

## SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on July 14, 2022.

### 1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 5:33 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Mason 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 attending the meeting included Board Chair Naomi Raven, Board Vice Chair Emilio Hernandez, Director Jonathan Light and Director Todd Mann, and Director Kelly Mason.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Judy Bowden, Karri Thiele, Jonathan Gault, Reilly Gault, Taylor Madden, Whitney McKinley, Brian Megert, Jeff Michna, Vincent Adams from OSBA and Trenay Ryan, minutes recorder.

### 2. Discussion Items

#### A. School Board Evaluation (OSBA)

Mr. Adams began the evaluation review discussion by asking Board members to write down their answers to a few questions that applied to them as individuals. At the finish of the self-evaluation exercise he noted his overall disappointment with the assessment. The assessment had shown him that the Board was angry and did not feel effective. However, Mr. Adams noted that his knowledge of each of the members did not represent that finding. The assessment consistently showed that the Board had deep disagreements in establishing procedures and following those to completion, leaving them to feel ineffective. Board members felt that it had been frustration, not anger. Mr. Adams reminded the Board that they each shared the same belief, to establish and model a culture of high expectations for all students, that they were all on the same side, but that because of personality differences they each took a different approach to arrive at the same goal. He advised them to revisit their strategic vision, to realign themselves with their procedures and goals in consideration of the drastic changes the world had

experienced. He also advised that while listening to others, they always assume positive intent. Chair Raven discussed the effects the pandemic had on board procedures and how it had left them feeling detached from the community, schools, staff and students, as they no longer had any option but to follow state laws during that time. Mr. Adams and the Board continued discussing areas of concern noted throughout the assessment, in order to achieve a clearer understanding of each member's thoughts, opinions and suggestions on how they would improve their trust in and communications with one another. Board members agreed that there had not been enough time to converse in detail with one another or with the community regarding topics that arose. Mr. Adams suggested reconfiguring The Board Calendar by adding additional agenda items or meetings as needed to work on establishing standards. The Board was looking forward to their Retreat, which would aid them in building board relationships not only as a whole, but individually as well. Mr. Adams stated the Board needed to look at their responsibility to and communications with the Superintendent. Trust and respect would be emphasized upon during the retreat. The following were a few of the concerns noted in the assessment:

Director Hernandez asked that new board members be required to have more experience and felt that responsibility belonged to OSBA. He stated Board members had a responsibility to read and understand prepared reports prior to attending meetings. He wished for honest communication with one another.

Director Light felt there was too little time and opportunities to speak with the community, as well as the Board. He wished for earlier board input to the budget process, to create a structure to encourage family engagement, and for honest communication.

Director Mann asked for more transparency and greater inclusivity regarding the budget. He wished for the Board to revisit the strategic policy, review and create a working agreement for a budget committee, providing clear expectations and standards.

Chair Raven wanted board members to establish a relationship with and have better communication with the Superintendent. She felt they should view the assessment and discussion as an opportunity to get back to work after the pandemic and to do better, while focusing on improving relations with one another. She wished to focus on creating intentional structures.

Director Mason agreed with Ms. Raven regarding improving their relationships with the Superintendent. She did not feel the Board was unified. She wanted more community engagement opportunities and felt the Board was creating barriers by requesting advance sign up for public speaking opportunities.

With the help of Mr. Adams, the Board established the following goals:

1. Build and cultivate trust with the Superintendent, and to maintain a positive working relationship, was of top priority.
2. Establish meeting norms and to renew the Board and Superintendent operating agreements.
3. Cultivate trust and team building among the Board members, and with the administrator, both in and outside of the boardroom.
4. Re-establish and increase community engagement.

Mr. Adams concluded by thanking the Board for trusting him to express their candid thoughts. He felt that while there was room for improvement, they were good people and were a good Board.

Please see the full Board Self-Evaluation below:



# Balanced Governance Self-Evaluation

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*School District and Evaluation Year*

Springfield 19

2022

**Prepared by:**

*Your OSBA Board Development Team  
Oregon School Boards Association  
1201 Court Street NE, Suite 400  
Salem, OR 97301  
(503) 588-2800  
(503) 485-4837 Direct Line  
[www.osba.org](http://www.osba.org)*



# Balanced Governance Board Self-Evaluation

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## Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in column charts color coded to show responses in each of the categories for every question in the survey.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the standards for the 12 board performance standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following areas:

### *1) What do you see?*

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

### *2) What does the data suggest?*

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

### *3) Identify growth area(s) from the observations and interpretations.*

The board will discuss which standard(s) to focus on for improvement and any indicators that the board wishes to see increased.

### *4) Build a professional development plan for the board.*

The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

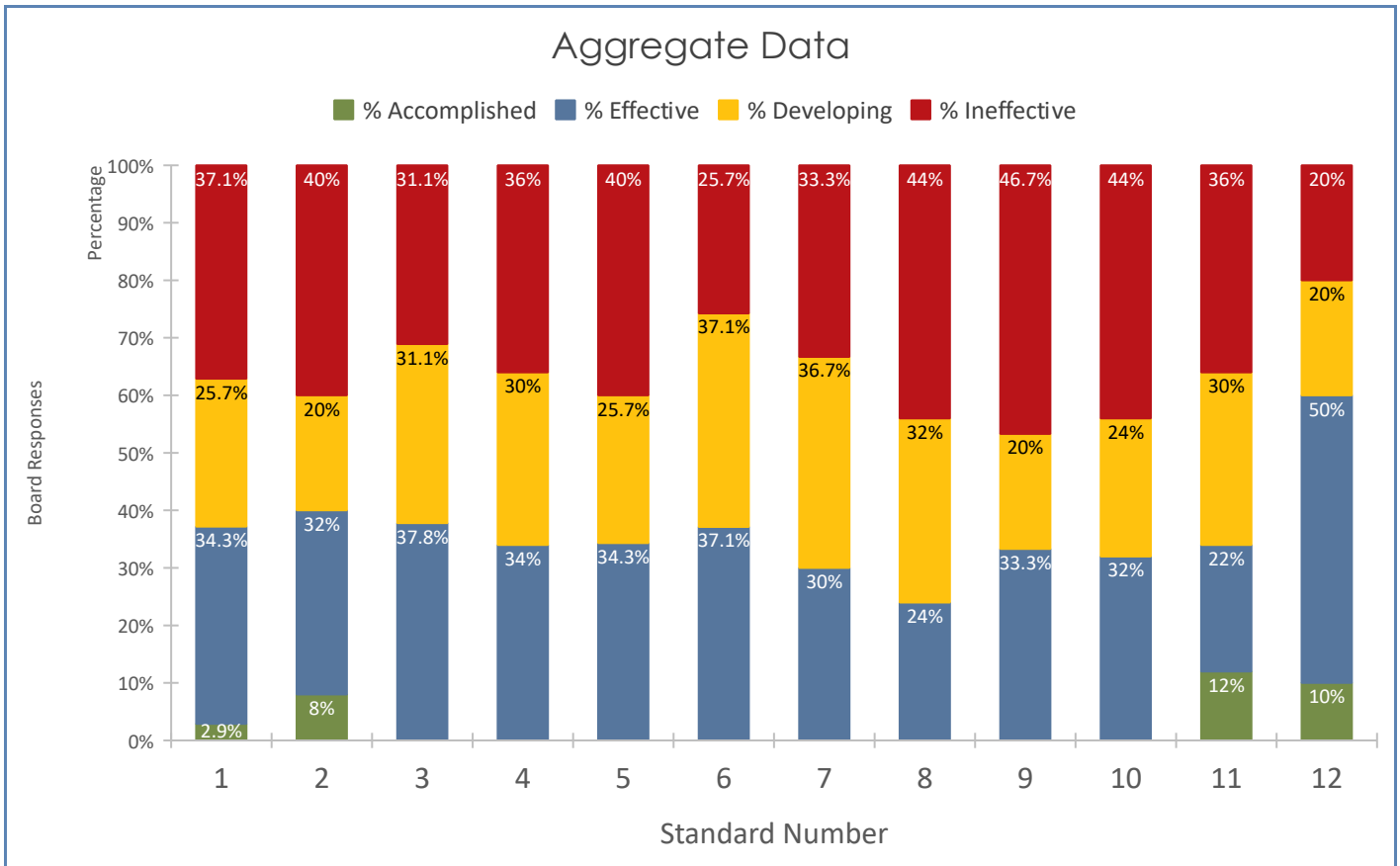
- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

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*OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.*



# Balanced Governance: Aggregate Data



## Balanced Governance Standards

- 1: Vision-Directed Planning
- 2: Community Engagement
- 3: Effective Leaders
- 4: Accountability
- 5: Using Data for Continuous Improvement and Accountability
- 6: Cultural Responsiveness
- 7: Culture and Climate
- 8: Learning Organization
- 9: Systems Thinking
- 10: Innovation and Creativity
- 11: Board Member Conduct, Ethics and Relationship with Superintendent
- 12: Budgeting and Financial Accountability

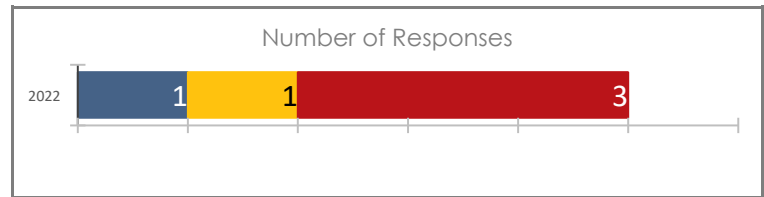


# Standard 1 *Vision-Directed Planning*

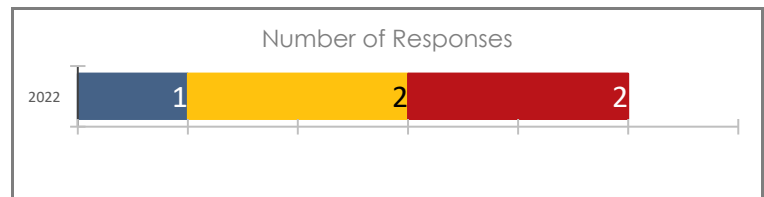
The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

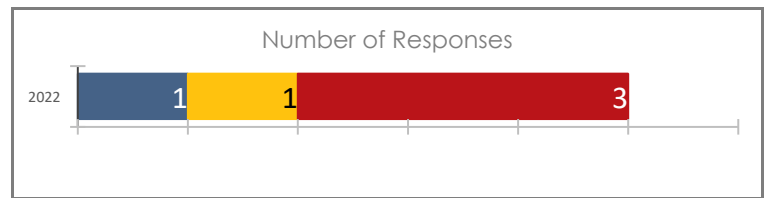
Q 4 The board collaborates with the community to articulate core values and beliefs for the district



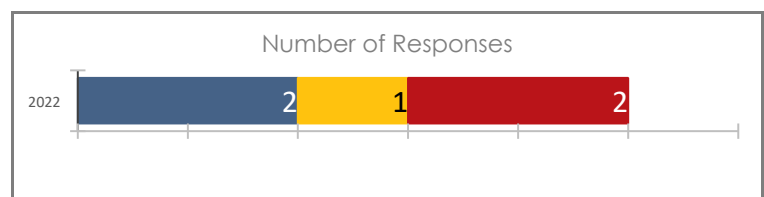
Q 5 Board members can clearly articulate the vision and strategic goals of the district



Q 6 The board collaborates with the superintendent to develop long-range strategic goals for improving student learning



Q 7 The board regularly monitors the progress of strategic goals focused on improving student learning



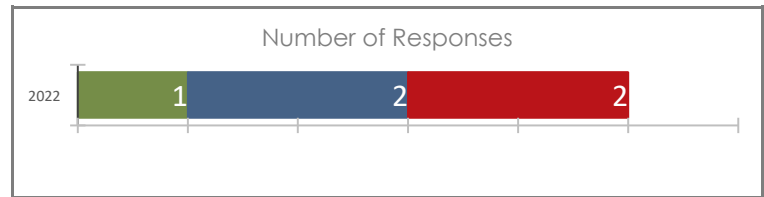


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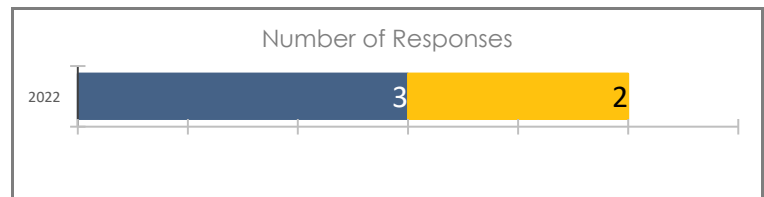
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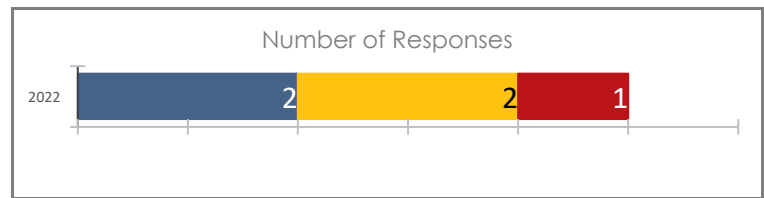
Q 8 The board adopted a budget that aligned resources to the district vision and strategic goals



Q 9 The board establishes and models a culture of high expectations for all students



Q10 The board promotes a vision and expectation for excellence beyond the present performance



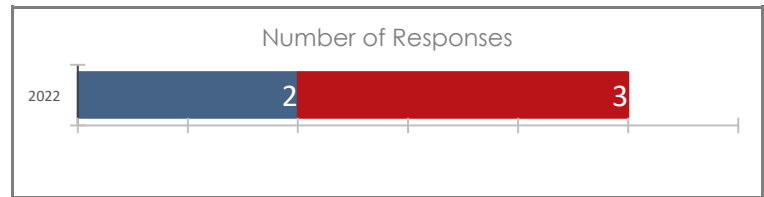


## Standard 2 Community Engagement

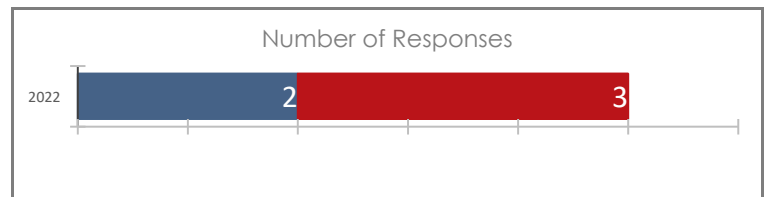
The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

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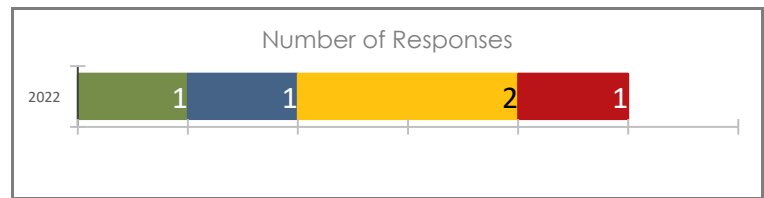
Q11 The board promotes practices that solicit input and involvement from all segments of the community



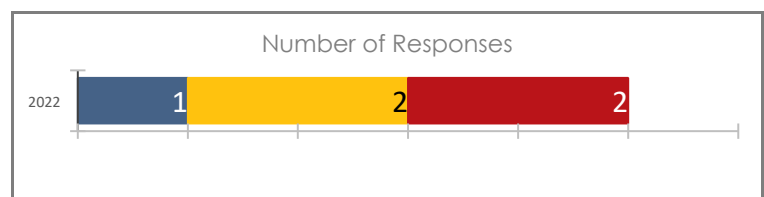
Q12 The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community



Q13 The board recognizes and celebrates the contributions of school and community members to school improvement efforts



Q14 The board is responsive and respectful to community inquiry and feedback





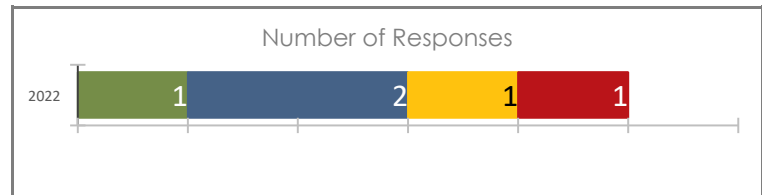


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Q15 The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators



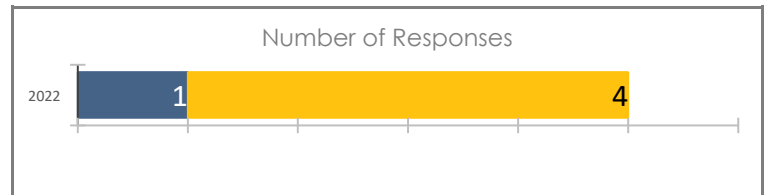


### Standard 3 *Effective Leadership*

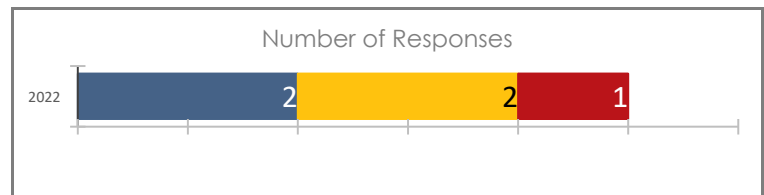
The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

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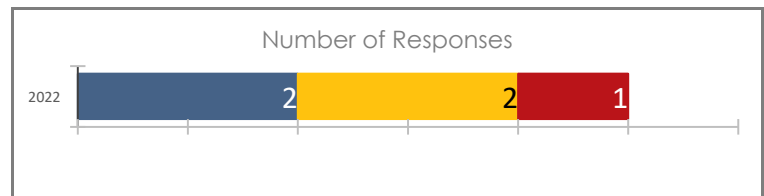
Q16 Board members are visible in the community



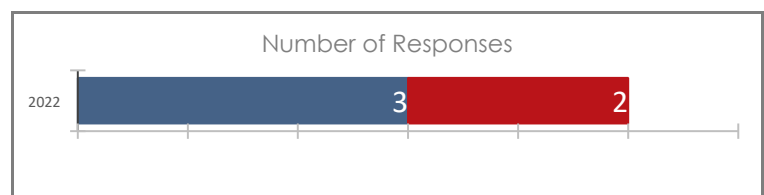
Q17 Board members develop professional community relationships to improve student learning and opportunities for students



Q18 Board activities, analysis, and decision-making are aligned to vision and strategic goals



Q19 The board solicits input from multiple sources to assist in making informed decisions



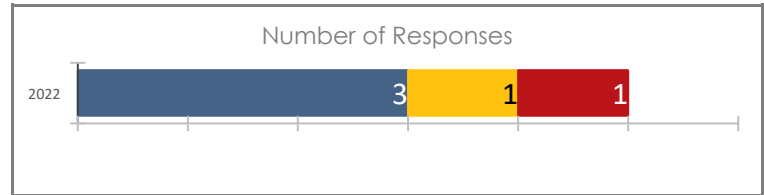


### Standard 3 *Effective Leadership*

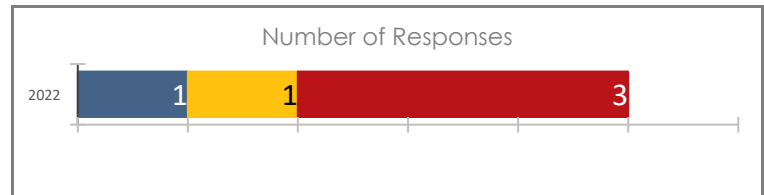
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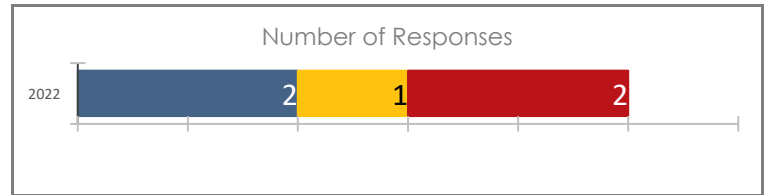
Q20 The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators



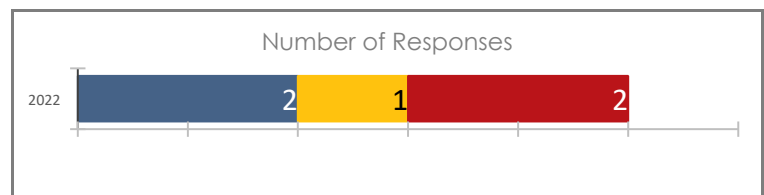
Q21 Board members model an empowering leadership style



Q22 The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district



Q23 Board members promote change through dialogue and collaboration



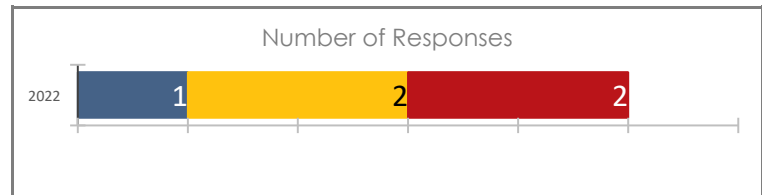


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Q24 Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives



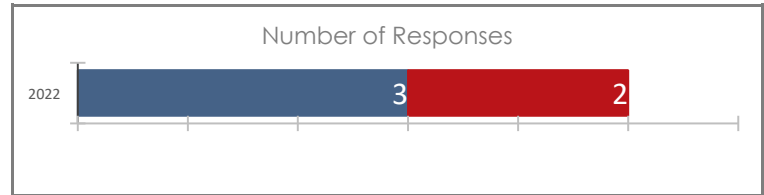


## Standard 4 *Accountability*

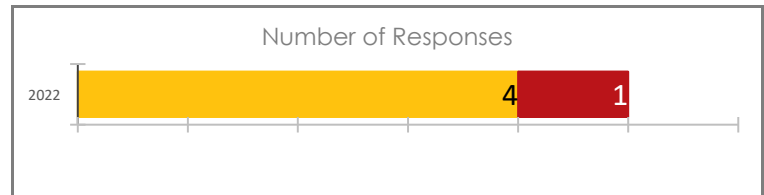
The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

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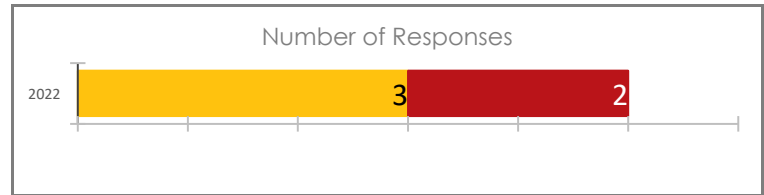
Q25 The board ensures funding to implement accountability measures



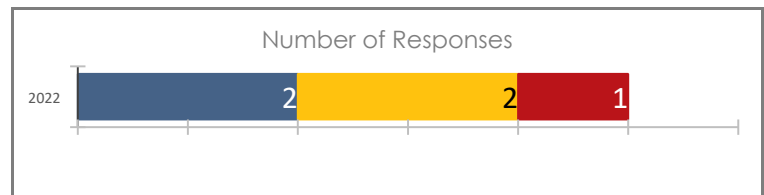
Q26 The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation



Q27 The board models a culture of high expectations throughout the district



Q28 The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals



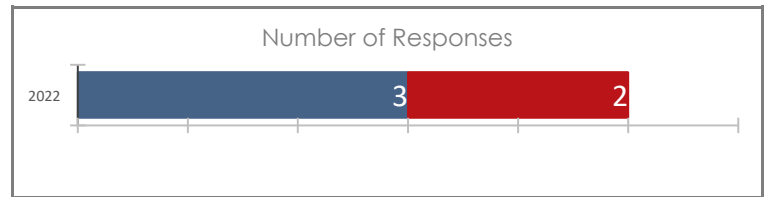


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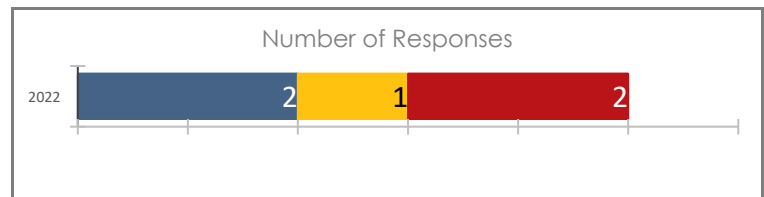
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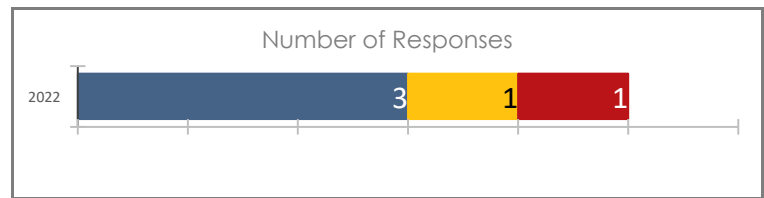
Q29 The board ensures the budget aligns resources based on student learning priorities



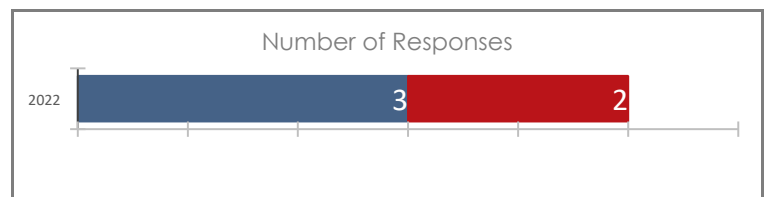
Q30 The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals



Q31 Disaggregated student results and growth are measures against expectations set by district strategic goals



Q32 The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals



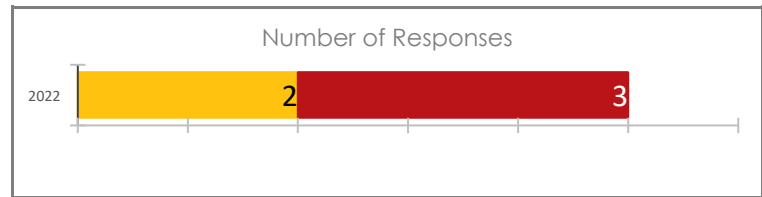


## Standard 4 *Accountability*

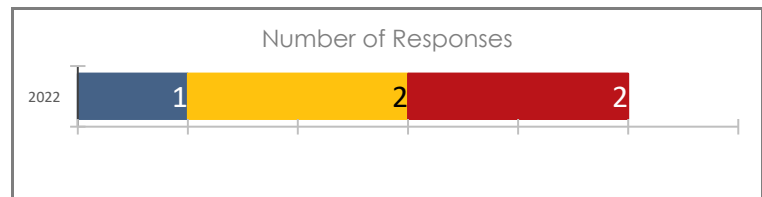
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Q33 The board regularly establishes performance goals for itself



Q34 The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system



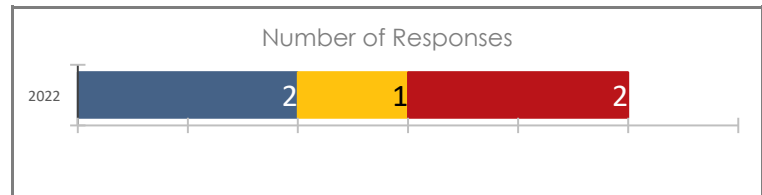


### Standard 5 *Using Data for Continuous Improvement and Accountability*

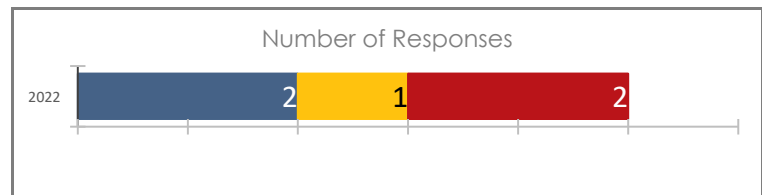
The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

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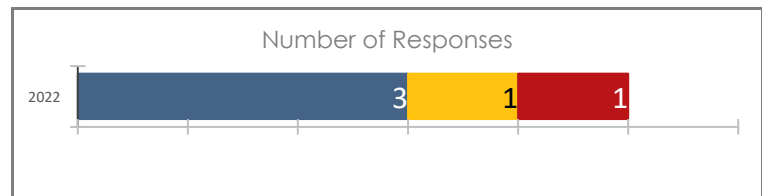
Q35 The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making



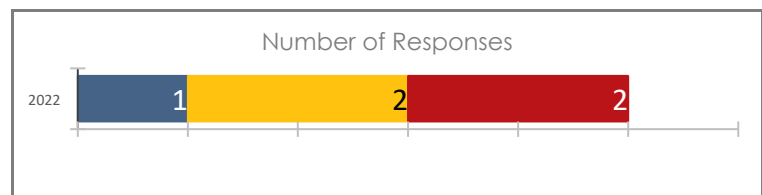
Q36 Programs approved by the board have effective data collection requirements and measurable results



Q37 The board uses data to identify discrepancies between current and desired outcomes



Q38 The board identifies and addresses priority needs based on data analysis





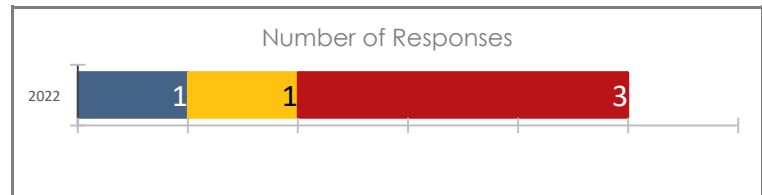


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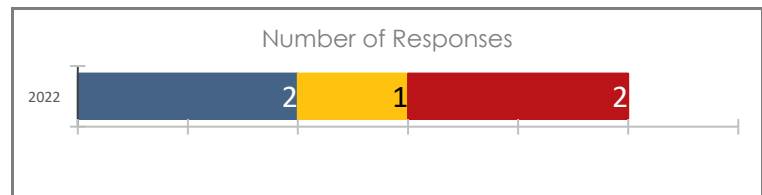
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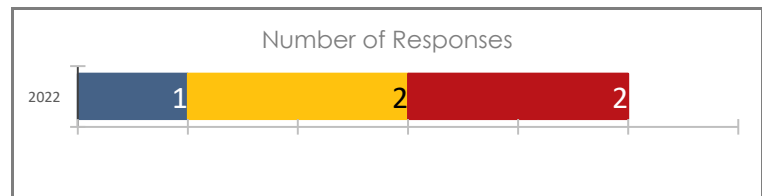
Q39 The board communicates to the public how policy decisions are linked to student learning data



Q40 The board creates a culture that encourages the use of data to identify learning needs throughout the system



Q41 The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals



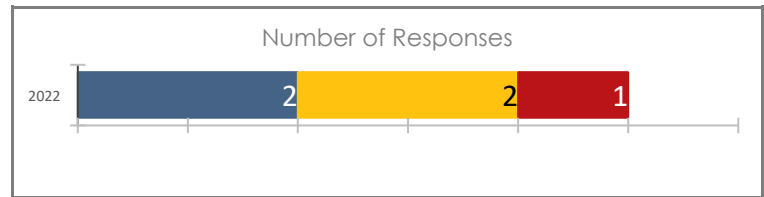


## Standard 6 Cultural Responsiveness

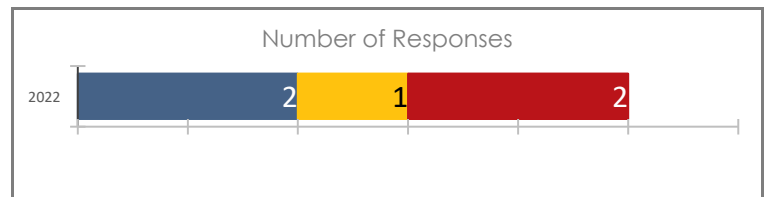
The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

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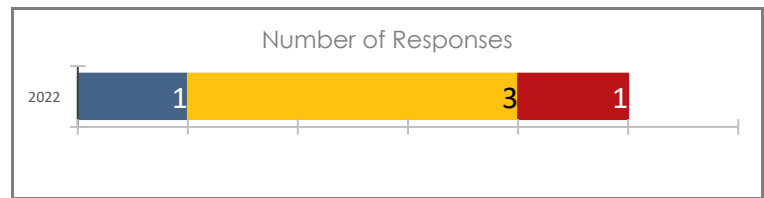
Q42 Board outreach and community engagement activities accommodate cultural differences in values and communication



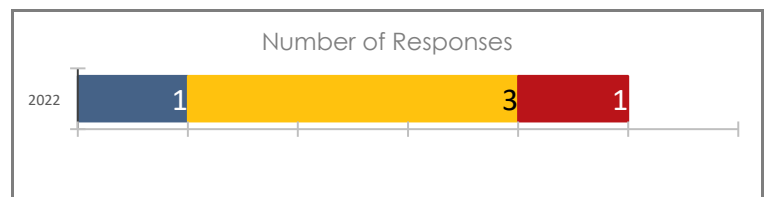
Q43 The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups



Q44 The board has a process to review policies for cultural responsiveness and bias



Q45 Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard



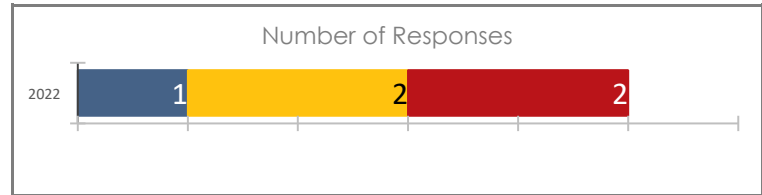


## Standard 6 Cultural Responsiveness

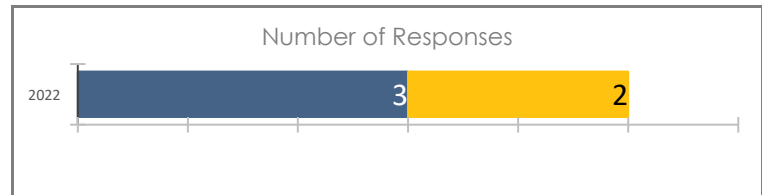
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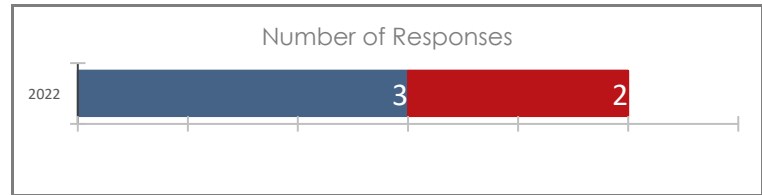
Q46 The board ensures district employees are representative of the values and culture of the community



Q47 A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals



Q48 The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student



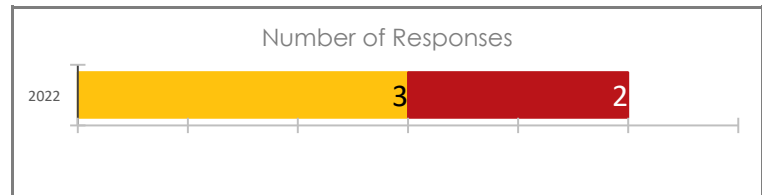


# Standard 7 Culture and Climate

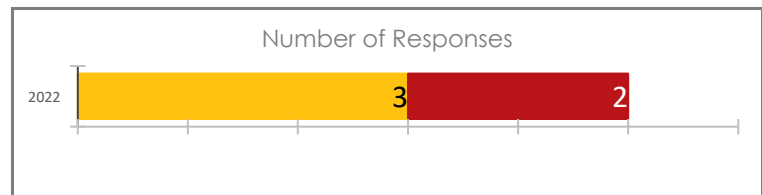
The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

Accomplished Effective Developing Ineffective

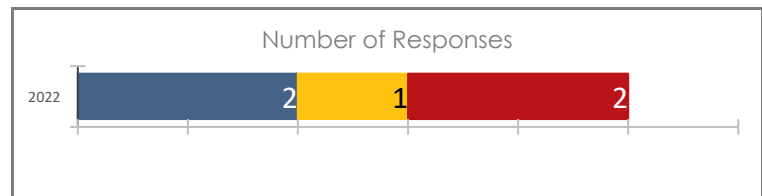
Q49 The board models relationships built on trust and respect



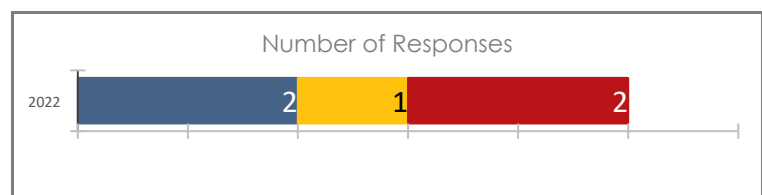
Q50 The board takes time to reflect and improve internal and external relationships



Q51 The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate



Q52 The board creates a system in which high levels of student learning are expected.



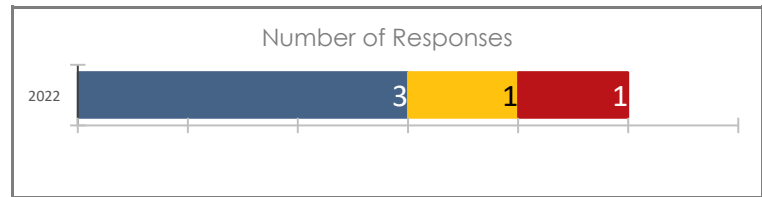


## Standard 7 *Culture and Climate*

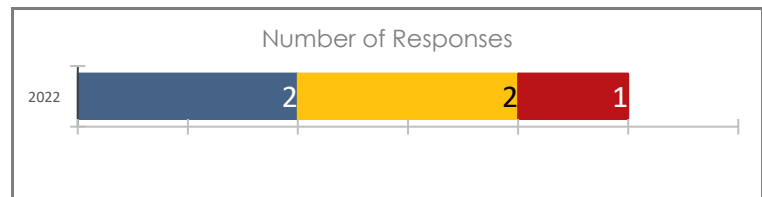
The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q53 The board establishes policies and ensures practices to foster a safe, positive learning climate for students



Q54 The board models and holds the district responsible for improving a culture of service



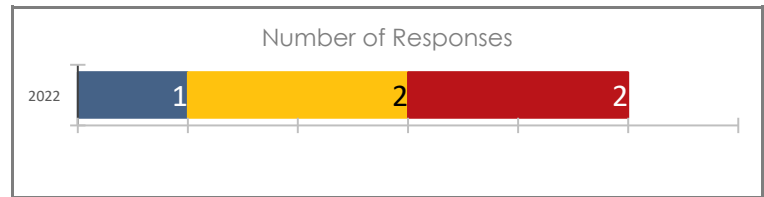


## Standard 8 *Learning Organization*

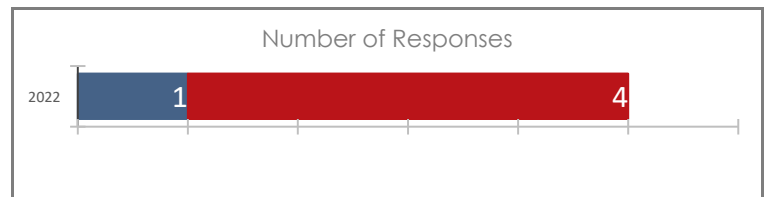
The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

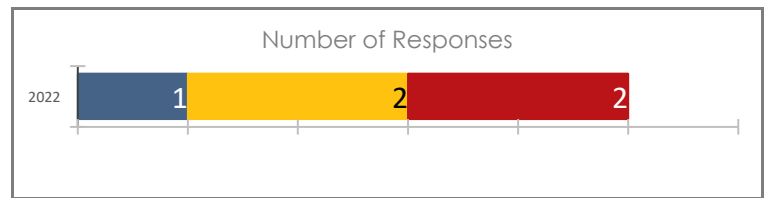
Q55 Board policies nurture leadership capabilities across the organization



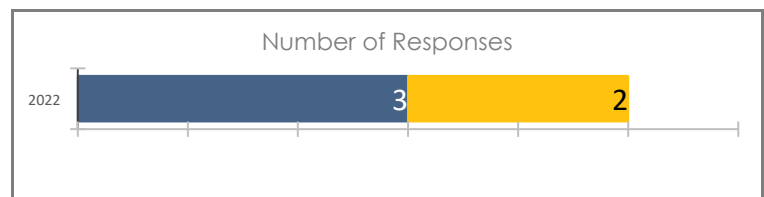
Q56 The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners



Q57 Board members promote positive change through dialogue and collaboration



Q58 The board encourages professional development that increases learning and empowerment



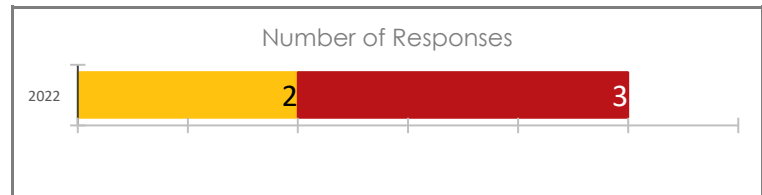


## Standard 8 *Learning Organization*

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■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q59 The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization



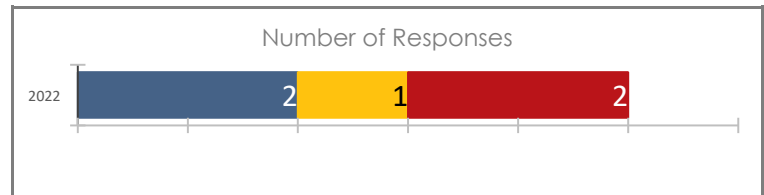


## Standard 9 Systems Thinking

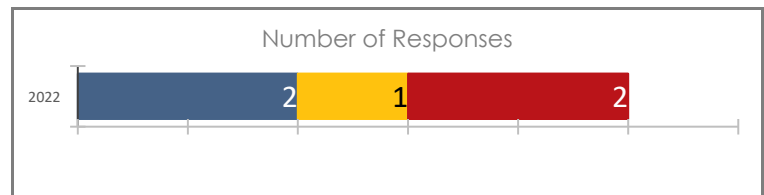
The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

Accomplished Effective Developing Ineffective

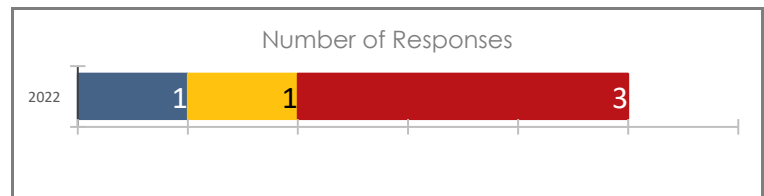
Q60 The board works to avoid policy decisions that shift problems from one part of the system to another



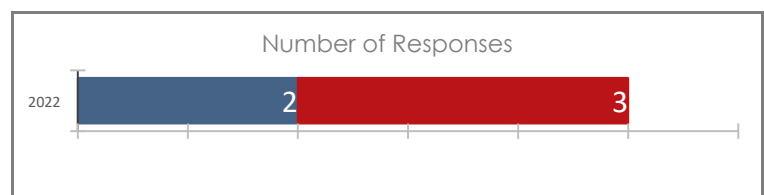
Q61 The board encourages an organizational structure that enables creative processes



Q62 The board engages in process thinking, seeing beyond the immediate situation and easy solutions



Q63 The board analyzes issues for their impact on other parts of the system





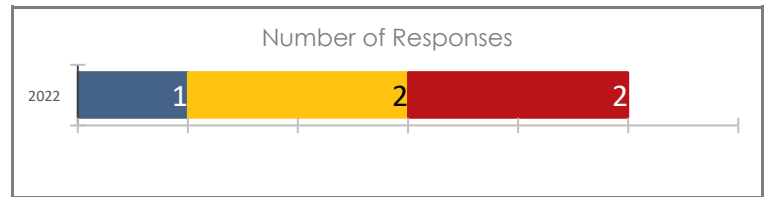


## Standard 9 *Systems Thinking*

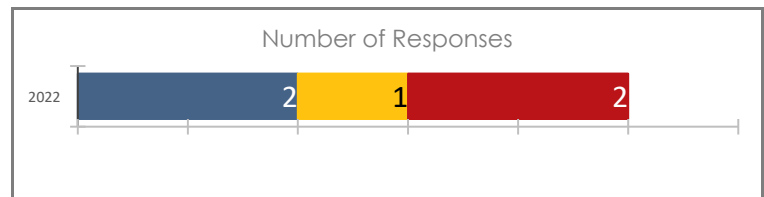
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■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q64 The board team is solution-oriented



Q65 The board works collaboratively with other agencies to encourage dialogue that fosters continual growth



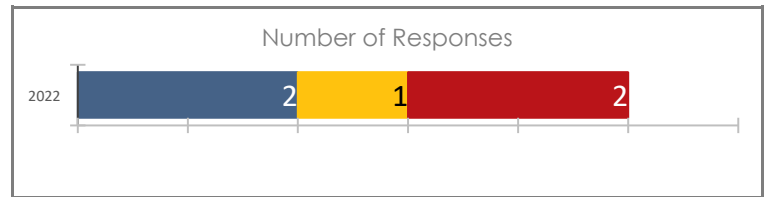


# Standard 10 *Innovation and Creativity*

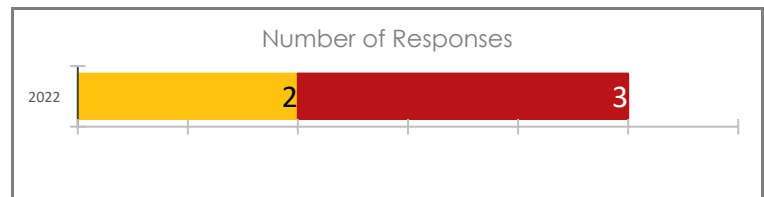
The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

Accomplished Effective Developing Ineffective

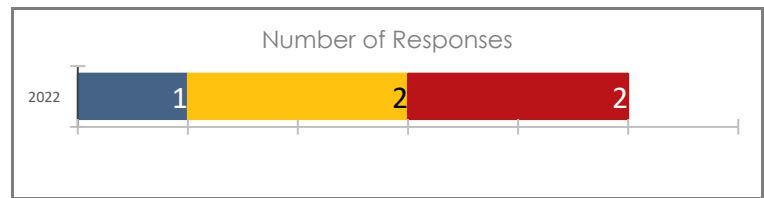
Q66 Board members create time and opportunities for their own creative thinking



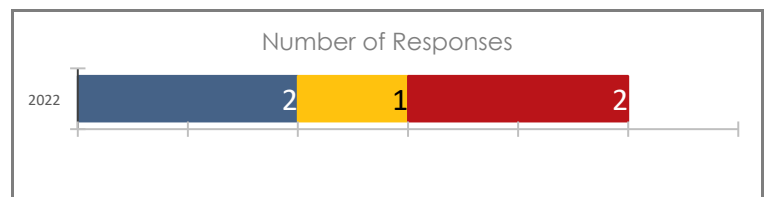
Q67 Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation



Q68 The board sets meeting agendas that allow it to proactively identify and explore strategic issues



Q69 The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events



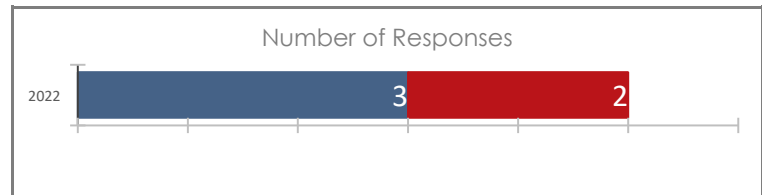


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■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q70 The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation



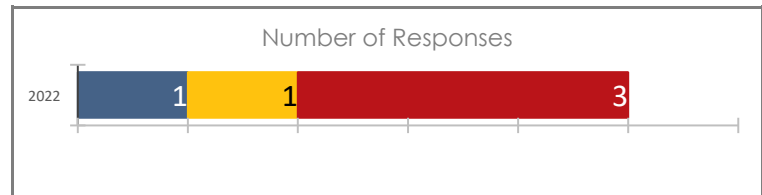


# Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

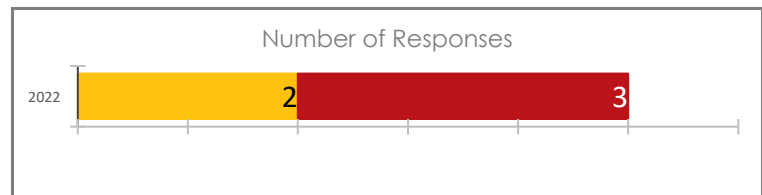
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

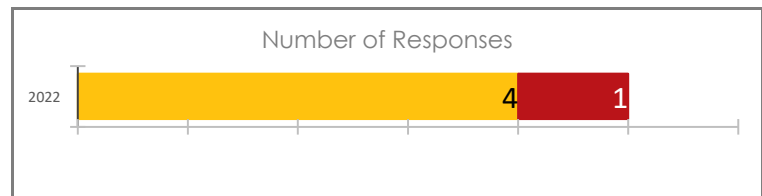
Q71 Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties



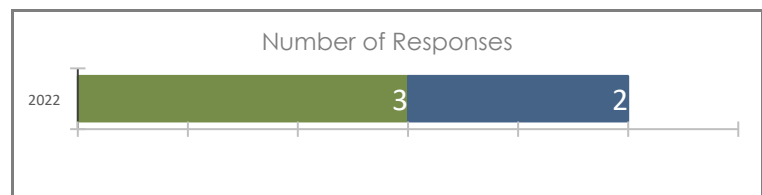
Q72 The board and superintendent trust and respect one another



Q73 Board members represent the interests of the entire district



Q74 Board members preserve the confidentiality of items discussed in executive session



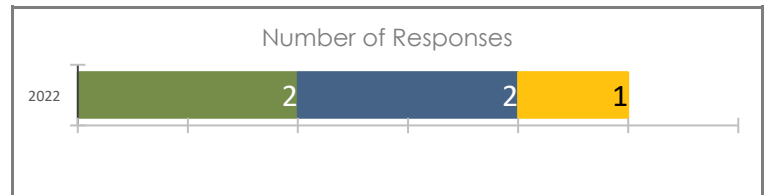


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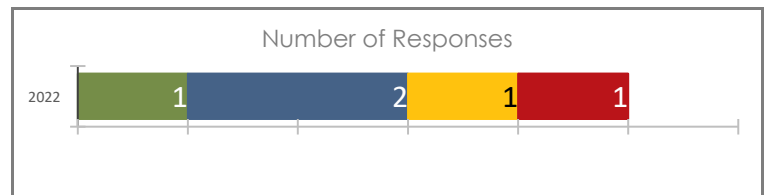
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■ Accomplished ■ Effective ■ Developing ■ Ineffective

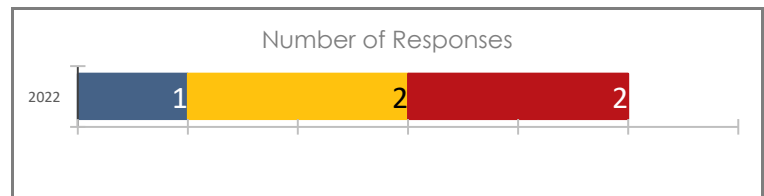
Q75 Board members do not use their office for personal gain or advancement



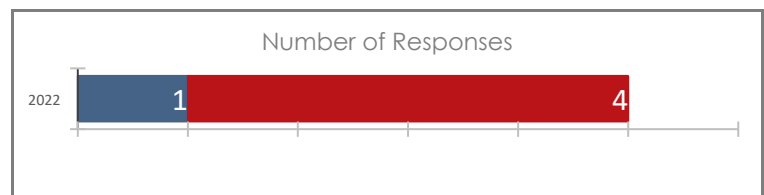
Q76 Board members do not attempt to individually speak on behalf of the entire board or commit the board



Q77 Board members direct complaints and requests to the superintendent rather than attempting to solve them directly



Q78 The board and superintendent agree on the information needed by the board, and when and how the board receives that information



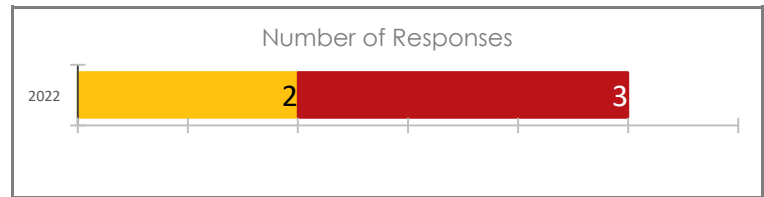


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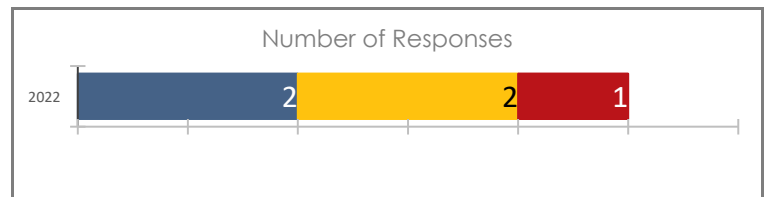
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q79 The board and superintendent participate in learning opportunities as a team



Q80 Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items



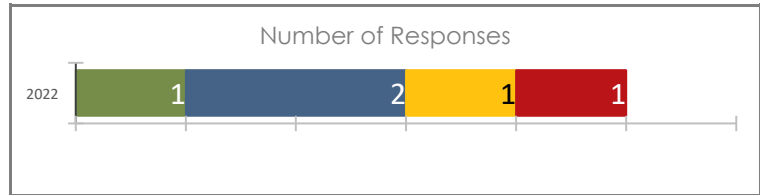


# Standard 12 *Budgeting and Financial Accountability*

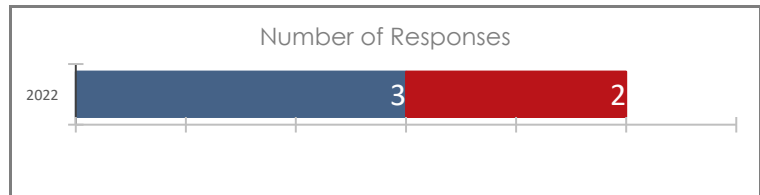
The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

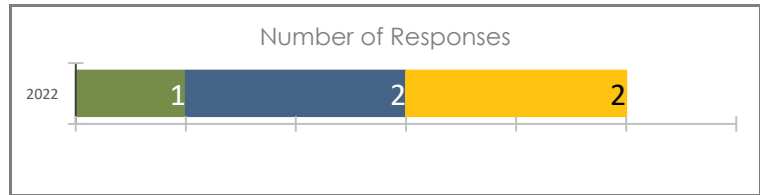
Q81 Board members are knowledgeable of the district budgeting process



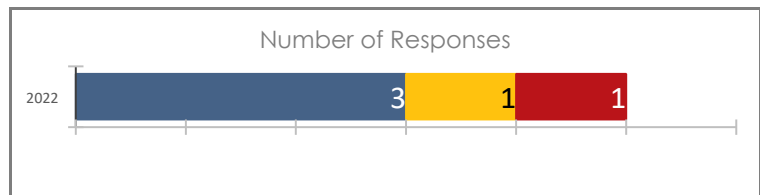
Q82 Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs



Q83 Board members have a basic understanding of district revenues and expenses



Q84 The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

### Characteristic #1: Role Boundaries

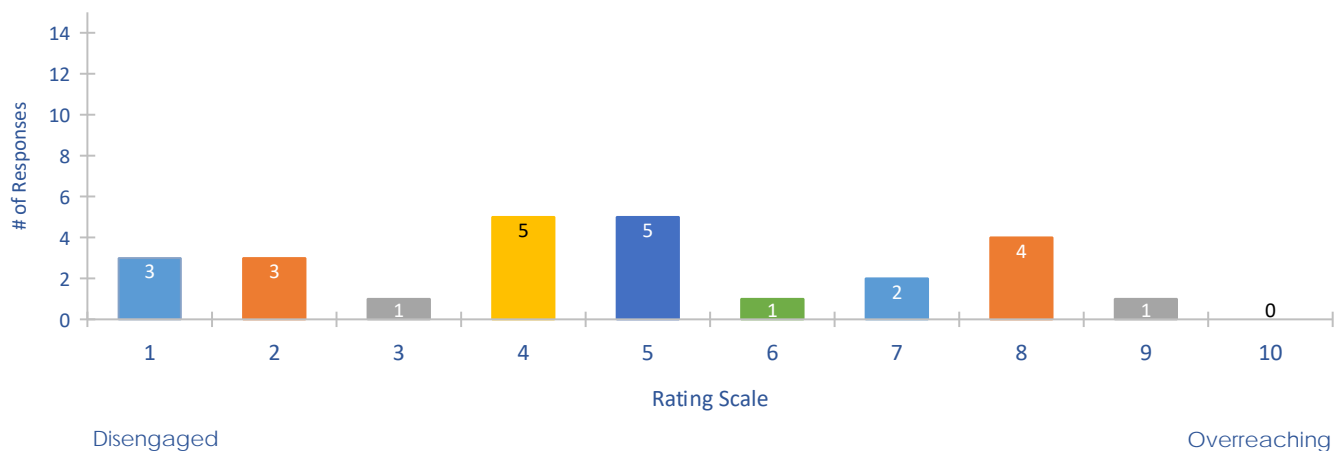
This characteristic refers to whether a board member practices the role of Disengaged board member (also called "rubberstamping") or Over-reaching board member (also called micromanagement).

Practical Description: A board member is Disengaged if they believe their only role is to hire effective school leaders and then follow whatever these leaders recommend. They do not believe they need to understand what programs or processes are being used in the schools; they only need to set outcome goals (i.e. student test results) for the school to reach.

A board member is Over-Reaching if they believe they need to personally check to see if leaders are doing their job. These board members will go into individual schools to give direction to building leaders or teachers. These board members insist on giving directions on how to run the management and operations of the school.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "5" position.

Individual Characteristic Rating







# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

### Characteristic #2: Role Orientation

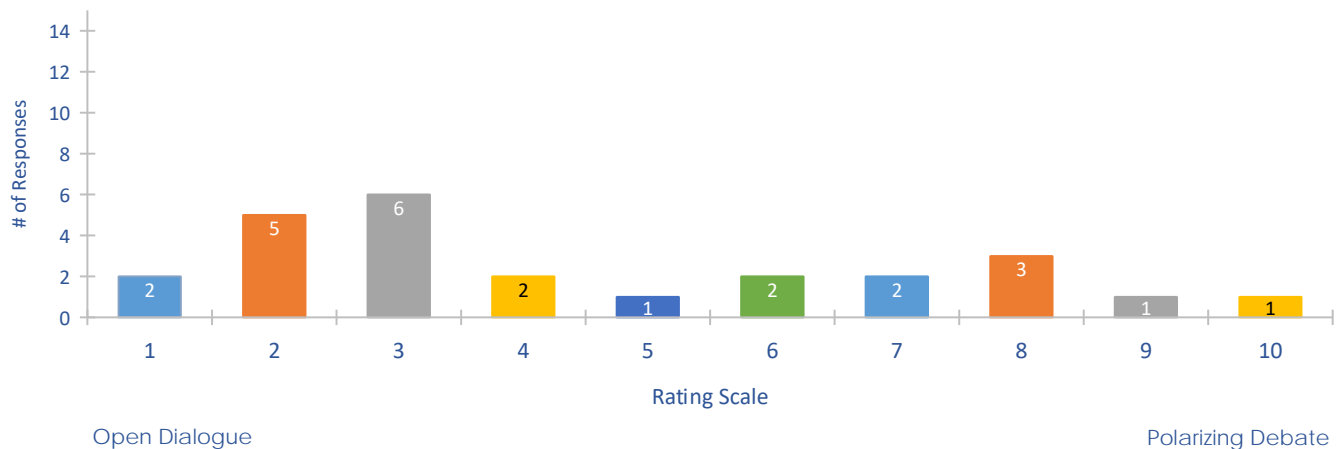
This characteristic refers to whether a board member practices and encourages Open Dialogue or Polarizing Debate.

Practical Description: A board member practicing Open Dialogue focuses on general interests and welcomes various viewpoints. They are comfortable with differences of opinion, and advocates for their constituents' viewpoints. Once a decision is made by the whole board, they expect all board members to uphold the decision. They value board teamwork over actions and language that minimize, antagonize, or polarize other board members.

A board member practicing Polarizing Debate focuses on single interests and minimizes or berates other viewpoints. They value individual viewpoint over collective consensus. If a board member disagrees with a decision made by the full board they do not support the decision and often undermine the policy or program among their constituents. They value speaking on behalf of vocal special interests over board teamwork.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

### Characteristic #3: Advocacy focus

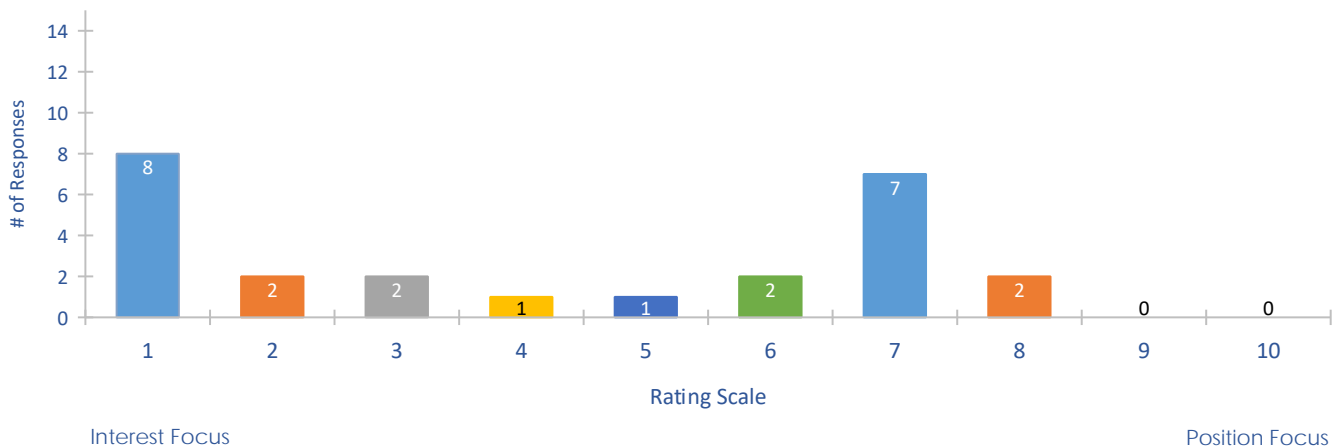
This characteristic refers to whether a board member usually focuses on taking a Position or holding an Interest.

Practical Description: A board member who takes a Position usually polarizes people by identifying "friends" versus "enemies". Positions usually take the form of labels (e.g. liberal or conservative; Republican or Democrat). For example, a board member might describe themselves as being on the board exclusively to represent and protect students of a certain race, ethnicity, ability, etc....

A board member who holds an Interest is usually seeking to understand the multiple and varied positions of district constituents and seeks a solution that addresses the common interest. For example, a board member might describe themselves as being on the board to represent the needs of any and all students who are in need of assistance; regardless of race, ethnicity, ability, etc....

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

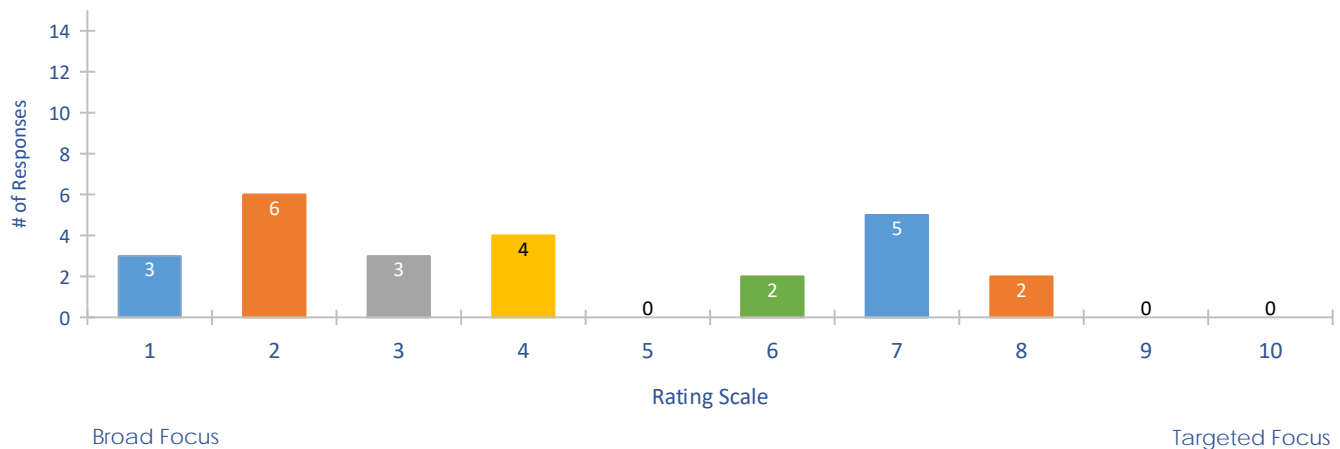
### Characteristic #4: Student Concern Focus

This characteristic refers to whether a board member usually supports a broad focus or a targeted focus on student concerns.

Practical Description: A board member who practices a broad focus on student concerns avoids advocating for only certain groups of students. They also avoid advocating for only specific needs. A board member with a broad focus advocates on behalf of all students and all educational issues that might arise.

A board member who practices a targeted focus on student concerns primarily advocates for certain groups of students, based on their race, ethnicity, gender, or educational need (e.g. Special Education, ELL). According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

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### Characteristic #5: Solution Focus

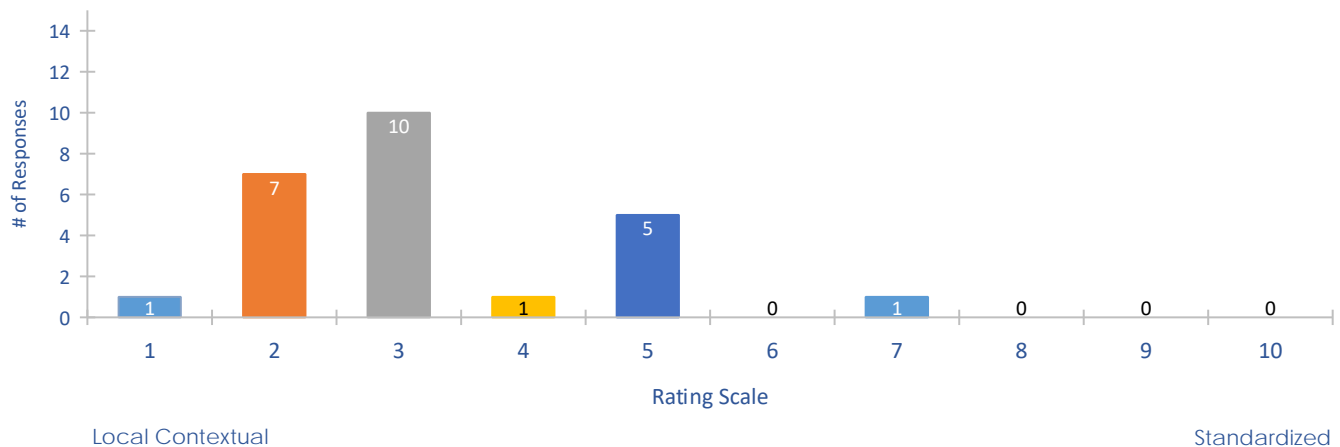
This characteristic refers to whether a board member usually supports a standardized or a local contextual solution to meet the needs of students.

**Practical Description:** A board member who practices a standardized approach tends to look for one-size-fits-all programs and curriculum to solve student needs. They believe that the local needs are not unique and therefore standard solutions that work in other districts should work in their district.

A board member who practices a local contextual approach tends to look for locally created programs and curriculum to solve student needs. They believe that the local needs are unique and changing and therefore standard solutions that work in other districts may not work in their district.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

### Characteristic #6: Exercise of Influence

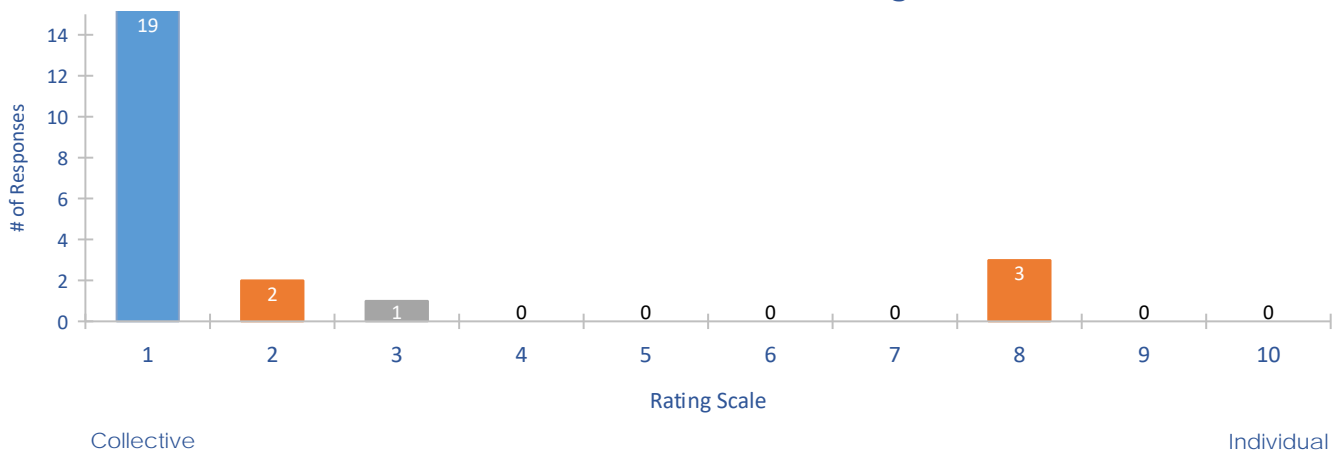
This characteristic refers to whether a board member believes or acts: with individual authority versus collective authority.

Practical Description: A board member who believes they possess individual authority may communicate directives to individual school leaders or employees. They may visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance.

A board member who believes they possess only collective authority understands they have no official authority outside of the school board as a whole. They avoid communicating directives to individual school leaders or employees. Their visits to schools are unobtrusive, informational, and as a part of established school activities (e.g. sports, open house, concerts). They do not visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

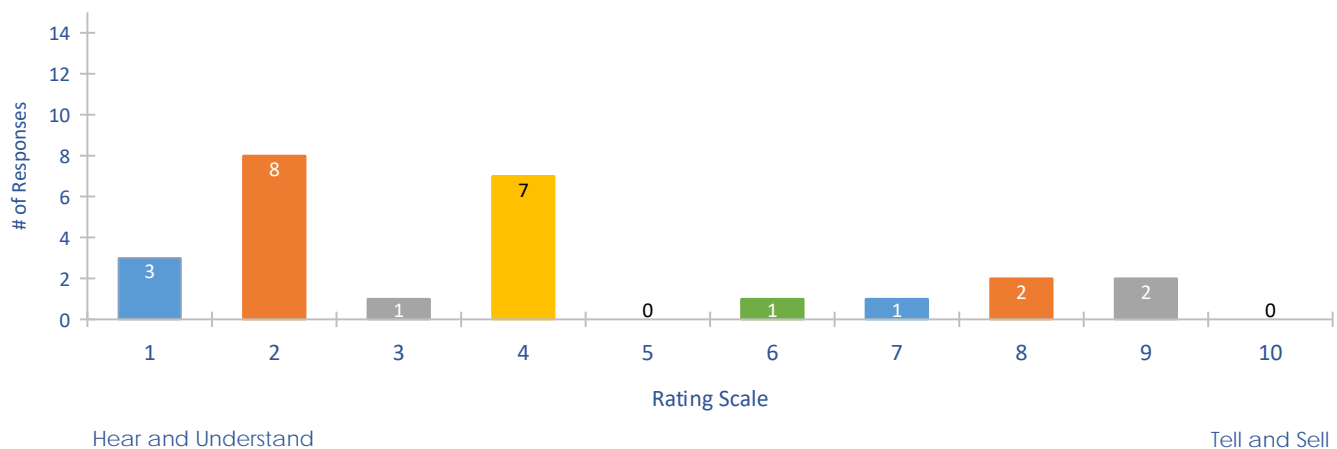
### Characteristic #7: Use of Voice

This characteristic refers to whether a board member uses their voice to Tell and Sell their position or to Hear and Understand broad interests.

Practical Description: A board member who uses their voice to Tell and Sell their position sees their job on the board as a voice for their constituents and special interests. They tend to over-talk to promote their own positions and treat communication like a form of competition. They tend to use combative language and are not a good listener. They seek to be heard rather than to find reconciliation. A board member who uses their voice to Hear and Understand sees their job on the board as a voice to ensure that all interests are heard. They tend to ensure that every board member is heard and treats communication as an opportunity to hear all viewpoints. They tend to practice and promote civil discourse and are a good listener. They seek to discover shared resolutions and reconciliation.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

### Characteristic #8: Use of Power

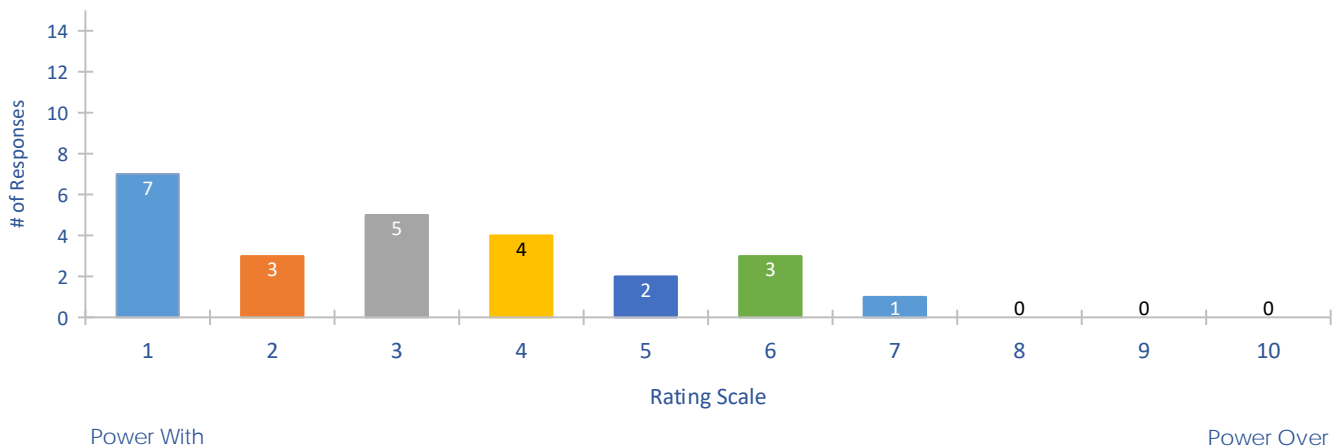
This characteristic refers to whether a board member exercises their authority on the board using Power Over versus Power With approaches.

Practical Description: A board member who uses Power Over acts in a way to push forward their own position or agenda and is not interested in finding a solution that meets multiple interests. They tend to use threat or reward to leverage other board members to side with their position.

A board member who uses Power With acts in a way to ensure that all voices are heard and that collaborative solutions are found. They use their influence to ensure that all needs are heard and that solutions meet multiple interests. They do not attempt to push only their own solutions or highlight only their own needs and positions.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

### Characteristic #9: Decision-making Style

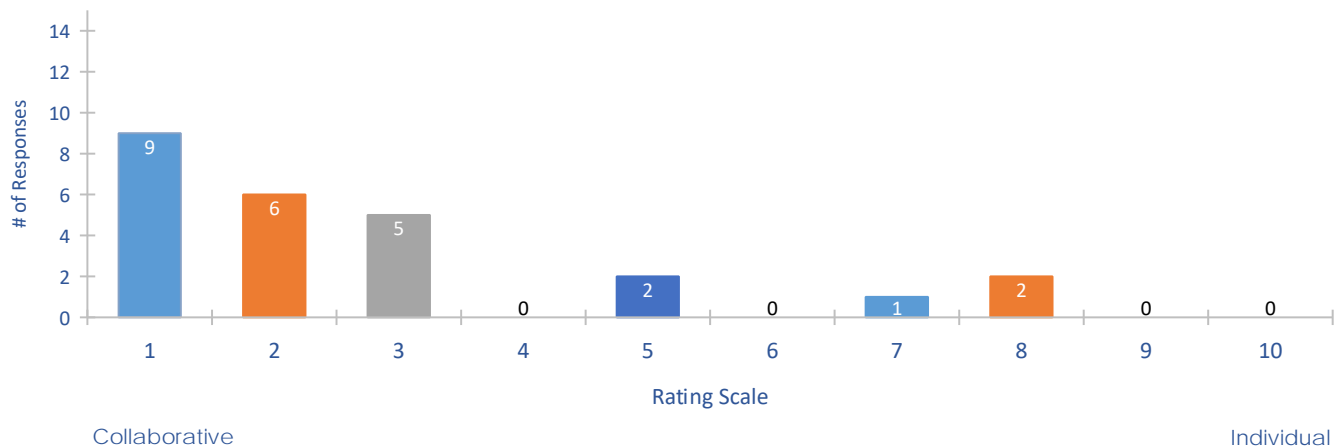
This characteristic refers to whether a board member generally prefers to make decisions Individually or Collaboratively.

Practical Description: A board member who prefers to make decisions Individually believes that group decisions are too time consuming and inefficient. The board member may also believe that group decisions may be inferior to individual decisions because of the need to compromise when seeking consensus.

A board member who prefers to make decisions Collaboratively believes that the extra time it takes to use shared decision-making is worth the effort. They believe that group decisions are superior because multiple perspectives are considered, and solutions will be more supported by the whole board. They also believe that multiple perspectives are better at defining the issues and vetting potential solutions.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating







# Effective Individual Board Member Practices

## Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

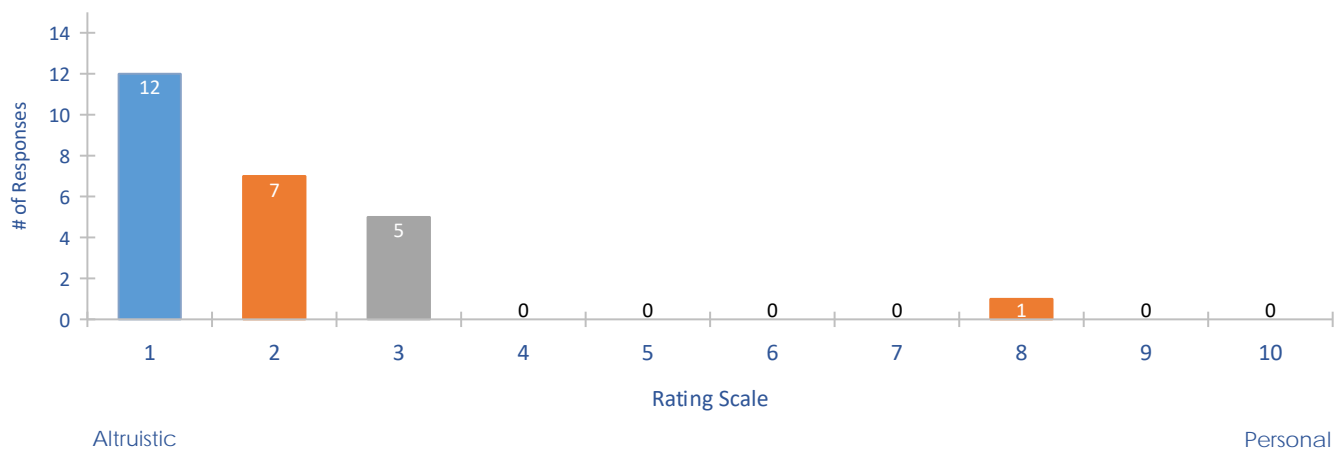
### Characteristic #10: Motivation for Service

This characteristic refers to whether a board member serves on the board for generally Altruistic or Personal reasons.

Practical Description: A board member who serves on the board for Altruistic reasons may be motivated by their desire to serve the community, fulfill their democratic responsibility to society, or to help improve the education for all students in the community.

A board member who serves on the board for Personal reasons may be motivated by their desire for personal ego or prestige. They may serve because of a personal need for involvement, to correct a personal concern, to replace a particular school employee, or as a stepping-stone to a higher political office. According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating



The Board took a short recess from 7:30-7:35pm

**3. Action Items**  
**A. Election of Board Officers**

Chair Raven asked the Board if there were any nominations for Board Chair.

**MOTION:** Dr. Hernandez nominated Naomi Raven for Board Chair, for a second term.

Hearing no other nominations for Chair, Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the nomination of Naomi Raven as Board Chair for a second term: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason - Yes, and Director Raven – Yes.

Motion passed – 5:0

Chair Raven thanked the Board for their support of her in the position of Board Chair for the upcoming year.

Chair Raven asked the Board if there were any nominations for Board Vice Chair.

**MOTION:** Director Hernandez nominated Todd Mann for Board Vice Chair.

Hearing no additional nominations for Vice Chair, Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the nomination of Todd Mann as Board Vice Chair: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason - Yes, and Director Raven – Yes.

Motion passed – 5:0

Director Raven thanked Director Hernandez for his support the past year in the position of Vice Chair.

**B. School Board Calendar 2022 - 2023**

Superintendent Todd Hamilton shared the resolution requesting the approval of the 2022-2023 School Board Meeting Calendar.

Board members were provided with copies of the proposed 2022-2023 Board Meeting Schedule as a first reading at the June 16, 2022 Board meeting.

The proposed meeting schedule reflects a similar schedule as was approved for the 2020-2021 and 2021-2022 school years. The format allows more time for in-depth conversation and engagement.

The schedule reflects one business meeting each month and periodic work sessions throughout the school year. Work sessions are typically proposed as a second monthly meeting.

Proposed meetings are adjusted as necessary due to federal holidays.

One business meeting is scheduled for the months of November, December, March and May. Budget work sessions are traditionally scheduled during the month of May.

Superintendent Hamilton recommended that the Board of Directors approve the 2022 - 2023 Board Meeting Schedule as presented. Superintendent Hamilton reminded everyone that they could add meetings as needed. Mr. Hamilton noted that the schedule generally included one regular business meeting each month, historically the second Monday of the month. Work sessions and business items may be added as needed. Mr. Hamilton suggested focusing on what needed to be accomplished at particular phases, prior to scheduling additional meetings.

**MOTION:** Director Hernandez moved and seconded by Director Mason to approve the 2022-2023 School Board Calendar as presented.

Chair Raven asked if there was any discussion.

Director Mason shared that she would like to see the addition of a Board Retreat in August.

Director Light suggested that meetings be added as Work Sessions for November 28<sup>th</sup>, March 27<sup>th</sup> and May 22<sup>nd</sup>. He felt that it was easier to cancel a meeting than propose a new meeting. He felt that more than a month between meetings was too long.

Director Mann shared that he felt it was important to determine the work that would need to be accomplished at additional meetings before actually adding them to the schedule.

Chair Raven asked the Board to be considerate of the preparation that it took for a meeting, especially during the holiday time. She agreed with Director Mann regarding the need to focus on the choice of topics for the meeting and then to work through those details. She felt that a Work Session on May 22 could be helpful for the report on the Board Self-Evaluation. She also is very much in favor of a Board Retreat this fall. She would like to have the Retreat as a discussion item on the agenda for the August 8<sup>th</sup> meeting.

Following the discussion, Chair Raven asked if there was a motion to approve the 2022-2023 Board Meeting Calendar with the addition of a Work Session on May 22<sup>nd</sup>.

**MOTION:** Director Mann, seconded by Director Mason to amend the motion on the table, to add May 22, 2023 as a work session to the 2022 - 2023 School Board Meeting Schedule.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they supported the motion in favor of adding May 22, 2023 as a work session to the School Board Meeting Schedule: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason, and Director Raven – Yes.

Motion passed – 5:0

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they were in favor of approving the 2022-2023 Board Meeting Calendar as amended, proposed and included the additional work session on May 22, 2023: Director Hernandez – Yes, Director Light – Director Mann – Yes, Director Mason - Yes, and Director Raven – Yes.

Motion passed – 5:0

Chair Raven said that this ends the public portion of our meeting this evening.

As a reminder, this Executive Session is called to order under ORS 192.660(2)(i) to review and evaluate the employment-related performance of the chief executive officer of any public body, public officer, employee or staff member who does not request an open hearing.

These proceedings are confidential. Representatives of the news media are specifically directed not to report on any of the deliberations during the Executive Session. Nothing discussed here tonight is to be released or reported to the public. No decision may be made in Executive Session.

We will now take a short recess and reconvene in Executive Session. At the conclusion of our Executive Session, we will adjourn for the night.

The Board took a short recess from 7:30-7:35pm.

#### **4. EXECUTIVE SESSION**

The Board moved into executive Session at 7:58pm.

#### **5. ADJOURNMENT**

With no other business, Chair Raven adjourned the meeting at 10:26pm.

*(Minutes recorded by Trenay Ryan, LCOG)*