



Public Comment Information

[en español](#)

The Springfield Public Schools Board of Directors desires to hear from the community they serve and sets aside 20 minutes for oral public comment during their regular business meetings.

Members of the community are invited to provide public comment, in-person, virtually, or via written submissions.

Oral Comments – In-person, or virtually:

To sign up to speak to the school board during their regularly scheduled business meeting please send your request to public.comment@springfield.k12.or.us. Clearly label the subject line as: “Oral Public Comment Request” and include *full name, address, phone number, agenda item or topic*. Submissions will be collected the Thursday before the meeting date, once public meeting notice has been made, and will remain open until 12:00 pm on the day of the meeting.

Oral public comment is limited to 3 minutes per person and is scheduled for 20 minutes on the agenda. Due to time limitations not all speakers may be selected to provide oral comment during the board meeting.

Written Comment:

To submit written public comment, send your materials to public.comment@springfield.k12.or.us by 12:00 pm the day of the meeting. Clearly label the subject line as “Written Public Comment”. All written comments submitted by the 12:00 pm deadline on the day of the meeting will be provided to the board for their review and posted to the district website by 4:00 pm on the day of the board meeting.



ESCUELAS PÚBLICAS DE
SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

Información sobre los Comentarios Públicos

La Junta Directiva de las Escuelas Públicas de Springfield desea escuchar a la comunidad a la que sirve y reserva 20 minutos para comentarios orales del público durante sus reuniones regulares de negocios. Hay tres maneras de hacer comentarios públicos en las reuniones regulares de la junta.

Se invita a los miembros de la comunidad a hacer comentarios públicos, en persona, virtualmente o a través de presentaciones escritas.

Comentarios Orales - En persona, o virtualmente:

Para inscribirse para hablar con el consejo escolar durante su reunión de negocios programada regularmente, por favor envíe su solicitud a public.comment@springfield.k12.or.us. Etiquete claramente la línea de asunto como: "Solicitud de Comentario Público Oral". Por favor, incluya su *nombre completo, dirección, número de teléfono, punto del orden del día o tema*. Las solicitudes serán recaudadas entre el jueves anterior a la fecha de la reunión y el mediodía del día de la reunión.

Los comentarios orales del público están limitados a 3 minutos por persona y están programados para 20 minutos en el orden del día. Debido a las limitaciones de tiempo, no todos los oradores pueden ser seleccionados para hacer comentarios orales durante la reunión de la junta.

Comentarios por Escrito:

Para presentar comentarios públicos por escrito, envíe sus materiales a public.comment@springfield.k12.or.us antes del mediodía del día de la reunión. Por favor, etiquete claramente la línea de asunto como "Comentario Público por Escrito". Todos los comentarios escritos presentados antes de la fecha límite se proporcionarán a la junta para su revisión y se publicarán en el sitio web del distrito antes de las 4:00 p.m. del día de la reunión de la junta.

Si tiene alguna pregunta o necesita asistencia favor de comunicarse al (541) 726-3486



BOARD OF EDUCATION
August 8, 2022
Administration Building Boardroom
640 A Street Springfield, OR 97477

[En español](#)

7:00 pm Board Meeting
Streaming Meeting URL:
<http://www.vimeo.com/SpringfieldPS>

AGENDA	TAB
1. Call Meeting to Order Pledge of Allegiance Land Acknowledgement Lane Acknowledgement	Board Chair Naomi Raven Chair Naomi Raven Jonathan Light
2. Approval of the Agenda	Chair Raven
3. Public Comments: (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
4. Action Items	
A. Approve Consent Agenda	
1. June 13, 2022 Board Meeting Minutes	1
2. June 27, 2022 Special Board Meeting Minutes	2
3. July 12, 2022 Special Board Meeting Minutes	3
4. Personnel Action, Resolution #22-23.001	Dustin Reese 4
B. Accept Board Policy, First Read	Taylor Madden 5
5. Discussion	
A. Equity Advisory Committee	Taylor Madden
B. Board Retreat	Chair Raven
6. Information/Reports	
A. Superintendent Evaluation	Chair Raven
B. Superintendent Communication	Superintendent Hamilton
C. Board Communication	Chair Raven
7. Next Meetings: August 22, 2022, Time TBD Board Work Session	Chair Raven
8. Adjournment	Chair Raven



CONSEJO DE EDUCACIÓN
8 de Agosto, 2022
Sala del Consejo de Administración
640 A Street Springfield, OR 97477

7:00 pm Reunión del Consejo
Junta transmitida en vivo a través de:
<http://www.vimeo.com/SpringfieldPS>

AGENDA	TAB
1. Declarar abierta la sesión	Presidenta Naomi Raven
Juramento a la Bandera	Presidenta Naomi Raven
Reconocimiento de la Tierra	Jonathan Light
2. Aprobación de la Agenda	Presidenta Naomi Raven
3. Comentarios Públicos (Tres (3) minutos cada uno; tiempo máximo de 20 minutos. Los ponentes no podrán ceder su tiempo a otros ponentes).	
4. Medidas a tomar	
A. Aprobar la Agenda de Consentimiento	
1. 13 de Junio 2022, Minutas de la reunión del Consejo	1
2. 27 de Junio 2022, Minutas de la reunión especial del Consejo	2
3. 12 de Julio 2022, Minutas de la reunión especial del Consejo	3
4. Informe sobre el Personal, Resolución #22-23.001	Dustin Reese 4
B. Aceptar política del consejo, primera lectura	Taylor Madden 5
5. Discusión	
A. Comité Asesor de Equidad	Taylor Madden
B. Reunión de la Junta	Presidenta Raven
6. Información/Reportes	
A. Evaluación del Superintendente	Presidenta Raven
B. Comunicado del Superintendente	Superintendente Hamilton
C. Comunicado del Consejo	Presidenta Raven
7. Próximas Reuniones: 22 de Agosto, 2022	Presidenta Raven
8. Cierre de sesión	Presidenta Raven

EXECUTIVE SESSION

The Board met in Executive Session (non-public) pursuant to ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations. The session was called to order at 5:59pm and adjourned at 6:14 pm.

BUDGET HEARING

A Budget Hearing of the Lane County Springfield School District No. 19 Board of Education was held on June 13, 2022.

1. CALL MEETING TO ORDER

The hearing was called to order by Board Chair Naomi Raven at 6:35 pm.

Board members present included Chair Naomi Raven, Director Jonathan Light and Director Todd Mann. Director Mason was excused because she was attending her master's graduation ceremony at the University of Oregon. Director Hernandez was excused due to illness.

Others in attendance included Superintendent Todd Hamilton, Jeff Michna, Dustin Reese, David Collins, Brett Yancey, and Judy Bowden.

2. PUBLIC COMMENT

Members of the community were invited to provide public comment, in-person, virtually, or via written submissions.

We received no requests to provide in-person or virtual public comment for the Budget hearing. No written submissions were provided for consideration.

3. CLOSING OF HEARING

The Budget Hearing was concluded at 6:36 pm.

(Minutes recorded by Trenay Ryan, LCOG)

SUPPLEMENTAL BUDGET HEARING

A Supplemental Budget Hearing of the Lane County Springfield School District No. 19 Board of Education was held on June 13, 2022.

1. CALL MEETING TO ORDER

The Supplemental Budget Hearing was called to Board Chair Naomi Raven at 6:45 pm.

Board members present included Chair Naomi Raven, Director Jonathan Light and Director Todd Mann. Director Mason was excused because she was attending her master's graduation ceremony at the University of Oregon. Director Hernandez was excused due to illness.

Others in attendance included Superintendent Todd Hamilton, Jeff Michna, Dustin Reese, David Collins, Brett Yancey, and Judy Bowden.

2. PUBLIC COMMENT

Members of the community were invited to provide public comment, in-person, virtually, or via written submissions.

We received no requests to provide in-person or virtual public comment for the supplemental budget. No written submissions were provided for consideration.

3. CLOSING OF HEARING

The Supplemental Budget Hearing was concluded at 6:46 pm.

(Minutes recorded by Trenay Ryan, LCOG)

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on June 13, 2022.

1. CALL MEETING TO ORDER AND FLAG SALUTE

Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 7:01 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, she read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members attending the meeting included Board Chair Naomi Raven, Director Jonathan Light and Director Todd Mann. Director Kelly Mason was excused from the meeting because she was attending her master's graduation ceremony. Director Hernandez was excused from the meeting due to illness.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Collins, Jeff Michna, Kim Donaghe, Sherry Moore, Joan Bolls, Jonathan Mults, Kari Isham, Kate Klontz, Jonathan Gault, Ame Beard, Katie Nunes, Ashlea Leas, Jeff Leas, Dean Bergen, Cliff Schutte, Alyssa Kent, Karri Thiele, Bekah Rhoades, Andy Price, Katie Dawson, José da Silva, Mindy LeRoux, Joyce Johnson, Whitney McKinley, Ryan Beck, Jim Crist, Judy Bowden and Trenay Ryan.

Chair Raven acknowledged the deep impact of the tragedy at Rob Elementary in Uvalde, Texas by sharing the following:

As we come together this evening, we would be remiss in not pausing our scheduled agenda to acknowledge the deep impact the tragedy at Robb Elementary School in Uvalde, Texas has had on our nation, educational institutions, and each of us individually.

Tonight, we stand together, heartbroken, with the members of the Uvalde community and beyond who now join Springfield on a heartbreaking list of communities impacted by school violence.

Senseless events such as these shake us all. We all believe that schools should be places of learning, where we are building foundations for our children's bright futures, that are filled with great hope. To see that sense of security lost naturally causes us to question the safety of our own students and school communities.

Here in Springfield, we understand the immense responsibility afforded to us when our students and staff walk through our doors which is why we have been a leader in our area with best practices around response training for students and staff. We have intentionally leveraged community investments including enhancing security measures through the 2014 general obligation bond. Community feedback ensured that we included security measures at all schools as a top priority for investment which included:

- *installing buzz-in single entry systems,*
- *a new phone system that provide for greater information sharing in the event of any type of emergency, and*
- *enhanced visitor management software to track and flag those entering our campuses.*

Additionally, we maintain a close collaborative relationship with our law enforcement partners including hosting two School Resource Officers imbedded in our buildings throughout the school year.

This evening, as we take a moment to mourn the tragic loss of life, we recommit to keeping safety at the forefront of our decision-making. As a board, we will work to support policy that builds school communities that foster belonging. We will balance safety and security with welcoming and inclusion so that our buildings continue to be warm places of comfort for the students and staff who enter each day. We recommit to supporting district administration in advancing safety measures to help our community feel as confident as possible when they entrust us with their precious students. Finally, as a community we ask that we come together with thoughtfulness in discussions and pride in the work that Springfield has accomplished as a leader in our region in the area of school safety.

School safety is never an item that is "done" in a checklist, it continues to evolve and improve. For parents and community members looking to learn more about the district's response protocols you may visit our website under "Community" where there is a link to "School Safety" that will provide an overview and contact information for those with additional questions.

I will now ask that we pause for a moment of silent reflection to acknowledge the lives lost last month, before we proceed with our meeting.

2. APPROVAL OF THE AGENDA

MOTION: Director Light moved, seconded by Director Mann, to approve the June 13, 2022 agenda as presented.

There was no discussion.

Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion in favor of approving the June 13, 2022 agenda as presented: Director Light – Yes, Director Mann – Yes, and Director Raven –Yes.

Motion passed, 3:0.

3. PRESENTATIONS

Willamette Leadership Academy Charter (WLA) Renewal

Chair Raven introduced Kristin Miles from the Oregon School Board Association (OSBA) and Colonel Kate Clontz, Battalion Commander and Principal and General Katherine Nunes, Core Committee and Program Director who are administrators representing Willamette Leadership Academy and were present to assist with the process for renewing their charter agreement.

Ms. Miles explained that she was present to help facilitate the renewal process for the Willamette Leadership Academy Charter renewal. The hearing was required by law, however there was not a legal format for that hearing. Ms. Miles had provided the Board, as well as the school, with draft questions, to use or not to use during the hearing.

Colonel Kate Clontz, Battalion Commander and Principal and General Katherine Nunes, Core Committee and Program Director shared the following report about Willamette Leadership Academy and their programming. Also included in their presentation were WLA Family Testimonials. Please see the following for support documents for their presentation and testimonials.

1. Overview of their program mission and vision, program details
 - a) Mission: WLA exists to serve the unique academic, physical, social and emotional needs of students through a military-style model with a focus on leadership, self-discipline, consistency, structure and personal growth.
 - b) Vision: WLA prepares students to become leaders and to live fulfilled lives as respectful and responsible citizens.
 - c) WLA is a highly structured, supportive leadership academy that is structured and modeled after the military. We utilize structure, discipline and consistency to ensure that our cadets are supported and encouraged to grow into excellent leaders, scholars and human beings.
 - d) We work to encourage healthy choices, physical activity, leadership development and academic dedication in our cadets.
 - e) WLA cadets wear uniforms and work together as a team to encourage each other to work towards success.
 - f) Small class sizes and a high staff to student ratio help build academic, behavioral and personal success in our cadets.

2. Demographic data

a) Resident district

- i. Springfield – 46%
- ii. Eugene 4J – 17%
- iii. Cottage Grove – 13%
- iv. Bethel – 10%
- v. Junction City – 5%
- vi. Harrisburg – 3%
- vii. Creswell – 2%
- viii. Fern Ridge – 2%
- ix. Pleasant Hill – 2%
- x. Marcola – 1%
- xi. Central Linn – 1%

b) SpED/504 data

- i. IEP – 22%
- ii. 504 – 10%
- iii. ELL – 2%

c) Race and Ethnicity data

- i. White – 78%
- ii. Hispanic – 7%
- iii. Two or More – 6%
- iv. American Indian/Alaskan Native – 5%
- v. Asian – 2%
- vi. Black/African American – 1%

d) On track data including high graduation rate

- i. 8 early graduated this year so far.
- ii. 9 remaining seniors will graduate on time this year.
- iii. All of our cadets that started with us as seniors for the 21-22 school year are graduation as planned, in four years or less.
- iv. WLA supports early graduation with our increased credit model to help keep students engaged and on track.
- v. WLA frequently enrolls high school cadets who are behind in credits, up to and including, 0 credit juniors and seniors. WLA's goal is to get our cadets as far as we can in the time that we have them, and to focus on growth.

e) Overview of why parents select WLA

- i. Overwhelmingly, families choose WLA because they are looking for increased supervision, smaller class sizes, more accountability for their students, supportive relationships between school and home and more structure.
- ii. Parents voice struggles with lack of discipline, support and follow through for their students in the public schools.
- iii. Our biggest recruitment tool is word of mouth recommendations from current or former families.

3. NWEA test data

- a) WLA students, at initial enrollment are often 2 grade levels below where they should be. We do initial assessments to find out where students are and to help begin to fill in academic gaps and development to get them to where they need to be.

- b) Sometimes, social and behavioral progress needs to be addressed first before the students are in a space to be able to focus on academic growth.
 - c) 25% of our students are in the foster care system and we are oftentimes the sole stable force in their lives. Many students are moved through different foster homes while enrolled with WLA. Data reveals less academic progress is made during these periods of transition. WLA feels that these statistics apply to many of our other students who are constantly undergoing change and turmoil in their home lives, but are not in the foster care system.
 - d) There have been tremendous challenges with reintegrating kids back in a regular daily school setting. We focused heavily on care, connection, engagement and support. Academic growth was made at a slower rate than previous years because so many other factors needed to be addressed at the same time.
4. Staff support and retention
- a) Use of ESSER funds for bonuses and health and wellness stipends
 - i. Pandemic bonuses for all staff to honor and help retain those that have stuck it out during these challenging times.
 - ii. Personal health and wellness stipends for next year's staff to encourage self-care and personal health. Benefits will translate to more regulated and happy staff which will benefit our cadets. Also, will be used as a recruitment tool for onboarding new staff as well as retaining current staff.
 - iii. Professional advancement funds available to staff who are looking to continue their education, especially in the areas of PE licensure and SpED licensure.
5. HSS
- a) Partnership with LCC
 - i. Working to build a strong partnership with LCC since we are physically located very close to each other. WLA is working to build connections and support for cadets to access advanced coursework, CTE and other early college and career learning opportunities.
 - b) Self-selected professional development
 - i. WLA firmly believes in full staff professional development. We have also found the benefit of staff having the opportunity to self-select professional development in areas of their choice. Staff then share back what they have gained at their PD sessions which enriches our staff learning.
 - c) Dropout prevention
 - i. WLA works hard to support cadets as they work to find success at school. We offer a robust attendance support system that involves personalized phone calls home when students are absent, required meetings with administration when unexcused absence rates start to climb. These meetings are set as a way to identify barriers for getting to school and how WLA can work to support and remove those barriers.
 - ii. WLA works to provide robust connections between staff and families so that cadets feel safe and supported. We have found that these connections keep cadets engaged and coming to school.
 - iii. WLA offers a unique opportunity for elective credits; we utilize an additional class period once a week that offers engaging and creative ways for students to learn some of the soft skills needed for adulthood and career success. Cadets love these options and we see excellent attendance on these days.

- d) Ingenuity/Imagine Learning
 - i. WLA is utilizing Imagine Learning to support a more robust course catalog for our cadets. Due to our small staff and limited physical space, we cannot always offer the wide variety of courses that cadets are interested in. We utilize Imagine Learning's catalog to provide our cadets options that meet their interests.
 - ii. WLA also uses Imagine Learning for credit recovery and summer credit recovery options to help cadets build back lost credits.
 - e) Attendance Support Personnel
 - i. We have utilized HSS funds to bring on a staff member to help support attendance needs for staff and students. This person has managed our ISS, is our in-house substitute, which helps keep our continuity of learning going when staff are absent. This staff position also helps support cadets when they have been absent and ensures they get what they need to get caught up.
6. SIA
- a) Obstacle Course
 - i. Used funds to help rebuild and reframe our obstacle course. This will evolve into two parts – a confidence course for younger cadets and an obstacle course for older cadets. We will integrate these items into our PT program and into other on-site activities and competitions.
 - b) Health and Nutrition
 - i. WLA has put a large focus on health and wellness for our cadets.
 - ii. Weekly Health and Nutrition curriculum that allows cadets to earn .0125 credits in a year.
 - iii. Daily afternoon snack to help reduce behavior incidents in cadets at the end of the day and on the bus ride home. This part of the program has been widely successful and we have seen a big reduction in end of day behavior issues by providing additional food to cadets.
 - iv. Summer Wellness Kits – WLA is purchasing a 1Pass for all cadets that are interested. We are also filling a bag with health and wellness items for cadets to participate, monitor and engage in healthy activities over the summer.
 - c) Mural
 - i. WLA invested in honoring our cultural diversity with a Code Talkers mural. This mural supports and honors our cadets and staff of native heritage as well as the great service provided during WWII by Native American soldiers.
 - d) Technology
 - i. WLA has used SIA funds to invest in technology at school. We have added updated staff technology in laptops and Smart Boards as well as additional chromebooks.
 - e) Therapeutic Model
 - i. WLA families voiced a need for more therapeutic services at WLA. We have utilized funds to help cadets access counseling services via Roseburg Therapy and 5th Corner Academy. We cover co-pays and other costs to reduce barriers to services. We also provide space in the building for in-person telehealth counseling appointments for our cadets.
 - ii. WLA also utilized 5th Corner Academy's Peer Support program to help our cadets learn how to become peer support specialists.

- iii. As our needs have shifted, we will move away from the Peer Support Specialist program and will utilize Sources of Strength next year as our primary SEL and suicide prevention/peer support programming.
- 7. Items for SPS to consider in terms of support
 - a) Higher funding 95 for both HS and MS
 - b) Transportation
 - c) Food services
- 8. Upcoming Items for 2022-2023 School Year
 - a) Projected enrollment for next year

Grade Level	Projected Enrollment for 2022-2023
12 th	16
11 th	21
10 th	33
9 th	40
8 th	53
7 th	49
6 th	28
Total	240

- b) Sources of Strength
- c) Additional Case Manager Assistant
- d) Obstacle Course
- e) Horticulture/gardening
- f) Deeper connections with LCC
- g) Embedded therapists

WLA Family Testimonials

Good afternoon-

I could go on for days and days about how amazing that I think WLA is, not just for me as a parent, but for [my student] as well. [My student] thrives at WLA (which I've stated so many times before), [my student] actually gets mad when there's days off school, because [my student] loves it so much. [My student] really lost his excitement for school a few years ago, but this year, [my student] is more motivated, happy and focused than ever. [My student] said the teachers are very fair, [my student] loves being challenged and having exact goals (promotions) to work towards. Any time that I've needed to reach out to any staff member, I've gotten great communication, in a timely manner, which is important for me. I have recommended WLA to many people that I know, and I am looking forward to have two of [my students] there next school year!

I know that [my student] would love to help in any way as well, [my student] actually "thanks" me all the time for allowing [my student] the choice of attending WLA.

Thanks!

Karilee Allison (parent of PFGC, 6th Grade)

WLA has been a saving grace for [my student] and our family. When the pandemic hit, a trauma also hit our family. [My student] went from getting decent grades to failing nearly all of his classes. [My student] ended up with some pretty intense behavioral problems as a result of both the isolation from school and the incident that hit our family. It was a battle nearly every day to get [my student] to be respectful or participate in school, or to be honest for that matter.

When we enrolled [our student] at WLA his sophomore year, we did it not as a punishment, but as an opportunity for him to grow and learn. A junior now, I am happy to say that [my student] is thriving. The structure [my student] gets there, along with the support of the staff and faculty has done wonders for [my student]. He has almost a 3.5GPA, just got promoted, actually LOVES school. Had [my student] stayed at the old school, [my student] likely wouldn't have been on track to graduate. [My student] is on track at this point and talks about going to college. We are beyond proud of [our student] and so grateful for everything WLA has done to support [our student] and for us as parents. I know that we can reach out anytime with concerns and the staff fully support us.

We love WLA and everything you do for the cadets and how you also support the families in the process!

Audra Landry

When [my student] was in the 8th grade, I pulled [my student] out of public school due to noticing [my student] wasn't doing as well as [my student] used to.

I've advocated for [my student] since [my student] was in early intervention, I always wanted [my student] main steamed and treated just like all the other students.

[My student] has autism and an intellectual disability.

Yet in middle school [my student] was kept in the special education class and missing out on so much.

Ever since [my student] has been in WLA, [my student] has excelled so much, I'm so extremely proud of my student and I'm so very grateful to WLA.

Willamette Leadership has made such an impact on [my student's] confidence and challenges [my student] daily. It's exactly what was needed.

Thank you, Willamette Leadership Academy,
Melinda Preciado ~ Ms. Wheelchair Oregon America 2022

WLA made us feel like we had a viable educational option for [our student]. The rigor and order of WLA accommodated what we were looking for in a school with the additional layer of allowing [my student] to be an active participant in a school community where accountability is paramount. WLA, the staff, the leadership was such a Godsend to us that our hope is that WLA grows, prospers and continues to be the blessing to others that it has been to us. Thank you from the bottom of our hearts!

~Dr. and Mrs. Michael Bratland

June 13, 2022

9 of 20

[My student] was all but kicked out of two public elementary schools for not listening and talking too much. My take on the situation was the schools are very limited on what they can do as far as punishment. The Springfield School District has the attitude that everybody. That's not the case in real life. At WLA there are repercussions for your actions, as in life.

In the four years at WLA [my student] has learned respect and that hard work pays off. Something that [my student] would have never grasped at a public school. At almost 15 [my student], has turned out to be a good person, responsible and respectful.

Kudos to WLA for helping me stay on top of [my student's] grades via email, phone calls and conferences. Without these [my student] would still be receiving d's and f's.

Thanks,

Jeff Gates (parent of a 9th grader)

In fourth grade, [my student] had a huge emotional meltdown at school and they called the police on him because of his angry outburst and threats. [My student] was unhappy and [my student's] self esteem took a huge dive from that school.

Me and my husband were so frustrated and disappointed from [our student] being another brick in the wall of our underfunded overcrowded public school system in rural Oregon.

School was not a happy or safe place for [my student] to go at that time. Distance learning was actually better than the in person learning at the previously newly built Harrison Elementary.

I knew [my student] deserved a chance to actually learn academic skills by dedicated teachers who still had passion to teach and help and support the children of their school. That's when a family friend suggested we take a look at WLA.

From the website I learned that this place is not a school where the "bad kids" go. It is not a punishment for not fitting in the regular schools.

WLA is a place where highly trained, dedicated, motivated teachers make the time to help every student excel and find their highest potential.

Sending [my students] here is the best decision I could have made. When [my student] wakes up in the morning, there is excitement about going to school. [My student] is proud of himself and his classmates. [My student] is motivated to do the very best every day. I never imagined [my student] would be on the honor roll. [My student] has set goals to be achieved. [My student] has learned how to be part of a team and I have seen [my student] mature and learn to deal with emotions and how to express those emotions. WLA brought that out in [my student] in just one year.

I am so grateful for the staff at WLA. I know that both of [my students] have very bright futures ahead because of WLA and the learning environment it provides for them. Thank you to all of the staff for all your hard work, for never giving up on [my students] and letting them fall behind. Thank you for helping them to be happy with their accomplishments and follow their dreams that they can excel at anything they want to if they put in the effort.

From Anastacia Rice (parent of a 6th and an 8th grader)

It is not important but I wanted to tell you a bit why I'm so impressed with WLA and its staff. I was a painfully shy 6th grader (our family moved around a lot). Mr. Farley (yep, 30ish years later, I still remember his name) was my math teacher and it took all my quiet little heart could muster to walk to the teacher's desk in front of the class and ask him if he could re-explain the problems for the assignment, because I didn't understand. He stood up and said, loudly "if you didn't get it the first time, you're not going to. Go back to your seat." Horrible teacher. Now that I think about it, I had a few like that. I have so much respect for y'all. You guys give cadets 2nd, 3rd, even 4th chances for improvement. The staff cares about these kids. You get nothing out of their successes, but the good feeling of helping them achieve their goals. And I'm sure there are days that might not be enough, but y'all keep going even when it's hard. That's what's amazing to me. I wish I had a ton of money to give the school so that you could have all the tools and things these public schools get. It breaks my heart you do twice as good with half the equipment and funding. You make do with what ya got and lord knows, I know a lot about that. Anyways, I'm not just blowing smoke, you guys are extraordinary. At least in my eyes.

Much respect,
Billie Hicks

Cadet Testimonials:

When I first started at WLA, I was a shy, quiet kid that just followed the crowd. As the first female Staff Sergeant, it's safe to say that I was broken out of my shell and molded into the outgoing, confident leader I am today. With the help of staff members who I had the pleasure of creating amazing relationships with that I will never forget, I have potential to last a lifetime. With this school, I wouldn't be me.

That's as short as I could get it without writing an essay, lol. I hope that's good enough!

Director Light inquired as to the reason for their decrease in enrollment. Ms. Nunes answered that it was mostly due to COVID, but that next year's enrollment numbers were looking good. The middle school and high school campuses were merged back together and everyone was enjoying being on one campus.

Director Mann appreciated the nutritional wellness programs that they offered and enjoyed hearing the good things being accomplished with the Student Investment Account (SIA) funds. One concern that he had were drop-out rates. He was aware that measure 98 funds had been used for drop-out prevention and attendance support. He asked that they explain how that had impacted their drop-out rates since 2016. Ms. Nunes replied that the school worked very hard on credit recovery after the pandemic. All of their seniors were graduating and the remaining 87% of their students were on track to graduate.

Chair Raven asked Ms. Nunes to describe a day in the life of their students during the pandemic, using their comprehensive distance learning. Ms. Nunes answered that they offered an online schedule where students attended virtual classes and had asynchronous learning and activities to complete after the synchronous classes schedule. They navigated the schedule so that the middle school students met in the morning, and then the high school students met in the afternoon. This morning and afternoon schedule alternated each day of the week. Every Wednesday staff were assigned to homeroom or a company of

students and they called to check in on those families. Teachers had office hours two days a week. Regular zoom meetings were held for the families to check in. The students used Google Classroom for turning in their assignments.

Chair Raven thanked General Nunes and Colonel Klonz for coming to share with the Board about WLA. At this point, she turned the meeting back over to Ms. Miles.

Ms. Miles thanked General Nunes and Colonel Klonz for their very comprehensive report. She said that the Board has 30 days following the Charter Hearing, which took place at this meeting, to vote to renew or not renew the charter agreement. That vote is based on the answers to 5 criteria set forth in law. They are:

- Is the charter school in compliance with the law?
- Is the charter school in compliance with their own charter contract?
- Is the charter school meeting or working towards meeting the student performance goals stated in their charter contract?
- Is the charter school fiscally stable with a sound financial system in place?
- Is the charter school in compliance with any applicable renewal requirements in their charter?

Ms. Miles added that the Board would receive her final report, an executive summary of the report and a recommendation that will be aligned with the statutory criteria. If the Board votes to renew the charter agreement with WLA, they have 90 days to negotiate the contract. If it can't be completed in 90 days, the law allows the current one to remain in place until the renewal process has been completed.

Chair Raven thanked Ms. Miles for her assistance with the hearing.

4. PUBLIC COMMENT

Chair Raven read the following statement concerning public comment:

This is the portion of our agenda for public comment. The board provides three ways for community members to share public comment: written public comment, in person oral public comment and virtual public comment. Written public comment is received via email. Public comment received via email for this evening has been reviewed by the Board and has also been posted on the District's website. The deadline for submitting a request for oral public comment was today at noon. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

The Board will not hear comments regarding any school personnel. We ask those speaking to refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three (3) minutes.

Cliff Shutte has been a Springfield teacher for 23 years, varsity head coach for 12 years and a parent of a child attending a SPS school. Mr. Schutte requested the Board revisit the policy on community use of facilities and the implementation of that policy. He spoke regarding the Hamlin Sports Complex and felt that the policy, for “student use and having the students’ best interests as priority”, was not being followed. The Drifters Organization has use of the facility for the entirety of the Springfield High School summer baseball season. Mr. Schutte provided further examples.

Mike Oswalt requested to share public comment, but was not in attendance when his name was called.

Karri Thiele has been a teacher in Springfield for 23 years. Ms. Thiele resigned her position because of the negative workplace environment, due to lack of open, transparent communication and the untrustworthiness of district leadership. She felt there was not enough support for staff in dealing with behavioral issues. Teachers were choosing to educate the students on sensitive issues instead of allowing the parents to make those decisions that belonged to them. Ms. Thiele said that this had been done under the guise of inclusivity. She spoke on other issues such as volunteer vaccination status, increased resignations and the need for shared information with the Board.

Sara Vest is a resident of Springfield and parent. Her son played baseball for Springfield High and graduated in 2022. Ms. Vest spoke emotionally on the use of the Hamlin Sports Complex. She said that private citizens, who had financial interests in the complex, controlled the use of the field and that those organizations had implemented their own employees into the school in order to gain even more control.

Jonathan Muhs has been a Union Ironworker for 26 years and is the parent of six. Mr. Muhs spoke on the use of Hamlin Sport Complex and the impact on the baseball players. He mentioned that those responsible were not maintaining the field as they should be. He stated that he did not like the direction that things were going and the impact it was having on the baseball players and students.

5. ACTION ITEMS

A. Approve Consent Agenda

- 1. May 9, 2022 Board Meeting Minutes**
- 2. May 12, 2022 Budget Committee Meeting Minutes**
- 3. Financial Report**
- 4. Personnel Action, Resolution #21-22.037**
- 5. Board Policy Approval, Resolution #21-22.038**

Jenna recommended the Board of Directors approve the following board policies as updated:

- GBL – Personnel Records
- GBLA – Disclosure of information (DELETE – information incorporated and combined into GBL updates)
- IGBB – Talented and Gifted Program

- 6. 2022-2023 Nutrition Services Dairy, Resolution #21-22.039**

Brett Yancey recommended that the Board of Directors award the dairy products contract to Umpqua Dairy Products Company of Roseburg, OR for an estimated amount of \$460,000.00.

- 7. 2022-2023 Nutrition Services Fresh Produce, Resolution #21-22.040**

Brett Yancey recommended that the Board of Directors award the fresh produce products contract to Emerald Fruit and Produce of Eugene for an estimated amount of \$260,000.00.

- 8. 2022-2023 Nutrition Services Bakery, Resolution #21-22.041**

Brett Yancey recommended that the Board of Directors award the bakery products contract to Franz Family Bakeries of Eugene for an estimated amount of \$125,000.00.

9. 2022-2023 Nutrition Services Supplies, Resolution #21-22.042

Brett Yancey recommended that the Board of Directors approve the purchase of Nutrition Service supplies from the following cooperative agreement for the estimated amount:

- U.S. Foods, Rosemont, IL \$600,000.00

10. 2022-2023 Board Meeting Schedule, Resolution #22-22.043

Superintendent Hamilton recommended that the Board of Directors approve the 2022-2023 Board Meeting Schedule as presented.

MOTION: Director Light moved, seconded by Director Mann to approve the Consent Agenda minus item number 4, Personnel Action and item number 10, approval of the 2022-2023 Board Meeting Schedule.

Chair Raven called for a roll call vote and asked each member to indicate if they supported the motion in favor of approving the consent agenda minus item number four and ten: Director Light – Yes, Director Mann – Yes, and Director. Raven –Yes.

Motion passed – 3:0

Chair Raven asked Director Light to share his reasoning for putting aside these two items from the Consent Agenda.

Director Light shared that he would like to pull items 5A #4 and #10 from the Consent Agenda. He said that he is very concerned about the number of resignations and retirements on the Personnel Reports in recent months and would like to have a report shared with the Board that could reflect the last five years of data on the number of retirements and resignations and reasons for this.

Dustin Reese, Director of Human Resources said that he would be happy to share a report with this information in the next couple of months. He added that the most accurate information will need to be pulled after July first because teachers are required to give a 60-day notice when they are resigning their position with the district. He said the District currently has over 30 positions posted and all hires are fully licensed teachers. Every year there are hard to hire positions and this year is no different. Pools have been posted since March for staff for 2022-2023 school year.

Director Light added that retaining the experienced staff we already have is very valuable and it is important to try to understand why some are leaving. That will inform the District about how we are able to do a better job retaining current staff. Mr. Reese agreed that retaining staff is extremely important. He added that we are also hiring staff with experience who are coming from neighboring districts.

Mr. Mann agreed that it is valuable for the board to receive additional information regarding staff retention, resignations and retirements.

Following the discussion, Chair Raven called for a motion to approve item number four from the consent agenda.

MOTION: Director Mann moved and Director Light seconded the motion to approve item number four from the consent agenda.

Chair Raven called for a roll call vote and asked each member to indicate if they supported the motion in favor of approving item number four from the Consent Agenda: Director Light – Yes, Director Mann – Yes, and Director. Raven –Yes.

Motion passed – 3:0

Next, Chair Raven asked Director Light to share why he would like to pull item number ten from the Consent Agenda. He responded by saying that he would like the entire Board to weigh in on the 2022-2023 Board Meeting Schedule. He would like the Board to consider adding a work session to most of the Business meeting dates. He would also like the Board to consider adding a Board Retreat in August. Director Mann agreed that more meetings would allow the Board to be less reactive and allow for additional time for discussion. Chair Raven added that she also would like to see the Board schedule a Board Retreat.

MOTION: Director Mann moved and seconded by Director Light to table item number ten from the Consent Agenda until the next meeting when hopefully all Board members would be present to discuss the 2022-2023 Board Meeting Schedule.

Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion in favor of tabling item number 10 from the Consent Agenda until the next meeting when hopefully all Board members would be present to discuss the 2022-2023 Board Meeting Schedule: Director Light – Yes, Director Mann – Yes, and Director. Raven –Yes.

Motion passed, 3:0

B. Adopt 2022-2023 Budget, Resolution #21-22.044

The District began holding work sessions with the Budget Committee in January 2022 to discuss parameter and estimates for the 2022-23 fiscal year. All information from District stakeholders, Oregon Department of Education and the Oregon State Legislative process was used to construct the proposed operating budget for the Springfield School District. Following months of preparation, the 2022-2023 proposed budget was delivered to the Budget Committee on May 5, 2022.

During its second Budget Committee meeting on May 12, 2022, the Springfield School District Budget Committee approved the proposed budget for 2022-2023 without modification. There are no modifications from the approved budget to the adopted budget being proposed.

The Board held a Budget Hearing prior to this meeting to hear public comment regarding the 2022-2023 Budget adoption. No public comment was shared.

Brett Yancey recommended that the Board of Directors adopt the 2022-2023 Budget Resolution as presented.

MOTION: Director Light moved, Director Mann seconded the motion to adopt the 2022-2023 Budget Resolution as presented.

There was so discussion.

Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion in favor of adopting the 2022-2023 Budget Resolution as presented: Director Light – Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed, 3:0

C. Adopt 2021-2022 Supplemental Budget, Resolution \$21-22.045

This resolution is necessary to recognize the items listed below in the 2021-2022 budget appropriations within the levels as required by Oregon Budget Law. Oregon Budget Law requires that a Supplemental Budget process be conducted if the proposed budget will change any fund's expenditures by more than 10 percent or will create a new fund or a new appropriation category. Not all of the changes listed below require a supplemental budget process, however because some of the changes meet this threshold, the District is including all of the proposed changes in this proposed supplemental budget.

- 1) ESSER Fund – A supplemental budget is needed to create a new appropriation category for community services and to reallocate budget resources to align with spending decisions that were made after the 2021-22 budget was adopted. Items requiring a shift in function codes include approximately \$141,000 for a Covid Nursing Administrator, \$787,000 in Staff retention stipends and additional Covid support, \$847,000 for the purchase of R-Zero disinfecting units, \$150,000 in indirect charges on funds, and \$136,251 in other areas including professional development and software.

Budget adjustments:

Expenditures:

Function 1000, Instruction Services	(\$2,061,251)
Function 2000, Support Services	\$1,814,613
Function 3000, Community Services	\$ 246,638

- 2) Student Investment Account – A supplemental budget is needed to create new appropriation categories for community services and facility acquisition and construction, and to reallocate budget expenditures to align with the proper function codes. EAs supporting the family resource center are charged to community services and costs to finalize installation of covered play structures are charged to facilities acquisition and instruction.

Budget adjustments:

Expenditures:

Function 1000, Instruction Services	(\$555,765)
Function 2000, Support Services	(\$415,059)
Function 3000, Community Services	\$318,384
Function 4000, Facilities Acquisition and Construction	\$652,440

- 3) Federal State and Local Programs (Special Revenue) – After budget adoption, the District and Lane Education Service District (LESD) determined that LESD would manage the Teacher Pathways Grant. Remaining grant funds were paid to LESD as a transit.

Budget adjustments:

Expenditures:

Function 2000, Support Services	(\$198,693)
Function 5000, Other Uses of funds	\$198,693

- 4) General Fund – This budget adjustment is to move \$500,000 in unspent salary and benefits in the maintenance department in the support services function to support a portion of the Hamlin restroom & team room project in the facilities acquisition and construction function.

Budget adjustments:

Expenditures:

Function 2000, Support Services	(\$500,000)
Function 4000, Facilities Acquisition and Construction	\$500,000

- 5) Debt Service Fund – The Board authorized a partial refunding of the District’s 2015 General Obligation Bonds. This resolution recognizes the bond proceeds and related Debt Service and refinancing costs.

Budget adjustments:

Revenue:

Function 5100, Bond Proceeds	\$23,525,000
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Expenditures:

Function 5100, Debt Service	\$23,307,764
Function 2000, Support Services	\$ 217,236

- 6) Capital Projects Fund - The District is recognizing insurance proceeds and costs related to the flooding at Walterville Elementary School. The District expects building repair costs and furniture and equipment replacement to total \$2,200,000 for the fiscal year.

Budget adjustments:

Revenue:

Function 5300, Compensation for Lost Assets	\$2,200,000
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Expenditures:

Function 2000, Support Services	\$ 150,000
Function 4000, Facilities Acquisition and Construction	\$2,050,000

The Board held a Supplemental Budget Hearing prior to this meeting to hear public comment regarding the adoption of the 2021-2022 Supplemental Budget. No public comment was shared.

Brett Yancey recommended that the Board of Directors for Springfield School District No. 19, hereby recognize additional revenue and re-allocate budget appropriations as listed above for the current fiscal year, 2021-2022.

MOTION: Director Light moved, Director Mann seconded the motion to recognize additional revenue and re-allocate budget appropriations as listed above for the current fiscal year, 2021-2022 as presented.

There was no discussion.

Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion favor of recognizing additional revenue and re-allocating budget appropriations as listed above for the current fiscal year, 2021-2022: Director Light – Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed, 3:0

D. Approve 2022-2023 Designation of District Officers, Clerks, Depositories and Contract Review Board, Resolution #21-22.046

Brett Yancey recommended that the Board of Directors approve the resolution designating District officers, clerks, and agents, including the depositories for District funds and contract review board as presented for the 2022-2023 fiscal year.

MOTION: Director Light moved, Director Mann seconded the motion to approve the resolution designating District officers, clerks, and agents, including the depositories for District funds and Contract Review Board as presented for the 2022-2023 fiscal year.

There was no discussion.

Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion in favor of approving the resolution designating District officers, clerks, and agents, including the depositories for District funds and Contract Review Board as presented for the 2022-2023 fiscal year: Director Light – Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed, 3:0

E. Approve 2022-2023 Property and Liability Insurance, Worker’s Compensation Insurance, Resolution #21-22.047

Property & Casualty Insurance:

In preparation for the 2022-2023 fiscal year, the Springfield Public Schools requested the District’s agent of record request bids for property, casualty and liability insurance policies. The District has received a premium quotation for property, casualty and liability insurance coverage and the most economical quotation received is approximately 9.54% increase compared to premiums paid for the 2021-2022 fiscal year, which is a total increase of approximately \$82,869. Overall, insurance market conditions are volatile based on several factors., Employment and boundary invasion claims continue to be a concern in the overall market, as well as large property claims from natural disasters. The agent of record (Brown and Brown Northwest) recommends coverage under the Special District Association of Oregon that meets or exceeds current levels of coverage.

Worker’s Compensation Insurance:

Annually, the Springfield Public Schools reviews insurance and worker’s compensation policies to ensure the most cost-effective plans for the upcoming year. For the 2022-2023 fiscal year SAIF Corporation quoted \$410,809, which is approximately \$28,183 more than the current year. Coverage under this proposal is identical and consistent with current plans.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew property, casualty and liability insurance coverage, including earthquake and flood coverage under Special District Association of Oregon for the period July 1, 2022 – June 30, 2023.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew worker’s compensation insurance coverage under SAIF Corporation for the period July 1, 2022 – June 30, 2023.

MOTION: Director Mann moved, Director Light seconded the motion to approve the resolution for 2022-2023 Property and Liability Insurance, Worker’s Compensation Insurance as presented.

There was no discussion.

Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion in favor of approving the resolution for 2022-2023 Property and Liability Insurance, Worker’s Compensation Insurance as presented: Director Light –Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed, 3:0

F. Approve 2022-2023 Designation of District Legal Counsel and Municipal Auditor, Resolution #21-22.048

Brett Yancey recommended that the Board of Directors approve the resolution designating District agents as presented for the 2022-2023 fiscal year.

MOTION: Director Light moved, Director Mann seconded the motion to approve the resolution designating District agents as presented for the 2022-2023 fiscal year.

Director Light indicated that he thought the number of law firms seemed rather large. Mr. Yancey responded that the District does not need the services of each of the law firms every year, but the Board does need to authorize their use each year. There is no retainer associated this resolution. The District only pays when the specific firms are engaged for service.

Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion in favor of approving the resolution designating District agents, as presented for the 2022-2023 fiscal year: Director Light – Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed, 3:0

G. Approve Agreement between Oregon School Employees Association (OSEA) and Springfield School District No. 19, Resolution #21-22.049

The District and OSEA bargaining teams began meeting in January 2022 to negotiate a three-year compensation and benefit contract for classified employees. The new agreement is effective July 1, 2022 – June 30, 2025 and will re-open during the 2024-2025 school year to discuss compensation and insurance contributions. The school board is being asked to approve the new three-year agreement.

Jim Crist recommended that the Board of Directors approve the new three-year agreement between Springfield Public Schools and Oregon School Employees Association, effective July 1, 2022 through June 30, 2025.

MOTION: Director Light moved, Director Mann seconded the motion to approve the new three-year agreement between Springfield Public Schools No. 19 and Oregon School Employees Association, effective July 1, 2022 through June 30, 2025.

The Board congratulated the district team and the team representing the OSEA for collaborating and being able to come together to agree on this three-year contract.

Hearing no further discussion, Chair Raven called for a roll call vote. Director Raven asked each Board member to indicate if they supported the motion in favor of approving the new three-year agreement between Springfield Public Schools No. 19 and Oregon School Employees Association, effective July 1, 2022-June 30, 2025. Director Light – Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed, 3:0

6. INFORMATION/REPORTS

A. Superintendent Communication

Superintendent Hamilton shared that summer school was beginning soon and that six elementary sites were hosting summer school programs, all four of the middle schools would have programs, and the high school programs would be located around the district. There would be numerous opportunities for high school students, both for credit recovery and academic enrichment. Springfield School District would continue to support Willamalane’s One Pass program and summer camps. Those passes would be offered free to Springfield students. The Springfield Public Library would be hosting summer programs and activities for all Springfield students, including those living outside of city limits. The District has a three-year agreement with the library to issue library cards for all SPS students who currently live outside the city limits. Mr. Hamilton announced that Connected Lane County was continuing their Sparks Lab camps and internship opportunities. He said that he and his staff would bring more information for the

Board to consider and then a recommendation would be made to memorialize the Board's interest in including a land acknowledgement in their policy. Mr. Hamilton then gave an update on the Equity Advisory Committee. He noted that the Mr. Madden had been waiting for the State Board of Education to make their final rules. They were preparing to gather information to present to the Board in August, for a decision to be made in September around their advisory committee. Mr. Hamilton concluded by proudly announcing that there were 657 graduates that walked across the stage at graduation this year. This number would increase to include those from Willamette Leadership Academy who would graduate later in the week. Superintendent Hamilton also recognized that not only do we have students graduating, but we also have staff and a board member who received advanced degrees, as well.

B. Board Communication

Chair Raven was grateful for the organization of the meetings. She said that the last couple of years had felt like treading water in trying to find ways that they could best offer support to their administration and also to support the children. She was looking forward to enjoying the summer, moving into next year, continuing in the recovery, being able to have opportunities to look even deeper at the impacts of the last few years and being honest and intentional in the ways that they would meet those needs of their students. Ms. Raven attended and enjoyed the student production of "Pippen" at Thurston High. She added that she had really enjoyed attending virtually the Board Chair Cafés which were being offered monthly by OSBA for board chairs across the state to come together, share ideas and support. Ms. Raven concluded by saying that she was excited to see the implementation of all the innovative educator programs that were being funded by the SEF Innovative Grant money.

Director Light was excited for the summer school programs. He was hoping that Superintendent Hamilton would provide a schedule of activities and programs offered through the Summer School Program and the Springfield Library, in the event, any of the Board Members would like to attend. Director Light stated those programs and activities were supported through ESSER Funds, which would be running out in 2024. He urged the Board to be forward thinking in finding a way to continue with such funding because of the positive impact those opportunities had on the students.

Director Mann noted that the Luau was soon approaching. He then shared that the Springfield Education Association had received the results from the analysis by the University of Oregon. They would be reviewing the Executive Director's contract. He also announced that the Innovative Educator Grants totaled \$65,000 for the current year. He also shared about the amazing job the high school principals did in honoring all students as they graduated and making the ceremonies especially meaningful. He also enjoyed an orchestra concert at Springfield High School. He concluded by reminding everyone that the Night of 11,000 Stars would be held at the Ford Alumni Center at the University of Oregon. It would be an in-person event and would be held on October 15, 2022.

7. NEXT MEETING

Chair Raven thanked everyone for attending and reminded them that the next meeting would be a Work Session held on June 27th.

8. ADJOURNMENT

With no other business, Chair Raven adjourned the meeting at 8:50 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on June 27, 2022.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Naomi Raven called the Springfield Board of Education Special meeting to order at 5:03 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, she read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members attending the meeting included Board Chair Naomi Raven, Board Vice Chair Emilio Hernandez, Director Jonathan Light and Director Todd Mann. Director Kelly Mason was excused from the meeting.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Jeff Michna, Jenna McCulley, Karri Thiele, Kristen Miles (attended virtually) and Judy Bowden..

2. WILLAMETTE LEADERSHIP ACADEMY CHARTER RENEWAL, RES. #21-22.050

Kristen Miles from Oregon School Boards Association, reviewed with the Board her report for the charter renewal request for Willamette Leadership Academy. Ms. Miles gave a brief explanation of the review process used to determine approval of the renewal. She noted that the largest portion of the report was the executive summary, which was a combination of all the evidence and a summary of the evidence. She then aligned those observations with the criteria and statutes. Those five statutes were as follows: whether or not the charter school was in compliance with the charter, state and federal laws and whether they were in compliance with the contract; whether they were working toward meeting or whether they were meeting student performance goals and agreements; whether they were fiscally stable, and whether or not they were in compliance with any renewal criteria specified in the contract. Ms. Miles found Willamette Leadership Academy (WLA) to have met all criteria and therefore recommended the Board renew the charter request for renewal.

Chair Raven asked Mr. Collins to present the resolution for the charter request for renewal of the contract for five (5) years.

The approved five-year *Charter Agreement* between Willamette Leadership Academy (WLA) and Springfield Public Schools (SPS) is set to expire on June 30, 2022. This spring, SPS contracted with Kristen Miles of Oregon School Boards Association (OSBA) to facilitate the charter school renewal process. Ms. Miles has analyzed WLA annual reports and performance data, conducted a site visit of WLA, facilitated the required public hearing, and provided a comprehensive report and recommendation for renewal aligned to charter law and the requirements of the contract.

WLA meets all required renewal requirements as per ORS338.065, and the charter renewal request is now submitted for board approval.

David Collins recommended the Board of Directors approve the charter request for the renewal of the contract for five (5) years.

Chair Raven called for a motion for the Board of Directors to approve the charter request for the renewal of the contract for five (5) years.

MOTION: Director Light moved, Director Hernandez seconded the motion to approve the charter request for the renewal of the contract for five (5) years.

Chair Raven asked if there was any additional discussion.

Director Light shared that he's very happy that the District has WLA to serve their group of students. He stated all programs had been affected through the pandemic, but had hoped that moving forward they would be able to see what could be done to truly support the work of the teachers and students, so that they would have even greater success.

Dr. Hernandez was greatly concerned about the cost to families for uniforms and asked if that had a negative impact on enrollment of low-income families. Ms. Miles replied that they had options to discount or wave fees for low income families, but felt it would be prudent to discuss the subject further with the school.

Dave Collins noted that while there were resources to help families, there were several more resources that could be discussed with the school, as the Board focused on making sure that all students were able to access the services and programs provided. He added that this is something that could be addressed during the charter renewal process.

Chair Raven found it interesting that 54% of students attending were from outside the district. She also noted that the graduation rate fell below the standard. Ms. Raven appreciated the clarification of that data showing that students who enrolled as middle schoolers or freshmen stayed through high school and had an 87% graduation rate, versus those enrolling in the later years.

Director Mann noted that all districts had struggled at times with staffing issues and wondered how stable the school's staffing had been over the past few years. Ms. Miles answered that while she had been unaware of what other districts look like, she felt that WLA had a very low staff turnover rate for next year. Ms. Miles stated that she did not see anything out of the ordinary with respect to staffing.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion in favor of approving the charter request for renewal for five (5) years: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed: 4:0.

Superintendent Hamilton thanked the Board for their work to renew the WLA charter agreement. He also thanked Kristen Miles for guiding the Board through this process. He said that he felt the District would be well-positioned to support WLA for the next five years.

Please see the full report from Kristen Miles below:

A photograph of a field at sunset. The sun is low on the horizon, creating a warm, golden glow. In the foreground, a single maple leaf lies on the grass. The background shows a line of trees and a cloudy sky.

Renewal Performance Framework and Report for Willamette Leadership Academy 2021-22

Submitted by,
Kristen Miles
Oregon School Boards Association

WILLAMETTE LEADERSHIP ACADEMY RENEWAL RECOMMENDATION

SUBMITTED BY, KRISTEN MILES, OSBA

JUNE 27, 2022

OVERALL TRENDS

Willamette Leadership Academy (WLA) is a charter school serving grades 6-12 sponsored by the Springfield School District. Its mission is “to serve the unique academic, physical, social, and emotional needs of students through a military-style model with a focus on leadership, self-discipline, consistency, structure, and personal growth.”

The racial and ethnic makeup of the school has remained relatively stable since 2012.

WLA’s population of students on free and reduced lunch has been approximately 70% since 2012. Less than half of WLA’s students are drawn from the Springfield School District; 54% of students come to WLA from other districts.

ACADEMIC TRENDS

While the average graduation rate of students at WLA is below the average at other district high schools, many students enroll in WLA already credit deficient. Approximately 25% of newly enrolled students in WLA in grades 9-12 enter with no credits. Students often enroll in the WLA high school after they have not experienced success in their neighborhood schools. Initial assessments show that many students are, on average, two grade levels behind in skills. Many students in WLA are also in the foster care system. Internal support is focused on care, connection, and support.

However, data also show that students who enter WLA as middle schoolers or freshmen and stay through high school have an 87% on-time graduation rate.

WLA uses MAP testing from MWEA to measure growth and inform instruction.

During CDL, students attended virtual classes and then had asynchronous opportunities for learning. Staff called each family on Wednesdays and teachers had office hours. Families were invited to regular Zoom meetings.

FINANCIAL TRENDS

The school is in a healthy financial position, having approximately 134 days' cash on hand. WLA has maintained financial stability, remains debt free, and has a positive net position. One-year cash flow and multi-year cash flow are both positive. All short-term and long-term financial health indicators are positive with the exception of actual enrollment vs. expected enrollment. However, enrollment is increasing and the school expects it to continue to increase next school year.

ESSER funding was used for professional development, and recruitment and retention of staff.

The school notes that the cost of insurance impacts the school and makes budgeting challenging.

ORGANIZATIONAL TRENDS

WLA appears to be in compliance with all other state and contractual requirements as of this writing and received a very positive accreditation report.

The following recommendations are made:

- The board should update its bylaws to reflect the public nature of the school. This includes committees of the board being subject to public meetings laws and the requirement that they meet within the geographic boundaries of the district.
- The school should ensure that its enrollment procedures align with state law with respect to SpEd and 504 requirements.
- The school should remove the processing fee for applications/enrollment; as a public school, an application/enrollment fee is not permitted.

ALIGNMENT WITH STATUTORY CRITERIA FOR RENEWAL

The school board must use the criteria in ORS 338.065(8)(a)(A-E) to make the renewal decision. Based on my review of the charter school renewal application, I have registered my opinion whether the charter school has met or not met the criteria below.

1. Is the charter school in compliance with ORS 338 and all other applicable state and federal laws?
ORS 338.065(8)(a)(A)
 Yes
 No
2. Is the charter school in compliance with the contract? ORS 338.065(8)(a)(B)
 Yes
 No

3. Is the charter school meeting or working toward meeting the student performance goals and agreements specified in the contract or in any other written agreements between the charter school and the district? ORS 338.065(8)(a)(C)

Yes

No

4. Is the charter school fiscally stable and has it used the sound financial management system described in the contract? ORS 338.065(8)(a)(D)

Yes

No

5. Is the charter school in compliance with any renewal criteria specified in the contract? ORS 338.065(8)(a)(E)

Yes

No

RENEWAL RECOMMENDATION

WLA meets all required renewal requirements as per ORS 338.065. I recommend that the Springfield School Board renew the charter contract.

INTRODUCTION

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.”
(ORS 338.015)

The charter schools sponsored by Springfield School District provide educational options for students and families as well as diverse professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring and the development and implementation of its educational program.

Springfield School District is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, financially viable, their academic programs are successful and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

OSBA has established the following performance framework, which is largely derived from the “Core Performance Framework and Guidance” developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial and organizational performance, and to “... guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”

Because each charter school’s story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that Springfield School District and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the Springfield School District

ACADEMIC PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the academic performance section of the annual report is to evaluate whether the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance," while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

THE FOLLOWING DATA ELEMENTS AND SOURCES ARE USED TO COMPLETE THE ACADEMIC PERFORMANCE ANALYSIS:

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in reading and math
- The charter school's subgroup growth and performance on standardized tests in reading and math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

ACADEMIC PERFORMANCE

STUDENT ATTENDANCE:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS STUDENT ATTENDANCE EXPECTATIONS	4A: What percentage of students at the charter school are identified as REGULAR ATTENDERS? (attending 90% of the enrolled days)		Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 10% or more	Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 1-10%	Percentage of regular attenders meet or is greater than the district's percentage of regular attenders in the same grades by up to 10%	Percentage of regular attenders is greater than the district's percentage of regular attenders in the same grades by at least 10%	

STANDARD 4

OSBA COMMENTS / RECOMMENDATIONS:

According to ODE, Regular Attendance rates from the 2020-21 school year are not directly comparable to rates published for prior school years and are not to be used for comparative or accountability purposes. In 2019-20, the percentage of regular attenders at WLA was 69%; at Thurston High it was 68%, and at Springfield High it was 63%.

CHARTER SCHOOL COMMENTS:

WLA continues to work to improve our attendance rates and attendance support programs. We have continued using Remote Learning as a way to support students continuing to access their schooling when out for the 21-22 school year. This is an additional tool for WLA to keep students on track and supported while still connecting with school staff. WLA often enrolls students who have patterns of absenteeism in their regular education history. Part of our process of onboarding new cadets is to help them rebuild positive attendance habits and to celebrate and support small wins along the way. WLA also has a population of students with high needs outside of school that impact their regular attendance. WLA is supportive of our students on a holistic level and work with each individual family to support connection and academic progress.

After looking at our data, WLA dropped aligning with Springfield's half day Inservice schedule because we noted high rates of absent students on those days due to transportation challenges for families, care needs for younger siblings and the students, staff frustrations with academic interruptions and absentee rates on those days. Instead, WLA reserves one full day a month for Inservice, which our families and staff appreciate more.

ACADEMIC PERFORMANCE

ALIGNMENT OF CORE CLASSES TO STANDARDS (MIDDLE/HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL'S CLASSES IN CORE SUBJECTS ARE ALIGNED TO OREGON STANDARDS	5A: Is the school aligning all classes in core subjects to COMMON CORE STATE STANDARDS ?		School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments or other methods.		Annual report, accreditation report

STANDARD 5

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA allows 100% of our students to attend self-selected electives each week to help build credits and engagement in their learning. Even our cadets who are struggling with credit deficiencies to access weekly electives as a motivator to stay enrolled and attending school each day.

ACADEMIC PERFORMANCE

6. GRADUATION AND POST-SECONDARY READINESS (HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6A: What percentage of students are graduating within four years of entering high school as compared to other schools in the district?		Average graduation rate is less than the average district graduation rate by 10% or more	Average graduation rate is less than the average district graduation rate by 1-10%	Average graduation rate meets or exceeds the average district graduation rate by up to 10%	Average graduation rate exceeds the average district graduation rate by at least 10%	Data published by ODE
	6B: What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?		Average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more	Average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%	Average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%	Average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%	NA - charter schools do not have identified "like" schools

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6C: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?		Average completion rate is less than the average district completion rate by 10% or more	Average completion rate is less than the average district completion rate by 1-10%	Average completion rate meets or exceeds the average district completion rate by up to 10%	Average completion rate exceeds the average district completion rate by at least 10%	Data published by ODE
	6D: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?		Average completion rate is less than the average completion rate of their peers in like schools by 10% or more	Average completion rate is less than the average completion rate of their peers in like schools by 1-10%	Average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%	Average completion rate exceeds the average completion rate of their peers in like schools by at least 10%	NA - charter schools do not have ODE-identified "like" schools
	6E: What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?		Average dropout rate exceeds the average district dropout rate by 4% or more	Average dropout rate exceeds the average district dropout rate by 1-4%	Average dropout rate meets or is less than the average district dropout rate by up to 4%	Average dropout rate is less than the average district dropout rate by 4% or more	Data published by ODE

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6F: What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?		Average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more	Average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%	Average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%	Average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more	NA - charter schools do not have ODE-designated "like" schools

OTHER SOURCES OF DATA

Describe your school's local performance assessments in the fields below.

What local performance assessment(s) are you using?	To which grades are you administering the local performance assessment(s)?	What subjects are you assessing through the local performance assessment(s)?
WLA utilizes classroom assessments - both summative and formative, NWEA Map Growth assessments, and qualitative data to assess student growth and performance.	All grades participate in our NWEA Map Growth assessments in reading, math, and science.	All our cadets are assessed on reading, math, and science.

How are you documenting your administration of the local performance assessment(s)?

WLA tracks assessment progress with reports from NWEA and in house data reporting. WLA staff also review assessment data and make recommendations for adjustments in curriculum and academic material based on the results and data from these assessments.

STANDARD 6

OSBA COMMENTS / RECOMMENDATIONS:

4-year graduation rate (WLA):	4-year graduation rate (district):
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2020: 55%	2020: 72%
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2019: 70%	2019: 72%
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2018: 38%	2018: 73%
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2017: 72%	2017: 69%
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Dropout rate (WLA):	Dropout rate (district):
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2018: 4.57%	2018: 3.83%
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2017: 3.35%	2017: 5.14%
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2016: 2.30%	2016: 4.70%
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CHARTER SCHOOL COMMENTS:

Parents often enroll their students at WLA with the caveat that they can return to their home base school for their junior and senior years. WLA helps these students regain their confidence, build academic skills, and get back on track with credits, and then the students return to their neighborhood school. For these students, WLA does not get credit for their on-time graduation, however, we hear frequently from families that their students wouldn't have graduated on time or have been successful without the efforts of WLA in their early high school careers. ODE had stated that they would be able to track this for us as a way to ensure a more accurate representation of our graduation data, but they have not done so.

It is important to note that we take in 25% newly enrolled students with 0 credits in 9-12th grades, and of those, we graduate 12% on track, and 80% graduate. WLA believes firmly that all students deserve the support and encouragement, regardless of the numbers of credits they enroll with. While many schools do not accept 0 credit or credit deficient students because it damages their graduation rate statistics, WLA firmly believes that every child should receive as much education as they choose to. WLA also regularly enrolls students at the high school level who are previous drop outs, close to dropping out, or have been withdrawn from their neighborhood school. Additionally, we take on students who are coming out of homeschooling who struggle to receive credit for the work done during their homeschool period due to district policies.

ACADEMIC PERFORMANCE

7. SCHOOL GOALS AND RECOMMENDATIONS (ACADEMIC):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE) Include any professional development implemented to support this goal
THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.	7A: Did the school meet the academic goals it set forth in its School Improvement Plan?	See Logic Model	80% of the goals and progress towards goals have been achieved.	COVID and staffing issues have continued to impact greater progress towards school goals.
		RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE) Include any professional development implemented to support this goal
	7B: In the last school year, did the school implement the academic recommendations from the district/OSBA in the annual performance evaluation?			

STANDARD	INDICATOR	GOALS ADDED TO PLAN
<p>THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.</p>	<p>7C: Based on the data presented in this report, will the school add any academic goals to its School Improvement Plan?</p>	

Instructional Strategies: Continue our robust professional development and training. Recruit and retain qualified staff.

Rationale: Quality educated and trained staff provide a higher quality education.

Professional Development: Professional Development is delivered starting two weeks before the start of school, recurring monthly after that, and all staff are encouraged and have the ability to self-select professional development in areas they feel would improve the quality of teaching.

a. **Assess Progress: 100% of staff attend the pre-school Inservice professional development. About 90% of staff attend the monthly professional development trainings. Staff that have self-selected courses is about 82%. Staff report back high levels of learning and engagement in their self-selected developments in meeting their own professional development goals.** WLA students, at initial enrollment are often 2 grade levels below where they should be. We do initial assessments to find out where students are at to help begin to fill in academic gaps and development to get them to where they need to be. Sometimes, social and behavioral progress needs to be addressed first before the students are in a space to be able to focus on academic growth. Twenty-five percent of our students are in the foster care system and we are oftentimes the sole stable force in their lives. Many students are moved through different foster homes while enrolled with WLA. Data reveals less academic progress is made during these periods of transition. WLA feels that these statistics applies to many of our other students who are constantly undergoing change and turmoil in their home lives but are not in the foster care system. There have been tremendous challenges with reintegrating kids back in a daily regular school setting. Focused heavily on care, connection, engagement, and support. Academic growth was made at a slower rate than previous years because so many other factors needed to be addressed at the same time.

Use of Resources: WLA has all teaching staff attend Module 1 of the High Expertise Teaching training at Lane ESD and heavily encourages further attendance at all other modules. At one time, WLA was able to attend SPS's professional development, but have not in recent years. Lane Community College has provided resources and training to WLA staff. WLA utilizes trauma-informed care practices from local behavioral health associations. All teachers receive training on assessments for mental health, self-harm, and suicidal ideations through SafeSchools, 5th Corner Academy, outside training agencies, and administrator-led trainings. WLA will add in Sources of Strength for the 22-23 school year as an additional support system for staff and students.

FINANCIAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the financial performance section of the annual report is to evaluate whether the charter school is financially viable.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the financial performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss and balance sheet

FINANCIAL PERFORMANCE

8. NEAR-TERM MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS CURRENTLY FINANCIALLY STABLE.	8A: Current ratio: Current assets divided by current liabilities	Less than or equal to .9	Between .9 and 1.0 or equals 1.0	Greater than or equal to 1.1	2.13 - audit
	8B: Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)	Fewer than 15 days cash	Days cash is between 15 and 30 days	60 days cash	134.5 days' cash - audit
	8C: Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget	Less than 85% in the most recent year	Between 85-95% in the most recent year	Equals or exceeds 95% in the most recent year	88%
	8D: Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments		School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	Audit

STANDARD 8

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

Due to COVID and our strength as an in-person model, it has been challenging to align projected enrollment and attendance. The longer we have been in person, the more level our enrollment has been and we have high projections for the upcoming year. We are aware that many local public schools had a bigger capacity to offer more robust CDL and families voiced that they felt more comfortable staying with their neighborhood school for CDL and would come back to our program when we could be fully in person so they could utilize the benefits of our model.

FINANCIAL PERFORMANCE

9. SUSTAINABILITY MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9A: Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues	Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%	Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above)	Aggregated 3-year total margin is positive and the most recent year total margin is positive	Not measured for 2021
	9B: Debt to asset ratio: Total liabilities divided by total assets	Debt-to-asset ratio is greater than 1.0	Debt-to-asset ratio is between .9 and 1.0	Debt-to-asset ratio is less than .9	.47 - audit
	9C: Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash One-year cash flow = Year 2 total cash - Year 1 total cash	Multi-year cumulative cash flow is negative	Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above)	Multi-year cumulative cash flow is positive and cash flow is positive each year	Multi-year cash flow is \$576,017 One-year cash flow is \$283,831 Audit
	9D: Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest and lease payments)		Debt service coverage ratio is less than 1.1	Debt service coverage ratio is equal to or exceeds 1.1	Not measured for 2021

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9E: Is the school meeting financial reporting and compliance requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds 	
	9F: Is the school following Generally Accepted Accounting Principles (GAAP)?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • A qualified audit opinion • An audit containing significant findings or conditions, material weaknesses or significant internal control weaknesses • An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • An unqualified audit opinion • An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses • An audit that did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report 	Audit

STANDARD 9

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA struggles because we have a high staff to student ratio, which is needed for our students who are below the benchmark in academic and behavioral success as well as credit deficient high school students. WLA feels that more dollars need to flow to us for middle school students so that the school has more financial resources to support our 6th through 8th graders as they increase their skills and academic progress. WLA does admit that we spend more dollars per student than their neighborhood schools. This is necessary due to the high levels of support required by our student population.

FINANCIAL PERFORMANCE

10. SCHOOL GOALS AND RECOMMENDATIONS (FINANCIAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)	
	10A: Did the school meet the financial goals it set forth in its School Improvement Plan?	See Logic Model	No, fundraising goals were not achieved due to COVID. Goal of keeping enrollment and spending equal were difficult to achieve during COVID and post-COVID.	<p>The pandemic greatly impacted the ability for financial prediction and staying on target with our outlined budget model.</p> <p>The high cost of insurance makes WLA budgeting challenging since it fluctuates due to a low census number. Each year will have a low census number and insurance rates will continue to rise. A solution to this would be SPS including WLA staff into their insurance pool.</p>	
			RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	10B: In the last school year, did the school implement the financial recommendations from the district/OSBA in		NA		

	the annual performance evaluation?			
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STANDARD	INDICATOR	GOALS ADDED TO PLAN
THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.	10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?	

Professional Development: WLA relies heavily on ESSER funding for professional development, recruitment, and retention of staff.

Assess Progress: Staff have played a vital role in assessing how to utilize ESSESER funding. This has kept staff on board and engaged during a very challenging year.

Use of Resources: PSKV has been very supportive of staff recruitment and retention. ESSER funds have allowed us to offer retention bonuses and health and wellness stipends to offset our lower pay in comparison to other local districts.

STANDARD 10

FINANCIAL PERFORMANCE: SUMMARY

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA performs very well with the funds provided by SPS. WLA could do a great deal more if insurance costs were not so high.

ORGANIZATIONAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the organizational performance section of the annual report is to evaluate whether the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the organizational performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverables and reporting due dates
- Feedback from parents, students, charter school staff and other community stakeholders
- The student information system
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

ORGANIZATIONAL PERFORMANCE

11. EDUCATION PROGRAM:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11A: Is the school implementing the material terms of the education program as defined in the current charter contract?</p>	<p>The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</p>	<p>The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</p>	
	<p>11B: Is the school complying with applicable education requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding 	

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11C: Is the school protecting the rights of Students with Disabilities?</p>	<p>Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans 	<p>Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans 	<p>Written documentation of identification and referrals for IEPs and 504 plans. School notes that SPS has oversight of students who English Language Learners.</p>

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p>	<p>11D: Is the school protecting the rights of English Language Learner students?</p>	<p>The school failed to comply with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students 	

STANDARD 11

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA continues to perform and meet the objectives and goals in both the State Student Success initiative and the Student Investment Act. The performance has allowed us to draw down dollars much needed for the academic, social emotional, and health needs of our students.

ORGANIZATIONAL PERFORMANCE

12. GOVERNANCE AND REPORTING:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12A: Is the school complying with applicable governance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to governance by its board, including, but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules 	<p>Bylaws should acknowledge the following:</p> <ul style="list-style-type: none"> • Any board committees are subject to public meetings laws (Section 115.7) • The charter school's board meetings are subject ORS 192.610-192.690 (public meetings laws) and ORS 192.311 to 192.478 (public records laws), including executive sessions • Conflicts of interest • The board must meet within the boundaries of the sponsoring district <p>Information about board meetings could not be located on the website.</p>

	<p>12B: Is the school holding its administration accountable?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	<p>The school materially complies with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance 	
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STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12C: Is the school complying with reporting requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including, but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district 	

STANDARD 12

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

Due to the election of current and new board members, WLA is in the process of updating Board information on our webpage. These updates should be completed soon.

ORGANIZATIONAL PERFORMANCE

13. STUDENTS AND EMPLOYEES:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL SAFEGUARDS STUDENT INFORMATION AND ENSURES EMPLOYEES ARE PROPERLY CREDENTIALLED</p>	<p>13A: Is the school protecting the rights of all students?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the rights of students, including, but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) 	<p>The school's pre-enrollment form asks and/or states the following:</p> <ul style="list-style-type: none"> • Returning students must be in "good standing" with the academy and may require a meeting with the school admin prior to re-enrollment • Whether the student is on an IEP, a copy of the IEP to determine if WLA is the best fit, and what their "challenges" are • If the student is on a 504 plan, what their services are, and a copy of the plan to determine if WLA is the best placement. • A list of "issues" that a student may or may not have (including socializing,

				<p>attitude, taking direction)</p> <p>The enrollment form states that there is a \$50 processing fee for enrolling. As WLA is a public school, this is not allowed.</p>
	<p>13B: Is the school meeting teacher and other staff credentialing requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and/or background check and fingerprinting requirements for all staff and volunteers.</p>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and background check and fingerprinting requirements for all staff and volunteers.</p>	<p>It appears as if exactly 50% of WLA's teaching and administrative staff are licensed, while the other 50% are charter registered. (TSPC)</p>

STANDARD 13

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA has received conflicting information regarding the processing fee; this year we have gone with a consensus of other charter schools that this type of fee was allowable. WLA is more than willing to drop the processing fee if necessary.

ORGANIZATIONAL PERFORMANCE

14. SCHOOL ENVIRONMENT:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.	14A: Is the school complying with facilities and transportation requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation 	
	14B: Is the school complying with health and safety requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements 	

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.</p>	<p>14C: Is the school handling information appropriately?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials 	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials 	

STANDARD 14

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA's largest complaint by parents and students this school year has been around the lunches provided by SPS. While we are thankful for the service and the flexibility in providing bagged meals, it is an area that needs improvement. The quantity is small, students are left with no choice in options and complaints around still being hungry, even when all the provided food has been eaten. WLA will work with SPS to improve this for the 22-23 school year.

ORGANIZATIONAL PERFORMANCE

15. ADDITIONAL OBLIGATIONS:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH ALL OTHER OBLIGATIONS NOT PREVIOUSLY COVERED.</p>	<p>15A: Is the school complying with all other obligations?</p>	<p>The school was materially out of compliance with applicable legal, statutory, regulatory and/or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	<p>The school materially complies with all other applicable legal, statutory, regulatory or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) 	

STANDARD 15

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA has embedded licensed counselors into our program by partnering with Roseburg Therapy and Looking Glass to provide counseling and therapy to our high needs students. Students and counselors are provided space in the building for in person or telehealth counseling appointments and intakes. WLA has piloted one of the state's first Peer Support mentor programs through 5th Corner Academy to help all students with the wellness tools needed for self care. WLA has utilized SIA funds to help cover co pays and counseling costs to remove as many barriers to accessing services as possible. 5th Corner Academy has provided parent support and counseling to families in need and those connections are made through WLA.

ORGANIZATIONAL PERFORMANCE

16. SCHOOL GOALS AND RECOMMENDATIONS (ORGANIZATIONAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)	
	16A: Did the school meet the organizational goals it set forth in its School Improvement Plan?	See Logic Model	Yes, these goals were met.	Despite COVID, WLA met the goals and objectives at 80% or better. WLA will continue to work towards those goals and objectives.	
			RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	16B: In the last school year, did the school implement the organizational recommendations from the district/OSBA in the annual performance evaluation?				

STANDARD	INDICATOR	GOALS ADDED TO PLAN
	10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?	

Professional Development: Staff is aware of the goals and objectives and is a key part in helping WLA those goals.

Assess Progress: We use data to determine, we also use formative and summative assessments and anecdotal evidence and reports.

Use of Resources: WLA went through our accreditation renewal process this year and scored extremely high in most areas and received a very favorable and positive report that recognized the significant levels of work and achievement of WLA staff and students.

STANDARD 16

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA networks with ODE and other charter school associations to make sure that we have the latest information and to be on the cutting edge of growth and progress for charter schools. WLA is committed to taking the underserved, the vulnerable, and those most in need and at risk to allow them a safe and structured environment in which to make academic, social, and behavioral growth.

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

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3. PERSONNEL REPORT, RESOLUTION #21-22.051

Chair Raven asked Mr. Reese to introduce the Personnel Report resolution:

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, resignations, and change of 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.

Dustin Reese recommended 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
- Resignations
- Change of Contract Status

Chair Raven asked for a motion to approve the personnel action for licensed employees as reflected in resolution #21-22.051.

MOTION: Director Mann moved, Director Light seconded the motion to approve the personnel action for licensed employees as reflected in resolution #21-22.051.

Dr. Hernandez asked what the changes of contract status referred to. Mr. Reese answered that it was for those on a one-year rehire contract as a temporary employee. He said that would be for those who were ready to retire, but then wished to stay on another year. They would then report back on a temporary contract for that year.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion in favor of approving the personnel action for licensed employees as reflected in resolution #21-22.051: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes and Director Raven – Yes.

Motion passed: 4:0.

4. ADJOURNMENT

With no other business, Chair Raven adjourned the meeting at 5:25 PM.

(Minutes recorded by Trenay Ryan, LCOG)

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on July 14, 2022.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 5:33 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Mason read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members attending the meeting included Board Chair Naomi Raven, Board Vice Chair Emilio Hernandez, Director Jonathan Light and Director Todd Mann, and Director Kelly Mason.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Judy Bowden, Karri Thiele, Jonathan Gault, Reilly Gault, Taylor Madden, Whitney McKinley, Brian Megert, Jeff Michna, Vincent Adams from OSBA and Trenay Ryan, minutes recorder.

2. Discussion Items

A. School Board Evaluation (OSBA)

Mr. Adams began the evaluation review discussion by asking Board members to write down their answers to a few questions that applied to them as individuals. At the finish of the self-evaluation exercise he noted his overall disappointment with the assessment. The assessment had shown him that the Board was angry and did not feel effective. However, Mr. Adams noted that his knowledge of each of the members did not represent that finding. The assessment consistently showed that the Board had deep disagreements in establishing procedures and following those to completion, leaving them to feel ineffective. Board members felt that it had been frustration, not anger. Mr. Adams reminded the Board that they each shared the same belief, to establish and model a culture of high expectations for all students, that they were all on the same side, but that because of personality differences they each took a different approach to arrive at the same goal. He advised them to revisit their strategic vision, to realign themselves with their procedures and goals in consideration of the drastic changes the world had

experienced. He also advised that while listening to others, they always assume positive intent. Chair Raven discussed the effects the pandemic had on board procedures and how it had left them feeling detached from the community, schools, staff and students, as they no longer had any option but to follow state laws during that time. Mr. Adams and the Board continued discussing areas of concern noted throughout the assessment, in order to achieve a clearer understanding of each member's thoughts, opinions and suggestions on how they would improve their trust in and communications with one another. Board members agreed that there had not been enough time to converse in detail with one another or with the community regarding topics that arose. Mr. Adams suggested reconfiguring The Board Calendar by adding additional agenda items or meetings as needed to work on establishing standards. The Board was looking forward to their Retreat, which would aid them in building board relationships not only as a whole, but individually as well. Mr. Adams stated the Board needed to look at their responsibility to and communications with the Superintendent. Trust and respect would be emphasized upon during the retreat. The following were a few of the concerns noted in the assessment:

Director Hernandez asked that new board members be required to have more experience and felt that responsibility belonged to OSBA. He stated Board members had a responsibility to read and understand prepared reports prior to attending meetings. He wished for honest communication with one another.

Director Light felt there was too little time and opportunities to speak with the community, as well as the Board. He wished for earlier board input to the budget process, to create a structure to encourage family engagement, and for honest communication.

Director Mann asked for more transparency and greater inclusivity regarding the budget. He wished for the Board to revisit the strategic policy, review and create a working agreement for a budget committee, providing clear expectations and standards.

Chair Raven wanted board members to establish a relationship with and have better communication with the Superintendent. She felt they should view the assessment and discussion as an opportunity to get back to work after the pandemic and to do better, while focusing on improving relations with one another. She wished to focus on creating intentional structures.

Director Mason agreed with Ms. Raven regarding improving their relationships with the Superintendent. She did not feel the Board was unified. She wanted more community engagement opportunities and felt the Board was creating barriers by requesting advance sign up for public speaking opportunities.

With the help of Mr. Adams, the Board established the following goals:

1. Build and cultivate trust with the Superintendent, and to maintain a positive working relationship, was of top priority.
2. Establish meeting norms and to renew the Board and Superintendent operating agreements.
3. Cultivate trust and team building among the Board members, and with the administrator, both in and outside of the boardroom.
4. Re-establish and increase community engagement.

Mr. Adams concluded by thanking the Board for trusting him to express their candid thoughts. He felt that while there was room for improvement, they were good people and were a good Board.

Please see the full Board Self-Evaluation below:



Balanced Governance Self-Evaluation

School District and Evaluation Year

Springfield 19

2022

Prepared by:

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Oregon School Boards Association
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Balanced Governance Board Self-Evaluation

Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in column charts color coded to show responses in each of the categories for every question in the survey.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the standards for the 12 board performance standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following areas:

1) What do you see?

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

2) What does the data suggest?

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

3) Identify growth area(s) from the observations and interpretations.

The board will discuss which standard(s) to focus on for improvement and any indicators that the board wishes to see increased.

4) Build a professional development plan for the board.

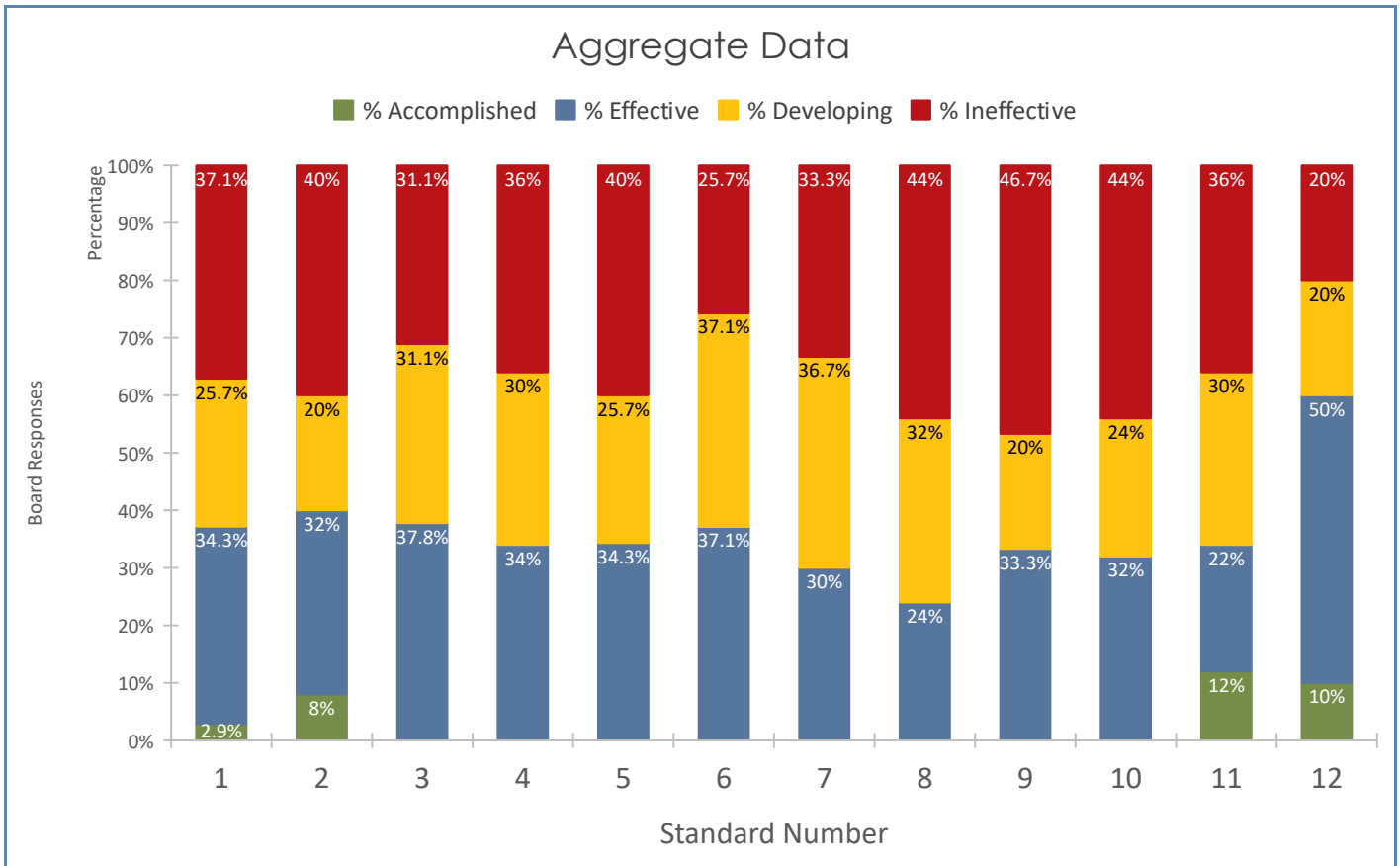
The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.



Balanced Governance: Aggregate Data



Balanced Governance Standards

- 1: Vision-Directed Planning
- 2: Community Engagement
- 3: Effective Leaders
- 4: Accountability
- 5: Using Data for Continuous Improvement and Accountability
- 6: Cultural Responsiveness
- 7: Culture and Climate
- 8: Learning Organization
- 9: Systems Thinking
- 10: Innovation and Creativity
- 11: Board Member Conduct, Ethics and Relationship with Superintendent
- 12: Budgeting and Financial Accountability

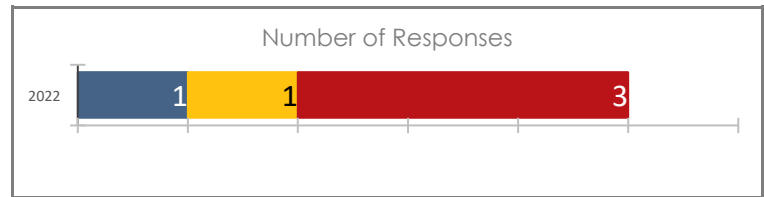


Standard 1 *Vision-Directed Planning*

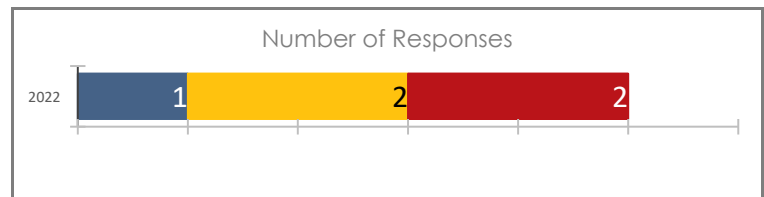
The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

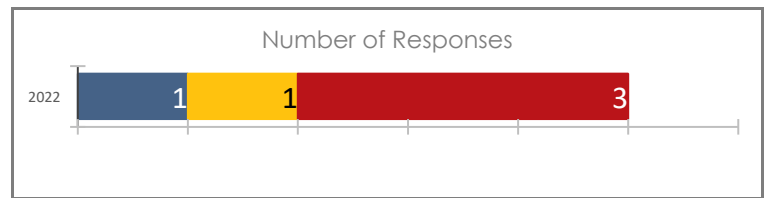
Q 4 The board collaborates with the community to articulate core values and beliefs for the district



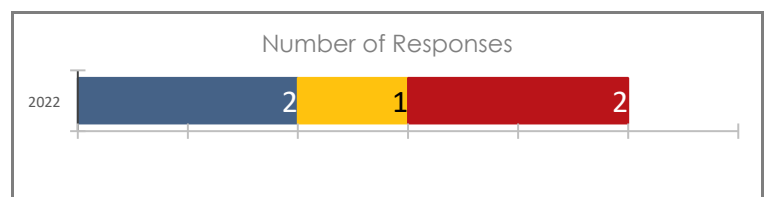
Q 5 Board members can clearly articulate the vision and strategic goals of the district



Q 6 The board collaborates with the superintendent to develop long-range strategic goals for improving student learning



Q 7 The board regularly monitors the progress of strategic goals focused on improving student learning



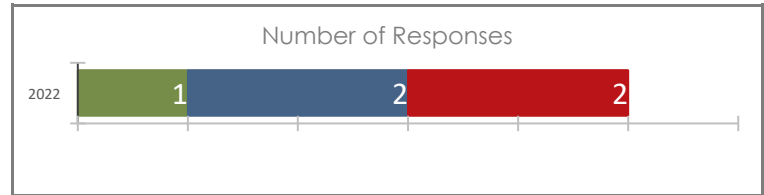


Standard 1 *Vision-Directed Planning*

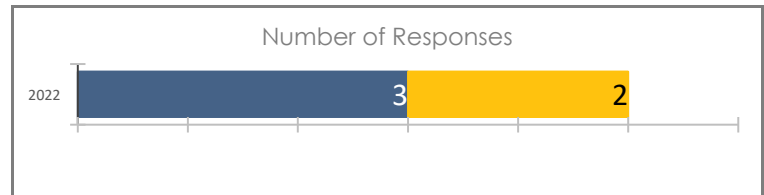
The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

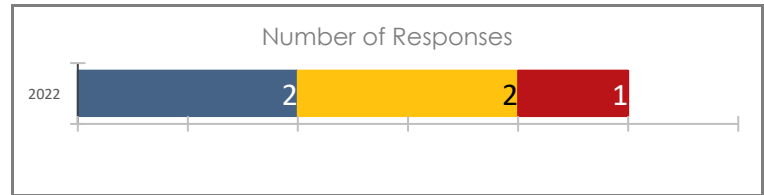
Q 8 The board adopted a budget that aligned resources to the district vision and strategic goals



Q 9 The board establishes and models a culture of high expectations for all students



Q10 The board promotes a vision and expectation for excellence beyond the present performance



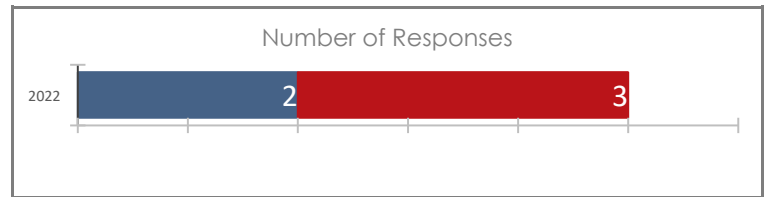


Standard 2 *Community Engagement*

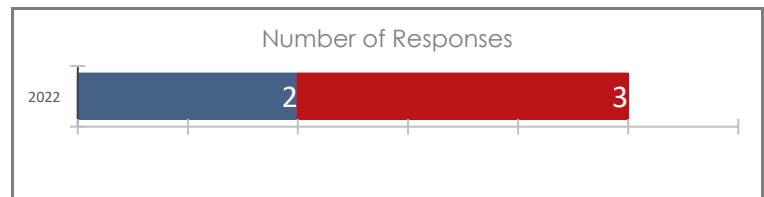
The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

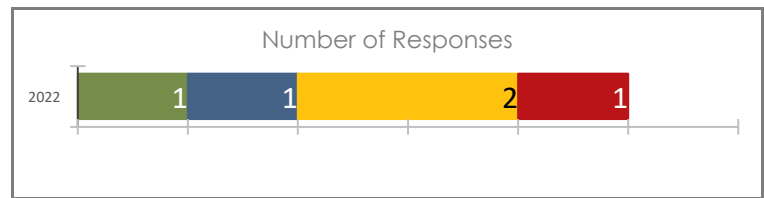
Q11 The board promotes practices that solicit input and involvement from all segments of the community



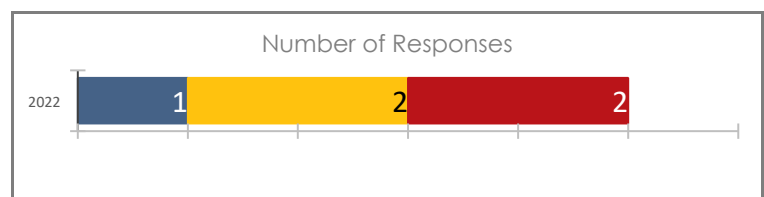
Q12 The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community



Q13 The board recognizes and celebrates the contributions of school and community members to school improvement efforts



Q14 The board is responsive and respectful to community inquiry and feedback



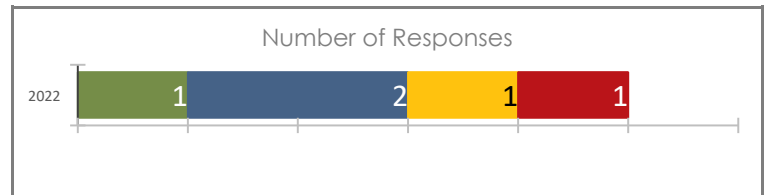


Standard 2 *Community Engagement*

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Q15 The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators





Standard 3 *Effective Leadership*

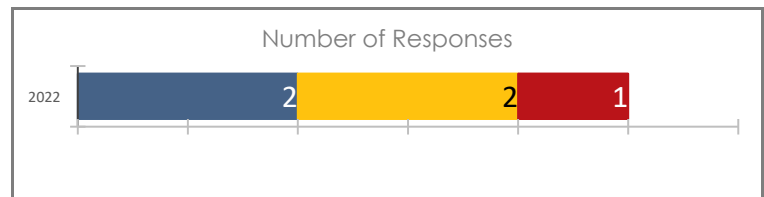
The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

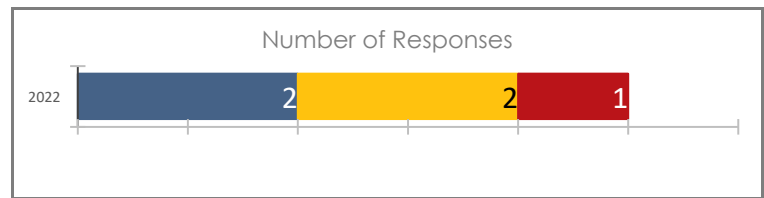
Q16 Board members are visible in the community



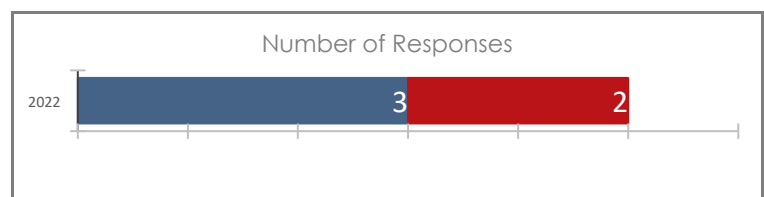
Q17 Board members develop professional community relationships to improve student learning and opportunities for students



Q18 Board activities, analysis, and decision-making are aligned to vision and strategic goals



Q19 The board solicits input from multiple sources to assist in making informed decisions



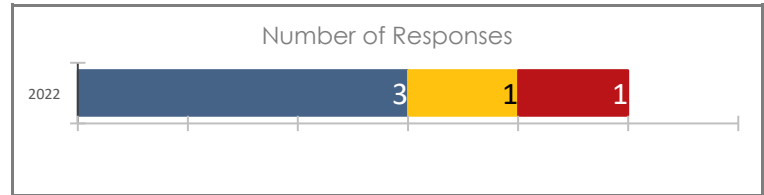


Standard 3 *Effective Leadership*

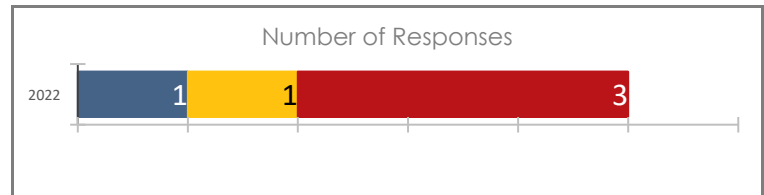
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Accomplished Effective Developing Ineffective

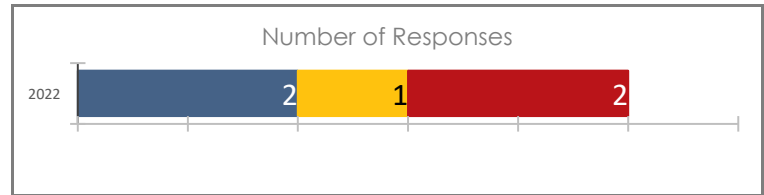
Q20 The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators



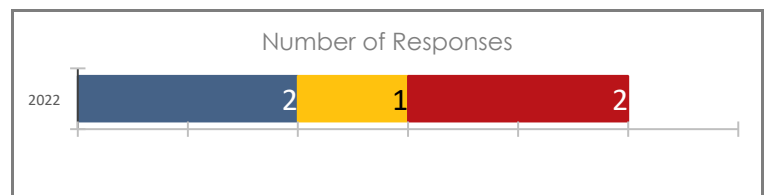
Q21 Board members model an empowering leadership style



Q22 The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district



Q23 Board members promote change through dialogue and collaboration



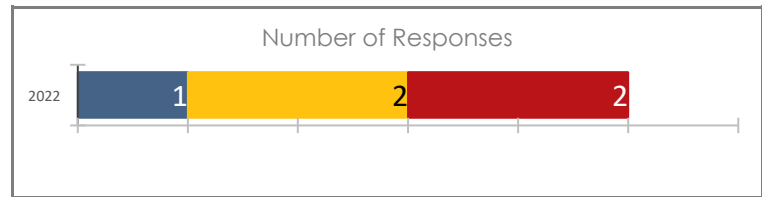


Standard 3 *Effective Leadership*

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Q24 Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives



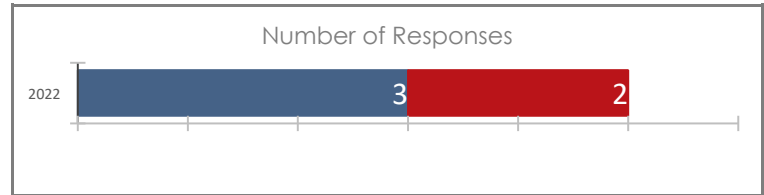


Standard 4 *Accountability*

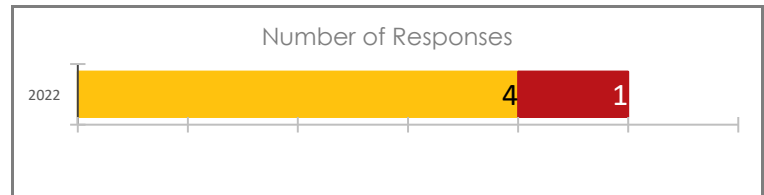
The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

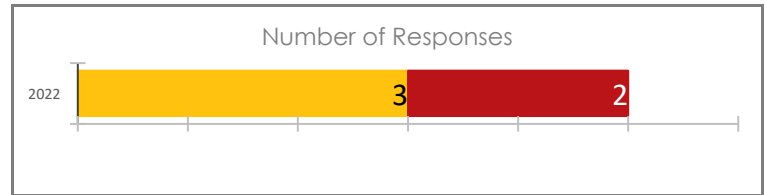
Q25 The board ensures funding to implement accountability measures



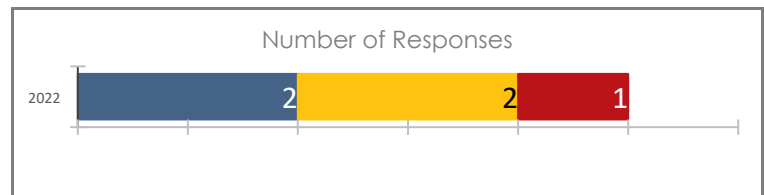
Q26 The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation



Q27 The board models a culture of high expectations throughout the district



Q28 The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals



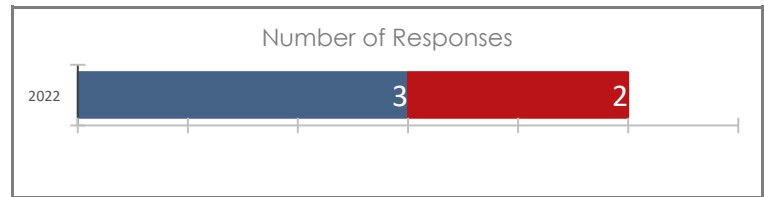


Standard 4 *Accountability*

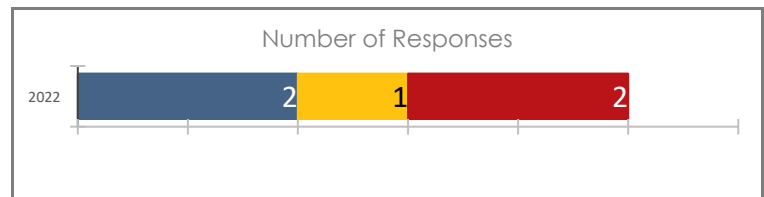
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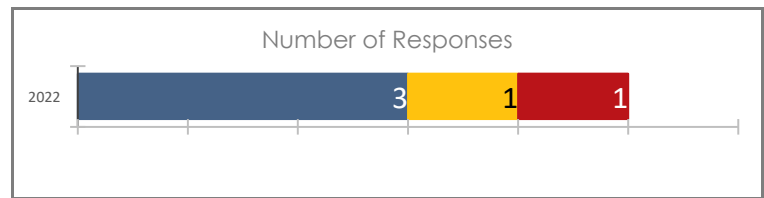
Q29 The board ensures the budget aligns resources based on student learning priorities



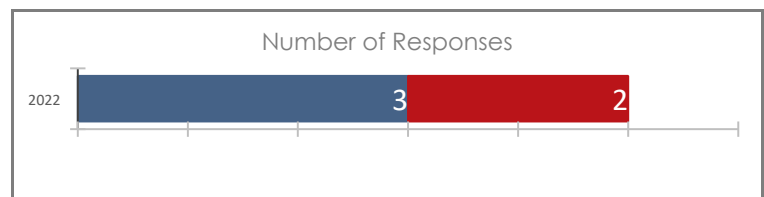
Q30 The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals



Q31 Disaggregated student results and growth are measures against expectations set by district strategic goals



Q32 The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals



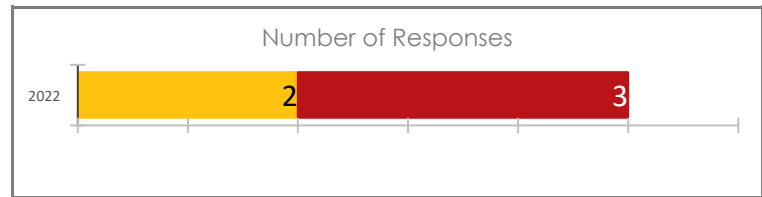


Standard 4 *Accountability*

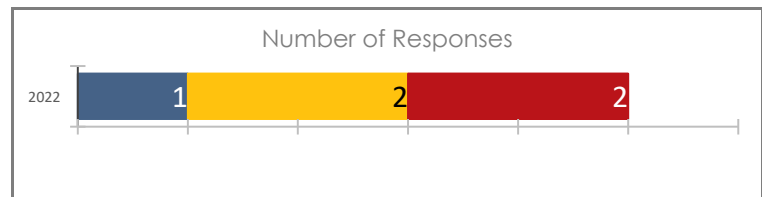
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■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q33 The board regularly establishes performance goals for itself



Q34 The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system



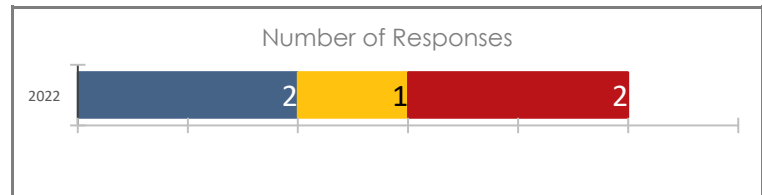


Standard 5 *Using Data for Continuous Improvement and Accountability*

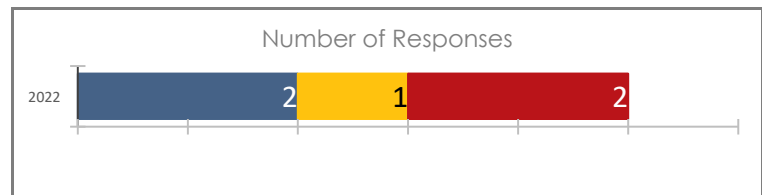
The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

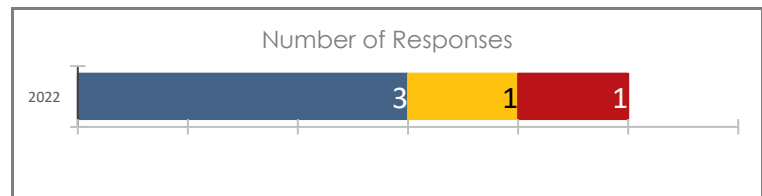
Q35 The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making



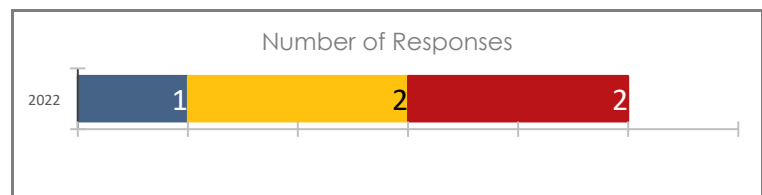
Q36 Programs approved by the board have effective data collection requirements and measurable results



Q37 The board uses data to identify discrepancies between current and desired outcomes



Q38 The board identifies and addresses priority needs based on data analysis



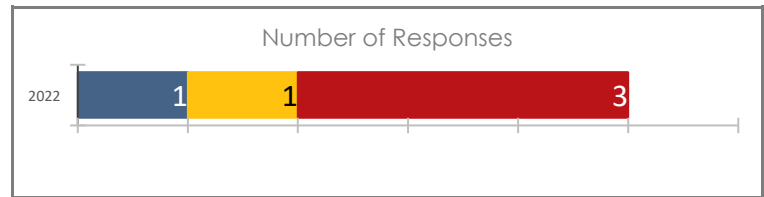


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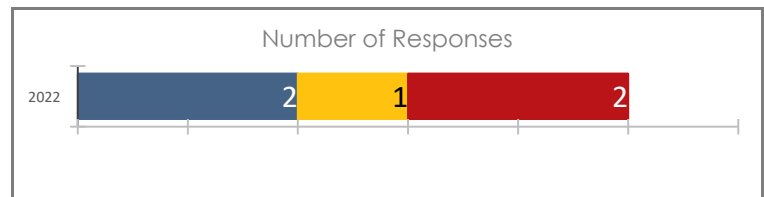
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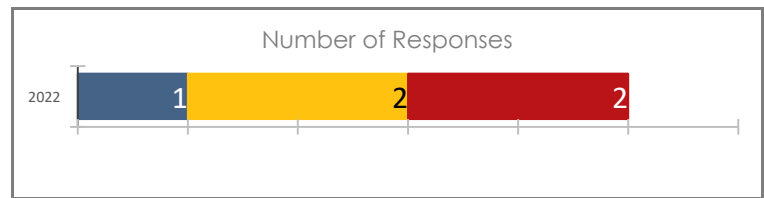
Q39 The board communicates to the public how policy decisions are linked to student learning data



Q40 The board creates a culture that encourages the use of data to identify learning needs throughout the system



Q41 The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals



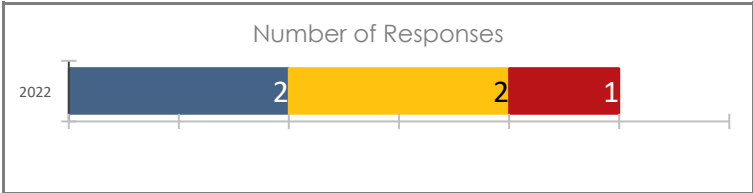


Standard 6 Cultural Responsiveness

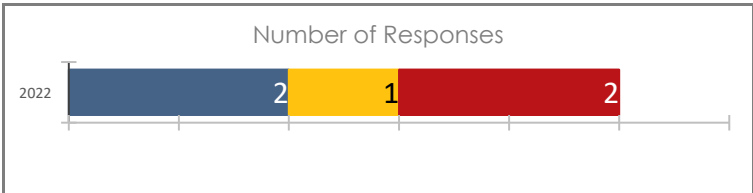
The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

Accomplished Effective Developing Ineffective

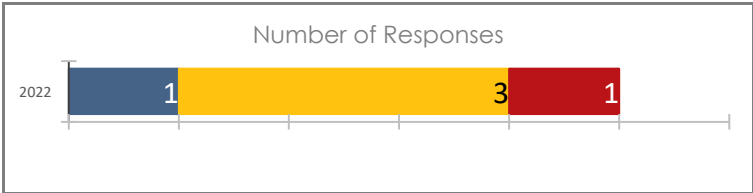
Q42 Board outreach and community engagement activities accommodate cultural differences in values and communication



Q43 The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups



Q44 The board has a process to review policies for cultural responsiveness and bias



Q45 Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard



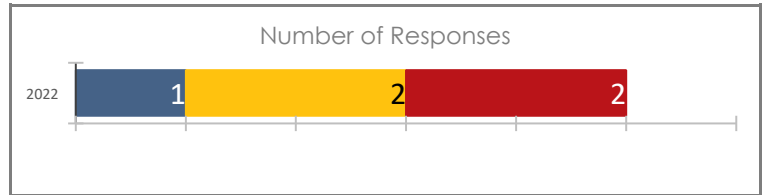


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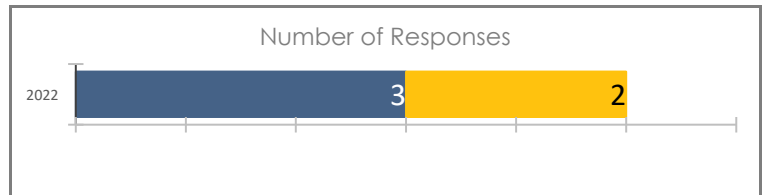
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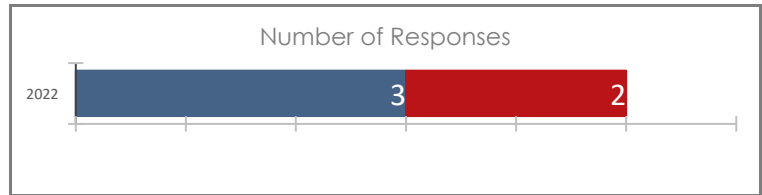
Q46 The board ensures district employees are representative of the values and culture of the community



Q47 A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals



Q48 The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student



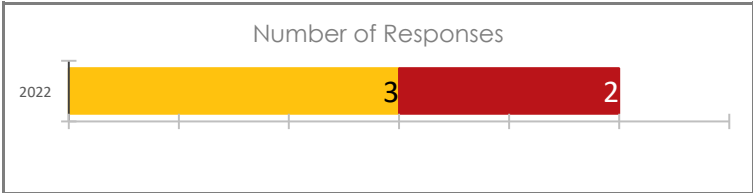


Standard 7 Culture and Climate

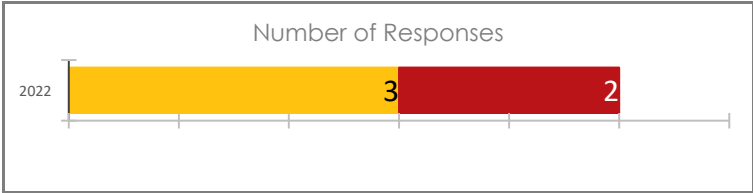
The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

Accomplished Effective Developing Ineffective

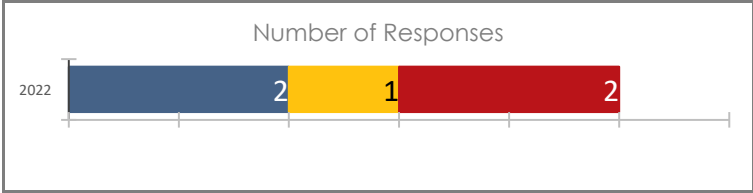
Q49 The board models relationships built on trust and respect



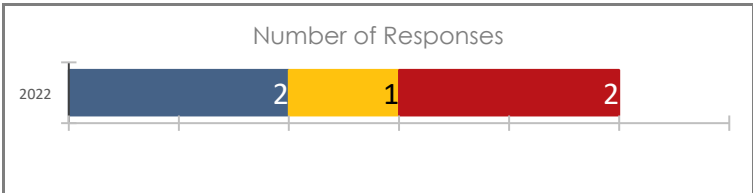
Q50 The board takes time to reflect and improve internal and external relationships



Q51 The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate



Q52 The board creates a system in which high levels of student learning are expected.



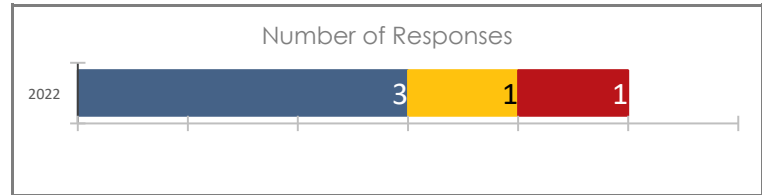


Standard 7 *Culture and Climate*

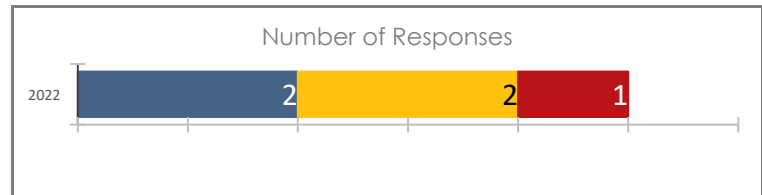
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■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q53 The board establishes policies and ensures practices to foster a safe, positive learning climate for students



Q54 The board models and holds the district responsible for improving a culture of service



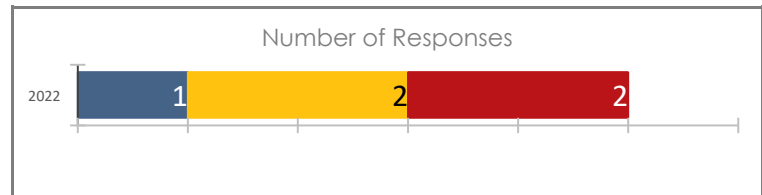


Standard 8 *Learning Organization*

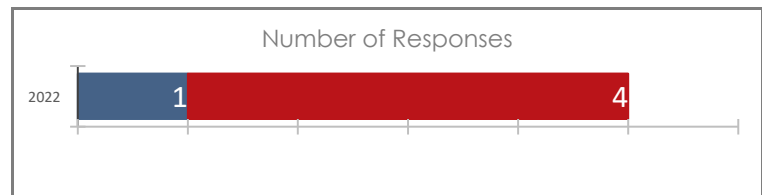
The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

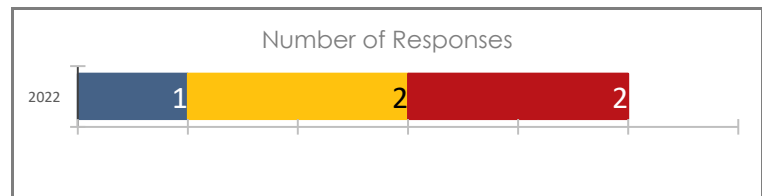
Q55 Board policies nurture leadership capabilities across the organization



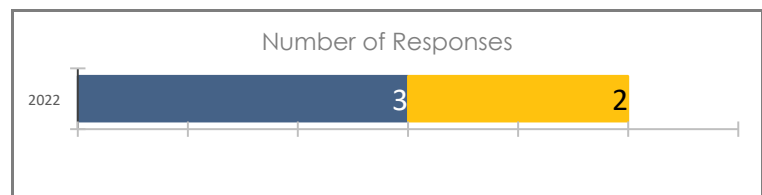
Q56 The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners



Q57 Board members promote positive change through dialogue and collaboration



Q58 The board encourages professional development that increases learning and empowerment



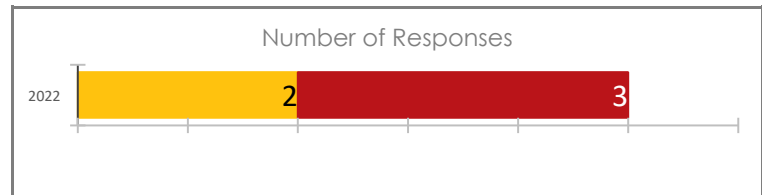


Standard 8 *Learning Organization*

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Q59 The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization



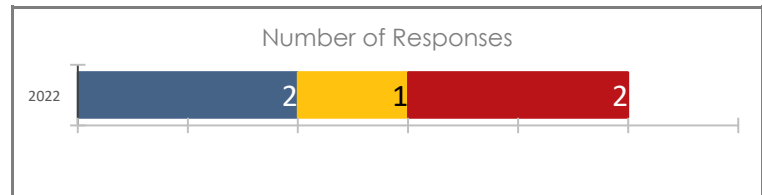


Standard 9 Systems Thinking

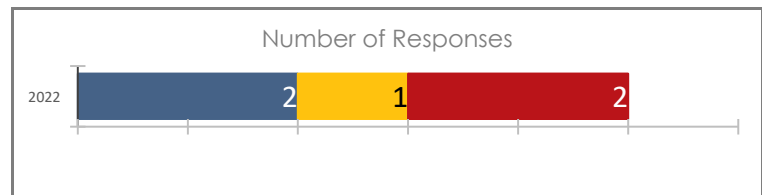
The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

Accomplished Effective Developing Ineffective

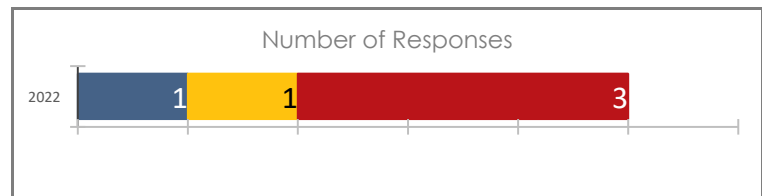
Q60 The board works to avoid policy decisions that shift problems from one part of the system to another



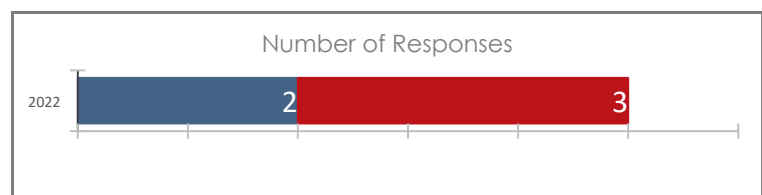
Q61 The board encourages an organizational structure that enables creative processes



Q62 The board engages in process thinking, seeing beyond the immediate situation and easy solutions



Q63 The board analyzes issues for their impact on other parts of the system



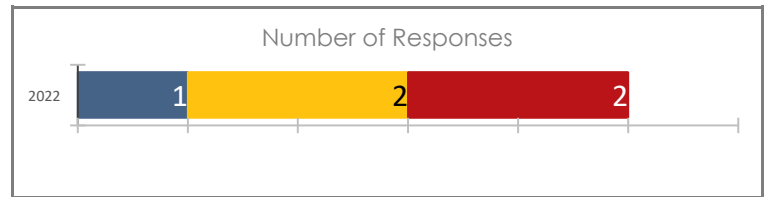


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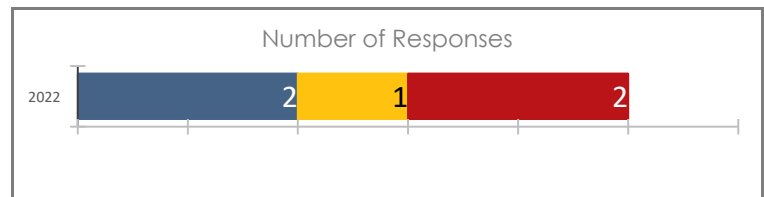
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■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q64 The board team is solution-oriented



Q65 The board works collaboratively with other agencies to encourage dialogue that fosters continual growth



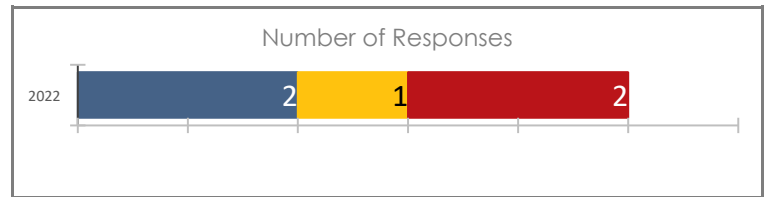


Standard 10 *Innovation and Creativity*

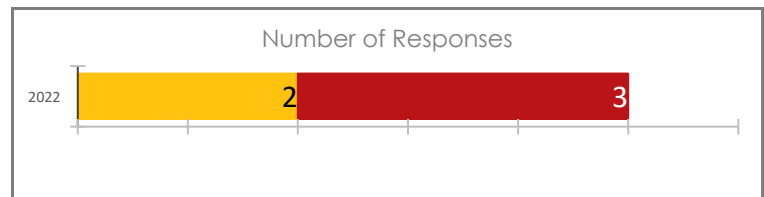
The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

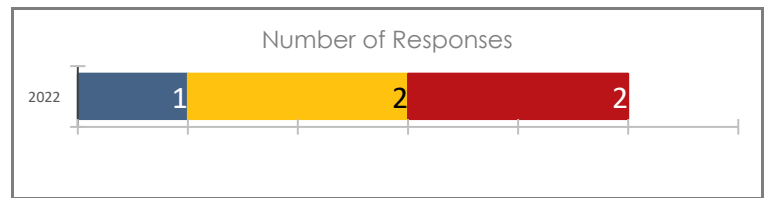
Q66 Board members create time and opportunities for their own creative thinking



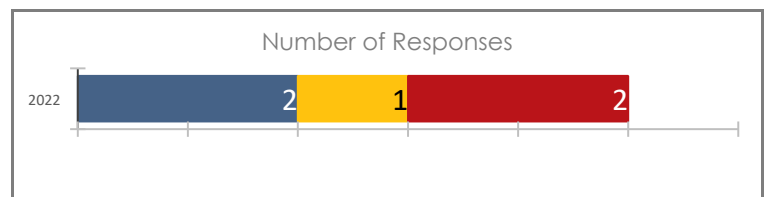
Q67 Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation



Q68 The board sets meeting agendas that allow it to proactively identify and explore strategic issues



Q69 The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events



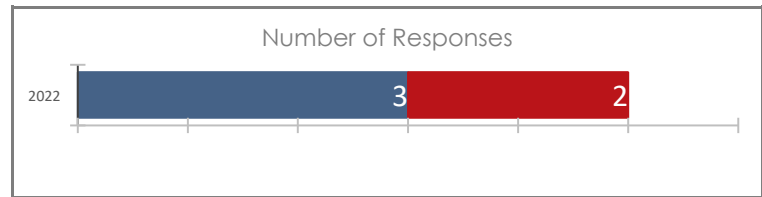


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The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q70 The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation



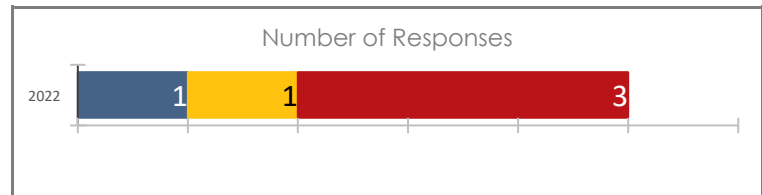


Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

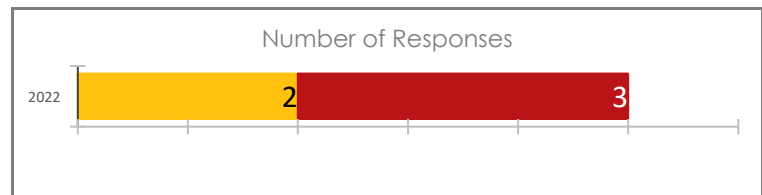
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

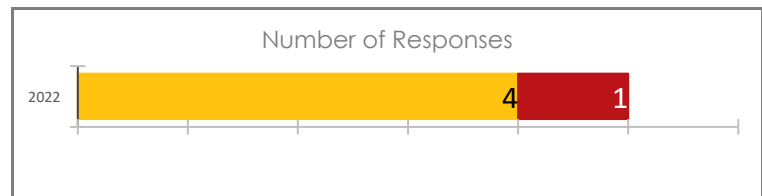
Q71 Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties



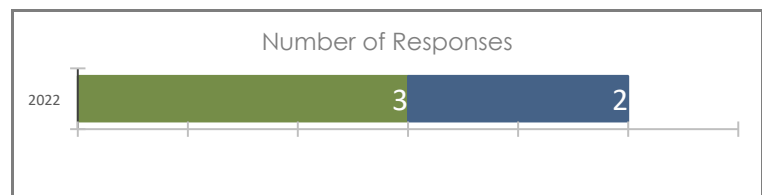
Q72 The board and superintendent trust and respect one another



Q73 Board members represent the interests of the entire district



Q74 Board members preserve the confidentiality of items discussed in executive session



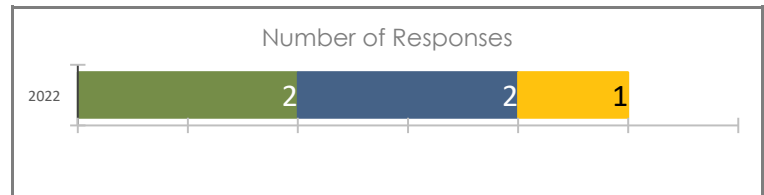


Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

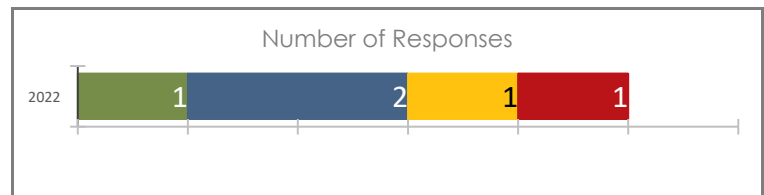
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

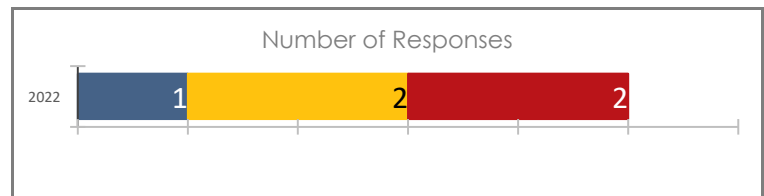
Q75 Board members do not use their office for personal gain or advancement



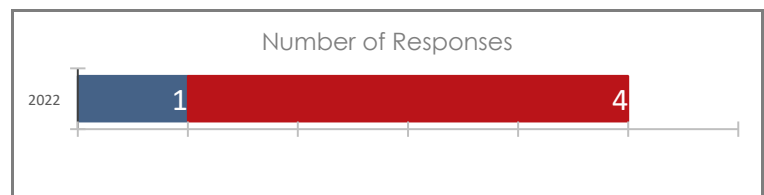
Q76 Board members do not attempt to individually speak on behalf of the entire board or commit the board



Q77 Board members direct complaints and requests to the superintendent rather than attempting to solve them directly



Q78 The board and superintendent agree on the information needed by the board, and when and how the board receives that information



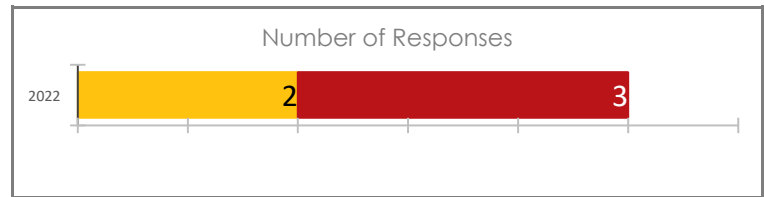


Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

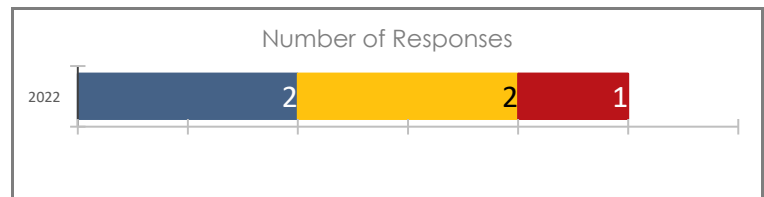
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q79 The board and superintendent participate in learning opportunities as a team



Q80 Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items



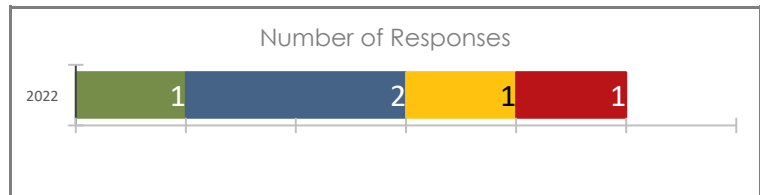


Standard 12 *Budgeting and Financial Accountability*

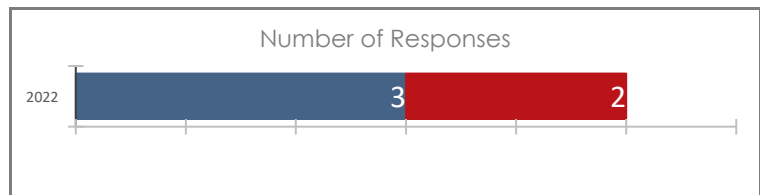
The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

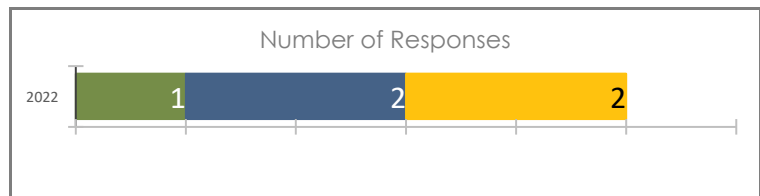
Q81 Board members are knowledgeable of the district budgeting process



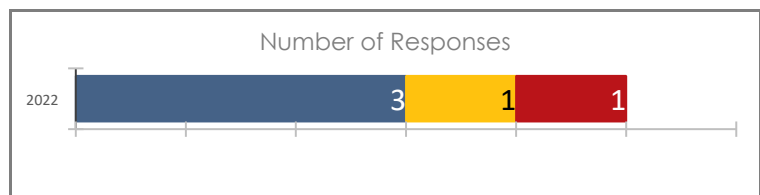
Q82 Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs



Q83 Board members have a basic understanding of district revenues and expenses



Q84 The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

Characteristic #1: Role Boundaries

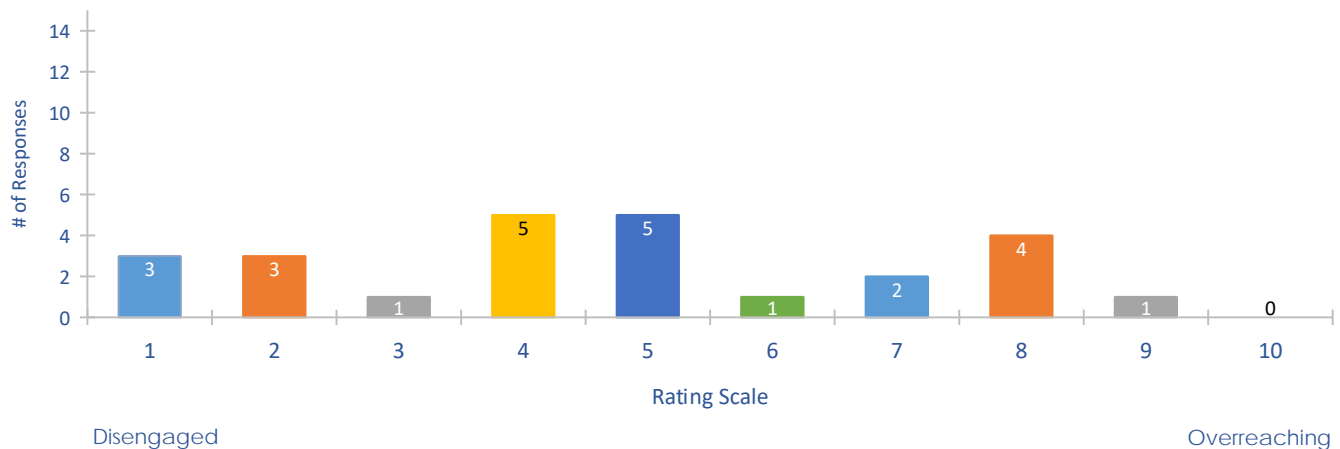
This characteristic refers to whether a board member practices the role of Disengaged board member (also called "rubberstamping") or Over-reaching board member (also called micromanagement).

Practical Description: A board member is Disengaged if they believe their only role is to hire effective school leaders and then follow whatever these leaders recommend. They do not believe they need to understand what programs or processes are being used in the schools; they only need to set outcome goals (i.e. student test results) for the school to reach.

A board member is Over-Reaching if they believe they need to personally check to see if leaders are doing their job. These board members will go into individual schools to give direction to building leaders or teachers. These board members insist on giving directions on how to run the management and operations of the school.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "5" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

Characteristic #2: Role Orientation

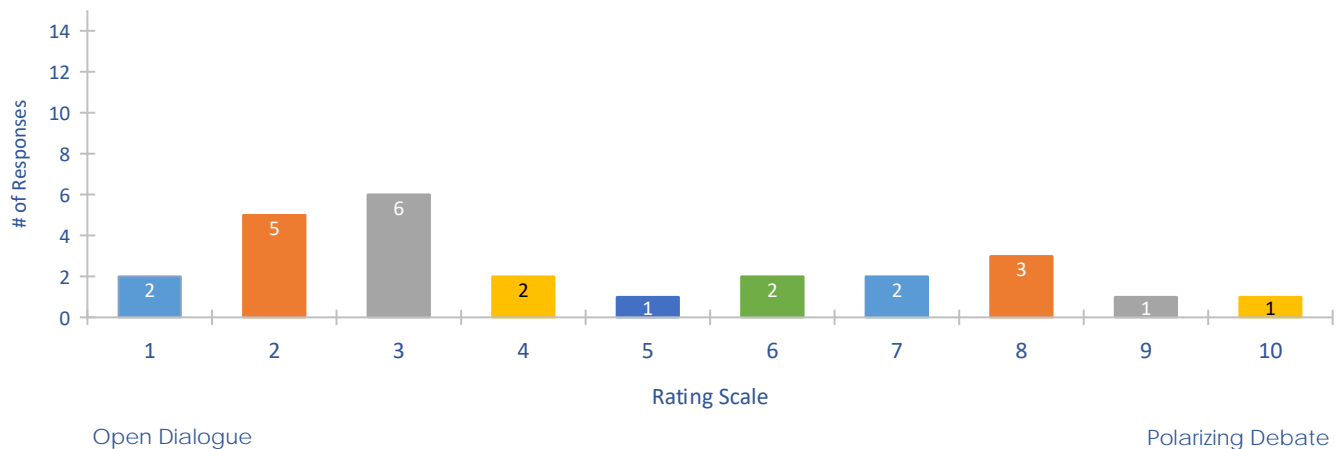
This characteristic refers to whether a board member practices and encourages Open Dialogue or Polarizing Debate.

Practical Description: A board member practicing Open Dialogue focuses on general interests and welcomes various viewpoints. They are comfortable with differences of opinion, and advocates for their constituents' viewpoints. Once a decision is made by the whole board, they expect all board members to uphold the decision. They value board teamwork over actions and language that minimize, antagonize, or polarize other board members.

A board member practicing Polarizing Debate focuses on single interests and minimizes or berates other viewpoints. They value individual viewpoint over collective consensus. If a board member disagrees with a decision made by the full board they do not support the decision and often undermine the policy or program among their constituents. They value speaking on behalf of vocal special interests over board teamwork.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

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Characteristic #3: Advocacy focus

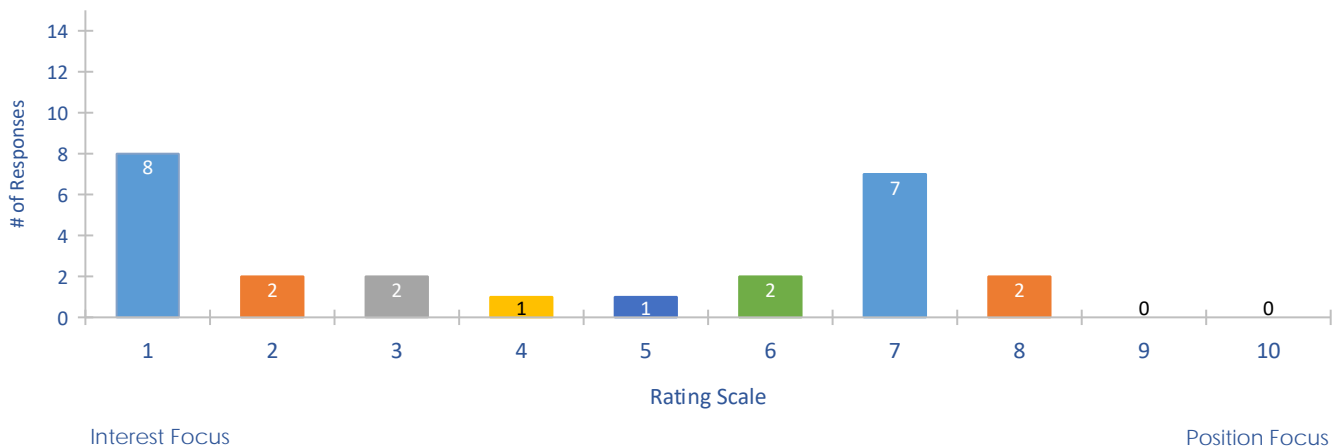
This characteristic refers to whether a board member usually focuses on taking a Position or holding an Interest.

Practical Description: A board member who takes a Position usually polarizes people by identifying "friends" versus "enemies". Positions usually take the form of labels (e.g. liberal or conservative; Republican or Democrat). For example, a board member might describe themselves as being on the board exclusively to represent and protect students of a certain race, ethnicity, ability, etc....

A board member who holds an Interest is usually seeking to understand the multiple and varied positions of district constituents and seeks a solution that addresses the common interest. For example, a board member might describe themselves as being on the board to represent the needs of any and all students who are in need of assistance; regardless of race, ethnicity, ability, etc....

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

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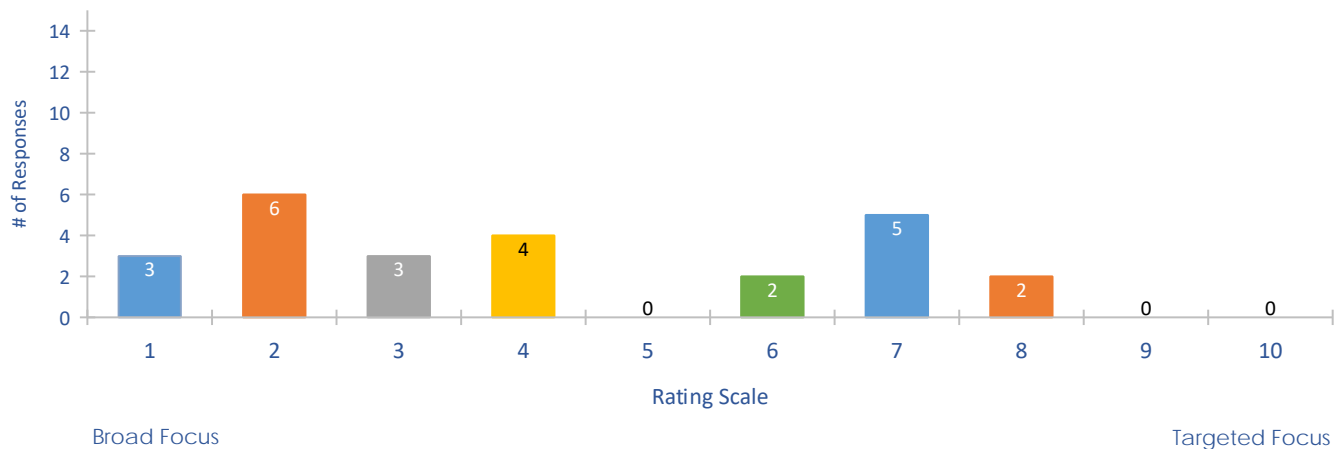
Characteristic #4: Student Concern Focus

This characteristic refers to whether a board member usually supports a broad focus or a targeted focus on student concerns.

Practical Description: A board member who practices a broad focus on student concerns avoids advocating for only certain groups of students. They also avoid advocating for only specific needs. A board member with a broad focus advocates on behalf of all students and all educational issues that might arise.

A board member who practices a targeted focus on student concerns primarily advocates for certain groups of students, based on their race, ethnicity, gender, or educational need (e.g. Special Education, ELL). According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

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Characteristic #5: Solution Focus

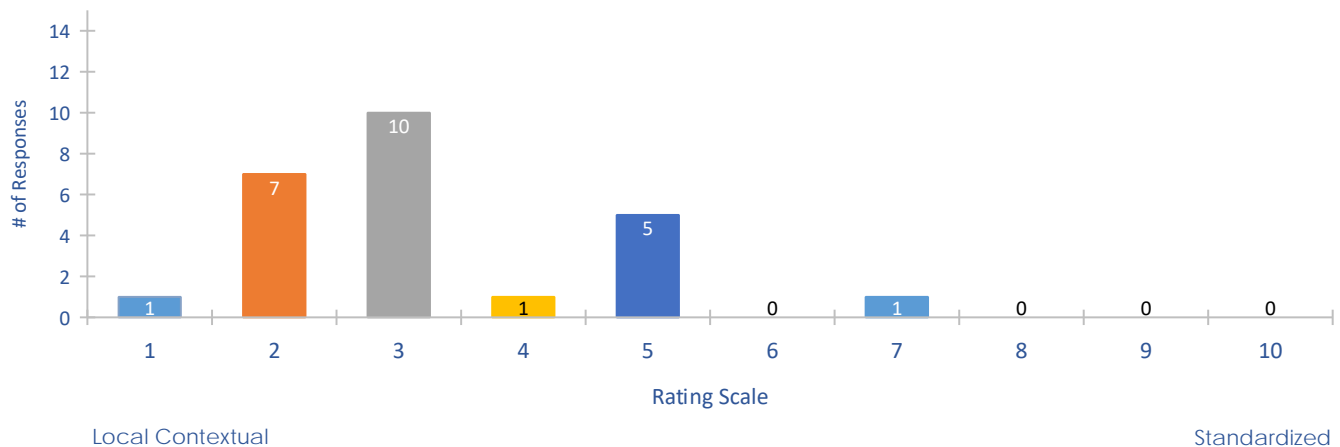
This characteristic refers to whether a board member usually supports a standardized or a local contextual solution to meet the needs of students.

Practical Description: A board member who practices a standardized approach tends to look for one-size-fits-all programs and curriculum to solve student needs. They believe that the local needs are not unique and therefore standard solutions that work in other districts should work in their district.

A board member who practices a local contextual approach tends to look for locally created programs and curriculum to solve student needs. They believe that the local needs are unique and changing and therefore standard solutions that work in other districts may not work in their district.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

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Characteristic #6: Exercise of Influence

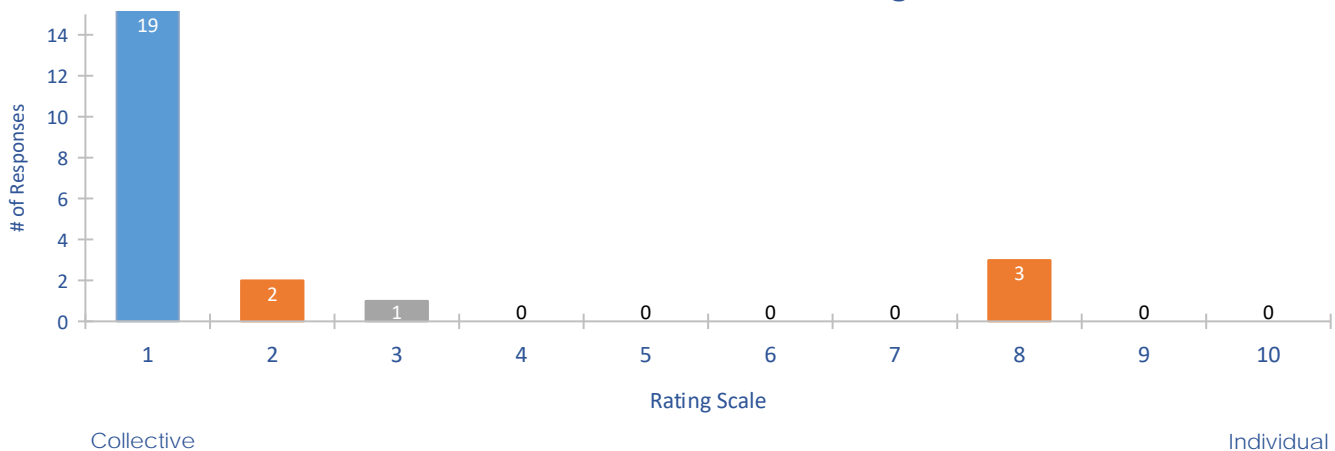
This characteristic refers to whether a board member believes or acts: with individual authority versus collective authority.

Practical Description: A board member who believes they possess individual authority may communicate directives to individual school leaders or employees. They may visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance.

A board member who believes they possess only collective authority understands they have no official authority outside of the school board as a whole. They avoid communicating directives to individual school leaders or employees. Their visits to schools are unobtrusive, informational, and as a part of established school activities (e.g. sports, open house, concerts). They do not visit schools for the purpose of monitoring, evaluating, and redirecting operations, processes, or individual employee performance.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

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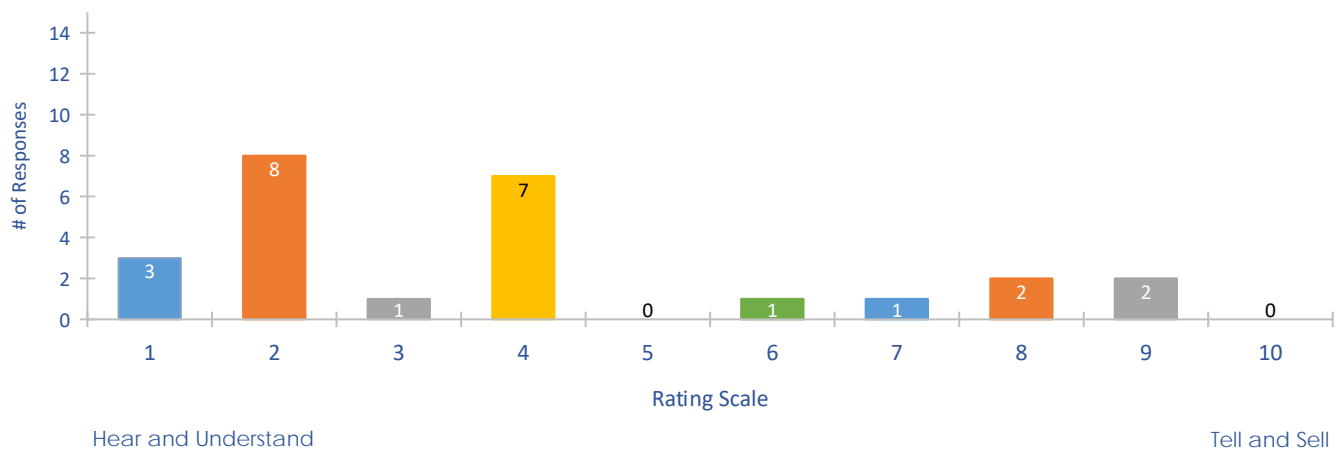
Characteristic #7: Use of Voice

This characteristic refers to whether a board member uses their voice to Tell and Sell their position or to Hear and Understand broad interests.

Practical Description: A board member who uses their voice to Tell and Sell their position sees their job on the board as a voice for their constituents and special interests. They tend to over-talk to promote their own positions and treat communication like a form of competition. They tend to use combative language and are not a good listener. They seek to be heard rather than to find reconciliation. A board member who uses their voice to Hear and Understand sees their job on the board as a voice to ensure that all interests are heard. They tend to ensure that every board member is heard and treats communication as an opportunity to hear all viewpoints. They tend to practice and promote civil discourse and are a good listener. They seek to discover shared resolutions and reconciliation.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

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Characteristic #8: Use of Power

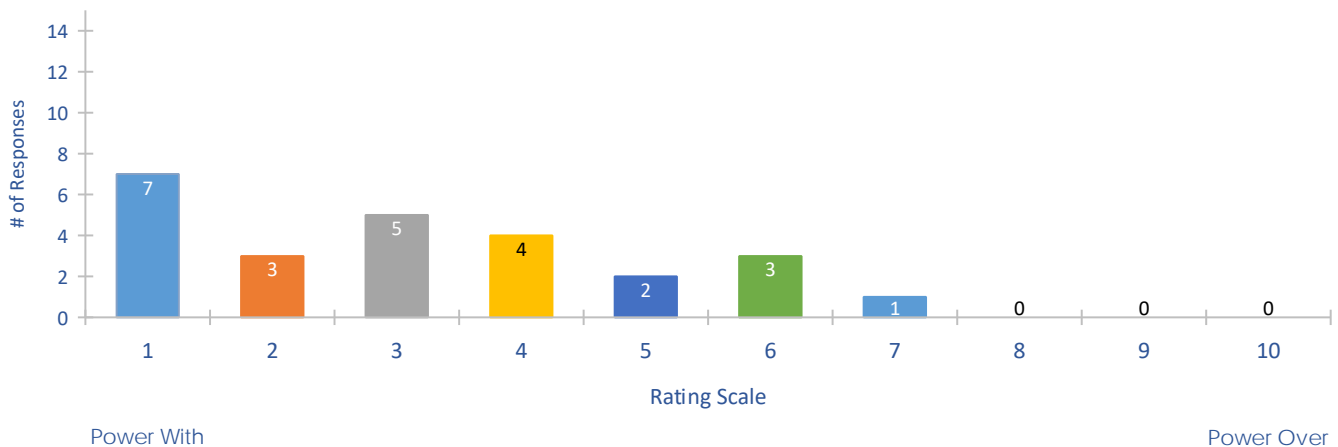
This characteristic refers to whether a board member exercises their authority on the board using Power Over versus Power With approaches.

Practical Description: A board member who uses Power Over acts in a way to push forward their own position or agenda and is not interested in finding a solution that meets multiple interests. They tend to use threat or reward to leverage other board members to side with their position.

A board member who uses Power With acts in a way to ensure that all voices are heard and that collaborative solutions are found. They use their influence to ensure that all needs are heard and that solutions meet multiple interests. They do not attempt to push only their own solutions or highlight only their own needs and positions.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

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Characteristic #9: Decision-making Style

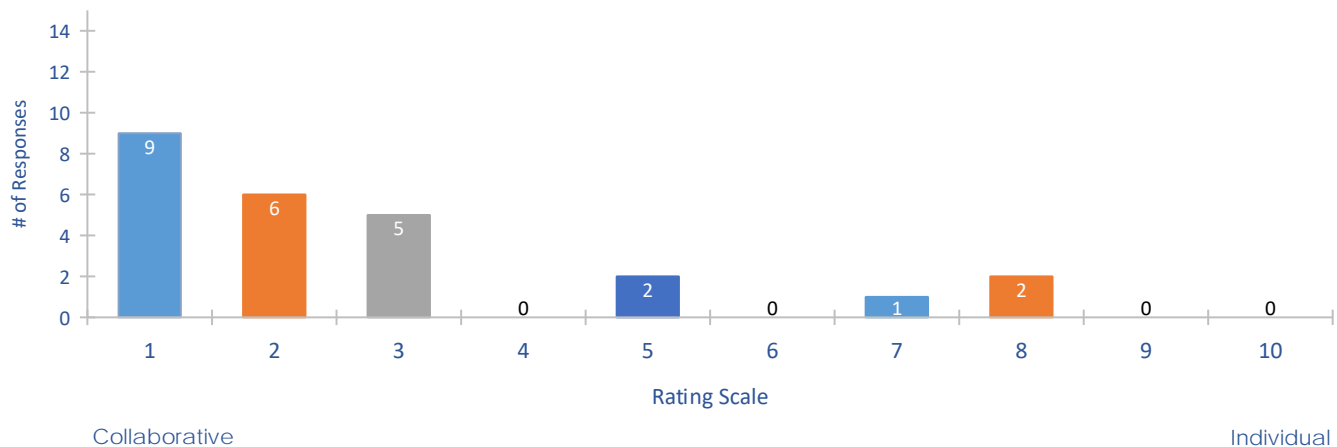
This characteristic refers to whether a board member generally prefers to make decisions Individually or Collaboratively.

Practical Description: A board member who prefers to make decisions Individually believes that group decisions are too time consuming and inefficient. The board member may also believe that group decisions may be inferior to individual decisions because of the need to compromise when seeking consensus.

A board member who prefers to make decisions Collaboratively believes that the extra time it takes to use shared decision-making is worth the effort. They believe that group decisions are superior because multiple perspectives are considered, and solutions will be more supported by the whole board. They also believe that multiple perspectives are better at defining the issues and vetting potential solutions.

According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating





Effective Individual Board Member Practices

Aggregate Board Responses

Springfield 19

Monday, July 11, 2022

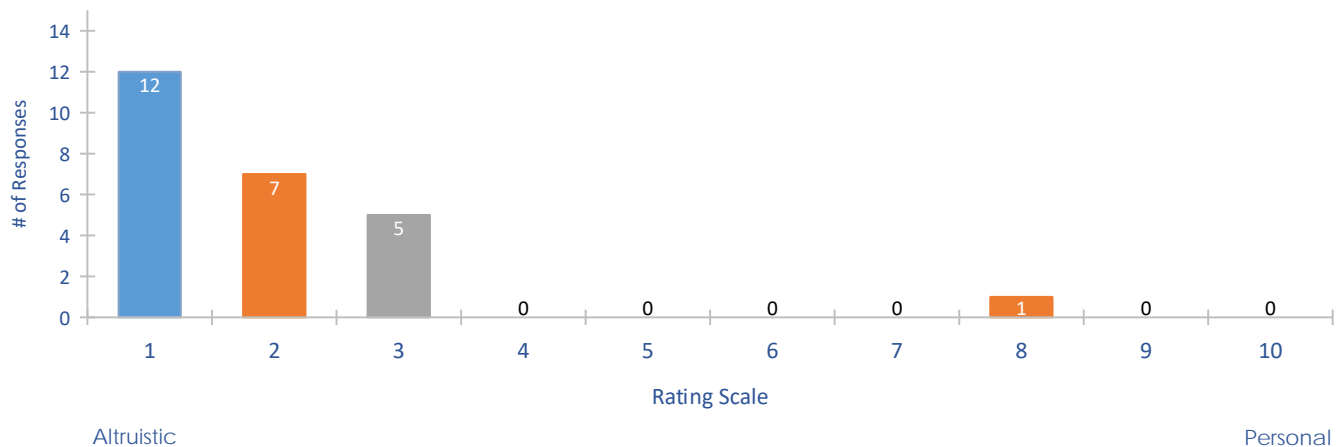
Characteristic #10: Motivation for Service

This characteristic refers to whether a board member serves on the board for generally Altruistic or Personal reasons.

Practical Description: A board member who serves on the board for Altruistic reasons may be motivated by their desire to serve the community, fulfill their democratic responsibility to society, or to help improve the education for all students in the community.

A board member who serves on the board for Personal reasons may be motivated by their desire for personal ego or prestige. They may serve because of a personal need for involvement, to correct a personal concern, to replace a particular school employee, or as a stepping-stone to a higher political office. According to National survey data on highly effective Boards, the preferred position on the continuum is on or around the "1" position.

Individual Characteristic Rating



The Board took a short recess from 7:30-7:35pm

3. Action Items
A. Election of Board Officers

Chair Raven asked the Board if there were any nominations for Board Chair.

MOTION: Dr. Hernandez nominated Naomi Raven for Board Chair, for a second term.

Hearing no other nominations for Chair, Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the nomination of Naomi Raven as Board Chair for a second term: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason - Yes, and Director Raven – Yes.

Motion passed – 5:0

Chair Raven thanked the Board for their support of her in the position of Board Chair for the upcoming year.

Chair Raven asked the Board if there were any nominations for Board Vice Chair.

MOTION: Director Hernandez nominated Todd Mann for Board Vice Chair.

Hearing no additional nominations for Vice Chair, Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the nomination of Todd Mann as Board Vice Chair: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason - Yes, and Director Raven – Yes.

Motion passed – 5:0

Director Raven thanked Director Hernandez for his support the past year in the position of Vice Chair.

B. School Board Calendar 2022 - 2023

Superintendent Todd Hamilton shared the resolution requesting the approval of the 2022-2023 School Board Meeting Calendar.

Board members were provided with copies of the proposed 2022-2023 Board Meeting Schedule as a first reading at the June 16, 2022 Board meeting.

The proposed meeting schedule reflects a similar schedule as was approved for the 2020-2021 and 2021-2022 school years. The format allows more time for in-depth conversation and engagement.

The schedule reflects one business meeting each month and periodic work sessions throughout the school year. Work sessions are typically proposed as a second monthly meeting.

Proposed meetings are adjusted as necessary due to federal holidays.

One business meeting is scheduled for the months of November, December, March and May. Budget work sessions are traditionally scheduled during the month of May.

Superintendent Hamilton recommended that the Board of Directors approve the 2022 - 2023 Board Meeting Schedule as presented. Superintendent Hamilton reminded everyone that they could add meetings as needed. Mr. Hamilton noted that the schedule generally included one regular business meeting each month, historically the second Monday of the month. Work sessions and business items may be added as needed. Mr. Hamilton suggested focusing on what needed to be accomplished at particular phases, prior to scheduling additional meetings.

MOTION: Director Hernandez moved and seconded by Director Mason to approve the 2022-2023 School Board Calendar as presented.

Chair Raven asked if there was any discussion.

Director Mason shared that she would like to see the addition of a Board Retreat in August.

Director Light suggested that meetings be added as Work Sessions for November 28th, March 27th and May 22nd. He felt that it was easier to cancel a meeting than propose a new meeting. He felt that more than a month between meetings was too long.

Director Mann shared that he felt it was important to determine the work that would need to be accomplished at additional meetings before actually adding them to the schedule.

Chair Raven asked the Board to be considerate of the preparation that it took for a meeting, especially during the holiday time. She agreed with Director Mann regarding the need to focus on the choice of topics for the meeting and then to work through those details. She felt that a Work Session on May 22 could be helpful for the report on the Board Self-Evaluation. She also is very much in favor of a Board Retreat this fall. She would like to have the Retreat as a discussion item on the agenda for the August 8th meeting.

Following the discussion, Chair Raven asked if there was a motion to approve the 2022-2023 Board Meeting Calendar with the addition of a Work Session on May 22nd.

MOTION: Director Mann, seconded by Director Mason to amend the motion on the table, to add May 22, 2023 as a work session to the 2022 - 2023 School Board Meeting Schedule.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they supported the motion in favor of adding May 22, 2023 as a work session to the School Board Meeting Schedule: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason, and Director Raven – Yes.

Motion passed – 5:0

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they were in favor of approving the 2022-2023 Board Meeting Calendar as amended, proposed and included the additional work session on May 22, 2023: Director Hernandez – Yes, Director Light – Director Mann – Yes, Director Mason - Yes, and Director Raven – Yes.

Motion passed – 5:0

Chair Raven said that this ends the public portion of our meeting this evening.

As a reminder, this Executive Session is called to order under ORS 192.660(2)(i) to review and evaluate the employment-related performance of the chief executive officer of any public body, public officer, employee or staff member who does not request an open hearing.

These proceedings are confidential. Representatives of the news media are specifically directed not to report on any of the deliberations during the Executive Session. Nothing discussed here tonight is to be released or reported to the public. No decision may be made in Executive Session.

We will now take a short recess and reconvene in Executive Session. At the conclusion of our Executive Session, we will adjourn for the night.

The Board took a short recess from 7:30-7:35pm.

4. EXECUTIVE SESSION

The Board moved into executive Session at 7:58pm.

5. ADJOURNMENT

With no other business, Chair Raven adjourned the meeting at 10:26pm.

(Minutes recorded by Trenay Ryan, LCOG)

RESOLUTION #22-23.002

DATE: AUGUST 8, 2022

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, resignations, and change of 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. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended 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
- Resignations
- Change in Contract Status

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	ANDERSON, ALLISON	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
2	BARNEY, NICOLE	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
3	BECKER, AMANDA	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
4	BOVEE, BREN	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
5	BRAGG, KEVIN	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
6	BRISCO, ALEXIS	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
7	BROCK, CAROLYN	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
8	BURKE, NOAH	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
9	CANTRELLE, ABIGAIL	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
10	DAVIS, XAVIER	PROBATIONARY 1	PT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
11	DEAN, BAILEY	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
12	DIJKSTRA, MICHELE	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
13	EILERS, AMY	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
14	FUMAGALLI, DANTE	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
15	GJORDING, JULIE	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
16	HAMILTON, RONALD L.	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
17	HANSEN, DEBBY	PROBATIONARY 1	FT	08/30/2022	NEW HIRE

18	HESELBACH, DANIELLE	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
19	HOLLIDAY, KENDALL	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
20	IVANKOVIC, JACQUELYN	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
21	JEWEL, KATHRYN	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
22	KAJIKAWA, MICHELLE	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
23	KELLY, JOSEPH	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
24	KNUTSON, BROOKE	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
25	LANDER, LINDSAY	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
26	LARSON, HEIDI	PROBATIONARY 1	FT	08/30/2022	REHIRE RETIREE
27	LASSILA, ELIZABETH	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
28	LEFFERTS, REBECCA	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
29	LOHONYAY, STELLA	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
30	LOWE, CHRISTOPHER	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
31	MARTORANO, CRYSTAL	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
32	MATHIS-STANDLEY, TINAMARIE	PROBATIOANRY 1	FT	08/30/2022	NEW HIRE
33	MCCLAIN, LOGAN	PROBATIONARY 1	PT	08/30/2022	NEW HIRE
34	MCFARLAND, BRIONY	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
35	MERRILL, ALAN	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
36	O'BANNON, KATHLEEN	PROBATIONARY 1	PT	08/30/2022	NEW HIRE

37	PARSONS, KATHY	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
38	POLIAK, MOLLIANA	PROBATIOANRY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
39	REUTER, JACKSON	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
40	ROACH, MIRANDA	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
41	SANDEFER, CHARMAINE	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
42	SMALL, NICOLE	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
43	SMITH, MEGAN	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
44	STEPHENS, SAMANTHA	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
45	STEWARD, TRACEY	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
46	STUMP, ELIZABETH	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
47	TARDIE, LISA	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
48	TAYLOR-WALLTERS, LYNNETTE	PROBATIONARY 1 ADMINISTRATOR	FT	08/01/2022	NEW HIRE FROM TEACHER
49	TETER, KATELYNN	PROBATIONARY 2	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE
50	THOMPSON, LAURA	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
51	VANGEL, GRACE	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
52	VOGENEY, CHARI	PROBATIONARY 1	FT	08/30/2022	NEW HIRE
53	WELLS, CHASE	PROBATIONARY 1	FT	08/30/2022	TEMPORARY TO PROBATIONARY HIRE

	RESIGNATIONS				
54	2151294	PROBATIONARY 2	FT	07/11/2022	RESIGNED
55	1576089	CONTRACT NURSE	FT	07/18/2022	RESIGNED
56	1860925	PROBATIONARY 2	FT	07/11/2022	RESIGNED
57	395013	CONTRACT TEACHER	FT	07/07/2022	RESIGNED
58	736457	CONTRACT TEACHER	FT	09/20/2022	RESIGNED
59	796069	CONTRACT TEACHER	FT	07/01/2022	RESIGNED
60	1425617	PROBATIONARY 1	FT	06/17/2022	RESIGNED
61	1039040	CONTRACT TEACHER	FT	09/19/2022	RESIGNED
62	2080745	PROBATIONARY 1	FT	06/17/2022	RESIGNED
63	1206044	PROBATIONARY 2	FT	07/06/2022	RESIGNED
64	2431599	PROBATIONARY 1	FT	07/28/2022	RESIGNED
65	1532642	CONTRACT TEACHER	FT	06/17/2022	RESIGNED
66	710407	PROBATIONARY 2	FT	06/22/2022	RESIGNED
67	887005	CONTRACT TEACHER	FT	07/15/2022	RESIGNED
68	1328360	CONTRACT TEACHER	FT	07/11/2022	RESIGNED
69	1038494	PROBATIONARY 2	FT	06/27/2022	RESIGNED
70	852082	PROBATIONARY 2	FT	06/23/2022	RESIGNED
71	1125656	CONTRACT TEACHER	FT	08/28/2022	RESIGNED

72	392979	CONTRACT TEACHER	PT	07/06/2022	RESIGNED
	CHANGE IN CONTRACT STATUS				
73	778265	PROBATIONARY 3	FT	08/30/2022	FROM PART TIME TO FULL TIME
74	1848798	PROBATIONARY 3	PT	08/30/2022	FROM FULL TIME TO PART TIME
75	1154532	CONTRACT TEACHER	FT	08/30/2022	FROM PART TIME TO FULL TIME
76	1494244	CONTRACT TEACHER	PT	08/30/2022	FROM FULL TIME TO PART TIME
77	2432366	PROBATIONARY 2	FT	08/30/2022	FROM PART TIME TO FULL TIME

BOARD POLICY – FIRST READ

DATE: AUGUST 8, 2022

BOARD POLICY REVISIONS

RELEVANT DATA:

The below policy has been revised to reflect Board meeting practices for reciting the Pledge of Allegiance and reading a Land Acknowledgement at the beginning of Board meetings.

- BDD – Board Meeting Procedures

RECOMMENDATION:

It is recommended that the Board of Directors review the policy revision as a first reading.

SUBMITTED BY:

Taylor Madden
Equity and Inclusion Coordinator

RECOMMENDED BY:

Todd Hamilton
Superintendent

Springfield School District 19

Code: BDD
Adopted: 1/08/07
Revised/Readopted: 3/11/19
Orig. Code(s): BDD

Board Meeting Procedures

1. Quorum

A quorum will consist of the majority of the Board members. Therefore, the presence of three Board members is required for a quorum.

2. Vote Needed for Exercise of Powers

The affirmative vote of a majority of Board members will be necessary for transacting any Board business.

3. Board Member Voting

Each member's vote on all motions will be recorded in the minutes. Individual votes on motions and/or resolutions will be by "yes" or "no," and the result of each member's vote will be recorded by name.

4. Abstaining from Vote

If a Board member chooses to abstain from voting, and the abstention is due to a conflict of interest, the Board member will state the reason for the abstention and such abstention will be recorded.

5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at duly called regular, special or emergency meetings. Discussion by Board members will be unlimited as long as it applies to the motion before the Board or the matter under consideration. The Board may vote to limit discussion and the Board chair will confine discussion to the matter before the Board. The chair may limit the time of any patron appearing before the Board so that all who wish to be heard may have the opportunity.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised*, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

6. Call Meeting to Order

At the beginning of each meeting, the Board will recite the Pledge of Allegiance, and a Board member will read a Land Acknowledgement.

END OF POLICY

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Legal Reference(s):

[ORS 192.650](#)
[ORS 244.120\(2\)](#)

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.107](#)

38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)