



# Springfield Public Schools

**BOARD OF EDUCATION**  
**November 9, 2015**  
**Administration Center Boardroom**  
**525 Mill Street**  
**Springfield, OR 97477**

**6:00 pm, Executive Session (non-public)**

pursuant to ORS 192.660 (2)(e) Property and ORS 192.660 (2)(i) Superintendent Evaluation

**7:00 pm Board Meeting**

<b>AGENDA</b>		<b>TAB</b>
1. Call Meeting to Order and Flag Salute	Board Chair Jonathan Light	
2. Recognition: American Education Week Proclamation	Chair Light	1
3. School Presentation: Agnes Stewart Middle School	Principal Jeff Fuller	
4. Lane Education Service District Update	Superintendent Larry Sullivan	
5. Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)		
6. Superintendent Evaluation	Chair Light	
7. Consent Agenda		
A. September 28, 2015 Board Work Session Minutes		2
B. October 5, 2015 Board Work Session Minutes		3
C. October 12, 2015 Board Meeting Minutes		4
D. October 26, 2015 Special Board Minutes and Fall Planning Minutes		5
E. Financial Statement	Brett Yancey	6
F. Technology Bond Update	Tom Lindly	7
G. Board Policies, First Reading	Jenna McCulley	8
H. Open Enrollment & Inter-District Transfer Update	Sue Rieke-Smith	9
I. Out of State Trips Overview	Kevin Ricker	10
J. Out of State Trip SHS Girls Basketball, Res. #15-16.010	Kevin Ricker	11
K. Out of State Trip THS Baseball, Res. #15-16.011	Kevin Ricker	12
L. Board Policies Approval, Resolution #15-16.012	Jenna McCulley	13
M. Personnel Action, Resolution #15-16.013	Michael Henry	14
8. Action Items		
A. Budget Committee Appointment, Resolution #15-16.014	Brett Yancey	15
B. Authorizing Resolution Admin. Building, Res. #15-16.015	Brett Yancey	
C. Superintendent Hiring Decision for 2016-2017 School Year	Chair Light	
9. Reports and Discussion		
A. Student Communication		
B. A3 Charter School Annual Report	Kevin Ricker	
C. Bond Oversight Committee Report	Brett Yancey	16
• Committee Membership	Chair Light	
D. Superintendent Communication	Sue Rieke-Smith	
E. Board Communication	Chair Light	
• 2015-16 Board Committee Assignments and Reports		
10. Other Business		
11. Next Meeting: December 14, 2015, 7:00 pm, Business Meeting		
12. Adjournment	Chair Light	

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## American Education Week Proclamation

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, education employees, be they teachers, administrators, or other education professionals, work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS, schools encourage community, bringing together adults and children, parents, mentors, community leaders, local businesses, and elected officials in a common enterprise to foster a love of learning in our students, spark creativity, instill a positive work ethic, and give our children the tools needed to realize their full potential.

NOW, THEREFORE, BE IT RESOLVED that we, the Springfield Board of Education, do hereby proclaim November 16–20, 2015 as American Education Week.

DATED this 9<sup>th</sup> Day of November 2015.

Jonathan Light, Chair

Laurie Adams, Vice Chair

Erik Bishoff

Sandra Boyst

Tina DeHaven

## MINUTES

4/ A Work Session of the Lane County School District No. 19 Board of Education was held on September 28, 2015.

### 1. CALL MEETING TO ORDER

Board Vice Chair Laurie Adams called the Springfield Board of Education Work Session to order in the Board Room of the District Administration Center at 4:05 pm.

#### Attendance

Board Members present included Chair Nancy Bigley (arrived at 4:45 pm), Laurie Adams, Sandra Boyst, and Jonathan Light. Al King was excused from the meeting.

District staff and audience members included Superintendent Sue Rieke-Smith, Brett Yancey, Karen Lewis, Jenna McCulley, Kevin Ricker, Tom Lindly, Suzy Price, Brian Megert, Yvonne Atteberry, Kevin Wright, Chris Reiersgaard, Erik Bishoff, Greg James, Brad McEntire, Laura Pavlat, Gary Cole, Brenda James, David Collins, Jim Crist, Whitney McKinley, Anne Goff, Brenda Holt, Audrea Shelley, Justin Starck, Linda Henry and Alisha Roemeling for the Register Guard.

### 2. WELCOME AND INTRODUCTIONS

Ms. Adams welcomed those present.

### 3. HAMLIN MIDDLE SCHOOL ARCHITECT PRESENTATION

Brett Yancey introduced Renee Alexander, BBT Architects, and Dave Watson, Blaine Grover, and Mike Frettie, Fortis Construction. Mr. Yancey explained the District still had much work to do for the Hamlin Middle School (HMS) project, including putting the architect's design work through a budget filter. The District had not yet entered into any negotiations and was working towards a guaranteed maximum price.

Ms. Alexander provided a PowerPoint presentation entitled *Updated/New Hamlin Middle School—September 2015*. The Design Team had been meeting regularly since June 2015, and would continue to meet until early 2016. The Design Team had met with HMS staff several times to provide updates, and would continue to meet periodically with staff through the end of 2015. The Design Team spent two days in the Seattle/Tacoma area looking at six schools, and in Bend, visiting a middle school.

Ms. Alexander reviewed the Design Team Phases:

Master Plan/Programming—done during late spring and summer 2015.

- Schematics Design Team—completed September 25, 2015.
- Design Development—October 2015 through January 2016.
- Construction Documents—completed May 2016.
- Bidding—follows Construction Documents.
- Construction—starts 2016.

Ms. Alexander reviewed the work completed:

- Goal setting.
- Reviewed site options.
- Facility programming.
- Ongoing staff meeting.

- Developed site plan and floor plans.
- Virtual school tours as well as two days in Seattle/Tacoma and one day in Bend.
- Visual survey and evaluation of architecture of inside and outside of buildings.
- Development of design concepts.
- Met with focus groups, including HMS students and parents.

Ms. Alexander reviewed the Next Steps:

- Cost Estimates.
- Design Documents.
- Staff Meetings.
- Selection of Colors and Materials.

Ms. Alexander walked the Board members through the site plan and floor plan, and facilitated a discussion of the process to date.

Chair Bigley arrived at 4:45 pm.

Board members shared their thoughts on signage, the building entrance, family resource center, gymnasium, band and choir rooms/sound system, commons, cafeteria, media center, special education, physical education, STEM classrooms, bathrooms and other project elements.

Superintendent Rieke-Smith thanked Ms. Alexander, Mr. Watson, Mr. Grover, and Mr. Frettie for their work on the project.

Mr. Yancey said he was looking for acknowledgment by Board members that the work shared with the Board tonight represented what the community wanted, what the Board believed would represent the District well and be the pinnacle of the District, and be a good value for the money. Staff would return to the Board with more specific information and a request for action.

Ms. Adams expressed concern that the District had not gotten its arms around what STEM and STEAM meant, which was not just about space.

Ms. Boyst said the Design Team had seen STEM facilities when it toured the Seattle/Tacoma area schools, and observed engineering and arts classrooms that opened to the outdoors, and a culinary arts program that opened into a store operated by the students where they sold goods that they made.

Mr. Light suggested now was the time to link video and audio cabling, so that the technology would be linked on a school wide basis.

Superintendent Rieke-Smith emphasized the importance of having a building that could grow with the District. Staff would provide a report related to the work HMS staff have been doing to prepare using the new building for an integrated STEAM type education at the next Board meeting.

Mr. Yancey noted there was consensus on the part of the Board that the Design Team was moving in the right direction with the new space.

The Board took a short break.

#### **4. HIGH SCHOOL ATHLETICS AND UPDATE**

Ms. Adams introduced Audrea Shelley, Springfield High School (SHS) athletic director, and Justin Starck,

Thurston High School (THS) athletic director.

Mr. Ricker said the Board had tasked him to provide an update on high school athletics. He had asked Mr. Shelley and Mr. Starck to provide an overview of events at their schools. Mr. Ricker, Ms. Shelley and Mr. Starck would then provide the Board share their goals for this year with the Board to move the District program forward.

Mr. Starck said he was excited for the new school year and the school was thrilled to be in the new covered grandstand. THS was about to begin the Cosmos Creations Bellotti Foundation sale. Cosmos and the Bellotti Foundation had created a program in which they donated Cosmos products to local schools to sell as a fundraiser, which could generate up to \$12,000 per participating school annually. Mr. Stark was hopeful for the school's athletic programs, and he noted that every program, with the exception of the cheer team, was struggling. The teams were classified at the 6A level, while THS had as many as 1,500 fewer students than the schools with which it competed. In response to Mr. Light, Mr. Starck said THS was the smallest 6A school. THS had petitioned two times to be reclassified, but unless there were 5A schools that were larger than THS, the Oregon School Activities Association (OSAA) would not reclassify THS. THS needed to look at the 5A schools in the state to see if there were any 5A schools whose enrollment was larger than THS's.

Ms. Shelley echoed that it had been a blessing to be able to do a fund raiser with Cosmos because it was unusual to be provided a free product and receive the full sale price as profit. The Cosmos staff delivered approximately 2700 sample bags of Cosmos corn to SHS today, which were distributed to the kids during the lunch hour. Cosmos also delivered three pallets with 84 cases per pallet, which would generate approximately \$12,500. The Equestrian Team, Vocational Industrial Clubs of America (VICA), girls' basketball, boys' soccer, and the band planned to sell the Cosmos products. Some students planned to sell the Cosmos products to University of Oregon football tailgaters. She noted that Mike Bellotti developed the program as a benefit to the high schools in the area and the Foundation had provided banners that would be hung during school events to acknowledge the gift to the schools. Additionally, each team and club which sold the Cosmos would send a thank you card with a team/club picture to the Foundation. Ms. Shelley shared Mr. Starck's concerns about THS being in placed in 6A by OSAA. She noted North Eugene High School (NEHS) in the Eugene School District was currently playing independently for football because they had not won a game at the 5A level in many years. While winning was not everything, it did produce kids who were excited and wanted to be a part of something that was fun. The NEHS football program had taken a hit because they could not recruit kids to play football. She thought THS was facing a similar challenge. Since the NEHS football team became independent, it was winning and excited again, and had over 80 kids out for football. The OSAA 5A/6A classification created a competitive imbalance, by not allowing kids to compete at the most appropriate level. SHS was 100 percent in support of THS moving to 5A. Ms. Shelley reported that SHS was starting a mentoring program, Athletes helping Athletes, in which athletes who were not participating in fall sports would tutor athletes who were participating in fall sports. She noted the SHS/THS rivalry had always been a big deal for the schools and the District. As athletic directors, she and Mr. Starck could work together, with the coaches and the athletes, to create a healthier atmosphere for the rivalry.

Ms. Adams expressed appreciation to the Foundation for supporting the Springfield Public Schools (SPS). She asked what the Board could do about the negative aspects of the rivalry. The kids were not the problem so much as the parents who engaged in inappropriate behavior.

Chair Bigley noted SPS recently held a training for coaches, and she asked if changes in behavior had been observed.

Ms. Shelley said 84 coaches had attended the training, which had been well received. She asked that the District continue to offer the training annually in the future, and consider having a parent session.

Mr. Starck added all coaches were required to be certified, which could be done either with the coaches' training the District offered or with an OSAA online video. He felt the onsite, in person training was more effective.

Mr. Ricker noted statistics showed that students who participated in any extracurricular activity, including sports, clubs and other groups, had higher GPAs, had a better chance of graduating, and better school attendance. He planned to meet monthly with Ms. Shelley and Mr. Starck, to develop an athletic program for the District, which would include a mission, vision and a set of goals for all students in the District. The program would include a collective set of procedures, policies, guidelines and forms that would align with the District's policies as well as OSAA's policies. Ms. Shelley and Mr. Starck were interested in developing a proactive, supportive environment that was committed to supporting professional development of the coaches and their staff, including volunteer coaches and people who supported the schools' extracurricular activities.

In response to Ms. Adams, Ms. Shelley said people would not be permitted to coach if they had not had the training. Training videos had been ordered for both schools.

Mr. Starck added he had met with Ms. Shelley and Mr. Ricker, and they had decided a refresher course would be provided annually for coaches already in the system, and new coaches would be required to complete an introductory course before they would be allowed to work with the kids.

Superintendent Rieke-Smith said she recently met with Bethel School District Superintendent Colt Gill and Eugene School District Superintendent Dr. Gustavo Balderas, and they agreed there was a lot of interaction between the students in their districts. While the districts were clearly separate organizations, they should think of themselves as a metropolitan district which provided opportunities to work collaboratively and pool resources.

Ms. Shelley said Willamette High School hosted a Proactive Coaching event to which it invited area high schools. Bi-Mart was a major sponsor of the Spirit of a Champion event, a Bruce Brown proactive teaching event. SHS kids and coaches were encouraged to attend the event.

Mr. Light was concerned about poor behavior on the part of parents of younger kids he had observed at Kidsports events. Chair Bigley stated she had spoken with Bev Smith, Executive Director of Kidsports, about parent behavior at events.

Ms. Boyst said the code of conduct for parents was read by a student before every Kidsports' game.

Ms. Shelley thanked the Board for giving her and Mr. Starck an opportunity to have this conversation with the Board.

Mr. Starck distributed THS participation reports for athletic teams for the last nine years to Board members.

The Board took a short dinner break.

## **5. SUPERINTENDENT EVALUATION, BOARD AND DISTRICT GOALS**

Superintendent Rieke-Smith directed Board members to the *SPS District Goals—2013-2015*, which had been developed by the Cabinet, and *Springfield Board of Education Goals—2012-2014*, which had been developed by the Board. The two sets of goals had some overlapping themes. The Board needed to develop a set of metrics by which to measure if the District and Board were meeting those goals. While some of the goals were still relevant, some needed to be revised to be in line with State policies that may have changed as Common Core and Smarter Balanced were introduced to the District.

- *SPS District Goals—2013-2015.*
  - Goal 1—All Students are Future Ready.
  - Goal 2—Communication.
  - Goal 3—Advocacy.
  - Goal 4—Leading Technology for Learning.
  - Goal 5—Stewardship of District Resources for Facilities Management.
  
- *Springfield Board of Education Goals—2012-2014.*
  - Goal 1—Student Achievement Milestones.
  - Goal 2—Communications.
  - Goal 3—Upward Advocacy.
  - Goal 4—Leading Technology for Learning.

Superintendent Rieke-Smith facilitated a Board discussion on the goals:

- Wants students to love learning and to be confident in themselves.
- Students need to have basic skills in math and reading to be able to be lifelong learners and be able to grow.
- Student need to graduate confident and motivated with some drive.
- Success is someone who is productive in society and giving back to the community, contributing, not taking.
- Happiness in life...life is meant to be enjoyed.
- The 2015 A3 graduation ceremony was not traditional, but the students could clearly articulate how their educational experience moved them forward and made them ready for the next step.
- Goal 1 is tough to quantify because it was about personal experience and relationships.
- Create conditions where students can experience beyond the four walls of the school.
- Whatever keeps kids engaged in the learning environment is key.
- Easy way to measure engagement is with attendance and how well students are on track related to meeting graduation requirements.
- Measuring success in language arts and math is but one set of quantifiable measurements, some of which are quantifiable, and some of which are not quantifiable.
- A confident and motivated person is employable.
- Some items on the goals have been watered down and not as specific as those identified on the Springfield Board of Education Goals. The District was not holding itself to a high enough standard.
- The whole child is important, but all children need to read at grade level, and all 7th graders should be able to complete a job application correctly.
- Look at 20 years of reading data, and you will see it hasn't moved.
- Children who struggled with reading in kindergarten are struggling in 3<sup>rd</sup> grade, and they are struggling in higher grades.
- Superintendent's job with her team was to build out the continuum for reading through the grades. The District was working with Skillful Teacher Strategies; several schools have adopted Lucy Calkins method of engaging kids in holistic reading, while being specific and targeted relative to instruction around comprehension strategies and critical thinking.
- Full day kindergarten would be a huge lift. The results would not be immediately available because the kids would be tracked moving forward.
- Kids in Transition (KITS) program prepared kids for kindergarten.
- The Superintendent could be held accountable for ensuring the right systems were in place and did the District work collaboratively with teachers to understand what strategies were working around project based learning. The Superintendent could be held responsible for the whole child education.

- Maslow’s hierarchy existed in education, and certain things needed to take place to enable kids to feel good in their school settings. If kids were not reading and all of their friends did read, the kids would not feel good about themselves and the District would not see growth in learning.
- The District could not solve everything, and it was important to pay attention to what was going on at home. Schools were held accountable for things that occurred outside of the school day.
- The District and the Board needed to be able to say they had done everything to ensure kids could achieve the goals.
- The bigger hammer approach had not been successful and it was important to have strategies that provided kids with the support they needed.
- Seven schools provided free and reduced lunches to all kids in seven District schools. Some kids worked after school.
- Educators did not quit when kids did not reach required levels of achievement. The poverty rate across the District was 70 percent, and the level was consistent across all schools in the District. The District needed to think differently on how to reach those children, who lived in generational or situational poverty. It was important to wrap our arms around each child, get them what they needed, and not make a fuss about it. If children read at the appropriate grade level and do math at the appropriate grade level, it may be possible to break the cycle of poverty.
- It was important for the Board to identify the “whats” the children needed, and it was the job of the Superintendent, the cabinet, administrators and teachers to make the “what” happen.
- When children achieved skills in math, reading and other areas, they became confident and desired to learn more.
- The graduation metric was about improving graduation rates as well as examining why some kids dropped out.

Superintendent Rieke-Smith said she would share this conversation with the Cabinet so it could have a discussion on the “what.”

Mr. Light said while it was important to track the metrics, the data cited in Goal 1 (a) had been the focus for at least 15 years. If he looked at 15 years of data, there were not many metrics that he could support as working. Many programs had been brought forward to improve performance including No Child Left Behind, EasyCBM, the Skillful Teacher and others, but they were not working. He did not want to walk away from the goals, but he did not think Smarter Balanced was the way. The District was already tracking data that it needed internally, which was the data that was important.

Superintendent Rieke-Smith said the data was formative and meant to help change or target instruction for every individual child. She, Mr. Gill and Dr. Balderas would meet with Dr. Nancy Golden and others at the October 1, 2015 OSBA meeting, to determine how to look at formative data, and how to support teachers by providing them the data they needed to be able to adjust instruction to meet the needs of the students. As she visited District schools, she continued to be impressed as she listened to teachers share the work they were doing, the heart and passion they had, and the strategies they wanted to apply. When kids felt loved and valued, the teachers went beyond the call to deliver the needed instruction.

Chair Bigley noted the poverty rate in the District was growing and the teachers wanted to do right for the students. She asked why the dial on many of the strategies had not moved. She asked Superintendent Rieke-Smith to bring the answer to that question to a future Board work session.

Superintendent Rieke-Smith said the issue was multifaceted and there was not one single answer. She took the Cabinet through the instructional coherence model this summer, thinking about what was the District’s core mission—to teach children so that they loved learning and would be successful. Everything else around that were in service to the central mission. She hoped she could get people to look past “the District” this year.

Faculty, staff and administrators were united in a common mission, the kids. Everyone needed to get past “them”, “us”, “someone else” thinking, and work as a cohesive whole that worked together for each child. As she met with staff in her “Sit with Sue” meetings, she saw they wanted to know that the District was working with them towards achieving their goals, which was to teach the whole child.

Mr. Light asked Superintendent Rieke-Smith what metrics would speak to her performance and tell her she was on track. He asked how the Board could work with her in developing goals that would show she and the Board were aligned.

Superintendent Rieke-Smith said both qualitative and quantitative data were important. Quantitative data was important but not the whole story, and could be measured. Qualitative data measured how teachers felt when they came to school. Did they feel valued, was it a great place to do their work, was everyday a child sat in front of them was a gift, were there great ways for them to solve problems? Another qualitative measure was how parents felt. How did parents feel about their children, how did they feel about the school that they walked into, how did they feel about the way the District office responded to them? Those questions could be quantified in terms of the culture of the District. The District would not always get everything right, but the Board should hold Superintendent Rieke-Smith responsible for the feel good, cultural pieces.

Mr. Light said if Superintendent Rieke-Smith had goals, if the Board intended to work with her to achieve those goals, and if Superintendent Rieke-Smith and the Board were in agreement on where to go, the metrics would design themselves.

Superintendent Rieke-Smith iterated it was all about “the whole child matters.” There should be equity of outcome, regardless of who a child was or their circumstances, which would help the child grow and move towards success. If the culture placed around the child was one of transparency, had conversations and owned problems when things did not go right, and people acknowledged they needed to learn, make adjustments and corrections, these things could be measured.

Ms. Boyst agreed with Superintendent Rieke-Smith’s perspective on attendance, which stated kids showed up when they liked school, and they could only be taught when they showed up.

Chair Bigley asked what the Board needed to do to support the school from a budget perspective.

Superintendent Rieke-Smith looked at the budget through a collaborative lens, bringing teams together early during the budget preparation period, identifying priorities and what had to be done, and what needed to be supported, or supported differently. As she previously shared with Board members, curriculum adoption, assessment concerns and the community model for SPED instruction loomed large, and they would inform budget conversations.

Mr. Light added if there was a gap in bringing teams together and working effectively, that went to Goal 3. Communication.

Superintendent Rieke-Smith had spoken with Mr. Gill and Dr. Balderas about advocacy, and Mr. Gill had been active at the State level with COSA. It was important for the legislature to wrap their heads around how much poverty there was in the state. While the District received information annually from the state regarding how the Districts’ children ranked with health and wellness factors, people gave lip service to the issues and moved on without doing anything to improve those factors. All of the districts would be under the onus of the impact and needed to determine how they would address poverty and the supports needed by the children. The state would need to think differently in terms of how business was done at the schools and how to provide wraparound services for the kids. The Meyer Memorial Trust had reached out to Dr. Golden to sit on

their Board, and she wanted to emphasize the poverty issue. Superintendent Rieke-Smith had accepted Dr. Golden's request to be part of the superintendents' group that would have a conversation about poverty.

Ms. Adams thought people did not understand what poverty meant, and the concerns about the impact of using food stamps or food boxes. She understood why some children would not be able to read by 3<sup>rd</sup> grade, but the District needed a goal and a way to get there.

Superintendent Rieke-Smith iterated the Board's work was to define the "what" and her job was to deliver the "how."

Ms. Boyst liked to see growth in a measurement where you could see the needle move, even if the growth was small, to provide an environment for celebrating success.

Superintendent Rieke-Smith said the achievement compact was gone. She had previously led a school district through a federal restructuring, where the district identified goals and incremental steps to achieve the goals. This reinforced for the teachers that their work mattered and it made a difference, which led them to identify the next goal. This enabled teachers to see progress and shift strategies as they moved forward.

Mr. Light suggested that if every student had a personalized education plan that the District tracked through the student's educational career at SPS, the group goal would take care of itself.

Superintendent Rieke-Smith said it was challenging to meet the individual needs of children each day in larger districts like SPS. She was amazed and overwhelmed every day by the grit and determination of the District's teachers, who wanted to do the right thing. The teachers needed to hear they were approaching the work in the right way and their professional judgment mattered.

Mr. Light said it was important to have a common system that could share data between schools, so that students' metrics and achievements could move through the system with them.

Ms. Boyst stressed the importance of having volunteers in the schools who could help teachers with individual children.

Chair Bigley proposed that the Board revisit the Superintendent Evaluation. Board members discussed the timing of and the best way to evaluate Superintendent Rieke-Smith, since she had only been serving as Interim Superintendent since July 1, 2015. Chair Bigley suggested conducting a survey of the people with whom Superintendent Rieke-Smith worked closely, including Cabinet members, administrators and others, right away.

There was consensus that the Board would evaluate Superintendent Rieke-Smith from July 1, 2015 at the end of October 2015, with a goal for the Board to make a decision by November 2015 about whether to begin recruitment for a new superintendent.

Superintendent Rieke-Smith said her first concern was the well-being of the District and that the District have stable leadership. Stabilizing the District would help the Cabinet and the District. In conversations she had with staff as she visited schools, the principals consistently said they were hopeful about the future, but they were waiting. It was important for Superintendent Rieke-Smith to share information with the Board.

## **6. WRAP UP AND NEXT STEPS**

In the past, Mr. Light had said the process would give an on-the-job type interview. If the Board was evaluating Superintendent Rieke-Smith for a three month period, he liked what he had seen with Superintendent Rieke-Smith as interim Superintendent, but he anticipated a year cycle, which called for an

evaluation in November 2015, and a decision in mid-2016, which would provide a full year's worth of information on Superintendent Rieke-Smith performance. The Board had discussed doing a 360 evaluation in mid-2016.

Chair Bigley agreed that she would work with OSBA and Karen Lewis to identify materials to provide Spencer Lewis, OSBA Board Development and Policy Specialist, that he would use in drafting questions for the survey. She would also work on identifying a list of people who should be asked to complete the survey, as well as Cabinet, staff and administrators.

**7. NEXT MEETINGS:**

October 12, 2015, 7:00 pm, Business Meeting

October 26, 2015, 4:00 pm, Fall Planning Meeting

**8. ADJOURNMENT**

With no other business, Ms. Bigley adjourned the meeting at 8:36 pm.

*(Minutes recorded by Linda Henry)*

## MINUTES

5/ The Springfield Board of Education met in Executive Session (non-public) on October 5, 2015 pursuant to ORS 192.660(2)(e) Real Property. Board Chair Nancy Bigley called the meeting to order at 5:48 pm in Room 215 of the District Administration Center.

Those in attendance included Chair Bigley, Al King, Laurie Adams, Sandra Boyst, Jonathan Light, Sue Rieke-Smith, John Saraceno, John Brown, Jenna McCulley, Karen Lewis, and Alisha Roemeling of *The Register Guard*.

The Executive Session was adjourned at 6:03 pm.

A Special Work Session of the Lane County School District No. 19 Board of Education was held on October 5, 2015.

### 1. CALL MEETING TO ORDER

Chair Nancy Bigley called the Springfield Board of Education Special Work Session to order in Room 312 of the District Administration Center at 6:08 pm.

#### Attendance

Board Members present included Nancy Bigley, Laurie Adams, Sandra Boyst, Al King, and Jonathan Light.

District staff and audience members included Superintendent Sue Rieke-Smith, Karen Lewis, Jenna McCulley, Kevin Ricker, Tom Lindly, Suzy Price, Brian Megert, Michael Henry, Yvonne Atteberry, Brooke Wagner, Lacey Macdonald, Jim Crist, Leas Haley, Brandi Starck, Paul Weill, Jeff Mather, Nicki Gorham, Kevin Wright, Erik Bishoff, Marilyn Williams, Whitney McKinley, and Anne Goff.

### 2. OVERVIEW OF AGENDA

Chair Bigley said the Board had met several times in preparation for the superintendent evaluation and the Board was meeting for a special work session today. Last spring, when the Board asked Superintendent Rieke-Smith to serve as Interim Superintendent, the Board met with Superintendent Rieke-Smith in a “soft” interview, shared the characteristics it was looking for in a superintendent, shared the Board’s and District’s goals which it adopted for the 2014-2015 school year, and the Board’s intent to develop goals for the current school year. The Board had determined it would provide a continuum of feedback during the year to the superintendent rather than providing feedback only during an annual evaluation. During spring 2015, the Board had shared with Superintendent Rieke-Smith that it would do an evaluation in the fall to provide feedback, and it would make a decision in November about next steps for a permanent superintendent. The Board had received input from people who wanted to provide climate feedback on how the District was doing.

### 3. DISCUSSION

#### • Development of Criteria and Questions for Superintendent Evaluation and Next Steps

Chair Bigley said tonight, the Board would discuss criteria it would use for the Superintendent Evaluation. The Board previously determined it would invite the Cabinet, administrators, and others Superintendent Rieke-Smith would like to give feedback in her role as Interim Superintendent. She had reached out to Spencer Lewis, Oregon School Boards Association (OSBA). She directed Board members to an October 5, 2015 memorandum from Spencer Lewis to Springfield Board of Education, subject Criteria and Questions for Superintendent Evaluation, which contained draft questions for the Board to use in a survey that would be distributed to the Cabinet, administrators and others, and used as a tool in the evaluation process. Board

members reviewed the questions.

Ms. Adams directed Board members to the following documents that had been distributed to Board members: Springfield School District 19—Qualifications and Duties of the Superintendent, dated 2/09/15, and Springfield Public Schools Superintendent Vacancy, closing date February 28, 2013. She asked if candidates for the Superintendent would know those were the qualifications the Board expected the successful candidate would have.

Mr. Light said if the Board intended to use the documents for evaluations, it would want to be explicit and iterate the qualities it was looking for in a superintendent. While all of the questions proposed by Mr. Lewis were good questions, the survey questions could be condensed.

Mr. King said the list underemphasized how much the community wanted the superintendent to be involved in the community. The Board had received public testimony in support of community involvement, relationships and communication.

In response to Mr. Light, Chair Bigley wanted to provide an opportunity for open ended questions. She added that some of Mr. Lewis' questions may not be applicable due to Superintendent Rieke-Smith's short tenure as Interim Superintendent.

Chair Bigley added the evaluation the Board was working on today was the one that would go to Cabinet members and administrators, and a broader climate survey would be prepared at a later date for community input.

Board members reviewed the sample questions, which were grouped into the following categories:

- Vision
- Communication
- Resources
- Personnel and
- Other.

Board members identified the questions they would use for the evaluation, and edited the questions to fit the District's needs. Board members also reviewed the scoring options prepared by Mr. Lewis.

Mr. King opined this was a good evaluation process for the circumstance, and it was important for the Board to move forward with the evaluation. However, the equation had shifted from "Is she good enough for us?" to "This is someone I think is doing a good job and I do not want to lose her." He did not want Superintendent Rieke-Smith searching for other positions. The District was back on track and Superintendent Rieke-Smith had a lot to do with that. The Board needed to complete the evaluation process but he wanted to give Superintendent Rieke-Smith some assurance that she was doing a good job.

Chair Bigley said it was important for the Board to stay true to its mission. She noted last spring Mr. Light said the Board needed to slow things down, and the Board had felt the District needed some time. Superintendent Rieke-Smith had stepped in when the District was facing challenges and helped address concerns and issues. She had been approached by people from within the District and from the community who wanted assurance and calm that would enable them to get back to work. She added it was important for the Board to stay true to the process it had previously laid out for the superintendent evaluation. Chair Bigley said she would work with Mr. Lewis to refine the questions and scoring options, and to determine the turnaround time for people to submit their responses for the evaluation. She said she would work with Ms. McCulley to generate open ended questions for the community survey, which the Board could discuss at a

future meeting.

Superintendent Rieke-Smith said she had begun the Sit with Sue staff sessions and was preparing for the half-day school visits. The response from staff for the opportunity to sit and talk with her had been positive. The first push out into the community with contacts to key communicators was scheduled for October 7, 2015. She planned to communicate with parents so they knew they were welcome to communicate with her. She hoped to build positively from the Sit with Sue sessions and communication with the community.

Chair Bigley noted tonight was Mr. King's last business meeting.

#### **4. ADJOURNMENT**

With no other business, Ms. Bigley adjourned the meeting at 6:58 pm.

#### **NEXT MEETINGS:**

October 12, 2015, 7:00 pm, Business Meeting

October 26, 2015, 4:00 pm, Fall Planning Meeting

*(Minutes recorded by Linda Henry)*

## MINUTES

6/ Board Members met in a work session on October 12, 2015 to interview applicants to fill Board Position 3, as a result of long-standing Board Member Al King stepping down as of noon, October 12, 2015, having served the Springfield community as a board member since being elected in 2002.

Chair Nancy Bigley called the work session to order at 3:50 pm, in the First Floor Conference Room of the District Administration Center, 525 Mill Street, in Springfield.

Board members present included Chair Nancy Bigley, Laurie Adams, Sandra Boyst, and Jonathan Light. Others in attendance included Superintendent Sue Rieke-Smith, Anne Goff, Kira Fee, Brooke Wagner, Brett Yancey, Tom Lindly, Greg James, Jim Crist, Alisha Roemeling, Yvonne Atteberry, Jen McCulley, Bonnie Williams, and Karen Lewis.

Applicants interviewed for Position 3 included:

- Royd Arch
- Tina DeHaven
- Doug Keeler
- Naomi Raven
- Erik Bishoff

Chair Bigley shared that the Board would appoint a new member at the Regular Board Meeting, later in the evening, to serve out the remainder of the current term. The person appointed will then run for re-election at the end of the current term. The term for this position expires June 30, 2017.

The work session was adjourned at 5:31 pm.

## RECEPTION FOR AL KING

A reception was held beginning at 6:00 pm to honor the service of Al King, who served on the Board of Education since 2002. Former board members, staff, students, family and community members celebrated Mr. King's valuable service to Springfield Public Schools during the reception.

## BOARD BUSINESS MEETING

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on October 12, 2015.

### 1. CALL MEETING TO ORDER

Board Chair Nancy Bigley called the Springfield Board of Education meeting to order in the boardroom of the District Administration Center at 7:00 pm and led the Pledge of Allegiance.

Chair Bigley called for changes to the agenda.

Mr. Yancey added Action Item, Purchase of Property, to the agenda.

Chair Bigley revised the agenda and moved agenda item 8. Reports and Discussions B. Student Communication ahead of A. Full Day Kindergarten Report.

### **Attendance**

Board Members present included Chair Nancy Bigley, Laurie Adams, Sandra Boyst, Al King, and Jonathan Light.

District staff, students and community members identified included Superintendent Sue Rieke-Smith, Brett Yancey, Michael Henry, Jenna McCulley, Karen Lewis, Tom Lindly, Brian Megert, Kevin Ricker, Suzy Price, Yvonne Atteberry, Anne Goff, Linda Henry, Erik Bishoff, Tina DeHaven, Naomi Raven, José da Silva, Janet Wells, David Schull, Stacey Whaley, Jeremy Hugo, Hanalei Rozen, Jim Crist, Colleen Hunter, Maria Sayre, Steven Fleissner, Terrisa Cook, Lesa Haley, Clint and Shelli Wolford, and Carrie Brown.

Chair Bigley welcomed Student Board Members to the Board.

Student Board Representatives present included Blake McKay/Thurston High School (THS); Sabrina Grass/Academy of Arts and Academics (A3); Sydney Guthrie-Baker/Springfield High School (SHS); Natasha Persinger, Stevie Poole/Gateways High School (GHS). There were no Student Board Representatives from Willamette Leadership Academy (WLA) present.

## **2. BOARD MEMBER APPOINTMENT**

Board Chair Nancy Bigley shared that the board had interviewed five candidates to consider for appointment to serve out the remainder of the term for Board Position 3, as a result of long-standing Board Member Al King stepping down as of noon today, after serving the Springfield community since 2002.

Chair Bigley announced with sadness that she was resigning from the Board effectively immediately and asked the Board to appoint two new Board members tonight. She thanked Karen Lewis for Ms. Lewis' support during her tenure as Board Chair. She thanked the Board for working with her and supporting her for eight years. She was proud of the work the Board had done.

Mr. Light thanked Chair Bigley for her tremendous and courageous leadership, and for her admirable service to the District.

Candidates included:

- Royd Arch
- Tina DeHaven
- Doug Keeler
- Naomi Raven
- Erik Bishoff

**Motion:** Mr. Light, seconded by Ms. Boyst, moved to accept Chair Bigley's resignation, with regret.

The motion carried, 3-0-1, with Ms. Adams, Ms. Boyst and Mr. Light voting in favor of the motion and Chair Bigley abstaining.

**Motion:** Mr. Light, seconded by Ms. Boyst, moved to appoint Erik Bishoff for Board Position 3, term to expire on June 30, 2017.

The motion carried, 3-0.

**Motion:** Ms. Boyst, seconded by Mr. Light, moved to appoint Tina DeHaven for Board Position 5, term to expire on June 30, 2017.

The motion carried, 3-0.

Vice Chair Adams said the pool of candidates was strong and it would have been great to serve with all of the candidates.

Mr. Light concurred the pool of candidates was rich.

Vice Chair Adams introduced Erik Bishoff and Tina DeHaven and invited them to be seated with the Board.

**• Oath of Office**

Vice Board Chair Adams administered the Oath of Office to Erik Bishoff and Tina DeHaven as follows:

I, Tina DeHaven, do solemnly swear that I will support the Constitution of the United States, the Constitution of the state of Oregon and the laws thereof, and the policies of Springfield Public Schools.

During my term, I will faithfully and impartially discharge the responsibilities of the Office of Board Member to the best of my ability.

Dated and signed by Tina DeHaven and Vice Chair Adams, this 12<sup>th</sup> day of October 2015.

I, Erik Bishoff, do solemnly swear that I will support the Constitution of the United States, the Constitution of the state of Oregon and the laws thereof, and the policies of Springfield Public Schools.

During my term, I will faithfully and impartially discharge the responsibilities of the Office of Board Member to the best of my ability.

Dated and signed by Mr. Bishoff and Vice Chair Adams, this 12<sup>th</sup> day of October 2015.

**3. STUDENT BOARD MEMBER INTRODUCTIONS**

Deferred to a future meeting.

**4. RECOGNITION**

**• International Alpha Delta Kappa Month Proclamation**

Vice Chair Adams invited Board Member Jonathan Light to read the following proclamation in recognition of International Alpha Delta Kappa Month:

WHEREAS: Women in education constitute a great portion of the nation's working force, and are constantly striving to serve their communities and nations in education, civic, cultural, and charitable programs leading to harmony, happiness, and peace among all people, and

WHEREAS: Major goals of Alpha Delta Kappa, an international honorary sorority for women educators, were:

- to give recognition to outstanding educators
- to build a fraternal fellowship among educators adding to their effectiveness in the promoting of excellence in education
- to establish high standards of education
- to promote educational and charitable projects and activities enriching the lives of individuals

everywhere and assisting these individuals into a happy, constructive, and fulfilling life.

NOW, THEREFORE: We, elected board members of the Springfield Public Schools, of Springfield, Oregon, by the authority vested in us, do hereby proclaim the month of October as

#### INTERNATIONAL ALPHA DELTA KAPPA MONTH

IN WITNESS THEREOF: In accordance with Springfield Public Schools, as board members we have hereunto set our hands and caused the official signatures of the school district of the City of Springfield, State of Oregon, to be affixed this 12th day of October 2015.

Alpha Delta Kappa (ADK) local chapter member Carolyn Batsch accepted the proclamation on behalf of the Iota Chapter. Board members and staff were invited to the upcoming ADK Tea on Wednesday, October 28, 2015, 4:30 p.m. in the Board Room of the Administration Building.

#### 5. SCHOOL PRESENTATION

Principal José da Silva offered a PowerPoint presentation entitled *Springfield High School—School Board Presentation—October 12, 2015*. He thanked the Board for the opportunity to share the exciting initiatives that were happening at Springfield High School (SHS). Mr. da Silva noted *The Millers' History of Springfield High School* was published in 1989 to celebrate the centennial anniversary of SHS. In the 1950's, the school administrator, Dale Parnell, worked diligently with staff to address the fact that only 20 percent of the students graduated and pursued post-secondary education at a four year college. They felt it was important to address the reason for 80 percent of the students not pursuing post high school opportunities. Lane Community College (LCC) was in the planning stages at the time, and the discussions at SHS contributed to the establishment of LCC as a post high school option for students. Mr. Parnell became the first president of LCC in 1965. SHS continued to build on the legacy documented in *The Millers' History of Springfield High School*. A new edition of the book was scheduled for publication this fall.

Mr. Light thanked Mr. da Silva for his vision in moving SHS forward.

Mr. da Silva said SHS students had earned approximately \$4 million in scholarships during the last couple of years and students had earned approximately 4,000 college credits through 28 courses in collaboration with LCC. He added it was also important to pay attention to students who were not pursuing a college education.

#### 6. PUBLIC COMMENTS

**Stephen Fleissner**, a SHS parent and teacher, shared concerns about crowded classrooms at Springfield High School. He commented that the inability of the District to provide appropriate FTE was setting the school up for failure. He opined staff was suffering from the stress and the District's failure to help teachers who were trying to maintain enrichment opportunities and create students who were ready for the bright future for every student.

Mr. Light encouraged speakers to forward their comments to Ms. Lewis who would forward them to the Board.

**Janet Wells** had taught English at SHS since 1998. She commented on the District's decision to not hire more teachers to alleviate the overcrowding problem at Springfield High despite increased enrollment. She felt the problem was the District office was sticking with its projected enrollment numbers from last spring and staffing numbers for the school, which were significantly off balance when compared to other high schools in the District.

**Stacey Whaley**, a special education teacher at SHS, commended the SHS administration for advocating regularly with the District leadership for the SHS students and the wonderful things that were going on at

SHS. She implored the Board and administrators to hear the stories, visit SHS and see what was going on at the school. She asked the Board to find some funds to support additional FTE at SHS so the programs built so passionately would continue.

**Hanalei Rozen** invited Board members to visit the garden. Though she did not attend Board meetings often, and as a community member who did not have children in the schools, it was important for community members to know what was happening. She felt it was time to have community forums to determine how to create ecological networks where, parents, teachers, the Board and those who lived in the community shared resources.

**Maria Sayre**, a SHS math teacher, a Springfield parent with two children at Yolanda Elementary School, a SHS graduate, and her mom had been a SPS student who had worked for the District. She was appalled with the class sizes at Springfield High. She asked the Board to help SHS to continue to be the best school.

**David Schull**, a SHS math teacher, shared that he had between 39 and 43 kids in his classes, and it was difficult to teach. He spoke about the lack of desks, chairs and textbooks for the classes. It was disheartening to think the District could build something as desirable as SHS and not be able to keep it going through the lack of FTE. He encouraged the Board to seek the teachers out and ask about the school.

**Colleen Hunter** shared information about Ballot Measure 28 and the attempt to get it on the November 2016 ballot to increase the minimum corporate tax on corporations that made over \$25 million in Oregon.

**Clint Wolford** said he and his wife, Shelli, were parents of two SHS students, and had learned that the class sizes were egregious and unacceptable. He had spent many years coaching youth sports and said that he and Shelli were committed to their own children and their family of children. He implored the Board to get involved in the situation and find funding at the Legislature. He encouraged the Board to get parents as well as people in the community who did not have kids involved in the schools. He and his wife were committed to the children, the school and the community at large. He hoped the Board was committed to helping resolve the problem.

**Carrie Brown**, an English Language Development (ELD) teacher at SHS, was responsible for clustering ELD students into content area classes to make best use of the bilingual EA resources at SHS. She shared the challenges when class sizes were so large, and she was moving students from a biology class without a bilingual EA into a biology class with a bilingual EA. She understood moving students into an over crowded class was not beneficial for them or for other students.

Vice Chair Adams thanked the speakers, many of whom were teachers. Staff would be asked to report back to the Board on the SHS situation. She was glad so many teachers and parents were at tonight's meeting. She planned to visit SHS this week.

Superintendent Rieke-Smith thanked everyone for speaking tonight. Staff had been tracking student enrollment throughout the District and had identified several bulges that had not been anticipated. The District continued to work on the problem and acknowledged that the work was not progressing fast enough. Resource allocation was a broader conversation for the District and the issue had the District's full attention. Mr. Ricker was reviewing master schedules in the schools, and working to preserve the good work that had been done relative to the value of cooperation and holding on to students at the 9<sup>th</sup> and 10<sup>th</sup> grade, which was key to moving them towards graduation.

Mr. Light appreciated the passion of tonight's speakers, who were here for the kids. As Mr. Wolford noted, it was the 30 percent of the kids who were leaving the schools, and they were the kids the District wanted to focus on. He added the District could also use the speakers' help. The District needed a bigger presence of

parents and teachers in Salem when school funding was discussed. The Legislature controlled the purse strings and it had never given the schools in the state the funding the schools needed to move forward as an educational system. Great education was not cheap, and some people thought an efficiency model could be used with the kids. The data did not support that theory was effective if the goal was that all students graduated, were excited about learning and moving forward.

Ms. Boyst said the community was fortunate that there were two representatives from Springfield in Salem, John Lively and Lee Beyer, who had open doors and were always willing to listen to people. The community let the Legislature know that Springfield was not funded sufficiently to adequately support students and school staff. She encouraged community members to write to and talk with Mr. Lively and Mr. Beyer.

Superintendent Rieke-Smith asserted the District heard loud and clear from the teachers on staffing concerns, was monitoring hot spots in the District and was trying to remedy the problems. Her goal was for the District to be more transparent in its efforts to remedy the problems raised this evening.

Vice Chair Adams invited comments from the Student Board members.

Sydney Guthrie-Baker said the teachers at SHS were amazing and they had made an impact on her, regardless of whether or not she had been in their classes. The teachers at SHS had mastered their profession, with textbooks and presentations, but also with communication, relating to students and understanding their backgrounds. She thanked the teachers for all the work they did. They inspired her to be the student she was. She had taken classes with lower numbers of students because they were advanced classes, but she also served as a TA in the Career Center at SHS. She often visited classrooms where she observed students who did not have enough space to allow them to take advantage of the benefits offered at SHS. During her sophomore year, she was in an English 10 class, and she remembered being late one time and she had to use a different setting in the back of the room.

## **7. CONSENT AGENDA**

### **A. September 12, 2015 Board Meeting Minutes**

### **B. Financial Statement**

### **C. Technology Bond Update**

### **D. Board Policies, First Reading**

Jenna McCulley recommended that the Board of Directors review, as a first reading, the following board policies:

- |                  |  |
|------------------|--|
| • GBDA           | Mother-Friendly Workplace  |
| • GBK/ JECG/ KGC | Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems |
| • GBM            | Staff Complaints   |
| • JFCG/ KGC/ GBK | Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems |
| • KGC/ GBK/ JFCG | Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems |

### **E. Enrollment Update**

**Motion:** Mr. Light moved, seconded by Ms. Adams, to approve the Consent Agenda.

The motion carried unanimously, 5-0.

## **7.1 PURCHASE OF PROPERTY**

Mr. Yancey recommended that the Springfield School District Board of Directors approve the purchase of property located at 640 A Street in Springfield, Oregon, for a total amount of \$2,400,000. The District began

working with a real estate agent, John Brown, with Evans, Elder & Brown, Inc., a commercial real estate company, in April 2015, following reports about the current seismic challenges the Administration Building faced. The District considered several options. Costs for retrofitting the current building to make it seismically sound ranged from \$6 to \$8 million. At the direction of the Board, staff initiated due diligence related to the current building and an alternate building located in Springfield. The building being considered was built in 1973, to the building codes in place at that time, and was adjacent to Springfield City Hall. The building was of adequate size and met the requirements of the District office, located in the downtown core of Springfield, which had some advantages. The building was owned by the Lane Council of Governments (LCOG), which had been trying to sell the building since 2014. The building was initially listed at \$3.5 million, lowered to \$3.1 million, and currently listed at \$2.45 million. Contingent upon Board approval, staff had offered LCOG \$2.4 million, which LCOG had accepted. LCOG understood the Board needed to take action in a public forum. He opened the floor to questions.

Vice Chair Adams said she and Ms. Bigley had toured the LCOG building, and they thought the building would work for the District.

Mr. Yancey said the money for purchasing the building was not currently included in the District's operating budget. The District would fund the purchase through competitive financing, which would be brought to the Board for approval. The purchase would be financed over a period of time rather than financed directly from the District's operating budget. In response to Vice Chair Adams, Mr. Yancey confirmed the District could use the proceeds from the sale of the current site to pay down the debt if it sold the building. It was common for the District to use resources from property it sold for investment in property it was purchasing or for future property acquisition.

Vice Chair Adams said it was important for the community to understand that funds from the recently approved bond sale could not be used for acquisition of an administration building because the administration building had not been part of the request the voters approved in November 2014.

Mr. Yancey said the District had requested and LCOG had performed Tier 1, Tier 2 and Tier 3 seismic evaluations of the building. The District had received the reports and there were some issues that needed to be addressed. Some portions of the building needed to be retrofitted and some areas would be remodeled. He estimated that it would cost approximately \$3.5 million to complete the retrofitting and remodeling that would provide a building that would serve the needs of the District. The Board would eventually need to determine what it wanted to do with the current administration building.

In response to Mr. Bishoff, Mr. Yancey explained the retrofitting and remodeling that would need to be completed to meet the District's needs. The Administration staff would move to the new location at the end of the current school year.

Responding to Mr. Light, Mr. Yancey leasing the LCOG building was not an option. He said there were 38 parking spaces that came with the purchase of the building and there were contiguous parking lots managed by a private parking vendor. Sixty to 80 people, some who were itinerant, worked at the Administration Building and the EMC facility. Staff was talking with the City of Springfield about additional parking options in downtown Springfield. Mr. Yancey noted the Superintendent and staff did not consider the LCOG building to be a temporary site for the District administration functions.

Mr. Yancey said the LCOG building was approximately 30,000 square feet and had a full sized board room. The current Administration Building was approximately 40,000 square feet, but much of the space was unusable or unsuitable for District needs. Mr. Yancey added the District had identified programs currently held at the Brattain House, and at space at both the EMC with the thought to tying those programs with the nutrition services program and the homeless liaisons. The Brattain House provided efficiencies for services being on the bus lines, providing a one stop opportunity for families and the community.

Mr. Light did not want visitors to the District searching for parking in downtown Springfield. He wanted to ensure there was sufficient parking for students, employees and visitors. He emphasized the importance of keeping the financing for the building separate from the operating budget, which funded students.

Mr. Yancey said the intent was to provide employee parking in designated lots and structures, so that the two hour free parking would be available for District visitors. He added a challenge for the District was that overall enrollment was down approximately 0.6 percent, and the District needed to look at enrollment data for each school. While hiring staff was relative easy, shifting staff was a more challenging issue. He did want to keep financing for the building purchase separate from operating budget. While a loan could not be repaid with bond funds, the District needed to review other capital holdings as potential funding sources.

In response to Mr. Bishoff, Mr. Yancey said there was an opportunity to expand the LCOG building in three areas in the future. He noted any expansion of the building would bring additional parking challenges.

### **RECOMMENDATION**

Brett Yancey recommended that the Springfield School District Board of Directors approve the purchase of property located at 640 A Street, Springfield, Oregon, for a total amount of \$2,400,000.

**Motion:** Ms. Boyst moved, seconded by Ms. Adams, to approve.

The motion carried unanimously, 5-0.

## **8. REPORTS AND DISCUSSION**

### **B. Student Communication**

**Thurston High School:** Ms. McKay reported the Homecoming game against Roseburg High School was scheduled for October 16, 2015. THS students were making green and gold bows in support of Umpqua Community College (UCC), and a giant poster in support of Roseburg High School. THS recently received ten Lane Transit District (LTD) bus passes that were being distributed monthly through THS' counselors to students. THS had a scholarship account for students if they needed financial assistance for school events so all students had an opportunity to be involved in school activities. Several activities were scheduled as part of suicide prevention week. Sophomores in the leadership class were sponsoring a canned food drive to support families in the community and the THS food pantry. THS would be notified on November 16, 2015 if it would receive a grant from the Oregon Department of Education (ODE) for capital improvements for the CTE department. The Drama and Thespians Department at THS would produce *Alice in Wonderland*, November 12 to November 14, 2015. Members of the Gay, Straight Alliance Club (GSA) attended the Oregon Nike Youth Sports Summit. Students had been drawing compliment cards and giving kids incentives for being good students. Leadership and Theater students had worked to prepare a Haunted House at the theater.

**Gateways High School:** Ms. Poole reported Gateways High School English teacher, Janet Nelson, recently won a grant for 25 ukuleles for a song writing class. Ms. Nelson sent thanks to the Board for its support. Ms. Poole invited Board members to join GHS students at the ropes course at Spencer Butte Park in Eugene on October 15 and 16, 2015. She invited Board members to the GHS Latino Celebration was scheduled for October 29, 2015 which would feature activities for families and kids, dancing and free food. Parking continued to be an issue for GHS students.

Mr. Bishoff encouraged students to use the LTD EmX.

Springfield High School: Ms. Guthrie-Baker reported this was Spirit Week at SHS, which featured several activities: Students dressed like their favorite movie character on Movie Monday; Tuesday was Twin Day;

Wednesday was Miller Pride; Thursday was the Decades, where students would wear clothing from earlier decades; Friday was Pajama Day because Homecoming was a pajamas event. A movie night was scheduled immediately after the football game. The theme of Homecoming this weekend was Hollywood on the Red Carpet. The Homecoming pep rally featuring food and games was scheduled for October 14, 2015. The rally would also feature a light show to which people would be invited to dance. The SHS would play Ashland High School at the Homecoming game on Friday, October 16, 2015. She reported that parking was being enforced at SHS and student drivers had received parking passes.

**Academy of Arts and Academic:** Ms. Gross reported Ed Mendelssohn recently joined A3 as the Managing Director. A3 recently held a peace rally at Day Island Park, which included a peace poetry slam, a banned book reading at the Springfield Library, and various other activities. Students felt these activities were important for the community in raising awareness for important issues in the world. The play, *33 Variations*, was scheduled for October 29 and 31, and November 1, 2015 at the Wildish Community Theater. The A3 Masquerade Ball was scheduled at the Memorial Building. Students would begin interviewing for their January 2016 internships. Parking continued to be a problem for A3 students. Many students drove to school because they needed cars to drive to work and they could not afford to pay for the parking passes.

Mr. Yancey said parking was an ongoing conversation with the District's partners at the City of Springfield. Parking was a big challenge for GHS and A3 students. With work and school schedules, GHS and A3 students faced challenges that THS and SHS students did not face. The District may want to turn to TEAM Springfield to resolve the issue.

Paul Weill, GHS principal, said parking at Key Bank was no longer available to GHS students and staff.

#### **A. Full Day Kindergarten Report**

Director of Elementary Education Suzanne Price provided a report on Full Day Kindergarten (FDK). She provided updates on the work of the FDK Task Force last year. The Task Force had met monthly for over a year to prepare for FDK. She distributed a handout entitled *Full Day Kindergarten Board Update—10.12.15* and offered a PowerPoint presentation entitled *SPS First Year of Full Day Kindergarten*. Kindergarten enrollment totaled 778 students, in 35 sections, with an average class size of 22.

In response to Mr. Light, Mr. Yancey said kindergarten enrollment was approximately 820 students last year. He said 10 of the incoming kindergarten students the District had expected to enroll in District schools were enrolled in online learning. The District continued to see an increase in online learning across all grades. He was meeting with Ms. Price and Mr. Ricker to formulate a plan to reach out to those students to let them know the District offered an online education program.

Responding to Mr. Light, Ms. Price said kindergarten class size ranged from 17 to 25. The District had adjusted educational assistants and adult support to ensure the children had the support they needed. Mr. Light said the Board needed to have a conversation on class size for all grades and schools. He added what the Board wanted to do and knew it should do for kids did not always line up with financial resources allocated by the Oregon Legislature. The Board needed to bring itself up to speed so that when it had conversations with elected officials, with the help of District staff, it could clearly articulate the needs of the District.

Ms. Boyst asked how FDK would affect 1st and 2nd grade curriculum, since students would be more prepared as they left FDK.

Ms. Price said the building level teams, which included 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade teachers, were having conversations about curriculum changes due to FDK.

Mr. Yancey said the Board would have a conversation about curriculum and instructional materials during budget discussions. The District continued to receive feedback from staff about the lack of materials.

Mr. Light asked where the District stood with the unfunded portion of the FDK mandate on the operating budget.

Mr. Yancey said the District had set aside \$7 million for new buildings to support FDK that was not funded by the State. The District also had a budget for curriculum materials. The staff size almost doubled and additional furniture, fixtures and materials were sizable increases. He would bring information back to the Board at a future meeting.

Mr. Light asserted that Salem promised it would hold harmless districts' general funds when it mandated FDK, and he was not sure that had happened.

### **C. Superintendent Communication**

Superintendent Sue Rieke-Smith reported that she continued the Sit with Sue events. She met with staff at GHS today, and listened to the ongoing work they were doing with drop out students, and what was driving that. She continued to be impressed with the depth, skill, intelligence and reflectiveness of staff as they thought through the problems. The prevailing themes were curriculum materials and concerns about the mental health supports because the teachers were the first responders in the District. SPS was one of 197 districts statewide that were first responders. Schools no longer just educated, but now fed, found housing and other social resources. Mental health continued to be a major component. The staff would continue to keep the Board abreast of assessment practices. She and Mr. Light had discussed an inter-district committee, and she had asked for feedback from staff regarding reinvigorating the level leadership communications teams from every school to help think through the priorities for budget and instruction.

### **D. Board Communication**

Ms. Boyst said tickets were still available for the Springfield Education Foundation's (SEF) annual fundraising gala, *Night of 11,000 Stars*, scheduled for October 15, 2015. She attended an OSBA regional event.

Mr. Light thought the intent of today's work session was to discuss Smarter Balanced and Common Core State Standards. The Board did discuss assessment and what the State had been working on prior to Dr. Nancy Golden's retirement as Executive of the Oregon Education Investment Board (OEIB). He felt frustrated because it was not a discussion around Common Core, and something that encompassing needed a robust conversation from people involved. He asked if Smarter Balanced testing was something that served students. He suggested that the Board form an in-district committee to look at Common Core and Smarter Balanced, since the broader group, which included other districts, may not be ready for that conversation. He proposed having a Board work session to inform the new Board members about this topic. The good news coming out of the inter-district meeting was not many bad things came out of the 2015 Legislative session, and some good things did come out the session. He commended the OSBA lobbyist for keeping informed about education issues before the Legislature. As the Board representative for the Wildish Community Theater, he invited Board members to attend *Divas at the Wildish*, which featured amazing women in the arts, including the SHS girls' choir, Divisi from the University of Oregon, Chamber Music Amici, and others, which would be performed on October 23, 2015.

Ms. Boyst inquired if the Board needed to hold elections for Chair and Vice Chair in light of Ms. Bigley's resignation.

Ms. Lewis said Board Chair and Vice Chair elections were scheduled for the November 9, 2015 Board meeting.

**• 2015-2016 Board Committee Assignments and Reports**

Vice Chair Adams said the Board would need to identify representatives to the LCOG Board, the Lane ESD Advisory Board, the Oregon Leadership Network, the Ministerial Group, and the Wellness Committee, to replace Mr. King and Ms. Bigley.

**9. OTHER BUSINESS**

There was no other business.

**10. NEXT MEETINGS**

Vice Chair Adams said the Board would hold a Fall Planning Meeting on October 26, 2015 at 4:00 pm, and the next Business Meeting would be held on November 9, 2015 at 7:00 pm.

**11. ADJOURNMENT**

With no other business, Vice Chair Adams adjourned the meeting at 9:35 pm.

*(Minutes recorded by Linda Henry)*

**SPECIAL BOARD MEETING  
MINUTES**

7/ A Special Meeting of the Lane County School District No. 19 Board of Education was held on October 26, 2015.

**1. CALL MEETING TO ORDER**

Vice Chair Laurie Adams called the meeting to order in the Boardroom of the District Administration Center at 3:45 pm.

**Attendance**

Board Members present included Laurie Adams, Erik Bishoff, Sandra Boyst, Tina DeHaven, and Jonathan Light.

District staff and audience members included Superintendent Sue Rieke-Smith, Karen Lewis, Jenna McCulley, Kevin Ricker, Tom Lindly, Suzy Price, Brian Megert, Yvonne Atteberry, Anne Goff, Greg James, and John Saraceno.

**2. ELECTION OF BOARD CHAIR**

**Motion:** Ms. Boyst moved, Ms. DeHaven seconded, to nominate Mr. Light as Board Chair for the remainder of the 2015-2016 school year. The motion carried unanimously, 5:0.

**3. ADJOURNMENT**

With no other business, Board Chair Light adjourned the meeting at 3:50 pm.

**FALL PLANNING MEETING  
MINUTES**

**1. CALL MEETING TO ORDER**

Board Chair Light called the meeting to order in the Boardroom of the District Administration Center at 4:00 pm. He welcomed new Board members Erik Bishoff and Tina DeHaven.

**2. OVERVIEW OF AGENDA**

Superintendent Sue Rieke-Smith reviewed the agenda.

**3. MILL RACE, STEAM/STEM UPDATE**

Curriculum Specialist Whitney McKinley, introduced Willamalane Park & Recreation District Superintendent Bob Keefer and Teacher on Special Assignment (TOSA) Dara Brennan.

Bob Keefer offered a PowerPoint presentation entitled *Mill Race Path—Overview— Willamalane Park & Recreation District*. He provided the board an overview of the Mill Race project and the connections to our school programs, most specifically the work to connect Agnes Stewart Middle School students with the project as it unfolded in their backyard.

Superintendent Rieke-Smith added she had discussed expanding the program to provide learning labs across the District.

Stephanie Lawless, *The Well Project* coordinator, provided PowerPoint presentations entitled *The Advanced Water Teams Project with Springfield Public Schools and McKenzie Watershed Project* and *The Well Project—(Water and Energy Learning Lab)*. She shared the great success the program had in recent years and how it had expanded.

Dara Brennan, the District's STEM/TOSA coordinator, gave the Board a brief update on the growth of STEM at Springfield Public Schools (SPS). Her goal was to expand the program so that it reached the entire District. She noted the program was supported with a federal grant, by the Springfield Education Foundation (SEF), and a grant from the Eugene Water and Electric Board (EWEB).

Ms. McKinley said Hamlin Middle School was one of five middle schools designated a STEM school with an integrated arts studio. She invited Board members to participate in a STEM/STEAM project and to visit the SPS STEM website to review the resources available.

Ms. Boyst noted that Ms. Brennan had been selected as an ADK Honors Outstanding Educator.

#### **4. BOARD GOALS AND FACILITATED DISCUSSION**

Ms. Lewis distributed the following documents to Board members:

- *Springfield Board of Education Goals—2012-2014.*
- *District Goals—2013-2015.*
- *Asset-Based Communication Lens: Executive Framing.*
- *The New York Times—Obama Administration Calls for Limits on Testing in Schools.*

Board members discussed what should be the overarching goals of the school district moving forward into future. Following a robust conversation that included a philosophical discussion about what it meant to be future ready and what metrics should district and student success be measured by, the Board asked staff to return with some suggested strategies to meet the existing goals and “celebrate the successes” as the District moved through articulated milestones.

Superintendent Rieke-Smith had participated in a conference call in which participants discussed the *Obama Administration Calls for Limits on Testing in Schools* article. She noted the Administration called for a cap on assessment so that no child would spend more than 2 percent of classroom instruction time taking tests. The conference call also covered issues related to what local control meant. Some considered state control as local control, versus federal control, which may shift the discussion. There was no discussion related to walking away from measuring student achievement in math and reading. Testing and standards would be a focus of the United Front trip to Washington, D.C. in January 2016. She opined there was some thought that the pendulum would swing back to pre-1990, when states determined their own standards and ways of measuring student achievement.

In response to Ms. DeHaven, Board Chair Light said the District did test the students within the school system parameters that focused on the individual, but the standardized statewide tests did not focus on the individual students. For decades there had been an effort to impose an efficiency model in education and human beings were not very efficient. He supported identifying the desired results and devising strategies to achieve those results. The school system was set up to reward those who could fit the square peg in the square hole, and penalized students who excelled outside of the rigid metrics.

Superintendent Rieke-Smith directed Board members to the *Asset-Based Communication Lens: Executive Framing* document, and facilitated a discussion of the document. She explained the document was created by the Oregon Education Investment Board (OEIB), which had evolved into the Chief

Education Office. The intent of the document was to provide an Equity Lens that would offer a practical approach to looking at students in a differentiated manner, in an asset base rather than a deficit base. Much of the language in No Child Left Behind was deficit based, placing a negative connotation on metrics. The State of Oregon had made a clear commitment to look at the assets students brought to the schools.

Board Chair Light directed Board members to the *District Goals—2013-2015* and *Springfield Board of Education Goals—2012-2014* documents. Board members discussed the importance of students meeting the milestones for their grade levels so that all students were prepared for a career or college upon graduation. It was important to provide students engaging programs to help them find their individual passions.

Ms. DeHaven emphasized the importance of offering courses and curriculum, which prepared students for real life. She saw missed opportunities when she heard that high school students had open periods because there were not classes for them to take. The District was doing the students a disservice when they could be involved in community service activities, giving back to the community.

Superintendent Rieke-Smith agreed there were open periods that should not be open, which reflected the need for the District to build capacity within the high schools. Her role was to reach out to the community and ask the community to partner with the District. The District was currently partnering with Symantec and other firms that Mr. da Silva and Dr. Towe had reached out to, and additional work was needed to expand that pathway for students. She added this may be the time for the District to reexamine Response to Intervention (RtI) and refocus resources. She agreed to return to the Board with more information and recommendations for benchmarks to identify ways to fold passion and relationships into the District's goals.

Mr. Bishoff was impressed with how much many SHS teachers did with so little, because they were able to use their knowledge and savvy to find equipment and volunteers. He wanted to help teachers feel empowered and to identify resources and grants to support their efforts.

Superintendent Rieke-Smith added getting the lift to empower teachers was not only incumbent on the District, but was also about working in conjunction with United Way, the Early Learning Council, the Chamber of Commerce, and Legislature, in seeking grants and bringing wraparound services to schools, which could be embedded in Goal 1, All Students are Future Ready and Goal 3, Advocacy.

Board Chair Light said goal setting needed to be developed in conjunction with budget preparation to ensure resources were provided to support the goals.

Superintendent Rieke-Smith stated there were conversations at the state level about providing mental health wraparound services to districts. SPS was currently one of 197 districts in the State that served as first responders to mental health issues because services were not available in the community. She had spoken with Representative John Lively and the State was interested in entertaining mental health advocacy. She asked the Board to consider mental health as an advocacy point in Goal 3, and asking Oregon legislators to look at the impact of poverty, mental health and wraparound services for schools.

Board Chair Light said schools had evolved and were serving as first responders in many areas. The Board needed to have conversations about providing resources for the schools if it wanted to reach a meaningful graduation rate. Superintendent Rieke-Smith said she would provide a draft of markers to the goals on *Springfield Board of Education Goals—2012-2014* and *District Goals—2013-2015* for review at a future Board work session.

Mr. Yancey said the District had a budget that had directed resources towards the goals. The 2015-2016 budget conversation would begin soon, and it would be helpful if established goals were identified before that conversation began.

Superintendent Rieke-Smith said the local school superintendents recently met at Lane ESD, where they discussed grant opportunities. The superintendents had discussed meaningful ways to engage parents and provide opportunities for them to serve the District when their children were in school.

Ms. Adams' attendance goal was all kids in school all the time.

The Board took a short dinner break.

## **5. GOAL 1: ALL STUDENTS ARE FUTURE READY**

### **a. Enrollment**

Mr. Yancey directed Board members to a handout entitled *Springfield School District #19 as of September 30, 2015*. He facilitated a discussion about enrollment trends around the effects of open enrollment, charter schools, full day kindergarten and online options. He noted the number of students choosing charter schools and online learning had increased and he asked if it was time for the District to devote more resources to promoting the District's online learning program. He noted online school could not provide music, art, shop and co-curricular opportunities. Online students could take core courses online and they had the right to take electives and co-curricular activities at District schools.

Ms. Adams said the Board needed to talk with legislators about the disadvantage districts faced in not being able to promote their programs as online schools did through the media.

Ms. DeHaven noted foreign languages were a problem for online schools.

Superintendent Rieke-Smith said the Oregon School Boards Association (OSBA) fall convention would provide Board members an opportunity to share their concerns about enrollment with legislators and the OSBA.

Mr. Bishoff opined although the District could not actively market its programs, it could provide readily accessible information through the website and other messaging options.

### **b. Status of Instructional Materials**

Ms. McKinley shared stories about outdated instructional materials, many of which were in poor condition. She directed Board members to a handout entitled *Springfield Public Schools Textbook Adoption Cycle*. She provided an overview of the state curriculum adoption schedule in contrast with the SPS adoption cycle, to help inform budget discussions. Instruction department staff advocated for a process to bring SPS to the current state adoption cycle.

Mr. Yancey said it took the District some time to get into the current situation and it would take some time get out of the situation. The Budget Committee determined priorities last year in collaboration with the schools and administration:

- Ending fund balance.
  - The Board established a policy that called for an ending funding balance of 4 percent. The District currently had an ending fund balance of 6.5 percent.
- Support for mental health needs in the schools.
- Support for the community model.
- Support for curriculum and instructional materials.

- The District struggled with textbooks versus digital materials. There would always be textbooks, but digital materials would continue to be integrated into the learning environment. Regardless of the form, the price remained the same, because digital licenses needed to be updated regularly.
- It was important to include funding for professional development for teachers.

Suzy Price said the Eugene 4J, Bethel and Junction City school districts had adopted digital math and English Language Arts materials.

Board Chair Light asked staff to come back to the Board with a request for reallocation of resources to support textbook acquisition and digital learning.

Board members and staff discussed the benefits of school provided digital devices and students providing their own devices. Superintendent Rieke-Smith emphasized the need to be thoughtful in how to provide digital devices, understanding that some families had the resources to provide their own devices and other families did not have those resources.

Mr. Lindly iterated some school districts had the students provide their own devices. It was challenging for teachers when students had 20 different devices in the classroom, and varying family resources impacted the ability of students to provide their own devices.

Mr. Bishoff suggested that the District could provide devices by school level, providing devices for the high schools first, followed by middle schools and elementary schools.

In response to Board Chair Light, Mr. Yancey confirmed that the Oregon legislature was aware of the need to identify funding for digital devices. Superintendent Rieke-Smith noted by law, providing materials was the responsibility of the districts. Staff would bring information to the Board about digital devices and materials. The Board briefly discussed the possibility of the District developing its own digital curriculum.

### **c. High School Scheduling Update and Future Planning**

Kevin Ricker provided an update on high school scheduling concerns raised by SHS staff at the last Board meeting. He, Superintendent Rieke-Smith and Mr. Yancey had visited SHS and walked through the classrooms. He had met with SHS staff and developed a plan to address staff concerns:

- Short term solution—gather information and evaluate the master schedule by November 5.
- Mid-term solution—possible adjustment and balancing staff.
- Long term solution
  - How to build the schedule and ensure there were enough teachers.
  - Make tough decisions around classes that students needed to graduate versus what students wanted.

Mr. Ricker met with SHS Principal José da Silva, and Assistant Principals Marilyn Williams and Kevin Rowan to discuss what had occurred so far. The administrators provided him with materials lists, which he had shared with Superintendent Rieke-Smith. The SHS administrators were asked to rethink some of their processes for acquiring and repairing classroom materials. Mr. Ricker met with SHS department leaders and the administrative staff, looked at the master schedule and discussed what could be done to help mitigate some problems at the end of the semester rather than immediately, to prevent disrupting the students' schedules.

- Short term solution—staff worked hard, identified desired outcomes, talked about the building philosophy, how instructional FTE was distributed. Staff came up with ways to address

inconsistencies in the schedule, where classes could be combined. Staff devised a quick, two-week fix for the remainder of the semester. He commended staff for their hard work.

- Longer term—how to make decisions and change scheduling for the long term to prevent the overcrowding from happening again.

Superintendent Rieke-Smith iterated the master schedule should be a thoughtful process, while providing what the students needed before addressing what the students were passionate about. Future conversations could include discussions about what courses SHS and THS could offer jointly or online. Master schedules for SHS and THS were being developed now for the winter term. Forecasting for the fall 2016 semester would begin in the spring.

Board Chair Light thanked Mr. Ricker for his hard work.

Ms. Adams was pleased that the SHS staff felt they could speak to the Board without recriminations.

Board Chair Light noted the Board was running behind schedule for the meeting. Superintendent Rieke-Smith distributed printed materials on the remaining agenda topics, which may be discussed in depth at a future Board meeting:

- *Recommendations for Creating a Highly Effective Assessment System—Revised DRAFT, 7/15/15.*
- *Quality Education Model—Final Report—August 2014—Executive Summary—Quality Education Commission.*
- *Quality Education Model—A look at Today’s QEM—9/16/2015.*
- *2015 Legislative Summary*
- *2015 Legislative Review—Fall Regional Meetings—September thru October 2015.*
- *Full Day Kindergarten Board Update—10.12.15.*
- *Proposed Plans for 2015-16 OASE/COSA Areas of Focus for Policy, Position and Advocacy Development.*
- *Advocacy makes a difference—Recent History of K-12 Funding in Oregon.*

#### **d. Assessment Literacy**

Superintendent Rieke-Smith briefly reviewed *Recommendations for Creating a Highly Effective Assessment System—Revised DRAFT, 7/15/15.*

### **6. GOAL 3: ADVOCACY**

#### **a. ESEA Update**

Superintendent Rieke-Smith encouraged Board members to read the material on quality education, which would be a discussion topic at the upcoming OSBA meeting in preparation for the United Front trip tentatively scheduled for January 2016.

#### **b. State & Federal Legislative Update**

Superintendent Rieke-Smith briefly reviewed the *2015 Legislative Summary* and the *2015 Legislative Review—Fall Regional Meetings—September thru October 2015* documents.

#### **c. OSBA Conference Review**

Superintendent Rieke-Smith briefly reviewed the schedule for the upcoming OSBA conference.

### **7. SUPERINTENDENT EVALUATION**

- a. November 2, 2015 Executive Session – Superintendent Evaluation
- b. November 9, 2015 Business Meeting – Superintendent Search Decision

**8. WRAP UP and NEXT STEPS**

Ms. Adams said she was stepping down from the Hamlin Middle School Design Team. Mr. Yancey noted Ms. Boyst and Mr. Bishoff would continue on the Team.

Board Chair Light adjourned the meeting at 8:10 pm.

*(Minutes recorded by Linda Henry)*

**SPRINGFIELD PUBLIC SCHOOLS  
2015-2016 Revenue/Expenditure Forecast  
As of October 31, 2015**

**\*\*Please see attached report\*\***

**REVENUES:**

- A majority of our (current year) property taxes will be received during the month of November, with minor collections remaining throughout the remainder of the year. Additionally, it is estimated that approximately \$475,000 of prior year property taxes are to be received on behalf of the District. This report is based on the information received through the Lane County Tax and Assessment office.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments. According to Oregon Department of Education's estimate, the District is scheduled to receive approximately 99.6% of the adopted budget. This estimate includes the additional students enrolled in the SPS Online program, as well as Charter School enrollment at both A3 and Willamette Leadership Academy.
- The District is anticipating receiving approximately \$500,000 is revenue associated with High Cost Disability students. This revenue source was unknown at the time of the budget adoption, however the Legislature finalized the reimbursement at the end of the session.
- The District is anticipating receiving approximately \$190,000 in County School Funds. To date the District has not received anticipated funds.
- The District is anticipating receiving approximately \$1.26 million in Common School Funds. To date the District has no received anticipated funds.

**EXPENDITURES:**

- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. While historically the District has under spent these budget areas, reductions in discretionary budget no longer afford for significant under-expending.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2015-2016 adopted budget.

Additional Notes: For the 2015-2016 budget year the current estimate of ending fund balance is \$7,179,294. Included in this number is the un-audited ending fund balance from the 2014-2015 fiscal year (\$5,624,193).

Submitted by:

Reviewed by:

Brett M. Yancey  
Chief Operations Officer

Dr. Sue Rieke-Smith  
Superintendent

**SPRINGFIELD SCHOOL DISTRICT 19**  
**2015-2016 REVENUE/EXPENDITURE FORECAST**  
as of  
**10/31/15**

	BUDGET	ACTUAL through 10/31/15	ESTIMATED from 10/31/15 to year end	PROJECTED 2015-2016	PROJECTED as % of BUDGET
<b>REVENUES:</b>					
Property taxes - current	22,757,340	24,894	22,732,446	22,757,340	100.00%
Property taxes - prior years	475,000	107,255	367,745	475,000	100.00%
Other local sources	911,100	337,159	573,941	911,100	100.00%
Lane ESD Apportionment	1,516,180	0	1,516,180	1,516,180	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	68,798,807	29,257,791	39,282,382	68,540,173	99.62%
State School Fund - High Cost Disability	0	0	500,000	500,000	N/A
Common School Fund	997,484	0	1,265,737	1,265,737	126.89%
Federal Forest Fees	400,000	0	550,000	550,000	137.50%
<b>Total revenues</b>	<b>96,045,911</b>	<b>29,727,100</b>	<b>66,978,430</b>	<b>96,705,530</b>	<b>100.69%</b>
Beginning fund balance	4,407,051	0	5,624,193	5,624,193	127.62%
<b>Total Beginning fund balance</b>	<b>4,407,051</b>	<b>0</b>	<b>5,624,193</b>	<b>5,624,193</b>	<b>127.62%</b>
<b>Total resources</b>	<b>100,452,962</b>	<b>29,727,100</b>	<b>72,602,623</b>	<b>102,329,723</b>	<b>101.87%</b>
<b>EXPENDITURES:</b>					
Personal services	49,394,218	9,435,705	39,958,513	49,394,218	100.00%
Employee benefits	30,417,001	5,192,026	25,224,975	30,417,001	100.00%
Purchased services	10,466,354	2,650,163	7,816,191	10,466,354	100.00%
Supplies & materials	2,891,426	846,971	2,015,540	2,862,512	99.00%
Capital outlay	132,375	69,562	62,813	132,375	100.00%
Other objects	700,111	644,742	55,369	700,111	100.00%
Fund transfers	1,177,858	0	1,177,858	1,177,858	100.00%
<b>Total expenditures</b>	<b>95,179,343</b>	<b>18,839,169</b>	<b>76,311,259</b>	<b>95,150,429</b>	<b>99.97%</b>
Unappropriated	4,000,000	0	0	0	-
Contingency	1,273,619	0	0	0	0.00%
<b>Total appropriations</b>	<b>100,452,962</b>	<b>18,839,169</b>	<b>76,311,259</b>	<b>95,150,429</b>	<b>94.72%</b>
<b>Total resources</b>		<b>29,727,100</b>	<b>72,602,623</b>	<b>102,329,723</b>	
<b>Total appropriations</b>		<b>18,839,169</b>	<b>76,311,259</b>	<b>95,150,429</b>	
Ending fund balance		10,887,930	(3,708,636)	7,179,294	
Less: contingency			0	0	
<b>Net fund balance</b>		<b>10,887,930</b>	<b>(3,708,636)</b>	<b>7,179,294</b>	

## Technology Bond Update

The technology portion of the bond is broken into 12 projects, each project with its own budget and timeline. Some of the projects were scheduled to start immediately while others were not scheduled to begin until the 2017-18 school year.

## 1. Core Network Equipment (Time Frame: 2015-2018)

Work Completed Since the Previous Report

- No new work was completed in October.

Next Steps / Work in Progress

- Network equipment to complete Thurston High, Mt Vernon, Ridgeview, Waltherville, Briggs, and Thurston Middle schools has been ordered. All of this equipment is eligible for Erate reimbursement. Network upgrade work continues at THS and Yolanda and will continue through the school year.

## 2. Central Server Infrastructure &amp; Storage (Time Frame: 2015-2018)

Work Completed Since the Previous Report

- The core network switches, SAN, and tape backup equipment have been installed and are operational.

Next Steps / Work in Progress

- We continue to look at servers that are nearing end of life and will be starting the replacement process for several of these devices.

## 3. Enterprise Wireless Network (Time Frame: 2015-2016)

Work Completed Since the Previous Report

- No new work was completed in October.

Next Steps / Work in Progress

- Wireless network equipment to complete Thurston High, Mt Vernon, Ridgeview, Waltherville, Briggs, and Thurston Middle schools has been ordered. All of this equipment is eligible for Erate reimbursement. Wireless network upgrade work continues at THS and Yolanda. Work in this area will continue though out the school year.

## 4. Unified Communications (Time Frame: 2016-2020)

- Work in this area not scheduled to begin until 2016-17

5. Classroom Equipment (Time Frame: 2015 - 2020)

Work Completed Since the Previous Report

- The installation of ceiling mounted projectors in all classrooms at Springfield High School was completed in October.

Next Steps / Work in Progress

- Work continues on the installation of the ceiling mounted projectors in all classrooms at Page Elementary School. We have started the design process in preparation for bidding projection system installations at the remaining schools. These installations are scheduled to start June 2016. We are piloting some document cameras and doing some research in preparation for providing these devices in classrooms with ceiling mounted projectors that currently do not have document cameras.

6. Library Computer Devices (Time Frame: 2015-2017)

Work Completed Since the Previous Report

- No new work was completed in October.

Next Steps / Work in Progress

- We have completed the work that was budgeted for year one. During year two, we will continue to work through our prioritized list of school libraries.

7. Computer Lab Devices (Time Frame: 2015 – 2018)

Work Completed Since the Previous Report

- No new work was completed in October.

Next Steps / Work in Progress

- We have completed the work in this area for year one. Moving into year two, we will continue to look at the highest need labs within the district for replacement.

8. Testing Computer Devices (Time Frame: 2015-2018)

Work Completed Since the Previous Report

- No new work was completed in October.

Next Steps / Work in Progress

- Debrief with the schools to determine the next steps in terms of providing testing devices. Additional low cost Chromebook carts that can be moved among schools may be the best solution for meeting testing needs.

9. Staff Computer Devices (Time Frame: 2015–2020)

Work Completed Since the Previous Report

- No new work was completed in October.

Next Steps / Work in Progress

- We have identified the next 50 staff members (teachers) who will be receiving replacement computers. We plan to replace these 50 computers during the school year and will do a large staff computer replacement project this summer. We are also looking at adding additional memory to a number of staff devices to increase performance.

10. Student Computer Devices (Time Frame: 2015-2020)

Work Completed Since the Previous Report

- As part of the English, Language Arts district level project, 256 Chromebooks (eight carts) were delivered to the middle schools this month. Each middle school received two carts of Chromebooks.

Next Steps / Work in Progress

- We received four school based proposals for student devices in October. A cross organizational team met to review the proposals and is in the process of making recommendations. Once the recommendations are complete, we will begin scheduling the delivery of the proposed devices.

11. eReaders (Time Frame: 2017-2020)

- Work in this area is not scheduled to begin until 2017-18

12. Professional Technical Technology (Time Frame: 2015-2016)

Work Completed Since the Previous Report

- No work was completed in October.

Next Steps / Work in Progress

- We have ordered the metal lathes for both Thurston and Springfield High. We are currently working with an engineering firm that can do the work to get UL approval on these devices. Thurston High continues to work to specify welding equipment.

We welcome your feedback regarding information that would be valuable for future reports including additional detail that would be helpful. We will be including financial data on a quarterly basis.

FIRST READING / REVIEW

DATE: NOVEMBER 9, 2015

BOARD POLICIES FOR REVIEW

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools.

Two current policies and one administrative regulation (AR) need to be rewritten to meet legal standards..

Kevin Ricker is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors review the following board policies and the administrative regulation as a first reading:

IB	Freedom of Expression
IBDG	Student Publications
IBDG-AR	Student Publications

SUBMITTED BY:

Jenna McCulley  
Community Engagement Officer



Code: **IB**  
Adopted:

## **Freedom of Expression**

**Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.**

### **Freedom of Student Inquiry and Expression**

- 1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.**
- 2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.**

### **Freedom of Association**

**Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, sex or sexual orientation. Each student organization must have a staff adviser to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.**

### **Publications K-8, Displays and Productions**

**On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be subject to administrative review, restricted or prohibited, however, pursuant to legitimate educational concerns. Such concerns include:**

1. **The material is or may be defamatory;**
2. **The material is inappropriate based on the age, grade level and/or maturity of the audience;**
3. **The material is poorly written, inadequately researched, biased or prejudiced;**
4. **Whether there is an opportunity for a named individual or named individuals to make a response;**
5. **Whether specific individuals may be identified even though the material does not use or give names;**
6. **The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;**
7. **Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.**

### **High School Student Journalists**

**Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. School sponsored media means materials that are prepared, substantially written, published or broadcast by student journalists, that are distributed or generally made available, either free of charge or for a fee, to members of the student body and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.**

**School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:**

1. **Is libelous or slanderous;**
2. **Is obscene, pervasively indecent or vulgar;**
3. **Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;**
4. **Constitutes an unwarranted invasion of privacy;**
5. **Violates federal or state law; or**
6. **So incites students as to create a clear and present danger of:**
  - a. **The commission of unlawful acts on or off school premises;**
  - b. **The violation of district policies; or**

- c. **The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.**

**Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make his/her decision within three school days of the meeting. The superintendent's decision shall be final and binding on all parties.**

~~The Board seeks to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.~~

~~The School Board recognizes the right of the teachers to teach what they believe to be the truth about the subject matter in the areas in which they are by training and preparation demonstrated to be competent. However, the teacher must not use the classroom and position to force personal beliefs on students.~~

~~Freedom will be guaranteed to teachers to create a classroom atmosphere that allows students to raise questions dealing with critical issues. Teachers may teach about controversial issues which have political, economic or social significance in an atmosphere free from bias and prejudice to help students understand and formulate opinions through a dispassionate factual approach.~~

~~Teachers are responsible for exercising judgment in selecting issues of educational value for discussion.~~

END OF POLICY

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**Legal Reference(s):**

ORS 332.072

ORS 332.107

ORS 336.477

ORS 339.880

ORS 339.885

OAR 581-021-0050

OAR 581-021-0055

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2006).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

U.S. CONST. amend. I; U.S. CONST. amend. XIV.

OR. CONST., art. I, § 8.



Code: **IGDB**  
Adopted:

## **Student Publications (Grades K-8 only)**

### District Sponsored K-8 Only

Students' First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored student publications. The observance of these rights must be balanced against the legitimate needs of the educational process.

Some student publications, such as yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Staff advisors will be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will conform to Board policy and administrative regulation.

Students may be required to submit publications for approval prior to distribution. When approval is required, school administrators must make available to students the standards which will be used to determine granting or denying permission to publish. Such guidelines will be specific and will be directed toward ascertaining which publications will cause substantial disruption of district activities or contain libelous or obscene content.

Prior restraints will contain precise criteria which spell out what is prohibited. A definite, brief time limit will be set within which school officials must approve or disapprove distribution. To be valid, these guidelines must prescribe a procedure for appeals from students.

### All Publications

It will be the responsibility of local school administrators to develop and circulate reasonable and specific rules setting forth the time, manner and place in which distribution of student publications may occur. Student who become subject to discipline for failure to comply with distribution rules will be granted procedural due process rights.

END OF POLICY

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### **Legal Reference(s):**

ORS 332.072  
ORS 332.107  
ORS 339.880

OAR 581-021-0050  
OAR 581-021-0055

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)



Code: **IGDB-AR**  
Revised/Reviewed:

## **Student Publications (Grades K-8 Only)**

**Student publications subject to review by school administrators include those which are:**

- 1. School sponsored (supported by district funds, equipment, etc.);**
- 2. Part of the established curriculum;**
- 3. Of benefit primarily to those who compile, edit and publish them;**
- 4. Not by policy or practice, open for indiscriminate use by the general public or students individually or as a group; or**
- 5. Activities which students, parents and members of the public might reasonably perceive to bear the sanction or approval of the district.**

**Student publications will be reviewed by staff advisers and may be reviewed by other district administrators prior to printing and distribution. Materials may be modified or removed from publications for legitimate educational concerns. Such concerns include:**

- 1. The material is or may be defamatory;**
- 2. The material is inappropriate based on the age, grade level and/or maturity of the reading audience;**
- 3. The material is poorly written, inadequately researched or biased or prejudiced;**
- 4. Whether there is an opportunity for a named individual or named individuals to make a response;**
- 5. Whether specific individuals may be identified even though the material does not use or give names; or**
- 6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts.**

**Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make his/her decision within three school days of the meeting. The superintendent's decision shall be final and binding on all parties.**

OPEN ENROLLMENT & INTERDISTRICT TRANSFERS

RELEVANT DATA:

In 2011 Legislature passed House Bill 3681 (HB 3681), which took effect for the 2012-2013 school year. HB 3681 allows school districts to enroll out-of-district students without charging tuition, securing a one-to-one exchange or obtaining consent from the resident school district through an Open Enrollment Transfer process.

During 2012-13, 2013-14, and 2014-15, Springfield Public Schools had a net loss of 166 students through Open Enrollment. The 2015-2016 school year netted an additional loss of 58 students.

Students enrolled in a Springfield school through Open Enrollment guidelines are allowed to continue through graduation. However, students changing school levels, i.e., elementary to middle or middle to high school; indicate which school they wish to enroll for the coming year.

Inter-District transfers, previously referred to as 1:1 Exchange transfers, are processed outside the Open Enrollment window. While IDTs no longer require an even exchange with the resident district, they do require consent from both districts.

For the 2015-16 school year, to date, we have accepted 50 students into Springfield schools from other districts. There are currently 54 students from Springfield attending other districts through Inter-District transfer guidelines.

SUBMITTED BY:

Dr. Susan Rieke-Smith  
Superintendent

2015-2016 OUT-OF-STATE TRIPS OVERVIEW

RELEVANT DATA:

High School principals were asked to submit anticipated out of state trips for the 2015-2016 school year.

In addition to the two out of state trip packets being presented tonight, the following anticipated trips submitted are:

- Springfield High VICA to San Francisco, CA in April 2016
- Springfield High DECA to Nashville, TN in April 2016
- Springfield High Boys Basketball to WA in summer 2016
- Thurston High Cheer to Anaheim, CA in March 2016
- Thurston High Publications to Santa Cruz, CA in July 2016

In the future, there may be additional requests, however, our intent is to put the current information in front of the Board and avoid last-minute requests/submissions.

Current practice requires out of state trip request forms be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to an approved trip request must be covered and resubmitted to the Board in an Addendum.

SUBMITTED BY:

Kevin Ricker  
Director of Secondary Education

SPRINGFIELD HIGH SCHOOL  
GIRLS' BASKETBALL

RELEVANT DATA:

Springfield High School's Girls' Basketball Team has been invited to participate in an elite Nike basketball tournament in Phoenix, Arizona during the Winter Break.

Student athletes will learn team building, accountability, trust, and follow through. We will also be taking tours of colleges and different sight seeing adventures.

Student athletes have already raised all monies needed to fund this trip.

Student athletes will miss one and a half school days.

RECOMMENDATION:

It is recommended the Board approve Springfield High School's Girls' Basketball Team's request to travel to Phoenix, Arizona to participate in the Nike basketball tournament. Dates of the trip will be December 17 – 23, 2015.

There is no cost to the district for this trip.

Given SHS Girls' Basketball Team has already fundraised all necessary monies, there is no need for the school to report back to the Board prior to the trip.

José da Silva and Audrea Shelley will be available to answer questions.

SUBMITTED BY:

Kevin Ricker  
Secondary Director

RECOMMENDED BY:

Dr. Susan Rieke-Smith  
Superintendent

Springfield School District

## OUT-OF-STATE TRAVEL REQUEST

School: SHS Contact: Audrea Shelley Date: 9/14/15

Club/Organization Going on Trip: Girls Basketball # of Students: 11

Number of Faculty Chaperones: 2 Number of Parent/Other Chaperones: 7

Names of Chaperones:

School Staff: Bill Wagner, Audrea Shelley

Parents/Others: Adam Jones, Heather Klym, Jerry Klym, Beth Blackwell, Kyle Blackwell

Destination: Arizona Dates of Trip: Dec17-23rd

Estimated Total Cost: \$8,000 Cost to the Program/Building\*: \$0  
(Includes substitute teacher cost.)

Fundraising Activities: Auction, Cosmo Corn, 50/50

Lodging: Grand Arizona

Food: Food is figured into the cost and the program will cover the meals for every kid. Breakfast is provided

Method of travel: Air  
(Note: District vehicles **are not** available for out-of-state travel)

# of School Days Missed: 1 ½ days  
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) District  
Type of Coverage Cost per Person

Applicable forms on file: (please check)

Parent Permission Form  Medical Release Form  Student Fundraising Agreement

**Purpose for the trip and a tentative Itinerary must be included with this form.**

Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Board no less than 30 days prior to the trip of the club/organization's status raising all required funds.

Approved:  Denied:  Principal: José daSilva Date: 9/29/15

Approved:  Denied:  Secondary Director: Kevin Ricker Date: 10/19/15

### **IMPORTANT NOTE**

**Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.**

**\*All costs must be paid by the program or building. The District assumes no costs for trips.**

**SHS Girls Basketball  
Nike Tournament  
Phoenix, AZ  
Dec 17 – 23, 2015**

**PURPOSE OF THE TRIP**

**What are the objectives of the trip and how are the experiences provided related to class or school program?**

The Girls basketball team has been invited to participate in an elite Nike basketball tournament in Arizona during the Christmas break. We will be taking tours of colleges and different sight seeing adventures

How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?

This is a sporting event not a classroom opportunity. This is the opportunity for kids to learn things that you can not learn in a classroom such as team, accountability, trust follow through etc.

**How will the experience motivate students for further learning?**

Not really sure how to answer this question however it will surely enhance a student's desire to travel and see new sights some of these kids will never get another opportunity like this

**Does the trip make best use of available time and money?**

Yes, our itinerary runs minute to minute and not a lot of down time. We have activities planned throughout the entire trip to keep the girls busy. Students have already raised all monies needed to fund this trip.

**What effect does the trip have on other classes or programs?**

The students will miss a day and a half of classes but will have permission slips filled out and on file by ALL parents

**What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?**

We will be flying from PDX to Phoenix. Parents will take their own kids to PDX. Once we arrive in Phoenix we have rental vans to transport the kids from place to place. Audrea Shelley and Bill Wagner will be the only drivers of the vans.

**SHS Girls Basketball  
Nike Tournament  
Phoenix, AZ  
Dec 17 – 23, 2015**

**ITINERARY**

Departure Date & Time: Dec 17<sup>th</sup> at 3:15

Return Date & Time: Dec 23<sup>rd</sup> at 8:22

THURSTON HIGH SCHOOL  
BASEBALL

RELEVANT DATA:

The objective of our trip is to participate in a sanctioned high school baseball tournament. Participation in this event guarantees good weather for practices and games during Spring Break, observe and learn from watching professional baseball players practice and play, and do team building.

Students will miss one school day.

RECOMMENDATION:

It is recommended the Board approve Thurston High School's Baseball Team's request to travel to Phoenix, Arizona to participate in a baseball tournament. Dates of the trip will be March 17, 2016 through March 26, 2016.

Approval is contingent upon the team fundraising all monies needed to cover the cost of the trip, including substitute teacher costs. There is no cost to the district for this trip.

Chad Towe and Dennis Minium will be available to answer questions.

Chad Towe will report to the Board no less than 30 days prior to the trip of the team's status raising all required funds.

SUBMITTED BY:

Kevin Ricker  
Secondary Director

RECOMMENDED BY:

Dr. Susan Rieke-Smith  
Superintendent

Springfield School District

## OUT-OF-STATE TRAVEL REQUEST

School: THS Contact: Dennis Minium Date: 7/15/15

Club/Organization Going on Trip: THS Baseball # of Students: 16 - 20

Number of Faculty Chaperones: 4 Number of Parent/Other Chaperones: 10

Names of Chaperones:

School Staff: Dennis Minium, Rob Cantwell, Jerry Benedick, TBD

Parents/Others: Numerous parents are making the trip as well

Destination: Phoenix, AZ Dates of Trip: 3/17 - 3/26, 2016

Estimated Total Cost: \$17,500 Cost to the Program/Building\*: \$0.00  
(Includes substitute teacher cost.)

Fundraising Activities: Apple sales, coupon sheet sales, tournaments & concessions

Lodging: Hyatt Chandler Hotel (tentative)

Food: Hotel provides breakfast. Lunch & dinner as a team (kids pay). One dinner provided by the program.

Method of travel: Charter Bus  
(Note: District vehicles **are not** available for out-of-state travel)

# of School Days Missed: One (March 18<sup>th</sup>)  
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) N/A  
Type of Coverage \_\_\_\_\_ Cost per Person \_\_\_\_\_

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form N/A Student Fundraising Agreement

**Purpose for the trip and a tentative Itinerary must be included with this form.**

Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Board no less than 30 days prior to the trip of the club/organization's status raising all required funds.

Approved: X Denied: \_\_\_\_\_ Principal: Chad Towe Date: 10/5/15

Approved: X Denied: \_\_\_\_\_ Secondary Director: Kevin Ricker Date: 10/6/15

### **IMPORTANT NOTE**

**Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.**

**\*All costs must be paid by the program or building. The District assumes no costs for trips.**

**Thurston High School Baseball  
Spring Break Baseball Camp  
Phoenix, AZ  
March 17 – 26, 2016**

**PURPOSE OF THE TRIP**

**What are the objectives of the trip and how are the experiences provided related to class or school program?**

Teamwork, skill building, and team bonding, play new teams, experience different cultures. Be productive in different environments. Get along with a variety of different personalities, learning tolerance.

**How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?**

With a small group of kids learning to live with others. Learn tolerance of different habits and quirks. Learn to deal with stress. Real world experiences make learning more meaningful and memorable.

Make older student athletes step up and use leadership skills. Younger student athletes will have the opportunity to witness and learn leadership skills.

**How will the experience motivate students for further learning?**

Reward for working hard for student athletes per school GPA standard of 2.0 GPA.

**Does the trip make best use of available time and money?**

Yes, Spring Break for students using fundraising money.

**What effect does the trip have on other classes or programs?**

Student athletes will miss one day of classes on Friday, March 18<sup>th</sup>.

**What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?**

Coaches will be at everything we do. Hotel rooms are blocked together. Curfew and bed checks.

**RATIONALE\***

\*Rationale must be included if students will miss two or more school days.

N/A

**Thurston High School Baseball  
Spring Break Baseball Camp  
Phoenix, AZ  
March 17 – 26, 2016**

**ITINERARY**

Departure Date & Time: Thursday, March 17, 2016, evening

Return Date & Time: Saturday, March 26, 2016, approximately 6:00 pm

Please note: we will be together at everything we do and will have bed checks each night.

Leave Thursday evening, March 17<sup>th</sup>

Arrive in Phoenix, AZ Friday evening, March 18<sup>th</sup>. Arrive and check into hotel, meet with team for team building meeting.

Saturday, March 19<sup>th</sup> – Breakfast at hotel. Water Park all day, dinner then team building.

Sunday, March 20<sup>th</sup> – Three (3) hour practice, Spring Training Baseball game (all as a group), team dinner, pool time and team building.

Monday, March 21<sup>st</sup> – Game Day – game at 3:30 pm – Breakfast, team building, game, dinner and pool

Tuesday, March 22<sup>nd</sup> – Game Day – game at 3:30 pm – Breakfast, team building, game, dinner and pool

Wednesday, March 23<sup>rd</sup> - Three (3) hour practice, Spring Training Baseball game (all as a group), team dinner, pool time and team building.

Thursday, March 24<sup>th</sup> - Game Day – game at 3:30 pm – Breakfast, team building, game, dinner and pool

Friday, March 25<sup>th</sup> – Game Day/Departure – Clean rooms, check out, play game, load buses and head home.

Saturday, March 26<sup>th</sup> – Arrive home around 6:00 pm

BOARD POLICIES FOR APPROVAL

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools.

Five current policies need to be rewritten to meet legal standards. Three of these are actually the same policy with three different codes so that the policy language can be found under the following categories of board policies: G – Personnel, J – Students, and K – Community Relations. These policies were presented for first reading at the October 12, 2015, board meeting.

Jenna McCulley is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the following board policies:

- GBDA Mother-Friendly Workplace
- GBK/JFCG/KGC Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
- GBM Staff Complaints
- JFCG/KGC/GBK Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
- KGC/GBK/JFCG Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

SUBMITTED BY  
Jenna McCulley  
Community Engagement Officer

RECOMMENDED BY:  
Susan Rieke-Smith  
Superintendent

## **Mother Friendly Workplace\***

The district recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast-feeding or expressing milk in the workplace. The Board directs the superintendent or designee to take measures and develop regulations to ensure that all district employees shall be provided with an adequate location for the expression of milk or breast-feeding.

The superintendent or designee shall see that the district makes a reasonable effort to provide a room or other location in close proximity to the employees' work areas, other than a restroom, where an employee can [breast-feed her child or] express milk in privacy. This policy directs the superintendent or designee to include the following in the development of a regulation to ensure the provisions for employees required by this policy:

1. The advice of a school nurse or health professional in determining the most reasonable facility accommodation;
2. The plan shall include an accessible, private room with a lock that would allow a mother:
  - a. To breast-feed a child brought in during a lunch or other break period; or
  - b. To pump breast milk to be stored for later use.
3. The room shall include:
  - a. Electrical outlets for electric pumps;
  - b. Sanitation facilities including a sink close by, for hand washing and the rinsing of containers; and
  - c. A sign up sheet and a sign posting the room as "private during use."

A reasonable effort will be made to provide a flexible work schedule in consideration of the requirements of the staff member's responsibility.

The district shall provide the employee a 30-minute rest period to breast-feed or express milk during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.<sup>1</sup> If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

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<sup>1</sup>Districts should refer to their collective bargaining agreements to determine if the "rest period" is paid, nonpaid or a combination.

This policy and a list of designated locations will be published in the employee handbook. A list of designated locations must be readily available upon request in the central office of each school facility and in the district's central office.

END OF POLICY

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**Legal Reference(s):**

ORS 243.650

ORS 653.077

ORS 653.256

OAR 839-020-0051



Code: **GBK/JFCG/KGC**  
Adopted:

## **Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (Version 1)**

It is the district's obligation to protect the health, welfare and safety of students. To be consistent with Oregon law and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities, on or off district premises, on all district grounds, including parking lots, in district-owned, rented or leased vehicles or otherwise, or while a student is under the jurisdiction of the district, is prohibited.

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include USFDA-approved tobacco products or other therapy products used for the purpose of cessation.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products or other therapy products marked and sold solely for the approved purpose.

Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

Violation of this policy by nonstudents may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times. The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

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Legal Reference(s):

ORS 167.400

ORS 332.107

ORS 336.222

ORS 336.227

ORS 339.240

ORS 339.250

ORS 339.883

ORS 431.840

ORS 433.835 to- 433.990

OAR 581-021-0050 to -0075

OAR 581-021-0110

OAR 581-022-0413

OAR 581-053-0230(9)(s)

OAR 581-053-0330(1)(m)

OAR 581-053-0430(12)

OAR 581-053-0531(11)

OAR 581-053-0630

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).



Code: **GBM**  
Adopted:

## Staff Complaints\*

It is an unlawful employment practice for an employer to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment for the reason that the employee has in good faith reported information in a manner as to disclose employer violations of any federal or state law, rule or regulation, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health and safety.

The superintendent or designee will develop a complaint procedure which will be available for all employees who contend they have been subject to a violation, misinterpretation or inappropriate application of district personnel policies and/or administrative regulations. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of district personnel policies.

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal or contract nonextension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

Administrative regulations will be developed to outline procedural timelines and steps under this policy, as necessary.

END OF POLICY

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### Legal Reference(s):

ORS 332.107

ORS 659A.199

OAR 581-022-1720

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).



Code: **JFCG/KGC/GBK**  
Adopted:

## **Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (Version 1)**

It is the district's obligation to protect the health, welfare and safety of students. To be consistent with Oregon law and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities, on or off district premises, on all district grounds, including parking lots, in district-owned, rented or leased vehicles or otherwise, or while a student is under the jurisdiction of the, is prohibited.

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include USFDA-approved tobacco products or other therapy products used for the purpose of cessation.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products or other therapy products marked and sold solely for the approved purpose.

Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

Violation of this policy by nonstudents may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times. The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

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Legal Reference(s):

ORS 167.400

ORS 332.107

ORS 336.222

ORS 336.227

ORS 339.240

ORS 339.250

ORS 339.883

ORS 431.840

ORS 433.835 to- 433.990

OAR 581-021-0050 to -0075

OAR 581-021-0110

OAR 581-022-0413

OAR 581-053-0230(9)(s)

OAR 581-053-0330(1)(m)

OAR 581-053-0430(12)

OAR 581-053-0531(11)

OAR 581-053-0630

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).



Code: **KGC/GBK/JFCG**  
Adopted:

## **Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (Version 1)**

It is the district’s obligation to protect the health, welfare and safety of students. To be consistent with Oregon law and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities, on or off district premises, on all district grounds, including parking lots, in district-owned, rented or leased vehicles or otherwise, or while a student is under the jurisdiction of the district, is prohibited.

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

For the purpose of this policy, “tobacco products” is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form.—This does not include USFDA-approved tobacco products or other therapy products used for the purpose of cessation.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products or other therapy products marked and sold solely for the approved purpose.

Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

Violation of this policy by nonstudents may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times. The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

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Legal Reference(s):

ORS 167.400

ORS 332.107

ORS 336.222

ORS 336.227

ORS 339.240

ORS 339.250

ORS 339.883

ORS 431.840

ORS 433.835 to- 433.990

OAR 581-021-0050 to -0075

OAR 581-021-0110

OAR 581-022-0413

OAR 581-053-0230(9)(s)

OAR 581-053-0330(1)(m)

OAR 581-053-0430(12)

OAR 581-053-0531(11)

OAR 581-053-0630

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

RESOLUTION: #15-16.013

DATE: November 9, 2015

## PERSONNEL ACTION

### RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, retirements, and change in contract status. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Michael Henry is available for questions.

### RECOMMENDATION:

It is recommended that the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Retirements

### SUBMITTED BY:

Michael Henry  
Director of Human Resources

### APPROVED BY:

Susan Rieke-Smith  
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	STATUS	FTE	EFFECTIVE DATE	NOTES
<b>NEW HIRES</b>						
1	CYNTHIA BURGER	HAMLIN	TEMPORARY	FT	12/1/15-6/30/16	TEMPORARY REHIRE OF RETIREE
2	CAROLINE MCCORNACK	RIDGEVIEW	TEMPORARY	FT	12/1/15-6/30/16	TEMPORARY REHIRE OF RETIREE
3	ROBERT MONROE	MAPLE	TEMPORARY	FT	10/22/15-6/30/16	TEMPORARY CONTRACT
<b>RETIREMENTS</b>						
4	CYNTHIA BURGER	HAMLIN	CONTRACT TEACHER	FT	11/30/15	RETIREMENT
5	CAROLINE MCCORNACK	RIDGEVIEW	CONTRACT TEACHER	FT	11/30/15	RETIREMENT
6	EILEEN ORSINI	CENTENNIAL	CONTRACT TEACHER	FT	10/31/15	RETIREMENT

## **BUDGET COMMITTEE APPOINTMENTS**

### **RELEVANT DATA:**

Oregon Budget Law requires that each local government establish a budget committee. Appointive members of the budget committee are appointed for three-year terms and are selected by the governing Board of Directors on an at-large basis.

Springfield Public Schools currently has one (1) opening on the budget committee as of the result of the resignation of Jim Balumas, from Position 1. The term for this position expires December 31, 2017.

Based on direction from the Board, staff contacted individuals who had previously expressed interest in serving the district on either the School Board or Budget Committee. Those individuals include:

- Royd Arch
- Zach Bessett
- Paul Carey

All individuals meet the necessary requirements of:

- Living in the boundaries of the school district;
- Are not officers or employees of the school district; and
- Are qualified voters of the school district.

Tonight Board members are asked to appoint one (1) budget committee member to serve the remainder of the term for Position 1, effective November 9, 2015 through December 31, 2017.

### **RECOMMENDATION:**

It is recommended that the Board of Directors appoint one (1) individual to serve as a member of the Springfield Budget Committee, Position 1, effective November 9, 2015 through December 31, 2017.

SUBMITTED BY:

Brett M. Yancey  
Chief Operations Officer

RECOMMENDED BY:

Sue Rieke-Smith, Ed.D.  
Superintendent

To: Springfield School District No. 19  
Board of Education

From: Ken Kohl, Chair  
Bond Oversight Committee

Date: November 9, 2015

Re: Bond Oversight Committee Report

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Originally the Bond Oversight Committee was composed of eight individuals, selected through an interview process by the Springfield School District Board of Education. Prior to the first committee meeting one member, Jim Balumas, resigned. This left the following seven (7) members of the committee:

Ken Kohl	Gina Wilde
Emilio Hernandez	Paul Carey
Tina DeHaven	Zach Bessett
Erik Bishoff	

The first meeting was held on June 11, 2015 and was an organizational meeting of the committee. District staff provided information in the following areas:

- Review and sale of General Obligation Bonds (process, involved parties, strategy & results).
- Financial management of bond proceeds (receipt of funds, investment guidelines, cash flow and district process).
- Components of the General Obligation Bond (Hamlin Middle School, additional instructional space, minor capital improvements, technology upgrades and investments).
- Bond project budget review.

***The committee asked clarifying questions and was pleased with the level of detail and information that was provided.*** It was suggested that the committee consider selecting a Chair and Vice-Chair, however committee members made the decision to wait for the second meeting prior to selecting these positions. District staff was present and available to serve as a resource. For the next meeting the committee public outreach materials used by the District prior to the election, a list of projects with the associated budget, and an update on all bond projects.

The second meeting of the committee was convened on October 19, 2015. Prior to the meeting occurring Tina DeHaven and Erik Bishoff were appointed to the School Board, creating two additional vacancies on the committee. The committee now is composed of five (5) members appointed by the School Board.

Prior to the start of the committee's second meeting the District hosted a tour of the following bond projects:

- Page Elementary School parking lot redesign and completion.
- Page Elementary School ADA restroom upgrades.
- Page Elementary School's Main Distribution Frame (technology) upgrade.
- Page Elementary wireless network upgrade.
- Yolanda Elementary School cafeteria expansion.
- Yolanda Elementary School classroom addition.
- Yolanda Elementary School's Intermediate Distribution Frame (technology) upgrade.
- Mt. Vernon Elementary School classroom addition.
- Mt. Vernon Elementary School technology upgrades (classroom).

***The meeting began with the selection of a committee chair (Ken Kohl) and vice-chair (Emilio Hernandez).*** As requested, the committee then reviewed the public outreach materials produced by the District and it ***appeared that this information is aligned with the projects approved by the voters.*** The District had previously garnered approval through the Oregon Secretary of State's Office to ensure that the materials produced by the District were in compliance with requirements of a public entity.

The Committee received a detailed report and explanation of each bond project during the first year. In addition to a full update and description, the committee also received a financial accounting of each project. District staff explained the financial strategy and details involved with investing bond proceeds and explained that the School Board has not yet allocated the additional \$6.69 million proceeds obtained during the sales process. District staff did, however, explain that these additional proceeds and any investment earnings must be expended on approved bond projects. An area that was expanded on for the committee was the administrative costs associated with the Bond. District staff explained the fees associated with selling bonds, as well as an explanation of the strategies being implemented for managing various aspects of the bond projects. ***The Oversight Committee felt comfortable with this information and agreed that the District is being prudent with resources expended on administration and oversight of the bonds.***

The committee asked clarifying questions about the flexibility in each project budget and how budget revisions occur. District staff explained that the budgets created do not change, however there is opportunity for proceeds to be transferred to other projects based on an internal control procedure established by the District. District staff also explained that the budget amounts in each area (Hamlin Middle School, classroom additions, other capital improvements, technology improvements) are strictly adhered to with flexibility between years. Following the discussion and opportunity to seek clarifying questions, the

***oversight committee feels that the District is managing bond projects with prudence and is adhering to the guidelines that are established.***

**SUMMARY:**

Following the first two meeting of the Bond Oversight Committee the following opinions were formed and agreed upon by Committee members.

- 1) The organizational structure of the committee will consist of a Chair (Ken Kohl) and Vice-Chair (Emilio Hernandez).
- 2) District staff has come to the meetings prepared with information that is adequate for the Committee to consider relevant to the committee's charge.
- 3) When asked clarifying questions or for additional information, District staff have responded appropriately.
- 4) Information produced by the District and used prior to the election had been approved by the Secretary of State's office and appears to be in compliance with the established rules.
- 5) Projects outlined by the District appear to be in alignment with what was approved by the voters of the Springfield School District.
- 6) Based on information provided, the Committee agrees that the District is being prudent and responsible with investing bond proceeds, expending an appropriate amount of resources on administrative costs, and has established appropriate internal control methods to manage resources.
- 7) The Committee feels that the District is ensuring that the projects are aligned with what was approved by voters.
- 8) The Committee will meet on a quarterly basis.