

Redmond School District
School Board Work Session
April 8, 2015

In Attendance: Chair AJ Losoya, Vice-Chair, Rick Bailey, and Directors Bob Perry, Shane Nelson, Rhonda Etnire, Superintendent Mike McIntosh, RSD Staff: Linda Seeberg, Martha Hinman, Lynn Evans, Kerry Desmarais, Chris Morton, Kathy Steinert, Dusty Porter, Justin Nicklous, Desiree Margo, Kelly Hicks, Tami Nakamura, Rayna Nordstrom, Kelly Richard, Trish Huspek, Community Member Ty Smith from Desert Sky Montessori School.

AJ Losoya called the meeting to order with a quorum of five at 5:30 p.m.

In attendance were Liz Worthington and the students from the Transition Program at Ridgeview High School representing their business called, “The Tatering Company.” The four students who prepared tonight’s potato bar for the Board were Ian, Everett, Zach, and Dianna.

The students each spoke about their experiences in the Transition Program and how important it has been to them in gaining important life skills.

Superintendent McIntosh stated that most of the students have been in his classroom at one point. “There is a legacy here and these students have represented us well. Their future is bright.”

WORK SESSION

School-wide Integrated Framework for Transformation (SWIFT) Update

Martha Hinman, Executive Director of Student Services provided the Board an overview of the SWIFT Program. Mrs. Hinman reported that SWIFT is a \$25,000 federal grant that provides professional development for staff to be able to look at what the systems are within the district to support all students, are there barriers in any of our systems that leave out kids and how we are using our resources to serve all students. It also looks at our policies to ensure that barriers are not in place. SWIFT wants to build the capacity and sustainability in the districts for any types of strategic interventions or innovations we put into place that helps us to look through the lens of sustainability.

Framework: Domains and Features

1. Administrative Leadership
 - a. Strong Engaged Site Leadership
 - b. Strong Educator Support System
2. Multi-tiered system of support
 - a. Inclusive academic instruction
 - b. Inclusive behavior instruction
3. Integrated Education Framework
 - a. Fully-integrated organizational structure
 - b. Strong and Positive School Culture
4. Family & Community Engagement
 - a. Trusting Family Partnerships
 - b. Trusting Community Partnerships
5. Inclusive Policy Structure & Practice
 - a. Strong LEA/School Relationship
 - b. LEA Policy Framework

What the Board will hear tonight is how this framework supports the work of the District and how it fits into our Strategic Plan.

Kerry Desmarais, Assistant Director of Student Services reviewed with the Board the SWIFT-FIT Fidelity of Implementation Tool which includes someone from outside the District coming in to assess how the District is doing. The District now has two staff members who are trained to perform the outside assessment. This provides sustainability for the District as the grant ends.

SWIFT-FIA is an internal assessment that gauges that same information.

Desiree Margo, Principal from Lynch Elementary shared how this framework is implemented at their school. She reviewed both last year's and this year's scores. The framework points out the areas where they can grow. The following area is what Lynch Elementary is focusing on:

1. Increasing parent involvement in government
 - a. Increasing stakeholders on the Lynch Leadership Team to include parents and community members.

Tami Nakamura, Principal at Obsidian Middle School reported that SWIFT has helped them focus on their belief of "All In, Can Do." Goals coming into this year:

1. Student management
2. Clear, Consistent Expectations
3. Create a Culture

Rayna Nordstrom reviewed Obsidian Middle School's FIT/FIA data:

- Strengths
 - Integrated Educational Framework
 - Administrative Leadership – Educator Support
- Opportunities for Growth
 - Family and Community Engagement
 - Family Partnerships
 - Community Partnerships
 - Multi-Tiered System of Support
 - Inclusive Academic Instruction
 - Inclusive Behavior Instruction

For each of the identified areas above there are activities, strategies and partnerships in progress that will address those growth areas.

Carolyn Espinosa, Principal at Sage Elementary and Kelly Hicks reported that SWIFT has had a tremendous impact on Sage Elementary.

- Strengths
 - Administrative Leadership
 - Educators feel supported in the Sage community
 - Focus is on teaching and learning
 - Open door policy and welcomes input from all stakeholders
 - Multi-Tiered System of Support
 - Grade level teams work together
 - All students receive Core Curriculum

- Consistency in assessment testing they use in math and reading
 - Positive Behavior Intervention and Support (PBIS)
 - Integrated Education
 - Training is provided for all staff members
 - Specialists and general education teachers work and plan together
 - Daily additional instructional support is provided in reading and math
 - Strong and positive school culture
 - Family and Community Engagement
 - High number of parent volunteers
 - Team with parents for student success
 - PTC supports school goals and mission
 - Staff and PTC work together
 - Open and on-going communication
- Opportunities for Growth
 - They have a strong group of families who participate in all aspects of our school community
 - They are beginning conversations on how to make all Sage families feel welcome
 - Sage staff continue to refine their academic and behavior supports

For Sage SWIFT Support

1. Gives them a system in which to view their strengths and growth opportunities
2. Gives them an opportunity to view Sage through internal and external assessments
3. Provides resources and expertise to support their growth at Sage

Dusty Porter, Principal at John Tuck reported they were the last school to come on board with SWIFT.

- Strengths
 - School Culture
 - Community Partnerships
 - Educator Support and Leadership
- Opportunities for Growth
 - Organizational Systems
 - Multi-Tiered Systems of Support (MTSS)
 - Math – Interventions and Enrichment
 - Behavior – Clear/Proactive Systems and Intervention
 - Master Scheduling and Resource Alignment – Removing barriers and adjusting delivery models.
 - Redesigning the “Cockpit”
 - Breaking down the silos and thinking differently about serving all students
 - Raising the Bar for all while designing to the edges
 - Individualized School Improvement Efforts – Asking the right questions
 - Identify Strengths – Affirming their current good work
 - Focus on Challenges = Pick a Priority – MTSS Supports (Math and Behavior), Master Schedule

Justin Nicklous, Principal at Tumalo Community School reported that SWIFT is a framework that allows them to purposefully look at their current strengths and areas of opportunities. The SWIFT framework also gives them direction in their relentless commitment to academic achievement along with the personal and social growth of all of their students.

- Strengths
 - Community and Family Partnerships
 - Although the data showed community partnerships are a strength in Tumalo their SWIFT team developed a goal to increase their connections with the Alfalfa community. They held a Title I night in Alfalfa and information events at the Grange Hall in Alfalfa.
- Opportunities
 - Inclusive Behavior Instruction
 - Inclusive Academic Instruction

AJ Losoya stated that he appreciated all of the presentations tonight and that he hopes this presentation can be done every year. “It brings a smile to my face to see everyone’s passion. I want you to know that your district leadership team speaks very highly of you at every Board meeting. We are very appreciative of all the hard work – we truly feel we have the best team in Central Oregon and we hope that you share that message with your teams at your schools.”

Hartman Facility

Superintendent McIntosh stated that when he anticipated this work session it was to give the Board an update on the opening of the Hartman Campus as an elementary school. “I have thought it would be a K-8, a K-5 and then the other one we have talked about is the kindergarten Academy. We have eliminated two of those and thought it would be a K-5 campus. Now, I think I have changed horses. I think I am firmly mounted on a different horse. I am passionate about the innovative idea I bring tonight to make the Hartman Campus a partnership that serves students pre-K through kindergarten. There are still many details that are still to come but we strongly believe this is the best use of this facility for the community.”

Linda Seeberg, Executive Director of Academic Programs stated that this idea is coming from many different directions. “It is almost like we could not pay attention to it. This allows us to think in a much broader way on how we can build supports early on in a student’s career.”

What if...

- Before our students even walk through the door as kindergarteners, we already knew them?
- What if we already knew their names and knew their families?
- What if we start building relationships with our families before their child was born?
- What if we could provide support earlier?
 - What we know is that 90% of a child’s brain development happens before age 5.
 - According to brain research the biggest burst in vocabulary occurs between 19 and 31 months of age.
- What if Redmond had a Center for Children and Families that focused on Birth to Age 6 with strategies that prioritized brain development, school readiness and third-grade success?

Why create a Center for Children and Families?

- A growing body of research on early childhood has shown that children begin learning before they are born.
- Social disparities contribute to children being behind when they start kindergarten.
- We know a student who is not reading by first grade and is not reading on grade level by 3rd grade is unlikely to catch up.
- This gap has a long reach, affecting graduation rates, future earnings and healthy outcomes.
- The good news is there are proven methods to help course correct so that all children have a path to success in school and life.
- These interventions must begin well before kindergarten and be sustained.

What it Takes

- ✓ For children to succeed and for schools and communities to narrow the achievement/opportunity gap, there must be greater access to high-quality early learning experiences and greater alignment between the early years and the early grades.

Blend and Braiding of Resources

- ✓ Replace silos with interagency collaboration
- ✓ Win/win partnerships
- ✓ Leverage Resources
 - District Funds
 - Title I Funds
 - HDESD Funds
 - Mountain Start Relief Nursery
 - DCHS
 - Mosaic Medical
 - Family Resource Center
 - Redmond High School
 - Early Learning Council
 - Better Together
 - Agency Funds
 - Partner Funds/Grants

The Hartman campus is in the middle of our community and would become a hub for these services to be offered. All of the above named resources are already doing great work on their own but by partnering with them services becomes stronger. This would be an opportunity to engage parents early on. This can be a place where parents who have pre-k and kindergarten students to get resources for their younger children.

Equity then Equality

Research shows a positive impact on low-income children's language development when they attended preschool and kindergarten with children of mixed income levels. Children with limited vocabulary learn significantly more from spending time with more verbally advanced children

The initial plan would have all of the in-town schools send their kindergarten students to the Hartman Campus. All of our kindergarten teachers in one building would be a positive for the district.

Health and Family Support

- ✓ Connecting families to health care
- ✓ Developmental screenings and referral
- ✓ Connecting families to community resources

Data-Driven Improvement

- ✓ Ongoing program evaluation for continuous program improvement
 - Child Outcomes
 - Feedback to Improve Process
 - System-Level Changes
- ✓ Community needs and Better Together shared outcomes drive decision making

Governance

- ✓ To ensure effective implementation, cross-sector and cross-organizational governance teams:
 - Redmond Center for Children and Families Leadership Team
 - Preschool Operations Team
 - Kindergarten Operations Team

- Family Engagement Team
- Summer Learning Team
- Health and Family Support Team

Why Here? Why Now?

- We have an incredible opportunity and obligation to do more than just open an additional school
- We have the opportunity to invest earlier and more strategically in the young lives of the children of Redmond like never before
- We have the opportunity to prioritize early learning and increase the success for all of our students.

Additional “Wins”

- We avoid a boundary change, yet increase the growth capacity at all in-town schools;
 - Boundary changes tend to increase poverty in certain schools
 - A boundary change would likely need to impact multiple schools to provide the needed relief
 - Boundary changes impact school culture and relationships with families
 - Provides relief for the additional prep time needed for K
- Terrebonne and Tumalo K students would continue to attend their K-8 school

We join champions across the State

- Gladstone School District – Center for Children and Families
- McMinnville School District
- David Douglas School District – Early Learning Wing at Earl Boyles
- Pendleton School District

Our learning center will be forged through the organic process with our partners.

Potential Barriers to Address

- A shift for the Redmond educational culture
- An additional transition for students and families
- A change for kindergarten teachers (+/-) for in-town schools
- Transportation
 - May or may not be able to provide transportation for pre-k students
- Facilities modification
- Funding
 - OEIB Grant opportunities to help fund the start-up
- Partnership “Probletnuity”
 - Creates opportunity and could create some potential problems with:
 - Established Preschools
 - Established Daycares
 - Some of those things will manifest next year as all-day kindergarten begins next year

Superintendent McIntosh stated that he can’t help but believe the success of the students will outweigh the concerns.

Initial next steps with the Board’s approval:

- Initial Communication
- Select leadership, oversight committee and planning/start-up team (representing stakeholder perspectives) – seeking partnership
- Develop implementation plan/timeline

- Communication strategies and timelines to inform/include stakeholder groups
- Prepare facilities
- Seek grant opportunities

“I don’t know if I will come to the Board with a stronger recommendation for our district than this– it is a big deal for the health of our kids. This is an opportunity for us to make a difference.”

Shane Nelson stated, “I think it is great. The younger you can reach people the more you are able to affect their lives. Anytime you can consolidate services in one place you are going to be more successful. I like this idea, I know it will work.”

Rhonda Etnire stated, “It is a great idea to bring those services together and make it easier for people to access them. I think we are setting ourselves up for success in the future.”

Rick Bailey stated, “On a philosophical level, I don’t like the idea of any government entity starting from the cradle and moving on. But, I don’t think this is Redmond School District taking students from cradle to graduation. We would be providing access to resources that are already there and making them more accessible. I still have a hard time wrapping my head around bussing the students. As a parent that is a big step. Other than that, I like the idea and the opportunities it would provide the kindergartners and I hope it would be useful for parents. I would be behind it.”

Bob Perry stated, “I love the creativity and I adore the passion. However, I worry about staff time being committed to this that may detract from something else that needs to be done. Whether this program goes forward will be dependent on making the funding work. Now is the time to put some more meat on the bones and bring it to the Board. I am also concerned about the possibility of charging tuition in a tax payer supported building.”

AJ Losoya stated, “ Have you discussed this idea with building leaders and what was their feedback? We know that we need to make a change and we have been lucky that we have had an extra building. I just know that we need to be “all in” and not come back in two to three years to say it didn’t work. “

Linda Seeberg stated, “I don’t take something on if I don’t feel like it will be successful. This isn’t about trying to light a fire it is more about hanging onto the reins. We have huge passion in this district.”

Superintendent McIntosh reported that he took the idea to his principal team two weeks ago and they were in support of it because it will provide the ability to provide age appropriate professional development for staff.

Linda Seeberg further stated that the principals will miss those kindergartners and their kindergarten staff. However, not one of them said that would be a reason not to do it.

The work session was adjourned at 8:46p.m.

REGULAR SESSION

AJ Losoya called the regular session meeting to order with a quorum of five at 8:46 p.m.

Shane Nelson proposed that the Redmond Early Learning Center discussion be added to the regular agenda after the consent agenda is addressed. All board members concurred with the addition.

ACTION ITEMS

Consent Agenda

- Personnel Report

Superintendent McIntosh highlighted the two administrative changes listed below:

- Michelle Herron - former principal at Tumalo Community School
Ms. Herron has been on a leave of absence from the Redmond School District for the last couple of years as she has been working overseas. She recently accepted a position at a private K-12 school. Superintendent McIntosh stated, “She will be missed but we are excited for the opportunity she has been offered.”
- Kristen Rooney-Gleeson –Vern Patrick Elementary Principal
Mrs. Rooney-Gleeson is resigning her position as principal at Vern Patrick after 8 years. “She has done tremendous work there.” Superintendent McIntosh reported that she has been in contact with Linda Seeberg and Superintendent McIntosh for over a year about a change. Superintendent McIntosh offered her the Redmond K-12 Online Coordinator position and she jumped at the chance. “She feels a strong compulsion to develop new skills and to be an example for everyone who needs to expose themselves to new opportunities. This is perfect timing as Mike Nye is taking on a new leadership position in the District.”

Rick Bailey moved to accept the personnel consent agenda as presented. Shane Nelson seconded the motion. Motion carried 5-0.

Redmond Early Learning Center – Hartman Campus

As a result of the work session conversation and the request by Shane Nelson and approved by the rest of the Board, that an action item be added to the regular agenda, AJ Losoya called for a motion on the proposal.

Rick Bailey moved that the Board endorse the administration to pursue the idea and plan for the Early Learning Center. Shane Nelson seconded the motion. Motion carried 5-0.

ADJOURN

Shane Nelson moved and Rick Bailey seconded the motion to adjourn at 9:15p.m. Motion carried 5-0.

AJ Losoya, Board Chair

Trish Huspek, Executive Assistant