

## **SPECIAL MEETING MINUTES**

A Special Meeting of the Springfield School District No. 19 Board of Education was held on October 28, 2024.

### **1. CALL MEETING TO ORDER**

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

- A. Chair Mason led the Pledge of Allegiance
- B. Chair Mason 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 Jonathan Light and Director Heather Quaas-Annsa.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Brian Richardson, Jeff Michna, Joyce Johnson, Mindy LeRoux, Vincent Adams, and Jonathan Gault.

### **2. Discussion**

- A. Student Behavior and Mental Health Supports

Brian Megert

Brian Megert shared a detailed and informative slide presentation and discussed the effectiveness and consistency of behavioral data in schools, particularly regarding referrals. Megert presented data that aligned with expectations for a healthy system and historical district performance. Despite the past pandemic challenges affecting students, the framework proved to have positively impacted schools systemically.

## Overview of Topics and Discussions:

- Use of the School Wide Information System (SWIS) and data analysis has improved behavioral data management and analysis.
  - The Board voiced concerns about the human element affecting data consistency.
  - Clarification on SWIS and Positive Behavioral Interventions & Supports (PBIS).
  - SWIS is a web-based system developed by the University of Oregon researchers and is now being used both throughout the United States and Internationally.
  - SWIS is a separate measurement device of PBIS that was implemented during the rollout of PBIS, in 2014.
  - The fundamental purpose of SWPBIS is to make schools more effective.

The Board discussed and asked clarifying questions regarding the internal data and research. Additional context on supporting research and justifying the benefits of PBIS implementation was requested by the Board. The rift in data due to new staff was acknowledged, while the importance of calibration exercises were discussed. Megert offered to provide more context on the research supporting the benefits of PBIS, including greater clarity of the relationship between SWIS and PBIS, as well as information about whether SWIS was used in schools without PBIS implementation.

PBIS coach and school psychologist Noah Van Horn, provided clarification of and discussed PBIS implementation and student achievement. He discussed critical components, otherwise known as tiers of support. The importance of formalized policies, ongoing staff training on proactive and preventative strategies, including student specific plans, and data-driven decision-making were key points. Metrics such as fidelity data and outcome data were emphasized to measure effectiveness.

## Overview of Topics and Discussions:

- Web-based Data Behavioral System, (PBIS) Goals:
  - To make schools into more effective working environments, making them more predictable, consistent, positive, and safe.
  - Environmental redesign creates a more effective learning environment for students, efficient practices, and good data with successful outcomes. It is a change of adult behavior to support student behavior, improving social competence and academic achievement. Everything is documented, policies are in place, teaming, practices and procedures taught, all the while using the data for informed use in decision making.
- PBIS Results:
  - Leads to good practices, creates a continuous quality-improvement cycle, high-leverage instructional practices within the classroom and strong relationship building between teachers and students, allowing for a multi-tiered system of response.
  - PBIS helps to build this system that allows these practices to fit into place, supporting mental health, reading, academic intervention and behavioral needs.

- The Effectiveness of the Tiered Fidelity Inventory (TFI) in Springfield Schools
  - 70% or higher threshold correlates with positive student outcomes. 84% of students received zero or one major office discipline referral, with a slight increase in higher referral levels over a three-year time period.
- District leadership and sustainability
  - Increased coaching capacity from 0.3 to 2.5 FTEs, now allowing for the focus to be on sustaining efforts rather than training new schools.
- PBIS Implementation and System Support
  - Includes trauma-engaged practices in the PBIS framework.
  - The need to establish clear behavioral expectations in school and teach these expectations to all students across all settings.
  - Ongoing support and training for teachers.
  - Consistent consequences for violating behavioral expectations are necessary to maintain order and build relationships.
- PBIS as a Team Effort
  - A framework that engages every school staff member to train and lead the students. It is a team sport, not simply a list of rules enforced by an administration.
  - The multi-tiered model of support is based on public health principles. It targets 80% of students with universal prevention, 15% with targeted support, and 5% with individualized interventions and is now being used in schools as universal prevention efforts of relationship building, quality instruction, and high-leverage teaching practices.
  - The framework promotes equity, reducing exclusionary practices and improving social-emotional outcomes and teacher efficacy.
  - Board members emphasized the importance of engaging the community, parents, and community partnerships in supporting PBIS.
- Instructional Leadership Process
  - Involves the District, PBIS coaches, and school teams.
  - Monthly district leadership team meetings and bi-weekly PBIS coach meetings are held, ensuring alignment and data review.
  - School-wide PBIS teams meet regularly to review data and implement interventions.
  - Tiered teams meet to screen students and monitor tier-two and tier-three interventions.
  - Enthusiasm and positive reception of training sessions. Strategic teacher feedback is received regularly. PBIS coaches lead training and provide individual support.
- The Alignment between behavior and academics is emphasized through the use of reading profiles and decision rules was emphasized.
  - The multi-tiered system of support targets students based on their needs. The use of consistent practices across all of the schools was reiterated.
  - Elementary Schools - maintain consistent expectations, but contextualize them to the school.
  - Middle Schools - involve students in the planning process, leading to student-focused expectations.





## Four Key Goal Areas:

- Board Development and Relations
- Equity and Inclusion
- Communication and Community Relations
- Student Success

## Overview of Topics and Discussions:

- Board Development and Relations
  - An emphasis was placed on cultivating respectful and responsive relationships among board members, as well as with the superintendent.
  - Collaborative governance and the establishment of healthy practices to support student learning and success, was focused upon.
  - The need for improved communication and engagement with internal and external stakeholders.
  - The board discussed developing a comprehensive communication plan focused on transparency and inclusive practices, with an emphasis on creating several pathways for information flow and gathering community feedback.
  - The importance of expanding resources, programs, and services to create inclusive learning environments, with an emphasis on providing ongoing training for board members and staff.
  - The need for ongoing monitoring and reporting of equitable outcomes.
  - The importance of affinity groups in building community and exploring culture within the organization.
  - The importance of developing systems to track and report on student progress and improving assessment and data literacy to inform data-informed decision-making.
  - Ensuring that the board has the context of meaningful data they need to understand it.
  - Ongoing work to reset the superintendent evaluation process and establish systems for continuous improvement.
  - The importance of setting and regularly reporting on longitudinal performance and growth targets to hold themselves and others accountable.
  - These long-standing goals are crucial for the organization's work.
  - The need for accountability at all organizational levels.
- Evolution of Goals and Initiatives
  - It was noted that the bullet points under standard 4: Communication and Community Relations goal had been changed, indicating new initiatives.
  - Focusing the leader's attention and effort and supporting and growing the administrator to be the best possible leader, is one of the board's roles.
  - Emphasized the importance of empowering the administrator to lead the district and in maintaining accountability.
  - Establishment of a baseline across the board is crucial for making informed decisions, despite a difference in backgrounds.
  - The necessity of striving to ensure a common language and understanding.
  - Member suggestions: Task completion timelines to ensure accountability and an increase in the amount of time available to digest a document before offering meaningful feedback on it.
  - The need for increased engagement with stakeholders was emphasized.

- Member suggestions: Possibility of generating more specific metrics.
- Performance Standards and Artifacts
  - The evaluation process includes eight performance standards that are specific examples of artifacts.
  - The superintendent and team use the goals to help inform the work they do throughout the year.
  - The goals align with performance standards, and artifacts will be shared to demonstrate progress, as well as used by the board to make a determination on the superintendent's performance.

Board's Choice of Standards:

1. Visionary District Leadership
2. Communication and Community Relations
3. Effective Organizational Management

### 3. Action Item

A. Approve Superintendent Goals

Chair Mason

**MOTION:** Director Quaas-Annsa moved, Director De Graff seconded the motion to approve the Superintendent Evaluation Standard Goals, with verbiage changed to key-action bullet point statements under Standards Goal 4; including an edit stating to track and report *to the Board* on student progress and success.

Chair Mason called for a roll call vote. Chair Mason asked each Board member to indicate if they supported the motion in favor of approving the Superintendent Goals with the aforementioned edits: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, Chair Mason – Yes, and Director De Graff – Yes.

**Motion passed, 5:0.**

- Targeted Feedback Survey
  - Is a tool used to measure and provide effective feedback of the Superintendent's leadership and performance, rather than the climate of the school district.
  - The survey is targeted to specific evaluation standards and respondents, and ensures confidentiality.
  - To gather different perspectives, two surveys are conducted, one for staff and one for the community.
  - Data is anonymous, and themes from open-ended responses are provided without direct quotes.
  - The board, consisting of six members, which may include the chair and superintendent will select 50 respondents. The survey targeting leaders within the community, will include development, deployment, data collection, and analysis.
- Survey and Frequency Standards

- Board members discussed and agreed to conduct the feedback survey on an annual basis, although biennial was originally preferred.
- The survey may be accessed online and is available in both English and Spanish.
- Standards one, five and six were chosen by the Board.
- Board members may compile and submit their suggestions to Chair Mason.
- The goal of the Board is to submit the names of 50 chosen respondents by Tuesday, November 12th.
- Two pre-survey notices are sent to the respondent, notifying them that they have been identified and will soon be receiving the survey.
- Once the surveys have been completed and the data compiled, Vince Adams will present the respondent summary data to the Board.
- If the response rate is less than 50%, additional outreach will be needed to compile the necessary summary data.

#### **4. NEXT MEETING**

November 12, 2024, Business Meeting at 7:00 p.m.

#### **5. ADJOURNMENT**

With no further business, Chair Mason adjourned the work session at 8:53 p.m.

*(Minutes recorded by Trenay Ryan, LCOG)*