

## WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on September 25, 2023.

### ATTENDANCE:

Board Members in attendance included Board Chair Jonathan Light, Board Vice Chair Kelly Mason, Emilio Hernandez, Ken Kohl, and Nicole De Graff.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Brian Richardson, Martie Steigleder, Nicole Nakayama, Jonathan Gault, Jeff Fuller, Joyce Johnson, Brian Megert, Mindy Leroux and Whitney McKinley.

### 1. CALL MEETING TO ORDER

Board Chair Jonathan Light called the Springfield Board of Education work session to order at 5:30 p.m.

- A. Chair Light led the Pledge of Allegiance.
- B. Chair Light read the following Land Acknowledgement:

*We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.*

*Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.*

*The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.*

*This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.*

### 2. PRESENTATION

#### A. Longitudinal Performance Growth Targets

David Collins shared a presentation with the board regarding Longitudinal Performance Growth Targets in the district. The district implemented various programs to support student success, including high school graduation and college readiness, mental health support, and continuous improvement planning. He shared historical perspectives and offered background on the following district programs and goals:

- High School Success (HSS)
- Student Investment Account (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education
- Every Day Matters
- Early Indicator and Intervention Systems

## **Oregon School District's Funding and Initiatives**

The district plans to invest \$23 million in schools over the next biennium to improve student outcomes and prioritizes mental health support, in addition to continuous improvement planning.

Common goals of these programs are:

- Well-rounded Education
- Equity Advanced
- Engaged Community
- Strengthened Systems and Capacity

## **State Funding for Student Success Programs**

Districts will align their efforts with state High School Success areas, including Workforce Development and Quality Education. The Oregon Department of Education (ODE) provides a holistic summary of integrated guidance processes for reporting and assessing outcomes. District officials prioritize targeted student populations for funding, in order to address gaps and improve outcomes. Much of what is in these programs had already aligned with areas that the Springfield School District identified locally as a need. Brian Megert explained how the state measures success for local communities and districts through multiple elements, including budgeting, decision-making, eligibility requirements, and annual reporting. The state recognizes that data is missing due to the pandemic and will address this by including footnotes in the report.

## **The District's Intended Outcomes:**

- Implement a K-12 multi-tiered system of support, to meet the academic and behavioral needs of all students.
- Increase access to academic programs by meeting students' academic, physical, and social-emotional/mental health needs; hire licensed clinical staff, hire academic interventionists, and develop building-based student success teams.
- Increase student achievement by increasing the ratio of adults-to-students-teachers, interventionists, and classified support staff.

## **Context for Longitudinal Performance Growth Targets (LPGTs)**

- The final stage of the Application Process
- Statutorily Required under the Student Investment Account
- Embedded in the Grant Agreement
- Reported on Annually
- Performance Review Required every Four Years

## **Required 5-year LPGTs Targets**

- Baseline - the minimum level of realistic growth
- Stretch - more ambitious, still realistic
- Gap Closing - reduction of academic disparities for local student groups

ODE focused on Graduation, High School Completion, 3rd-grade English Language Arts (ELA), Arts, 9th-grade On Track, and Regular Attenders surrounding Chronic Absenteeism. Superintendent Hamilton explained that they were expected to know where each of these areas currently measure, where they are expected to measure in three years, then in five years, and then goal setting around Closing Gaps with the traditionally and historically underserved populations. ODE then reports their findings to the legislature. Mr. Collings explained that this data work of the district is the same that they have always done, but now they are being asked to report on it for six programs instead of reporting six times on it.

## **Graduation**

Mindy Leroux listed the required twenty-four credits for a Regular Diploma.

The breakdown is as follows; ELA - 4 years, Math - 3 years, Science - 3 years, Social Sciences -3 years, Physical Education (PE) -1 year, Health Education - 1 year, World Languages, Arts, Career and Technical Education - 3 years, and six credits of electives.

- A four-year graduation includes all of the students who began in ninth-grade and who finished in four years with a regular or modified diploma.

Brian Megert listed the required twenty-four credits for a Modified Diploma.

The breakdown is as follows; ELA - 3 years, Math - 2 years, Science - 2 years, Social Sciences -2 years, Physical Education (PE) -1 year, Health Education - 1 year, World Languages, Arts, Career and Technical Education - 1 year, and twelve credits of electives.

- Four-year universities do not accept a Modified Diploma. The Military, depending upon the need, may or may not accept a modified diploma.
- A five-year completion includes all of the students who receive their regular or modified diploma in four years, in addition to all who received a modified or regular diploma in five years, in addition to those who received an extended diploma and GED.

Upon the Board's request, Mr. Megert will ask ODE how they are tracking students after the five-year completion and what they are doing with that data. He will then follow up with the Board.

## **Investments at High School**

Joyce Johnson discussed investments.

- AVID: Advancement Via Individual Determination
- Career Technical Education Pathway Development
- Instructional Coaching
- Co-Teaching - Special Education/General Education
- Just in Time Supports: After School Study
- Credit Recovery Options: Night School, Summer School, and Online

Thurston High School and Springfield High School are in the third year of the implementation of AVID, which includes both special elective classes. They have one per grade level at each of the schools. Moving forward, there will be 23 pathways.

## **Co-Developed Targets - 9th on Track**

- Transition Assistants
- Forecasting Showcases
- Strong Start 8th to 9th Summer
- Early Warning System
- AVID Elective Classes
- Data Teams

## **Co-Developed Targets - 3rd Grade ELA**

- Third graders ELA proficiency increases by 2% per year, with a target of closing the gap by 1%.
- The district is prioritizing early literacy by increasing certified staff in elementary schools, investing in classroom support staff, and providing mental health resources.

## **Investments at Elementary**

Multi-year professional learning plan focused on high impact literacy practices.

- Alignment of building action plans
- Building Professional Learning Teams
- High quality instructional materials
- Instructional Coaches
- Increased K-1 Staffing

Math and science outcomes are being monitored and regular attendance is a priority, as well as in creating safe, trustworthy learning environments. There is a separate Early Literacy Plan that will be brought to the Board for approval in November, so that it can be submitted by January 9, 2024. ODE is trying to bundle these new initiatives together.

### **Co-Developed Targets - Regular Attenders**

Nicole Nakayama discussed Investments & Practice.

A team-based approach is used when viewing attendance rates and identifying students who could use an additional boost. Family Resource Educational Assistants have been placed in each school, to reach out to those students in need of an additional boost of support.

- Climate and Culture
- Quality Instruction & Engagement
- Teams Focused on Attendance
- Response - Family Resource EAs
- Mental Health Partnerships, McKinney Verta Liaisons

Regular attenders are students that attend school 90% of the time. Each school has a mental health partner agency. The current partners are Looking Glass Options, River View Center For Growth, and Roseburg Therapy Stronger Oregon. McKinney Verta Liaisons connect with students and families who are experiencing homelessness. Besides helping them to secure housing, they and the Family Resource Support, connect them with community resources that will support the rest of their needs.

7:07 p.m. **Break** 7:14 p.m.

## **3. DISCUSSION**

### **A. Consider Board Conference Attendance at NSBA**

Chair Light comically stated that NSBA is OSBA on steroids! It is on a national level, along with other participating agencies. The conference focuses on nationwide information. Each session allows for time to interact with board members and others, creating valuable connections within OSBA. Chair Light commented that the wealth of information is almost overwhelming, but not even one session is a waste of time. The numerous sessions offered deal with a wide variety of topics, which provide useful thoughts and ideas to the listener and are also of great value to the district. Chair Light feels that it is of great benefit when the Superintendent attends the conference along with Board members. Hotel reservations go quickly so he encouraged Board members to make their decision as soon as possible so that reservations may be secured.

### **B. Discuss Board Brochure Content**

Chair Light discussed with the Board, items that he would like to see included in the contents of the brochure.

- An overview of board responsibilities
- Types of meetings: Business, Work Session, and Executive Sessions and each of their meanings.
- Various ways the public can communicate with the Board.

- Stay away from anything that dates the brochure.
- The use of Director Kohl's suggestion of adding QR codes.

Director Hernandez would like to see information regarding the new Educational Equity Advisory Committee that Taylor Madden is overseeing.

Director Kohl reminded the Board to consider who the defined audience is and what they wish to convey.

Vice Chair Mason recommended some extreme wordsmithing to correct some of the current phrasing.

### **C. Board Retreat Discussion**

Chair Light mentioned that they needed to narrow down a Saturday date to hold the Board Retreat.

- Would like to see an opportunity to have a discussion around next-step goals they may want to set for the year conversations, on topics that are important to each of them.
- Would rather complete the retreat on Saturday instead of spreading it out over two weekends.
- Prefers having a facilitator from outside of OSBA.
- Student Achievement is their main job. Chair Light would like to have more conversations around what that may look like to each of them.

### **4. NEXT MEETINGS**

Business Meeting, Monday, October 9, 2023 beginning at 7:00 p.m.

Work Session, Monday, October 23, 2023 at 5:30 p.m.

### **5. ADJOURNMENT**

With no further business, Chair Light adjourned the work session at 7:40 p.m.

*(Minutes recorded by Trenay Ryan (LCOG Recorder))*