

WORK SESSION MINUTES

2/A Summer Planning Work Session of the Lane County School District No. 19 Board of Education was held on August 22, 2016.

1. CALL MEETING TO ORDER

Board Chair Jonathan Light called the Springfield Board of Education Summer Planning Session to order in the Board Room at the District Administration Center at 9:00 am.

Attendance

Board Members present included Chair Jonathan Light, Laurie Adams, Erik Bishoff, Sandra Boyst, and Tina DeHaven.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Michael Henry, Jenna McCulley, Brian Megert, Suzy Price, Judy Bowden, Anne Goff, Tim Stephens, Jeff Butler, Jim Crist, Mike Dugas, and Linda Henry.

2. OVERVIEW OF AGENDA

Jonathan Light noted there were no changes to the agenda.

Dr. Rieke-Smith welcomed Ms. Goff, representing the Springfield Education Association (SEA), who had participated throughout the process for building the strategic plan. She welcomed and thanked Mr. Butler, representing Springfield Association of Administrators and Confidential employees (SAAC) and Mr. Stephens, representing Oregon School Employees Association (OSEA) for attending today's meeting.

3. FINALIZE STRATEGIC PLAN

Mr. Dugas provided an overview of the work the Board and staff would address today.

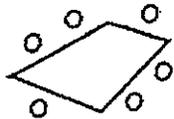
- Update Game Plans—District staff reviewed the Game Plans previously developed by the group:
 - GAMEPLAN—Formalized CTE at all Secondary Schools—Mr. Collins
 - GAMEPLAN—Transform Learning through Innovation and the Use of Digital Tools—Mr. Lindly
 - GAMEPLAN—Support ALL Children so they are Ready to Learn—Mr. Megert
 - GAMEPLAN—Develop comprehensive two-way communication and feedback with stakeholders—Ms. McCulley
 - GAMEPLAN—Foster a Resilient Organization—Dr. Rieke-Smith

GAMEPLAN: Foster a Resilient Organization

TEAM/RESOURCES

Sponsor:

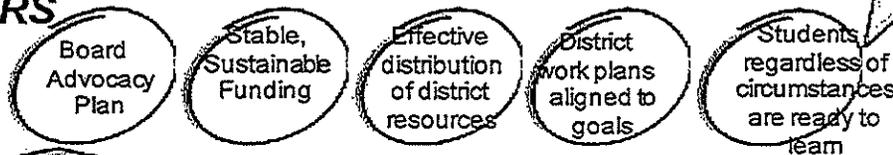
Co-Leaders:
Board Chair-
Superintendent



Members:
Board Directors
Cabinet

Resources:
Time for work
groups
Fiscal resources
for materials,
additional pay

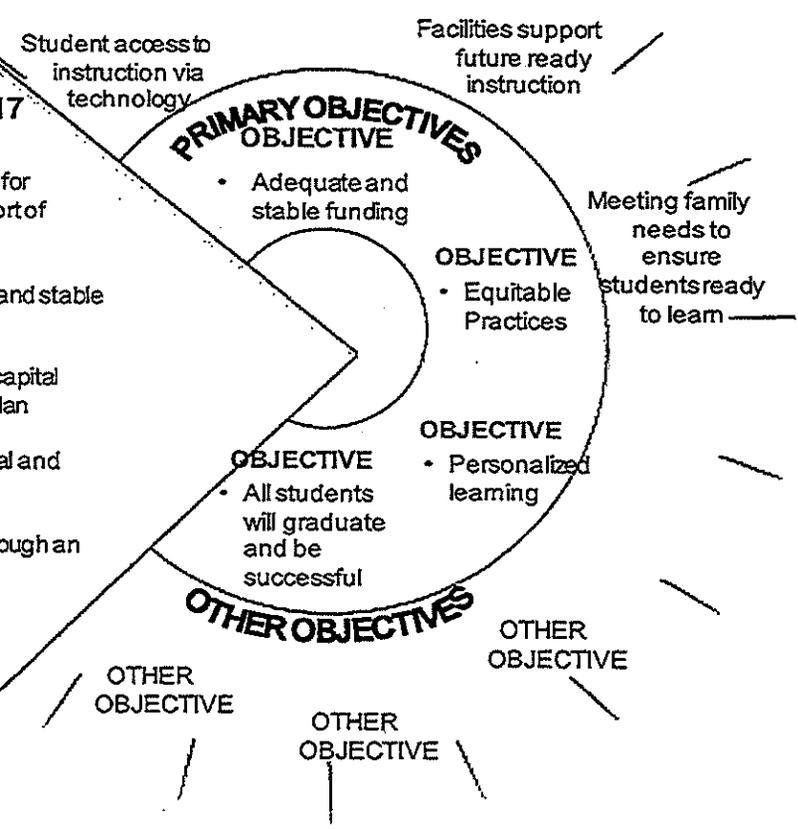
SUCCESS FACTORS



STAGES/TASKS

Q1 2016	Q2 2016	Q3 2017	Q4 2017
<ul style="list-style-type: none"> • Strategy 1: Board develops and actively advocates with superintendent for equitable whole child instructional and support services policies in support of students • Strategy 2: Board actively advocates with superintendent for adequate and stable funding resources • Strategy 3: District effectively budgets and manages fiscal and human capital resources in alignment with Board policy, advocacy plan and strategic plan • Strategy 4: District employs effective, efficient and equitable instructional and business practices across all departments. • Strategy 5: Ensure strategic plan, policies and practices are aligned through an equity lens • Strategy 6: School board, district and community relationship building 			

TARGET



CHALLENGES

- Unstable state funding
- Federal, state and district policies create barriers
- Not all district/school practices aligned to equity-need for gap analysis
- Time and resources for district work groups in addition to daily work load.

GAMEPLAN Formalized CTE at all Secondary Schools

● TEAM/ RESOURCES

Sponsor:
Leader:
Assistant
Superintendent

Member:
Directors

Member:
Coordinators

Member:
Building
Administration

Member
Teacher Leaders

Resources:

● STAGES/TASKS

Q1 2016	Q2 2016	Q3 2017	Q4 2017
Strategy 1: Expand and generate partnerships.			
Strategy 2: Provide academic coursework aligned to graduation standards and postsecondary/career pathways.			
Strategy 3: Pursue resources that support the development of a formalized CTE program.			

● **TARGET** Highly skilled graduates college/career ready

PRIMARY OBJECTIVES

OBJECTIVE

- College and career readiness

OBJECTIVE

- Multiple pathways

OBJECTIVE

- Symbiotic relationships with partners

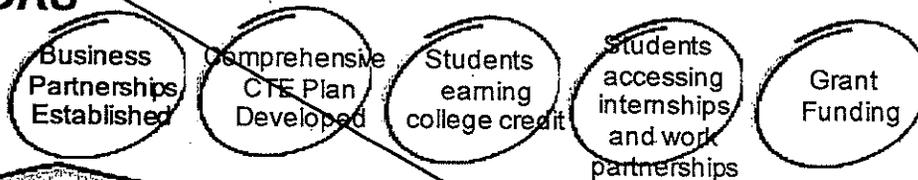
OTHER OBJECTIVES

OTHER OBJECTIVE

OTHER OBJECTIVE

OTHER OBJECTIVE

● SUCCESS FACTORS



● CHALLENGES

- Sustainability
- Post-Secondary Collaboration
- Staffing/Funding/Accessibility to Coursework
- Alternative measures of student/school success
- Ability to update/change at the rate of private sector/business

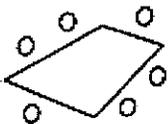
GAMEPLAN – Develop comprehensive two-way communication and feedback with stakeholders.

TEAM/ RESOURCES

Sponsor:

Leader:
*Superintendent
Communications*

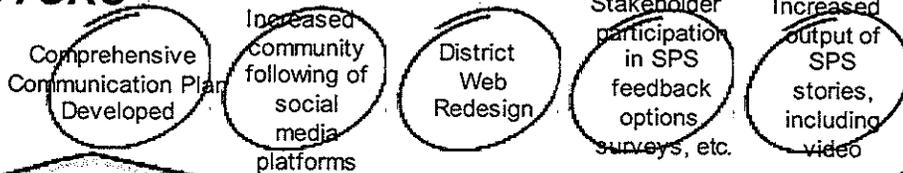
Members:
Cabinet
Administrators



Resources:

*Website
Comm. Staffing
Adjustments
Equipment*

SUCCESS FACTORS



STAGES/TASKS

- Thorough review and gap analysis of current communication channels
- Develop overarching communications plan to support district goals and initiatives
- Redesign website establishing it as the primary repository for district information.
- Establish editorial calendar so that communication mediums are supported and targeted to audience needs
- Follow up gap analysis of district communication around key initiatives including stakeholder input
- Proactive reporting of, and request for feedback around district initiatives, successes, challenges
- Marketing plan to include proactive outreach highlighting SPS programming successes

TARGET

- Support of SPS initiatives including ballot measures
- Community awareness of SPS Programs
- Increased participation in SPS activities, programs and initiatives by populations not directly affiliated with a school

PRIMARY OBJECTIVES

- Collaborative decision-making, due to representation and participation

OBJECTIVE

- Sense of pride in SPS

OBJECTIVE

- Stakeholder trust in their school district

OBJECTIVE

- Increased transparency around district decisions

OTHER OBJECTIVES

- Increased sharing of SPS news and activities
- Greater participation in feedback surveys
- Community understanding of input channels

CHALLENGES

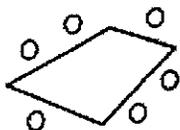
- Crisis Response Needs
- Communications Department notifications
- Staffing
- Professional development needs for staff

GAMEPLAN: Transform Learning Through Innovation and the Use of Digital Tools-DRAFT

TEAM/RESOURCES

Sponsor:

Co-Leaders:
Tom Lindly and
David Collins



Members:
Directors

Members:
District Administrators

Resources:

SUCCESS FACTORS

One key area identified for focus in year one.

The instruction and technology plans are aligned

Effective training available to staff.

Digital resources from new adoptions are utilized

New hires are fluent in technology

CHALLENGES

- Competing priorities
- Philosophical shift
- Coordination of Teacher Training
- Ongoing teacher support
- Adequate Staffing
- Devices in the right places
- Changing existing job descriptions
- Sustainable funding

TARGET

Increased student achievement through the use of technology.

STAGES/TASKS

Q1 2016	Q2 2016	Q3 2017	Q4 2017
<ul style="list-style-type: none"> • Strategy 1: Develop and implement an instruction plan that supports the incorporation of technology into instructional practice; identify key areas where technology can support student learning. 			
<ul style="list-style-type: none"> • Strategy 2: Align the bond technology implementation plan and the technology plan with the instruction plan. 			
<ul style="list-style-type: none"> • Strategy 3: Provide effective professional development for staff that results in seamless integration of technology into instructional practice. 			
<ul style="list-style-type: none"> • Strategy 4: Consider experience in the use of technology in hiring decisions for teachers, administrators, and other school staff. 			
<ul style="list-style-type: none"> • Strategy 5: Implement long term staffing, infrastructure and hardware plans to provide support for the use of technology to deliver instruction. 			

PRIMARY OBJECTIVES

- Proficient at research

OBJECTIVE

- Exceeding state Library & Technology standards.

OBJECTIVE

- Safe use of the Internet; Good digital citizens

- Ability to navigate required testing

OTHER OBJECTIVES

Students proficient with cloud based tools

Increased student engagement

Students communicate effectively with digital tools

Current, reliable, secure and supportable technology,

Technology skilled graduates

Data is available for decision making

GAMEPLAN: Support ALL Children so they are Ready to Learn

a) A formal system of mental health support district wide

b) Connecting with community partners to provide mental, physical, social and emotional help service

TEAM/RESOURCES

- Increased Special Education Classified Staffing
- Increased Professional Development for Special Education Staff

Sponsor:

Co-Leaders:

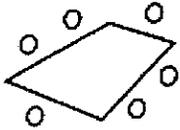
Assistant Superintendent & SPED Director

Member:

Elementary Director

Member:

Secondary Director



STAGES/TASKS

Q1 2016	Q2 2016	Q3 2017	Q4 2017
<ul style="list-style-type: none"> • Strategy 1: Develop a comprehensive plan that addresses mental health issues through an assessment of our current resources and the social, emotional and behavioral needs of students. • Strategy 2: Develop and facilitate conversations with stakeholders on what the Community Model is/is not and how we develop a shared understanding of how to best support all students in our schools. • Strategy 3: Partner with community health agencies to assist in providing mental health services to our students. 			

TARGET

Ensure students who require additional social, emotional, and behavioral supports are successful behaviorally and academically.

PRIMARY OBJECTIVES

- Strong school and family partnership

OBJECTIVE

- Access to community resources

OBJECTIVE

- Access to learning

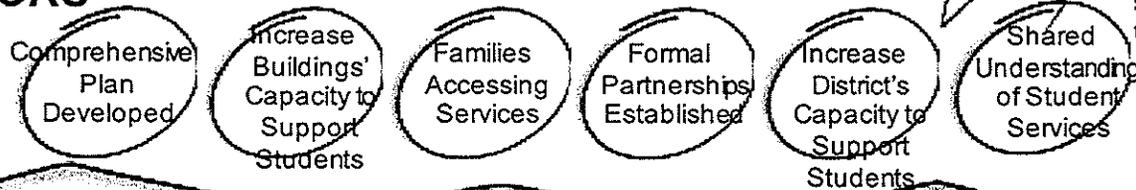
OBJECTIVE

- Strong district and health care partnerships

OTHER OBJECTIVES

Ensure all administrative, certified and classified staff are properly equipped with necessary skills to support students with a variety of needs.

SUCCESS FACTORS



CHALLENGES

- Lack of Common Language/Lexicon
- Families' Accessibility to services
- Limited Resources
- Increased behavioral challenges across the county and state
- Limited days/time for training

- Clearly Identify Work Plans—Mr. Dugas stated the overall vision as *Every student a graduate, excited about learning, confident in their ability to be productive and successful citizens*. He directed Board members to the policy areas the Board had developed in previous sessions:
 - Provide personalized learning opportunities for all students.
 - Support the needs of families so that all students are ready to learn.
 - Create future ready facilities that inspire learning.
 - Promote growth and success for every student.
 - Engage students in a technology rich environment that enhances teaching and learning.
 - Funding and policy.

Mr. Dugas called for comments, questions and concerns the District would focus on through 2020. The group discussed several policy issues:

- Policy Issues
 - Board focus on Pathways (strategies)
 - Policy buckets→inclusive
 - Personalized learning experiences for all students, not just CTE
 - Communication strategy: Start with the big picture then go to pillars that support the strategies
 - Create safe, future ready facilities that inspire learning
 - Equity→personalized learning: Board needs to be able to speak to equity
 - Non-negotiable
 - Eliminate inequities and disparities in student achievement
 - Promote safe environments for learning
 - Promote an inclusive culture
 - Support needs of families and build relationships with the community

Dr. Rieke-Smith said she would provide copies of a book entitled *America Needs Talent* by Jamie Merisotis to Board and Cabinet members.

Mr. Dugas asked Board members if they could support the overall vision and above policy areas it had developed in previous sessions for implementation through the 2020-2022 timeframe. Ms. Adams, Mr. Bishoff, Ms. Boyst, Ms. DeHaven and Mr. Light confirmed they could stand behind the vision and policy areas.

In response to Mr. Bishoff, Dr. Rieke-Smith explained that a bubble could speak specifically to equity, noting personalized learning for every student spoke to equity. She added that the Game Plan could more specifically use the equity lens. She opined equity could be a Policy statement and/or equity could be embedded within the Game Plans as the way the Game Plans were operationalized.

Mr. Dugas added, groups generally found it challenging when equity often showed up in one or two bubbles, and subsequently decided to include equity in every Game Plan. He thought the group had covered the topic although “equity” was not specifically used in every Game Plan.

Ms. Goff opined the group needed to have a conversation and be explicit that the District supported equity, noting that the Game Plan *Support ALL Children so they are Ready to Learn* did not specifically identify SPED students and mental health needs, which were very important. She asserted the Game Plan did not address equity in terms of gender, race, language, or sexual orientation. She had made a commitment with colleagues this summer that she would have a conversation with the Board Chair about the Board making a public statement that the District supported equity, looking at everything it did through an equity lens. The terms equity, equity lens, and equitable opportunities needed to be front and center, not just in a Game Plan for the resilient organization. Otherwise, it felt like the District was trying to “slide it in through the back door”. She said equity is a significant issue for the District.

Dr. Rieke-Smith said today’s discussion provided the group an opportunity to review *Support ALL Children so they are Ready to Learn* to address second language learners, transgender students, LGBTQ students, and to take the next step related to the National Equity Project (NEP) work that she would bring to the Board in the near future.

Mr. Dugas suggested the Board could have a discussion about values as they related to equity.

Mr. Dugas noted school districts could not address all of the policy areas at one time, and asked Board members to identify their top three choices:

POLICY	BOARD MEMBER					VOTES
	TDH	EB	JL	SB	LA	
○ Provide personalized learning opportunities for all students.	x	x	x	x	x	5
○ Support the needs of families so that all students are ready to learn.		x	x	x		3
○ Create future ready facilities that inspire learning.	x	x		x	x	4
○ Promote growth and success for every student.			x			1
○ Engage students in a technology rich environment that enhances teaching and learning.	x				x	2
○ Funding and policies.						0

4. BOARD GOALS FOR 2016-2017

Mr. Light asked Ms. McCulley to recap the Board goals with the additional wording suggestions that had been made today and bring them back to the Board for review.

5. IDENTIFY SUPERINTENDENT GOALS

Dr. Rieke-Smith said she would use this morning’s discussions, which had been very helpful, in her performance review. In response to Mr. Dugas, she said she would review the top bubbles and Game Plans with the Cabinet. She planned to develop a survey to see what growth the District had been able to achieve. The results of the survey would provide the Board with information to use in her performance evaluation.

In response to Mr. Dugas, Dr. Rieke-Smith said she would take the top three policy priorities identified by the Board and the Game Plans to the Cabinet to identify measures of success for services, student achievement data, Pathways, etc. Those top three priorities are: 1) Provide personalized learning opportunities for all students, 2) Create future ready facilities that inspire learning, and 3) Support the needs of families so that all student are ready to learn. She would then bring the updated priorities and Game Plans back to the Board for further discussion. These would be the priorities she would focus on, and on which she would solicit feedback from the community at large. These priorities would be revised and refined as necessary, and used for the District’s work through 2020-2022.

The group took a short break.

6. BOARD COMMUNICATION

Jonathan Light invited Board members to share their concerns.

Ms. DeHaven said she has had conversations with District staff and Board members on the possibility of looking at the benefits of the current schedule at the high schools. She noted as a parent and Board member, she had concerns about the current schedule. Do we need to make some changes? Do all students have the ability to access all CTE classes at both campus?

She is also concerned about class size and the block schedule. She stressed the importance of having a schedule that serves both the needs of the students and one that align classes with teacher expertise.

Dr. Rieke-Smith said a historical perspective on the schedule would be helpful.

Mr. Collins said the current schedule started at Thurston High School five years ago and at Springfield High School four years ago.

Another concern was about the current status of our immersion program and would it be feasible to set up an International Baccalaureate (IB) program at one of the high schools.

Ms. Boyst suggested it would be easier to reduce class sized if the District did not use a block schedule at the high schools.

Dr. Rieke-Smith said 6 to 7 periods a day was more efficient, but she questioned whether it served students and teachers well.

Mr. Bishoff said he would like to make Board meetings more inviting. This should be taken into consideration in the design of the new District administration facility. He noted Stand for Children provided babysitters at their meetings for participants.

Mr. Yancey said the Request for Proposals (RFP) had been published for the architect that would develop the plans for redevelopment of the facility the District had purchased for the administration facility. The Board would be involved in the design of the Board Room, which would be a large, open, inviting room. The Oregon Department of Transportation (ODOT) lease runs through November 2016.

Ms. Boyst said it would be helpful to have legal representation at Board meetings. Mr. Light and Dr. Rieke-Smith agreed to provide information to the Board regarding costs and other issues associated with having legal representation at Board meetings.

Mr. Bishoff said he and Mr. Light had discussed holding Board meetings at different schools throughout the District.

Ms. Boyst suggested that Board members go out to the community. Attending PTA meetings was a good way to connect with the schools and families. She emphasized the importance of offering personal finance courses to students and parents.

In response to Ms. DeHaven, Dr. Rieke-Smith explained the dual immersion program was in year three at Guy Lee Elementary School. She noted it continues to be a challenge to find and hire qualified bilingual teachers.

In response to Mr. Bishoff, Mr. Collins said the District would offer German, French and Spanish at the high schools this year. Mr. Bishoff expressed interest in offering German, French and Spanish at the middle schools.

Mr. Light emphasized the importance of continuing the listening conversations and eliminating the silos between staff and the Board.

Ms. Adams expressed an interest in visiting all District schools.

Ms. DeHaven said she liked the Friday updates Dr. Rieke-Smith provided Board members.

7. OVERVIEW OF DISTRICT PROCEDURES AND PRACTICES FOR BOARD

• Human Resources and Evaluation Cycle Review

Dr. Michael Henry shared an overview of the Human Resources Department and the evaluation cycle. He distributed and reviewed a three page document which illustrated the following:

- Contract Teacher Formative Evaluation Cycle: Informational Walkthroughs
- Contract Teacher Summative Evaluation Cycle: 2 mini-observations
- Probationary 1-3 Evaluation Cycle: 2 formal and 3 mini-observations.

• Professional Development Overview

Assistant Superintendent, David Collins shared an overview of Professional Development. Mr. Collins distributed a handout entitled *Professional Development—Board Work Session—August 22, 2016*, and facilitated a discussion of the following:

- Certified Professional Development
- Administrative Professional Development
- Classified Professional Development
- Future Considerations/Influence

• Business Operations Overview

Brett Yancey shared an overview of the Business Operations department. He distributed a document entitled *2017-19 General Fund/Lottery Funds Tentative Budget* from the State of Oregon Legislative Fiscal Office and the State of Oregon Department of Administrative Services Chief Financial Office. Mr. Yancey also shared an overview of the upcoming negotiations with the Springfield Education Association (SEA) and reviewed a document entitled *Springfield Bargaining 2015*. Ms. Goff shared information about the SEA negotiating team. Mr. Yancey said the District would continue to use the collective bargaining process model that had been used successfully since 2004.

Ms. Adams said there needed to be a Board member on the negotiation team. She had attended a workshop at a recent OSBA conference where she learned that many school districts had Board members on their negotiation teams.

Ms. Goff expressed concern, noting a Board member on the negotiation team would need to commit to attending every meeting throughout the process.

Dr. Henry said having a member of the Board on the negotiation team was unusual. He expressed strong reservations to making that change in the negotiation team, noting it was important for members of the team to remain neutral throughout the process.

Dr. Rieke-Smith said the size of the district and the bargaining process model needed to be considered when determining if a Board member should be part of the negotiation team.

Ms. Goff added other districts were operating with hybrid models of the District's bargaining process.

Ms. DeHaven did not think the Board should be represented on the negotiation team. She trusted the existing team to represent the Board's interests.

Ms. Adams withdrew her request to have a Board member on the negotiation team.

• National Equity Project (NEP)

Superintendent Susan Rieke-Smith shared an update on our relationship with the National Equity Project (NEP). She reviewed a document entitled 2016-2017 PROFESSIONAL SERVICES CONTRACT, which

contained the contract between Springfield Public Schools and the NEP, for the period August 2016-June 2017. She said Board members were welcome to attend SPS and NEP meetings.

- **District Organization Charts**

Superintendent Susan Rieke-Smith reviewed an organization chart entitled *Springfield School District #19*.

Mr. Collins reviewed an organization chart entitled *Instruction Department Organizational Chart*.

8. BOARD OPERATIONS/BUSINESS MANAGEMENT

- **Invitations**

Dr. Rieke-Smith noted invitations were usually included in her Friday Updates.

- **School/District Office Visits**

The Board is invited to go along with Sue on any of her school visits. Ms. Bowden is happy to help facilitate visits to schools or other district buildings for the Board.

- **Emails**

Ms. Adams said she did not have access to her SPS email account.

- **Calendar**

Ms. Bowden noted invitations were generally tied to the calendar available to Board members.

- **Board Reps on Agency/Civic Organizations and District Committees**

Board members reviewed the document entitled *School Board Representation 2015-2016* and revised Board representation on various Agencies & Civic Organizations, and District Committees, which were recorded by staff.

- **Chamber Tailgate Auction, SEF Night of 11,000 Stars**

Dr. Rieke-Smith would host the Superintendent's table at the Chamber Tailgate Auction on September 1, 2016 and the Springfield Education Foundation (SEF) Night of 11,000 Stars on October 20, 2016.

9. Topics for Future Board Work Sessions

Jonathan Light guided a discussion for determining the topics for future Board Work Sessions. Topics brought forward included design of the new Board Room, online reporting, and Roberts Rules of Order training and a final version of the Board Goals.

10. Wrap up and Next Steps

Mr. Light thanked Board members and staff for attending today's Summer Planning Session.

11. ADJOURNMENT

With no other business, Mr. Light adjourned the meeting at 3:10 pm.

(Minutes recorded by Linda Henry)