



BOARD OF EDUCATION
November 9, 2020
Virtual Meeting

7:00 pm Board Meeting

To comply with the Governor's executive orders, the Board will conduct this meeting by video conference only. Members of the public may,

- *Watch the meeting via Zoom Webinar: <https://us02web.zoom.us/j/83901221134> or*
- *Listen by Zoom Phone: +1-929-205-6099 with Webinar ID 839 0122 1134*

AGENDA

TAB

- | | |
|--|--------------------|
| 1. Call Meeting to Order | Chair Zach Bessett |
| 2. Approval of the Agenda | Chair Bessett |
| 3. Public Comments: Submitted Electronically Only | Chair Bessett |

Members of the public may submit written comments by email public.comment@springfield.k12.or.us. Clearly label the subject line as: "Public Comment: Board Meeting – November 9, 2020." The deadline for receiving public comment for the board to review prior to the Board Meeting is noon on Monday, November 9, 2020. The Board is committed to the public comment process and will consider all public comments seriously.

4. Action Items

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|--|---------------|---|
| A. Approve Consent Agenda | | |
| 1. October 12, 2020 Board Meeting Minutes | | 1 |
| 2. Financial Statement | Brett Yancey | 2 |
| 3. Personnel Action, Resolution #20-21.013 | Dustin Reese | 3 |
| B. Adopt Revised Board Policies, Res. #20-21.014 | Brett Yancey | 4 |
| C. Adopt OSBA 2021-22 Legislative Priorities and Principles Resolution # 20-21.015 | Todd Hamilton | 5 |
| D. All Students Belong, First Read | Todd Hamilton | 6 |

5. Discussion

- | | |
|---------------------------------------|---------------|
| A. Superintendent Evaluation Timeline | Todd Hamilton |
|---------------------------------------|---------------|

6. Reports and Information

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|---------------------------------|-------------------------|
| A. Superintendent Communication | Superintendent Hamilton |
| B. Board Communication | Chair Bessett |
| 1. Board Committee Reports | |

- | | |
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| 7. Next Meeting: December 14, 2020 Business Meeting | Chair Bessett |
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| 8. Adjournment | Chair Bessett |
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BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on October 12, 2020. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting 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 Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:01 p.m.

Attendance

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, and Todd Mann. Dr. Hernandez was excused from the meeting for a family emergency.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Ashley Buchholz, Jeff Michna, Jen McCulley, Dustin Reese, Carrie Patterson, Chris Reiersgaard, Teresa Page, Ginger Latta, Charles Jett, Mindy LeRoux, Joan Bolls, Tanya Martin, Whitney McKinley, Mikell Harshbarger, Brian Megert, Sherry Moore, Nicki Gorham, Jonathan Gault, Michele Reiersgaard, Adam Fine, Aliya Hall from *The Chronical* and Lydia Dysart, minutes recorder.

2. APPROVAL OF AGENDA

Chair Zach Bessett called for a motion to approve the agenda as presented.

MOTION: Vice Chair Raven moved, Ms. Barrager seconded the motion to approve the agenda as presented.

Chair Bessett called for a roll call vote. Mr. Bessett asked each board member to indicate if they supported the motion to approve the agenda as presented: Ms. Raven – aye, Ms. Barrager – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 4:0.

3. RECOGNITION: CERTIFICATE OF ACHIEVEMENT OF EXCELLENCE IN FINANCIAL REPORTING

Chair Bessett introduced Chief Operations Officer Brett Yancey who said the Certificate of Achievement for Excellence in Financial Reporting was awarded to Springfield Public Schools by the Government Finance Officers Association (GFOA) of the United States and Canada for its Comprehensive Annual Financial Report (CAFR). The Certificate of Achievement was the highest form of recognition in government accounting and financial reporting. Its attainment represented a significant accomplishment by a government and its management.

Mr. Yancey introduced staff members Joan Bolls, Brenda Holt, Melissa Stalder and Laura Pavlat and recognized them for their efforts in preparing the district's CAFR. The district had received the award for 15 consecutive years. Joan Bolls is the internal auditor for the district. Brenda Holt is the district

Demographic Specialist and oversees all district investments, treasury management and fiscal state reporting. Laura Pavlat is the district Payroll and Benefits Supervisor. Melissa Stalder is the Purchasing and Grants Manager. Mr. Yancey said all of the district's financial statements are held to the highest standard.

3. PUBLIC COMMENT

Chair Bessett explained that members of the public were asked to electronically share their ideas and opinions with the Board by noon on the day of this Board meeting. As of the noon deadline, public comment was received from Heather St. Louis on behalf of the following SPS Online teachers: Heather St. Louis, Nathan boys, Bryne Thorpe, Michelle Morelander, Amber Ketchum, Amanda Montoyo, Tiffany Asumendi, Chiara Ihnat, Carolyn Hoshaw, Amanda Koen, Amberly Trano, Colette Trotter, Pamala White, Crissy Buck, Morgan Rees, Diana Costin, Lindsey Martin, Peter Almeida, Allison Jacobson, Becca Long, Ashley Buchholz, Evan Stone, Brenda Ogan and Heather Dillon.

September 24, 2020

Dear Superintendent Hamilton and Springfield Public Schools Board,

We are writing to you because we are desperately in need of your help. For the past two weeks, the SPS Online elementary (K-5) Teachers have been advocating for our families both through our administrator, Dennis Gray, and our SEA union President, Jonathan Gault, but we would like to reach out to you as well.

As I'm sure you are aware, the enrollment for the SPS Online Elementary (K-5) is growing daily, and as of Wednesday 9/23/20 we were over 950 elementary students, making us the largest elementary school in Springfield. We have 26 teachers teaching grades K-5 and our class sizes are 35 or more each. With class sizes this large, and continuing to grow, it is apparent that we are already not able to meet one of the core guiding principles of a successful CDL model.

On page 6 of the ODE's Comprehensive Distance Learning Guidance document lists the following as a core guiding principle.

- *Cultivate connection and relationship.* Quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen, and valued. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.

SPS Online does not have an office support staff solely dedicated to serving our large student body and staff, so it has been left to teachers to organize students into an initial class list, contact every family via phone with information families had not received from the District or SPS Online program, email every new family added (with information they should be receiving upon registration), and be the main tech support for connecting families to their devices and applications. With some teachers at 40 families, this leaves little to no time in the work day to prepare for what we are here to do best: teach and build relationships with our students. At first this amount of work seemed similar to the bustle of many Septembers, but as class sizes increase we get more and more buried in these contact responsibilities – and the connections and teaching are suffering for it.

Originally the SPS Online model was an individualized, self-paced program where families would have regular check in sessions with a teacher for guidance. After teachers committed to, and gratefully accepted our SPS Online positions (as an accommodation for being high risk), we were surprised to learn that the model had changed to mirror the CDL models of our in-building colleagues. Having a larger caseload with the original model was expected, and more possible, because it would allow teachers the time to check on each student's progress and adjust to their needs. In this SPS CDL model, teachers are

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being asked to do the same level of live teaching and grading as their in-building colleagues, but with less time to prepare, two groups to manage, and double (in some cases triple) the amount of students.

Another unique aspect of the new SPS Online model is that we are teaching two cohorts, unlike our in-building colleagues. Our colleagues in the CDL model teach students in one group. This difference means that we are teaching synchronously for double the amount of time as our in building counterparts, in order to accommodate teaching two cohorts. The morning cohort meets 8:30-11:00 AM and the afternoon cohort meets 12:30-3:00 PM. While the majority of SPS Elementary Online teachers teach the same grade level in both of these sessions and can repeat plans, there are some online teachers that are required to “blend” and prepare curriculum for two grade levels. Regardless of whether SPS Online teachers teach one grade level or “blend” to teach two grade levels, we are faced with many challenges that are unique to the SPS Online program and the students and families we serve.

Even with two cohorts per class the amount of students is problematic. A Google Meet grid can only display 16 tiles, including the teacher, while in present mode. We literally cannot see our entire class during whole group instruction, which leaves some students out by default. One kindergarten teacher shared that she had students in tears at the end of the lesson because she was not aware they had their hand up waiting for a turn to share their thoughts. Upper grade teachers have also indicated they are having similar challenges with seeing all of their students. A few teachers have even tried to remedy this by borrowing or purchasing TV screens/computer monitors to remedy this issue, however it does not fix the issue.

At yesterday’s staff meeting, our administrator reported that when he brought the concerns of class size to district administration, he was told that at this time there is no plan to cap classes, nor to hire more teachers. This was alarming for us to hear. We are being stretched too thin, and the students and families are not getting the usual quality of connection or education that we pride ourselves on. Families are frustrated, students are being left out, and teachers cannot meet their needs with the amount of time in a day. Please help us find a solution and more support for our SPS community.

We are thankful for your time and consideration over this matter, and we look forward to your reply.

Sincerely,

Your Dedicated SPS Online Teachers

Heather St. Louis – Kindergarten, 37 students
Nathan Boys – Kindergarten, 38 students
Bryne Thorpe – Kindergarten, 38 students
Michelle Morelander – Kindergarten, 37 students
Amber Ketchum – Kindergarten, 37 students
Amanda Montoya – First Grade, 37 students
Tiffany Asumendi – First Grade, 38 students
Chiara Ihnat – First Grade, 37 students
Carolyn Hoshaw – First & Second Grade Blend, 40 students: 20 First, 20 Second
Amanda Koen, First Grade – 37 students
Amberly Trano – Second Grade, 40 students
Colette Trotter – Second Grade, 40 students
Pamala White – Second Grade, 40 students
Crissy Buck, Second Grade, 40 students
Morgan Rees – Third Grade, 37 students
Diana Costin – Third Grade, 37 students

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Lindsey Martin – Third Grade, 36 students
Peter Almeida – Third Grade, 37 students
Allison Jacobson – Third Grade, 37 students
Becca Long – Fourth Grade, 32 students
Ashley Buchholz – Fourth Grade, 31 students
Evan Stone – Fourth Grade, 30 students
Brenda Ogan – fifth Grade, 35 students
Heather Dillon – Fifth Grade, 35 students

4. ACTION ITEMS

A. Consent Agenda

- 1. September 14, 2020 Board Meeting Minutes**
- 2. September 28, 2020 Board Work Session Minutes**
- 3. Financial Report**
- 4. Alternative Education Program Approval, Resolution #20-21.009**

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 2019-2020 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 Team

The High School Options Team (HOT) was developed and implemented in 2011-12 to better serve students at the high school level. This team meets periodically to consider a range of options to include placement at any of our high school programs as well as potential placement in outside programs.

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 Night School Program:** Night School is operated Monday through Thursday evenings from 4:00 – 8:00 PM. Night School provides opportunities for

students that need access to educational services outside of the traditional day 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. Note: The Night School program is not providing in-person services during CDL.

- **Gateway Annex for Tutored & Expelled Youth Program (GATES):** Located in the Brattain Campus, this program provides services to youth expelled from district schools. Counseling and case management for special education students is provided onsite. The program provides services to both middle and high school age students. In addition, tutorial services are provided at this site. This program operates under the direction of the alternative education administrator. Note: The GATES program is not providing in-person services during CDL.
- **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. Note: ITP is not providing in-person services during CDL.
- **Opportunity Program (OP):** The Opportunity Program provides services to students who had previously dropped out of school and is designed around several key dropout recovery principles. The program offers instruction with small teacher to pupil ratios as well as access to on-line programming. This program utilizes space within the Brattain campus to support student success. This program has the ability to support student placement in any of our existing high school programs – depending on the individual interests and needs of the student.

Out-of-District - Alternative Programs

☐ In-district Programs

- | | |
|---|-------------|
| • Gateways Annex for Tutored & Expelled Youth (GATES) | Grades 6-12 |
| • In-school alternative programs at SHS & THS | Grades 9-12 |
| • ITP (Intensive Tutoring Program) | Grades 6-12 |
| • Opportunity Program | Grades 9-12 |

☐ Contracted Service Providers

- | | | |
|---------------------------------|--|-------------|
| • 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 |

Dr. Brian Megert recommended that the Board of Directors approve the in-district programs and private contractors as presented for alternative education services for the 2020-2021 academic year.

5. Personnel Action, Resolution #20-21.010

6. 2021-22 Lane ESD Transit Dollar Request, Resolution #20-21.011

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 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21 school years, Springfield School District requested 50% of our transit dollars and utilized the resource to support Special Education Life Skills programming for students in our district, as well as a small number of students from surrounding districts. We anticipate utilizing the transit dollars in 2020-2021 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.

David Collins recommended that the Board of Directors approve the Lane Education Service District – School District Transit Request for Fiscal Year 2020-2021. Specifically, it is recommended that the Board of Directors request not more than 50% of the Transit Dollars pursuant to ORS 334.177.

7. 2019-2020 Division 22 Assurances Report

By November 1 of each year, school district superintendents are required to report to their school board the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22. In April 2020, the State Board of Education revised the district reporting requirements for Division 22 compliance via OAR 581-022-0103 that identifies the streamlined set of state standards in effect for the 2019-20 school year as a result of the COVID-19 pandemic and transition to emergency distance learning in spring 2020.

The document as presented indicates areas of compliance with OARs for Springfield Public Schools. The District is compliant in all areas.

8. Policy Revision, First Read

Consistent with district practices for reviewing and updating policies, and with the assistance and guidance of the Oregon School Boards Association staff, district staff respectfully submit the following for your review:

For policies,

- KG – Community Use of District Facilities
- KG-AR – Community Use of School Facilities

The following revision is proposed for a first reading.

The use of ~~alcohol~~, tobacco, inhalant delivery systems, illicit drugs, marijuana, or narcotics is prohibited on school property. **The use of alcohol is prohibited except when specifically authorized by the superintendent in writing (Contact the superintendent's office for procedures).**

Brett Yancey recommended that the Board of Directors review the policy revisions as a first reading.

MOTION: Ms. Barrager moved, Vice Chair Raven seconded the motion to approve the Consent Agenda.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Consent Agenda : Ms. Raven – aye, Ms. Barrager – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 4:0.

B. Approve Student Investment Account Grant Agreement, Resolution #20-21.012

Funding from the Student Investment Account (SIA) provides an exciting opportunity to make strategic investments that will support and accelerate improved student outcomes. Through a comprehensive and collaborative process, Springfield Public Schools (SPS) developed a plan that directly aligns the stated purposes of the SIA funds:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement of students, including reducing academic disparities.

Oregon Department of Education (ODE) is using targeted universalism as a guiding framework. We developed a plan that can benefit all students while targeting investments for our historically underserved students.

In April 2020, the Board approved the plan, process, and investment outlined in our SIA Application. SPS submitted our SIA Application to ODE for review and approval. In June 2020, ODE staff confirmed that the SPS Application was reviewed and determined to meet application requirements.

The last step in the ODE process requires Board approval of the SIA Grant Agreement. Mr. Collin shared the following slides during his presentation to the Board.

What we propose

Additional Staff*

- Certified 47.5
- Classified 43.0
- Administrator 7.0

** displayed as total FTE*



\$8.17 Million

Supporting the Health and Safety of Students:

Meeting students' behavioral and mental health needs

Additional Staffing:

- Certified - 27.5 FTE
- Classified – 15.0 FTE
- Administrator – 7.0 FTE



\$5.12 Million

Outcomes:

- School cultures that support students and families navigating crisis and mental health issues
- Increased physical health through specialized instruction
- Increased training and access to mental and behavioral health services
- Improved relationships with students and families

Supporting the Health and Safety of Students:

Meeting students' behavioral and mental health needs

Investment Goal: *Support students' behavior, social emotional, physical, and mental health and wellness.*

Elementary:

- Elementary Behavior Interventionist (8.0 FTE)
- Elementary Behavior EA Support Staff (5.5 FTE)
- Elementary Assistant Principals (4.0 FTE)
- Elementary Physical Education Teachers (11.5 FTE)
- Outside Mental Health Provider Support

Secondary:

- Middle School Licensed Mental Health Support (4.0 FTE)
- Middle School Behavior EA Support Staff (2.0 FTE)
- Outside Mental Health Provider Support
- High School Assistant Principal (2.0 FTE)
- Campus Security and Facility Improvements
- Free student access to feminine hygiene products

Districtwide:

- Free Student Access to Breakfast and Lunch
- Family Resource Navigators
- District Equity Coordinator (1.0 FTE)
- Certified Support Positions (4.0 FTE)



Increasing the number of adults in our system:

Targeted class size reduction

Additional Staffing:

- Certified - 20.0 FTE
- Classified – 16.0 FTE



Outcomes:

- Improved academic outcomes for every student

\$3.05 Million

Increasing the number of adults in our system:

Targeted class size reduction

Investment Goal: *Improve instructional environment through targeted reduction in student-to-adult ratios*

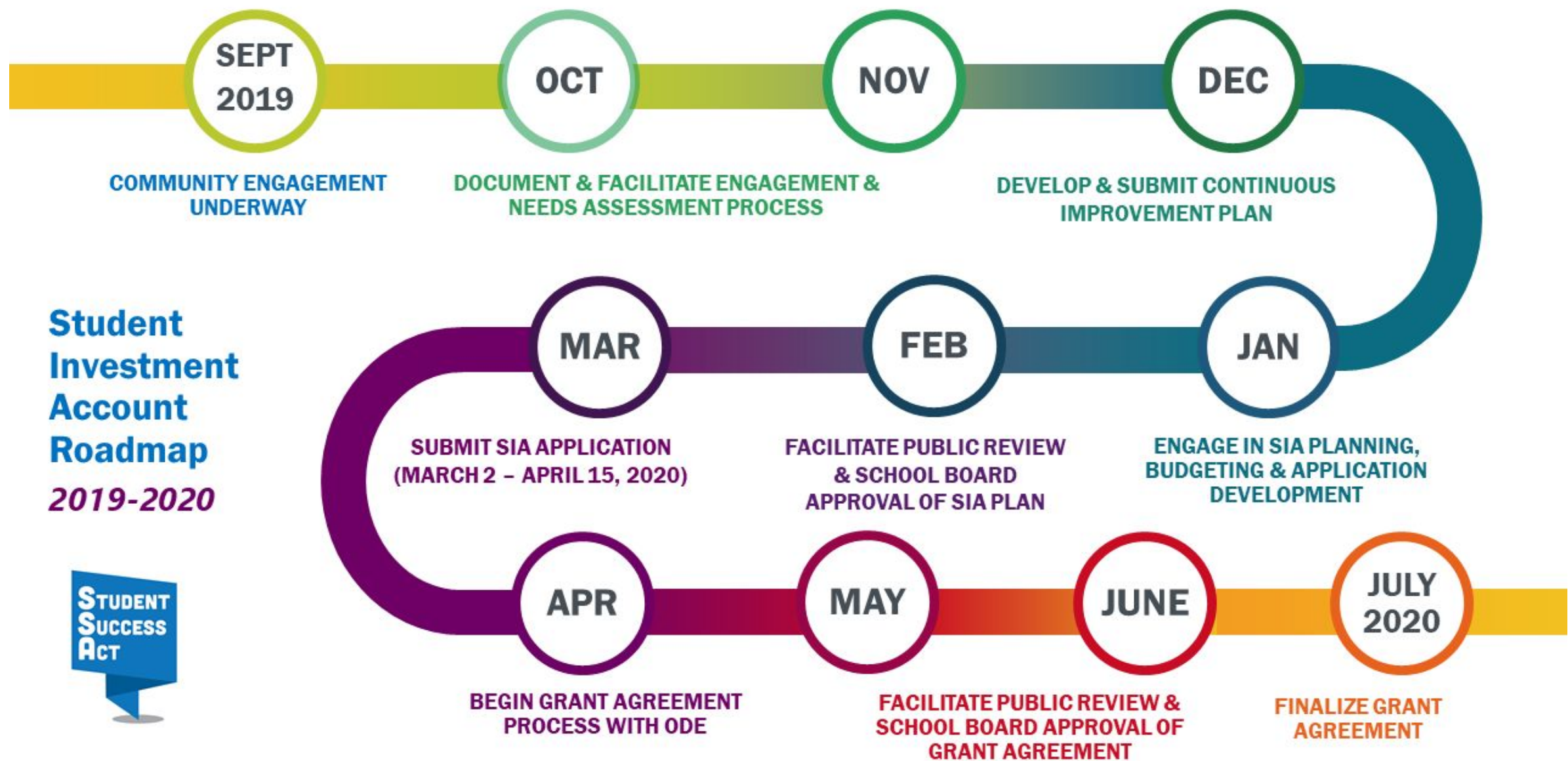


Targeted Investments:

- Elementary Targeted Class Size Reduction (12.0 FTE)
- Elementary Classroom EA Support Staff (9.0 FTE)
- Middle School Targeted Class Size Reduction (8.0 FTE)
- Middle School Classroom EA Support Staff (3.0 FTE)
- Professional Development/Three-Year Teacher Mentor Program



Timeline



Visit to see the latest:

www.springfield.k12.or.us/StudentSuccess

David Collins recommended that the Board of Directors approve the Springfield Public Schools *Student Investment Account Grant Agreement* as presented.

MOTION: Vice Chair Raven moved, Mr. Mann seconded the motion to approve the Springfield Public Schools *Student Investment Account Grant Agreement* as presented.

The Board wanted information on:

- Increasing the number of adults in the classroom and how that would work with COVID-19 concerns.
- How to help with mental health needs during COVID-19.
- If funds coming in would be the same each year or if they would increase.

Mr. Collins replied that last year they had made changes to accommodate the sizes of classes. He said that they were reaching out to their care team to make sure that families were getting the care they needed.

Superintendent Hamilton reminded everyone that the State approved the SIA already, so they were ready to move forward. The account was funded through a Corporate Activity Tax. The tax would continue, the amount that would be distributed to districts would be a legislative decision.

Chair Bessett called for a roll call vote. Mr. Bessett asked each board member to indicate if they supported the motion to approve the Springfield Public Schools *Student Investment Account Grant Agreement* as presented : Ms. Raven – aye, Ms. Barrager – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed: 4:0

6. DISCUSSION

A. OSBA Diane Efseaff Memorial Scholarship Program

Superintendent Hamilton, Chair Bessett and Vice Chair Naomi Raven led a discussion about the next steps for board training with the Oregon School Boards Association (OSBA). Chair Bessett mentioned that they had spoken with Vincent Adams from OSBA about the future dates for the program, as well as their goals moving forward.

The goals that interested them the most had to do with communication and advocacy. The OSBA training on intermediate goals and responsibilities was the best option for them since it focused on their concerns.

October 26, 2020 would be their next training and they would ask OSBA to go over intermediate goals and responsibilities and help with the Superintendent evaluation. The established timeline would provide for Board work sessions on the following dates:

- January 25, 2021: start work on their project
- February 22, 2021: continue work on the superintendent evaluation
- April 26, 2021: complete their project

7. REPORTS AND INFORMATION

A. Superintendent Communication

Superintendent Hamilton shared:

- That they had been dealing with the impact of COVID-19 for the last seven months.
 - He was pleased with the connections the district had made with the community to ensure students could learn safely.
 - The district would continue to do whatever they could to support their students.

- The plan was to continue with K-1 in-person learning as long as the metrics allowed it
 - There were no issues so far.
- 8,365 students were currently enrolled.
 - 1,265 students were enrolled in SPS online.
 - 142 students enrolled in other programs.
 - They were slightly below their enrollment, but there were similar dips across the State of about 5% (which matched with Springfield's numbers).
- They were already discussing the idea of going back to in-person learning in Fall 2021

The Board asked:

- What percentage of the kindergarteners were no longer enrolled?
- Were there certain demographic groups that were not enrolling?
- What would the decrease in enrollment mean for the budget next year?
- How was the district supporting other local schools impacted by the fires.

Superintendent Hamilton replied that they had between 700 students per grade level, so losing 200 kindergartens would be about 30%. In Oregon, children were not required to enroll in school until they were six, which meant that kindergarten was still optional. He said that it was still too early to pinpoint the enrollment demographics. Superintendent Hamilton said that one reason they were going to do outreach was to see how many children would enroll next year so they could figure out their potential budget. However, the budget was designed so they looked at two years and based it off the higher numbers. Mr. Yancey added that there were a couple large developments being built in Springfield which would have an impact on their enrollment. He also believed that the fires would have an impact. Mr. Yancey noted that they were supporting other schools with their nutrition program, as well as other programs.

Superintendent Hamilton shared:

- The district was able to fill all vacant positions for the dual immersion program.
- Beginning October 13, 2020 Thurston High School would no longer be a location used for safety during the Holiday Farm Fire. He thanked the community for coming together to help those in need. The district would continue to reach out to those affected by the fire.
- The State Board of Education passed an OAR around health, safety and inclusion. It prohibits the use of hate symbols in schools. SPS would be updating its policies to comply with the rule by January 1, 2021.
- The Annual Joint Team Springfield meeting will take place on October 21st. This will be a virtual meeting. The focus of the meeting will be on the responses by the Team Springfield agencies in handling COVID-19.
- The Springfield Education Foundation's Night of 11,000 Stars will take place on October 22nd beginning at 6:00pm. This year it will be a virtual event.

B. Board Communication

Todd Mann shared that Lane Council of Governments' last meeting was difficult because so many people had been impacted by the fires.

Naomi Raven shared that she had missed the last Wildish Theatre Board meeting because of some conflicts that would be ongoing. Chair Bessett would be taking her place on this board moving forward.

6. NEXT MEETINGS

The Board would meet on Wednesday, October 21, 2020 with the TEAM Springfield elected officials in a virtual meeting. The next Board meeting would be held on Monday, October 26, 2020 beginning at 5:00pm. This would be a work session. The location and format would be determined at a later time.

8. ADJOURNMENT

With no other business, Chair Bessett adjourned the meeting at 7:59 p.m.

(Minutes recorded by Lydia Dysart)

SPRINGFIELD PUBLIC SCHOOLS
2020-2021 Revenue/Expenditure Forecast
As of October 31, 2020
****Please see attached report****

REVENUES:

- 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. Originally, the District was projected to receive approximately \$84.1 million for the current year based on 2020-21 projected enrollment, however this projection is reduced due to an unanticipated loss of enrollment in the current pandemic environment. As a key point, the District is funded on the higher of two consecutive years weighted enrollment (2019-20 or 2020-21). This year, we anticipate being funded on the 2019-20 year, as we have realized a reduction in enrollment for the 2020-21 school year. The anticipated revenue for this current year is projected at \$81.8 million, which is a reduction of approximately \$2.3 million from the adopted budget. As we continue to navigate the current COVID environment, we will continue working to further refine these estimates.
- The District is anticipating receiving approximately \$190,000 in County School Funds. To date the District has not received anticipated funds.
- The District is anticipating receiving approximately \$1.02 million in Common School Funds. To date the District has received approximately \$595,000 of the anticipated revenue.

EXPENDITURES:

- 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). The (conservative) current projection of reduced expenditures (5%) is based on the anticipated reduction in need for employee substitutes, assumed reductions in supplemental pay and other areas that may not be utilized in a Comprehensive Distance Learning environment. 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.
- 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 2020-2021 adopted budget.
- Fund transfers allocated during the 2020-21 budget process include \$1.5 million (Co-Curricular Fund), \$1.0 million (Instructional Materials Fund), \$700,000 (Technology Fund), and \$546,578 (Debt Service Fund).

Additional Notes: For the 2020-2021 budget year the current estimate of ending fund balance is \$9,412,791. Included in this number is the preliminary audited ending fund balance from the 2019-2020 fiscal year (\$13,705,101). 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
2020-2021 REVENUE/EXPENDITURE FORECAST
as of
10/31/20

	BUDGET	ACTUAL through 10/31/20	ESTIMATED from 10/31/20 to year end	PROJECTED 2018-2019	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	27,529,344	15,327	27,514,017	27,529,344	100.00%
Property taxes - prior years	350,000	106,459	243,541	350,000	100.00%
Other local sources	730,100	81,960	648,140	730,100	100.00%
Lane ESD Apportionment	1,550,000	0	1,550,000	1,550,000	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	84,182,892	34,477,671	47,366,026	81,843,697	97.22%
Federal Forest Fees	400,000	0	400,000	400,000	100.00%
Common School Fund	1,022,219	559,001	463,218	1,022,219	100.00%
Total revenues	115,954,555	35,240,417	78,374,943	113,615,360	97.98%
Beginning fund balance	12,450,000	13,705,101	0	13,705,101	110.08%
Total Beginning fund balance	12,450,000	13,705,101	0	13,705,101	110.08%
Total resources	128,404,555	48,945,518	78,374,943	127,320,461	99.16%
EXPENDITURES:					
Personal services	62,041,467	12,021,045	47,519,401	59,540,446	95.97%
Employee benefits	40,540,902	7,318,319	31,561,454	38,879,773	95.90%
Purchased services	10,066,475	1,644,238	8,001,125	9,645,363	95.82%
Supplies & materials	3,335,000	1,526,872	1,717,722	3,244,594	97.29%
Capital outlay	1,685,870	21,648	1,664,222	1,685,870	100.00%
Other objects	1,165,047	920,913	244,134	1,165,047	100.00%
Fund transfers	3,746,578	0	3,746,578	3,746,578	100.00%
Total expenditures	122,581,339	23,453,035	94,454,635	117,907,671	96.19%
Unappropriated	4,823,216	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	128,404,555	23,453,035	94,454,635	117,907,671	91.83%
Total resources		48,945,518	78,374,943	127,320,461	
Total appropriations		23,453,035	94,454,635	117,907,671	
Ending fund balance		25,492,483	(16,079,693)	9,412,791	
Less: contingency			0	0	
Net fund balance		25,492,483	(16,079,693)	9,412,791	

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, retirements and change of contract status. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

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

- New Hires
- Resignations
- Retirements
- Change of Contract Status

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	BARRETT, ALOYSIA	TEMPORARY	FT	11/16/2020	TEMPORARY NEW HIRE
2	BODINE, KAREN	TEMPORARY	FT	10/20/2020	TEMPORARY NEW HIRE
3	BROWN, DONALD	TEMPORARY	PT	11/16/2020	TEMPORARY NEW HIRE
4	CARPENTER, CHEYENNE	TEMPORARY	FT	09/22/2020	TEMPORARY NEW HIRE
5	CHAPMAN, CHRISTIE	TEMPORARY	FT	09/22/2020	TEMPORARY NEW HIRE
6	GETZ, JANELLE	TEMPORARY	FT	09/21/2020	TEMPORARY NEW HIRE
7	KEMPER, JULIE	TEMPORARY	FT	10/26/2020	TEMPORARY NEW HIRE
8	KLYM, ALLISON	TEMPORARY	FT	09/28/2020	TEMPORARY NEW HIRE
9	LARSEN, MICHAEL	TEMPORARY	FT	11/09/2020	TEMPORARYNEW HIRE
10	NATHAN, GREGORY	TEMPORARY	FT	11/02/2020	TEMPORARY NEW HIRE
11	VASQUEZ, MORNING STAR	TEMPORARY	FT	10/26/2020	TEMPORARY NEW HIRE
	RESIGNATIONS				
12	2237725	PROBATIONARY 2	FT	12/29/2020	RESIGNATION
13	1436511	PROBATIONARY 2	FT	12/21/2020	RESIGNATION

	RETIREMENTS				
14	396060	CONTRACT ADMINISTRATOR	FT	12/31/2020	RETIREMENT
15	396559	CONTRACT TEACHER	FT	10/31/2020	RETIREMENT
16	390992	CONTRACT TEACHER	FT	11/30/2020	RETIREMENT
17	385492	CONTRACT TEACHER	FT	12/31/2020	RETIREMENT
18	390518	CONTRACT TEACHER	FT	11/30/2020	RETIREMENT
	CHANGE OF CONTRACT STATUS				
19	396060	TEMPORARY	FT	01/01/21-06/30/21	TEMPORARY REHIRE OF RETIREE
20	396559	TEMPORARY	FT	11/01/20-06/30/21	TEMPORARY REHIRE OF RETIREE
21	390992	TEMPORARY	FT	12/01/20-06/30/21	TEMPORARY REHIRE OF RETIREE
22	385492	TEMPORARY	FT	01/01/21-06/30/21	TEMPORARY REHIRE OF RETIREE
23	390518	TEMPORARY	FT	12/01/20-06/30/21	TEMPORARY REHIRE OF RETIREE

BOARD POLICY REVISIONS

RELEVANT DATA:

Consistent with district practices for reviewing and updating policies, and with the assistance and guidance of the Oregon School Board Association staff, district staff respectfully submit the following for your review:

For policies,

- KG – Community Use of District Facilities
- KG-AR – Community Use of School Facilities

The following revision is proposed for adoption.

The use of ~~alcohol~~, tobacco, inhalant delivery systems, illicit drugs, marijuana, or narcotics is prohibited on school property. **The use of alcohol is prohibited except when specifically authorized by the superintendent in writing (Contact the superintendent's office for procedures).**

RECOMMENDATION:

It is recommended that the Board of Directors adopt board policies as presented.

SUBMITTED BY

Brett Yancey
Chief Operations Officer

RECOMMENDED BY:

Todd Hamilton
Superintendent

RESOLUTION #20-21.015

DATE: November 9, 2020

**OREGON SCHOOL BOARDS ASSOCIATION
2021-2022 LEGISLATIVE PRIORITIES AND PRINCIPLES**

RELEVANT DATA:

Prior to December 18, 2020, school boards across the state must take official action on Oregon School Boards Association Board and/or Legislative Policy Committee positions. School boards must submit their votes online, using the information provided to Board secretaries and superintendents.

RECOMMENDATION:

It is recommended that the Springfield School District Board of Directors adopt the proposed 2021-22 Oregon School Boards Association's Legislative Priorities and Principles as recommended by the Legislative Policy Committee.

It is further recommended that the Board direct the Superintendent or designee to submit this vote online to OSBA no later than midnight on December 18, 2020.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent



Resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee met in January, May and June to develop the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Principles for 2021-22 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Principles for 2021-22 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via Zoom video conference call in August to review the feedback received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the feedback from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles for 2021-22 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles for 2021-22 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles for 2021-22 be placed before the membership for consideration during the 2020 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles for 2021-22 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.



2021-2022 Legislative Priorities and Principles

Proposed: August 25, 2020

Preamble

The Oregon School Boards Association (OSBA) remains fiercely committed to advocating on behalf of equity for Oregon's students. Equity is the driving force behind the Student Success Act (HB 3427), and OSBA will remain dedicated to advancing legislation that makes significant impacts for equity across the education spectrum, including investments targeting increased academic achievement for students and legislation to reduce academic disparities for historically underserved students.

OSBA is committed to social justice and assuring Oregon's education system is free of institutional bias through such means as culturally relevant teaching and professional development that promotes cultural competence, and discipline that is free of bias.

OSBA believes funding a strong public education system is the best investment Oregonians can make to strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

To accomplish these goals, OSBA will introduce and support legislation to:

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

The Oregon School Boards Association is dedicated to improving student success and education equity through advocacy, leadership, and service to Oregon public school boards.



1201 Court St. NE, Ste. 400, Salem, OR 97301
503-588-2800 | 800-578-OSBA
info@osba.org | www.osba.org

BOARD POLICY REVISIONS

RELEVANT DATA:

On September 17, 2020, the Oregon State Board of Education adopted temporary Oregon Administrative Rule (OAR) 581-022-2312 - All Students Belong. This rule took effect the following day and takes an unprecedented step to protect some of our schools' most marginalized students, as well as staff and others. As an OAR Chapter 581 Division 22 requirement, districts, ESDs and public charter schools will be required to verify that they are in compliance.

This rule requires that districts, ESDs, public charter schools and others receiving state funding for education adopt a policy prohibiting symbols of hate and addressing bias incidents by January 1, 2021.

This rule prohibits the "use or display" of symbols of hate, including the noose, swastika, and confederate flag.

RECOMMENDATION:

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

- ACB – All Students Belong
- ACB-AR – Bias Incident Complaint Procedure

SUBMITTED BY

Todd Hamilton
Superintendent

Springfield School District 19

Code: **ACB**
Adopted:

All Students Belong

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag¹, and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The district prohibits the use or display of any symbols of hate on district grounds or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from

¹ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)

[OAR 581-002-0005](#)
[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

Springfield School District 19

Code: ACB-AR
Adopted:

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

- Step 1: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and report the incident to the building or program administrator.
- Step 2: The administrator shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:
- Educational components that address the history and impact of hate;
 - Procedural components to ensure the safety, healing, and agency of those impacted by hate;
 - Accountability and transformation for people who cause harm; and
 - Transformation of the conditions that perpetuated the harm.

The administrator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator or designee will make a decision within 10 working days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator, the complainant or respondent may submit a written appeal to the superintendent within 10 working days after receipt of the administrator's response to the complaint.

The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator's decision. The superintendent or designee will respond in writing to the complainant within 10 working days.

The superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 10 working days of receipt of the superintendent or designee's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 10 working days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent or designee and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district, or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.³

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

³ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

District administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

PROPOSED