

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: 3.b—Adoption: State Board of Education Retreat Notes

Date: October 22, 2015

Staff/Office: Jessica Nguyen-Ventura, SBE

Action Requested: Informational Only Adoption Adoption/Consent
Agenda

ISSUE BEFORE THE BOARD: The State Board of Education participated in their annual retreat per board policies and procedure on August 19th through the 21st. The notes taken at the retreat need to be approved by the board.

BACKGROUND

The State Board of Education has the responsibility of adopting minutes or other written records(Policy Number 7) such as motions, proposals, resolutions, orders, or the substance of any discussion on any matter that can be subject to public records law(ORS 192.650). This year, the State Board of Education met for their annual Board Retreat August 19th through the 21st. Per the State Board of Education Policy & Procedure Manual, ODE staff brings forth the notes for board approval..

STAFF RECOMMENDATION: Adopt retreat notes.

Meeting Notes**8/19/2015 1:00PM -4:30PM**

- ODE Staff presented ODE Strategic Plan to State Board Members.
- Based on presentation, SBE members asked for the following:
 - Update on Education Equity Act
 - Plan for engaging parents
 - Update on funding for districts that cannot provide instructional time.
 - Joint HECC/SBE meeting & Joint ELC/SBE meeting.

8/20/2015 9:00AM - 4:00PM**Principles for Decision Making**

- Heidi McGowan walked the board through an exercise on principles of decision making.
- Analysis of and having thorough data – know background to make a good decision
 - Identify what does the data mean, consequences of decisions, careful vetting
- Patience with process and complexity (even if legislative timeline)
- Getting it right for kids – kids 1st, then institutions and schools
 - This is a child’s life
- Assess impact – how will it affect parents, students, teachers
 - Put plan in place to ensure positive impact at all levels
- Start with understanding problem before identifying solutions
- Relationship, trust, experience, intuition
- Understand boundary and authority of decisions
 - Clarity of what is allowed, supposed to
- Take time to ensure every member can vote
- Invite the questions and have a culture there is “no bad question”
 - Invite questions from expertise outside of board
- Analysis of ramifications and alternative position information
 - Pros and cons of each position
- Look at “no cut options”
- Include discussion time in agenda where analysis is needed for decisions (sort issues when planning agenda)

What has worked well and suggestions:

- Ad hoc work sessions
 - Board prioritizing key topics for work sessions
- Ability to prioritize topics for decision - identify what is most important
 - Have a longer consent agenda
 - Presentations on decision items and state policy

3. b.

- Members come to meetings informed and have information in advance
- Provide a framework for presentations
 - Clear purpose, time, format, synthesize topic/issue (less is better)
 - Public comment framework is a good model
- Engage the field for topics
 - Engage field on priority topics (Superintendents, Teachers, Principals, COSA, other stakeholders)
 - Incorporate student voice
 - Have a student member on board (possibly rotating)
 - Form virtual subcommittee of student leaders and/or survey broadly
 - Utilize student leadership classes, state student councils
- ODE come back with a process for charter school discussions
- Develop meeting schedules with topics – incorporate dates for contracts
- Assess elevation of issues brought to the board

Principles for Decision Making The Board Decided on:

- Thorough analysis
 - Start with understanding the problem before identifying solutions
 - Have thorough data and analysis of background
 - Identify the meaning of data, consequences and ramifications of decisions and alternative position information, including pros and cons
 - Assess impact on children, parents, teachers
 - Take time to ensure every member can vote and plan adequate time on agenda for analysis
- Create a culture where there is “no bad question – invite questions from expertise outside of the board
- Have patience with process and complexity (even if legislative timeline)
- Get it right for kids – kids 1st, then institutions and schools
- Understand and identify boundaries and authority of the board for decisions

A Conversation on Equity

- Dr. Geneva Gay gave a talk on education equity.
- Possible definition of Education Equity: Differentiated performance supports based on specified need of specific populations.
- From this chat, board members had the following questions:
 - Educator diversity—>Hiring practices; what policies actions to bolster this?
 - Equity Lens—> Support Equity Unit & ODE—Roles/Policies
 - Current policies & rules designed to promote equity
 - Definition of equity—What does it mean for students?
 - Licensure barriers & solutions
 - Expand dual language program

8/21/2015 9:00AM - 3:30PM

- Emily Nazarov & Jessica Nguyen-Ventura gave overview of the board's work during the 2014-2015 board session.
- Cindy Hunt, Jan McComb & Emily Nazarov provided the board with a legislative update.
- Salam Noor walked the board through work plan process.

Retreat Parking Lot

- Barriers to students of color becoming educators
- Negative tracking
- Citizenship status (some students)
- Rural community/ Higher Ed Partnerships (lack of)
- College possible program—legislative supported
 - Equal opportunity AP placement
 - ASPIRE
 - AVID
- Working with ELC (P-3 initiatives)+ HECC (Barriers for teachers)
- Immigrant/Refugee students
- ELL
- District in improvement
- Parental engagement (family)
- Building capacity through partnerships
- Mission, values + goals of ODE
- Social Media
- Private Public partnerships
- EL-Children's Institutes
- Understanding work of Hubs
- Instructional Hours
- Discipline restraint
- Mental health + EL (wellness, kindergarten trauma)
- Virtual schools, Charters
- OEIB