

BUSINESS MEETING MINUTES

13/A Business Meeting of the Lane County School District No. 19 Board of Education was held on March 11, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order at 7:02 p.m. in the Board Room at the District Administration Building and led the Pledge of Allegiance.

Chair Bessett asked if there were any changes or additions to the agenda. None were offered.

Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Michelle Webber, Laurie Adams, Dr. Emilio Hernandez and Naomi Raven.

District staff and community members identified included Brett Yancey, Jenna McCulley, Dustin Reese, David Collins, Whitney McKinley, Suzanne Price, Brian Megert, Jeff Michna, Judy Bowden, Roberta Howard, Todd Mann, Carla Smith, Anne Goff, Laura Pavlat, Lesa Haley, Ame Beard, Brenda Holt, Joan Bolls, José da Silva, Kate Klontz, Kim Donaghe, Sherry Moore, Chad Towe, Kelsey Cunningham, Madisen Hill, Ian Kerr, Cadence Rose, Isabelle Roman, Jeff Fuller, EJ Rotherham, Brandi Starck, Mike Eyster, Brenda Hansen and Marina Brassfield.

2. SCHOOL PRESENTATION: AGNES STEWART MIDDLE SCHOOL

Principal Jeff Fuller and Vice Principal EJ Rotherham presented a PowerPoint entitled "*Every Student, Every day: Agnes Stewart Middle School.*"

Mr. Fuller shared how Agnes Stewart Middle School (ASMS) staff worked toward three unified goals, previously identified by the board:

- Promote growth and success for every student.
- Support families so that every student is ready to learn.
- Provide personalized learning opportunities for every student.

Mr. Fuller stated the District Instructional department offered a multitiered system of support, quality instruction and guaranteed viable curriculum. Administration looked at the three district-wide goals and provided direction for leadership to undergo a process to create three building-wide supportive action plans.

Each of the ASMS action plans:

- Had clear expectations taught (at the beginning of the year) and posted in every classroom and common area where appropriate.
- Allowed teachers to state and post daily learning targets for expected student learning.

- Asked teachers to use formative assessment data to direct and inform instruction to meet the needs of students.

Mr. Fuller introduced Action Plan for Goal 1 - Promote Growth and Success for Every Student:

1. Clear expectations taught and posted in every classroom and common area
 - a. Targeted goal was 20% reduction in behavioral referrals.
2. Teachers would state and post daily learning targets for expected student learning.
 - a. Targeted goal was for 100% of teachers to post targeted learning outcomes.
 - b. Targeted goal was for 100% of students to be able to articulate what they were learning and why in any given lesson.
3. All teachers would use formative assessment data to direct and inform their instruction to meet the need of students.
 - a. Targeted goal was for improved student achievement as evidenced through student growth in iReady lessons and diagnostics, EasyCBM, OSAS growth, and classroom assessments.

Mr. Fuller explained that to reach the referral reduction, administration partnered with the University of Oregon (UO) to implement an Instructional Suspension Learning Alternative (ISLA). ISLA was for non-safety discipline issues and offered re-connection and re-entry for the student. Students went to a reset room rather than an in-school suspension (ISS) room. The child underwent a student-guided Functional Behavior Assessment (FBA) and skills coaching with a staff member. In September 2019, ASMS had a 42% decrease in referrals and the overall year to date rate was down by 30%. Mr. Fuller added that when looking at the data, the highest rate of referrals was for disrespect and defiance.

All of the work done for Goal 1 was supported by:

- Full time instructional coach
- Collaboration time
 - Facilitation training
- Public practice
 - Peer observations
 - Learning walks

Next steps to support Goal 1 were:

- Continued peer observation/learning walks
- Formative assessment work
- Content area collaboration time
- Lesson studies
- Differentiated instruction

Dr. Hernandez asked what path was taken by students with higher risk issues. Mr. Fuller said staff followed the student rights and responsibilities handbook. Higher risk behaviors generally involved violence, weapons, and/or drugs on campus. Discipline also depended upon the location of the offense and whether it was repeated. Dr. Hernandez wondered if the paths included SPED students. He was told yes, SPED students took the same path, however, their individual needs were also considered.

Mr. Fuller shared Goal 2: Support Families, So Every Student was Ready to Learn. Some of that work included hiring school social workers, at 1.5 FTE, as well as a full-time instructional specialist. The social workers offered mental health support, acted as a resource to students and families and provided a connection to community agencies.

Ms. Adams asked when Ms. Kate Mather, lead social worker, was hired. Mr. Fuller replied Ms. Mather was in her fourth year of employment with the District.

Mr. Fuller noted that Measure 98 provided funding toward mental health, as well as funding for a specialist who focused on the transition for students between middle and high school.

Mr. Fuller highlighted some of the school's community partnerships. Those partnerships included:

- Direction Services
- Ophelia's Place
- Courageous Kids
- Cahoots
- First Baptist Church

Mr. Fuller transitioned into Goal 3, Provide Personalized Learning Opportunities for Every Student. Some ways to meet individual student interests included:

- STEM
- FACS
- ELD
- Dreamcatchers
- Media Team
- Art
- Band/Orchestra
- PE/Health
- Outdoor education

Mr. Fuller explained ASMS was awarded an Oregon Country Fair grant, known as Music Matters. The program had a partnership with the Shedd Institute and funded instrumental instructors to provide weekly small group lessons for students. Outcomes included students continuing to play their instruments and participate in high school programs.

Mr. Fuller invited the board to Be Nice! Week Celebration on April 4, 2019 at 8:30 a.m.

Ms. Adams wondered when the Music Matters grant expired. Mr. Fuller said the school worked with the Shedd Institute to fund the program through different means.

Chair Bessett asked what a day in the life of a school social worker was like. Mr. Fuller said they were similar to a school counselor, but with slightly different training. The staff members attended group meetings, individual meetings, and more.

3. SCHOOL PRESENTATION: WILLAMETTE LEADERSHIP ACADEMY

Executive Director Roberta Howard and Program Director Katharine Klontz shared a PowerPoint presentation entitled, “*Willamette Leadership Academy: A Military Style Charter School.*”

Ms. Howard explained that Willamette Leadership Academy (WLA) was a military style charter school providing a rigorous academic, social and emotional instruction to at-risk and challenged youth in grades 6-12.

Ms. Klontz shared some background on WLA and the routine and consistency that contributed to student success. WLA consisted of a middle school (grade 6-8) and a high school (grades 9-12), averaging 300 cadets between both schools. The model for WLA was successful for at-risk, underserved, and marginalized youth. She explained “at-risk” was often the term used to describe students or groups of students with a higher probability of failing academically or dropping out of school. Initially, WLA began as a high school and with successful outcomes, expanded to the middle school level, which demonstrated even greater outcomes. Over the past few years, WLA expanded to a second 6th grade class. There was currently a waiting list to enroll in the school.

Ms. Adams asked what caused a waiting list. Ms. Howard said that at the Goshen Building, WLA was challenged to find additional space.

Ms. Klontz stated the WLA mission: “*The mission of WLA is to provide cadets with academic skills that will enable them to reach their personal career goals, provide the leadership skills and positive character traits that will enable them to be responsible, productive citizens.*”

Ms. Klontz said the WLA key leaders were:

- Roberta Howard - Executive Director
- Katharine Klontz - Director of Programs
- Sheryl Moss - Financial Manager
- Melanie Green - Head Registrar
- Tyson Migliaccio - High School Principal / Battalion Commander
- Daniel Cayton - High School Dean of Discipline
- Katie Nunes - Middle School Principal / Battalion Commander
- James Brainard - Middle School Dean of Discipline

Ms. Klontz explained WLA had introduced a targeted program to reduce chronic absenteeism. The program implemented increased attendance monitoring and a phone call home when attendance slipped, as well as increased positive rewards and incentives for cadets with good attendance.

The attendance incentive protocol relied heavily on cadets promoting each other as a company. On the first Thursday of every month, any student with an average attendance of 96% or more was entered into a drawing for a large prize. On the first Thursday of every new quarter, any cadet with an average attendance of 96% or more for an even larger prize. Each company competed for a monthly “Best Attendance” prize, to be measured by the whole company’s average attendance. Company attendance counted as part of the scoring metric for the Top Company award at each quarterly award ceremony. WLA had two pizza parties for cadets who maintained an average attendance rate of 96% or more. One would be held at the end of first semester and the second at the end of the school year.

Ms. Klontz explained current WLA demographics. There were approximately 321 total students. Asian, Pacific Islander, American Indian, and Black students made under 2% of the population. Multi-racial students were at 8% and white students made up 74% of students. Overall, teachers were of similar demographics.

Ms. Klontz shared further demographic information. Six percent of students were English language learners. In total, two languages were spoken, English and Spanish. Of all students, 24% of cadets had disabilities, and 64% were on free and reduced lunch. Teaching staff included 15 certified teachers and 15 educational assistants. Ms. Klontz acknowledged that within the teaching staff there was a high turnover rate, about 28%,

In response to Dr. Hernandez, Ms. Klontz said there was a lower entry-level salary for teachers at WLA. However, those teachers who chose to work at WLA realized how incredibly powerful and successful the model was.

Ms. Adams asked why teachers were paid less since they set the salary. Ms. Howard explained it was because WLA was a charter school. Although WLA set the salary, there was less funding directed toward the charter school.

Ms. Klontz explained the middle school implemented new, advanced course work, including economics, STEM and money matters. The high school implemented an advanced placement track.

Career exploration at the middle school level included rocketry, criminal justice and military science. Career exploration at the high school level used CIS, which included marketing, public safety, criminal justice, beginning foods, home maintenance, mechanics, automobiles and introduction to agriculture.

Ms. Klontz moved onto extracurricular activities, which were held weekly on Thursdays during the ninth period. The period helped encourage kids to enjoy and excel in school. Ninth period was critical because the activities motivated students.

WLA worked to rebuild a Parent Teacher Association (PTA) to support cadets and the school. The middle school also worked on setting up guest speakers throughout the year so cadets were engaged in a multitude of ways. The high school provided several opportunities for parents to volunteer. WLA also recruited community members to become ASPIRE (Access to Student Assistance Programs in Reach of Everyone) mentors.

Ms. Klontz shared WLA assessments and indicators:

- ECBM (only grades 6-8)
- Smarter Balance
- OSAS for Science
- OAKS for Literacy
- PSAT
- ASVAB
- ACT Work Keys

- Work Samples
- Sample Common Core Assessments
- Benchmark Indicators
- Matrix Indicators

Ms. Klontz explained it was challenging to meet graduation bench marks for the statewide High School Success plan, as many students came to WLA with zero credits. A total of 37.5% students graduated and a total of 22 students had zero credits as 11th graders. Ms. Howard clarified WLA accepted all students despite the number of credits earned.

Finally, the dropout rate at WLA was 4.57%, and the absentee rate was 47.64%. Ninth grade on track was 68.52%.

Dr. Hernandez asked if students who didn't graduate were redirected. Ms. Howard said some aged out and attended LCC, while others stayed for another year. Some students attended a summer program to graduate.

Ms. Klontz shared statistics on WLA's environment:

- Median class size = 23 students
- Cadets attending more than 90% of school days = 68%
- 9th graders on track to graduate = 76%
- 4-year graduation rate = 72%
- 5-year graduation rate = 76%

Ms. Klontz said WLA piloted a Career and Technical Education (CTE) program. Expanding the program would promote greater program completion rates, result in a higher number of cadets engaged in a personalized CTE program of study and entering second-level courses, lower drop-out rates, and increased graduation rates. Ms. Howard added that cadets who complete a program of study may earn a vocational Certificate of Skill Attainment and the National Career Readiness Certificate.

Ms. Howard moved onto to explain WLA's mission in enrolling historically underserved students. WLA was created to engage and support underserved, marginalized, at risk and adjudicated youth, including youth of color, low income, Special Education, English Language Learners, homeless and other youth who could be considered historically underserved. It was the purpose and niche of WLA to produce positive outcomes. Upon graduation, students enlisted in the military, went to college, or entered the work place.

Ms. Howard shared that WLA would be undergoing some changes in the 2019-2020 academic year. Prior to fall term, administration would merge the middle and high schools into one location.

Ms. Raven asked how many students enlisted in the military. Ms. Howard said about 12% of graduates.

Ms. Raven asked whether students stayed with their companies the entire day. Ms. Howard said students stayed together at the middle school level. In high school, that changed due to electives and

honors courses.

Dr. Hernandez asked if WLA received funding from the Department of Human Services (DHS). Ms. Howard said no, they did not.

4. PUBLIC COMMENT

There were no public comments offered.

5. CONSENT AGENDA

A. March 1, 2019 Emergency Board Meeting Minutes

B. Financial Statement

C. Personnel Action, Resolution #18-19.030

Dustin Reese recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution.

Categories include:

Retirement

Kathryn Anderson

Temporary Administrative Non-Renewals

Amy Halley

Whitney McKinley

Laura Weiss

D. 2019-2020 Board Meeting Schedule, First Read

Board members were provided with copies of the proposed 2019-2020 Board Meeting Schedule, as a first reading.

The proposed meeting schedule reflects a similar schedule as was approved for the 2018-2019 and 2017-2018 school years. The format allows more time for in-depth conversation and engagement.

The schedule reflects one business meeting each month and periodic 4-hour planning meetings through the school year. Work sessions are proposed with a second monthly meeting is scheduled, except for dates when the planning meetings are noted.

Proposed meetings are adjusted as necessary due to federal holidays. This year Veteran's Day is on Monday, November 11, so the Board meeting will take place on Tuesday, November 12. Consideration was given to schedule meetings around the Oregon School Boards Association Annual Conference in November, the National School Boards Association Annual conference in April and the Annual United Front trip in the Spring, so that all board members are present.

One business meeting is scheduled for the months of November, December, March and May. An organizational meeting is scheduled in July. Planning meetings are scheduled in August, October, January and April. Budget work sessions are traditionally scheduled during the month of May.

Board Meeting Schedule 2019-2020

Springfield Board of Education Business Meetings will typically be held one time per month beginning at **7:00 pm, unless otherwise noted on the district website:** <https://www.springfield.k12.or.us/boardmeetings>. Additional Work Sessions and/or Planning Meetings will be held throughout the 2019-2020 School Year. **Meeting dates are subject to change.** Only one meeting is scheduled for the months of November, December, March, and May. An organizational meeting will be held in July. The Business Meeting scheduled for November will be held on the Tuesday following Veteran's Day.

<u>Dates</u>	<u>Locations</u>	
July 22	Admin Center	Organizational Business Meeting
August 12	Admin Center	Business Meeting
August 26	Admin Center	Summer Planning Meeting
September 9	Admin Center	Business Meeting
September 23	Admin Center	Board Work Session
October 14	Admin Center	Business Meeting
October 28	Admin Center	Fall Planning Meeting
November 12 (Tuesday)	Admin Center	Business Meeting
December 9	Admin Center	Business Meeting
January 13	Admin Center	Business Meeting
January 27	Admin Center	Mid-Year Planning Meeting
February 10	Admin Center	Business Meeting
February 24	Admin Center	Board Work Session
March 9	Admin Center	Business Meeting
April 13	Admin Center	Business Meeting
April 27	Admin Center	Spring Planning Meeting
May 11	Admin Center	Business Meeting
June 8	Admin Center	Business Meeting
June 22	Admin Center	Work Session/Business Meeting

All meetings were at the Administration Center, 640 A Street, Springfield, Oregon.

David Collins recommended the Board of Directors review as a first reading, the 2019-2020 Board meeting schedule as presented.

E. Board Policy Sections A and B Approval, Resolution #18-19.031

As the district continues to work with the Oregon School Board Association to update district policies, the following sections have completed the review process and are presented for Board approval and district adoption.

Jenna McCulley recommended the Board of Directors approve the following policy sections:

- [Sections A/B](https://goo.gl/Twnkqy)
(<https://goo.gl/Twnkqy>)

F. 2019-2020 Academic Calendar, Resolution #18-19.032

The calendar includes 175 school days for students, which represents a continued commitment to a full academic calendar, one (1) full day collaboration for staff (January 6) and 15 early release/collaboration days.

David Collins recommended that the Board of Directors approve the 2019-2020 academic calendar as presented.

G. A3 Magnet Application, First Read

The Magnet Schools and Magnet Programs application is being presented for the Board’s consideration and review.

The objective of a magnet school or magnet program is to provide options and opportunities in areas such as, but not limited to, math, science, the arts and technical education. Magnet schools and magnet programs shall:

- a. Instruct all students according to the Oregon state standards in all content areas;
- b. Meet district program goals and scope in the required curriculum areas; and
- c. Adopt and utilize instructional materials consistent with the philosophy of the school and district guidelines.

This application is for first reading, and as such, may require adjustments prior to Board approval.

David Collins recommended the Board of Directors review, as a first reading, the Magnet Schools and Magnet Programs application as presented.

MOTION: Ms. Adams moved, seconded by Ms. Webber, for approval of the Consent Agenda. The motion carried unanimously.

6. ACTION ITEMS

A. PACE – Joinder Trust Agreement, Resolution #18-19.033

The Springfield School District is a member of PACE, a self-insured public entity program that provides liability insurance coverage district-wide. This organization is under the direction of OSBA, which the District is also a member of. The PACE insurance program has been approved by OSBA, however they are requesting that all member district Board of Directors approve the agreement as well.

Included with this cover memo is a full description of the required board action, an explanation of frequently asked questions, the trust agreement requested for signature (page 4), and the entire restated trust agreement for approval.

Brett Yancey recommended that the Springfield School District Board of Directors approve the PACE Joinder Trust Agreement.

MOTION: Ms. Webber moved, seconded by Dr. Hernandez, for approval of the PACE Joinder Trust Agreement. The motion carried unanimously.

B. 2018-2019 Academic Calendar – Amended, Resolution #18-19.034

As a result of school days missed due to weather, the amended calendar recaptures hours from early release days and shifts the June Early Release/Collaboration Day to the last day of school on June 14 as a full day. The amendment recaptured 21.5 hours total.

The calendar represented a continued commitment to a full academic calendar.

David Collins recommended that the Board of Directors approve the amended 2018-2019 academic calendar as presented.

MOTION: Ms. Adams moved, seconded by Dr. Hernandez, for approval of the amended 2018-2019 academic calendar. The motion carried unanimously.

C. Recommendation to Hire Superintendent and Approve Employment Contract Effective July 1, 2019, Resolution #18-19.035

With Springfield Superintendent Sue Rieke-Smith's resignation effective at the end of the 2017-2018 school year, the Springfield Board of Education engaged the services of MacPherson and Jacobson, L.L.C. on October 22, 2018 to conduct a nation-wide search for a new superintendent.

Throughout the winter months the search firm conducted focus groups and posted the vacancy. Simultaneously, the School Board finalized an interview process that included cross-stakeholder involvement in the form of three interview panels. On January 16, the position closed, and the search firm conducted initial screenings and recommended top candidates to the board for their review. Four candidates rose to the top and during the week of February 19, 2019 three rounds of interviews were held.

With the help of thoughtful feedback from the stakeholder panels, the School Board held three Executive Sessions to review and thoroughly vet the candidates. Upon reaching a unanimous decision, the Board proceeded with additional site visit interviews, and began a background check and contract negotiations.

It is recommended that the Board of Directors hire Todd K. Hamilton as Superintendent of Springfield Public Schools, effective July 1, 2019 and authorize Chair Bessett to negotiate and execute the Employment Contract between Mr. Hamilton and the Governing Board of Springfield School District #19, for the 2019-2020 fiscal year.

MOTION: Ms. Adams moved, seconded by Ms. Raven, for the Board of Directors to hire Todd K. Hamilton as Superintendent of Springfield Public Schools, effective July 1, 2019 and authorize Chair Bessett to negotiate and execute the Employment Contract between Mr. Hamilton and the Governing Board of Springfield School District #19 for the 2019-2020 fiscal year. The motion carried unanimously.

Ms. Adams asked if the contract was for one year. Mr. Yancey replied it was a three-year contract.

7. INTRODUCTION OF THE NEW SUPERINTENDENT

Board Chair Zach Bessett introduced Todd Hamilton as the district's new superintendent.

Mr. Hamilton introduced himself and thanked the board and community. He was honored to serve SPS and its students.

8. REPORTS AND DISCUSSION

A. Student Communication

Madisen Hill from Thurston High School shared that counselors had started a suicide prevention campaign. Also starting that month were spring sports. Band, orchestra and choir had concerts in March 2019. Due to inclement weather in February 2019, the Thurston High School gym roof collapsed. She thanked District staff for the professional way they handled the collapse of the gym in keeping students and staff safe. A remodel was scheduled to be completed September 2019.

Ian Kerr from Springfield High School shared exciting news in student extracurriculars. Swimming, girl's basketball, and DECA performed well at state competitions.

Isabelle Roman from Gateways High School shared teachers were dedicating time to meet with individual students about graduation. So far that year, 14 students had completed GEDs. Recent events included a logging convention, an attendance contest, and two job fairs. History class wrapped up a unit on rock music, and careers class had guest speakers who discussed different jobs and resume writing. Students were also preparing for math work samples.

Cadence Rose from the Academy of Arts and Academics (A3) shared the school received Governor Brown's attention due to a class held during J Term called *A3 Scouts* and which was funded in part by Springfield Education Foundation. Governor Brown would highlight the course in an upcoming Office of Emergency Management newsletter. Ms. Rose said testing would be in late March 2019, as well as a new student information night. Mid-year reviews were postponed due to the snow, but were now well under way. A Poetry Out Loud event was held where students recited famous poetry.

The student representative from Willamette Leadership Academy was unable to attend the meeting.

B. BOARD COMMUNICATION

Mr. Bessett thanked the board for attending Oregon Battle of the Books (OBOB). All board members reported enjoying the event.

Ms. Raven and Ms. Webber attended the Stand for Children lobby day in Salem on February 18, 2019. Ms. Raven said there were good conversations with legislators and was happy to see a large

student turnout. She added that it was a great day to learn how the government functions and how the organization, Stand for Children, gets involved.

9. OTHER BUSINESS

There was no other business.

10. NEXT BOARD MEETING

Mr. Bessett said the next Board meeting was scheduled for April 8, 2019 at 7:00pm.

11. ADJOURNMENT

Mr. Bessett adjourned the meeting at 8:26 p.m.

(Minutes recorded by Marina Brassfield)