

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on April 24, 2023.

1. CALL MEETING TO ORDER

Board Chair Naomi called the Springfield Board of Education work session to order at 5:30 p.m.

- A. Chair Raven led the Pledge of Allegiance.
- B. Chair Raven shared the 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, Jonathan Light and Kelly Mason.

Virtual Attendance: Emilio Hernandez.

District staff and community members identified included David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Jeff Michna, and Brian Richardson.

Absent: Superintendent Todd Hamilton.

2. DISCUSSION

A. Equity and Inclusion

Equity and Inclusion Coordinator Taylor Madden shared a presentation with the board regarding Equity and Inclusion updates in the district. As a group they did some learning, discussion and reflection together while using the Equity Lens tool in the policy process. Mr. Madden presented the following updates:

- [The K-12 Equity and Inclusion Leadership Team](#)
The Vision: For the team to work collaboratively together to disrupt inequities

and foster inclusive environments where all students can belong and achieve improving outcomes for students across the district, specifically, historically and culturally underserved students. One staff member from each school serves on the team. They meet once a month, with an opportunity for an optional work session. Team members collaborate closely with the principal, and or the team leader.

The Outcomes: Refined and implemented an Equity Decision Making tool in building-based decision-making process. Initiated school-based Student Voice programs. Developed and supported the sustenance of Student Unions and Student Alliance groups. Conducted needs-assessments (in collaboration with principals), using a variety of data sources, and developed/facilitated professional learning related to equity & inclusion.

Current Goals: To expand membership and opportunity to other departments across the district and to grow student voice opportunities at all campuses. To expand their ability to offer and use more in-house expertise around providing professional learning.

- Student Unions and Student Alliances

Student Unions: An organization specific to a particular cultural group and exists to help members of that group strive academically, promote positive images and perceptions of their cultural group and to have a voice in their school.

Student Alliances: Bring people together who have a common commitment to supporting and identifying groups that faces or have faced historical or contemporary oppression or discrimination.

Current SPS Student Unions & Alliances:

1. Asian American and Pacific Islander Student Union
2. Black Student Union
3. Gender and Sexualities Alliance
4. Latine Student Union (Latine - non-gender exclusive pronoun)
5. Multicultural Student Union
6. Native American Student Union
7. Women's Empowerment Alliance

- Educational Equity Advisory Committee (EEAC)

The Vision: The State Board of Education Adopted Senate Bill 732 in June 2022, which states the duties of the EEAC is to advise and inform the Board and Superintendent when a situation arises in a school that positively or negatively impacts underrepresented students and to provide advisory information about how to replicate those practices or policies across the district.

Membership Development Process: Collaborate with other districts across the state. Mindfully balance their legal obligations (SB 732), their interest in doing timely work, and the need to plan and act thoughtfully. In accordance with guidance from Oregon Department of Education (ODE). No members can be excluded based on immigration status.

The Outcomes: A review team made up of members of the K-12 Equity and Inclusion Leadership Team has completed screening of applications, using the collaboratively developed rubric. Additional outreach has been conducted based on the needs to fully

represent the diverse population of our district.

Current Goals: To present a list of nominees for the committee to the Board in May. E&I Coordinator remains in contact with other districts about EEAC development and ongoing implementation. The hope is to have the committee begin interacting with the Board for the next school year.

Mr. Hernandez commented that people are not listening or are not gathering the concept and asked how they would get people to join in and participate in the work that needs to be done for the children. Mr. Madden replied that his hope was in presenting this that it helps to move from conversation and theory into actual practice and that this will be a tool to now be used in the schools.

- Equity Decision Making Tool:

The Vision: The SPS K-12 Equity & Inclusion Team will work collaboratively to disrupt inequities and foster inclusive environments where all students can belong and achieve, improving outcomes for students across the district, specifically historically and currently underserved students. It is a protocol tool that provides a set of questions to consider as they engage in decisions or actions or processes.

Ms. Mason asked if there was a plan to implement that tool in all of their schools.

Mr. Madden answered that every school has a team member and has been trying it out in different contexts.

Chair Raven commented that it would be nice to hear back from the schools who have used this tool and see what the process looked like and to see how effective it was.

Mr. Madden stated that it exists online as an editable Google Doc and there is some documentation of decision making with the use of that tool that has been shared.

- Board Learning and Reflections:

Using an Equity Lens in the Policy Process: The current SPS Equity Decision Making Tool is being used at the building level to evaluate a variety of decisions. The tool is being used to decide on school spirit activities, on supplementary instructional materials choices, how and if holidays are represented or celebrated, the scheduling and planning of parent and community events and is being used in many other situations.

Future Goals: An alignment of the Equity Lens Protocol.

Chair Raven appreciated that the policy is designed to address and consider the differences between equitable opportunities and equitable outcomes. Ms. Raven wondered where her place was in equity conversations and if someone not in one of those minority groups would be welcomed into that space. She felt it was really important to provide spaces for everyone in these conversations, because there is a missed learning opportunity. Ms. Raven said that we have to come together as people and not as representatives of different groups. She was pleased with the progress of the Equity Lens Policy.

Mr. Hernandez felt that some of the school staff believe they are at the schools to be teachers only and do not see the rest of it as being part of their responsibility. He said we need to start with our children, before they get into higher education institutions.

Ms. Mason shared that she enjoyed reading the part in the handout where it read, to advance equity we must develop a liberatory consciousness to inform our actions and that liberatory consciousness has been

characterized as reclaiming choice in our values, attitudes and response patterns that would allow for greater flexibility and propensity for change from systems and institutions. When reading the Equity Lens Protocols, accountability for the entire community, an expansion of self-awareness and the liberatory consciousness and as a group being willing to accept new information had stood out to her. In response to Ms. Raven's comment regarding the need to create a place for everyone within the equity conversations, she noted that we need to become a true ally, leaving space for the underserved people to do the talking and leading and to seek their input on matters.

Mr. Light added that the article stated that the Equity lens was designed to slow things down, which resonated with him. He said that too often decisions are made that do not reflect or engage those who will be impacted by those decisions and that the Equity Lens protocols are designed to support leaders in intentionally breaking the status quo practices. He said that hopefully it will be embraced and at some point, become part of the culture, becoming a definition of the district. He thought it would be helpful if the District and the Board were kept informed on the discussions and input of the student groups.

Mr. Mann addressed Mr. Hernandez, saying that he had made a significant impact during his time on the Board and at the University and thanked him for his work. As a student of Mr. Hernandez, he formed a foundational understanding of diversity, inclusion, equity and his work on a university diversity plan was a game changer. Mr. Mann added that it was important to reflect, give time to and reevaluate what they put into place so they can make sure it is something that is not forgotten and has the needed support to have the impact that is intended.

B. Communication Pathways

Board Chair Naomi Raven and Vice Chair Todd Mann will lead the discussion on Communication Pathways.

- The Board reviewed the existing communication channels to identify, expand and enhance their communication channels.
- Reflection questions were used to aid the review of each pathway.
- Current Focus: Communication; District Administrative Team (Superintendent or Staff) to Board & Board members.
- Target Outcome: The Board worked to commit to a shared system for information to flow between the District Administrative team and the Board, ensuring that each board member has the information needed to make informed decisions.
- Nine Communication Pathways in policies and working agreements were highlighted. Board members discussed each pathway and gave their insight and feedback.
- The Board requested that Superintendent Hamilton add the policies and practices related to public comment as a discussion item at the May 8, 2023 meeting. Ms. Raven requested all Board members to email their perspective of the current challenges and issues, in preparation of that meeting.

Mr. Mann commented that he felt progress had been made and that it was, not just what information is communicated to non-leadership members, but how it is communicated that was important.

Mr. Hernandez said there is a limit and a line and some of these communications are just fringing on that. He added that patience, showing respect to one another and speaking up would be needed for success.

Board members requested to be better informed of school activities, specifically adding elementary and middle school events within the district and the community.

Board members requested follow-up and resolutions on issues that have come before the District.

Mr. Light believed there was a structural barrier between developing an agenda draft and an established agenda. Transparency was needed not only for Board members, but also for the community.

Board members felt the timeline and communications for requesting agenda items needed improvement.

Ms. Raven stated that the Board will have future focused conversations, which identify other pathways of communications that are also essential and critical to their work as board members.

3. NEXT MEETINGS

Business Meeting, May 8, 2023 beginning at 7:00 p.m.

5. ADJOURNMENT

Chair Raven adjourned the work session at 7:46 p.m.

(Minutes recorded by Trenay Ryan (LCOG))