

## WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on September 26, 2022.

### 1. CALL MEETING TO ORDER

Board Chair Naomi Raven called the Springfield Board of Education Work Session to order at 5:32 p.m.

- A. Chair Raven led the Pledge of Allegiance.
- B. Chair Raven read the following Land Acknowledgement:

*We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.*

*Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.*

*The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.*

*This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.*

### Attendance

Board Members in attendance included Board Chair Naomi Raven, Board Vice Chair Todd Mann, Emilio Hernandez, Jonathan Light and Kelly Mason.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Karri Thiele, Jonathan Gault, Whitney McKinley, Jeff Michna, Brian Megert, Kari Isham-Skelton, Joyce Johnson, Taylor Madden, Dustin Reese, David Collins, Brett Yancey, Judy Bowden and Trenay Ryan, minutes recorder.

### 2. DISCUSSION

#### A. Staffing Trends

Human Resources Director Dustin Reese shared a presentation with the board regarding staffing trends in the District over the last 10 years. After his presentation, the board asked clarifying questions and Mr. Reese responded with the additional information. Please see the slides below for more information about the information that was shared with the board.

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# Staffing Trends

September 26, 2022

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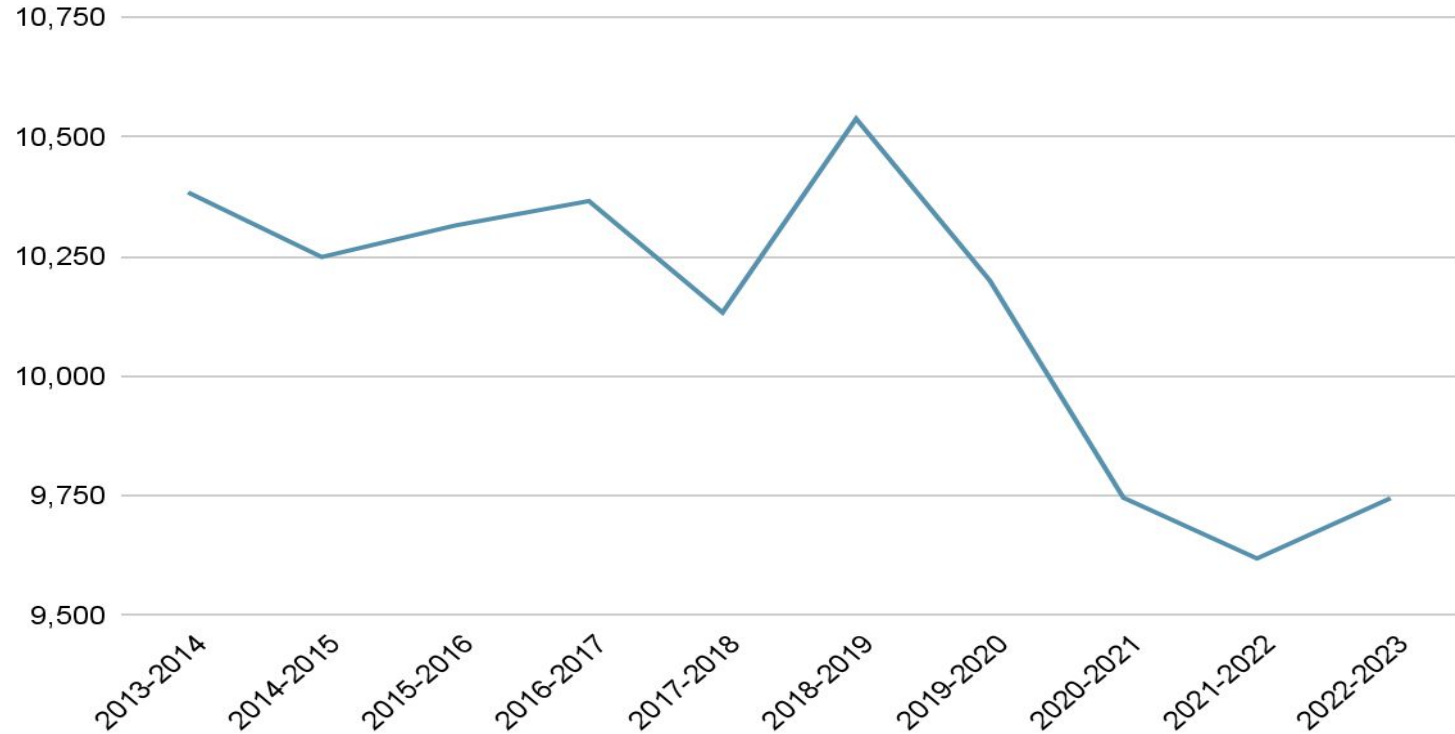
# Staffing Trends

- Total Enrollment (10-Year)
- Budgeted FTE (10-Year)
- FTE and Enrollment Compared
- Resignation/Retirement Trends (10-Year)

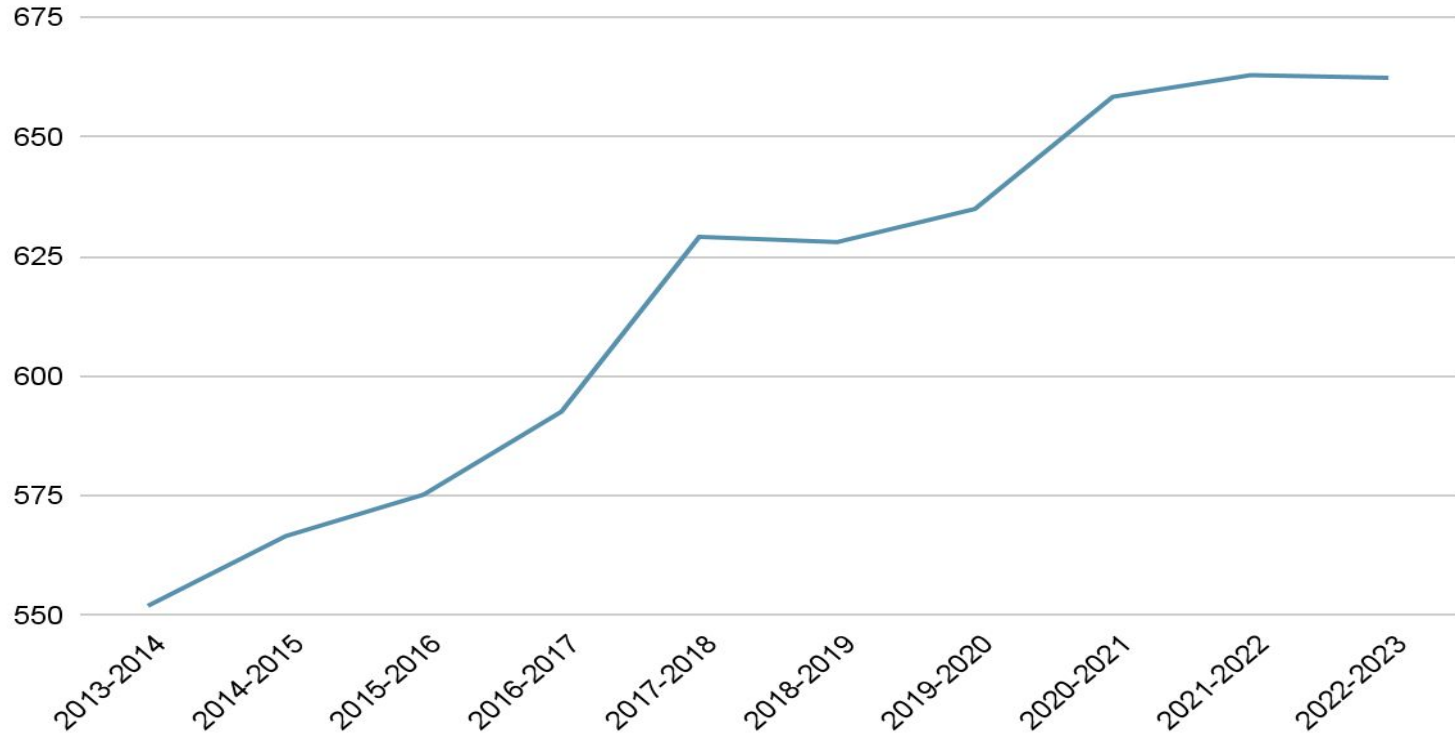
# Staffing Trends

- Hiring Numbers.
  - 2022-2023
  - 2021-2022
- Average Experience.
- Why Might Employees Leave?
- Moving Forward with Recruiting and Retention.

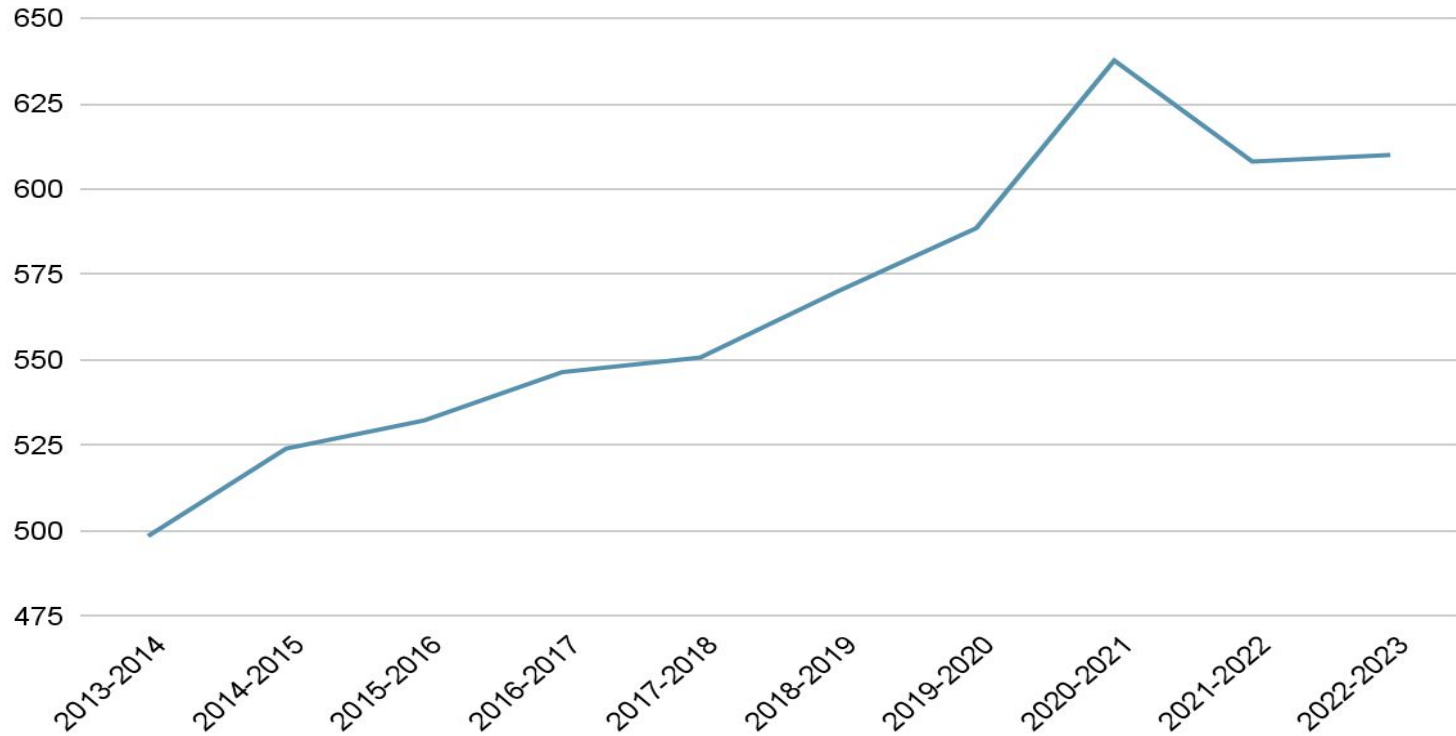
# Enrollment Numbers (10-Year)



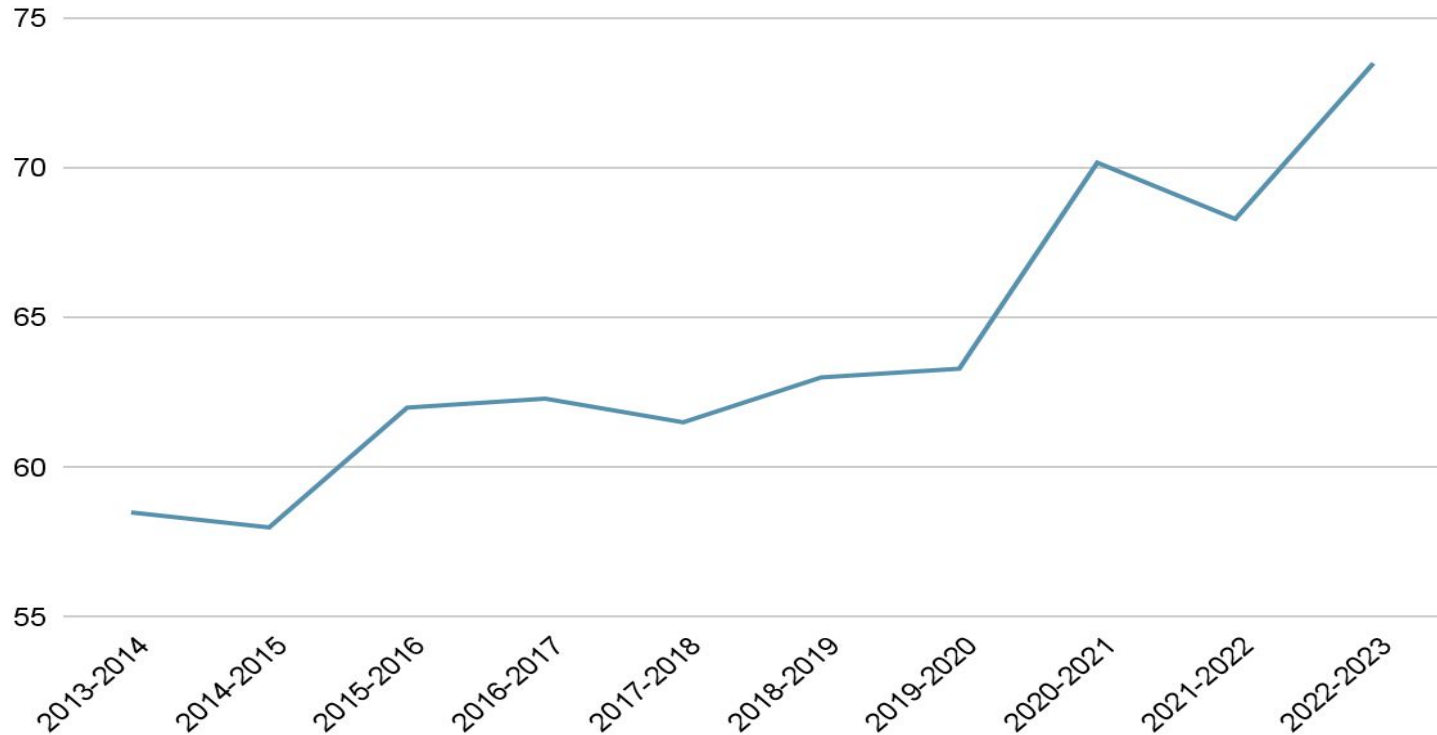
# Total Budgeted Licensed FTE (10-Year)



# Total Budgeted Classified FTE (10-Year)

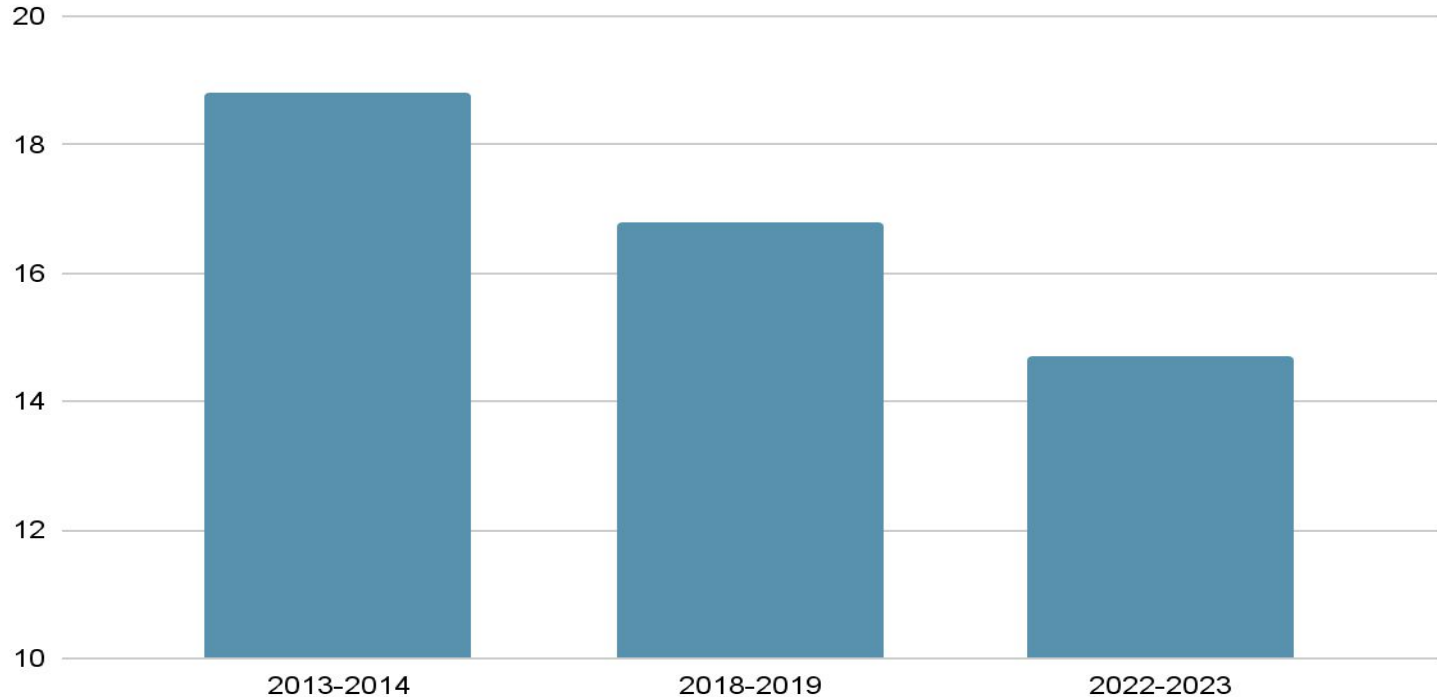


# Total Budgeted Administrative FTE (10-Year)

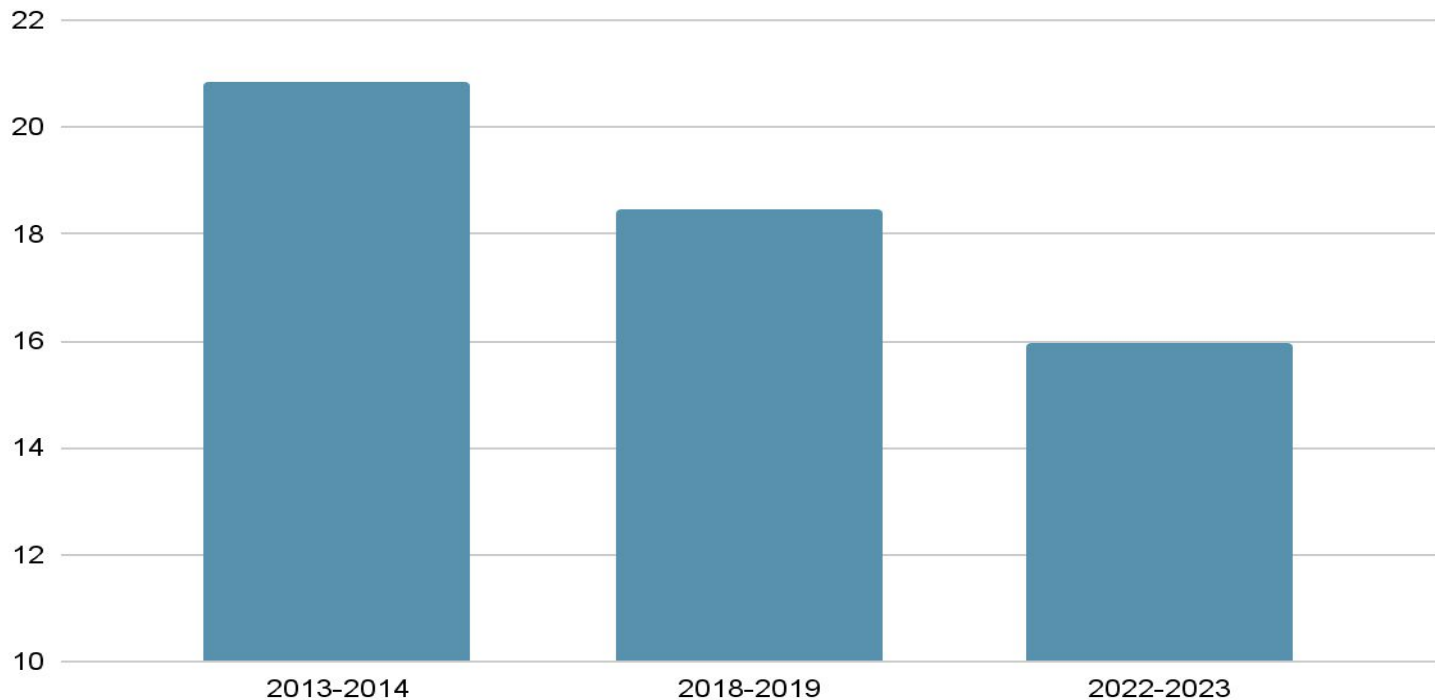




# Number of Employees and Enrollment (Certified)

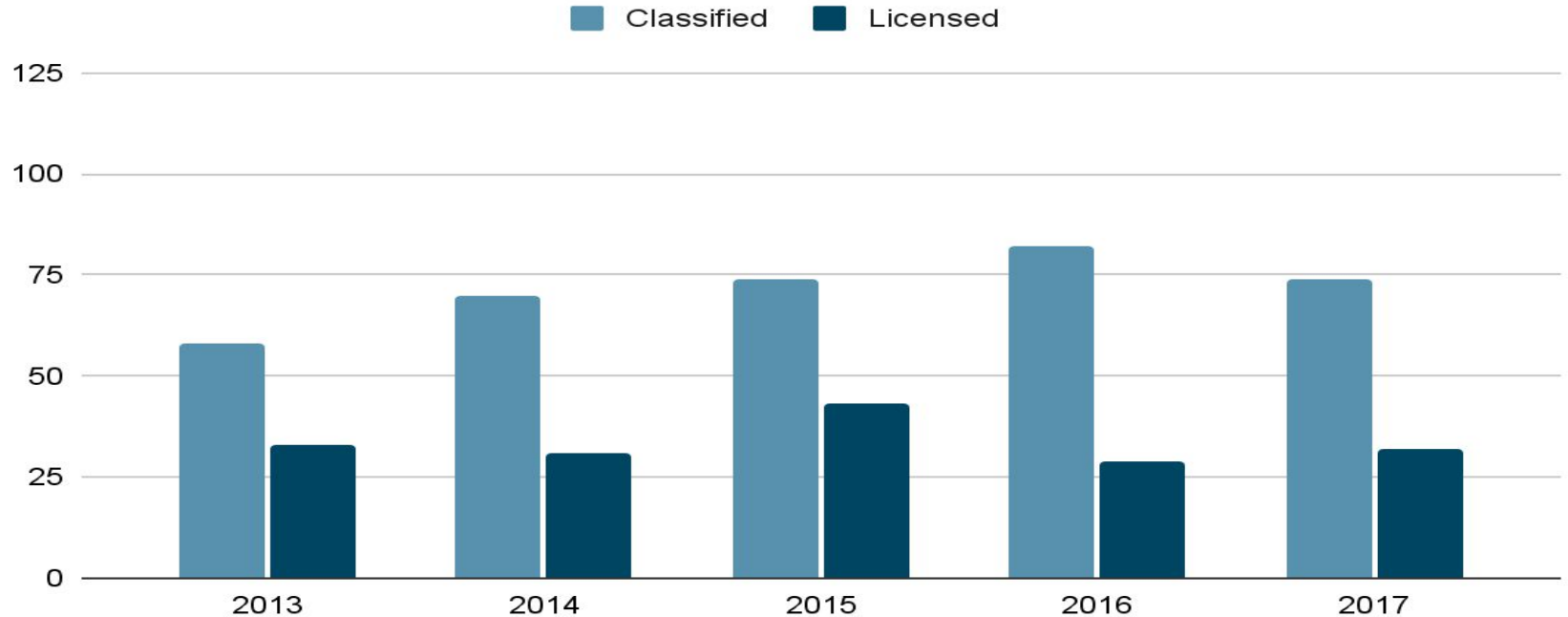


# Number of Employees and Enrollment (Classified)



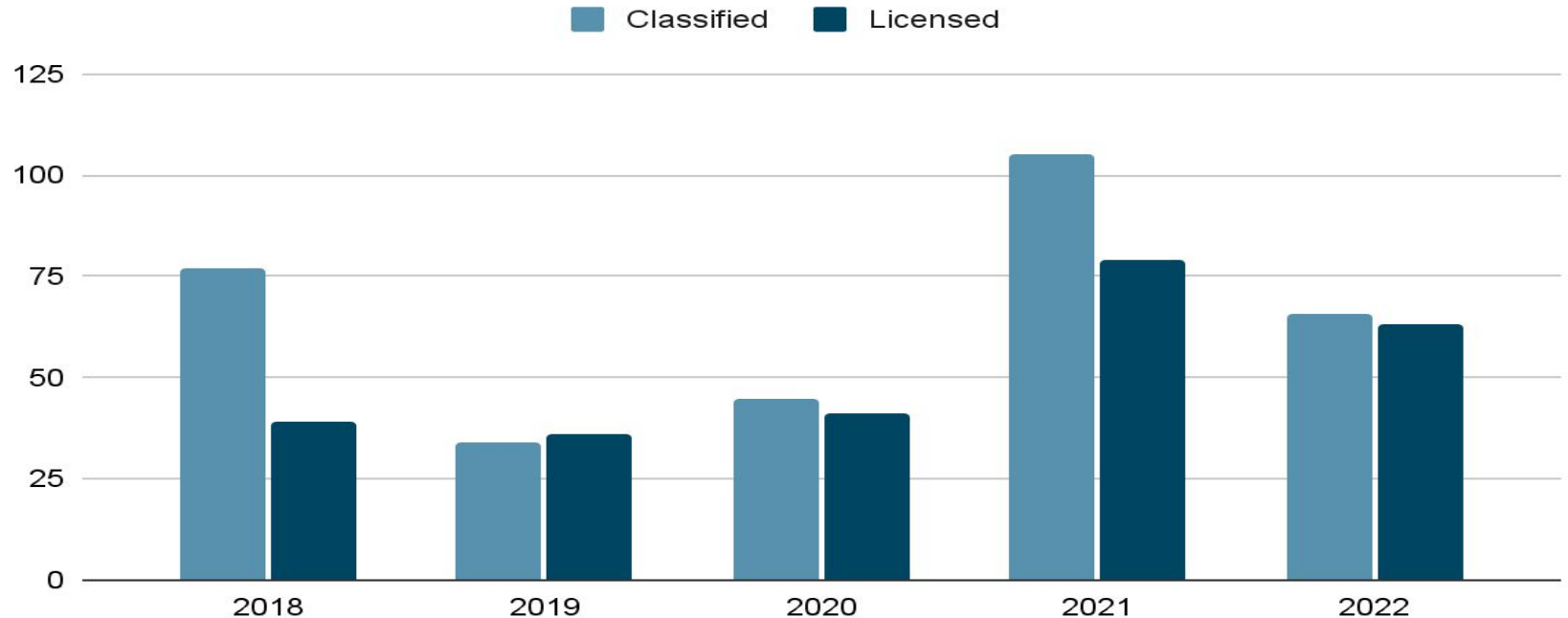
# District Staffing Trends (2013-2017)

## Resignations/Retirements



# District Staffing Trends (2018-2022)

## Resignations/Retirements



# Average Resignations/Retirements (Five-Year)



# 2022-2023 New Hire Information (Licensed)

**114**

Total Licensed  
Employees

Elementary Schools - 44

Middle Schools - 27

High Schools - 36

Other - 7

# 2022-2023 New Hire Information (Classified)

**76**

Total Classified  
Employees

School-Based - 58

Operations, Admin - 18

# 2021-2022 New Hire Information (Licensed)

**100**

Total Licensed  
Employees

Elementary Schools - 54

Middle Schools - 19

High Schools - 18

Other - 9



# 2021-2022 New Hire Information (Classified)

**132**

Total Classified  
Employees

School-Based - 94

Operations, Admin - 38

# Average Experience Levels



## Why Might Employees Leave SPS?

- Some employees share reasons in resignation correspondence.
- Exit interviews for resigning and retiring employees.
- Impact of COVID-19 at SPS, locally and nationally.

# Moving Forward with Recruiting and Retention

- Changes to collective bargaining agreements.
- Continue collecting information through stay interviews.
- Opportunities with HB 4030.
- Evaluation of classified job descriptions and pay.
- Pathways programs/partnerships.
- Human Resources realignment - recruiting and hiring.

**Thank you!**

The Board took a five-minute recess at 7:08 p.m.

**A. Instruction Materials**

Teaching and Learning Director Whitney McKinley and Equity and Inclusion Coordinator Taylor Madden shared a presentation about the process for adopting a new English Language Arts curriculum for the District. Ms. McKinley gave an overview of the night's discussion including an overview of the state's process for recommending curriculum followed by the District's process for review and recommendation for curriculum adoption. The Board broke up into smaller groups for discussion regarding various prompts provided by District staff.

Following the discussion, Ms. McKinley shared the following dates for opportunities for Board members to review the curriculum materials that would be brought forward to the Board for approval at a future meeting:

- September 27
- September 28
- October 13
- October 14

Please see below for additional information from presentation.

# SPS Board Work Session

Monday, September 26, 2022

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# Outcomes

- Understand State Process that Guides SPS Materials Adoption
- Understand SPS Process for Materials Adoption
- Update on Current Materials Adoption

## Agenda

Our Why - Every Student, Every Day

Overview of State process

Overview of SPS process

K-12 ELA, ELD, World Language Update





# SPRINGFIELD

## PUBLIC SCHOOLS

Every Student, Every Day



# Basal or supplemental?

[OAR 581-011-0050](#): For purposes of rules adopted by the State Board of Education and for policies established by the Oregon Department of Education, **“instructional material” means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof.**

**Only basal instructional programs may be adopted by the State Board of Education. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.**

# Basal or supplemental?

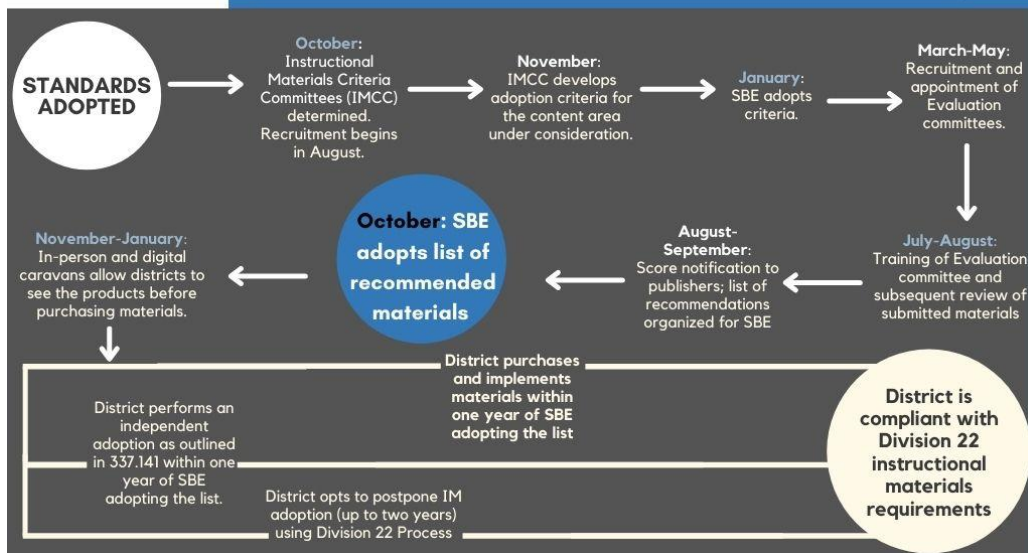
Basal - (core instruction)	Supplemental
<p>Basal materials are intended to be a <b>substantial and ongoing</b> component of instruction. Districts are required to adopt basal instructional materials in order to teach to the academic content standards.</p> <p>Basal instructional materials may include:</p> <ul style="list-style-type: none"><li>● Adaptive or personalized programs</li><li>● Digital textbooks</li><li>● Print textbooks</li></ul>	<p>Supplemental Materials are <b>used in conjunction</b> with the basal instructional materials of a course. They contain resources to supplement and/or differentiate core instruction</p> <p>Supplemental materials may include:</p> <ul style="list-style-type: none"><li>● Articles</li><li>● Audio Clips</li><li>● Films</li><li>● Intervention Materials</li><li>● Novels</li></ul>

# State Guidance and Process



## Instructional Materials Timeline Overview

CHART DOES NOT INCLUDE ACTION ITEMS FOR PUBLISHERS





# SPS Process – Trust, Transparency, Collaboration

Standards Review

Research & Development

In depth review tools



1	Program Title:				
2	Directions for reviewers using this rubric				
3	Record your findings based on the extent to which criteria were met using the 1-5 rating scale				
4	1 The criterion was not met.	2 The criterion was partially met.	3 The criterion was adequately met.	4 The criterion was substantially met.	5 The criterion was completely met.
5	<b>1. Foundational reading skills</b>				
6	1.1 Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns) [EL practice guide, Rec. 1]				
7	Support your rating:				
8					
9	1.2 Materials include guidance to provide small group, differentiated instruction to students struggling with reading development [RTI practice guide, Recs. 2 and 3; EL practice guide, Rec. 4]				
10	Support your rating:				
11					
12	<b>2. Reading comprehension for literacy and informational texts and text complexity</b>				
13	2.1 The text and text complexity are appropriate for the reading level (comprehension level) of students to use in scaffolding to more complex text [Adolescent practice guide, Rec. 2]				
14	Support your rating:				
15					

# Equity & The SPS Process

Reliance on Research  
Rubric Development  
Training for Reviewers

***Equity*** is about **every** student having what they need to be successful and thrive regardless of race, gender, ability differences, language, sexual orientation, SES, religion, citizenship status, or **any** other identity factor.

Working toward educational ***equity*** is about reversing the current state in which identity factors serve as predictors of success and creating the conditions\* that allow for the development and flourishing of the unique strengths and talents of **every** student.

**“ When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.**

*Dr. Rudine Simms Bishop*

**”**

# 7 Forms of Bias in Instructional Materials

(Sadker & Sadker, 2003)

invisibility



*Cosmetic*

**STEREOTYPE**

Imbalance

unreality



# Equity & Inclusion Rubric

Program Title: <input type="text"/>				
<b>Directions for reviewers using this rubric</b>				
Record your findings based on the extent to which criteria were met using the 1-5 rating scale				
1 The criterion was not met.	2 The criterion was partially met.	3 The criterion was adequately met.	4 The criterion was substantially met.	5 The criterion was completely met.
<b>1. Gender / Sex</b>				
1.1. Regardless of gender or sex, characters reflect qualities such as leadership, intelligence, imagination and courage. These are not exclusively attributed to male characters.				<input type="text"/>
Support your rating:				
1.2 Regardless of gender, people are shown performing similar work in related fields				<input type="text"/>
Support your rating:				
1.3 People are referred to by their names and roles as often as they are referred to as someone's spouse, parent, or sibling.				<input type="text"/>
Support your rating:				
1.4. Gender stereotyping language as "women chatting/men discussing" is avoided				<input type="text"/>
Support your rating:				
1.5. Biographical or historical materials include a variety of people's contributions to society.				<input type="text"/>
Support your rating:				

# Equity & Inclusion Rubric

Program Title:				
<b>Directions for reviewers using this rubric</b>				
Record your findings based on the extent to which criteria were met using the 1-5 rating scale				
1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.
<b>2. Race / Ethnicity</b>				
2.1. Materials contain racial/ethnic balance in main characters and in illustrations.				
Support your rating:				
2.2. People of color are represented as central characters in stories and illustrations				
Support your rating:				
2.3. Characters of color are represented in a variety of lifestyles and in active, decision-making and leadership roles.				
Support your rating:				
2.4. Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives.				
Support your rating:				
2.5. Stereotyping is avoided in the language of the text and in the images/illustrations.				
Support your rating:				
2.6. Biographical or historical materials include characters from a range of racial and ethnic backgrounds and their discoveries and contributions to society.				

# Professional Learning for Review Teams

## Equity, Inclusion & the Materials Review Process:

*The Power of Representation & the Potential for  
Biases in Instructional Materials*

### Module 1

## ESSENTIAL QUESTIONS

1. *How are high quality instructional materials related to equitable practices?*
2. *Why is representation within instructional materials, specifically for students from historically underserved groups, important?*
3. *How does understanding the potential for biases within instructional materials inform your work as a program evaluator?*

# Final Steps in SPS Process



- Small team narrows state approved
- Large team reviews with a deep dive
- Plus Delta
- Consensus Day
- Community Review
- Recommendation to Board



## Program Strengths & Deltas

Publisher: **Amplify CKLA**  
Grade Band: 6-8

Program Strengths	Deltas - with possible solutions
<ul style="list-style-type: none"><li>• Vocabulary – engaging, at level, teaches words that will be encountered in text, app</li><li>• Scaffolding tools – put kids into groups; I do, We do, You do; writing prompts/discussion starters/sentence frames</li></ul>	<ul style="list-style-type: none"><li>• 1:1 devices cause challenges; management<ul style="list-style-type: none"><li>◦ Printing for students who don't have devices; use workbooks; COWS for charging devices</li></ul></li><li>• Time/understanding needed for how to learn</li></ul>

# Update and Preview – K12 LA Adoption



- Board review - dates and invite from Judy
  - 9/27
  - 9/28
  - 10/13
  - 10/14
- First read

### **3. NEXT MEETINGS**

The next Board meetings will be: Business Meeting, October 10, 2022 beginning at 7:00pm  
Work Session, October 24, 2022 start time TBD

### **5. ADJOURNMENT**

With no further business, Chair Raven adjourned the work session at 8:25 p.m.

*(Minutes recorded by Trenay Ryan, LCOG)*