

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

October 21, 2013

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 4:10 p.m. on the 21th day of October, 2013.

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
<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

-Outcome 1 – Lighthouse History

-Outcome 2 – Beliefs & 7 Conditions

-Outcome 3 – Board's Role

-Outcome 4 – Collaborative Inquiry/PLCs (Professional Learning Community)

-Outcome 5 – Action Research

Will only get one with about the first three today

Homework:

Personalize students who failed in the Sheridan School system

The board did do there homework – 3 gave their information at the board meeting, 1 at the work session

If you know what is going on at home, helps you put the supports in at school to help meet the child's needs

History:

1998 -2000

Iowa Association of School Boards

The questions was asked “Do school boards have any impact of student learning” The difference between high learning and low learning school districts

Worked with the Georgia School Districts 3 high and 3 low achieving

Interviewed the admin and board and teachers (picked out what was similar and what was different between the school districts

7 conditions were present in all the schools -

Moving (high) and Stuck (low) districts fell into two categories;

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-Beliefs

- ⤴ Boards in districts with higher levels of student had higher expectations and beliefs about
 - what was possible for their students;
 - what the schools in their districts could do to improve student learning.
- ⤴ No Excuses

What do we believe / what do we need to change / What is it that school systems can do to help better learning / what is the research shows us that we can do

Look at the 7 conditions of positive change:

1. Knowing What it Takes to Change Achievement
2. Workplace Support
3. Connections Across the System
4. Professional Development (learn from past history – practices that are in place)
5. A Balance Between District-wide Direction and building Level Autonomy
6. A Strong Community Connection
7. Distributed Leadership (all working together)

Role of the Board

1. Shared decision making - 2
2. Sharing a vision – 1, 5
3. Setting a few goals (narrow focus) - 1
4. Building community connections - 4
5. Setting/creating policies – 1 thru 5
6. Bargaining contracts – 2, 4
7. Provide directions & focus - 1
8. Creating safe place for students and staff – 2, 3
9. Passing/adopting a budget (prioritizing the money) – 1 thru 5
10. Support staff development needs - 2

Guiding and Supporting School Improvement Efforts

Emerging Understanding s About the role of the Board . . .

- ⤴ 1. Set clear expectations
- ⤴ 2. Create conditions so that work can succeed
- ⤴ 3. Hold the system accountable
- ⤴ 4. Create the public will to succeed
- ⤴ 5. Learn as a Board Team

Student learning need in this district and what expectations do we want to set, what evidence is going to tell you how the students are learning.

Next meeting will be January 8, 2014 at 4:00 p.m.

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Adjourned at: 7:45 pm

Respectfully Submitted by:
Penny Elliott

Superintendent/Designee

Board Chair/Designee