

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.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual work session to order at 5:01 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, Jenna McCulley, Whitney McKinley, Suzanne Price, Joan Bolls, Jeff Michna, Mindy LeRoux, Dustin Reese, Tanya Martin, Shana McOmie, Briana Garber, Colette Trotter, Emily Minnis, Leah Price, Joell Duran, Adam Fine, Nicole Norris, Kirsten Lashot, R. McDonald, Ali Vaughan, Jennifer Orlandini, Catherine Wiebe, Carrie Langer, Jonathan Gault, Ginger Latta, Bryne Thorpe, Amber Howe, Kayla Lewis, Connie Opsal, Cassandra Moorhead, Kelsey, Erica McNurlin, Jennifer Shelton, Teresa, Haley Alexander, Heather St. Louis, Karri Thiele, Jennifer Orlandini, Joshua Donaldson, Carolyn Hoshaw, Julia Britton, Emily Christensen, Michele Reiersgaard, Brian Megert, Tiffany Brown, Kerri Dawson, Amy Rockwood, Sherine Forrest, Molly Spain, Kathryn Tiernan, Becky Willis, Nola Kari, Susan Wright, Danielle Smith, José da Silva, Jennifer Gonzales, Jeremy, Chiara Ihnat, Veronica Cheek, Marietta Vaneekeren, Tiffany Brown Melissa, Elaine Woodward, Kristin Guiley, Treva Thompson, Michael McGraw, Sierra Cochrane, Amberly Trano, Troy Thorsby, Gail Strickland, Brenda, Rebekah Weast, James Down, JW Duran, Sarah Ferren, Erica Pierson, Tyson Migliaccio, Bailee Foster, Andrea Smith, Billie Jo Rodriguez, Josh Jordan, Susan Kangail, Margaret, Chris Beath, Kelsey Keough, Bryne Thorpe Lynn Lary, Valeri Rankins, Marilyn Williams, Jeff Butler, Trudy Waddell, Laura Farrelly, Diana Morgan, Don Lamb, Dwight, Brandy Edwards, Elaine Woodward, Krista Martin, Hillary Galloway, Ginger Latta, Jeremy Hugo, Ginny Osteen, Emma Withrow, Jaime Maraia, Jamie Hoag Barnett, Carla Smith, Connor McCarthy, Tim Stephens, Sheryl Cramer, Nicole Norris, Shelley Nurre, Maile Clark, Lacey Macdonald, Pineda, Tara McNee, Katrina Coleman, Tami McNamara, Ashley Stolk, Nicki Gorham, Bethany Boardrow, Darlene Colborn, Heather Dillon, Garrett Gilchrist, James Down, Kendra Perez, Katie Waugh, Darcy Phillips, Karen Babcock, Namcy Williams, Matt Adams, Chris Reiersgaard, Kelli Boom, Aliya Hall, Kathryn Huges, Heather Klym, Stacy Jeter, Tamara Dillon, Annette Peters, Sheri Childers, Jerami Campbell, Charlie Clark, Boaz Wolpe, Susan, Colleen Hunter, Debi Borsay Spencer, Melissa Stalder, Leah Taylor, CB, Zehra Greenleaf, Johnathan Felix, Brian Megert, KC Gillespie, Jennifer Gonzales, Holle Schaper, Ashley Buchholz, Franchesca Sandoval, Laura Scruggs, Elaine VanGordon, Susan Coleman, Amanda Loen, Amanda Montoya, Stephanie Leahy, Catherine Godard, Sierra Cochrane, Laura Weiss, Kim Donaghe, Beth Atkerson, Jared Weybritht, Laura Beyerlin, jesse Trenholm, Chirstine Sales, Sara Starlin, Rodatc, Kate Lode, Connor McCarthy, Linda Mooney, Christie Costello, Donne Hasforth, Bryn Fredrickson, Amber Mitchell, Liana Stone, Shelby Masterson, Jessica Auxier, Autumn Erickson, Becky Dopps, Moriah Shanahan, Scott Crowell, Jessica Orsini, Adrienne Pierce, Tonya Reichenberger, Tim Canter, Monica Tapia, Jared Taylor, Sara Trenholm, Carly Ranney,

Michelle Webber, Jarek Bartels, Debbie Carter, Janine Amador, Judi Mayo, Paul Keppo, Matt Dewall, Crystal McPheeters, Sheryl Eyster, CALC, Lee Corett Sean VanGordon, Diana Morgan, Judy Bowden, Renee Sessler and Vincent Adams from OSBA and Lydia Dysert, minutes recorder.

2. APPROVAL OF THE AGENDA

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

MOTION: Ms. Barrager moved and seconded by Vice Chair Raven 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. BOARD SELF-EVALUTATION AND TRAINING

Chair Bessett introduced Vincent Adams from Oregon School Boards Association (OSBA) who would be sharing the results of the board self-evaluation survey and lead a discussion regarding setting goals for the coming year. Mr. Adams gave some background on his role at OSBA and introduced Renee Sessler who also works in board development at OSBA. Please review the following for the details of the self-evaluation survey and the guide for setting board training and goals.



SPRINGFIELD
PUBLIC SCHOOLS

Every Student, Every Day. ● ● ● ● ● ● ● ●

Board Self-Evaluation Workshop August 24, 2020

Vincent Adams - vadams@osba.org

Renee Sessler - rsessler@osba.org





AGENDA

- Board Self-Assessment Report Discussion
- Board Goals
- Board Professional Development Plan

ROLE OF THE BOARD

THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction In Key Areas

Area being discussed: Board Performance/Effectiveness

SET CLEAR EXPECTATIONS	LEARN TOGETHER AS A BOARD TEAM	CREATE CONDITIONS FOR SUCCESS	HOLD THE SYSTEM ACCOUNTABLE	BUILD PUBLIC WILL
What are our greatest hopes for the district in this area?	What information does the board need to ensure the right decisions are made?	What are we willing to support to ensure the expectations can be met?	What will we accept as evidence of progress toward expected outcomes?	What will we need to do to gain community support for this work?
Impact of the board's performance on the district?	1. Self-Evaluation (Policy BK) & 2. Professional development (Policy BHB).			

Springfield School District 19

Code: **BK**
Adopted: 7/09/01
Readopted: 1/08/07
Orig. Code(s): BK

Evaluation of Board Operational Procedures

The Board is continually engaged in informal appraisal and evaluation of the operation of the various aspects of the school program. It calls on the superintendent and his/her staff from time to time for information, surveys and reports which will enable it to judge the success of the district's programs. The Board will plan a self-evaluation on a regular basis, which will be used to monitor and assess its performance toward Board and district goals among other evaluation measures.

END OF POLICY

OSBA Model Sample Policy

Code: BHB
Adopted:

Board Member Development

The complexity of Board membership demands opportunities for development, study and training for Board members. The Board places a high priority on the importance of a planned and continuing program of professional development for its members.

In order to develop leadership capabilities, become informed about current issues in education and improve their skills as members of a policy-making body, Board members will participate in opportunities for professional development that may include, but not be limited to, the following:

1. In-service activities planned by the Board and by the administration for staff members, as appropriate;
2. Participation in conferences, workshops, conventions and training held by state and national school board associations and other educational organizations;

ROLE OF THE BOARD

THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction In Key Areas

Area being discussed: Board Performance/Effectiveness

<div>SET CLEAR EXPECTATIONS</div> <div>What are our greatest hopes for the district in this area?</div>	<div>LEARN TOGETHER AS A BOARD TEAM</div> <div>What information does the board need to ensure the right decisions are made?</div>	<div>CREATE CONDITIONS FOR SUCCESS</div> <div>What are we willing to support to ensure the expectations can be met?</div>	<div>HOLD THE SYSTEM ACCOUNTABLE</div> <div>What will we accept as evidence of progress toward expected outcomes?</div>	<div>BUILD PUBLIC WILL</div> <div>What will we need to do to gain community support for this work?</div>
Impact of the board’s performance on the district?	<div>1. Self-Evaluation (Policy BK) &</div> <div>2. Professional development (Policy BHB).</div>	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 student learning through **collective responsibility**, accountability, and support.

Engagement

- External
- Internal

Effective partnerships

- Within board
- Board-superintendent
- Board-community

Shared Focus

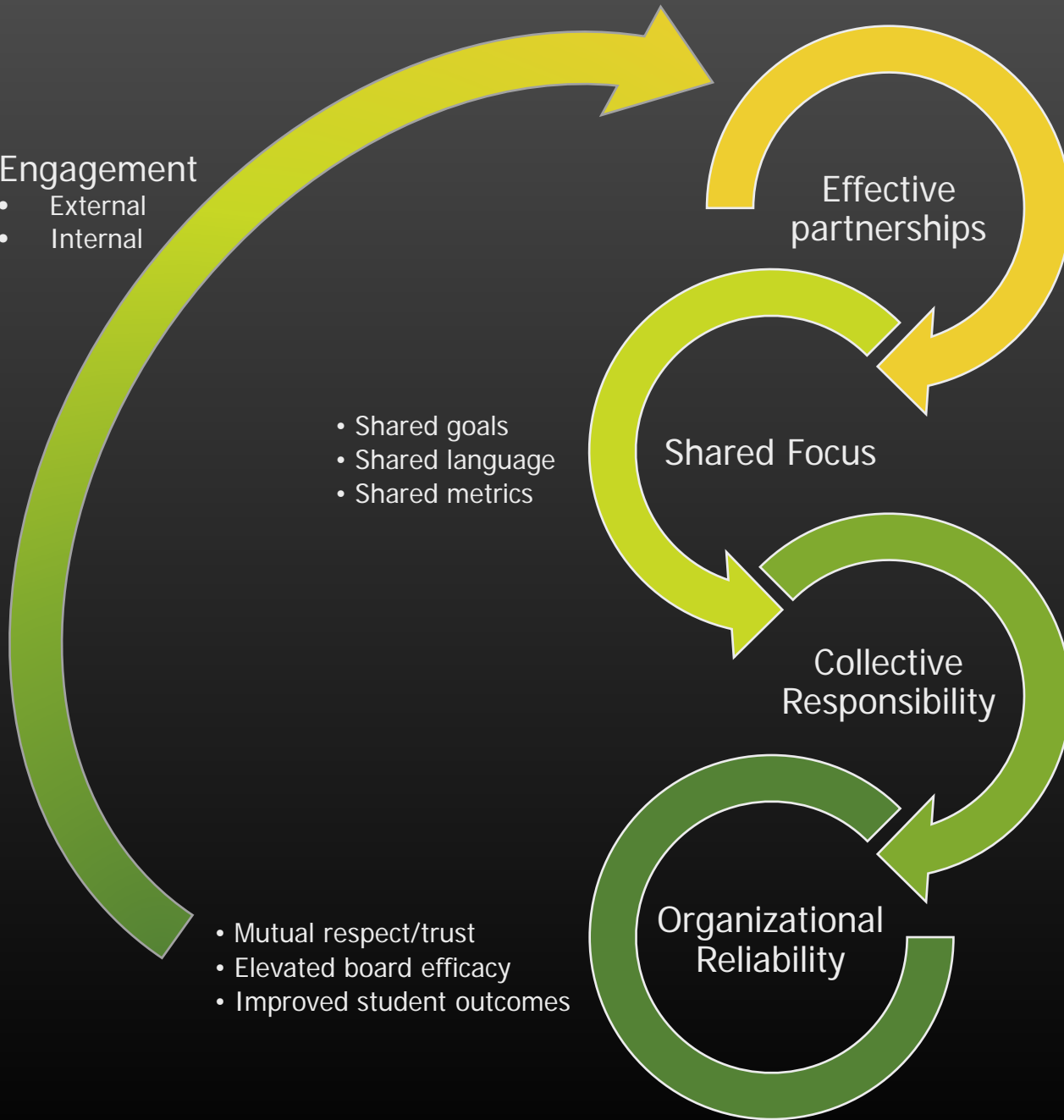
- Shared goals
- Shared language
- Shared metrics

Collective Responsibility

- Shared accountability
- Mutual support

Organizational Reliability

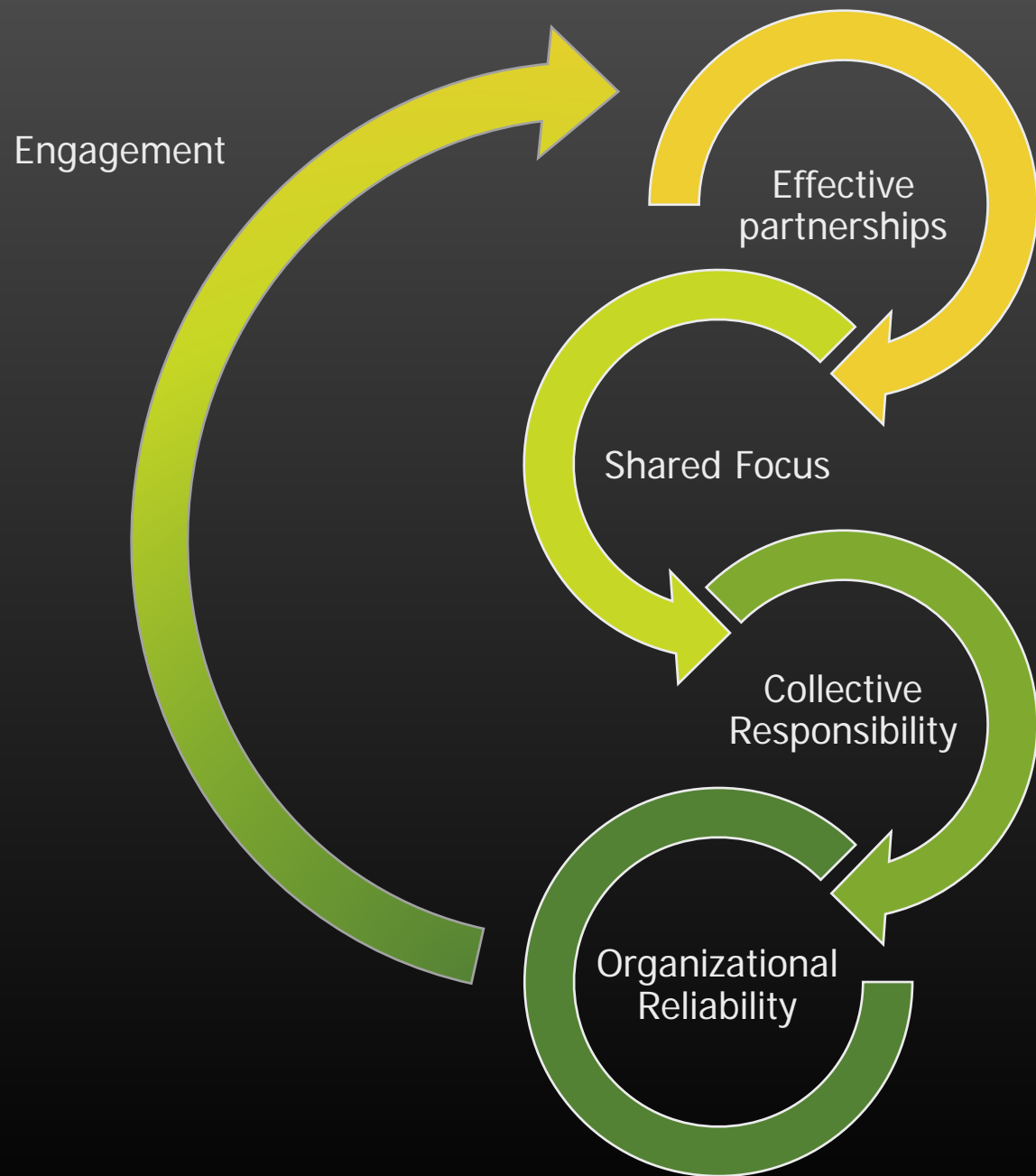
- Mutual respect/trust
- Elevated board efficacy
- Improved student outcomes











ROLE OF THE BOARD

THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction In Key Areas

Area being discussed: Board Performance/Effectiveness

<div>SET CLEAR EXPECTATIONS</div> <div>What are our greatest hopes for the district in this area?</div>	<div>LEARN TOGETHER AS A BOARD TEAM</div> <div>What information does the board need to ensure the right decisions are made?</div>	<div>CREATE CONDITIONS FOR SUCCESS</div> <div>What are we willing to support to ensure the expectations can be met?</div>	<div>HOLD THE SYSTEM ACCOUNTABLE</div> <div>What will we accept as evidence of progress toward expected outcomes?</div>	<div>BUILD PUBLIC WILL</div> <div>What will we need to do to gain community support for this work?</div>
Impact of the board’s performance on the district?	<div><div>1. Self-Evaluation (Policy BK) &</div><div>2. Professional development (Policy BHB).</div></div>	Collaborative Governance?	How will you know if your performance is having a positive impact?	How will you interact with the community in respect to your board work?

Governance

Ethical Conduct
Diverse Perspectives
Roles and Responsibilities
Policies Driving Student Success
Healthy Relationships
Teamwork

Expectations

Improved Learning for All
Districtwide Vision
Achievement Plan
Student Achievement Goals

Conditions

Safety and Security
Sustaining Quality Employees
Learning Essentials
Management for Learning
Goal Driven Budgeting

Accountability

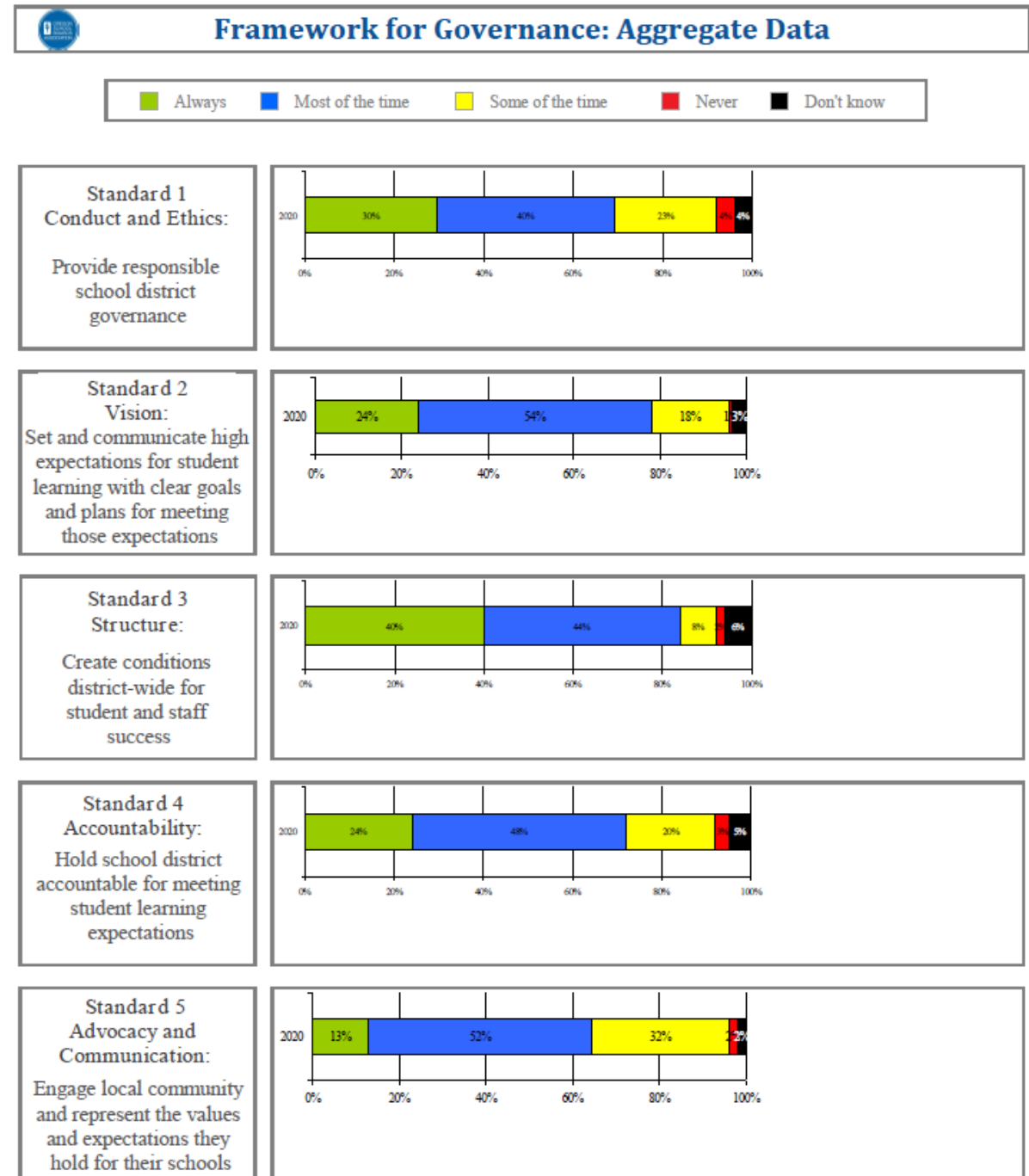
Achievement Throughout District
Superintendent Evaluation
Valid and Reliable Assessments

Community

Community Collaboration
Transparency
Community Communication
Diverse Input

Overview

1. Observations?
2. Strengths?
3. Area of greatest growth?
4. Why?



Standard 3 Structure

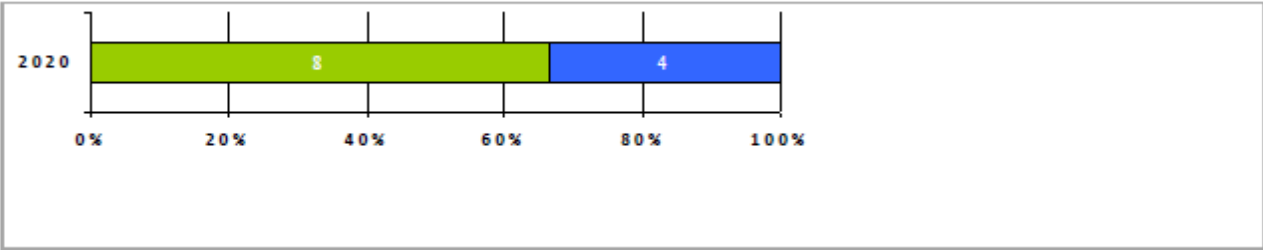
Create conditions district-wide for student and staff success by:

Benchmark of Success E

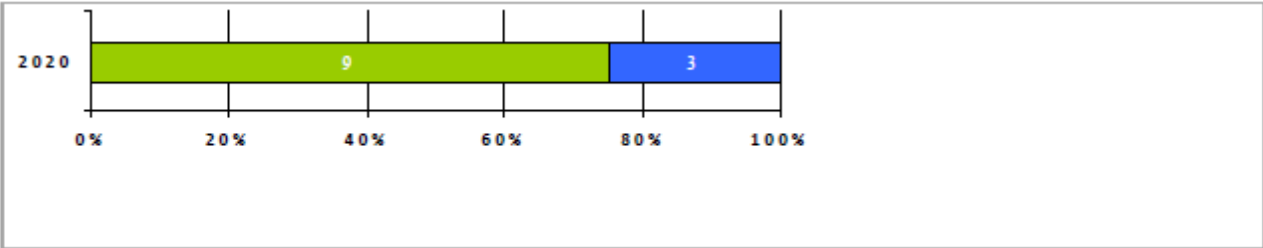
Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.



Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?



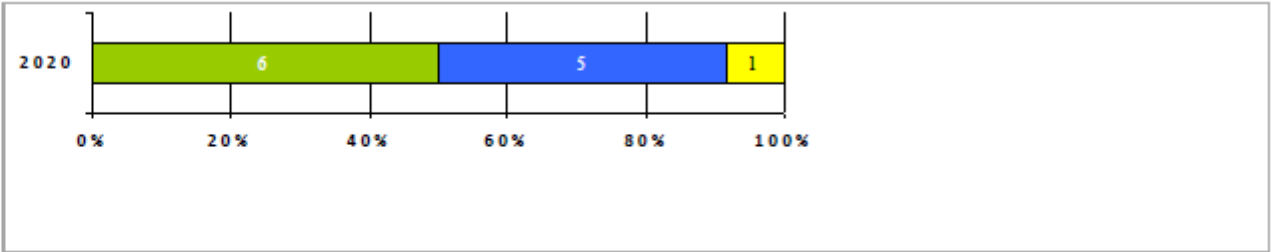
Standard 3 Structure

Create conditions district-wide for student and staff success by:

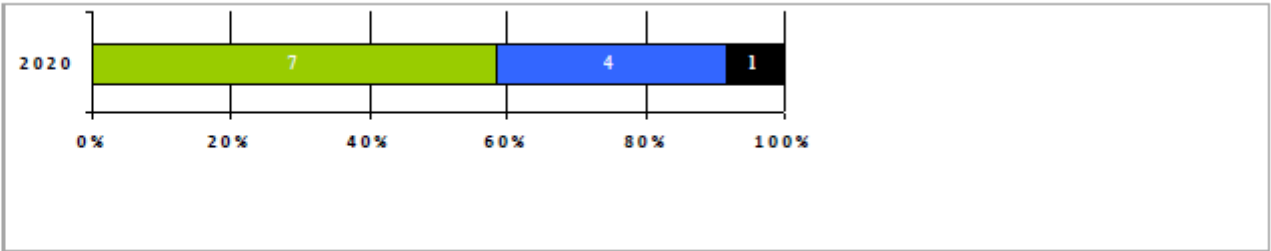
Benchmark of Success E Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.



Q46 Keep the community informed about the district's financial status?



Q47 Seek public input during the budget process?



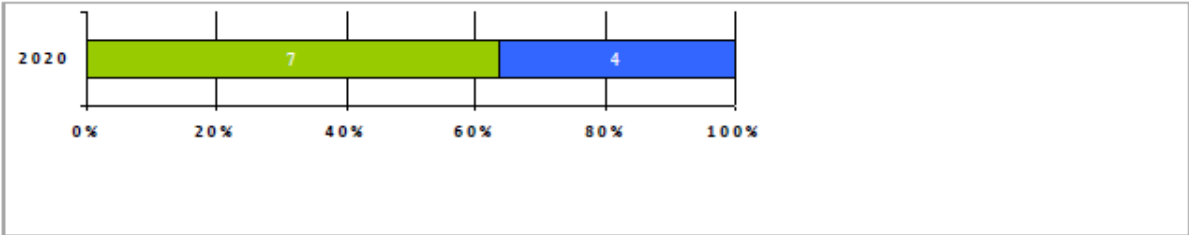
Standard 3 Structure

Create conditions district-wide for student and staff success by:

<i>Benchmark of Success E</i>	<i>Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.</i>
-------------------------------	---



Q 50 Frequently monitor the budget and fiscal status of the district?



Springfield School District 19

Code: **DBD**
Adopted: 6/28/10

Budget Priorities

The district will maintain an adequate ending fund balance in the general fund in order to provide stable services and employment, as well as offset cyclical variations in revenues and expenditures. The Board recognizes the responsibility to establish an adequate fund balance¹ in an amount sufficient to:

1. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

The targeted (minimum) floor for the ending fund balance will be at four percent (4%) of annual operating revenues. Annually, the board will allocate an appropriate portion of the projected ending fund balance to the unappropriated ending fund balance (UEFB) in the annual budget, taking into consideration revenue and expenditure volatility² and other district needs.

In the event that the ending fund balance is projected to fall below the four percent (4%) floor, the Board will:

1. Discuss the rationale for the shortfall during a public meeting;
2. Consider the financial condition of the district and discuss financial options available to re-establish the identified floor (4%) of ending fund balance;

Springfield School District 19

Code: **BDDG**
Adopted: 8/13/01
Readopted: 1/08/07
Orig. Code(s): BDDG

Minutes of Board Meetings

The official minutes of the Board shall be taken by the superintendent/clerk or designee. The minutes shall include the members of the Board present; all motions, proposals, resolutions, orders and measures taken at the meeting; the results of all votes and the vote of each Board member by name; the substance of any discussion on any matter; and any other information required by law. The minutes shall be distributed to the Board prior to the next meeting of the Board. They shall be subject to change, correction, amendment or approval by majority vote of the Board at the first meeting following their distribution. After approval by the Board, the minutes shall be processed and entered into the official minute book of the district where they shall be signed by the chair and the district clerk.

All Board meetings may be electronically recorded as an aid to the production of the official written minutes. Electronic recordings will not be considered official district records.

In the absence of the superintendent/clerk, or his/her designee, the chair shall appoint a person as secretary pro tem to take the minutes of the meeting.

In addition to the distribution of the minutes to the Board, copies shall be sent to school principals, cabinet, legal counsel, and auditor. Copies shall also be sent to the presidents of the bargaining units of the licensed and classified employees, and to the president of the Parent-Teacher Council.

Minutes of Board meetings shall be available for public inspection at the district administration building. Minutes of executive sessions will be kept under Oregon Public Records Law. If disclosure of executive session material would be inconsistent with the purpose for which the executive session was held under ORS 192.660, the material may be withheld from disclosure or sent in redacted form.

END OF POLICY

Standard 3 Structure

Create conditions district-wide for student and staff success by:

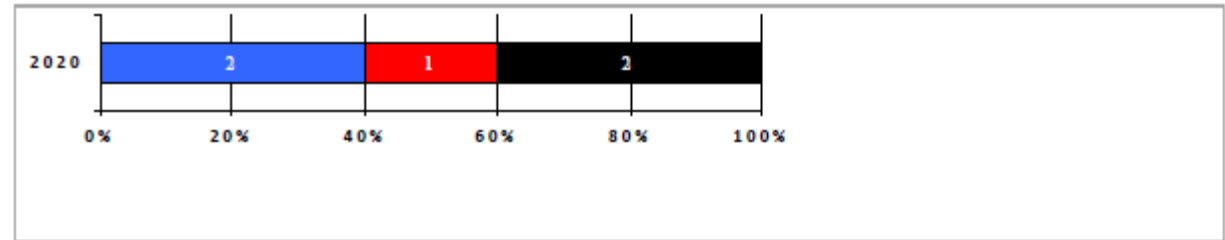
Page 15

Benchmark of Success B

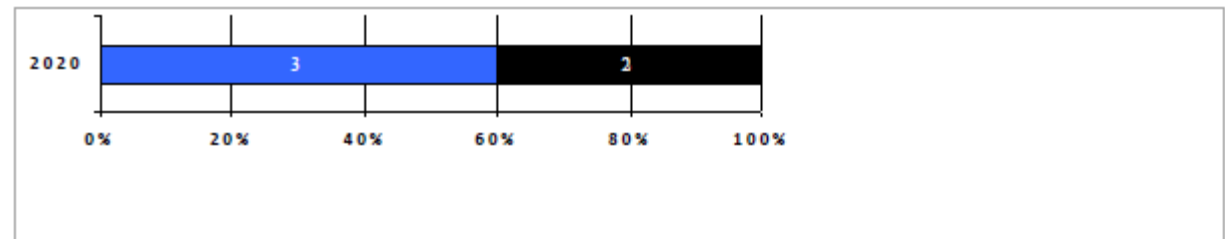
Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

Board Only

Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?



Springfield School District 19

Code: GCN/GDN

Adopted: 4/23/07

Revised/Readopted: 11/05/12

Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.

Teachers' evaluations shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;

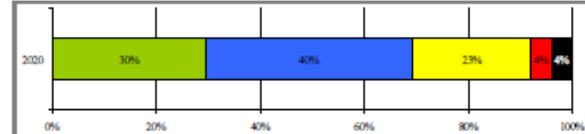


Framework for Governance: Aggregate Data

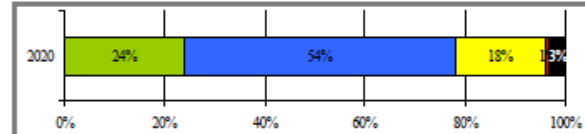
Always Most of the time Some of the time Never Don't know

Standard 1
Conduct and Ethics:

Provide responsible
school district
governance

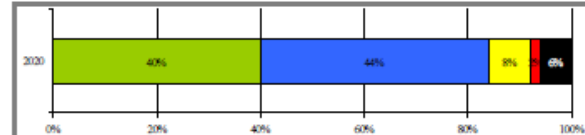


Standard 2
Vision:
Set and communicate high
expectations for student
learning with clear goals
and plans for meeting
those expectations



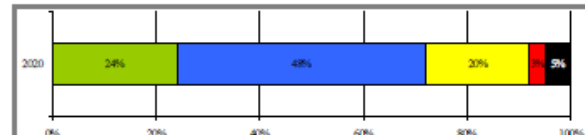
Standard 3
Structure:

Create conditions
district-wide for
student and staff
success



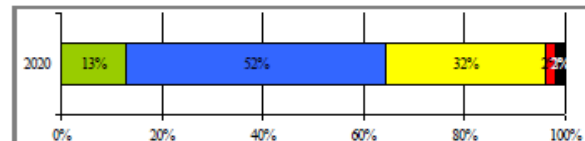
Standard 4
Accountability:

Hold school district
accountable for meeting
student learning
expectations



Standard 5
Advocacy and
Communication:

Engage local community
and represent the values
and expectations they
hold for their schools



Standard 5 Advocacy and Communication

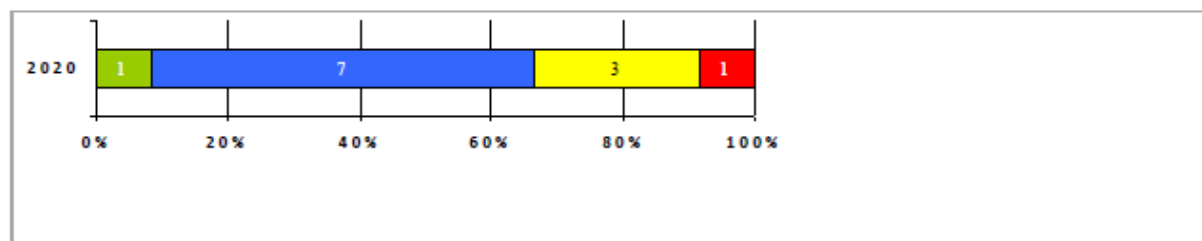
Engage local community and represent the values and expectations they hold for their schools by:

Benchmark of Success C

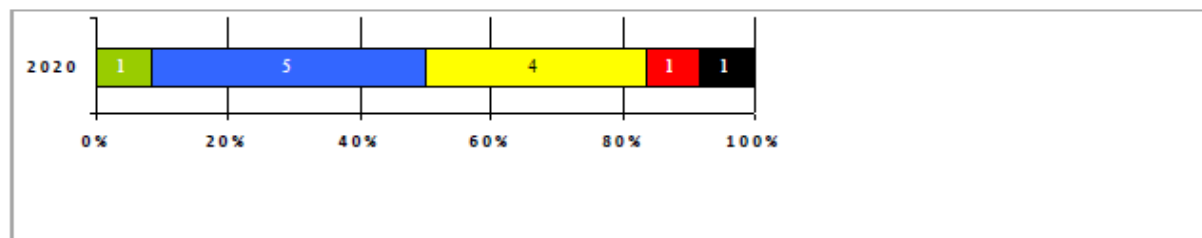
Ensuring district information and decisions are communicated community-wide.

Always Most of the time Some of the time Never Don't know

Q 68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 69 Communicate district performance to the public in clear and understandable ways?



Standard 5 Advocacy and Communication

Page 26

Engage local community and represent the values and expectations they hold for their schools by:

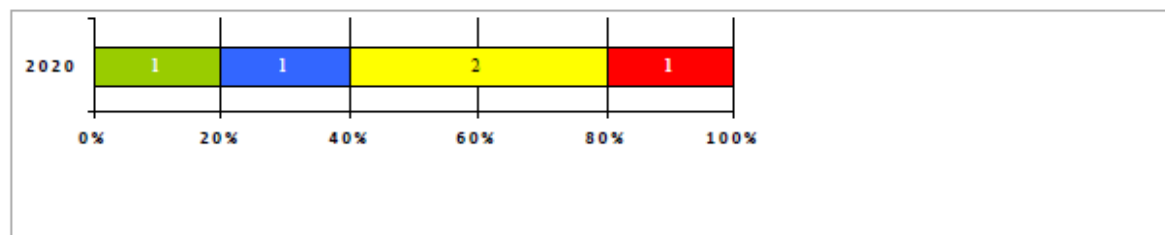
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

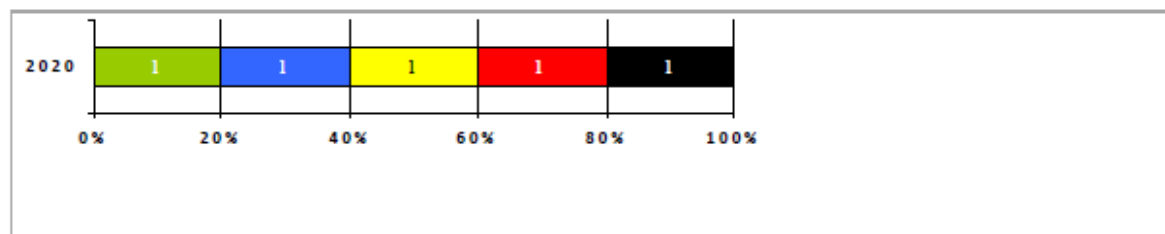
Always Most of the time Some of the time Never Don't know

Board Only

Q 68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 69 Communicate district performance to the public in clear and understandable ways?



COMMUNITY ENGAGEMENT PLAN (to be executed in the next _____ days)

Talking points

1. _____

2. _____

3. _____

4. _____

5. _____

Board Member

Place/Date

A.

B.

Standard 5 Advocacy and Communication

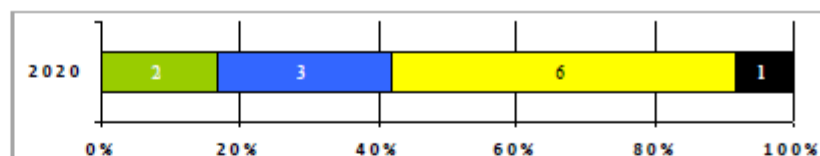
Engage local community and represent the values and expectations they hold for their schools by:

Benchmark of Success A

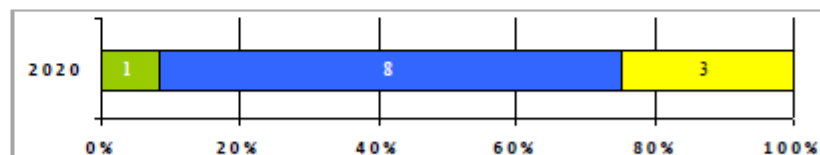
Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

Always Most of the time Some of the time Never Don't know

Q62 Advocate at the local, state and federal levels on behalf of students and the district?



Q63 Model cultural, racial, and ethnic understanding and sensitivity?



Standard 5 Advocacy and Communication

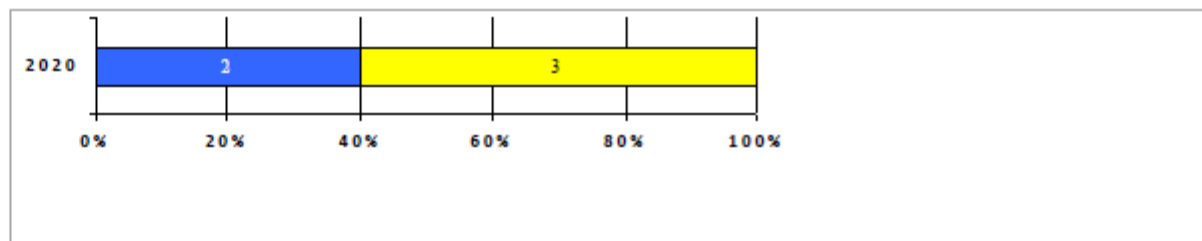
Engage local community and represent the values and expectations they hold for their schools by:

Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

Always Most of the time Some of the time Never Don't know

Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



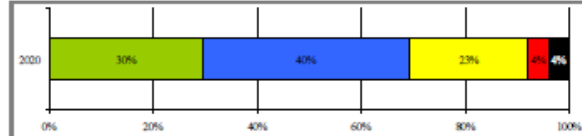


Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know

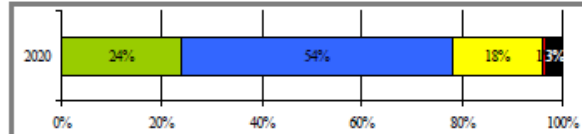
Standard 1 Conduct and Ethics:

Provide responsible
school district
governance



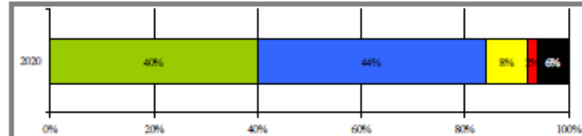
Standard 2

Vision:
Set and communicate high
expectations for student
learning with clear goals
and plans for meeting
those expectations



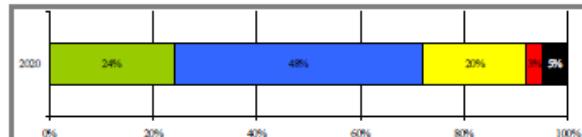
Standard 3 Structure:

Create conditions
district-wide for
student and staff
success



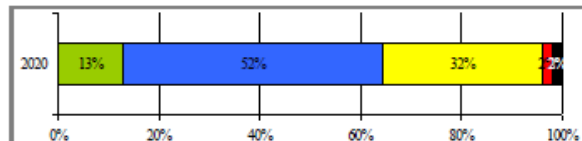
Standard 4 Accountability:

Hold school district
accountable for meeting
student learning
expectations



Standard 5 Advocacy and Communication:

Engage local community
and represent the values
and expectations they
hold for their schools



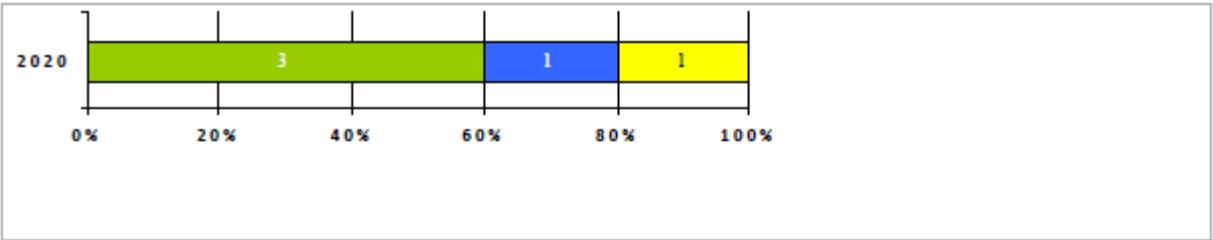
Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

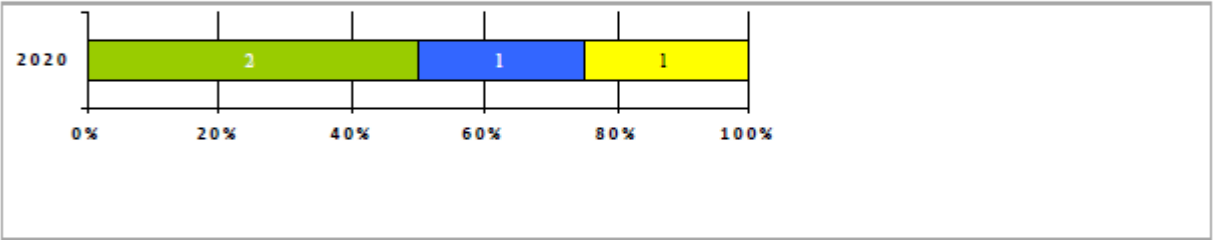
Benchmark of Success B Evaluating the superintendent on clear and focused expectations.

Board Only

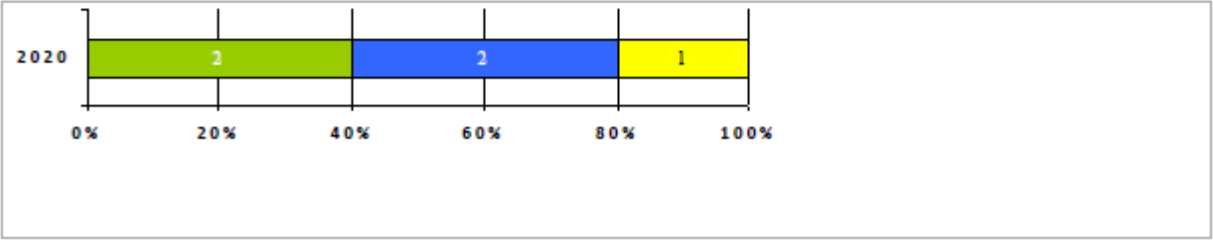
Q55 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56 Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

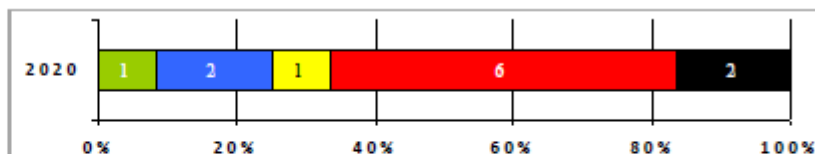
Page 5

Benchmark of Success B

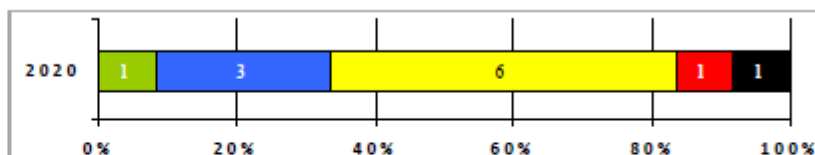
Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

Always Most of the time Some of the time Never Don't know

Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?



District Goals:

- Determine collaboratively by your staff
- Identify strategies and action
- Indicate measures to monitor progress/attainment
- Include timelines
- Board adopted



Superintendent Goals:

- Identified collaborative between Ginger and the board
- Tied to the attainment of the district goals
- Indicate measures to monitor progress/attainment
- Include timelines
- Board adopted



Board Goals:

- Ideally based on your self-evaluation results
- Lead to increased performance in your standards
- Come about through focused attention and a board professional development plan



DRAFT Board Goals:

Communication and Advocacy: Outward Facing (5A and 5C)

- Refine board systems to be more responsive to community input (email, public comment, surveys)
- Integrate board as part of the district communication plan
- Intentionally expand community role in setting the vision for the district and providing input in the strategic plan
- Be intentional in deploying board members to advocate on behalf of the district

Communication and Advocacy : Inward Facing (5D)

- Develop an internal process that will allow the board to learn from staff
 - Evaluation
 - Professional Development
 - Student Achievement Metrics



- Clarifying processes
 - Meetings
 - Public comment
 - Parliamentary procedure
 - Board agreements (procedures)
 - 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
- Balancing accountability & support
 - Superintendent evaluation
 - Book study
 - Board – Superintendent relationship

Books

“Why are all the black kids sitting in the back of the cafeteria”

Board PD Plan:

MSP Year 5 Half Program 2020-2021



APPLICATION 2020

OSBA believes that school boards have an integral role to play in the continual improvement of student learning. We believe that role is a collaborative governance one with the superintendent/college president and a Distributed Leadership Team (DLT). Participation in the Diane Efseaff Memorial Scholarship Program (DEMSP) includes meetings with the school board, superintendent/president and the DLT. If your system does not yet have a DLT, OSBA will help you in establishing one, and if your system has a DLT, we will help in learning how to integrate its work with the role of the school board.

District/ESD/Community college

Name of person submitting application

Title

Email address

Phone

This application also functions as your board's intent to participate. It is due to OSBA by **JUNE 1, 2020**. OSBA will announce selected applicants by July 1, 2020.

Boards selected through the Diane Efseaff Memorial Scholarship Program application process are making a significant commitment of time to training and/or project work, which could result in a significant change in how the school board has done its work in the past. Selected boards that complete all aspects of the program (as described below) will receive either \$2,500 or \$5,000 of scholarship money to distribute to one or more students.

Boards may choose to participate in the full DEMSP program, or the half program. Each program is described on page 2 and 3.



OREGON
SCHOOL
BOARDS
ASSOCIATION

Thank you!

Vincent Adams - vadams@osba.org

Renee Sessler - rsessler@osba.org



The Board took a break from 7:05 till 7:17.

4. NEXT MEETINGS

The next Board meeting will be held on Monday, September 14, 2020 beginning at 7:00pm. The location and format will be determined at a later time.

5. ADJOURNMENT

With no other business, Chair Bessett adjourned the work session at 8:04 p.m.

(Minutes recorded by Lydia Dysart)