

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on September 28, 2020. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and with news media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 5:00 p.m.

Attendance

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez, and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Jeff Michna, Jenna McCulley, and Dustin Reese, Jeff Michna, Jenna McCulley, Ali Vaughan, Erica McNurlin, Anne Goff, Brian Megert, Kerri Dawson, Brenda Ogan, Nicki Gorham, Becca Long, Shana McOmie, April Holmes, Teresa Page, Whitney McKinley, Charlie Clark, Chris Reiersgaard, Joni Wareham, Veronica Cheek, Brent Sassler, Leah Price, Mindy LeRoux, Crystal McPheeters, Suzanne Price, Michael McGraw, Vincent Adams, Amber Smith and Steve Kelly from OSBA, Jordyn Brown from the Register Guard and Lydia Dysart, minutes recorder. There were also three community members who attended using Zoom Phone, so their names were not available.

2. APPROVAL OF THE AGENDA

Chair Zach Bessett called for a motion to approve the agenda as presented.

MOTION: Dr. Hernandez moved and seconded by Mr. Mann to approve the agenda as presented.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Agenda as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

3. ACTION ITEMS

A. Approve Resolution to Approve 2020-2021 Refunding Obligations, Resolution #20-21.008

In an effort to be fiscally diligent, the District has been working with our Underwriter and Special Legal Counsel on analyzing a portion of the District's existing debt. Current market conditions are favorable for the District and we are moving forward in a refunding effort on the following issues.

Issue:	Original Interest Rate:	Refunded (Average) Interest Rate:	Maturity Date:	Net Present Value Savings

Series 2015B	3.13%	1.405%	07/15/2024	\$ 298,215.65
2019-20 Bus Lease	3.19%	1.405%	11/13/2028	\$ 21,412.68
TOTAL:				\$ 319,628.33

Additionally, the District is anticipating entering into a lease-purchase agreement on five (5) additional school buses this fiscal year and have included the anticipated financing in this agreement. This 2020-21 anticipated financing totals \$860,000 and has a true interest percentage of 1.405%.

As required by law, the Board of Directors must authorize the issuance and sale of these Full Faith and Credit Agreements. The Board of Directors must also designate an authorized representative, underwriter and special counsel. Additionally, the Board must authorize the appointment of a paying agent, registrar, escrow agent, municipal advisor, verification agent and authorize the execution and delivery of a financing agreement, escrow agreement and purchase agreement.

Brett Yancey recommended that the Springfield School District Board of Directors adopt the resolution, as presented.

MOTION: Ms. Barrager moved and seconded by Vice Chair Raven to adopt the resolution as presented.

Chair Bessett called for discussion.

The Board asked:

- For more details for the community to better understand.
- About total net cost.

Mr. Yancey shared that the Series 2000B which gave \$4,000,000 to remodel the current administration building. The maturity date is July 15, 2024. The district will be refunding from a 3.13% to a 1.4% rate. The 2019 school bus lease was originally a \$654,000 issue. The district was expecting to do another bus lease to take advantage of the low interest rates. That order was anticipated to be placed in the next six months.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Agenda as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

Chair Bessett shared that this concluded the business portion of the meeting for this evening and the board would now transition into the work session.

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on August 24, 2020. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

OSBA TRAINING

Chair Bessett introduced Vincent Adams from OSBA who would facilitate the training for the work session. The Board had met in August to talk about what they wanted to do moving forward with their goals. At this meeting they would have their second session with OSBA, which was focused on identifying a project for the Board.

The Board and District Leadership Team (DLT) introduced themselves.

Mr. Adams shared a presentation about the Diane Efseaff Memorial Scholarship Program (MSP) and what the training schedule would look like and the topics that would be included in the next training sessions. Please see the attached presentation and handouts for additional details, **Appendix A**.

The Board took a break from 6:22pm – 6:27pm.

NEXT MEETING

The next Board meeting will be held on Monday, October 12, 2020 beginning at 7:00pm. The location and format will be determined at a later time.

ADJOURNMENT

With no other business, Chair Bessett adjourned the meeting at 8:13 p.m.

(Minutes recorded by Lydia Dysart)

APPENDIX A



Springfield School District
Session #1 September 28, 2019



Agenda – Session Outcomes

- Agreements
- Clarify – Set expectations/outcomes for program/project (DLT)
- Why MSP?
- Identify board training needs
- Schedule future sessions
- Other?





Group Norms, Guidelines or Agreements

- Participate
- Be brief and to the point
- Listen with respect
- One speaker at a time
- Keep the discussion focused on the agenda item
- Take care of yourself – be comfortable
- Other(s)?



Hello,
my name is



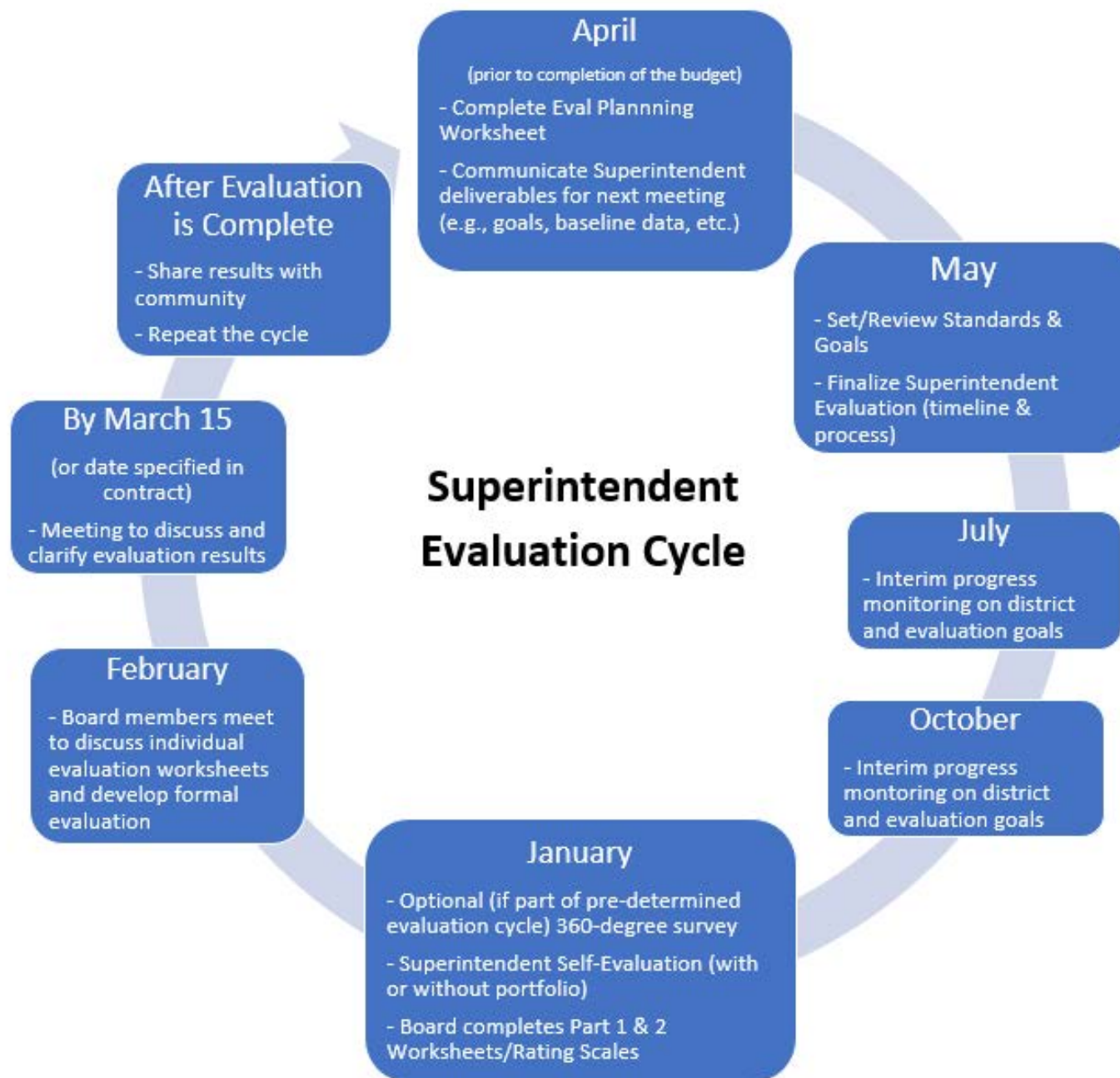
PSP Requirements

- OSBA expects future sessions (3 more) to be separate from other board/district work and to last about 3 hours each.
- OSBA expects the board to evaluate the superintendent before 6/30/20.
 - We will talk about your process & timeline.
- OSBA expects the board to work with a “DLT”, a district-wide leadership team.
 - More about that later



SESSION	TOPIC	TIME COMMITMENT
Session 1	Facilitated assessment of board training needs, setting expectations, designing project goals and outcomes, scheduling future sessions	Approx. 3 hours
Session 2	Project Session 1 (with Districtwide Leadership Team)	Approx. 3 hours
Session 3	Project Session 2 (with Districtwide Leadership Team)	Approx. 3 hours
Session 4	Final Project Session (with Districtwide Leadership Team)	Approx. 3 hours





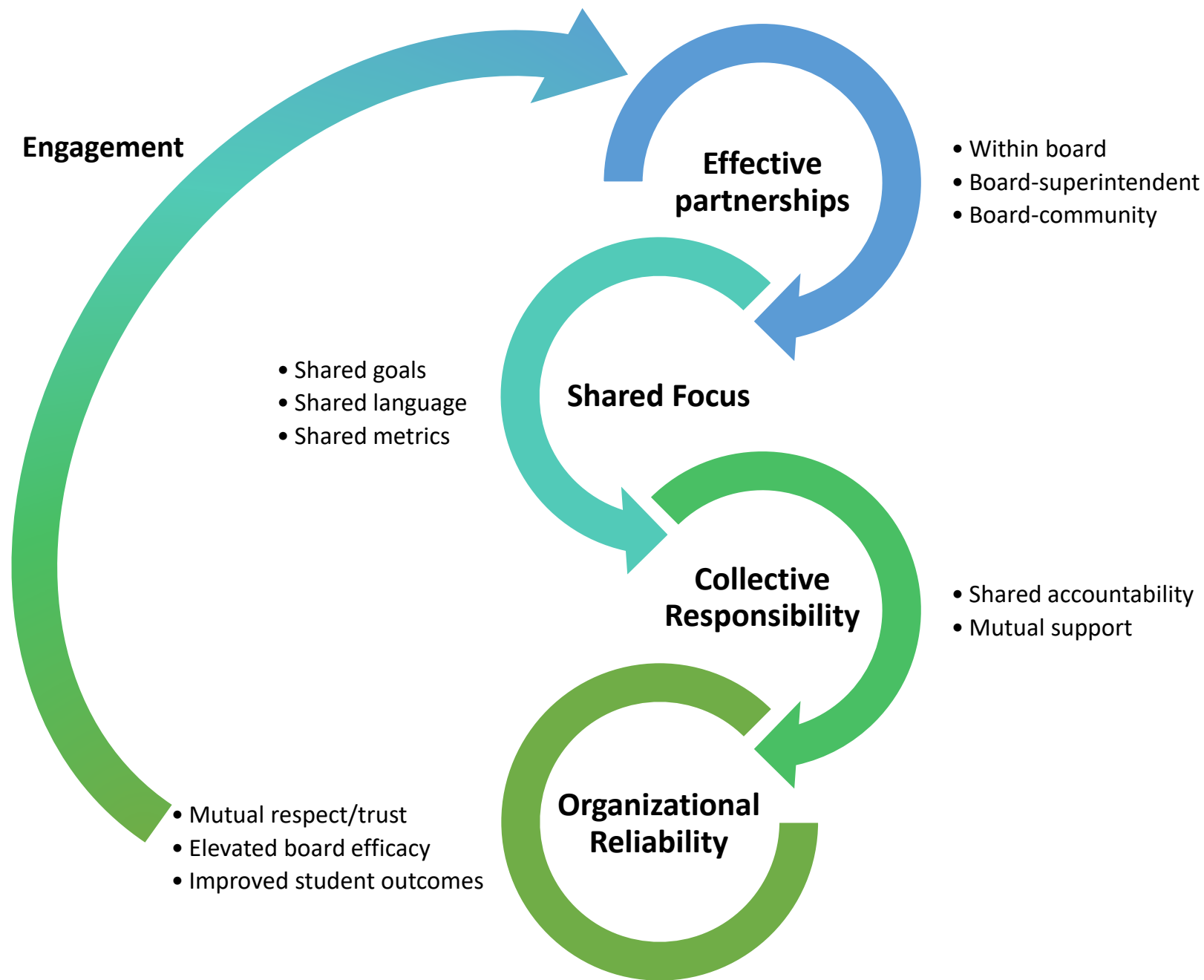
Collaborative Governance





Collaborative Governance

Collaborative Governance is an approach that utilizes **effective partnerships** to learn and lead together in an environment of **trust and respect** with a **shared focus** on equitable student outcomes through **collective responsibility**, accountability, and support.



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DLT Defined



DISTRICTWIDE LEADERSHIP TEAM TIP SHEET (Lighthouse)

WHAT IS A DISTRICTWIDE LEADERSHIP TEAM?

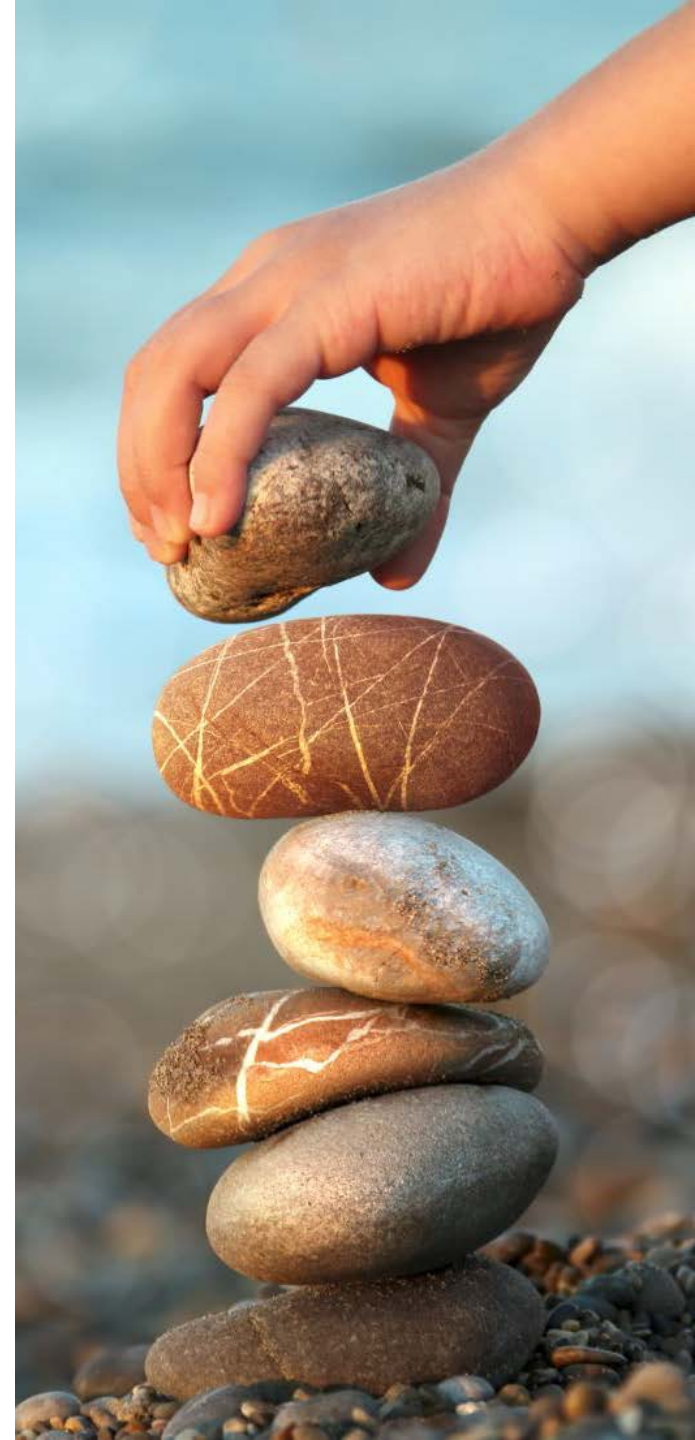
The districtwide leadership team is a group of individuals who agree to assume leadership responsibility for guiding and protecting the work focused on improving student learning in the focus area.

What is the role of the districtwide leadership team?

- Identify specific learning needs to be addressed
- Engage all staff in the identification of needs and determining actions
- Provide guidance, direction and support for districtwide efforts to improve teaching and learning and building-level implementation of the districtwide efforts:
 - Provide input into the focus and design of the districtwide improvement effort
 - Lead the implementation of districtwide change initiatives – a change in results for students by:
 - A change in the culture of the district and schools
 - A change in instructional practices
- Monitor the implementation of districtwide change initiatives
- Plan/support the inquiry/professional development:
 - Engage the entire staff in action research around the improvement of instruction to impact the identified student learning needs
- Shepherd the initiative:
 - Set goals and measurable targets related to changes in the environment and student learning
 - Determine the specific strategies (facilitate the decision-making process, make recommendation and garner support, etc.)
 - Monitor progress
 - Adjust efforts and support based on progress data (mid-course corrections)

DLT Purpose

- Staff group primarily responsible for the district's improvement efforts
- Communication conduit for improvement work throughout the district (classroom to the boardroom and back again)
- To lead/model the collective/collaborative inquiry process (action research) with staff
- To support the building of the staff's capacity to continuously improve student learning
- To protect the work in the improvement focus area from fragmentation





The who is the DLT

WHO SERVES ON THE DISTRICT LEADERSHIP TEAM?

- Central office staff with responsibilities related to curriculum, instruction, and assessment
- Building principals
- Teacher leaders from each building who work directly with the principal to provide leadership for improving teaching and learning in the focus area
- People who have the capacity, commitment and skill set that can actually lead the work of creating mastery of the instructional initiative throughout the system
- People who believe the circumstances in which they find themselves are conducive to accomplishing the goals they hold to be personally important.

The DLT & the Board



KEY AREAS OF WORK:

1. Identify need
2. Determine actions
3. Organize, lead training
4. Provide support for expert training in instructional strategies when appropriate
5. Organize and monitor collaborative teams
6. Collect, organize and use data on implementation to determine learning/development needs for high level implementation
7. Collect, organize and use data on student learning in the focus area to monitor progress
8. Collaborate with external technical assistants
9. Lead the learning of the staff – facilitate collective inquiry
10. Watch closely, listen carefully

EXAMPLES (not intended to be comprehensive):

AREA	LOOKS LIKE	SOUNDS LIKE (discussion areas at the board table)
1. Identify need	<ul style="list-style-type: none">• Studying data together to determine the area of greatest learning need• Facilitating the data study with staff at the building level• Districtwide team working with the board and superintendent to establish improvement goals and measurable targets on at least an annual basis	<ul style="list-style-type: none">• Studying data and clarifying current status• Agreeing upon the most important area to improve this year – the content area of greatest student learning need• Collaborating with the DLT to identify the specific area within the content for collective focus – broad enough for collective effort and narrow enough to be able to monitor• Ensure the specific targets are ambitious but attainable• Communicate confidence and commitment to the improvement goals and targets



- Assuming that collaborative teams know how to “collaborate” just because they have been organized and meet regularly.
- Thinking that a book study constitutes inquiry and collaboration.
- Always assuming you have the expertise internally to identify needs and lead the training and support.

ISSUES THAT OFTEN SURFACE:

- If “getting the right people on the leadership team” upsets the typical power-base in the building, there can be pushback and resentment. Open and honest communications with everyone with clear explanations about the criteria and expectations for these positions will be necessary.
- Once teachers assume leadership positions, they are often viewed by their peers as having crossed over to “administration” and are sometimes ostracized by their peers. This becomes very hard for them to handle and they will disengage from the leadership role without adequate support and nurturing.
- Collaborative teams need to be taught how to collaborate around improving teaching and learning. This will be a key role of the districtwide leadership team.
- Learning how to organize and report data to enhance the study and use of the data.



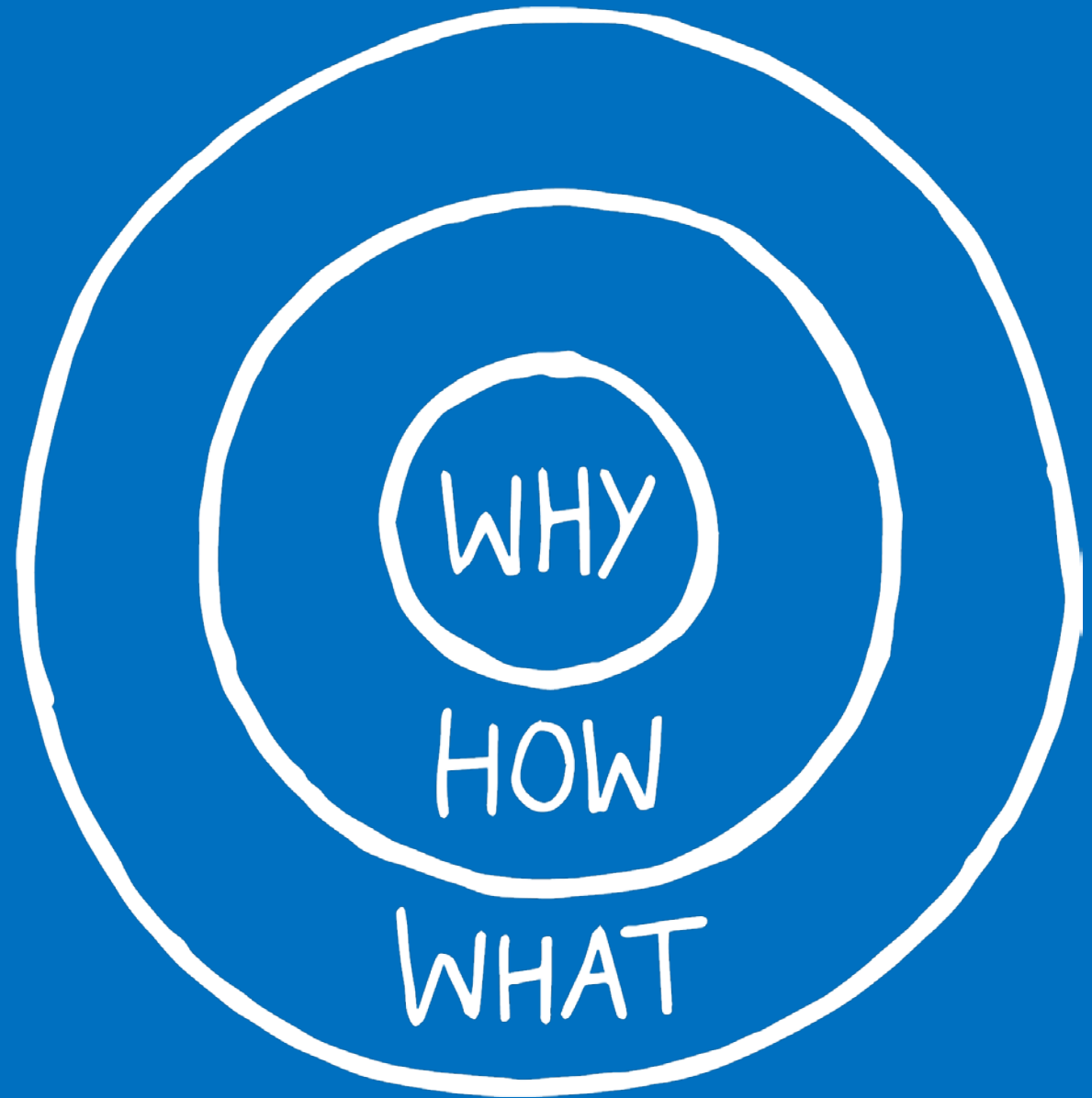
Questions on the DLT?





5-minute break

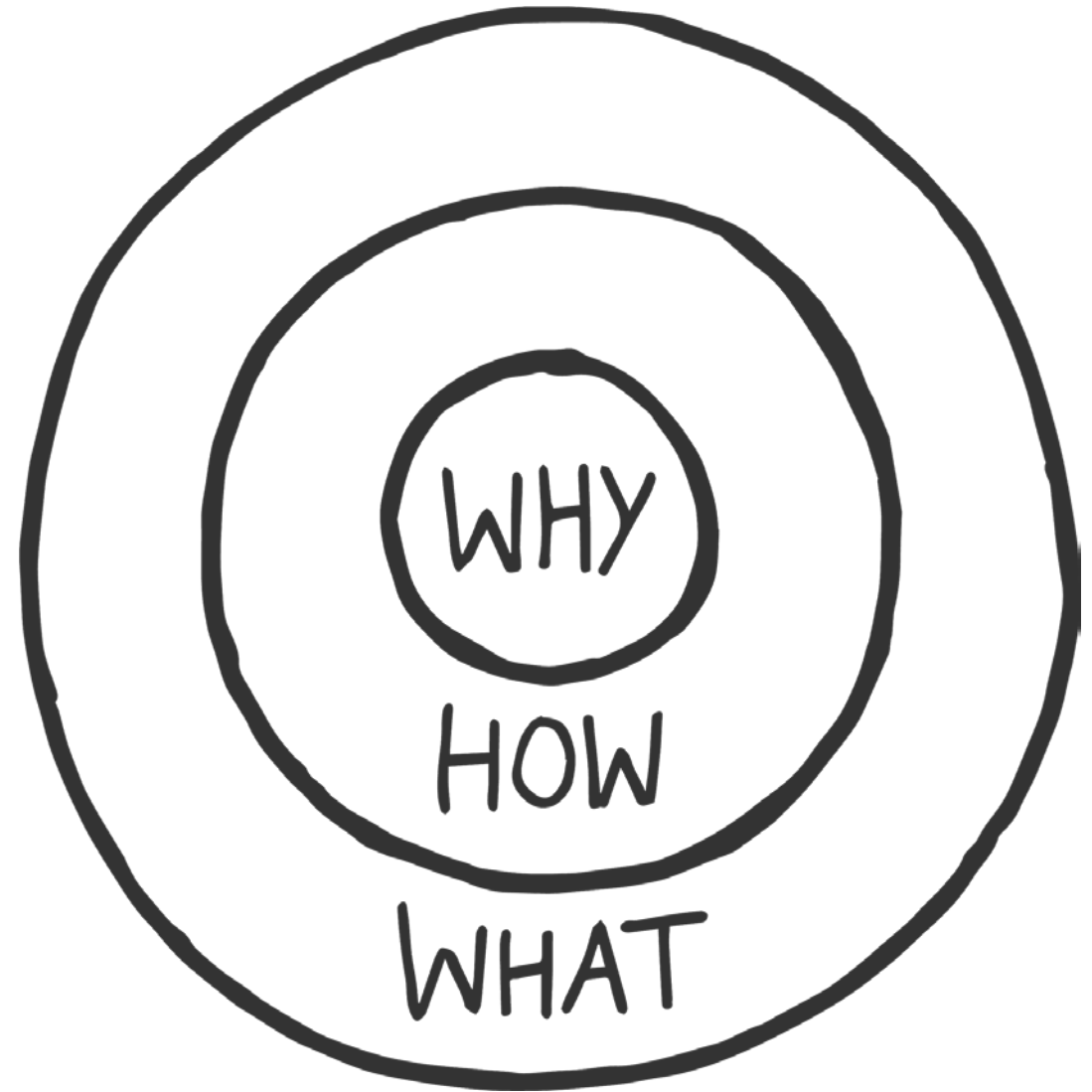
The Golden Circle





WHAT

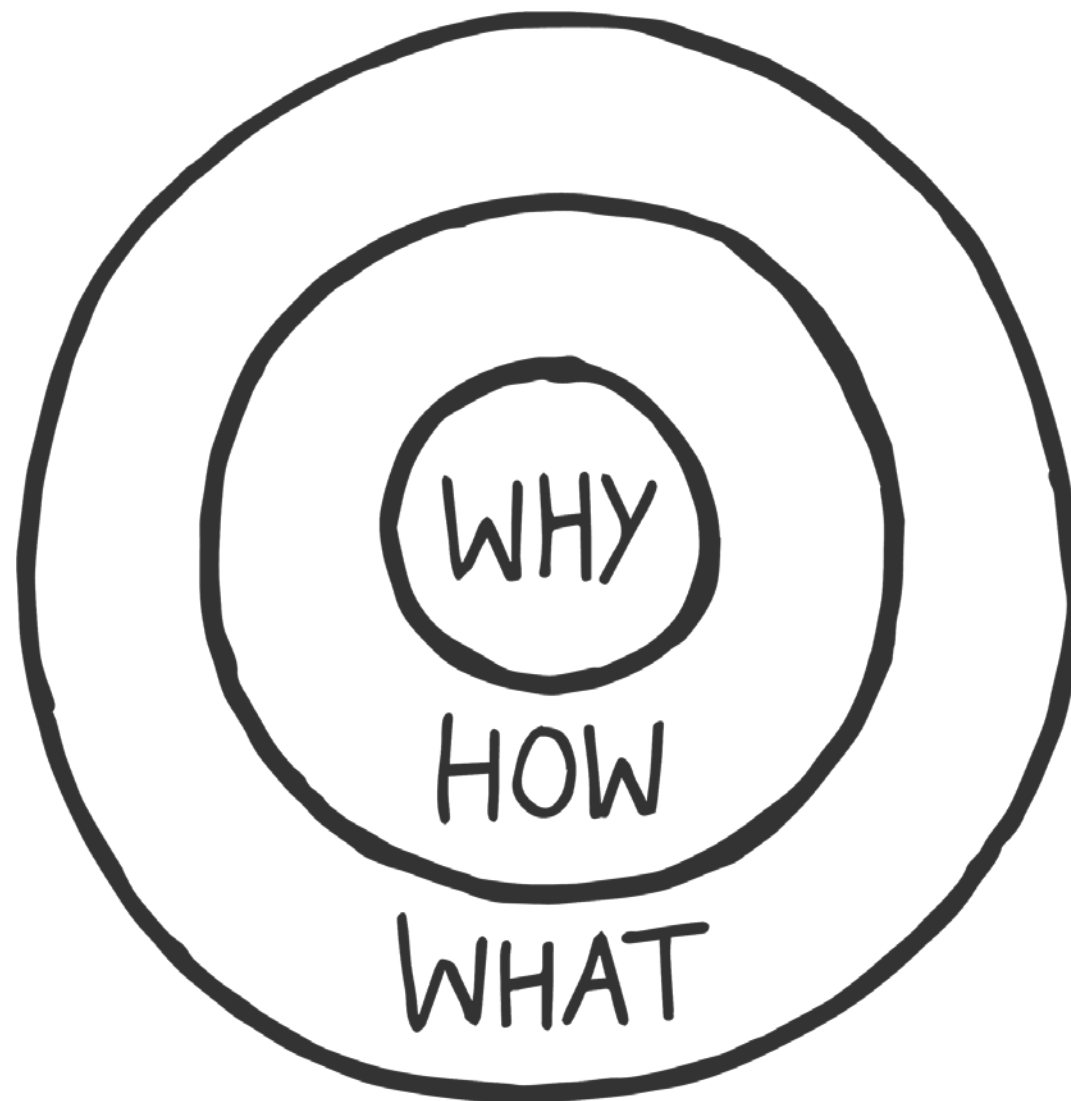
- Govern – Learn as a team
- Set Clear Expectations
- Conditions for Success
- Hold the system Accountable
- Engage your community





HOW

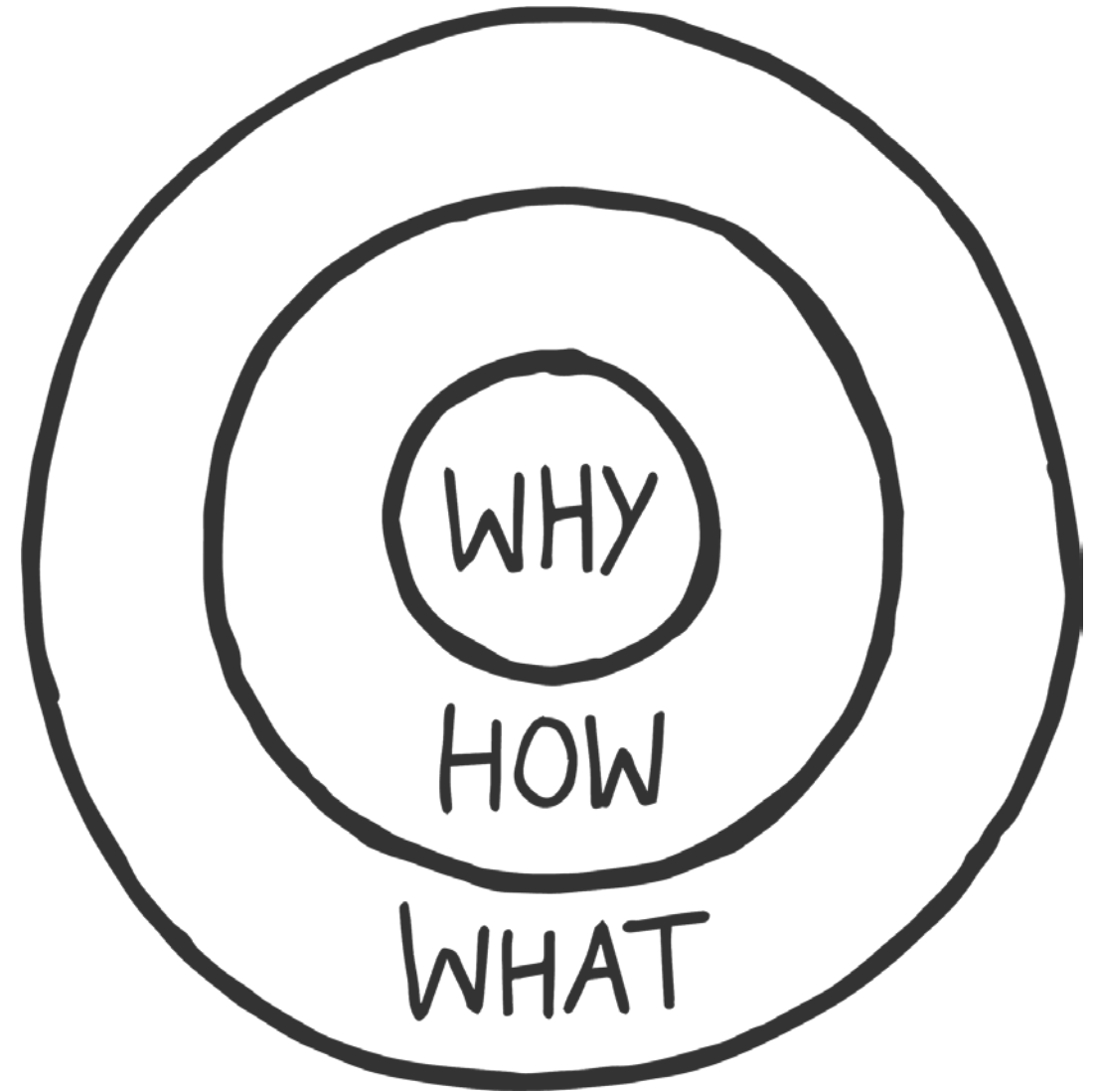
- Your strengths
- Your values
- Your guiding principles
- Your meetings' organization
- Your interactions
- **Your culture**





WHY

Your purpose,
cause or belief





“

**People don't buy WHAT
you do, they buy WHY
you do it.**

- Simon Sinek

”



Clarity of WHY

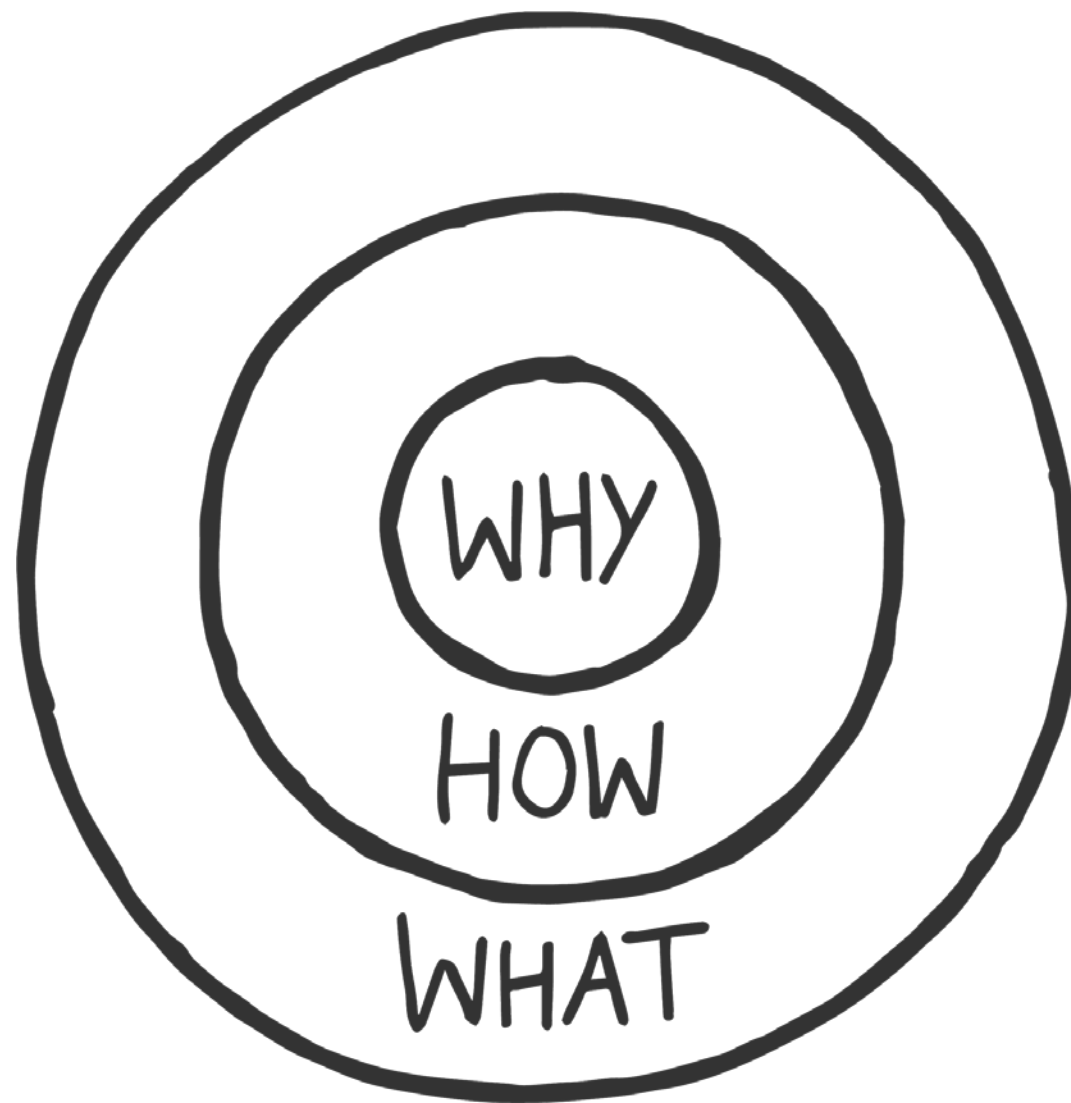
Your purpose, cause or belief.

Discipline of HOW

Your strengths, values or guiding principles.

Consistency of WHAT

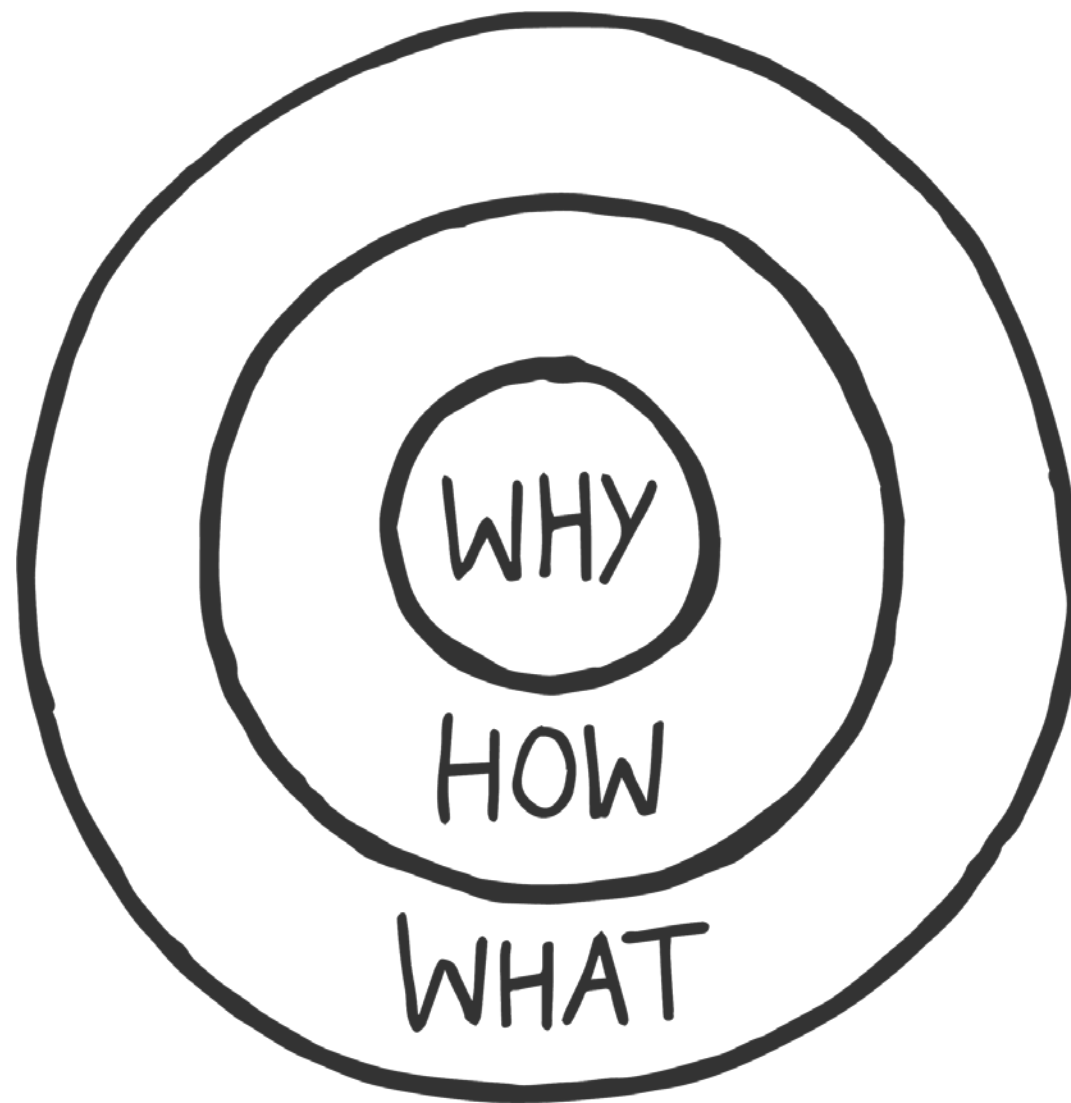
Products sold, services offered or your role at work.





What stood out?

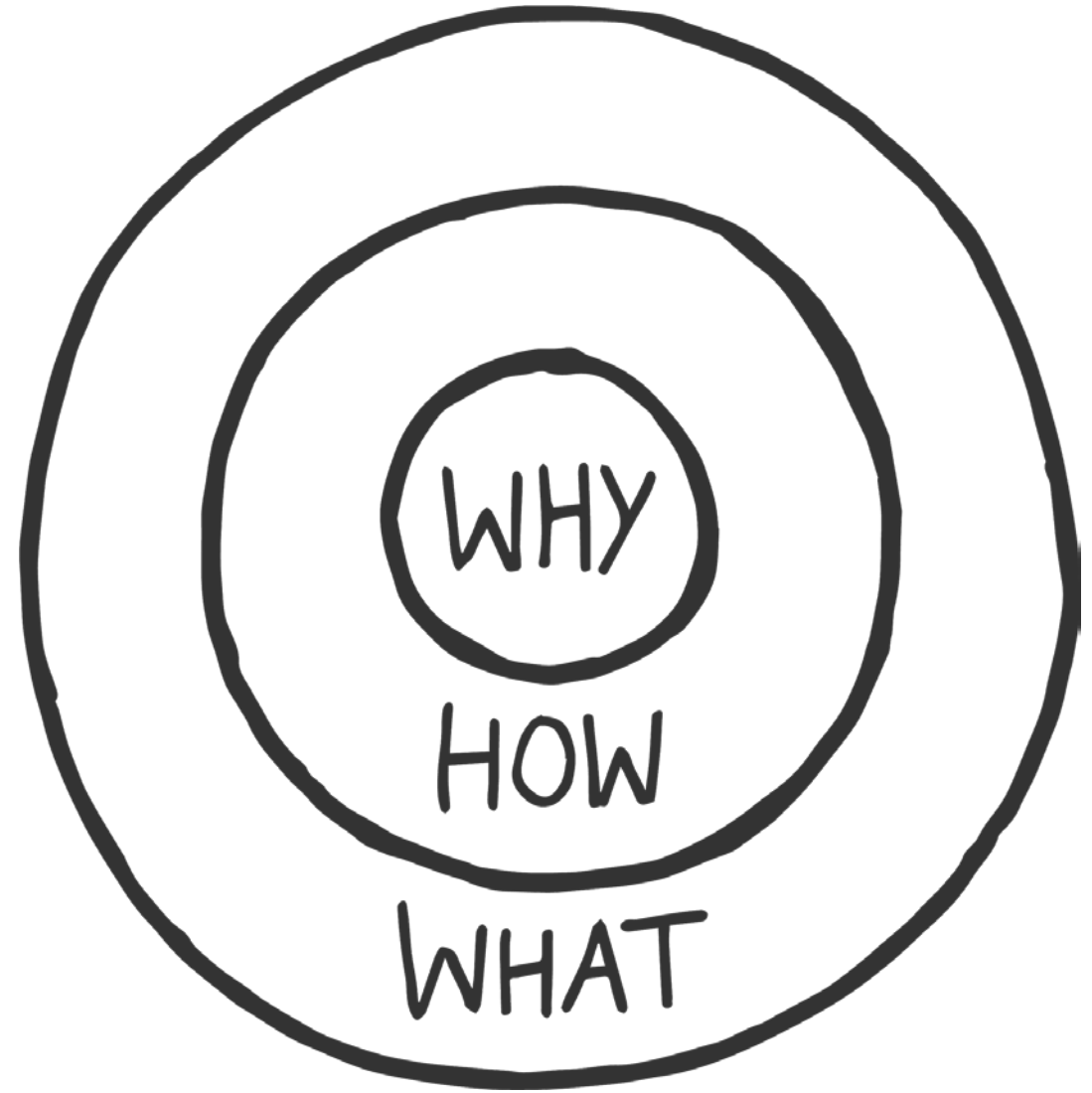
In 25 words or less, share what one or two things from theis 20-minute video really stood out to you?





Leadership.

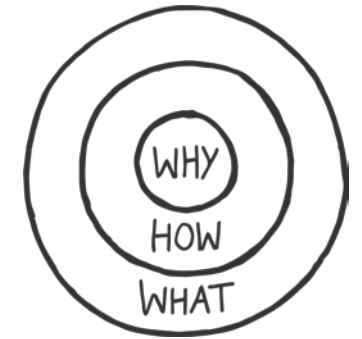
What did the message of being leaders that inspire mean to you individually?





So what?

What is most critical to you about having an answer to “Why MSP” and gaining others participation?



Don't want kids to experience racism, discrimination...instead asked to be the best in themselves.

Successful districts have boards that work well together and that their performance has an impact on students.

Young board members are fully capable leading and have a unique perspective.

It takes all kinds of people to lead a district.

The board is ready to work, and this program will channel that effort and will pay dividends in positive outcomes down the road.

It will bring a scholarship to give to students!



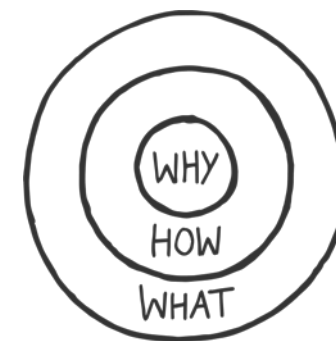
Now what?

Where would you like to go now?

Regain the trust of teachers and the community.

Rebuild partnerships.

Lead from a place of compassion.





5-minute break



Why engage in the MSP and invite others to collaborate with you in it?

What is the Springfield School Board's...

- *Purpose?*
- *Cause?*
- *Belief(s)?*





<text here>

What do you believe about WHY others would want to collaborate with the school board?

Lessons learned from Distance Learning

Goal – Strategic Plan Alignment

Student Equity & Inclusion

Equity**
Anti-racism**
Supporting every student, everyday
Narrow Achievement Gap
Improve Grad Rate

Community Focus

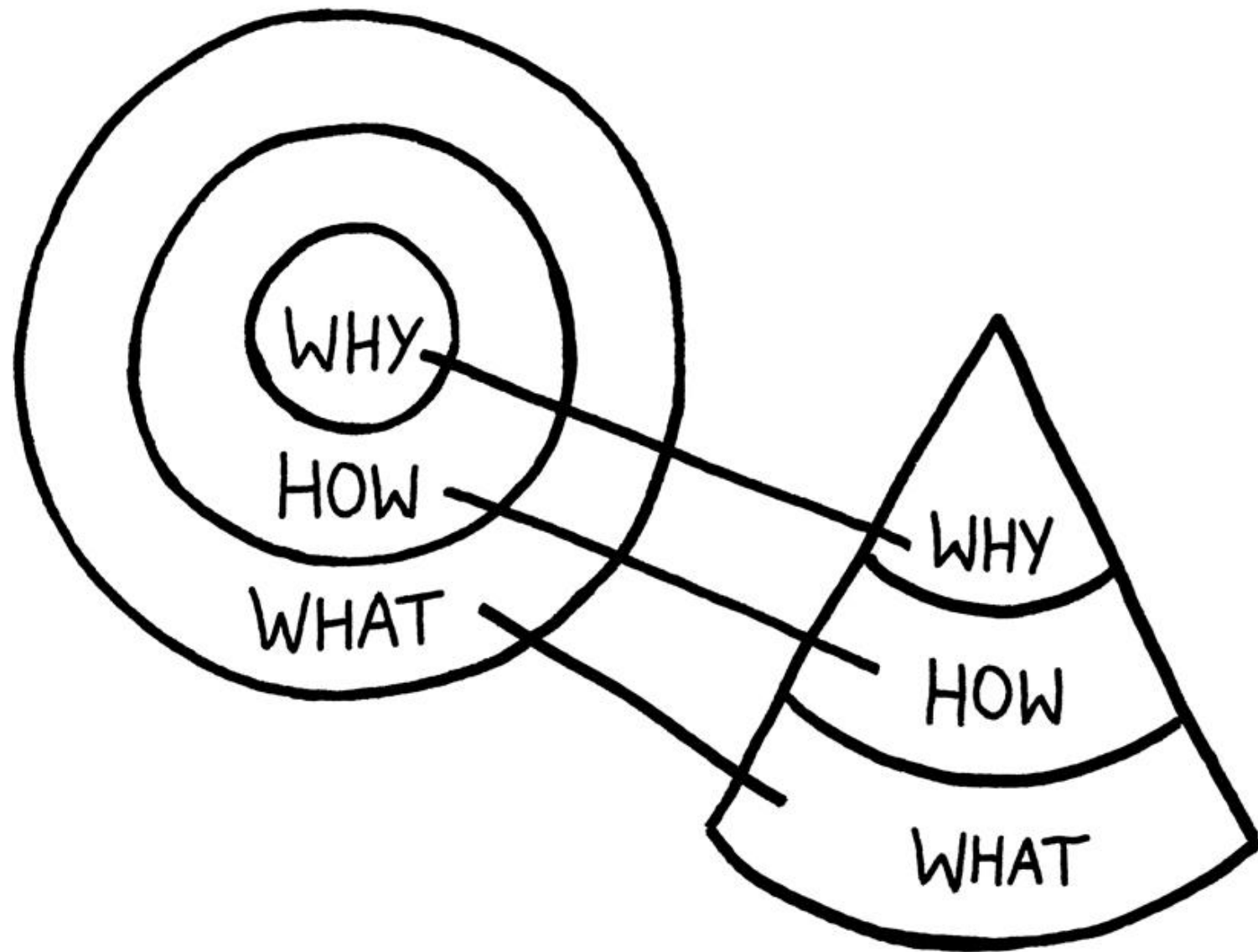
Transparency with community and stakeholders
Stakeholder engagement
Reestablish relationships with the community

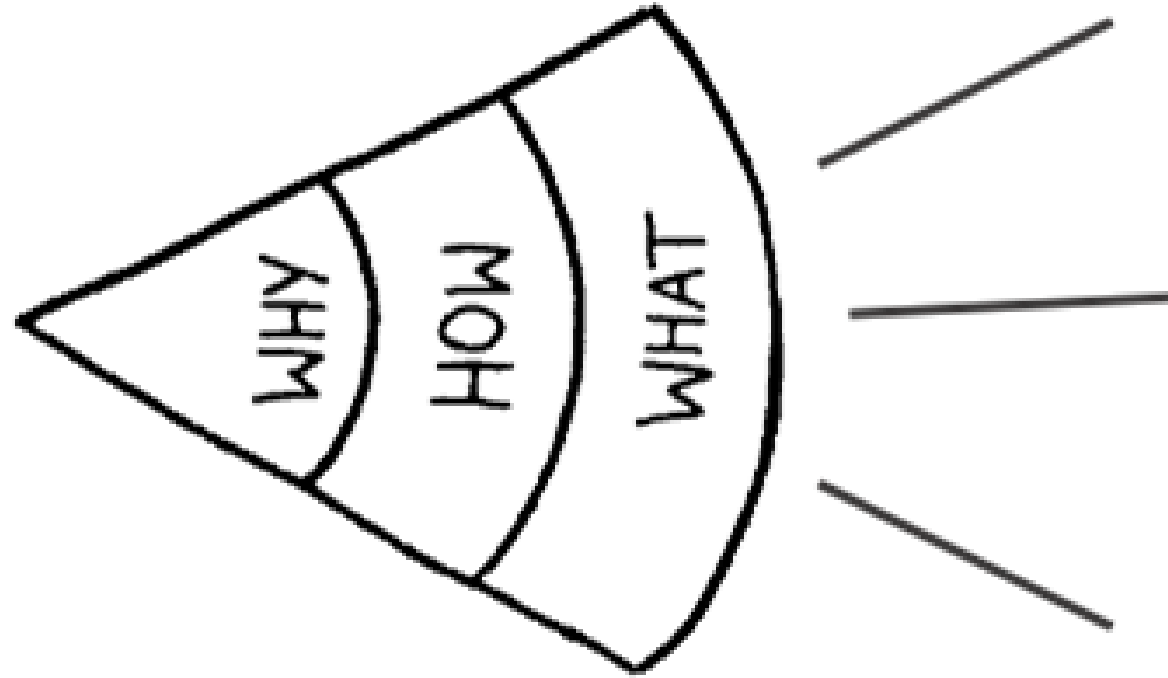
Intentional Student Experience & Outcomes

Life ready skills/SIA
Social-Emotional Learning
Special Education

Care & Connect

Displaced/unhoused families
Families stuck in “cycle of struggle.”
Student/Family mental health
Trauma informed response







Board Training Needs?

- Let's talk about these topics first please.
 - Board best practices?
 - Individual board member authority?
 - Board-Superintendent Operating Agreement?
 - Board's evaluation of superintendent process?
 - Board Operating Agreement (BOA)?
 - Public meetings and ethics?
 - Parliamentary Procedure?
- What else?



Board Training Needs?

Clarifying processes

- Meetings
 - Public comment
 - Parliamentary procedure
 - Board agreements (procedures)
 - Book Study: MacFarlane, Ann, and Estep, Andrew. *Mastering Council Meetings*. 2013.
- Public engagement
 - What is the role of the board?
 - Explain the rationale for decisions
- Communication in and out
 - Process from input to potential agenda item
 - Communicating back to public

Inclusivity training

- Inclusive boardsmanship
- Inclusive community engagement
- Book Study: Daniel-Tatum, Beverly. *Why Are All the Black Kids Sitting Together in the Cafeteria?* 1997.

Balancing accountability & support

- Superintendent evaluation*
- Board – Superintendent relationship
- Book Study: Alsbury, Thomas, and Gore, Phil. *Improving School Board Effectiveness: A Balanced Governance Approach*. 2015.

*Required in MSP



Date	Session
September 28	MSP Session #1
October 26	Supt. Evaluation/Start book study
January 25	Session #2
February 22	Session #3
April 26	Session #4
June 28	



Nobody
rises to low expectations
Calvin Lloyd

Other?

