

## WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on September 23, 2024.

### 1. CALL MEETING TO ORDER

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

- A. Chair Mason led the Pledge of Allegiance
- B. Director Quaas-Annsa shared 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.*

### Attendance

Board Members in attendance included, Board Chair Kelly Mason, Vice Chair Nicole De Graff, Director Ken Kohl, Director Quaas-Annsa, and Director Jonathan Light.

District staff and community members identified included Superintendent Todd Hamilton, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Brian Richardson, Vincent Adams with OSBA, Jeff Michna, Moriah Shanahan, Brian Megert, Mindy LeRoux and Joyce Johnson.

### 2. DISCUSSION

- A. OSBA, Roles and Responsibilities Vincent Adams

Mr. Adams discussed the roles and responsibilities of the school board and highlighted the reasons that school boards exist. The Board was asked thought provoking questions in relation to each of the targeted categories below within the Focus Framework.

#### Focus Framework of the Board's Role

- Set clear expectations
- Learn together as a Board team
- Create conditions for success
- Hold the system accountable

- Build public will

#### Discussion topics:

- Board members shared their motivations for serving on the board, as well as the impact of board culture and the importance of continuous improvement in education.
- The school district's demographics were highlighted, while metrics, such as the poverty rate and graduation rate were discussed.
- The importance of improving student outcomes.
- How the Board's approach to governance and resource allocation would shift by aiming for 100% student success.
- The necessity of higher-order goals, effective leadership, cultural responsiveness, and the creation of a learning organization.
- The challenges of school Boards in Oregon, the need for stable effective governance, and advocating for increased school funding from the legislature.

#### Lighthouse Twenty-Four Hour Training Program

- Set high expectations, create a climate of success and align resources
- Data monitoring and community engagement
- Cohesive teaming and unified governance
- The importance of respectful working relationships within the Board, with the superintendent, and with the community
- The importance of policy accountability

#### Board Responsibilities:

- Set the vision and goals, provide informed oversight, empower the superintendent to lead effectively, versus the role of the superintendent.
- Hire and evaluate the superintendent's performance and ensure the district is on track to achieve its goals.
- Set budget and monitor progress.
- Develop and adopt policy, track district progress, and ensure fiscal oversight.
- Set expectations and hold the superintendent accountable for meeting those expectations.
- Avoid making excuses and instead focus on achieving district goals.

#### Superintendent Responsibilities:

- Hire staff
- Employee relations
- Turn plans into action
- Develop administrative regulations
- Plan expenditures
- Report progress

The superintendent has a profound impact on the district's function. The need for balanced governance and avoiding micromanagement was stressed.

The Targeted Feedback Survey (TFS) uses the following standards to measure the performance of the Superintendent. Out of the twelve standards below, there are five highlighted standards known as core standards.

#### Twelve - Balanced Governance Standards:



- Contentious issues and Board involvement.
- The Board's role and responsibility in approving the budget and allocating funds.
- The need for clear communication and ensuring transparency in budget decisions.
- The importance of avoiding surprises, along with the importance of having early conversations with the superintendent.

Superintendent Hamilton agreed to a request made by the Board, to reach out to the legal team to obtain a standard script, language and/or established clear process for Board members to use when responding to complaints or issues, including when to involve the superintendent.

#### Oregon School Board Association (OSBA) Superintendent Evaluation

- The negotiation is private, while the discussion of contract parameters is public and relates to district resources.
- A discussion was held regarding the April OSBA meeting about self-evaluation for Boards and the OSBA/COSA Superintendent Evaluation Tool.
- Adams described the process of collecting and analyzing data, including that of quantitative data and open-ended responses.
- The superintendent may set eight standards and optional goals in partnership with the Board.
- Adams outlined the process for approving evaluation standards.

#### Superintendent Evaluation Calendar

- **October 14** – Discuss Superintendent Evaluation Standards and Timelines
- **October 28th — Fall Check-in**  
The Board and superintendent meet to discuss progression of formally adopted goals and any concerns related to the superintendent's performance. The Board along with Vince Adams will plan the TFS process on October 28, 2024 and will decide on 2-3 standards of focus. They will collaborate with the superintendent to identify who will provide feedback for the survey.
- **January 27th — Superintendent's Self-Evaluation**  
Superintendent presents their self-evaluation. Board members ask clarifying questions. The TFS results are received by the board.
- **February 24th through March — Evaluation of the Superintendent**  
The Board will conduct the OSBA Superintendent TFS on February 24, 2025, after which the consolidated ratings and feedback are presented to the superintendent. Constructive dialogue and support for professional growth is offered to the superintendent.
- **April — Evaluation Debrief and Evaluation Summary Development**  
The Board and superintendent meet for a final discussion of the TFS. Plans for the next steps, implementation of feedback and goal setting for the next evaluation cycle are made. The Board will draft a summary and present it to the superintendent in April or May. Results of the Superintendent's TFS are made available to the public.
- **April - May — Conclusion**  
The Board adopts the evaluation summary in a public meeting.

Adams concluded by encouraging the Board to continue focusing on decisions that benefit the students and align with strategic priorities. He thanked the Board for their work and impact on student achievement.

**3. NEXT MEETINGS**

October 14, 2024 - Board Meeting at 7:00 p.m.

October 28, 2024 - Board Work Session at 5:30 p.m.

**4. ADJOURNMENT**

With no further business, Chair Mason adjourned the work session at 8:38 p.m.

*(Minutes recorded by Trenay Ryan, LCOG)*