

## **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*

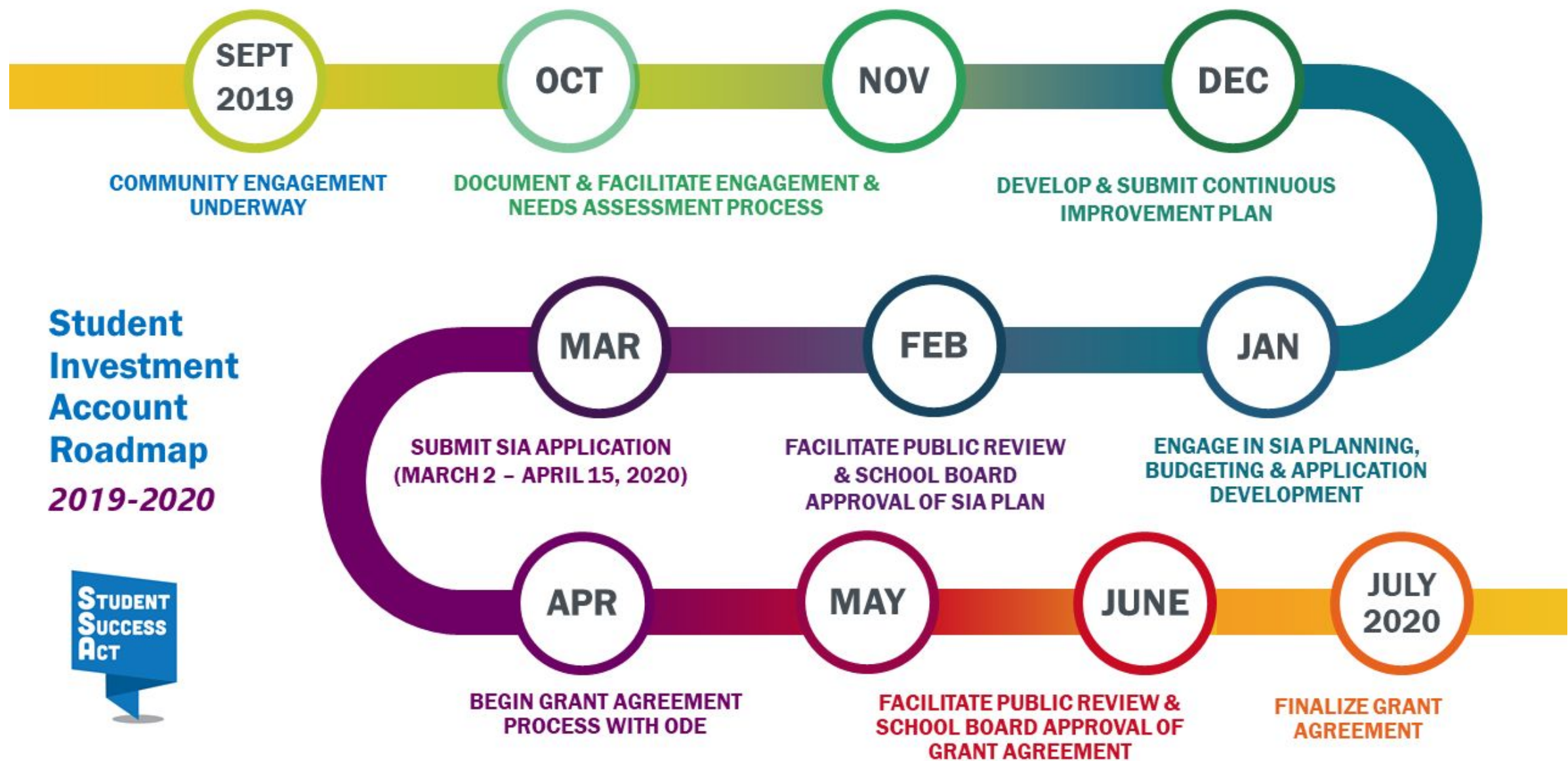


## Targeted Investments:

- 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](http://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 21<sup>st</sup>. 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 22<sup>nd</sup> 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)*