Elkton School District #34
Charter Council Meeting
March 14, 2024

Present: Andy Boe, Cynde Pakros, Travis Heath, King Phelps, Randi Smith, Sarah Wood, Devin Hunt via Zoom, Melissa Whitley

Meeting called to order at 6:06 pm

Review and Acceptance of Agenda

Cynde Pakros would like to know if Devin Hunt has heard from Roseburg Forest Products or Seven Robotics. The financial secretary is asking what do we need?

UCC Friday Academy Event

- UCC Friday Academy Event occurred Tuesday, 3/12. It was a great event. A lot of great information was shared. The kids did a good job listening. They brought professors and not industry people. They laid out their programming and what would happen if they took the various programs and processes.

Career Fair

- Council members will divide and contact members of the below list to invite them to the career fair that will be held on May 7th from 6:00-7:30 p.m.

  Dan Burke Reliance Connects-Andy
  Sam Scharf and wife attorney and jeweler-Sarah
  Truck Driving-Josh - Andy
  Great Northern Trailer-Cynde
  Dept of Fish and Wildlife-Andy
  NCCC-Andy
  Heather Whitman – BLM-Randi
  Garrett or Rundell Trucking-Travis and King
  Whitlog-? Andy
  Tree Farm-Andy
  Cheryl Flick-Randi
  Harold Woods
  DFPA- Josh UCC - Andy
  Lindsey Baker – Healthcare – Kenani Dilcher – Doug Byle – Travis and Andy
  CNA
  Sarah Billings
  Roseburg Forest Products – Cindy and Randi
  Josh Schmidt – Andy
  Animation and Graphic Design – Sarah
  Elk Creek Glass – Sarah

DRAFT

Provide a one page to each of the members to have as a guide to make calls.

Natural Resources

- The representatives who visited from ODE stated our grade school was filled with joy. Kids were learning and it is a good place for kids. That's what we need to look at with natural resources for kids.

Broke into groups to discuss "Why" of natural resources in Elkton.

- Travis Heath and Cynde Pakros shared their "why" of natural resources
  Integrating family heritage business into natural resources. Not just logging, but the forestry, welding industry and how they are connected to the nature in the area and using it for practical purposes and art. The trailer company in Sutherlin that's run by the son started by the father but there are a lot of business around here that are multi-generational and livestock businesses too. It's because of the natural resources in the area and their appreciation for that and there's something about that as well that there are family businesses here too. The growth of the business from plowing horse to tractor and now electronic. We need to talk to Braden to get the robotics together with the FFA . They can create a farmbot and build one that measures how far apart they have to plant the seed and learn together the technical and the FFA and both combining the natural resources in the community.

- Andy Boe – The why in that conversation is because it's the legacy in our area. It's what folks have done, and the culture is important, and we want to make sure the kids have the knowledge and the access to learn about them.
- Andy and King
  I disagree with you, King, that college is meant for trades. I think there are a lot of things such as policy being one. We need kids that can pound a nail. They also need to be able to work in a world to develop laws and policy. We need to encourage kids who work in those fields as well.
- Cynde Pakros my boss who created the paralegal program at UCC Crystal Cunningham I'll see if she can come.
- Andy Boe says your why is to prepare kids where there's a world of a lot of employment in the natural resources. My why is we need to identify kids who are academics that want to go that path and then they wrap their life around the natural resources piece that feeds that legacy.
- Randi Smith and Sarah Wood
  Reviewed our vision and mission statement and some things have been underlined to hone in on why these are written and how they are still being used/refined to speak more clearly about what natural resources means. Small rural community is important. (quote is read from statement) who we are, where we come from and how that shapes the actions we do when we leave this place. How we have an impact. What I want students to know is you live here, you're learning here, your family is here, the resources you consume, the educational pathways you take can have a greater impact. How you're stewards of them is impactful. I think what we are talking about is applicable. Placed based education

DRAFT

(referred to article Sarah had shared with her) Read mission statement. Placed based education, human resources, natural resources, integrated and systems thinking/critical thinking skills. Teaching our kids to be systems thinkers. Robotics related to agriculture. The trash we find in our river affects our fisheries. How does the thing upstream at the fisheries and the smelt died because no warning system now population must rebuild. Applied knowledge. Apply things we are teaching to things that are meaningful to kids where their parents work, where they hang out, things that surround them every day. How do we get kids to see how it's meaningful. Maybe natural resources is part of that but I think it's more place based learning which I think is more broad and brings in the cultural component. I'm wondering if we might explore the idea of place-based education.

- Andy Boe-I don't know. I think it's going to be a blend. I think what we're going to come to is a blend of all of these ideas as to the why. I respect what you say about the legacy piece, I respect what you say about let's get kids the trade piece and what you say about the academic piece. I want to be really careful about that.
- Cynde Pakros - It reminds me of Mr. O'Neal doing the river water science. I think it depends on how you interpret it. Each of those is a component of what you're teaching in natural resources and there's something in place based and I think of it as more of component than the overall and how it fits in the different grades. I think it's incorporating those things in a way that meets the educational standards.
- Andy Boe- I think of high school as a launching pad and they need to look at the next step preparing for a bigger world and I don't want to lose that. I think the culture in our school kids don't see that. We need to be careful.
- King Phelps- Historically this land we are in in the1850's there was 90% less trees and the land was burnt. In 1950 this land was daffodil land. Then it was full of wheat and corn. In 1964 most of these hills didn't have trees on them. There are more trees in this area than there was in 1964, probably 10% as many trees.
- Travis Heath shares that Roseburg Lumber bought a lot of ranches and planted them with trees. The environment is now a sterile environment with trees waiting for them to fall down.
- Sarah Wood – Well it's a habitat.
- King Phelps- We are not using this environment as well as they were in the 1850's. Now we're trying to get our kids to understand they have to balance a few things but we're not showing them where the middle is.
- Andy Boe- I think that's exactly what we were saying here.
- King Phelps – I would say to these kids you need to get further education. I love these community colleges and look at what everyone is doing and to not be afraid of change or seeking many degrees.
- Andy Boe - When you go through the vision and mission statements, do you feel we are geared toward what we are talking about?
- Sarah Wood - The only thing that speaks to what we want our children to do when they leave here is be an active participants in a global society. They're going to get an awesome exceptional education even though we're small. I think that's true. And they're going to feel empowered and I think that is very broad and has a lot of vagueness to it. I'd say it could be more specific in terms of like a guiding philosophy vs. a mission statement of things you're going to achieve. That's where I feel like the vision statement could be tweaked. I think they both could be tweaked and I think all of the things could

DRAFT

be true. If we were talking about the how it's not a field trip here and a field trip there, we have to have a plan and buy in by our people who are doing the work every day and first it's a conversation. Are they already doing that and then a continual conversation how are we doing that now and what can I align my scope and sequence. Not something else that is added on.

- Cynde Pakros -It seems it is a little harder to mesh with the high school. It feels the natural resources curriculum is much easier to incorporate at the grade school than the high school because we are looking at meeting graduation requirements.
- Sarah Wood-Once you've taught kids systems thinking in grade school they then can make connections when they're in high school. I think Dr. Zeller has, looking at how she structured the senior project in the first semester, I think she would be a fantastic resource. She has the structure for kids to oversee some sort of interdisciplinary project to create applied knowledge across subjects. I heard some kick back about senior project having to have a component added around community service and that made it harder for some kids. Is it a careers thing or a careers and community service thing. I think that's valuable. It made it limiting for some kids to make that stretch. I think when we have kids who were brought up to be systems thinkers it just works that way.
- Andy Boe -This group – it's tough to re-engage them. I want to go back to one thing you (King) said is balance. That needs to end up in our statement is balance and thinking you're either here or there, no, that's where the natural resources thing is where you bring everyone in and that's where amazing things happen.
- Andy Boe - I want to wrap this up. This is not where I thought this was going to go. I appreciate your conversation about legacy and culture here. I think that's a really good point and I think it's for good and for bad and we need to remember that. That's cool. And then your guys' conversation around systems thinking is really important and I think where that lives is middle school. I think K-5 we have to get kids reading but I think middle school is where that lives with the development of the way of thinking.
- Andy Boe - I agree with this and I think we lack the focus in grades 6,7,8 and I think those kids having some curriculum linking them back to that is helpful.
- King Phelps- We don't have to end up with the same textbook.
- Andy Boe- Yes we can have supplemental stuff.
- Andy Boe - I think that's where we're at now is the how. We talked about the why. Now the harder conversation is – we have the values out on the table – the next conversation is how are we going to do that. Talking about middle school is that where this lives? Is it the textbook we saw before and does it fit this? Can we suss that out so we have the right materials in front of kids and the right guidance in front of teachers and that's going to include having some teachers here this next time.
- Sarah Wood- it's about having the core values.
- King Phelps- And the teachers have to have a buy in and if they don't they need to be replaced.
- Andy Boe- There may be a way to find where they can link back.
- Sarah Wood- I think you said it last time, Cindy, we live here and recognize the beauty of the place and want to take care of it and we impart that on our kids and it's different than environmental education of a kid who lives in a city.

DRAFT

- Andy Boe- This is our why and we are a charter school that brings kids from other places who are not part of this legacy and their experiences are not very good and we have to make sure we are not excluding. I think building a culture is good, that joy piece. That balance piece.
- King Phelps - If they come in early enough it makes them feel better and makes them do better.
- Andy Boe- It's a good change for them and there are some really hard experiences they come from. We have to consider them and the why is how are we going to make that meaningful for them and include them. That is a big piece of what we do.
- Sarah Wood - We need to find a common thread amongst the communities we serve.
- Andy Boe - I think we can be this place.
- Cynde Pakros - I think we're already doing that being very inclusive and inviting those kids in.
- Homework – let's try to think – we have our why – but there's 3-4 components to this. Let's talk about how we're going to do that. Let's start by thinking about the high school that seems to be a place we can connect. Let's talk about high school and how we're going to get our why built into our how. How are we going to take this and make it specifically part of what the high school is. Is that projects, is that programming. For me, the grade school has so much other stuff, like literacy. If we can plan that out for the kids at the high school and how they're going to get this experience, we can spin that culture to the grade school. Then I think we go to the middle school and talk about that. I would like to start doing that at the high school right away. I think we can have a recommendation for the board in June or July. In the how – class offerings, credit requirements. We are mandated by the state to do certain things, but we can make that look a certain way. Class offerings. Senior projects. I'd like to look at that again. I hear a lot of angst around foreign language. That's something we can talk about here. Reality drives our world, and we can't find a Spanish teacher and no one wants to take it online.
- As we go into the next meeting, we are looking at the how. I want to look at the Project Learning Tree to see if it will fit into the why and how. I'm not sure if it does.

Next Meeting April 15, 2024 at 6:00 p.m.

Meeting adjourned.

DRAFT