

MID-YEAR PLANNING WORK SESSION MINUTES

10/ A Mid-Year Planning Meeting of the Lane County School District No. 19 Board of Education was held on January 22, 2018.

1. CALL MEETING TO ORDER

Board Chair Erik Bishoff called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 5:29 pm. He called for changes or additions to the agenda.

Dr. Rieke-Smith said Mr. Yancey would address concerns regarding an out of state trip for the Springfield High School (SHS) baseball team under the Other Business section of the agenda. Dr. Rieke-Smith reminded the Board that because they are meeting in a work session, they could not make a decision, only suggest a leaning on the topic.

Attendance

Board Members present included Board Chair Erik Bishoff, Laurie Adams, Zach Bessett and Tony Jobanek. Mr. Bishoff said Dr. Hernandez was absent tonight due to a family emergency.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Judy Bowden, Jenna McCulley, Kevin Ricker, Suzy Price, Brian Megert, Brett Yancey, Bruce Smolnisky, Whitney McKinley, Marisa Silver, Erica Pifer, Dave Hulbert, Kate Lode, Susan Coleman, Alyssa Dodds, Anne Goff, Cliff Schutte, Jo Schutte, Dan Sterling, Laura Weiss, Amber Mitchell and Linda Henry.

2. WELCOME

Mr. David Collins expressed appreciation for opportunities to provide information about items that had been identified for reinvestment, including the iReady Math adoption, dual immersion at Guy Lee, program staffing providing opportunities for all students and how these items are tied back to the Board Goals.

3. K-8 MATH IMPLEMENTATION UPDATE

Ms. Whitney McKinley, K-12 Teaching and Learning Coordinator, said staff would provide updates on the District's K-8 math adoption and on K-12 standards alignment. She noted last year, a group of people looked at several options and identified *Blended by Design* as the program that would provide the best program for the District's students. She introduced Marisa Silver a teacher from Maple Elementary School, Erica Pifer, Secondary Math TOSA, and Dave Hulbert, Principal at Walterville Elementary. They offered a PowerPoint entitled *Math Implementation—Assess-Instruct-Personalize*. Mr. Hulbert said his role was to support the Math Support Teachers (MSTs) at each school. Ms. Silver said she had served on the committee to select the math curriculum. She distributed and reviewed a document entitled *Unit 1-Interim Assessment-Performance Task*.

Math Implementation

Blended by Design Assess-Instruct-Personalize

- Professional Development Touch Points
 - Flexible
 - Evolves over time
 - Timely
 - Incremental
 - Small trainer-to-teacher ratio
- Support

- District Level
- Building Embedded
- Powerful Use of Data
 - District
 - School
 - Data-Coaching Conversations

Secondary Focus-Coherence-Rigor

- Middle School
 - Site visits
 - Coach Integration
- High School
 - Technical Assistance for Standards Alignment and Course Progression
 - District Coach
 - Instructional Coach
 - Building Math Department Leads
- Follow Up to Math Task Force
 - K-12 Acceleration Team

Elementary Routines-Math Discourse

- Math Support Teachers (MSTs)
 - Focus for Year
- Marisa Silver, Maple Elementary
 - Math Discourse and Routines
 - Student Sample Performance Task

Next Steps

- Data Dive
 - District Level
 - School Level
 - Classroom Level
- PD Planning
 - New teachers
 - Refresher
 - Administrators
- Recommendations to Instructional Leadership
 - Acceleration
 - Intervention

Mr. Bishoff said he had visited the schools and thanked the teachers for everything they did. He asked how the system compared to the system used previously.

Ms. McKinley said the program allowed teachers to push out diagnostics when the students were ready and know where the children were in their academic course work.

Dr. Rieke-Smith expressed kudos for this team and the leadership they provided the District. She added that a new adoption was never easy. Now that the District was four months into the program, additional supports for the program were being identified to continue supporting teachers and giving them more confidence in working with the program. She had observed a professional development session with the teachers and commented that they did an amazing job of developing expertise as classroom teachers. She was humbled by observing them do this work and the outcomes they were achieving. She was excited about the data the District would be able to mine and she looked forward to sharing the information with the Board.

4. INSTRUCTIONAL COACHING REPORT

Mr. Collins said the Instructional Coaching Team was prepared to offer a report to the Board.

Ms. McKinley, introduced Kate Lode, Elementary Instructional Coach, Susan Coleman, Middle School Instructional Coach, and Alyssa Dodds, High School Instructional Coach, who offered a PowerPoint presentation on Instructional Coaching.

Program Staff Instructional Coaches

- Year 1
 - Transition from part time to full time
 - Elementary five full time, two part time coaches
 - Middle School four full time coaches
 - High School two full time coaches
 - Professional Development
 - Accrued approximately 150 hours
 - Key Focus This Year: Coaching for Sustainable School Improvement
 - “Firm on the standard, flexible with how they get there.”
- Principal and Leadership teams determine vision, goals, action plan
- Coaches help teams and individuals implement the action plan

Elementary Instructional Coach Focus: Kate Lode

- Coach/Principal Partnership and PLC Work
 - Building-wide Instructional Focus
 - Quality Instructional Practices
- Coach Support in Buildings
 - Building-wide Professional Learning
 - Grade Level Teams
 - Teacher Support
 - Coaching Impact Cycle
 - Instructional Support
 - Peer Observations
 - Resource Gathering
 - Site Visits

Middle School Instructional Coach Focus: Susan Coleman

- Focus on Alignment: Coach Collaboration and Principal PLC
 - Collaboration structures at the building level
 - High leverage practices
- Coach Support in Buildings
 - Collaboration (Teaming)
 - Individual Teachers: Coaching Impact Cycle
- Association for Middle Level Educators Workshop Presentation
 - April 13 in Portland
 - Opportunity to share at regional workshop
 - Focus: System elements critical to the success of the Coaching Model

High School Instructional Coach Focus: Alyssa Dodds

- Planned Course Statements
 - Standards alignment
 - Departments/Teams
- Individual Support
 - Coaching cycle
 - Peer observations
- Assessment practices

- Self
- Formative
- Performance
- Principal PLC
 - Instructional strategies
 - Equity lens

Coaching Next Steps

- Continue to provide quality professional development for our coaches
- Finalize a draft of coach-teacher feedback survey
- Determine measurable outcomes to determine positive impact and refinement areas for continuous improvement

Ms. Whitney called for questions from the Board.

Mr. Jobanek commended staff for doing a great job moving forward with the coaching program.

Mr. Bishoff expressed appreciation for the collaboration demonstrated by District staff.

Mr. Collins noted as the District moved forward, it was not losing site of the values and practices from its past. The District would continue to use collaborative practices, building on the expertise that existed within the staff, teachers and administrators capturing what was working well and sharing that with others in the District.

In response to Mr. Bishoff, Dr. Rieke-Smith said this was a new practice for the District and they were thrilled the District found sufficient funding in the budget. This provided another opportunity for teacher leadership for the District.

The Board took a short break at 6:25 pm.

5. DUAL IMMERSION UPDATE

Ms. Suzy Price, Director of Elementary Education, thanked the Board for funding the expansion and sustainability of the Dual Immersion Program housed at Guy Lee Elementary School (GLES). The funding included staffing allocations to hire a Dual Immersion Program Coordinator and a Dual Immersion Facilitating Teacher. The funding also supported the purchase of curricular and assessment materials to support the phasing up of the program, targeted professional development for all staff, especially those staff who were directly involved in the Dual Immersion Program. The Board's support allowed the District to begin the creation of a short and long term goal imbedded within a master plan for the purpose of expanding the program K-5 and to sustain that program. It also involved capital improvement programs to accommodate the expanding program, as well as an annual report to the Board as a means of keeping the Board informed of the program's growth, sustainability and opportunity to celebrate successes. She introduced Amber Mitchell, Principal of GLES and Laura Weiss, Program Coordinator for Dual Immersion. They provided an overview of the work on the program to provide the Board with an opportunity to gain insights and have an update on the program.

Board members had a brief discussion about postponing this presentation until Dr. Hernandez was present. The Board decided not to postpone the presentation. Director Price offered to write a summary of the report for Dr. Hernandez to review.

Ms. Weiss offered a PowerPoint presentation entitled *The 3 Pillars of Dual Language, Bilingualism & Biliteracy*. She thanked the Board for providing staff with an opportunity to attend professional development sessions on Dual Immersion programming where they received information from experts who shared what the

most important components were for an effective and sustainable Dual Immersion program. The three pillars were bilingualism and biliteracy, high academic achievement and sociocultural competence.

Ms. Mitchell stated the Dual Immersion Program began in 2014-15 at GLES with the support of a state grant. The program was now funded by Springfield Public Schools (SPS), thanks to the work that was done last year and the commitment and support from the Board and District leadership. The program would be a full K-5 program by the 2019-2020 school year. Currently, one half of the day was taught in Spanish and one half of the day was taught in English by a teacher who spoke both languages. The school worked collaboratively with other schools in the District and other school districts in the area that offered English/Spanish dual immersion programs to develop best practices so that students had access to a rigorous, high level curriculum. The program had developed an amazing partnership with Oregon State University (OSU) where some of the teachers would be able to obtain an English to Speakers of Other Languages (ESOL) endorsement tuition free.

Ms. Price noted there were three primary partnerships the program was involved with: SPS Human Resources Department, Oregon State University, and Pacific University. Human Resources had been instrumental in expediting licensure for teachers new to the District. The District job fair last year enabled the GLES to hire a Dual Immersion teacher. The District was able to extend a contract to an individual who recently graduated from the University to serve as a long term substitute teacher and teach 4th grade in the Dual Immersion Program next year. GLES also had a partnership with Pacific University which was creating a pipeline for potential applicants for teacher candidate placements. Pacific University also recruited SPS teachers to teach at the university. SPS was one of five school districts that received grant funding from OSU to support the ESOL endorsement program. OSU would also start a bilingual certification program in the summer of 2018.

Ms. Mitchell and Ms. Weiss provided information on staffing, capital improvements, the master plan, hiring practices and next steps for the Dual Immersion Program.

Mr. Collins said as the District continued to grow, he was excited that there was a team of individuals at the school who could appropriately handle questions that would arise, and address appropriate design and react to what the Dual Immersion program would look like in the future. The team had the ability to support students in the program. In response to Mr. Bessett, Mr. Collins said staff would get data to Board members about transfers into the program.

In response to Mr. Bishoff, Ms. Mitchell said there was one classroom per grade level in the program.

Mr. Bishoff thanked staff for the information about the program, which helped the Board communicate with the community.

6. BOARD SELF EVALUATION

Chair Bishoff wanted to complete the Board Self Evaluation when Dr. Hernandez was present. He suggested reaching out to the Oregon School Board Association (OSBA) for guidance in doing the self-evaluation.

Dr. Rieke-Smith proposed tabling the topic to next Board meeting.

7. BOARD PARKING LOT

Mr. Erik Bishoff said September 25 was the last time the Board addressed parking lot issues. He wanted to remove some things from the list that the Board had covered since that time and add things that Board members were interested in.

Mr. Jobanek wanted to add his question concerning parents coaching their own children to the parking lot. He asked what other districts did in this situation. Dr. Rieke-Smith said staff would research what other districts

did, and contact the Oregon School Activities Association (OSAA) and the Oregon School Boards Association (OSBA) prior to the next work session.

Mr. Bishoff noted Ms. Adams had expressed an interest in tracking SPS students post-graduation. Ms. Adams suggested the District should contact OSBA.

Mr. Bishoff asked for information about the high school block schedule. Mr. Collins offered to bring back a comprehensive report to the Board within the next 6 to 8 weeks.

In response to Mr. Bishoff, Dr. Rieke-Smith agreed to bring information to the Board in February about how Ballot Measure 99 funding was being invested.

In response to Mr. Bishoff's question about the use of Ballot Measure 98 funds, Mr. Collins reported that the District had completed a self-assessment for the State of Oregon. The State would review the assessment. The District was also required to submit a four-year plan to the State.

Mr. Bishoff said school boundary changes had been addressed by the Facilities Advisory Committee. It was a non-issue for the Board and should be removed from the list.

Mr. Bishoff said a related boundary issue was Game Farm Road. It should be removed from the list.

He added that inter-district transfers had been raised to ensure it was an equitable process. It should be taken off list.

In response to Mr. Bishoff, Mr. Collins said the District was working with the collective bargaining groups about future ready facilities for online schooling. In response to Mr. Bishoff, Ms. McCulley said she would include information about how enrollment had changed in the Friday update.

Mr. Yancey said staff would provide updated information on the bond.

Responding to Mr. Bishoff, Ms. McCulley said the updated website would be available in early February. Staff would provide information to the Board when it was available.

Mr. Bishoff said updated career pathways at the middle school was related to how career pathways was being pushed down to the middle school level. Mr. Collins said an update on career pathways would be included in the budget process that would begin in February. He would also provide information in a future Friday update.

Mr. Bishoff said staff provided an update on the Dual Immersion program this evening and it could be removed from the list. He added child care for Board meetings could be removed from the list, as well as the Dual Language conference.

Mr. Bishoff said there were many people who, including him, were skeptical about whether the United Front trip to Washington D.C. was worth the time and money. He participated in the recent United Front trip to Washington, D.C., where he had an opportunity to meet with representatives of the National School Boards Association, representatives from the Department of Education, representatives from the National Science Foundation, representatives from the National Parks and Recreation Association with staff from Willamalane Parks and Recreation District and staff from Senator Merkley, Senator Wyden, and Congressman DeFazio's offices. The meetings were productive and he was impressed with how excited the people from these agencies were about Springfield Public Schools. Staff from the federal agencies were impressed with how well the organizations that made up the United Front team, including SPS, the City of Springfield, the City of Eugene,

Lane Transit District, Lane County, and Willamalane Park and Recreation District, worked together collaboratively. He noted that he had been skeptical, but was now a fan of United Front.

Dr. Rieke-Smith said it was always a pleasure to work with the chairs of the various boards. Each of the chairs brought dedication to the work.

Ms. Adams added the United Front trip provided the various federal agencies an opportunity to hear from the people in the United Front organizations and to expand their understanding. United Front provided the members an opportunity to show what they were doing in Oregon.

Dr. Rieke-Smith said the representative from the Department of Education looked to SPS as the exemplar relative to policy.

8. OTHER BUSINESS

Mr. Yancey directed Board members to Springfield School District 19 Policy EEBBA—*Use of District Vehicles for Out-of-State Travel*. He understood there were concerns in the community around high school athletic teams' ability to transport themselves when they traveled out of state. Staff were obligated to uphold all adopted Board policies. He understood some parents of members of the Springfield High School baseball team were upset over enforcement of the policy. The policy was about risk tolerance and how much risk the Board was willing to accept. Mr. Yancey also directed Board members to the document entitled *Springfield Public Schools—January 22, 2018*, which provided information on Insurance Coverage, Plan of Reasonable Risk, and Next Steps. He said any change would require modification of the insurance policy currently on the books and staff was looking for some direction from the Board tonight as to whether the Board would like staff to bring a revised EEBBA Policy to the Board. A first and second reading of a proposed new policy could occur at the same meeting. He reviewed possible changes related to insurance, including insurance issues for people driving rented vehicles. He asserted that under no circumstance should students drive during team travel. If the Board decided it wanted to change the policy, the District would need to inform both Springfield High School and Thurston High School that there was a desire to change the policy so that the schools could line up transportation. He recommended that the Board direct staff to develop a procedure that would align with the current policy for reasonable risk. He recommended that in the future, language should be included in the policy that would require information regarding out of state travel to be included as a procedure that would be forwarded to the Director of Secondary Education. Following Cabinet approval, the Director would bring the out of state trip forward for Board approval.

Following Board discussion, Mr. Yancey agreed to bring a revised policy to the Board in February.

9. WRAP UP AND NEXT STEPS

There was no further discussion.

10. NEXT MEETING

Mr. Bishoff said the next Board meeting would be a regular business meeting on February 12, 2018 at 7:00 pm.

11. ADJOURNMENT

With no other business, Mr. Bishoff adjourned the meeting at 7:55 pm.

(Minutes recorded by Linda Henry)