

**MINUTES OF WORK SESSION MEETING OF SCHOOL DISTRICT BOARD
OF
SHERIDAN SCHOOL DISTRICT 48J**

January 16, 2014

The Board of Directors of District No. 48J, Yamhill County, State of Oregon, by common consent convened in Work Session – Lighthouse Project at the Sheridan School District Office in said district at 4:00 p.m. on the 16th day of January 2014.

1. Meeting Called to Order

Mr. Deibel called the meeting to order at 4:00 p.m.

2. ROLL CALL

Board:

<input checked="" type="checkbox"/>	Michael Griffith, Director
<input checked="" type="checkbox"/>	Larry Deibel, Chairperson
<input checked="" type="checkbox"/>	Harvey Hall, Director
<input checked="" type="checkbox"/>	Judy Breeden, Director , arrived 4:25
<input checked="" type="checkbox"/>	Terry Chrisman, Director

Others Present:

Steve Sugg, Superintendent
Penny Elliott, District Secretary
Martin Hofenbredl
Dean Rech
Kari Sanders
Pam Lybarger

3. PRESENTATION: Lighthouse Project - Session 2 (cont.)

-Outcome 4 – Collaborative Inquiry/PLCs

-Outcome 5 – Action Research

The board need become its own PLC (Professional Learning Community)

Action Research is a process

Review:

Boards are different where boards are high achieving : MOVING

Boards where they can't get things moving: STUCK

Boards are different

-Moving or stuck

Beliefs

-Elevating or accepting

7 Conditions of School Renewal

5 Roles of the Board

- ⤴ set clear expectations
- ⤴ create conditions so the work can succeed

create time, professional development, and buy goodwill with in the community for things to change (to bring about a change)

- ⤴ hold the system accountable

watching and paying attention

- ⤴ learn as a board team
- ⤴ create the public will to succeed

community needs to buy in

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Tonight:

Learn as a Board team (your own PLC)

Discussion:

▲ Was there information in the articles that “tugged” at your beliefs? Explain.
Help teachers do things differently/help them help the students (now – not how it was done 20 years ago.

- Can't just sit back and expect to be handed information
- Can't be collaborative if you are by yourself
- Board needs to look at its own practice and how does it impact the learning in the schools
- It is not a one-size fits all mind set – planning, action, reflection

Building Capacity & PLCs

- ▲ Form two groups
- ▲ Each group make a poster:
 - Explain what the article stated
 - How might information like this be useful to the school board?
 - Speculate on how might information like this be useful to staff?

Effective collaborative inquiry – Learning from each other

It was stated by board member that they learned more about PLCs tonight, than they have learned about them in the last 4 years

Action Research:

Read article

Partner Discussion:

- ▲ What this might mean for the board
- ▲ What this doesn't mean for the board

Large Group Discussion

Collaboration/team work

Trust and respect

1. Continual discipline inquiry

- ▲ Board could learn more about the process
- ▲ and know what questions to ask
- ▲ what kind of instruction practice going on in the district and what training it might mean
- ▲ board member could speak in general terms about what the teachers are doing

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Doesn't mean for the board:

- ▲ don't micromanage how to teach or what practices to use / will not go to PLC meeting or go observe in the classroom
2. Board study its own practices at board meetings and work sessions
 - ▲ You have to come prepared
 - ▲ You have to take the time for structured reflection on your own practice

Doesn't mean:

- ▲ It is not an annual checklist

Seeking to understand and practice to the best you know:

Example work session:

Class size:

- ▲ What the impact of class might be on student learning
1. in SSD class size info – get data
 2. Look to other districts to compare – data – look at student learning

Set goals around class size

3. Look at what the teachers are doing with instruction (what is happening in the classroom) and how is the number of students playing into that and what is happening with student learning
4. Research on class size & instruction & student learning
5. Changes we want to make in SSD (go back to 3.)

What systems you currently have in place/ cost in training/community buy in

Questions:

<p>*Students & their learning</p> <p>Goals for increased student learning</p> <p>What's possible to expect</p> <p>See it elsewhere</p>	<p>*Environment</p> <ul style="list-style-type: none"> ▲ School programs curriculum instruction <p>Changes to the system</p> <p>Research</p> <p>Best practices</p>
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Role of the Board . . .

Reciprocity of Accountability

- ^ hear from your teachers how your decisions are effecting them

It takes a lot of conversation to have something to happen

What is really important about this school board

Homework:

- ^ read the Compass on the first Lighthouse Study
- ^ individually make notes on the “Most Like Us/Least Like Us” reflection sheet
- ^ discuss at your board meeting
- ^ we will debrief at our next session

Admin does not need to do the board questions.

Next meeting to be – March 4 & April 10

Adjourned at: 7:50 pm

Respectfully Submitted by:

Penny Elliott

Superintendent/Designee

Board Chair/Designee