



BOARD OF EDUCATION
November 15, 2021
Administration Building Board Room
640 A Street
Springfield, OR 97477

5:15 pm 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 and ORS 192.660(2)(f) to consider information or records exempt by law from public inspection

7:00 pm Board Meeting

AGENDA		TAB
1.	Call Meeting to Order and Flag Salute	Board Chair Naomi Raven
2.	Approval of the Agenda	Chair Raven
3.	Introduction of New Elementary Administrators	David Collins/Joyce Johnson
4.	Introduction of Student Board Representatives	Mindy LeRoux
5.	School Presentation: Maple Elementary School	Principal Dave Hulbert
6.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers. <ul style="list-style-type: none">• Written public comment may be submitted by email to : public.comment@springfield.k12.or.us. Clearly label the subject line as: "Public Comment Business Meeting – November 15, 2021. The deadline for receiving written public comment for the Board to review prior to the start of the meeting is noon on Monday, November 15, 2021. Written public comment submitted by noon on Monday, November 15, 2021 will be posted to the district website by 4:00pm on the day of the Board Meeting.	
7.	Action Items	
	A. Approve Consent Agenda	
	1. September 27, 2021 Board Work Session Minutes	1
	2. October 11, 2021 Board Meeting Minutes	2
	3. Financial Statement	Brett Yancey 3
	4. Personnel Action, Resolution #21-22.012	Dustin Reese 4
	5. Budget Calendar Approval, Resolution #21-22.013	Brett Yancey 5
	6. Board Policy First Read	Jenna McCulley 6
	B. OSBA Elections	
	1. OSBA Legislative Policy Committee, Res. #21-22.014	Todd Hamilton 7
	2. OSBA Board of Directors, Resolution #21-22.015	Todd Hamilton 8
	C. Hamlin Restroom, Resolution #21-22.016	Brett Yancey 9
	D. Technology Chromebook Purchase, Resolution #21-22.017	Jeff Michna 10
	E. OSEA Memorandum of Agreement, Resolution #21-22.018	Dustin Reese 11
8.	Discussion	
	A. Superintendent and Board Working Agreements	Chair Raven 12
9.	Reports and Information	
	A. Summer Learning Programs	David Collins
	B. Equity Advisory Committee	Taylor Madden
	C. Superintendent Communication	Todd Hamilton
	D. Board Communication	Chair Raven
	• Board Committee Reports	
10.	Next Meeting: December 13, 2021 Business Meeting 7:00pm	
11.	Adjournment	Chair Raven

Springfield Public Schools is an equal opportunity educator and employer.

Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent; 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on September 27, 2021. The Board conducted this meeting by video conference only. The public was invited to watch or listen to the Board Work Session via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

1. CALL MEETING TO ORDER

Board Chair Naomi called the Springfield Board of Education virtual work session to order at 5:30 p.m.

Attendance

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

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Vincent Adams from Oregon School Boards Association, Judy Bowden, Colleen Hunter, Joan Bolls, Laura Beyerlin, Samantha Alcantar, Nick Wing, Steve from CALC, Joyce Smith-Johnson, June Fothergill, Mindy LeRoux, Whitney McKinley, Jeff Michna, Brian Megert, Jonathan Gault, Jen McCulley and Jayson Hayden, minutes recorder.

2. OREGON SCHOOL BOARD ASSOCIATION TRAINING

Chair Raven welcomed back Vincent Adams from Oregon School Boards Association. Mr. Adams continued to share a training on the *Roles and Responsibilities of Board Members*.

Mr. Adams gave an overview of the types of meetings beginning with regular meeting schedule which is planned at the beginning of the year and approved during the organizational meeting and require a reasonable notice to the public. These are typically business meetings where the bulk of the approval work would be done. He then explained special meetings, noting that these are sometimes in response to operational issues that come up during the year and require at least a 24-hour notice. Mr. Adams said that emergency meetings were for emergent issues such as the wildfires experienced last year. He noted that justification for not giving a 24hr notice should be included in the minutes. Executive session is a closed meeting with very narrow reasons for going into a closed session. Mr. Adams explained that virtually all business the Board did was done in the public eye, except in the case of student expulsion. Mr. Adams explained work sessions and noted that this was one type of meeting about which he received many questions. He said there was no legal specification for work sessions and explained they were simply certain meetings where they indicated to the public that the Board was focusing attention on a limited range of topics and not making any decisions or taking public comment. He added that work sessions were often just special meetings with a different label. Mr. Adams explained that the operational meeting was done at the beginning of the year to set the calendar.

Mr. Adams moved on to discussing meeting procedures, noting key outcomes they wanted to get from meetings. He explained the six principles of meetings, beginning with the idea that the majority has the right to decide and the minority has the right to be heard. He explained that they did this by using a two-times round robin plan, giving each person an opportunity to speak and be heard, and making sure no one spoke a second time until everyone else had been heard. Mr. Adams noted that this helped facilitate those who were less verbose or uncomfortable speaking out. He added that using speaking and voting charts for each agenda item helped keep track of who was speaking and when, and a place to record their votes.

Mr. Adams explained principle number three where members have the right to information to make decisions. He noted there were times when enough information wasn't available and said that Board members could raise a point of information if they felt a piece of information was missing which would be critical to a decision. Chair Raven said she would appreciate if they used that term to help her know which direction the conversation was going. Mr. Adams added if the information was not available at the time then the topic could be tabled for a future meeting.

Mr. Adams mentioned principle four emphasizing that courtesy and respect were required to be able to model that behavior for everyone. He explained some out of order remarks, such as interrupting other members or the public when speaking, criticizing past actions of the board, personal remarks about colleagues, criticizing another member's motives, or inflammatory language. He noted that the Board was responsible for holding each other accountable for these things and explained that the way to do this during a meeting was raising a point of order.

Mr. Adams explained the principle number four where all members have equal rights, privileges, and obligations, and noted that it was the responsibility of everyone to uphold this.

Mr. Adams shared the final principle where members have the right to an efficient meeting. He said that most Boards conduct their meetings using Robert's Rules to ensure sticking to a systematic process. He noted that tangential side conversations could be avoided by using point of order. Mr. Adams explained that a consent agenda could be used to bundle up multiple minor or routine actions and speed up a meeting. He added that the use of unanimous consent was also a great tool if there was an item that wasn't likely to have objections.

Mr. Adams mentioned the order of business, noting that the Board had moved their action items forward and the reports toward the end of the meeting compared to Robert's Rules, but he noted that this wasn't necessarily right or wrong, just a stylistic decision. He suggested that it may be useful to have reports before action items as reports may inform those decisions.

Chair Raven explained that they were very thoughtful about the order of business in their meetings and that their two-meeting process meant the reports were information gathering and no decisions were made based on them. She added that they had moved students' reports to the beginning of the meeting in case the student representatives couldn't attend the whole meeting. She asked Mr. Hamilton to review their thought process behind this order and he explained that action items were typically unfinished business that the Board had already discussed and consent agenda were typically regular items that did not require discussion. Mr. Hamilton said that the general intent behind having action items and discussion up front was to take advantage of the freshness and focus of Board members at the beginning of the meeting.

Mr. Adams explained that consent agenda was a tool to speed up meetings by dealing with routine or noncontroversial items including staffing or reports that could be reviewed offline. He highlighted that items in the consent agenda could be pulled out and addressed as individual items, if desired. Chair Raven said she had done a lot of research on this process and shared how she would like to facilitate this part of meetings. She explained that prior to moving into the consent agenda she planned to ask if any member would like to pull an item from the consent agenda and noted that it only took a single member to pull an item. If a member wanted to pull an item from the consent agenda, she would thank them and ask for a motion to approve the agenda minus the item in question, then after the motion they would come back to the member who requested an item pulled to hear their reasons for pulling the item. Then after a brief discussion to bring clarity as to why the item was removed, she would call for a separate motion and vote on that item. Mr. Mann thought this was a helpful idea and Ms. Mason agreed, noting that they did not know if a single member could pull a consent agenda item in a prior meeting. Mr. Light said it was fine with him and Dr. Hernandez wanted to make sure they had clear reasons for pulling an item. Chair Raven

explained some reasons why an item would be pulled including pulling an item if a director knew they planned to vote no on it, if they needed further discussion or information on the item, or if the director might have a conflict of interest. Mr. Light added another reason to pull an item could be to offer transparency to the community. Dr. Hernandez added that the community needed to know the reasons behind their decisions and Mr. Light agreed.

Mr. Adams reviewed the topic of board communication and noted that even Board members with no prior civic engagement typically joined other organizations or clubs. He said this was crucial as it provided the Board with relevant information from the community. He noted these reports should be kept brief and larger reports should be shared offline. Mr. Light said he was unable to find any information about what could be discussed or a time limit. Mr. Adams shared that in his own experience conversations should be reserved for work sessions in order to save meeting time and noted that regular meetings were more suited for making decisions.

Chair Raven asked the Board to consider how efficiency, focus, and the role of the board related to Board Communication. She thought Board Communication was an opportunity for members to clarify what their work was. Mr. Mann was in agreement. Mr. Light said he was more concerned with the effectiveness of the district, than he was with meeting efficiency which might get in the way. Ms. Mason said she did not have the same context as others as a new member, but said this gave her a lot to think about. Dr. Hernandez thought they were heading in the right direction and stressed they had to make sure the entire Board was on the same page.

Chair Raven asked that the Board review their Board and Superintendent Operating Agreements before the next work session and said she would appreciate feedback from the Board members.

Mr. Adams began discussing public comment and noted that the law required that the public has access to the work of the Board and added that public participation was not required, but it was recommended. He stressed that public comment was important but should not be the only means for engaging with the community. He said that public comment could be added to any meeting and could even be the sole purpose for a work session. Mr. Adams suggested having a sign-up process to keep track of who was speaking and where they were from. He said it was important to set expectations of what kind of remarks were allowable and the time limit for commenters.

Mr. Adams explained that HB2560, which will take effect on January 1, 2022, had been passed by the legislature in the last session. This meant that School Boards had to provide virtual access to meetings whenever practical. He noted that access could be provided over the phone or livestreamed. Chair Raven asked what the role of the Board was in this process and Mr. Adams said he was not aware of any policy changes that would be related to this. Dr. Hernandez shared the concern that virtual access to meetings could lead to more potential harassment from abusive members of the public. Mr. Adams noted that the Board set the standard for out of order or threatening remarks and said that virtual meetings allowed them more control, such as the ability to simply mute a person making aggressive remarks. Mr. Light asked how they could screen callers who weren't part of the community. Mr. Adams explained that all citizens had equal right to speak at board meetings, even if they didn't live in the community.

Mr. Adams shared slides showing the parameters for the different types of ways the Board receives comment including email, physical letters, and audio or video recordings sent in by the public. He recommended reviewing these comments before the meeting instead of using meeting time to view them.

Mr. Adams explained the emergent topic of student representatives. He recommended the Board have a very robust conversation about this and noted that some Boards have entire student advisory boards which

give input to the Board. Chair Raven shared that the sample student representative policy was sent out and she thought that the current system in place was great and hoped to put it into policy.

Mr. Mann thought it would be a good practice to have a break in meetings that lasted over an hour. He suggested providing coffee and refreshments in the Board room and making the lighting and decoration of the room more inviting. Mr. Mann suggested that they set some parameters for board presentations to make them more efficient in presenting specific information to the Board.

Mr. Light explained that OSBA had created a document regarding communication strategies for public engagement and noted that public meetings could be intimidating to the public.

Ms. Mason appreciated Mr. Adams presentation and liked the suggestion about using students' art in the Board room.

3. DIANE EFFSEAF MEMORIAL SCHOLARSHIP PROGRAM WRAP UP

Chair Raven shared that they were not able to cover this topic with Mr. Adams, but said she would get in touch with him for input. She explained that this program was about a book study the board participated in last year. The Board chose White Fragility as the basis for this work regarding equity and inclusivity for all students. At the conclusion of the book study, the Board received a \$2500 check to be used as a scholarships for district students.

4. NEXT MEETING

The next Board meeting will be held on Monday, October 11, 2021 beginning at 7:00 p.m.

5. ADJOURNMENT

With no further business, Chair Raven adjourned the work session at 7:11 p.m.

(Minutes recorded by Jayson Hayden)

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on October 11, 2021.

1. CALL MEETING TO ORDER AND FLAG SALUTE

Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 7:03 p.m. and led the Pledge of Allegiance.

Chair Raven read the following statements:

I will first pause to acknowledge the importance of today's calendar. It is Indigenous People's Day, honoring those who cared for and tended to the land where we gather today. As a Board we remain committed to our deep desire of advancing equity, inclusion, and diversity throughout our system.

We would like to take a moment to respectfully acknowledge that this meeting is being held on Kalapuya-Ilihi, the traditional homeland of the Kalapuya peoples who are now members of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians and continue to make important contributions in their communities and at Springfield Public Schools.

We share this information out of humility and respect for this Indigenous homeland, and for the Indigenous peoples who continue to live and thrive in what is now called the State of Oregon.

Secondly, I wish to publicly recognize the unsettled time in history in which we are living. Collectively, we continue to navigate the balance between responding to a global pandemic and the very real and present needs of our students and our community. Often the efforts put forth in this balance seems to be misaligned or pushing in different directions.

Tonight, I'm sure many of you are here to share how recent state mandates and the district's implementation of those mandates are impacting you, your students, and your families. I know that I speak for all of the members of this board in thanking those present, and those who have separately submitted their perspectives in writing. We cannot do our work successfully without awareness of the very real impact the issues of today have on our system. That said, tonight, I will ask you to remember there is no decision before the board at this time as it relates to the vaccination mandate. Additionally, I am confident that we can all share feedback in a way that honors the humanity of those on all sides of the issue.

As we begin, thank you all for your passion, courage, and commitment to your beliefs and to our students. I will now move forward with the remainder of our meeting.

Attendance

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

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Michelle Smith, Dustin Smith, Serese Smith, Carter Smith, Thomas Smith, Angela O'Brien, Rachael Bailey, Kiannah Bailey, Thor Bailey, Marion Malcolm, Rich Stanton, Joan

Bolls, Alan Kenon, Dave U., Denise Keom, Chase Parker, M. Lela Trope, Perry J., Brandy Rodriguez, Dee Stanton, Keith Marchant, Sheryl Marchant, Kristina Morgan, Skylar Nesta, Orlando Nesta, Joni Wareham, John Carey, Wendy Nan, Andrew Smith, Josh McKinley, Tricia Martin, Scott Molaski, Heather Murray, Trevor Schmidt, Allisa Olsen, Dean Vanderbush, Christine Ancell, Tash Taylor, Kelly Jacobs, Colby George, Miranda Roch, Jessica Ecksfine, Jayleigh Clough, Jenni Woodmansee, Justin Thomas, Saul Shimanoff, Johnna Schmidt, Jan Phaigh, Halle Wing, Nick Wing, John Lovdokken, Peter Bottman, Wendy Wray-Williams, Tonya Reichenberger, William Wilson, Lisa Knowles, Wyatt Brooks, Rhett Brooks, Cheri Westerkamp, Lena F., Jackie Peebles, Aujulina St. Clair, Tom Williams, Kaelynn Bishop, Kendra Roberts, Joey Strand, Keadan Weiler, Dan Van Ordstrand, Justin Brabham, A.J. Vanderhoff, Ron Sauer, Cheryl Sauer, Melissa Porter, Yasmin Staundle, Beth Roberson, Joe Roberson, Zoe Roberson, Easton Roberson, Michael Woodmaness, Kim Wing, James Lovdokken, Johanis Tadeo, Justin Day Jones, Shelley Toncray, Tony Toncray, Garrett Gilchrist, Carol Heart, Lisa Gielish, Cindee Kelley, Deanna Stevens, Renee Rochelean, Kirsten LaShot, Eric Richardson, Tessie O'Brien, Lauren Contreras, Lori Umenhofer, Colleen Hunter, Julie Buster, Doreen Fachtel, Darrin Goodrich, Doug Morse, Sherilyn Morse, Jenel Morse, Leah Emmet, Wayne Reposo, Jessica Lemley, Carol Molaski, Rose Anne Coe, Ryan Herlands, Jeanie Fuji, Jonathan Gault, Tina Marchant, Nate P., Andy Price, Aracebe Llenua, LJ Klopp, Jared Taylor, April Smith, Briana Ruchti, Shelby Presley, Michelle Olinger, Steve Taylor, Paul Stevens, Odette Fora, Arron Fora, Alan Johnson, Michael Johnston, Rent Thiele, Lori Koozer, Brandi Starck, Christopher Franke, Rainbow Tornell, Alan Marchant, Karri Thiele, Bryn Fredrickson, Dustin Smith, Rayann Annis, Kaylee Annis, Carrie Stockton, Gary Blaine, Peter Raven, Camela Oar, Chemen Clearwaters, Brayden Rogers, Melissa Newell, Brittany Adair, Tawnee Lovell, Acacia Adair, Kendra Stockton, Jeff Cardwell, Rosie Hernandez, Gary Kari, Bryn Fredrickson, José da Silva, Jeff Michna, Dustin Reese, Whitney McKinley, Joyce Smith-Johnson, Brian Megert, Jenna McCulley, Melissa Locke, George Smith, Lanna Johnson, Joy Marshall, Carol Heart, Jenni Woodmansee, Andy Smith, Becky Willis, Mindy LeRoux and Jayson Hayden, minutes recorder.

2. APPROVAL OF THE AGENDA

There were no changes to the agenda.

MOTION: Dr. Hernandez moved, Mr. Mann seconded a motion to approve the October 11, 2021 agenda as presented.

Chair Raven called for a roll call vote in favor of approving the October 11, 2021 agenda as presented: Dr. Hernandez – yes, Mr. Light – yes, Mr. Mann – yes, Ms. Mason – yes, and Ms. Raven – yes.

Motion passed, 5:0

3. INTRODUCTION OF NEW ADMINISTRATORS

David Collins introduced Joyce Smith-Johnson who introduced the following new elementary level administrators: Laurie Melendy, Assistant Principal at Riverbend Elementary and Wayne Reposo, Principal at Ridgeview Elementary.

4. PUBLIC COMMENT

Chair Raven read the following statement concerning public comment:

This is the portion of our agenda for public comment. The Board continues to accept public comment via email. The Board has reviewed the public comment for this evening. It has also been posted on the District's website. 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. Those wishing to make public comments must complete a "request to speak" form and speakers will be called upon in the

order in which they are received. Audience members who wish to make public comments must state their name and address for the record.

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.

The Board will not hear personal complaints concerning school personnel or against any person connected with the school system. Any complaints regarding a particular employee must be processed through the procedure set forth in policy, 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.

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

Joey Strand and Aujulina St.Clair: Ms. Sinclair explained that she understood that Springfield School District made the decision to place unvaccinated staff in a position where they are not be permitted to seek other educational employment nor receive financial assistance during the 11 months of unpaid leave contingent on complying with the mandate. She said they may seem like just a number to you, however those are people who were once hailed as heroes during the pandemic and are now facing unreasonable consequences. They have worked tirelessly to provide us the adequate education necessary to prepare us to be contributing citizens to our community. These educators have dedicated their lives to serving others and this will create an insurmountable loss to not only them but students in our community. She wanted to address there being alternative options to mandating them to go against their beliefs and their rights to bodily autonomy. She does believe in science and asks for scientific data to prove these educators are responsible for transmitting covid 19 versus student-to-student contact. Their intent is not to do harm to the students but to protect them against the spread by agreeing to weekly testing. This would ensure that the health of the student body was not compromised. However, they have encountered adversity from the school district. The other alternative is to allow them to teach virtually which they had proven to be effective during the last year and a half, retaining them to be our educators and mentors versus bringing inexperienced or those who lack tenure. Mr. Strand said that these heroes have been mentors in providing a safe environment for the students that are struggling with the effects of the pandemic, mental health, suicidal tendencies, and instability at home. By removing these educators, it would certainly create risk for increased suicidal rates and dropout rates which would not be beneficial to anyone. He said the school district would suffer due to lower attendance rates and grades would likely suffer leading to decreased successful graduations. He said their community would suffer, but most importantly the detrimental effect to those educators who stand to lose everything that they spent their lives working for. They asked that they reconsider this mandate and think about the students, teachers, and communities while they were battling this virus. He said we are risking individual freedoms as well as medical and religious exemptions.

George Smith: Mr. Smith is a 5th grader at Page Elementary and called himself a veteran of the school because he had been there since kindergarten. He said he'd had a lot of teachers guide him throughout his career and noted his kindergarten teacher who was in attendance was really fun, as well as his third grade teacher. He shared that they had cool projects like learning morse code on the first day. He said Ms. Britney was also here and had kept their school spirit alive through the pandemic and would post youtube videos to keep them attentive and persevering.

Lanna Johnson: Ms. Johnson was a freshman at Thurston High School. She shared that she had gotten one of her favorite teachers this year in health class who made it a better educational experience because his friendly and funny personality helped her engage and take in information. She added that he was a huge presence on campus and had even talked a few students out of suicide. She shared that she was also in the newspaper class with another favorite teacher who was one of the kindest people at the school. She said everyone she talked to always referred to him as kind and welcoming and it would be pretty disheartening not having his presence on campus. Ms. Johnson said she understood where they were coming from with not wanting the virus to spread, especially with there being people who could be potentially harmed or worse, but she thought that there could be different precautions taken. She said there could be compromises that could be negotiated for everyone and asked the Board to reconsider.

John Lovdokken: Mr. Lovdokken explained that he was very emotionally involved in this as it was such a serious thing. He explained he was a 45-year resident of the town with 2 kids in the school system and graduated from Thurston High School. He said he tried very hard to understand the situation and said if they continue to pay unvaccinated employees after October 18th the state would impose financial penalties and withhold funding even if those employees have a religious or medical exemption. If they instead place unvaccinated workers with approved exemptions on leave they would receive millions in funding and those teachers could conceivably return if they become vaccinated or the state mandate was lifted. He wished to know how much funding could be withheld and said he understood they needed funding to have a school district. He asked if it was new money or one-time funds and noted if so they had been doing well without it so far. He said he was concerned about the idea of who would teach his daughter, someone with experience and a college degree, and he feared who would end up teaching his daughter.

Joe Roberson: Mr. Roberson defined the word reasonable, something not excessive and not extreme. He felt that the decision to place religious exemption folks on unpaid leave was extreme and excessive. He read paragraph three from the mandate; teachers, school staff, and volunteers may not work unless fully vaccinated or provide documentation of medical or religious exception. He said the school district was taking a harder stance than that while other districts allowed their staff to work with students if they have an exception. He read the memorandum of agreement, noting that the district would take reasonable steps including the KN95 mask, weekly testing, or unpaid administrative leave. He compared the costs of each option and thought that the unpaid administrative leave option was extreme. Mr. Roberson referenced the board and superintendent working agreement which said that they were to operate as representatives and make decisions in the best interests of the whole district and asked the board to represent the community and reconsider this exception.

Brayden Rogers: Mr. Rogers said Happy Columbus Day. He said he was making a stand against abusing power for a virus which poses little risk for children. The Board pretends to care for and all he sees are adults desperately trying to protect themselves from children like weaklings. He said COVID was not dangerous to children at all and said 4.2 million had tested positive while .008% have died and was afraid of masks. He said the flu was more dangerous to kids than COVID. He said they were emotionally abusing children into growing up to think that the very air they breathe might kill them. He called them gluttons and bullies who deny religious exemption to teachers who refuse to get vaccinations. He advocated for taking masks off children and removing vaccine mandates from schools.

Leah Emmett: Ms. Emmett was a parent of 2 kids in Springfield Schools, a Stand for Children member, and a registered nurse. She said for the past 18 months she and her fellow healthcare workers had watched many patients with covid struggle to live and too often died. She said while many die, far more continued

to live with the debilitating long term consequences of COVID and that this pandemic had stressed the healthcare system like she had never seen before. She said healthcare workers exhibited signs of PTSD from the trauma they endured. She said that hospitalization from COVID was now almost completely preventable due to safe and effective vaccines. She thanked the district for their hard work in keeping their staff and children safe and said that the mandate was a state decision based on the best public health guidance. Ms. Emmett believed this was the right thing to do for their community and kids. She noted that distance learning was difficult for everyone and it would be a huge loss for schools to close again. She said that children went back to school when COVID cases were the highest in the area, but not once had they been notified that their kids had been exposed at the school district. She said this was a tough and uncomfortable decision for many, but she thought it was a step to protect the most vulnerable in the community.

Joni Wareham: Ms. Wareham had a student at Springfield High and was a member of Stand for Children. She expressed gratitude to the district for adopting testing in the schools for families which was helpful. She appreciated the vaccine mandate although it was heartbreaking and hard. She mentioned the kids who were immunocompromised and her colleagues who were at high risk and said she respected the people with deep passionate beliefs.

Joy Marshall: Ms. Marshall worked for Stand for Children. She said they had several hundred members in Springfield who care and said she really respected what Ms. Wareham shared. Ms. Marshall thanked the community for keeping it respectful and noted that the vaccine decision was not made locally but by the state. She said she remembered the polio crisis and noted that her brother was in the high risk area, but said that people in the community stepped up because they didn't want to see children on ventilators. She asked that people support this for the sake of the children.

Carol Heart: Ms. Heart referenced Oregon SB732 and requested that before January 1st 2022 the board plan a meeting with an item on the agenda to discuss a plan and process for establishing an equity advisory committee composed of community members, students, and teachers. She said SB732 required schools to establish this committee by September 15th, 2022 but she felt that the children would benefit from the equity advisory committee being established as soon as possible to ensure safety and inclusivity for all students.

Rosie Hernandez: Ms. Hernandez thanked the board and said she appreciated their work. She had four children in the school district and said they had experienced a lot of challenges because they did not have resources such as language interpretation to help her kids thrive. She shared that they experienced challenges related to skin color and a different language. She said they needed to have the committee for equity and inclusion to help the community of color and the people who did not speak the language and needed clear interpretation. She said they needed a resolution for inclusion, solidarity, and support for all students.

Chair Raven reiterated that they could not do their work successfully without awareness of the very real impact the issues of today had on their system and thanked the community for sharing their views. She thanked the community for their passion, courage, and commitment to their beliefs.

The following written public comments were submitted to the Board for review by noon on Monday, October 11, 2021.

Upcoming Board Meeting

My Mac <bkthiele@comcast.net>

Wed 10/6/2021 3:00 PM

To: Jonathan Light <Jonathan.Light@springfield.k12.or.us>; Naomi Raven <naomi.raven@springfield.k12.or.us>; Todd Mann <todd.mann@springfield.k12.or.us>; Emilio Hernandez <emilio.hernandez@springfield.k12.or.us>; Kelly Mason <kelly.mason@springfield.k12.or.us>;

Cc: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear SPS board members,

I am a current SPS employee. I teach Kindergarten at Page and have just started my 24th year being employed by SPS. If you recall, I was the "voice of SPS" this last winter when I was interviewed by the "Good news Guy" about returning to in-person learning. I am now at risk to lose my paid status in SPS due to the vaccine mandate. Dustin Reese accepted my religious exception, however on October 19, I will receive the accommodation of being placed on unpaid leave for the remainder of the 2021-2022 school year.

I was contacting you about a few questions I have regarding the upcoming SPS board meeting to be held on October 11, 2021. In anticipation of a highly attended meeting, I have heard the board meeting is still going to be held in the board room. In order to maintain transparency, it seems essential to hold the meeting in a larger venue so all voices can be heard.

There are several concerns I have regarding the implementation of unpaid leave for over 50 employees which include teachers, educational assistants, bus drivers, cooks, maintenance workers, speech pathologists, occupational therapist and more!

1. This will make a current staffing shortage even worse.
2. We are going to lose great staff, many who have received very specific training for their current role.
3. Unpaid leave, without the option to use our accrued paid leave, is NOT a reasonable accommodation.
4. Hiring student teachers from UO by issuing an emergency license should not be an option.
5. This decision will have a larger negative impact of those living in poverty.
6. Reasonable accommodations, which other districts in the state have implemented would be better for the greater good of SPS. (KN95 masks, weekly testing, etc.)

Thank you for your time,
Karri Thiele

SPS Covid Employee Mandate Exceptions

Nathan Bofto <nbofto@gmail.com>

Wed 10/6/2021 4:16 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello SPS School Board,

My name is Nathan Bofto and I am a PE teacher at Ridgeview Elementary. This is my first year at this school and I am ecstatic that the district has made it a priority to have PE specialists at the elementary level.

When first announced in August, I was a little concerned about what the mandate would mean for me in my situation. I hold a deeply sincere religious belief that prevents me from getting the vaccine. When I saw other districts around the state and within Lane county providing reasonable accommodations and steps for approved exceptions for their staff, I was hopeful and optimistic our district would do the same.

Upon submitting my OHA religious exception form last week, I got a reply within a matter of minutes saying it was approved. I was a little shocked, since I thought it was a more extensive process for review. I also thought that there would be a list of reasonable accommodations that the district has thought out and provided to their staff who qualify and are approved for their exception circumstances.

I was stunned to see the only "accommodation" I was being offered was unpaid leave. The mandate states that employees must provide reasonable accommodations unless it provides an undue hardship. When I asked follow up questions, I was not given any context of HOW I was an undue hardship. In fact, I offered to provide examples of how I am not a hardship or a risk to students based on my circumstances and CDC definitions. I also provided 7-8 different accommodations that were pretty extreme I would agree to in order to prevent contraction and spread. For instance, as a PE teacher I am either outside (weather permitting) for my lessons, or spaced out in the gym. I am never within 6 feet of students for more than a few seconds at a time, unless they have a specific question and I cannot hear them. Our gym is very well ventilated, and I have all my doors open to increase air flow. I see the same kids once every 3 days, so I am not exposed to the same group daily. These are just some examples of how I am NOT an undue hardship, based on the CDC definitions for close contact and potential exposure.

When I offered to provide these examples to the district, it wasn't even acknowledged or discussed. This was not an interactive process in any manner, and there was no dialogue about an appeal process or what else could be provided. Unpaid leave with no access to sick leave, unemployment, or employment as a sub elsewhere is not an accommodation, nor is it reasonable.

Early in the year, my administrator shared with our staff how our superintendent wanted to make it a priority to make SPS THE place to work for educators and a place people were proud to work at. I was devastated and heartbroken to see this is how the district has decided to handle approved exceptions and how they are treating their employees, some of which who have been in the district for decades.

We will potentially lose dozens and dozens of well qualified, educated employees in our district who have given their careers and so much time to this community. There just has to be some middle ground here and something the district could possibly do for approved exceptions other than unpaid leave. I know several in my situation who are willing to go above and beyond with their own accommodations to make sure everyone is safe.

Our students have been through enough these last few years. Just as we are getting back to normal, they are about to have another rug ripped out from underneath them. Unqualified teachers, revolving doors of subs, and expanded class sizes are not the answer both short and long term.

Our employees, our students, and our community deserves better than this. I know the district has to follow the mandate, and I fully understand that. However, having staff members with approved exceptions on alternative accommodations is ALSO in compliance with this. Other bigger districts are providing reasonable accommodations for their employees. Why aren't we? Why aren't we living up to the vision of being a place where people WANT to be at and where there's a culture of trust and transparency?

I am in full support of my fellow staff, families, and community members who have chosen to be vaccinated. But why are staff members like me being punished and being denied income and the ability to provide for our own families just for our sincerely held religious beliefs?

10/11/2021

SPS Covid Employee Mandate Exceptions - public comment

I absolutely love this school and want to be at this district for the long haul. SPS seems like a great district that fosters a family atmosphere. However, it feels as if the district wants nothing to do with me, and has zero interest in trying to work with me, and others in my situation, on this issue. Is this really what is best for kids? Or is this what is best for the decision makers in the district?

I strongly urge you and the rest of the board members to reconsider this stance, and work with staff members in our situation to find alternative ways to be there for our students, and serve our district.

Thank you for your work on this board, and in this community, and also for your time.

Nathan Bofto

SPS Employee

Vaccination Mandate

Jeff Cardwell

Fri 10/8/2021 12:34 PM

To: public comment <public.comment@springfield.k12.or.us>;

Dear Board Members,

My name is Jeff Cardwell and I teach Health at Thurston High School. I also coach wrestling. I was recently granted a religious exception to the Oregon Covid-19 Vaccination Mandate. As part of my exception, I was "accommodated " by being put on unpaid leave for the remainder of the year. I do not believe this accommodation is reasonable! In our MOA, wearing an N-95 mask and/or weekly testing were listed as options. Why can't I do one of those two options?

We are currently experiencing a teacher shortage in Oregon as well as everywhere in our great Country. Is taking 7 teachers away from Thurston High School really the best option? Our students are going to be the ones that suffer!! I am not asking you to change the law, I am asking that you look more closely into reasonable accommodations as provided by Governor Brown's Mandate. Other school districts such as Lowell, Pleasant Hill, Roseburg and Sweet Home are finding ways to keep their teachers/staff and focus on helping our students navigate this pandemic.

I thank you for the hard work that you are performing for Springfield Public Schools. Please consider putting this issue as a point of high importance for your October 11th meeting. Thank you.

Jeff R Cardwell
Thurston High School

Please consider this email as confidential...

Honoring Religious Exception with Reasonable Accommodation

nickwing33@gmail.com

Sun 10/10/2021 9:50 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Springfield Public Schools Board,

I have continued to hear that Springfield Public Schools is just simply following the state mandate and that nothing can be done in order to prevent a large number of our staff from being placed on unpaid leave. I wanted to make everyone aware that the mandate assumes that staff with valid medical and religious exceptions are able under the law to still work with students. Section 7 (a) states:

(7) After October 18, 2021:

(a) School-based program staff and volunteers may not teach, work, provide care, learn, study, assist, observe, or volunteer for a school-based program unless they are fully vaccinated or have provided documentation of a medical or religious exception.

For this reason many other districts in our state have given reasonable accommodations to keep their staff with religious exceptions working with the students they love. I sincerely hope that SPS will change course and save our city and schools from a staffing shortage that will most likely lead to very real consequences for our community. In case you are unaware, we already have a staffing shortage in our schools and are already unable to fill positions. Placing amazing, hard-working staff on unpaid leave will greatly compound the issues that our schools are already facing as we try and return from distance and hybrid learning. This decision will naturally lead to staff burnout and I would expect to lose more staff after this year if we continue in this direction.

Please consider making a change to the current policy by providing a reasonable accommodation that keeps all our staff working with students. Again the mandate is clear that those with medical and religious exceptions are able to work directly with students.

Thank you,
Nick Wing

Vaccine Mandate

Greg & Anita <gabblackwell@gmail.com>

Sun 10/10/2021 10:31 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Springfield School Board Members:

We would like to voice support for the school district employees to make their own choices about the Covid-19 vaccine. Their decision should not affect their ability to work, put pensions at risk, or eligibility to receive unemployment benefits if needed. Employees who have served you faithfully in the past should be respected in their sincerely held convictions and not be fired or put on unpaid leave. To make such an extreme decision based on the "everchanging" data and science of the vaccine's safety, and more recently it's effectiveness, does not seem to be in anybody's best interest. It is our belief that each person needs to mitigate their own risk and follow their own conscience. In September, Jessica Wilson 37 yrs. old of Seattle, went against her personal conviction, and now she leaves behind a husband and children. Consider the fact that someday you also could be given a similar choice regarding something you feel strongly about. We ask that you find a reasonable solution for all employees and the school children.

Respectfully,

Greg & Anita Blackwell

Vaccinated residents of Springfield

Public Comment Business Meeting – October 11, 2021

Nathan Bofto <nbofto@gmail.com>

Mon 10/11/2021 8:06 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello SPS School Board,

My name is Nathan Bofto and I am a PE teacher at Ridgeview Elementary. This is my first year at this school and I am ecstatic that the district has made it a priority to have PE specialists at the elementary level.

When first announced in August, I was a little concerned about what the mandate would mean for me in my situation. I hold a deeply sincere religious belief that prevents me from getting the vaccine. When I saw other districts around the state and within Lane county providing reasonable accommodations and steps for approved exceptions for their staff, I was hopeful and optimistic our district would do the same.

Upon submitting my OHA religious exception form last week, I got a reply within a matter of minutes saying it was approved. I was a little shocked, since I thought it was a more extensive process for review. I also thought that there would be a list of reasonable accommodations that the district has thought out and provided to their staff who qualify and are approved for their exception circumstances.

I was stunned to see the only "accommodation" I was being offered was unpaid leave. The mandate states that employees must provide reasonable accommodations unless it provides an undue hardship. When I asked follow up questions, I was not given any context of HOW I was an undue hardship. In fact, I offered to provide examples of how I am not a hardship or a risk to students based on my circumstances and CDC definitions. I also provided 7-8 different accommodations that were pretty extreme I would agree to in order to prevent contraction and spread. For instance, as a PE teacher I am either outside (weather permitting) for my lessons, or spaced out in the gym. I am never within 6 feet of students for more than a few seconds at a time, unless they have a specific question and I cannot hear them. Our gym is very well ventilated, and I have all my doors open to increase air flow. I see the same kids once every 3 days, so I am not exposed to the same group daily. These are just some examples of how I am NOT an undue hardship, based on the CDC definitions for close contact and potential exposure.

When I offered to provide these examples to the district, it wasn't even acknowledged or discussed. This was not an interactive process in any manner, and there was no dialogue about an appeal process or what else could be provided. Unpaid leave with no access to sick leave, unemployment, or employment as a sub elsewhere is not an accommodation, nor is it reasonable.

Early in the year, my administrator shared with our staff how our superintendent wanted to make it a priority to make SPS THE place to work for educators and a place people were proud to work at. I was devastated and heartbroken to see this is how the district has decided to handle approved exceptions and how they are treating their employees, some of which who have been in the district for decades.

We will potentially lose dozens and dozens of well qualified, educated employees in our district who have given their careers and so much time to this community. There just has to be some middle ground here and something the district could possibly do for approved exceptions other than unpaid leave. I know several in my situation who are willing to go above and beyond with their own accommodations to make sure everyone is safe.

Our students have been through enough these last few years. Just as we are getting back to normal, they are about to have another rug ripped out from underneath them. Unqualified teachers, revolving doors of subs, and expanded class sizes are not the answer both short and long term.

Our employees, our students, and our community deserves better than this. I know the district has to follow the mandate, and I fully understand that. However, having staff members with approved exceptions on alternative accommodations is ALSO in compliance with this. Other bigger districts are providing reasonable accommodations for their employees. Why aren't we? Why aren't we living up to the vision of being a place where people WANT to be at and where there's a culture of trust and transparency?

I am in full support of my fellow staff, families, and community members who have chosen to be vaccinated. But why are staff members like me being punished and being denied income and the ability to provide for our own families just for our sincerely held religious beliefs?

I absolutely love this school and want to be at this district for the long haul. SPS seems like a great district that fosters a family atmosphere. However, it feels as if the district wants nothing to do with me, and has zero interest in trying to work with me, and others in my situation, on this issue. Is this really what is best for kids? Or is this what is best for the decision makers in the district?

I strongly urge you and the rest of the board members to reconsider this stance, and work with staff members in our situation to find alternative ways to be there for our students, and serve our district.

Thank you for your work on this board, and in this community, and also for your time.

Nathan Bofto

SPS Employee

PUBLIC COMMENT BUSINESS MEETING Oct. 11, 2021

Bob & Pam Englund <bpenglund@q.com>

Mon 10/11/2021 10:27 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear Board Members,

I am a VERY concerned (former) parent and now grandparent of school age children. It seems that the Portland and Lake Oswego Schools ARE HONORING Religious exceptions, so I would like an explanation as to WHY you are not?

As noted by the Oregon Health Authority , Chapter 333, Division 19 entitled "Investigation and Control of Diseases: General Powers and Responsibilities :

"After October 18, 2021:

b)...The teachers or school staff are fully vaccinated against COVID -19 OR have a documented medical or religious exception."

Apparently you missed the "OR." Please be counted as making the RIGHT and HONORABLE DECISION TONIGHT.

Thank you, Pamela Englund
Springfield, Or. 97478

Public Comment Business Meeting-October 11, 2021

NICK WING <nkwing@msn.com>

Mon 10/11/2021 10:31 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Springfield School Board,

I am very concerned about the future of our school district. It seems to be hanging on currently by threads that feel as if though they could be cut at any point. This mandate was left open by the Oregon of Department of Education to the school districts deciding for themselves what they wanted to do with the religious and medical exemptions. It saddens me to think that very talented, veteran teachers and other talented staff will suddenly be on unpaid leave over one vaccine. I thought our district was better than that. I thought we could work together to find a solution for both sides so ultimately the staff isn't thrust into a devastating situation that affects them in every way possible and ultimately also affects the students which they love to teach and serve. This is not working together. This is not valuing every person for where they are at in their religious beliefs and medical reasons. This is kicking them to the curb with no real plan for how to carry on without them and once again the students suffer. We are already coming off a year of distance learning, students need structure and love. They need care and connection. How can they have this if you are unwilling to compromise with their teachers? Everyone suffers, the staff leaving, the staff remaining, the students, the parents, the community. We all are feeling the weight of this, and you have a chance tonight to do something about it. Yes, you are the board and have a say. So please carefully consider your position you were elected for that holds everyone's livelihoods and please make the right decision to let these teachers and other staff stay with masks, with testing. Other districts in our state have allowed them to continue to teach with these precautions. We all can look and see that this is a Springfield decision. So, we come to you asking you do the same as other districts and allow them in the classroom, which mostly consists of unvaccinated students.

Thank you for your time,

Kim Wing

Fwd: Public comment for business meeting -- October 11, 2021

SAfER CALC <safer1214@gmail.com>

Mon 10/11/2021 10:50 AM

To: public comment <public.comment@springfield.k12.or.us>;

 1 attachment

email to school bd.10.11.21.docx;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear School Board members,

Good evening. Today is Indigenous People's Day, in the City of Springfield and the State of Oregon. It would be great if the Board acknowledged this day and if it were observed in schools throughout the district. We are on Kalapuya land. Beginning board meetings with a land acknowledgement would be a significant step. I imagine that leadership at the Chiffin Center could help with crafting one that would be appropriate.

Let me call your attention to this recent action by the Oregon Department of Education and specifically to the resolutions section in which the ODE "urgently requests" local districts to clearly communicate their commitments. Will this School Board respond?

The Oregon State Board of Education Resolution Encouraging Support and Solidarity in Support of Students' Identities -- https://www.oregon.gov/ode/about-us/stateboard/Documents/Resolution%20Encouraging%20Solidarity%20and%20Support%20for%20Student%20Identities.pdf?utm_medium=email&utm_source=govdelivery.

Thank you for your consideration, and for your service to students and community. I look forward to receiving a response.

Sincerely,
Marion Malcolm
(Member of SAfER Action Team)

Public Comment Business Meeting-October 11, 2021

Halle Wing <hallejwing@gmail.com>

Mon 10/11/2021 11:13 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello! I want you to know I am against the mandate that is taking away many teachers and SPS staff. I know that SPS staff who have chosen not to get vaccinated for religious and medical reasons are very devastated and sad that they may lose their jobs. I understand that other school districts are allowing people who are granted religious or medical exceptions to stay and teach which is the whole point of the exception. However, SPS is granting religious and medical exceptions but not letting them teach which is extremely deceiving for everyone. People in charge are saying it is unsafe to have unvaccinated staff working for the district, which makes no sense to me because a majority of the students are unvaccinated, and the science says that the vaccine will only help you with covid. It does not prevent the spread of Covid. This is what the scientist are saying so why must unvaccinated teachers lose their jobs when they choose not to get vaccinated? I acknowledge that the schools are already low on staff and losing more will not help the students which is the last thing I want and I believe our community wants.

-Halle Wing

Public Comment Business Meeting – October 11, 2021

Sammy Alcantar <citywide@calclane.org>

Mon 10/11/2021 11:15 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Good afternoon School Board Members,

My name I Samantha Alcantar and I am a product of the Springfield school district and currently have a brother enrolled in the district. I would first like to start by reminding you all that today is Indigenous People's Day, the Mayor made a proclamation about it last week. I would like to ask what about the district? It is important to acknowledge the land we take space in. A suggestion I have to do so is how about the Board beginning meetings with a land acknowledgment? In addition, I would also like to ask what is the school board's current plan for creating a DEI committee? Have they reached out to community members and groups? What is your plan to ensure you reach BIPOC folks and youth?

Kindly,
Samantha

Public Comment Business Meeting - October 11, 2021

Jared Taylor <tasha_jared@hotmail.com>

Mon 10/11/2021 11:23 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Springfield School Board Members -

I, along with many others in this community, are deeply concerned about the stance SPS has taken in response to the mandates regarding unvaccinated employees. Many Oregon school districts (Junction City, Lake Oswego, & Portland Public Schools to name a few), as well as the University of Oregon, have created REASONABLE alternatives for staff whose exemptions have been approved.

On October 18h, we stand to lose a number of fabulous staff across the district. Our administrators, teachers, classified staff, and students will suffer if those at the District level and this school board continue down a prideful path. It is not too late for Springfield Public School District #19 to join with other districts in creating REASONABLE alternatives to support its staff.

PLEASE SAVE OUR SCHOOLS. SPS EMPLOYEES DESERVE MORE OPTIONS.

Respectfully,

Tasha Taylor, wife of a dedicated SPS employee and mother of 2 THS students

Public Comment Business Meeting – October 11, 2021

Mike Schellenberg <mancsch@yahoo.com>

Mon 10/11/2021 11:36 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

As a parent of Springfield school district students, I am quite aware that my two cents matters little to the 'powers that be', but I will share my opinion anyway. I am concerned about the decision that was made to place staff on unpaid leave if they requested a health or religious accommodation (both allowed by law) rather than receiving the Covid shot. This may be in the best interest of someone, but it is not in the best interest of the students. According to the Oregon Health Authority, "There is emerging evidence that people infected with the Delta variant have similar viral loads regardless of vaccination status suggesting that even vaccine breakthrough cases may transmit this variant effectively." So if vaccination does not keep a person from getting or spreading Covid, why require all staff to receive it? It especially makes no scientific or medical sense to require anyone who has already had Covid to receive the shot. They already have immunity that is just as good if not better than what the shot provides. When our boys were young, they were not asked or expected to receive the varicella immunization because they had already had chickenpox. Why is this being treated differently? I would not be surprised if those who made this decision feel that they are doing their part to promote the common good, or something like that, but it is not logical or practical. Removing quality staff will be more disruptive to our students than if some of them get sick from an illness that is not a serious problem for those in their age group. Please consider the best interests of the students over being politically correct or bowing to the wishes of those who have their own selfish agendas. True leaders are servants, not tyrants.

Hoping for a quality education for our students, Andrea Schellenberg

Vaccine Mandates

blogforme77 <blogforme77@gmail.com>

Mon 10/11/2021 11:55 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

Our family, which boasts 5 Thurston Graduates, would like to extend our support to the Springfield School district for their stand in requiring staff to be vaccinated for Covid19. We understand that some staff are choosing to be placed on unpaid leave rather than meet the requirements for employment and that those teachers are encouraging their students to rally for their cause via videos.. We disagree with those teachers and want you, the school district members, to know we support you, not the handful of teachers who have taken that position.

Thank you for all you do to keep the kids safe.

Don and Marie Wilson 541 953 0904

Public Comment Business Meeting – October 11, 2021

Steven Thompson <arrow_steven@yahoo.com>

Mon 10/11/2021 11:57 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello,

I am writing regarding the laying off of several of the best teachers in the district. I have two students at THS, a junior and a Senior. Both of their high school educations have already been massively disrupted by reactions to the Covid scare. While the reaction in the immediate aftermath of the breakout and to some extent the reactions last year were understandable from an abundance of caution standpoint, further disruption this year based on anti-scientific hysteria and government overbearing mandates is ridiculous and dangerous to the futures of this entire cohort of students.

To be clear, there is no scientific reason to mandate vaccinations. Personally, I had two doses of vaccine, but that was to protect me. It does not protect anyone else, and possibly makes me a slightly more dangerous potential carrier to everyone else than a non-vaccinated person is. The closest thing to a natural experiment regarding vaccination and prevention of the disease seems to be the national data from Israel. From their data, a vaccinated person is 4.2 times less likely to be hospitalized than a non-vaccinated person, but a person with natural immunity is at least **13 times less likely to need to be hospitalized** than a vaccinated person, and there are theoretical but unconfirmed reasons to suspect that vaccination after acquiring natural immunity may be less than harmless.

This attempt by government officials to force the teacher layoffs, is definitely not supported by science and appears to be mostly an exercise in tantrum throwing because reasonable people refuse to be bullied by their heavy handed pontifications and power grabs. Please, do not support these tantrums; please do not lay off some of our best teachers, please do not participate in the further degradation to my children's educations.

Sincerely,

Steven Thompson

BS Aerospace Engineering (yeah, I can read scientific data!)

5. ACTION ITEMS

A. Consent Agenda

1. **August 30, 2021 Board Work Session Minutes**

2. **September 13, 2021 Board Meeting Minutes**

3. **Financial Statement**

4. **Alternative Education Program Approval, Resolution #21-22.006**

In accordance with ORS 336.631(3) and Board Policy IGBHA, the district must annually evaluate and approve each alternative education program it operates, participates in or contracts with to provide services to students. During 2020-2021 Springfield School District #19 operated programs within the district and contracted with Board approved contractors to provide educational services to district students.

The programs have been evaluated on several criteria. The primary factors examined were the type of service provided, the age, and number of students enrolled and maintained in the program, the ability of each program to address the educational and other pre-identified needs of the students enrolled.

Participation in the Oregon State Assessment is required of all alternative education providers under ORS 336.637, so continuation of contract with programs is dependent upon compliance with the required assessment of students placed with outside alternative education contractors.

High School Options

The Secondary Director, Special Programs Director, and Alternative Education Administrators will meet on a monthly basis in order to consider a range of options to include placement at any of our high school programs as well as potential placement in outside programs. Ongoing evaluation of the internal and external options will take place throughout this school year.

Student needs at the elementary and middle school level for outside placements are facilitated through the Special Programs Office. The Instruction Department also utilizes a team-based approach that is specific to each case.

The following provides a brief overview of Springfield School District's current in-district and out of district alternative education programs:

In-District - Alternative Programs

- **Brattain Campus GED:** The GED program offers two sessions each day, Monday through Friday 8:55 – 10:25 AM, 10:45 AM – 12:15 PM, and 1:30 – 3:00 PM. GED preparation courses provide opportunities for students that need access to educational services outside of the traditional program due to a number of identified and personalized factors. This program offers a credit recovery option for students near completion of the required credits for a diploma. GED preparation services are also available.
- **Intensive Tutoring Program (ITP):** Located on the Brattain Campus, as well as other sites throughout the community. ITP offers individualized programming for students who need small

group tutoring. This program is designed to meet individualized needs with specific support designed for small group tutoring environment.

- **SPS Online:** Administrative and secretarial support for this program are located on Brattain Campus. Students enrolled in this online option are provided coursework and instruction asynchronously, at an individualized pace. This provides for a unique experience to ensure that all aspects of the student's needs are accounted for, including extended timelines, when necessary. This option is utilized for some students' regular school programming; in other cases, it is used as an interim placement while other, more robust options, are considered.

Out-of-District - Alternative Programs

Please see attached descriptions.

Brian Megert recommended that the Board of Directors approve the following in-district programs and private contractors for alternative education services for the 2021-2022 academic year.

☐ In-district Programs

- In-school alternative programs at SHS & THS Grades 9-12
- ITP (Intensive Tutoring Program) Grades 6-12
- SPS Online Grades K-12

☐ Contracted Service Providers (See attached Description)

- Looking Glass:
 - Riverfront School & Career Center (ages 14-21) Grades 7-12
 - Lane Metro Youth Corps (ages 14-19) Grades 9-12
 - Centerpoint School (ages 14-19) Grades 9-12
- Department of Youth Services:
 - MLK School (Court School) (ages 11-19) Grades 5-12
- Wellsprings Friends School Grades 9-12
- Bridgeway School Grades 1-12
- Jasper Mountain/SAFE Center Grades K-8

5. Personnel Action, Resolution #21-22.007

6. 2022-2023 Lane ESD Transit Dollar Request, Resolution #21-22.008

Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane Education Service District be distributed to the school district for any purpose identified by the District school board.

During the 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020 and 2020-2021 school years, Springfield School District requested 50% of our transit dollars and utilize the resource to support Special Education Life Skills programming for students in our district, as well as a small number of students from surrounding district. We anticipate utilizing the transit dollars in 2021-2022 to continue supporting Life Skills programming in Springfield Public Schools. The ORS requires that the Board submit the request to Lane ESD in advance of the budget process.

MOTION: Mr. Light moved, Ms. Mason seconded the motion to approve the Consent Agenda.

There was no discussion.

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 Consent Agenda: Dr. Hernandez – yes, Mr. Light – yes, Mr. Mann – yes, Ms. Mason – yes, and Ms. Raven – yes.

Motion passed, 5:0.

Chair Raven called a 5-minute recess at 7:49, returning at 7:54 P.M.

B. Property Sale, Resolution #21-22.009

Under ORS 332.155(5), the School Board has authority to sell any property of the School District that, in the judgment of the School Board, will not be required for school purposes. The School District Board of Directors declared the former Administration Building located at 525 Mill Street, Springfield, Oregon surplus on November 12, 2019. Since that time the District has worked towards selling the property, however the Covid19 Pandemic delayed this process.

The District engaged the services of Evans, Elder, Brown and Seubert, to market and solicit the property. The District received two (2) cash offers and one (1) non-binding letter of intent to purchase for consideration. Following the direction of the School Board, District administration reviewed the offers with a two-person (non-quorum) committee of the School Board. The recommendation will be forwarded to the Board in regular session for consideration.

Mr. Yancey explained that this property was 1.2 acres of land located at 525 Mill St. which was the old administration building. He said they would be selling a portion of property and retaining two thirds of the property which houses the technology center, staff development training center, the warehouse and print services.

Mr. Yancey recommended that the Springfield School District Board of Directors accept the purchase and sale agreement as presented by a subcommittee of the Board and recommended that the School Board authorize the Superintendent or Chief Operations Officer to complete the process for the sale of property.

MOTION: Chair Raven moved, Dr. Hernandez seconded a motion to accept the purchase and sale agreement as presented this evening. It was also moved that the School Board authorize the Superintendent or Chief Operations Officer to complete the process for the sale of the property.

There was no discussion.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion to accept the purchase and sale agreement as presented this evening and to authorize the

Superintendent or Chief Operations Officer to complete the process for the sale of the property: Dr. Hernandez – yes, Mr. Light – yes, Mr. Mann – yes, Ms. Mason – yes, and Ms. Raven – yes.

Motion passed, 5:0.

C. HVAC Design Build contract, Resolution #21-22.010

Consistent with the identified School Board value of fostering safe, healthy and engaging environments, as well as Goal #4, creating safe and future ready facilities; the Springfield School District continues to move forward with a focus on improving learning environments. One critical component to improving learning environments is to have ideal heating/cooling systems, as well as healthy air quality. Many of the existing HVAC systems throughout the District are original to the construction of buildings and are in need of refurbishment and/or complete replacement.

The design/build process is ideal for mechanical systems, as each building floorplan is unique and this process works to eliminate any unknowns and opportunities for extensive change orders. Work under this design/build agreement will begin with building upgrade assessments in determining the best path moving forward. These designs will be unique to each site and the building footprint. Options for design and mechanical systems will be presented to the School District and evaluated for efficiency and affordability. Once the equipment specifications are finalized, the District is planning to move forward with ordering units, in anticipation of long lead times. Installation of equipment will likely need to occur at times when students are not in the building (i.e., summer, extended breaks, weekends and nights). The goal for these systems is to meet a fifty year (50) life expectancy with consideration for future building growth, remodel or replacement. It is anticipated that work will occur at eighteen schools throughout the district.

The solicitation for these services were advertised in the Oregon Daily Journal of Commerce. Proposals were received by six (6) firms for the District evaluation team to consider. Board Member Emilio Hernandez reviewed the procurement files prior to this Board meeting. Funding for this project will be provided by Elementary and Secondary School Emergency Relief funds (ESSER). Currently only design/engineering fees have been included in the proposal to the District (7%) and a “Guaranteed Maximum Price” will be negotiated for all completed projects. As the projects move forward the District will submit requests for approvals to the School Board for consideration.

MOTION: Dr. Hernandez moved, Mr. Mann seconded a motion to approve the HVAC Design Build Contract Resolution.

Mr. Light asked what this would get them, would it put a price tag on eventually upgrading the schools?

Mr. Yancey explained that this gave three options for designing each school and said each had criteria such as having 90% efficiency of any system they put in. He said this process would design the actual system, specifying the equipment they would purchase, and noted they would come back to the school board to authorize those purchases. Mr. Yancey said the three largest projects were Thurston High, Thurston Middle School, and Two Rivers-Dos Rios Elementary, which were complete replacement projects. He noted that Thurston required significant work to other areas and they were looking to design a system to isolate and if they built another Thurston High School that portion would be done and would stand up to any new construction.

Mr. Light asked what the price tag was for this first foundational step and Mr. Yancey answered just under \$1 million with an estimated price for all of the work at \$15 million. Mr. Light asked why ESSER

funds were used and not district funds. Mr. Yancey explained that ESSER funds have targeted investment areas such as improved HVAC systems.

Mr. Mann asked where the other funds would come from and Mr. Yancey explained that there was still over \$11 million in ESSER II money and that they would have conversations during the budgeting process.

Dr. Hernandez added that the estimates to get this moving were crucial as the buildings they were talking about were terrible in the summer and spring with limited ventilation.

Chair Raven said she appreciated the thought for sustainability with the ESSER funds as they were one-time funds which impacted students for the better.

Dr. Hernandez noted there was a time limit on ESSER funds and Mr. Yancey explained that the ESSER II deadline was September 30, 2023, and ESSER III was September 30th, 2024.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion to approve the HVAC Design Build Contract Resolution: Dr. Hernandez – yes, Mr. Light – yes, Mr. Mann – yes, Ms. Mason – yes, and Ms. Raven – yes.

Motion passed, 5:0.

D. Advance Refunding General Obligation Bond, Resolution #21-22.011

In an effort to be fiscally diligent, the District has been working with our Underwriter and Special Legal Counsel on analyzing a portion of the District's existing debt. Current market conditions are favorable for the District and we are moving forward in a refunding effort on the following issues.

Issue:	Original Interest Rate:	Refunded True Interest Cost:	Maturity Date:	Net Present Value Savings
Series 2015A & 2015C	5.00%	1.87%	06/15/2031	\$ 1,657,879.92
TOTAL:				\$ 1,657,879.92
Percent Savings of Refunding Proceeds:				6.973%

As required by law, the Board of Directors must authorize the issuance and sale of these Full Faith and Credit Agreements. The Board of Directors must also designate an authorized representative, underwriter and special counsel. Additionally, the Board must authorize the appointment of a paying agent, registrar, escrow agent, municipal advisor, verification agent and authorize the execution and delivery of a financing agreement, escrow agreement and purchase agreement.

MOTION: Mr. Mann moved, Ms. Mason seconded the motion to adopt the Advance Refunding General Obligation Bond Resolution.

Dr. Hernandez asked for more information on the percent savings and Mr. Yancey explained that while they received over 3% on the interest rate, the actual portion of the outstanding bond was 6.97% and they were saving 6.5% on what they still owed on the bonds.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion to adopt the Advance Refunding General Obligation Bond Resolution: Dr. Hernandez – yes, Mr. Light – yes, Mr. Mann – yes, Ms. Mason – yes, and Ms. Raven – yes.

Motion passed, 5:0.

E. 2020-2021 Division 22 Assurances Report

Mr. Collins explained that each district in Oregon is required to adhere to the requirements for public education outlined in OAR Chapter 581, Division 22. In response to requests from districts to Oregon Department of Education to lessen the reporting burden, the 2020-21 Assurance submission includes responses to questions about Oregon Administrative Rules.

The attached document indicates areas of compliance with OARs for Springfield Public Schools.

District is out of compliance in only one (1) area. The area and compliance plan is:

- 581-022-2355 Instructional Materials Adoption.

Due to the recession and lost revenue streams the District became out of compliance. The District postponed the adoption of instructional materials while deliberately investing fiscal resources and developing a plan to become fully compliant. We have a fiscal investment and adoption plan that will bring the District in compliance.

SPRINGFIELD SCHOOL DISTRICT #19

Report on Compliance with Public School Standards

2020-21 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Insert Name** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2020-21 school year. For each rule reported as out of compliance, **Insert Name** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2022-23 school year.

SPRINGFIELD SCHOOL DISTRICT #19

Report on Compliance with Public School Standards

2020-21 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Insert Name** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2020-21 school year. For each rule reported as out of compliance, **Insert Name** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2022-23 school year.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0104(5) Ready Schools, Safe Learners Guidance	In compliance	Choose an item.	Choose an item.
581-022-2000 Diploma Requirements	In compliance	Choose an item.	Choose an item.
581-022-2005 Veterans Diploma	In compliance	Choose an item.	Choose an item.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2010 Modified Diploma	In compliance	Choose an item.	Choose an item.
581-022-2015 Extended Diploma	In compliance	Choose an item.	Choose an item.
581-022-2020 Alternative Certificate	In compliance	Choose an item.	Choose an item.
581-022-2025 Credit Options	In compliance	Choose an item.	Choose an item.
581-022-2030 District Curriculum	In compliance	Choose an item.	Choose an item.
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	Choose an item.	Choose an item.
581-022-2050 Human Sexuality Education	In compliance	Choose an item.	Choose an item.
581-022-2055 Career Education	In compliance	Choose an item.	Choose an item.
581-022-2060 Comprehensive School Counseling	In compliance	Choose an item.	Choose an item.
581-022-2100 Administration of State Assessments	In compliance	Choose an item.	Choose an item.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	Choose an item.	Choose an item.
581-022-2115 Assessment of Essential Skills	Waived for 2020-21 school year	Not applicable	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	Choose an item.	Choose an item.
581-022-2130 Kindergarten Assessment	Waived for 2020-21 and 2021-22 school years	Not applicable	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	Choose an item.	Choose an item.
81-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	Choose an item.	Choose an item.
581-022-2215 Safety of School Sports – Concussions	In compliance	Choose an item.	Choose an item.
581-022-2220 Health Services	In compliance	Choose an item.	Choose an item.
581-022-2223 Healthy and Safe Schools Plan	In compliance	Choose an item.	Choose an item.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2225 Emergency Plans and Safety Programs	In compliance	Choose an item.	Choose an item.
581-022-2230 Asbestos Management Plans	In compliance	Choose an item.	Choose an item.
581-022-2250 District Improvement Plan	In compliance	Choose an item.	Choose an item.
581-022-2255 School and District Performance Report Criteria	In compliance	Choose an item.	Choose an item.
581-022-2260- Records and Reports	In compliance	Choose an item.	Choose an item.
581-022-2263 Physical Education Requirements	In compliance	Choose an item.	Choose an item.
581-022-2265 Report on PE Data	Waived for 2020-21 school year	Choose an item.	Choose an item.
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	Choose an item.	Choose an item.
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	Choose an item.	Choose an item.
581-022-2300 Standardization	In compliance	Choose an item.	Choose an item.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	Choose an item.	Choose an item.
581-022-2310 Equal Education Opportunities	In compliance	Choose an item.	Choose an item.
581-022-2312 Every Student Belongs	In compliance	Choose an item.	Choose an item.
581-022-2315 Special Education for Children with Disabilities	In compliance	Choose an item.	Choose an item.
581-022-2320 Required Instructional Time	In compliance	Choose an item.	Choose an item.
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	Waived for 2020-21 school year	Not applicable	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	Choose an item.	Choose an item.
581-022-2335 Daily Class Size	In compliance	Choose an item.	Choose an item.
581-022-2340 Media Programs	In compliance	Choose an item.	Choose an item.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2345 Auxiliary Services	In compliance	Choose an item.	Choose an item.
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	Choose an item.	Choose an item.
581-022-2355 Instructional Materials Adoption	Out of compliance	Due to recession & lost revenue streams, the District became out of compliance.	We have a fiscal investment & adoption plan that will bring the District into compliance.
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	Choose an item.	Choose an item.
581-022-2370 Complaint Procedures	In compliance	Choose an item.	Choose an item.
581-022-2400 Personnel	In compliance	Choose an item.	Choose an item.
581-022-2405 Personnel Policies	In compliance	Choose an item.	Choose an item.
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	Choose an item.	Choose an item.
581-022-2415 Core Teaching Standards	In compliance	Choose an item.	Choose an item.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2420 Educational Leadership - Administrator Standards	In compliance	Choose an item.	Choose an item.
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	Choose an item.	Choose an item.
581-022-2440 Teacher Training Related to Dyslexia	In compliance	Choose an item.	Choose an item.
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	Choose an item.	Choose an item.
581-022-2500 Programs and Services for TAG Students	In compliance	Choose an item.	Choose an item.
581-022-2505 Alternative Education Programs	In compliance	Choose an item.	Choose an item.
581-022-2510 Suicide Prevention Plan	In compliance	Choose an item.	Choose an item.

Dr. Hernandez asked what the timeline on this was and Mr. Collins answered that they would go through this school year's adoption cycle so that next year they should be fully compliant in that area.

MOTION: Ms. Mason moved, Dr. Hernandez seconded the motion to accept the Division 22 Compliance Report.

Chair Raven noted that several items had been waived and if this was due to the pandemic and Mr. Collins answered yes, they would be provided next year. Chair Raven asked who was responsible for waiving these. Superintendent Hamilton explained that it was the State Board of Education.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion to accept the Division 22 Compliance Report: Dr. Hernandez – yes, Mr. Light – yes, Mr. Mann – yes, Ms. Mason – yes, and Ms. Raven – yes.

Motion passed, 5:0.

6. REPORTS AND INFORMATION

A. Superintendent Communication

Mr. Hamilton shared a couple organizations that they had regular ongoing conversations with and celebrate some upcoming activities. He shared that Lane County Public Health had been partnered with them in efforts to reopen schools and said they had a weekly meeting with officials and school leaders from around the county who shared best practices and feedback based on what those practices looked like in schools. He said they also dedicated time to answer direct questions on how COVID was impacting schools and how to navigate those issues, with one issue being the vaccination effort.

Mr. Hamilton shared that he represented the School District on the Early Learning Governance Alliance which was a group that looked at resources for students ages 0-5 and how to work collaboratively to best prepare these children for entering the education system. One area the District worked on was Family Resource Centers. These had become a model for other districts in the county to start their own Family Resource Centers. Mr. Hamilton said they had learned that the nature of how they support families was evolving and there were more families seeking help.

Mr. Hamilton shared that their Team Springfield partners continued to meet on a weekly basis. The group, Springfield Public Schools, the City of Springfield, Willamalane Parks and Recreation, and the Springfield Utility Board, is a collaboration which works to support the community of Springfield. He said they had talked about how they collectively supported the pandemic response and wildfires, and had conversations around equity. He shared that he and Chair Raven would meet with Team Springfield members and would update the board on that next month.

Mr. Hamilton reminded Board members about the Springfield Education Foundation's virtual Night of 11,000 Stars that would take place on October 21st at 6 P.M.

Mr. Hamilton wished to recognize that United Way of Lane County was celebrating 75 years of impact in the county and had scheduled a series of conversations with key leaders from around the country. He said they would have a virtual conversation with Ruby Bridges Hall regarding the power of using your voice for racial justice.

B. Board Communication

Director Light thanked everyone who took time to submit comments and thought it was great to see such passion and caring for their schools. He shared that he had attended the virtual Lane Council of Governments meeting and explained that they were receiving a lot of government funding which they

would share through their inter-agency collaborations. He said there would be a very broad range of uses for these funds and hoped they could take advantage of them, specifically in use for providing broadband internet. Mr. Light shared that there had been a presentation cautioning about the dangers of hacking attempts which urged organizations to have sufficient insurance to get data back and get back online in the event of a hack. He said he was looking forward to the work session on the 25th and thought that robust communication was the hallmark of a strong organization.

Director Mason appreciated everyone who came forward for public testimony and she shared that the first meeting of the Wildish Community Theater had been cancelled so she had no updates.

Director Mann shared that the amount of written communication they received was appreciated. He said that there would be a VIP after party after the Night of 11,000 Stars and encouraged people to sign up for it. He shared that he had attended a Thurston High School soccer game which was amazing and commended the athletes.

Dr. Hernandez shared that the ESD board had been going through the strategic planning process and said it was going well and that after the last meeting he would report back to the board.

Chair Raven commended the community for coming together and said that the community wins when they are able to work together for good solutions. She reiterated the importance of sharing experiences of the community as it guided their work and influenced and informed their thought processes. She said she had a very high respect for their students' perseverance, resiliency, and adaptability. Chair Raven shared that she was looking forward to the October 25th meeting to discuss the house bill and she requested that the board give thought to a topic or issue that they felt they should spend more time understanding this year.

8. NEXT MEETING

The next Board meeting will be a Work Session on Monday, October 25, 2021. Start time TBD. The date for the November Board Meeting has been moved from November 8, 2021 to November 15, 2021 at 7:00pm.

Chair Raven thanked everyone for attending.

9. ADJOURNMENT

With no other business, Chair Raven adjourned the meeting at 8:43 p.m.

(Minutes recorded by Jayson Hayden)

**SPRINGFIELD PUBLIC SCHOOLS
2021-2022 Revenue/Expenditure Forecast
As of October 31, 2021
Please see attached report**

REVENUES: *Due to the early nature of the school year, projections are preliminary and could significantly change over the course of the year.*

- Both current year and prior year tax collections are projected for 100% collection. To date there has been no current year tax revenue received, however the first tax payment is anticipated to be collected in November. This report is based on the information received through the Lane County Tax and Assessment office.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments through the Oregon Department of Education. The District projects to receive approximately \$77.8 million for the current year based on 2021-22 projected enrollment and the allocation designated by the Oregon Department of Education. Due to the decline in anticipated enrollment it is anticipated that the State School Fund will be decreased. As we continue to navigate the current COVID environment, we will continue working to further refine these estimates.
- The District is anticipating receiving approximately \$300,000 in County School Funds. To date the District has not received anticipated funds.
- The District is anticipating receiving approximately \$1.05 million in Common School Funds. To date the District has received \$589,000 of the anticipated funds.

EXPENDITURES: *Due to the early nature of the school year, projections are preliminary and could significantly change over the course of the year.*

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). It is assumed early in the school year that 100% of these funds will be expended, however while navigating the COVID pandemic and vaccination mandate, this could change over the next few months. As the school year continues, staff will closely monitor the potential for these projections to be refined.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions, with the exception of PERS expenditures. The District participated in the recent offering of a PERS pension bond and the decreased rates were in effect on September 1, 2021. It is currently projected this will decrease the district rate by approximately 6.2%, with a total decreased expenditure of approximately \$2,500,000.

- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. This assumption may be revised if comprehensive distance learning continues throughout a majority of the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2021-2022 adopted budget.
- Fund transfers allocated during the 2021-22 budget process include \$1.5 million (Co-Curricular Fund) and \$471,516 (Debt Service Fund).

Additional Notes: For the 2021-2022 budget year the current estimate of ending fund balance is \$8,509,445. Included in this number is the preliminary audited ending fund balance from the 2020-2021 fiscal year (\$16,600,000). As with previous years, this is an early estimate and accounts for the reductions/adjustments/assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2021-2022 REVENUE/EXPENDITURE FORECAST
as of
10/31/21

	BUDGET	ACTUAL through 10/31/21	ESTIMATED from 10/31/21 to year end	PROJECTED 2018-2019	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	28,491,016	0	28,491,016	28,491,016	100.00%
Property taxes - prior years	350,000	55,450	294,550	350,000	100.00%
Other local sources	744,000	102,740	641,260	744,000	100.00%
Lane ESD Apportionment	2,288,083	0	2,288,083	2,288,083	100.00%
County School Fund	300,000	0	300,000	300,000	100.00%
State School Fund	78,508,305	32,826,184	44,960,235	77,786,419	99.08%
Federal Forest Fees	400,000	0	400,000	400,000	100.00%
Common School Fund	1,051,611	589,109	462,502	1,051,611	100.00%
Total revenues	112,133,015	33,573,483	77,837,646	111,411,129	99.36%
Beginning fund balance	16,600,000	16,600,000	0	16,600,000	100.00%
Total Beginning fund balance	16,600,000	16,600,000	0	16,600,000	100.00%
Total resources	128,733,015	50,173,483	77,837,646	128,011,129	99.44%
EXPENDITURES:					
Personal services	64,070,714	12,147,312	51,923,402	64,070,714	100.00%
Employee benefits	41,255,410	6,418,710	31,836,700	38,255,410	92.73%
Purchased services	9,940,860	2,067,588	7,873,272	9,940,860	100.00%
Supplies & materials	3,483,633	1,271,911	2,211,722	3,483,633	100.00%
Capital outlay	682,700	6,629	676,071	682,700	100.00%
Other objects	1,096,851	1,012,983	83,868	1,096,851	100.00%
Fund transfers	1,971,516	0	1,971,516	1,971,516	100.00%
Total expenditures	122,501,684	22,925,134	96,576,550	119,501,684	97.55%
Unappropriated	5,231,331	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	128,733,015	22,925,134	96,576,550	119,501,684	92.83%
Total resources		50,173,483	77,837,646	128,011,129	
Total appropriations		22,925,134	96,576,550	119,501,684	
Ending fund balance		27,248,349	(18,738,904)	8,509,445	
Less: contingency			0	0	
Net fund balance		27,248,349	(18,738,904)	8,509,445	

RESOLUTION #21-22.012

DATE: NOVEMBER 15, 2021

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 retirements. 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
- Retirements

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	TEMPORARY	FT	11/10/2021	TEMPORARY NEW HIRE
2	DELANO, ERICA	TEMPORARY	FT	11/01/2021	TEMPORARY NEW HIRE
3	STONE, ALEXANDRIA	TEMPORARY	FT	11/15/2021	TEMPORARY NEW HIRE
	RESIGNATIONS				
4	2265981	PROBATIONARY 1	FT	11/04/2021	RESIGNED
5	397326	CONTRACT TEACHER	FT	11/04/2021	RESIGNED
6	1124730	CONTRACT TEACHER	FT	10/28/2021	RESIGNED
7	2297531	PROBATIONARY 1	FT	10/27/2021	RESIGNED
8	1579401	PROBATIONARY 2 ADMINISTRATOR	FT	11/01/2021	RESIGNED
9	1436512	PROBATIONARY 1	FT	12/07/2021	RESIGNED
10	1576364	CONTRACT SCHOOL PSYCHOLOGIST	PT	12/31/2021	RESIGNED
11	2287984	PROBATIONARY 1	FT	11/08/2021	RESIGNED
12	394807	CONTRACT TEACHER	FT	10/19/2021	RESIGNED
13	394211	CONTRACT TEACHER	FT	12/31/2021	RESIGNED

	RETIREMENTS				
14	392707	CONTRACT TEACHER	FT	11/30/2021	RETIRED; REHIRED TEMPORARY FOR THE BALANCE OF THE 21/22 SY
15	395307	CONTRACT TEACHER	FT	11/03/2021	RETIREMENT
16	394300	CONTRACT TEACHER	FT	12/31/2021	RETIREMENT
17	394378	CONTRACT TEACHER	FT	11/30/2021	RETIRED; REHIRED TEMPORARY FOR THE BALANCE OF THE 21/22 SY
18	391328	CONTRACT TEACHER	PT	10/31/2021	RETIRED; REHIRED TEMPORARY FOR THE BALANCE OF THE 21/22 SY
19	397121	CONTRACT TEACHER	FT	10/26/2021	RETIREMENT
20	391115	CONTRACT TEACHER	FT	11/30/2021	RETIRED; REHIRED TEMPORARY FOR THE BALANCE OF THE 21/22 SY
21	393460	CONTRACT TEACHER	FT	11/30/2021	RETIRED; REHIRED TEMPORARY FOR THE BALANCE OF THE 21/22 SY

BUDGET CALENDAR

Relevant Data:

The Springfield Public Schools Board of Directors annually reviews the proposed budget calendar for the upcoming year.

Enclosed is a recommended budget calendar for this year's budget meetings to deliberate on the 2022-2023 proposed budget. Please note that we have scheduled work sessions during the months of January, February and March with the "official" meetings scheduled for May. The Budget Hearing is scheduled for the first board meeting in June and all meetings are scheduled to begin at 6:00pm.

Brett Yancey is available to answer any questions the board members may have.

Submitted By:

Brett M. Yancey
Chief Operations Officer

Reviewed By:

Todd Hamilton
Superintendent



BUDGET CALENDAR 2022-2023

January 6, 2022	Budget Committee/Board Work Session - 6:00 PM
February 10, 2022	Budget Committee/Board Work Session - 6:00 PM
March 17, 2022	Budget Committee/Board Work Session - 6:00 PM
April 14, 2022	First Notice of First Budget Committee Meeting
April 28, 2022	Second Notice of First Budget Committee Meeting
May 5, 2022	First Budget Committee Meeting - 6:00 PM
May 12, 2022	Second Budget Committee Meeting - 6:00 PM
May 19, 2022	Third Budget Committee Meeting - 6:00 PM (If necessary))
June 2, 2022	Publish Notice of Budget Hearing
June 13, 2022	BUDGET HEARING* Resolutions adopting the budget, making appropriations, and declaring the tax levy
July 15, 2022	Deadline to certify tax levy to the county assessor (ORS 294.444 and ORS 310.060)

- * Board of Directors may revise the approved budget by 10% in any one fund.
- Calendar built on the following assumptions:
Meetings of the Budget Committee on Thursday evenings and regular Board meetings are held on second and fourth Monday evenings.

BOARD POLICY FOR REVIEW

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives drafts that are used to craft policy for Springfield Public Schools. Administrative Rules (ARs) are brought to the board for first reading only or when approval is required.

The below nine policies along with one administrative rule need to be updated to reflect legislative changes.

RECOMMENDATION:

It is recommended that the Board of Directors review the following board policy, and administrative rules as a first reading:

- AC Nondiscrimination
- ACB Every Student Belongs
- ACB – AR Bias Incident Complaint Procedure
- BBAA Individual Board Member's Authority and Responsibility
- BD/BDA Board Meetings
- BDDH Public Comment at Board Meetings
- GBA Equal Employment Opportunity
- IB Freedom of Expression
- IGBI Bilingual Education
- IKFB Graduation Exercises

Policy Documents Linked at: <https://bit.ly/Policies1121>

SUBMITTED BY:

Jenna McCulley
Community Engagement Officer

RECOMMENDED BY:

Todd Hamilton
Superintendent

RESOLUTION: #21-22.014

NOVEMBER 15, 2021

**OREGON SCHOOL BOARDS ASSOCIATION ELECTIONS FOR
LEGISLATIVE POLICY COMMITTEE**

RELEVANT DATA:

Between November 15, 2021 and December 17, 2021, school boards across the state must take official action on Oregon School Boards Association Legislative Policy Committee position. School boards must take official action by December 17, 2021 and submit its vote at Oregon School Board's E-Voting Center, using the information provided to board secretaries and superintendents.

The following candidates are running for Board of Directors Position 6. Please review attached candidate materials for:

- Austin Fohnagy, Lane CC
- Judy Newman, Eugene 4J

RECOMMENDATION:

It is recommended the Springfield Board of Directors vote to select one candidate and submit the candidate name to the Superintendent or designee to submit this vote at the Oregon School Boards Association's E-Voting Center no later than midnight on December 17, 2021.

Submitted by:

Springfield Public Schools Board of Directors

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date Sept. 18, 2021

TO: Scott Rogers, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by 5 pm,
October 1, 2021.

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org or mail to Oregon
School Boards Association, 1201 Court St. NE,
#400, Salem, OR 97301

Dear Scott Rogers:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy
Committee for the Lane Region, Position # #6

LPC CANDIDATE INFORMATION

Name: Austin Felnagy
District/ESD/Community College: Ziret Lane Community College
Address: 4955B McKenzie Hwy
City: Vida Oregon ZIP: 97488
E-mail: felnagy@a@lanecol.edu Phone: 208-964-0712

This nomination was approved by official action of our board of directors at a duly called meeting on
9/15/2021
(date)

Lisa M. Fraga
(Board Chair signature)
Board Chair name: Lisa M. Fraga
District: At-large District 7
Address: 84 W. 19th Ave
City: Eugene Oregon ZIP: 97401

CANDIDATE QUESTIONNAIRE

OSBA Legislative Policy Committee

Name: Austin Fohnagy Region: 6

District/ESD/CC: Lane Community College Position #: 4

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Austin Fohnagy

Name

9/29/21

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

To create a state/regional culture of education and the development of citizens who participate in our democracy. I want to be a part of creating a K-14/Trade educational culture available to all students both traditional and non-traditional.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I have served in Klamath County with Klamath Community College and Southern Oregon ESD, where I was a leader in workforce development and increased online educational opportunities. I bring to Lane County decisiveness, relationship building, and problem-solving skills which I have applied in my short time at LCC.

3. What do you see as the two most challenging legislative issues faced by OSBA?

1. One post-pandemic side effect is housing insecurity a large portion of our student population. Creating housing security resources for students and their families will benefit K-14 education over the next decade.
2. Serving rural areas with access to online, dual-enrollment to higher-education, and other resources will enrich rural communities.

4. What do you see as the two most challenging legislative issues faced by your region?

1. Restimulate the Student Success Act to correct three decades of underinvestment in our schools and our children. With a greater focus on underserved communities.
2. Develop target focused education consortiums to improve cost reduction efforts and develop education and workforce development goals.

5. What is your plan for communicating with boards in your region about legislative issues?

Attend or provide reports to school board's meetings or work sessions. I will also have regular contact with board chairs to keep regular updates and organizing efforts around legislative issues. This along with emails will keep members well informed of what is happening in Salem.

Deadline: October 1, 2021, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: Austin Fohnagy Date: 9/30/21

Address: 49556 Mckenzie Hwy,

City / ZIP: Vida, OR, 97488

Business phone: _____

Residence phone: _____

Cell phone: 2089640712 _____

E-mail: Austin4lcc@gmail.com, fohnagya@lanecc.edu

District/ESD/CC: Lane Community College

Term expires: 2025 _____ Years on board: .25

Deadline: October 1, 2021, 5 pm

Please send your picture (head shot).

A high-resolution digital photo is preferred but a print is acceptable.

E-mail to OSBAelections@osba.org

or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Oregon Community College Association Board Member

Lane Community College Bond Oversight Committee Vice Chair

Other education board positions held/dates:

Southern Oregon ESD Board Member

July 19- Mar. 2020

Klamath Community College Trustee

July 2013- Jun 2017

Human Rights Education Institute N. Idaho Board Member

July 2008- July 2010

Occupation (Include at least the past five years):

Employers:

Dates:

State of Oregon Employment Department

12/05/2011- Present

Magyar Property Management LLC

01/01/2014- Present

Schools attended (Include official name of school, where and when):

High school: Coeur D Alene Charter Academy

College: University of Idaho

Degrees earned: Graduate Certificate and Bachelor of Science

Education honors and/or awards:

National Society of Leadership and Success

I LEAD Award

Student Employee of the Year Award university of Idaho

Excellence in Service of Veterans

Other applicable training or education:

Career Development Facilitator Certified

Activities, other state and local community services:

Volunteer for Mckenzie Rebuilds

Hobbies/special interests:

Road trips, hiking, rafting, and living Lane County Life.

Business/professional/civic group memberships; offices held and dates:

International Association of Workforce Professionals Legislative Coordinator

Additional comments:

I can bring my skills in policy analysis and development to create Legislative Objectives to develop a great education system in the post covid world. Having grown up in rural school districts, I know the struggles those school districts undergo and want to use coordinated local resources to create a greater educational resources for our students.

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date September 22, 2021

TO: Scott Rogers, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by 5 pm,
October 1, 2021.

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

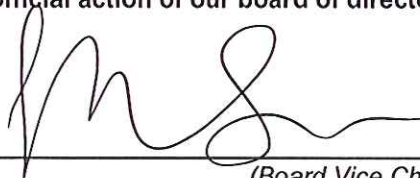
Dear Scott Rogers:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Lane County Region, Position # 6.

LPC CANDIDATE INFORMATION

Name: Judy Newman
District/ESD/Community College: Eugene School District 4J
Address: 200 N. Monroe St.
City: Eugene Oregon ZIP: 97402
E-mail: newman_j@4j.lane.edu Phone: 541-790-7706

This nomination was approved by official action of our board of directors at a duly called meeting on
September 22, 2021
(date)



(Board Vice Chair signature)

Board Vice Chair name: Martina Shabram
District: Eugene School District 4J
Address: 200 North Monroe Street
City: Eugene, Oregon ZIP: 97402

CANDIDATE QUESTIONNAIRE

OSBA Legislative Policy Committee

Name: Judy Newman

Region: Lane County

District/ESD/CC: Eugene 4J / Lane ESD /Lane County

Position #: 6

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Judy Newman

Name

September 15, 2021

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I want to be an active and contributing member of the Legislative Policy Committee to work with representatives from all school boards across Oregon to advocate for a common legislative agenda to improve education for all students in our state and ensure stable and adequate funding. One of the highest priorities will be to communicate effectively with the legislature and the public about how local school districts are using the increased funding they have allocated through the Student Investment Act funds and the High School Achievement funds and what results districts are achieving. I want to ensure legislation moves education forward and does not create unintended negative fiscal and practical consequences on school districts.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

Most recently I have served the past 2 years on the OSBA Legislative Policy Committee and I am the chair of 4J School District's Legislative Committee.

I have worked much of my professional career writing and supporting legislation, funding and policies in the early learning arena. I was a leader in writing and passing the early intervention and early childhood special education laws and rules and in expanding funding each biennium. I was appointed to the design team that developed the early learning system legislation which included early learning hubs and the preschool promise programs. I was appointed to the Safe and Effective Schools committee that made policy recommendations to Oregon's Deputy Superintendent

3. What do you see as the two most challenging legislative issues faced by OSBA?

Funding schools and public education adequately is a significant challenge because of expenses such as PERS and other payroll and operational expenses are increasing faster than our funding increases.

Addressing the growing shortages in qualified teachers, administrators and staff and diversifying the workforce in district positions.

Ensure that legislation and policy that is passed is contributing to improvements in instruction, curriculum and inclusive practices for every student. Avoid a special interest and piece meal approach to education.

4. What do you see as the two most challenging legislative issues faced by your region?

Addressing the growing shortages in qualified teachers, administrators and staff. And the recruitment and retention of teachers and administrators of color that are representative of our student population.

Shortages of mental health providers for children and youth while we experience increases in social emotional and mental health issues for children and youth. We also need more flexible ways to deliver mental health services to this age group.

Opting out of testing has been an issue for some of our districts. We need common sense solutions to the number of tests given students and the amount of instructional time that is lost.

5. What is your plan for communicating with boards in your region about legislative issues?

I would like to increase the contact and communication I have with School districts in my region. This could be done through a quarterly electronic message giving an update the work of the OSBA Legislative Policy Committee and to solicit their input and feedback.

Visit a board meeting for each of our 16 school districts to introduce myself to members and invite regular input and communication.

Provide an update at all regional school board meetings including those that happen at statewide events. Hopefully we will have more opportunities to do this in the next 2 years.

Deadline: October 1, 2021, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: Judy Newman

Date: September 15, 2021

Address: 91 E. 48th Ave.

City / ZIP: Eugene, 97405

Business phone: 541-346-2639

Residence phone: 541-520-6083

Cell phone: 541-520-6083

E-mail: newman_j@4j.lane.edu

District/ESD/CC: Eugene 4j

Deadline: October 1, 2021, 5 pm

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable. E-mail to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Term expires: 2025

Years on board: IN MY 5TH YEAR

Work or service performed for OSBA or local district (include committee name and if you were chair):

4J Legislative Committee- Chair

4J Equity Committee

4J Budget Committee

4J Curriculum Adoption Committee

Lane ESD Budget Committee

4J Committee for Disruptive Behaviors

All Students Belong Committee- Lead

Vice Chair of the School Board 2020-2021

Chair of the School Board 2021-2022

Other education board positions held/dates:

Lane County's Early Learning Governance Committee

State and County Preschool Promise policy and implementation committee – local chair

SICC - member and chair and chair of their policy committee

Alliance for Early Intervention - state policy committee for early intervention and early childhood special education

State Design Committee for Early learning - the work of this group was the foundation for the early learning legislation.

State Committee for Disruptive Behaviors

State policy committee for the implementation of the Developmental Delay eligibility in SPED through age 9.

Early learning Statewide Advocacy Group – Advisory to the Governor's office

See my attached resume for the remaining questions and additional information:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

Judith T. Newman
Associate Professor of Clinical Practice
Early Childhood CARES, University of Oregon

Positions:

Co-founder, Co-Director, Director and Senior Advisor of **Early Childhood CARES**. It is the early intervention and early childhood special education program for Lane county which provides services to children from birth to school age who have developmental delays or disabilities. Services include: assessment, evaluation, specially designed instruction, parent consultation and support, speech and language therapy, occupational therapy, physical therapy, autism services, behavior services, vision services, hearing services, assistive technology. Responsible for the development and administration of fiscal aspects of the program development and implementation of program policies and procedures, supervision of staff, and community collaborations and relations. 1992 – 2017. Director 2017- present.

Senior Policy Advisory for United Way of Lane County's **Success by 6 Initiative and Alliance for Early Learning**- Provide leadership and strategic focus for the planning and implementation of evidence based strategies and developing community awareness and support. Responsible for identifying outcomes and data collection to demonstrate progress on goals. The Success by 6 Initiative is aimed at the goal of mobilizing Lane County's families, organizations and communities in a unified effort to assure that all our children are safe, healthy, cherished and enter school ready to learn so they will graduate from high school ready for life. 2006-present.

International consultant on various projects and initiatives related to policy, systems development for early childhood intervention and inclusion. Countries include: Bulgaria, Georgia, Ukraine, Russia, Tajikistan, Bangladesh, India and Saudi Arabia. 2012- 2016.

Help Me Grow -Technical Assistance Team member for the replication funded by the Commonwealth Fund to: Enhance *early detection* and *early intervention*; effective developmental surveillance and screening; *resource inventory* of community-based programs and services; a single point of telephone access ("one-stop shopping") and effective *care coordination* and outreach; *data collection* and analyses of children's developmental status and regional resources 2008-present.

Center on the Developing Child at Harvard University, Frontiers of Innovation Team – Member of the communities to practice initiatives committed to implement evidence based practices aimed at improving outcomes and trajectories for children and families who are at risk of poor outcomes. The practices are flexible and readily adapted in response to objective indicators and outcomes. 2010 – 2015

Co-director and co-founder of the PACE Program (Parent and Child Education)– It was the

home visiting and parent training program for Lane County for children birth to five years of age with disabilities, developmental delays and sensory impairments. Responsible for the development and administration of fiscal aspects of the program development and implementation of program policies and procedures, supervision of staff, and community collaborations and relations.

1981-1992

Family Consultant for children birth to eight years of age with disabilities, developmental delays and sensory impairments for Lane County. Provided direct services to children and families in their home and community settings.

1977-1981

Preschool Teacher for children with special needs in the University Affiliated Program model program. Served children three to five years old with disabilities, sensory impairments and developmental delays. Responsible for direct teaching of children, classroom management and planning, training and supervision of classroom staff and practicum students and participating in field research. 1973-1981

Education and Certifications:

High School: Shorewood High School, Milwaukee, Wisconsin 1967

BA: University of California Sonoma – Ethnic Studies – 1972

MA: University of Oregon – Special Education – 1979

Certifications:

Elementary and Special Education Certification- California – 1973

Elementary (K-8) and Handicapped Learner – Oregon - 1974

Basic Administrator License – Oregon - 1997

Continuing Administrator License – Oregon – 2002

Mediation Training – 60 hours of training

Other Selected Professional Experience and Related Community Service Activities:

Eugene 4J School Board. One of the seven member elected school board members charged with policy and budget development and hiring and supervision of the superintendent for Eugene 4J school district. 2017- present

OSBA Legislative and Policy Committee (LPC) – 2019- Present

Represents Lane County's 16 school districts on OSBA's LPC

Early learning Alliance Governance Consortium is working to improve our community's early learning system by building on existing resources to achieve better results for young children. It seeks to ensure young children and families thrive by

making programs and supports more available, accessible and effective. Using the theory of Collective Impact, we believe that bringing together early learning providers, K-12 education, healthcare providers, human and social services, local businesses, and parents and families will allow us to develop a system to best meet the needs of all children and families in our community. Member 2012 - present

Early Learning Design Team appointed by Governor Kitzhaber to develop a plan to develop a plan for an integrated and effective early childhood system for the state of Oregon. 2011

Instructor of Special Education and 504 Law in the Basic Administrator License Program – one to two terms a year from 2000- present

Instructor of Special Education and 504 Law to the Masters students in the Early Intervention Program one term a year from 1999- 2017.

Developed **technical assistance** manuals and provided training for writing IFSPs (Individualized Family Service Plans) for providers and parents throughout the state of Oregon and for Family Assessments and Service Coordination for providers throughout the state of Oregon under contract with Teaching Research at Western Oregon University - 1989-1991

Assisted in the **statewide planning**, development and writing of Oregon's plan for implementation of early intervention and early childhood special education services. Contract with the Oregon Department of Education – 1988-1990

SICC (State Interagency Coordinating Council) member. The SICC is a governor appointed advisory group which is required in federal and state law to advise and assist the State Superintendent of Public Instruction, the State Board of Education, and all represented public agencies on laws, rules, policies, procedures, budget and unmet needs, in the effective implementation of a statewide system of services and supports for preschool age children with special needs in Oregon. Member from 1992 to 2017 .Chairperson from 1996- 2001. Ad Hoc member 2017- present.

LICC (Local Interagency Coordinating Council) member. The LICC is a statutorily required interagency, provider and parent advisory council which provides advice and assistance to EC CARES and other local early childhood programs who serve preschool children with special needs and their families in Lane County on funding, the service calendar and service delivery models, interagency coordination, unmet needs, measuring outcomes, program compliance and child find activities. Member from 1992- present Chairperson from 1992 – 1996.

Lane County Youth Development Commission Professional Task Force was an advisory group to a citizen Commission on Children and Families in Lane County which was established to develop and implement a plan for a comprehensive system of

supports and services for children from birth to eighteen years of age in Lane County.
Member and Co-Chair: from 1996 -1999.

Success By 6 Leadership Team member. Success by 6 is an initiative under United Way of Lane County whose mission is to ensure that all children are safe, healthy and enter school ready to learn and that Lane County families, organizations and neighbors are mobilized in this purpose. Member from 2002-present, Co-Chair from 2005-2008

ODDC (Oregon Developmental Disabilities Council) member The ODDC is a federally mandated council under Developmental Disabilities Assistance and Bill of Rights Act whose mission is to join with Oregonians with developmental disabilities and their families to promote change through self-determination leading to a more accessible, inclusive and culturally responsive world. Member from 1995 to 1998.

Participation on various **state level working groups** for early Intervention and early childhood special education on topics including but not limited to: statewide evaluation, early childhood standards and assessment, service program operating guidelines, behavior intervention policy and procedures, preschool positive behavior supports, service delivery that is high quality, compliant with state and federal laws, reflect best practices and is cost effective, community based services in natural environments and with typical peers, child find and identification, analysis of potential revenue sources and recommendations for viability of implementation. Member and Facilitator: 1992 - present . Current: Statewide Social Emotional Working Group 2010- present. Developmental Delay eligibility implementation 2019-2019.

Other statewide policy and implementation groups: Early Learning Design Team – 2011-2012. Preschool Promise implementation and policy advisory group. 2012016-2017. Safe and Effective Schools Committee 2018.

Shelter Care Board of Directors –Sheltercare is a nonprofit that provides services and supports to adults with severe and persistent mental health issues, traumatic brain injuries and to homeless families. Subcommittees: Planning and Quality Assurance and Staff Benefits. Member from 2003-2016 and President 2010

Lane County United Way Board of Directors from 2007-2015.

Internal Review Board (IRB) – Research to Practice (R2P from OSLC) 2007- 2014

Autism Commission of Oregon – Redesign of Services Committee – 2009- 2010

Awards and Honors:

Oregon's State Interagency Coordinating Council (SICC)- 2001

The Elisabeth Waechter Award, Pearl Buck Center - 2007

Educational Excellence Award from the College of Education, U of Oregon - 2008

Sylvia Mann Capper Award from the Arc of Oregon- 2009

Advocacy Award from United Way of Lane County - 2014
Champion for Children Award from Parenting Now Oregon – 2016

Training and Presentation Topics:

- Working with Families
- Working with Difficult People
- Policy and Advocacy Strategies
- Early Childhood Intervention Systems: Components and Values and Skills
- The Case for Early Childhood Intervention
- Meeting Facilitation: From Easy to Difficult
- Work place Health and Team Building
- Effective Consultation: Both Sides of the Process
- Special Education Law
- Disability Law – Section 504 of the Americans with Disabilities Act
- Meeting the letter and Spirit of the Law in Paperwork and Procedures
- Strategic Planning
- Safety First Behavior Training
- Making the Case for Early Intervention
- Inclusion

Recent publications:

"Lowering Developmental Screening Thresholds and Raising Quality Improvement for Preterm Children", Marks, Hix-Small, Clark, Newman, *Pediatrics, Official Journal of the American Pediatrics*, 2009; 123; 1516-1563.

<http://pediatrics.aappublications.org/cgi/content/full/123/6/1516>

Katherine C. Pears, Cynthia V. Healey, Philip A. Fisher, Drew Braun, Colt Gill, Holly Mar Conte, Judy Newman, Sara Ticer; Education and Treatment of Children, Volume 37, Number 3, August 2014, pp. 431-460 (Article) DOI: 10.1353/etc.2014.0021

**OREGON SCHOOL BOARDS ASSOCIATION ELECTIONS FOR
BOARD OF DIRECTORS**

RELEVANT DATA:

Between November 15, 2021 and December 17, 2021, school boards across the state must take official action on Oregon School Boards Association Board of Directors position. School boards must take official action by December 17, 2021 and submit its vote at Oregon School Board's E-Voting Center, using the information provided to board secretaries and superintendents.

The following candidates are running for Board of Directors Position 6. Please review attached candidate materials for:

- Mark Boren, Fern Ridge 28J
- Linda Hamilton, Lane ESD

RECOMMENDATION:

It is recommended the Springfield Board of Directors vote to select one candidate and submit the candidate name to the Superintendent or designee to submit this vote at the Oregon School Boards Association's E-Voting Center no later than midnight on December 17, 2021.

Submitted by:

Springfield Public Schools Board of Directors

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: 9/20/2021

TO: Scott Rogers, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by 5 pm,
October 1, 2021

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Scott Rogers:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the

ms Mark Boren Region, Position # 6
Lane

BOARD CANDIDATE INFORMATION

Name: Mark Boren
District/ESD/Community College: Fern Ridge School District 28J
Address: PO Box 1221
City: Veneta Oregon ZIP: 97487
E-mail: mborene@fernridge.k12.or.us Phone: 541-520-1815
basketballfan1103@gmail.com

This nomination was approved by official action of our board of directors at a duly called meeting on
9-20-2021
(date)



(Board Chair signature)

Board Chair name: Tiana Povenmire-Kirk
District: Fern Ridge School District 28J
Address: 88834 Territorial Rd.

City: Elmira, Oregon ZIP: 97437

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: Mark Boren

Region: Lane

District/ESD/CC: Fern Ridge School District 28J

Position #: 6

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Mark Boren
Name

September 30, 2021
Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

OSBA serves school board members, their districts, and ultimately students across the state. OSBA has been leading the way to lobby for the highest amount of funding so that students can be more fully served. OSBA provides leadership training and support for school board members and educators throughout the state.

2. What do you want to accomplish by serving on the OSBA board of directors?

My goals moving forward, both on the Fern Ridge Board and if elected to the OSBA Board, are to provide an environment for component district leaders that supports student and staff success both in and out of the classroom.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

My 24 years in the Fire/EMS service, making leadership decisions on and off emergency scenes has given me a unique insight into making decisions on educational boards. I have also coached athletics in the schools and the community helping to form future leaders.

4. What do you see as the two most challenging issues faced by OSBA?

I believe one challenge is to recruit new leaders to local school boards and retain quality leaders. Another challenge is to continue to lobby to keep the current funding and increase future funding so that students will have every opportunity to be successful.

5. What do you see as the two most challenging issues faced by your region?

The ability to implement strategic planning which includes making decisions looking through an equity lens and involving parents and students in this process.

6. What is your plan for communicating with boards in your region?

As a component district liaison for the Lane ESD Board, I would continue communication with the current districts in western Lane County and expand the OSBA Vision, Mission, Values and Goals to the entire region.

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Mark Boren Date: September 30, 2021
Address: 87788 Norman Ave. P.O. BOx 1221
City / ZIP: Veneta, 98487
Business phone: 541-935-2226 ext. 275
Residence phone: None
Cell phone: 541-520-1815
E-mail: mboren@fernridge.k12.or.us
District/ESD/CC: Fern Ridge School District 28J, Lane ESD
Term expires: June 30, 2025 Years on board: 4

Deadline: October 1, 2021, 5 pm

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable.
E-mail to: OSBAelections@osba.org
or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Fern Ridge School Board – Chair 2018-19, 2019-2020, 2020-2021
Lane ESD Component District Board Liaison 2019-Present
Prior to being on the Board-Fern Ridge School Dist. Budget Committee – 2 years 1 as chair.

Other education board positions held/dates:

OSAA - Sports Medicine Advisory Committee -EMS Liaison 2010- Present
Bushnell University - Leadership & Ethics Advisory Board 2018-Present

Occupation (Include at least the past five years):

Employers:

Dates:

Lane Fire Authority - Recruitment/Retention Coordinator (part-time) 2018-Present
Lane Fire Authority - Training Officer/EMT Intermediate (Retired) 2003-2018
Lane Fire Authority - Volunteer Firefighter/EMT 1997-2003
Lane Education Service District -Special Education Instructional Assistant 1988-2003

Schools attended (Include official name of school, where and when):

High school: Willamette High School (1982-1986)
College: Lane Community College
Degrees earned: EMT - Basic & Intermediate

Education honors and/or awards:

Fern Ridge Kiwanis & Chamber of Commerce - Man of the Year 2018, Fern Ridge School District Volunteer of the year - 2010-2011 School Year, Lane Fire Authority - Officer of the year 2004, Firefighter of the year 1999 & Instructor of the year 1998 & 2000

Other applicable training or education:

OSBA Leadership Institute Status - Bronze
National Fire Academy - Leadership Series
National Fire Protection Agency (NFPA) - Instructor III
International Association of Fire Chiefs - Recruitment & Retention Certification Course

Activities, other state and local community services:

Region 5 Training Association (R5TA) - Secretary 2003 - 2012
Oregon Fire Instructors Association (OFIA) - Secretary 2005 - 2010

Hobbies/special interests:

Start Making A Reader Today - Volunteer, Veneta Elementary 2003-Present
Fern Ridge School District Outdoor School – Volunteer 2008-2019
Elmira Boys & Girls Basketball – Volunteer Coach 2007-2018
Clock Keeper Elmira High School Basketball 2006=Present
Elmira High School Booster Club – President 2009-2011

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Commitment. Integrity. Community. Family. These are just some of the key tenets I live by and will bring to the OSBA Board of Directors. Serving as a board member is a convergence of experiences and principles, including an understanding of Board processes, customer experience and goals for success.

As a retired Training Officer, I have been educating firefighters for the past 20+ years. I have been invested in serving the public in both my career and volunteering for the past 30+ years. With my service throughout Lane County, I have built relationships with parents, students, staff members and the community at large.

I am also a firm believer in giving back to communities. My vast volunteer experience includes a variety of positions in the community, such as; volunteer basketball coach, SMART reader, Component District liaison for the Lane Education Service District, and Fern Ridge School District Board Member. These leadership roles, combined with my professional and life experience — including being a lifelong learner — are what guide my personal tenets, community commitment and interest in serving on the OSBA Board.

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: September 14, 2021_____

TO: Scott Rogers, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
October 1, 2021**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Scott Rogers:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Lane Region, Position # 6.

BOARD CANDIDATE INFORMATION

Name: Linda Hamilton
District/ESD/Community College: Lane Education Service District
Address: 1200 Highway 99 N
City: Eugene _____ Oregon ZIP: 97402
E-mail: supt-office@lesd.k12.or.us Phone: 541-461-8200

This nomination was approved by official action of our board of directors at a duly called meeting on
9/14/2021
(date)


(Board Chair signature)

Board Chair name: Linda Hamilton
District: Lane Education Service District
Address: 1200 Highway 99 North
City: Eugene, Oregon ZIP: 97402

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: Linda Hamilton Region: Lane

District/ESD/CC: _____ Position #: 6

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Linda Hamilton
Name

09-30-2021
Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

Advocating for students success, Oregon educational equity and school funding sustainability.

2. What do you want to accomplish by serving on the OSBA board of directors?

Strong Advocacy for ALL Oregon Students Belong

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

Building Relationships, Respects Others, and Empathy. Example: While serving as Chair on the City of Eugene Human Rights Commission, the Commission was tasked with a community controversy issue around building low-income apartments in high end homes neighborhood. The city had drew up the low-income housing plans and was to move forward with building apartments. The community members living in the high end housing neighborhood had concerns of the value of their homes going down and they was not given the opportunity to voice teir concerns nor invited to a forum to be informed on the building plans.

I, being the Chairperson of the Human Rights Commission, provided an opportunity for their voices to be heard. This was a conservative area and I wanted all voices to be heard in the process and not discount anyone voice.

4. What do you see as the two most challenging issues faced by OSBA? Education Future since COVID and Digital Learning Virtual Schools. Educational Partners working Together- Toward -Tomorrow , challenging but can be done.

5. What do you see as the two most challenging issues faced by your region? Fostering Safe and Healthy School Districts in Lane Region. Bringing parents into the conversation while still prioritizing the needs of the students. Will we develop a Digital Learning Virtual School in Lane Region. Making the connections with families and students.

6. What is your plan for communicating with boards in your region? Before COVID, I visited districts in-person. Since COVID, I have communicated by email or zoom meetings. All OSBA information is communicated by email to Lane Region School Districts.

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Linda Hamilton Date: 09-30-2021

Address: 2718 Martinique Ave.

City / ZIP: Eugene, Oregon 97408

Business phone: 541-682-3369

Residence phone: 541-729-2045

Cell phone: 541-729-2045

E-mail: linlin991@man.com

District/ESD/CC: Lane

Term expires: June 2023 Years on board: 6

Deadline: October 1, 2021, 5 pm

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable.

E-mail to: OSBAelections@osba.org
or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Current Lane ESD—Board of Directors Chairperson

2019-2021 Lane ESD Board of Directors Vice Chair

2020 OAESD Task Force on Equity and Racial Justice

2021 OAESD Equity and Racial Justice Steering Committee

OSBA Governance Council

2019 OSBA Convention Conference Workshop: "Walk In My Shoes" --Students Voices

Other education board positions held/dates:

NA

Occupation (Include at least the past five years):

Employers: Lane County Administration/Government

Dates: April 6, 1987-Current

Schools attended (Include official name of school, where and when):

High school: Delta High School—Louisiana and McKay High School—Salem, Oregon

College: Lane Community College and University of Oregon

Degrees earned:

LCC --AA Community Service and UO- BS Political Science

Education honors and/or awards:

Diversity Scholarship

TOLA Award Scholarship

Juggling Award---Remarkable Juggling Student Support Services / Student-Parent Award

Other applicable training or education:

Department of Public Safety and Standards Training / Advance Certification

Activities, other state and local community services:

CASA Board of Directors- Court Appointed Special Advocate for abused children.

Since 2017- University of Oregon President's Diversity Advisory Community Council

Hobbies/special interests:

Labor Union agreements/contract

Business/professional/civic group memberships; offices held and dates:

Blacks In Government –President

Equity-Excellence-Opportunity

Professional Development Trainings to help eliminate practices of racism and racial discrimination in the workplace.

Additional comments: I look forward with hopes of continuing to serve on OASB Board of Directors.

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

RESOLUTION: #21-22.016

DATE: NOVEMBER 15, 2021

**HAMLIN MIDDLE SCHOOL
RESTROOM/TEAM-ROOM FACILITY CONSTRUCTION**

RELEVANT DATA:

As previously discussed, the Springfield School District entered into an agreement with Bushnell University and Springfield Drifters Baseball for the improvements and use of the west baseball field at Hamlin Middle School. This unique, three way partnership will offer the community an valuable resource to an already valued asset. Bushnell University and the Springfield School District will utilize the field during the fall and spring seasons, while the Springfield Drifters baseball program will lease this portion of the facility (west baseball field) during the summer season of June, July and August. Although the Drifters are leasing the field during the summer, Springfield School District teams will continue to have access when it is not in use by the Drifters.

As part of the contract, several improvements are agreed upon for construction. Bushnell University is responsible for the artificial turf installation throughout the entire facility, which is currently under construction. Springfield Drifters Baseball is responsible for the expansion of the 2,000 seat bleacher system (including press box), concession areas, increased capacity of bullpens, family seating areas, additional storage facilities, safety netting/backstop, and entry areas/ticket booths. The Springfield School District has the obligation to construct a restroom facility that will include team rooms and is accessible by all programs utilizing outdoor spaces.

During the original construction of Hamlin Middle School, this restroom facility was included in the campus master plan, but unable to be constructed due to budget limitations. The restroom facility will serve the school and community by providing indoor restrooms for the track facility, including soccer, lacrosse and football. This campus is the highest utilized facility in the school district, with groups using the field every day of the week.

The solicitation for these services were advertised in the Oregon Daily Journal of Commerce. Proposals were received by six (6) firms for the District evaluation team to consider. All submissions were found to be responsive and the proposals ranged from \$1.34 million to \$1.60 million. Board Member Emilio Hernandez reviewed procurement file prior to the Board meeting. Funding to support this project is identified in the co-curricular fund and capital project fund, both of which were budgeted in the current fiscal year's operating budget.

Brett Yancey will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award of construction for the Hamlin Middle School restroom and team room facility to Bineham Construction for a base bid of \$1,340,602.

SUBMITTED BY:

Brett Yancey
Chief Operations Officer

RECOMMENDED BY:

Todd Hamilton
Superintendent

STUDENT DEVICE TECHNOLOGY PURCHASE

RELEVANT DATA:

This device purchase will be used to buy replacement Chromebooks that were originally purchased as part of the 2014 Bond. Under the Bond, each school worked with the administrator, school technology team and teachers to develop a technology plan on how technology was to be used in the classrooms. As a result, we have migrated to a 1:1 student device deployment to address the needs of our students during the pandemic.

The District has 890 touchscreen student devices, currently used in second grade, that were purchased to fulfill the second round of proposals. These devices will reach the end of their life cycle and will no longer be supported by the manufactures for updates that guarantee they will be able to run all instructional applications in the 2022-23 school year. The District has submitted and been awarded an FCC Emergency Connectivity Fund (ECF) grant of \$285,823. This grant will help cover the cost of replacing these Chromebooks, so students will continue to use devices to perform remote learning.

Board Member Emilio Hernandez reviewed the procurement file. Jeff Michna will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award of the Student Device Technology purchase to MicroK12 of Lynnwood, Washington for the amount of \$372,910.00. This purchase will be paid from the ECF grant and \$87,087.00 of Technology Funds.

SUBMITTED BY:

Jeff Michna
Director of Technology

RECOMMENDED BY:

Todd Hamilton
Superintendent

RESOLUTION #21-22.018

DATE: NOVEMBER 15, 2021

**OREGON SCHOOL EMPLOYEES ASSOCIATION CONTRACT
MEMORANDUM OF AGREEMENT**

RELEVANT DATA:

The District and OSEA bargaining teams met in November 2021 to discuss possible retention incentives for classified employees. The District and OSEA came to agreement on terms of a Memorandum of Agreement (MOA), with the effective dates of November 15, 2021 – June 30, 2022. The school board is being asked to ratify the MOA. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the Memorandum of Agreement (MOA) between Springfield Public Schools and Oregon School Employees Association (OSEA), effective November 15, 2021 through June 30, 2022.

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

BOARD AND SUPERINTENDENT OPERATING AGREEMENTS

A. Purpose of Agreement

The School Board of Directors is the Policy making body for Springfield Public Schools. To effectively meet the system's challenges the School Board of Directors must function with the Superintendent as a cohesive leadership team. To ensure unity in purpose and clarity in process; effective group agreements must be in place. The following are the group agreements for the Springfield School Board of Directors and Superintendent.

B. Board Member Job Description (see Policy BBAA and BBF)

1. Work as a team to set the long-term direction of Springfield Public Schools with a clear vision, mission statement, measurable goals, and priorities.
2. Focus on policymaking, policy-review, planning, and evaluation.
3. Manage Board processes including Board-Superintendent Operating agreements and participating in an annual self-assessment of the Board's performance.
4. Set priorities for Board professional development annually, pursuing continuous improvement through regular board work sessions and OSBA professional development activities.
5. Supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.
6. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
7. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters.
8. Be accountable for the financial stewardship of the District, including but not limited to the following responsibilities: serving on the Budget Committee, aligning resources with goals and priorities, setting expectations, monitoring progress, officially adopting the Budget, and accepting the annual Budget report.
9. Deliberate and make decisions in accordance with public meeting law. Foster a positive Board environment; encouraging debate, different points of view, and listening, doing so with care and respect.
10. Understand that as an individual, a Board member has no authority. It is when acting as a body that a majority of the Board has influence
11. Board members will adhere to standards of ethical conduct and professionalism. They will also maintain confidentiality according to the Oregon Revised Statute standards, particularly in executive session and administrative function sessions, including when interacting with staff, elected officials, and the community.
12. School board members have a right to express their own personal views on school district issues. However, school board members who wish to express their personal opinions about issues before the voters must:
 - a. Clearly distinguish their personal views from those of the board they represent.
 - b. Not use district funds, facilities, or channels of communication to encourage voters to vote in support or against any proposition.

13. Individual school board members have no inherent powers by reason of holding office.
14. The only authority to direct action rests with the full majority of the Board sitting at the Board table.

C. Role of Board Leadership: Board Chair/Vice Chair (see Policy BCB, BH/BHA)

1. Manage the Board's process; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate.
2. Serve as the authorized spokesperson for the Board with regard to Board policy, process, and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.
3. Communicate with individual Board Members concerns shared with the Chair by other Board members regarding issues agreed to in the Operating Agreement.
4. Facilitate the orientation of new Board Members.
5. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
6. The Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent (see Policy BCD and AE)

1. Manage the day-to-day operations of the District.
2. Work as a team with Board Members.
3. Work with the Board to establish a clear vision for the District.
4. Collaborate with the Board to develop district goals that support the physical and cognitive growth and development of students, reviewed and revised as needed.
5. Work with the Chair and Vice Chair to effectively bring information and issues to the Board to facilitate proactive, data-driven decisions on policy and budget/revenue issues.
6. Facilitate and direct communication between the central office staff and the Board that will require more than 20 minutes of staff time or when confidential by nature.
7. Provide regular communications to the Board. This may include: scheduling information for activities and events, as well as notice, follow-up or resolution of issues.

E. Meeting Operations and Decision Making (see Policy BD/BDA, BDB, BDC, BDD, BDDA, BDDD, BDDF, BDDG, BDDH)

1. Respect the scheduled starting and ending times for meetings. Executive sessions and work sessions will end no later than 10 minutes before Board meetings. The Vice Chair will assist the Board Chair with keeping on schedule.
2. Attend and be fully engaged with a minimal distraction from cell phones, etc. at regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.
3. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
4. Board meeting discussions should be thorough yet concise and pertinent to the issues on the agenda.
5. Cast a vote on all matters except when a conflict of interest arises.
6. Uphold decisions that have been made by the Board.

Board Meeting Agenda Preparation

1. A draft agenda will be developed by the Superintendent, Board Chair, and Board Vice Chair. The draft agenda will be provided to all Board members three business days prior to the leadership team meeting to finalize the agenda.
2. In the event that circumstances require that an item be added to an agenda after it has been made public, the superintendent, in consultation with the Board Chair, will distribute an updated agenda or addendum and any appropriate supporting materials as soon as practicable.
3. Items for discussion should be brought first to the Board Chair and/or Superintendent.
4. Board Members will follow the procedure outlined below for submitting items that require Board action to be placed on the Board Agenda:
 - a. Contact the Board Chair and Superintendent via email. The subject line of this email should read *Proposed Agenda Item(s)*.
 - b. If further clarity on the item is needed, the Board Chair will contact the Board member who proposed the item for further clarification.
 - c. Proposed items will be discussed in the Board leadership meeting prior to the meeting.
 - d. The Board Chair or Superintendent will follow up with the Board member after the leadership meeting to inform them of the next steps on the proposed item.
5. If you have an issue that comes up after the agenda has been distributed, you may still be able to have it added to the agenda. At the meeting, a motion to amend the agenda to add an item; requires a second, debatable on changing the agenda only: needs a simple majority vote.
6. If a decision is not needed immediately, it is better to have the topic added to the agenda for a subsequent meeting, giving your colleagues sufficient time to prepare for discussion.

Board Meeting Preparation

1. District administrative staff will supply appropriate supporting information required for informed decision-making to each board member in the board meeting agenda packet. This packet will be available to Board members electronically and/or paper copy the Friday prior to the Board Meeting.
2. All Board Members are expected to be prepared to address relevant agenda items.
 - a. Board members need to read and be familiar with agenda packet materials before each board meeting.
 - b. Board members who have questions regarding agenda items should ask these questions of the Superintendent before the scheduled board meetings. Any questions about agenda items or requests for additional information about them will be directed to the Superintendent or designated administrator and copied to all the members of the Board.
 - c. Board Members will, as far as possible, let the Superintendent know ahead of time when a request for information will be made in a public meeting so that staff can be prepared to provide a thorough answer.
 - d. "No Surprises Rule": If a Board member feels a question may be controversial, let the Superintendent and/or Board Chair know ahead of time. They can help determine if there is a better way to address the issue. If your question is to clarify an issue or if it is prompted by the discussion, then it is appropriate to ask it at the

board meeting, as long as the question does not broach topics properly discussed in executive session. Be clear in communication with the Superintendent and Board Chair to avoid surprises at board meetings. Make it a goal to make no new proposals on the night that the Board is scheduled to make a decision or action.

Consent Agenda

1. A consent agenda is an item listed on the regular agenda that groups routine items under one agenda heading. Routine items (such as approving minutes of the last meeting) can thus be approved by a single unified motion and vote of the board. The purpose of the consent agenda is to expedite business and streamline the meeting. There is no discussion of items on a consent agenda. If clarification of an item is necessary then a board member should request that the item be removed from the consent agenda and considered by the board as a separate motion.
2. There are three specific times that call for an item to be pulled:
 - a. When a board member plans to vote “no”
 - b. When a board member needs further information or discussion before deciding how to vote.
 - c. When a board member has a conflict of interest and needs to abstain from voting on that item.
3. If a board member intends to pull an item from a consent agenda, please notify the Board Chair and/or Superintendent before the meeting.

Community and Public Input at Board Meetings (see Policy BDDH)

1. Board members listen to public comment and take it into account during discussion and deliberation. However, Board members have no direct interaction with the public during a regular Board meeting. The Board Chair acknowledges and thanks members of the public for their input as appropriate.
2. When possible and appropriate, responses to public questions should be included in Superintendent-Board updates.

F. Communication

1. Communicate openly and honestly.
2. Respect differences and listen well and for positive intent.
3. Operate as representatives and make decisions in the best interest of the whole District. Consider research, best practices, evaluative data and public input in making mindful and purposeful decisions. Being mindful of the needs of ALL the children in our District and the interests of our collective community.
4. Focus on the situation, issue, or behavior- not the person.
5. When a concern or problem arises with an individual Board Member, communicate first with the Board Member. If the issue is not resolved, communicate with the Board Chair and finally with the Superintendent if necessary.
6. To increase transparency in district operations and Board oversight, the Superintendent should be included in meetings between a Board Member and key stakeholders (*key stakeholders are defined as people who have a stake in the outcomes of students and*

the climate, culture, and learning conditions of students, educators, classified staff, and the larger community.).

Communication Between Meetings Between Community and Board (see Policy BD/BDA)

1. Community Communication with the entire Board via Email: When the entire Board receives communication from a community member, the Board Chair will respond. A “footnote” statement will be added to the bottom of the response so that patrons understand that it is the practice of the Board that the Board Chair will respond on behalf of the Board. The footnote will read as follows:

“To assure that Board conversations and deliberations do not occur through email, the Board Chair will respond on behalf of the Board. School Board Members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. All Board members will receive the response given by the Board Chair.”

2. When a single Board member receives a communication from a member of the public he/she may respond to that patron as an individual Board member. The Board member may elect to forward the email and his/her response to the Board Chair or full Board if he/she wishes.

Communication Between Meetings with Board Members and the Superintendent (see Policy BD/BDA)

1. The Superintendent will communicate regularly with board members between meetings.
2. The Superintendent will meet or communicate with the board chair as needed to inform him/her of district issues that may need to come before the board for information or action.
3. The Board Chair may direct the Superintendent to distribute relevant documents to each board member for information.
4. The preferred method for board members who wish to share information relevant to district business or issues scheduled to come before the board is to relay the information to all Board members and the Superintendent. Board members may send relevant information directly to each other, but should also copy the Superintendent and the full board with this information. Board members should refrain from encouraging electronic or other discussion about such information in a manner that would violate Public Meetings Law.

Communication Between Meetings with Board Members (see Policy BD/BDA)

1. The state’s Public Meeting Law generally permits an individual board member to converse with other board members outside of board meetings. As with the Superintendent, board members should establish productive relations with each of the other board members. Talking with them in social situations or at school sporting events, for example, will allow for opportunity to learn more about them outside of the school board.
2. Do not discuss any school board matters if you have a quorum – a simple majority (more than half) of the total number of members on your board. This would constitute a meeting in violation of the Public Meeting Law. Be careful to ensure that such informal chats do not substitute for full deliberation in a public meeting.

3. Board members may use email to communicate with each other only if they are not using it to discuss board business or influence votes on issues in advance of a meeting or as a means of avoiding open meeting requirements. The same holds true with social media.
4. Avoid sequential email communications or social media conversations. While an email or 'direct message' to another board member may contain a question, it is not appropriate to engage in online discussions regarding board matters. Nor is it appropriate for a majority of the board members to email one another prior to a board meeting, as this will likely affect the board's discussion at the meeting. It would also preclude the community from hearing the board debate important issues.
5. Board members will use their Board email addresses for all school board related issues. All email can be requested by the public or media under a public records request. Communications made from a board members personal email account, if used for school board related issues, may also be subject to a public records request.

School Visits by Board Members (see Policy BG)

1. School visits will be conducted according to Board policy and will be coordinated through the Office of the Superintendent.
2. Board members will be informed of unofficial visit opportunities (ie sporting events, plays, concerts). Board members may choose to attend these events as their schedules allow. Attendance at these events does not need to be coordinated through the Office of the Superintendent.

G. Complaints (see Policy KL)

1. The best way to respond to complaints is to be a good listener. This allows a Board member to ask questions to understand the situation better. Board members should be careful that the questions they ask or comments they make do not indicate a future board action.
2. When a Board member receives an informal complaint, the Board member will then provide guidance on the proper channels for addressing the concern. The Board member will direct the individual to solve the problem at the lowest level.
3. The Board advises that the process for resolving a complaint is as follows:
 1. Teacher/Employee;
 2. Principal/Supervisor;
 3. Level/Department Director
 4. Superintendent;
 5. Board.
4. Individuals who desire to file a formal complaint must use the process outlined in Policy KL.

G. Board or Superintendent Committees

Board Committees: The committee chair is responsible for implementing the charge of the Board. The committee chair will provide regular updates of committee progress to the Board. External communication of committee progress is the responsibility of the committee chair – the committee chair will provide advanced copies to the Board and the Superintendent of any external communication 36 hours before release.

Superintendent Committees: Board members may be asked to serve on a Superintendent or District committee. The Board member is a representative of the Board to staff, student, parent and community members. Board members serving on a committee should temper their participation, mindful of their position as an elected official. Board members serving on a committee are to respect the role of the committee chair and refrain from initiating a new direction for the committee or initiating formal community input except when requested by the committee chair. The Board representative on a Superintendent or District committee will assist the Superintendent in reporting committee progress to the Board. Voting rights will be determined on a case-by-case basis.

Approved March 9, 2020

SPRINGFIELD SCHOOL DISTRICT 19
SECTION A/B: BOARD GOVERNANCE AND OPERATIONS
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