

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on January 23, 2023.

1. CALL MEETING TO ORDER

Board Chair Naomi 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 asked Director Mason to share 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, and Kelly Mason.

Board Members excused: Emilio Hernandez and Jonathan Light.

District staff and community members identified included Superintendent Todd Hamilton, Dustin Reese, Whitney McKinley, Jonathan Gault, Taylor Madden, Nicole Nakayama, Joyce Johnson, Taylor Madden and Martie Steigleder.

Staff members excused: David Collins and Brett Yancey.

2. EQUITY AND INCLUSION

Diversity, Equity and Inclusion Coordinator, Taylor Madden shared details on the topic of the Educational Equity Advisory Committee, also about the formation and ongoing work of the K-12 Equity and Inclusion Leadership Team. Mr. Madden said the diverse group was still new and had been operating since September of 2022.

K-12 Equity & Inclusion Leadership Team (In practice)

- Staff members from each school (through MOA w/SEA).
- District-wide meeting held each month, as well as a work session.
- Lead building-based equity & inclusion initiatives.

1. Collaborate with principals / serve on leadership teams.
2. Develop and support Student Voice programs.
3. Support Student Unions and Alliances (help create as needed)
4. Support needs-assessment and development/facilitation of professional learning related to equity and inclusion.
5. Refine and pilot the equity decision making tool.

Mr. Madden was interested in expanding opportunities for other department staff to engage in the work and wished to continue to refine and contextualize and bring into greater practice that equity decision making tool. They also wished to grow student voice programs and expand the ability to use in-house expertise to provide professional learning opportunities to staff across the district.

Ms. Mason asked if the equity decision making tool was available online for viewing.

Mr. Madden answered No, that it was not yet posted online because it was still a working draft.

Ms. Raven was curious what that tool could look like in-use, for their board decision making process.

Mr. Madden replied that he was happy to share the working draft and welcomed any thoughts they may have on it. There were many conversations on having a tool that was thorough, asking the right questions and was the appropriate level of being thoughtful about decision making, but not unwieldy that it became difficult to work with.

To recap; Senate Bill 732 was adopted by the State Board of Education, July of 2021, but was then officially adopted by the State Board of Education in June of 2022. It dictated that there would be an Educational Equity Advisory Committee (EEAC) in every school district across the state of Oregon.

Duties of the EEAC:

- Advising the school district board and superintendent about the educational equity impacts of policy decisions.
- Informing the school district board and school district superintendent when a situation arises in a school that negatively impacts the underrepresented students and advising the board and superintendent on how best to handle that situation.
- Informing the school board and superintendent when a situation arises in a school that positively impacts underrepresented students, advising the board and superintendent on how best to replicate that within the district.

Member selection for the EEAC is a collaborative process between the board and superintendent, both with different roles. Members must be primarily representative of underserved student groups. In accordance with ODE, they collaborate with other districts across the state, while balancing SB 732, with an interest in doing timely work, and the need to plan and act thoughtfully. Mr. Madden stated that a review team had been created, made up of members of the K-12 Equity & Inclusion Leadership Team. They had completed an initial screening of applications, using the collaboratively developed rubric. Student outreach continued and the application for students was still open. A list of nominees for the committee would soon be presented to the Board.

Ms. Mason inquired about the student outreach process.

Mr. Madden explained that he was at present, using in-building principals, student club and affinity group advisors, members of the equity leadership team, and newsletter and email communications to parents and partner agencies.

Ms. Raven asked where the group fell, as far as public meeting laws.

Mr. Madden replied that it continued to be an issue that was being discussed. The State or the DOE will not land on one side or the other. There are public meeting laws in place, and districts should consult with their in-house counsel or other legal advisor that they work with.

Ms. Raven inquired of the time commitment of those serving on the committee.

Mr. Madden answered that there was nothing that dictated the exact time commitment. They were still navigating and figuring that out.

Ms. Raven asked how many would be serving on the committee and who would be presenting to the board and how often.

Mr. Madden repeated that there was no law or guidance on that. They were still navigating all of that. They may alter the size of the committee. The larger districts offered a larger pool to draw from. The goal was to center the voice of the students and families. Student outreach was ongoing, but he thought the committee would have between ten and fifteen members. In regards to communication, he said the real strength of the process had been in collaboration and communication with other districts. In answering the question of frequency, not everyone would be asked to attend the board meeting to share the report from the EEAC, instead a representative or spokesperson would present the information.

Mr. Mann inquired as to the role of the student and of their participation.

Mr. Madden replied that their role would be to report and bring issues to the attention of the board and superintendent and to make recommendations or suggestions, based on their knowledge and experience and how they might go about dealing with those.

Ms. Mason inquired of Lane AABSS.

Mr. Madden explained Lane African American Black Student Success program is a partner organization funded through state grant funding.

3. TEACHING & LEARNING-Informing Student Growth

Instruction Leadership team, Whitney McKinley presented on the topic of assessments. She pointed out that assessments are something we experience in our everyday life. Assessments are the tools and practices we use to collect and interpret the information we need to make decisions in everyday life. Assessments measure how well students are learning and ultimately determine how best to support them moving forward.

The Assessment System is composed of the following:

- The Formative Assessment
Student level information, in the present moment.
- The Interim Assessment
Classroom information at the end of a unit.
- The Summative Assessment
State, district, and school information at the end of the year.

Ms. McKinley dove deeper into explanation on the various assessments and their purposes. She stated that this equity centered assessment system is used to measure student group learning so that meaningful assertions can be made about how well school districts and the state are fulfilling that responsibility, to provide all students with high quality, grade level educational opportunities.

Ms. McKinley had the group break into smaller rotating groups, with Joyce Johnson and Nicole Nakayama, so they could take a deeper look at some of the assessments and how to use them. They then had an activity and discussion with Mr. Madden and Ms. McKinley, based on equity presentation and how that tied into assessments.

3. NEXT MEETINGS

The next Board meetings will be: Business Meeting, February 13, 2023 beginning at 7:00pm
Work Session, February 27, 2023 start time TBD

5. ADJOURNMENT

Chair Raven adjourned the work session at 7:47 p.m.

(Minutes recorded by Trenay Ryan)