and equity are repeated practices; have to do this work ongoing, not a one-time mastery.

OSBA as a source provider for training. Make training mandatory for OSBA membership?

Approach training as Continuing Education, with a menu of many different types of offerings, held very frequently, so that it is easy for board members to add to their schedule. Board members can pick and choose what is meaningful to them. Model after CTE.

Will training add more barriers for some populations (younger, lower income, working full-time, etc.)? Suggestion to nuance the "mandatory" piece and focus on removing barriers.

Board liability is another incentive for training; ensure that laws are being followed.

Concern that board training is a reactionary response to Newberg. Bill was being worked on before any events in that district. Training is centered on student success in collaboration with COSA and other organizations.

Board Compensation

Possible bill this session regarding compensation for school board members. Especially important for lower income and BIPOC members. Child care stipend or reimbursement for parents? **How do we make sure that new board members are set up to succeed?** What do other state associations do for their members? How do we create a formal structure that prepares new electeds for what the role entails?

Workforce

Districts struggling with classified staff resignations. How are we building a workforce with equity? Can OSBA help?

Funding

How do we get our districts more funding to meet current service level? Superintendents have been discussing. Current taxation structure makes it hard for us to pass local option levy.

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Security

In the absence of SROs, some districts are struggling to receive adequate police response. Districts need to be notified when students are involved in incidents. MultCo has a system of emergency response, but they don't know our district protocols (language, standard procedures, etc.). Districts are treated differently by local law enforcement. What are community safety solutions? **Can MESD provide regional support for safety and emergency response needs?**

Superintendent Concerns

Time of increased vulnerability - do boards know what a superintendent does? What resources exist to educate boards? If board members aren't trained, this heightens vulnerability. Need to build capacity in leadership, confidence and relationships.

Some of our boards had a history of mistrust and animosity, and needed a lot of board development. How do we continue to build upon healthy practices for the future?