

- 1.0 CALL TO ORDER - On Saturday, September 23, 2017, Chairman Frasier called the work session to order at approximately 9:00 a.m.
- 2.0 ROLL CALL – George Frasier, Parker Leigh, Eric Gerber, Mark Penrod, David Goracke, Rebekah Schneiter, David Karo
Others Present – Brian Gardner, Amanda O'Brien, Jon Zwemke, Robyn Bailey, Susan Beaudin, Celeste Van Cleave
- 3.0 A VISIONARY BOARDS ROLE – Superintendent Gardner discussed different types of school boards: inactive, negative active and positive active school boards. Reviewed the role of school board members.
- 4.0 WELLNESS AND PURPOSE – Superintendent Gardner discussed Fixed Mindset (abilities are innate some things you can't change) vs. Growth Mindset (abilities can change with hard work). The current state education system is based on a fixed mindset. We need to understand the brain, with hard work, can develop and students will succeed but at their own rate (not yet /can do). With Common Core, we have moved from self-esteem to self-actualization.

When the district moved to individualized education some learners had a hard time, so we began looking at purpose and wellness. *Wellness* addresses some student problems because they will not be able to perform/learn until we do. Students can't be punished for non-functioning families. Wellness is food, clothing, sleep, hygiene, mental health, safety, and security. The district has been able to provide specialists in those areas four days week including McKinney Vento (Homeless) as we strive to provide a sense of belonging and love in the buildings. If some wellness takes place so does learning.

Discussed what is *purpose* as: character, passion, and skills. Creating internal motivation, a combination of *character* actions, setting up situations where it builds student character, how they view themselves, acts that create empathy. Developing *passion* with personal interests, values, and later career interests. Developing *skills* by providing the tools needed to be successful.

Helping learners move towards self-actualization is not only a program but a *Culture of Engagement*. Checking our mindset: Respect Do I start with a clean slate with every child every day or do I need to work on letting go of past behavior or outside knowledge? Responsible Am I aware that I may be the best part of a child's day? Do I take responsibility for serving them no matter what? Relevance Do I work at helping learners find connections between what I am doing with them and their purpose? Relationship I may be the only person who cares, if I give up on them, they will give up on themselves. Relationships with learners helps identify their needs and communicating that information helps the whole team to address those needs. Striving for individual relevance helps guide learners towards their purpose.

5.0 INDIVIDUALIZED EDUCATION FOR ALL LEARNERS- Principal Zwemke led the discussion on Individualized Education. We know it's learning-based not time-based that allows flexibility and is a different approach to learning. The Board was asked what they wanted to know about individualized education. Comments were: how has it changed in the application; how it works in every subject; what does the district need from the Board this year; and how do we help learners become a work force that has a work ethic and the desire to work. Mr. Zwemke responded the district needs a student specific system that keeps a student's information as a journal summation and grows with the students K-12.

There was a lengthy discussion on the 100 Point Conundrum and The Prezi Project Rubric, classroom scenarios that demonstrate how the numbers/grades can be subjective (don't add up) the same in assessing a student's assignment.

Mr. Zwemke explained Central Linn's number system is a six-point system at the elementary and a four-point system at the high school. Numbers are converted to letter grades for parents, scholarship committees, colleges still using grade system. (A three [3] meets state standard) Discussed learners mastering skill levels can demonstrate what he knows vs. learner who can manipulate a GPA grade with extra credit. A GPA is popular but can be inflated; colleges now looking at standardized testing like S.A.T. and A.C.T. scores; ACT scores are equally comparable and a good indicator.

Assessment and progress monitoring are key. Learners receive assessment feedback from teachers and transcripts are reviewed. Learners tour colleges and are exposed to the work community to begin thinking about what they want to do post high school.

The Common Core Standards is the curriculum. We are moving away from an assembly line model to proficiency-based learning, interdisciplinary learning, where course and grade levels are flexible and contain in and out of school learning labs. The keys to success under individualization is learner engagement; mass organization; learning facilitator flexibility and preparation; curriculum preparation; and technology availability. Central Linn is fortunate that it is small. We know our learners, and our staff is constantly assessing students and their learning and what and how we teach.

6.0 BOARD EVALUATION TOOL – Using materials provided by the Oregon School Boards Association, Principal O'Brien explained the scoring of the Board Self-Evaluation Tool. Breaking into two groups the Board took time to evaluate itself on the eleven (11) performance standards.

Performance Levels were: 4-Outstanding; 3-Excellent; 2-Good; 1-Needs Improvement; and 0–Unacceptable. For each Performance Standard, the Board groups rated itself and provided feedback. What they considered they were doing satisfactorily and what needed improvement.

Standard 1: Leadership: Mission, Vision, and Goals - Board Rating 1 and 2

Satisfactory

Have Goals
Delegated Authority

Needs Improvement

Updating Vision
Articulating Vision
Measure Goals/Update

Standard 2: Policy and Governance – Board Rating 2 and 2

Satisfactory

Sue keeps us in line
Sue does great job updating policy

Needs Improvement

Not reviewing policy updates
Keeping goals in front of every policy decision

Standard 3: Community Relations – Board Rating 2 and 2

Satisfactory

Supporting efforts w/community
Board does great job being respectful with community and staff

Needs Improvement

Communicate/reach out regularly
Finding ways to successfully communicate messages to masses
How can we communicate “us” vs. “them”?

Standard 4: Cultural Responsiveness and Educational Equity – Board Rating ? and 2

Satisfactory

Being a part of family nights (twice a year)

Needs Improvement

Educate ourselves

Standard 5: Accountability and Performance Monitoring – Board Rating 2 and 2

Satisfactory

Student results measured against expectations set by district standards
Focus on what’s best for students

Needs Improvement

Regularly/annually evaluate Board

Standard 6: Board Operations – Meetings – Board Rating 3 and 3

Satisfactory

Meetings are civil
Open to public input
Following procedures

Needs Improvement

Improve process/understanding for Board setting/changing agenda items

Standard 7: Board Operations – Board Member Communications – Board Rating 4 and 3

Satisfactory

All receive same information
Share information
Respectful with each other
Everything is posted

Needs Improvement

Communicate more

Standard 8: Board Operations – Board-Staff Relations – Board Rating 3+ and 3

Satisfactory

Recognize and try to protect chain of command
No personal agendas
Respectful with all staff

Needs Improvement

Communicate appreciation more

Standard 9: Board Operations – Board-Superintendent Relations – Board Rating 2 and 3

Satisfactory

Supports administration
Don't interfere with district office operations

Needs Improvement

Needs to be more proactive showing support to administration
More efficient getting to an outcome of difficult decisions

Standard 10: Values, Ethics, and Responsibility for Self – Board Rating 3 and 3

Satisfactory

Interest of Board before individual interests

Needs Improvement

(Nothing noted)

Standard 11: Board Systemic Improvement – Board Rating 1 and 2 (low)

Satisfactory

Attempts to do more professional development (like today)
Recognize needed improvement

Needs Improvement

Scheduling Board evaluation
Target our improvement areas
District professional development (book studies from previous years)

The Board realized there was not enough time for Agenda Items 7.0 Review/Revise District Goals and 8.0 Fund Accounting. There was consensus to try and complete these items during upcoming Board meetings. Chairman Frasier adjourned the meeting at approximately 2:16 p.m.

Susan Beaudin, Board Secretary

George Frasier, Chairman

Date Approved

Meeting minutes approved October 9, 2017.
Original minutes with signature on file at the district office.