



BOARD OF EDUCATION
October 12, 2020
Virtual Meeting

7:00pm 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/88040272775> or*
- *Listen by Zoom Phone: +1-929-205-6099 with Webinar ID 880 4027 2775*

AGENDA		TAB
1.	Call Meeting to Order	Chair Zach Bessett
2.	Approval of the Agenda	Chair Bessett
3.	Recognition: Certificate of Achievement of Excellence in Financial Reporting	Brett Yancey
4.	Public Comments: Submitted Electronically Only	Chair Bessett
<i>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 – October 12, 2020." The deadline for receiving public comment for the board to review prior to the Board Meeting is noon on Monday, October 12, 2020. The Board is committed to the public comment process and will consider all public comments seriously.</i>		
5.	Action Items	
	A. Approve Consent Agenda	
	1. September 14, 2020 Board Meeting Minutes	1
	2. September 28, 2020 Board Work Session Minutes	2
	3. Financial Statement	Brett Yancey 3
	4. Alternative Education Program Approval, Res. #20-21.009	Brian Megert 4
	5. Personnel Action, Resolution #20-21.010	Dustin Reese 5
	6. 2021-22 Lane ESD Transit Dollar Request, Res. #20-21.011	David Collins 6
	7. 2019-2020 Division 22 Assurances Report	David Collins 7
	8. Policy Revisions, First Read	Brett Yancey 8
	B. Approve Student Investment Account Grant Agreement, Res. #20-21.012	David Collins 9
6.	Discussion	
	A. OSBA Diane Efseaff Memorial Scholarship Program	Chair Bessett 10
7.	Reports and Information	
	A. Superintendent Communication	Todd Hamilton
	B. Board Communication	Chair Bessett
8.	Other Business	
9.	Next Meetings: October 21, 2020, 6:00-8:00pm TEAM Springfield Joint Elected Officials Meeting October 26, 2020, 5:00pm Work Session	
10.	Adjournment	Chair Bessett

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.

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on September 14, 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 with news media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:00 p.m.

Attendance

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Suzanne Price, Mindy LeRoux, Adrienne Pierce, Kimberlee Pelster, Chris Reiersgaard, Mike Oswalt, Carson B., Joan Bolls, Heather St. Louis, Trudy Waddell, Jamie Hoag Barnett, Charles Jett, Krystal Sundstrom, Becca Long, Jeremy, Colleen Hunter, Lisa Gibson, Sierra Cochrane, Mikell Harshbarger, Becky Buescher, Amber Shireman, Don Lamb, Zack Barnett, Diana Morgan, Joe, Brenda Ogan, Shana McOmie, Julie Morre, Scott Olds, Natasha Colson, Mel Dronzek, Pat Buchholz, Celina Ziolkowski, Michele Reiersgaard, Tanya Martin, Ashley Buchholz, Veronica Cheek, Amanda Montoya, Heidi Johnson, Troy Thorsby, Bryne Thorpe, Amber Howe, Brian Megert, Kerri Dawson, Becky Willis, Debbie Gray, Alyssa Nestler, Teresa Page, Charles Clark, Amber Mitchell, Jenny Orlandini, Joni Wareham, Erin Allman, Pauline Gibson-Tobin, Laura Weiss, Mandy Koen, Lisa Robbins, Joanna, Heather Dillon, Carla Smith, Rodatc, Amy Paschael, Carrie Langer, Dustin Reese, Elaine Woodward, Kristyl Rogers, Christine Sales, Peter Alameida, June Fothergill, Connie Bramhall, Shelby Masterson, Billy Jo Rodriguez, Blake Helm, Sherry Moore, Kellie, Ali Vaughan, Jeff Michna, Kristen Noor, Chiara Ihnat, Nicki Gorham, Andrea Smith, Whitney McKinley, Amber Ketchum, Sydney Arndorfer, Jen McCulley, Brenda Holt, Jenn Gonzales, Carrie Patterson, CJ Cramer, Paul Keppo, Aliya Hall from *The Chronical* and Lydia Dysart, minutes recorder.

2. APPROVAL OF THE AGENDA

Superintendent Hamilton said they would not be recognizing the certificate of achievement of excellence in financial reporting until next month. They would also be moving the introduction of new administrators to the end of the meeting.

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

MOTION: Ms. Barrager moved and seconded by Vice Chair Raven to approve the agenda as amended.

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

Motion passed, 5:0.

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. Comments were provided to the Board prior to the meeting and copies would be included in the minutes. Chair Bessett thanked the community members who provided comment and assured them that the Board had read their messages and appreciated them sharing their feedback. As of the noon deadline, public comment was received from: Heather St. Louis, SPS teacher, Erin Allman, SPS teacher, Deborah Knapp, retired SPS teacher Erika Mueller, Eugene community member, Bryne Torpe, SPS teacher, Gail and Lou Woodford, retired SPS teachers, Diane and Tony Bova, retired SPS teachers, Christine Buck, SPS teacher and parent, Kristin Woodford, SPS teacher and parent, Rebecca Long, community member, Tom and Barbara Roberts, retired SPS teachers, Jamie Hoag Barnett, parent, Alyssa Nestler, SPS teacher, Jeremy Thorpe, SPS parent, Teresa Page, SPS teacher, Steve Dustrude, retired SPS teacher, Amber Shireman, SPS parent, Tom Wareham, Springfield community member, Celina Ziolkowski, SPS teacher, Kelsey Price, SPS teacher and parent, Ashley Buchholz, SPS online teacher, Rebecca Long, SPS online teacher, Diana Costin, SPS online teacher, Colleen Hunter, retired SPS teacher, Mel Dronzek "cpf" retired SPS teacher0 Please see the text of their comments and the end of the minutes.

4. ACTION ITEMS

A. Consent Agenda

1. **August 10, 2020 Board Meeting Minutes**
2. **August 24, 2020 Board Work Session Minutes**
3. **Personnel Action, Resolution # 20-21.004**
4. **2018-2019 Oregon English Language Learner Report**

MOTION: Mr. Mann moved, Dr. Hernandez 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, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

B. Approve Board Policy Sections J and K/L, Resolution #20-20.005

As the district continues to work with the Oregon School Boards Association to update district policies, the following sections have completed the review process and are presented for your approval and district adoption.

Jenna McCulley recommended that the Board of Directors approve the following policy sections:

- Section J
 - Linked at: http://bit.ly/SectionJ_Final
- Section K/L
 - Linked at: http://bit.ly/SectionKL_Final

MOTION: Vice Chair Raven moved, Ms. Barrager seconded the motion to approve board policy sections J and K/L.

Chair Bessett called for discussion; there was no discussion.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve board policy sections J and K/L: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

C. Approve the Resolution to Transfer Fund Balance, Resolution #20-21.006

This resolution is necessary to transfer remaining funds from the 2015 General Obligation bond issue and to close the Bond Fund. Most of the remaining funds were designated during the bond process for use in support of ongoing technology needs in the District, so they will be transferred to the Technology Replacement Fund. Remaining funds that were designated for capital improvements will be transferred to the Capital Projects Fund. Appropriations for expenditures within the Technology Fund and the Capital Projects Fund were adopted as part of the 2020-21 budget process.

BE IT HEREBY RESOLVED, that the Board of Directors for Springfield School District No. 19, hereby allocate budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions listed below.

Bond Fund:

415-5200	Transfer Out	\$2,588,941
415-5400	Beginning Fund Balance	(\$2,588,941)

Technology Replacement Fund:

294-5400	Beginning Fund Balance	\$2,455,093
294-5200	Transfer In	(\$2,455,093)

Capital Projects Fund:

401-5400	Beginning Fund Balance	\$133,848
401-5200	Transfer In	(\$133,848)

Chair Bessett called for a motion to approve the budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions as presented.

MOTION: Ms. Barrager moved, Mr. Mann seconded the motion to approve the budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions as presented.

Chair Bessett called for discussion.

The Board wanted to:

- Know more about the capital aspect of the breakdown.
- Make sure the community was updated on what the money would be used for.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

D. Approve 2020-2021 Academic Calendar – Amended, Resolution #20-21.007

As a result of COVID-19 impact and extremely low air quality due to surrounding wildfires, the amended calendar moves the start of school to September 21, 2020 with Kindergarten through 3rd grade in-person classes and 4th – 12th remote learning.

Kindergarten through 3rd grade will begin with staggered start dates:

September 21-25	Kindergarten/1 Hybrid
September 28 – October 2	2 nd Grade Hybrid
October 5 & 6	3 rd Grade Hybrid

David Collins recommended that the Board of Directors approve the amended 2020 - 2021 academic calendar as presented.

MOTION: Ms. Barrager moved, Chair Bessett seconded the motion to approve the amended 2020 – 2021 academic calendar as presented.

Chair Bessett called for discussion.

The Board clarified that if they saw any issue that would affect student safety that they would no longer require attendance. They had been contacted by some families in their district about their situations surrounding the Holiday Farm Fire. The Board wanted to say that they would do everything they could do to help their students and families affected by the fire.

The Board asked:

- How the Holiday Farm Fire had affected the academic calendar?
- If they had another back-up plan ready to go if the smoke returned?

Mr. Collins stated that the calendar had not changed but they were accessing all their schools. Walterville Elementary School would not be able to open for in-person instruction, so those students would go to online learning. Superintendent Hamilton said that they were creating back-up plans.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the amended 2020-2021 academic calendar as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

2020-2021 DISTRICT CALENDAR

Staff - Secondary: Semester

IMPORTANT DATES

Adopted 2/10/20

AMENDED DRAFT v1.4 9.9

M	T	W	T	F
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JULY 2020

		1	2	[3]
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2020

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2020

	1	2	3	4
[7]	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2020

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5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2020

2	3	4	5	6
9	10	[11]	12	13
16	17	18	19	20
23	24	25	[26]	27
30				

DECEMBER 2020

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	[25]
28	29	30	31	

Key:

- 6 End of Quarter/prep
- Non-Contract Holiday
- First & Last Day of School
- Holidays
- Grading, Planning Days/Parent Conference Days
- Inservice Days:
 - Staff Dev, Planning & Collaboration
 - Collaboration Days (certified & classified report)
- Independent Learning Day
- Conference/Staff PD
- School Vacation/Breaks

Day	Month
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August

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September

8	
7	Labor Day Holiday
1-4 & 8-18	Staff Inservice Day
21	First Day of School - All students (K-1, Hybrid/2-12 Virtual)
21-25	Staggered Start (K/1) - Hybrid
23 & 30	Student Independent Learning Day, Conference, Staff PD
28-30	Staggered Start (2nd grade) - Hybrid

October

22	
1 & 2	Staggered Start (2nd grade) - Hybrid
5 & 6	Staggered Start (3rd grade) - Hybrid
7,14,21,28	Student Independent Learning Day, Conference, Staff PD

November

16	
4,18,25	Student Independent Learning Day, Conference, Staff PD
11	No School: Veteran's Day
19-20	No School: Grading/Conference Day (Sec Only)
26	Thanksgiving Holiday
27	No School: Thanksgiving Break

December

14	
2,9,16	Student Independent Learning Day, Conference, Staff PD
9-11	Grading/Conference Day (Elementary Only)
21-31	No School: Winter Break

January

18	
1	No School: New Year's Day Holiday
4	No School: Collaboration Day
6,13,20,27	Student Independent Learning Day, Conference, Staff PD
18	No School: Non-contract Holiday - Martin Luther King

February

17	
3,10,17,24	Student Independent Learning Day, Conference, Staff PD
11-12	No School: Grading Day (Sec Only)
11	No School: Teacher Prep (Elem Only)
15	No School: Non-contract Holiday - Presidents Day

March

18	
3,10,17,31	Student Independent Learning Day, Conference, Staff PD
19	Grading/Conference Day (Elementary Only)
22-26	No School: Spring Break

April

21	
7,14,21,28	Student Independent Learning Day, Conference, Staff PD
16	No School: Conference/Grading Day (Sec Only)

May

20	
5,12,19,26	Student Independent Learning Day, Conference, Staff PD
31	No School: Memorial Day Holiday

June

13	
2,9	Student Independent Learning Day, Conference, Staff PD
17	Last Day of School
18	Staff Grading Day

M	T	W	T	F
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JANUARY 2021

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FEBRUARY 2021

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MARCH 2021

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29	30	31		

APRIL 2021

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MAY 2021

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[31]				

JUNE 2021

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21	22	23	24	25
28	29	30		

End 1st Quarter: Nov 19

End 1st Semester: Feb 11

End 3rd Quarter: April 16

End 2nd Semester June 17

Student Contact Days: 167

Days	Days
Q1 42	Q3 38
Q2 44	Q4 43

Hrs/Yr 6-8	905
Hrs/Yr 9-11	988
Hrs/Yr 12th:	988
PD/PTC:	60

Total Hrs/Yr 6-8	965
Total Hrs/Yr 9-11	1048
Total Hrs/Yr 12th	1048

State Req 6-8	900
State Req 9-11	990
State Req 12th	966

2020-2021 DISTRICT CALENDAR

Staff - Elementary: Trimester

IMPORTANT DATES

Adopted 2/10/20

AMENDED DRAFT v1.4 9.9

M	T	W	T	F
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JULY 2020

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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
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AUGUST 2020

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SEPTEMBER 2020

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OCTOBER 2020

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NOVEMBER 2020

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23	24	25	[26]	27
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DECEMBER 2020

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7	8	9	10	11
14	15	16	17	18
21	22	23	24	[25]
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Key:

- 6 End of trimester/prep
- Non-Contract Holiday
- First & Last Day of School
- Holidays
- Grading, Planning Days/Parent Conference Days
- Inservice Days:
 - Staff Dev, Planning & Collaboration
- Collaboration Days (certified & classified report)
- Independent Learning Day
- Conference/Staff PD
- School Vacation/Breaks

Day

Month

	August
8	September
7	Labor Day Holiday
1-4 & 8-18	Staff Inservice Day
21	First Day of School - All students (K-1, Hybrid/2-12 Virtual)
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22	October
1 & 2	Staggered Start (2nd grade) - Hybrid
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26	Thanksgiving Holiday
27	No School: Thanksgiving Break
11	December
2-4	Grading/Conference Day (Elementary)
9, 16	Student Independent Learning Day, Conference, Staff PD
21-31	No School: Winter Break
18	January
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4	No School: Collaboration Day
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11-12	No School: Grading Day (Sec Only)
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22-26	No School: Spring Break
22	April
7,14,21,28	Student Independent Learning Day, Conference, Staff PD
16	No School: Conference/Grading Day (Sec Only)
20	May
5,12,19,26	Student Independent Learning Day, Conference, Staff PD
31	No School: Memorial Day Holiday
13	June
2,9	Student Independent Learning Day, Conference, Staff PD
17	Last Day of School
18	Staff Grading Day

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JANUARY 2021

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FEBRUARY 2021

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MARCH 2021

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APRIL 2021

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MAY 2021

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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
[31]				

JUNE 2021

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7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

End 1st Tri: Dec 2
End 1st Tri: March 19
End 1st Tri: June 17

Student Contact Days: 167

Days

Tri 1 49
Tri 2 60
Tri 3 58

Hrs/Yr: 905
PD/PTC: 60
Recess: 90
Total Hrs/Yr: 1055

K/5 State Req Hrs: 900

5. DISCUSSION

A. School Board Agencies & Civic Organizations Representation

Chair Bessett wanted to check in on how everyone felt about their representation with the various civic organizations. Chair Bessett hoped that each board member would consider staying in their current positions.

Mr. Mann sat on the Lane Council of Governments. He had enjoyed learning about all the programs in the community and hearing ideas concerning COVID-19 and how they related to the school district. He was happy to continue serving on the Lane Council of Governments.

Vice Chair Raven was serving on the Wildish Theatre Board. She enjoyed learning about how the theatre ran and connecting with arts agencies in the community. She was happy to continue serving on the Wildish Theatre Board.

Dr. Hernandez was serving on Lane ESD Board. He enjoyed working with everyone on that Board and was happy to continue to serve with them.

Ms. Barrager was serving on the Springfield Education Foundation Board. There had been many changes in the Foundation during the last year following the resignation of their director. She had learned a lot about raising funds for programs in schools. She was happy to continue serving on the Springfield Education Foundation Board.

B. OSBA Training Calendar

Chair Bessett said that they would have another work session with OSBA on Monday, September 28, 2020. The time of the meeting depended on how long the training session would be. Ms. Bowden said that she would email the Board when she received that information.

6. REPORTS

A. Superintendent Communication

Chair Bessett wanted to thank Superintendent Hamilton and his staff for all the work they had put into supporting the community during the Holiday Farm Fire.

Superintendent Hamilton shared that:

- They wanted to ensure all students and staff were safe from the fires.
- There would be issues along the way when reopening and they would work to find solutions.
- If needed, they were ready to shift Kindergarten - Third grades to online learning.
 - They would ramp up communication efforts with community.
- While they hoped that the smoke would clear in time, the schools would all be prepared with the installation of the new filters completed.
- Staff responded quickly when they received the news of the Holiday Farm Fire.
 - District staff served meals to firefighters and personnel, provided structures and supports to the community, worked with the Red Cross to set up an evacuation site at Thurston High School, and had staff reach out with spaces available for those who were displaced.

7. INTRODUCTION OF NEW ADMINISTRATORS

Mindy LeRoux, Director of High School Education, introduced Chris Reiersgaard. He would be stepping in as the Interim Principal at Thurston High School. Mr. Reiersgaard was honored to have this position and work at Thurston High School.

Ms. LeRoux introduced Kimberlee Pelster. She would be the new Assistant Principal at Thurston High School. Ms. Pelster was honored to have the opportunity.

Suzanne Price, Director of Elementary Education, introduced Adrienne Pierce. She would be the new Assistant Principal at Guy Lee Elementary. Ms. Pierce was excited to work in a district that was so equity focused. She was happy to see staff work so hard to help their community.

8. NEXT MEETING

The next Board work session would be held on Monday, September 28, 2020. The time, location and format would be determined at a later time.

9. ADJOURNMENT

With no other business, Chair Bessett adjourned the meeting at 8:13 p.m.

(Minutes recorded by Lydia Dysart)

PUBLIC COMMENT FOR 9/14 MEETING

Heather St. Louis

Wed 9/2/2020 8:02 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.

Dear administrators and colleagues,

I know you are probably receiving a lot of letters about how teachers are feeling about SPS's plan to return to learn. A lot of those letters probably have scientific facts included to support their thoughts. I have those too, but I am going to write to you from my heart today. I am taking a risk and making myself vulnerable to a lot of people I have never met face to face...but I tell my students every day to be brave, so here I go.

I am about to start my fourth year teaching in Springfield Public Schools. I am a kindergarten teacher at Riverbend Elementary, and I used to say without a breath of hesitation that I love my job. Recently I have not been able to say that in the present tense. I am heartbroken as I type those words and making them real. Teaching is my second career, but even though I found it later in life, it's the one that fits; the one I know I'm supposed to do for the rest of my life.

Rest of my life.

That phrase has different meaning to me these days in the midst of this pandemic. Usually when I describe myself I start with: I'm a parent of a spirited 4 year old girl, I am a wife of a hard working PhD student, I am a kindergarten fairy who sings all day long with her students, I'm a tap dancer and a green tea enthusiast. As someone with asthma, I have found myself starting out with "high risk" as my new identity. I am still all of those other things too, but health (both physical and mental) has become the forefront in everyone's minds.

This spring when our world was turned upside down, I was so proud of Springfield Public School's response. You all lead us in caring and connecting with our community. I felt needed, I felt like part of the crew on our SPS ship in the COVID storm, I felt valued, and I felt trusted for the expertise I have teaching and nurturing our youngest learners.

I no longer feel any of those things. Here's why:

1) Teach in school or take unpaid leave = You are not needed.

- 2) Multiple parent surveys about options and choices, zero to staff and teachers (from the district) = You are not part of the crew on our ship anymore.
- 3) We will sort and remove items from your classroom without your input and put them in trash bags for you to pick up and store somewhere= you are not valued.
- 4) We expect brand new kindergarteners to sit at desks or devices all day, wear masks for hours, say goodbye to family without comfort from their teacher...(I could go on but that's another email for another day)= we don't trust your expertise in what is developmentally appropriate to foster a genuine joy of learning in children starting school for the first time.

I know I am just one voice. I know I'm just one teacher...but please listen- human heart to human heart.

What you are asking of us, no not asking, telling- is too much. I, or any other teacher, should not have to choose between supporting their family or literally their life. This is not what teaching and learning looks like. This is not what we are meant to do for children and our community. Give us options. Let us be part of the crew. Help me feel proud of SPS again. Please.

Thank you for reading and pausing to listen to one more voice.

Best,

Heather St. Louis

Public Comment Business Meeting - Sept. 14, 2020

Erin Allman

Thu 9/3/2020 5:36 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,

This is my fourth year teaching at Springfield Public Schools, and I have always been a proud SPS employee. In particular, I admired how the district always seemed to put student and staff safety first. I appreciated creative solutions for making up lost academic time due to inclement weather. I valued the way the district helped foster unity by listening and collaborating at all levels. And I was particularly proud of the clarity and decisive action that the district showed when schools were forced to close abruptly last spring. Now, just 3 months later, I am simply aghast.

I am writing today to express my escalating concern as a K-5 teacher about the district's steadfast decision to teach students in grades K-3 in person. Despite what may have been communicated to the board, parents, the media, and other stakeholders, the district's reopening decision was made without substantive input from the staff that will be charged with carrying out this dangerous plan. Moreover, the teachers that the district insists were involved in planning efforts over the summer volunteered their time to work on tasks that had nothing to do with reopening plans. Such tasks included streamlining instructional standards in the context of our existing math and language arts curricula and increasing the academic rigor to arrive at a truly Comprehensive Distance Learning model for the fall. Teachers were shell-shocked when the district abruptly changed course on both, thereby casting aside all of the work that was done. So now here we are.

Now educators who serve students in grades K-3 are being forced into a reckless and impossible situation that our colleagues in grades 4-12 are not. Under the Memorandum of Understanding that our union and the district agreed upon, teachers considered to be high-risk can enter into a lottery for a limited number of online positions; however, those who do not "win" will be forced to take leave without pay and without insurance. During a pandemic. Meanwhile, our colleagues teaching grades 4-12 do not have to face such a decision. This is beyond inequitable. It is cruel and it is avoidable.

I am also tired of watching the district continue to make public comments about how happy teachers are to be returning to in-person instruction. We weren't asked beforehand, we weren't part of the planning once the decision WAS made, and our voices have been pointedly ignored ever since. While the district didn't bother to survey teachers at all, Springfield Education Association did, and the results of that survey were striking. First, out of 600+ certified teachers, more than 500 of us responded to the survey, which concluded that roughly 3/4 of teachers across grades K-12 do not feel safe returning to in-person instruction at this time. I am among those teachers. When a group of 100+ teachers serving grades K-3 were polled separately in a later meeting, that figure was more like 90%. I am among those teachers, too. In fact here are some of the words

that this group of K-3 teachers used to describe our feelings during that same meeting.

Ignored. Undervalued. Insulted. Disregarded. Panicked. Confused. Depressed. Let-down. Expendable. Terrified. Anxious. Exhausted.

And we haven't even started teaching yet. As soon as we do, kids will surely notice these undercurrents.

The district continues to assert that teaching K-3 in person is a "state mandate," yet both 4J and Bethel interpreted the same guidance differently and have created safer options for their families and staff. I watched Governor Brown's live broadcast when she announced the exception for K-3 students, and that was based on the CDC's position at the time that young children did not seem to be transmitting Covid-19 at the same rate as older students or adults. The CDC has since collected more data and reversed course on this earlier conclusion. Yet SPS insists on blindly following outdated guidance that it continues to position as a "mandate," even when comparable districts within Lane County do not.

It is too soon to reopen schools safely. Schools across the country that are attempting face-to-face instruction are only having to close their doors again. I would much rather work toward more robust Comprehensive Distance Learning plans than create the illusion of academic rigor in an environment where educators will spend more time on health and safety than on core instruction.

Above all, I want to feel unified once more with the district that I fell in love with after student teaching. It is never too late to help the district do the right thing in recommending that ALL students start school online. The potential costs are not worth the benefits, especially when there is a safe alternative. My students' lives are NOT expendable. Neither is mine.

Respectfully,
Erin Allman

Teacher at Springfield Public Schools

Concern Regarding K-3 Return To The Classroom

Deborah Knapp

Thu 9/3/2020 5:58 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.

I write this letter with a heavy heart. I'm a recent retiree of the Springfield school district, having taught elementary (primarily 3rd grade) for 30 years. As a teacher and member of the Eugene Springfield community, I have grave concerns regarding Springfield's plan to hold in-person classes for grades K-3. This decision does not take into account the recent research around Covid 19 infections in children and their ability to spread to others in schools and the community.

An August 31 *New York Times* article titled "U.S. Coronavirus Rates Are Rising Fast Among Children" the author writes, "Unlike the summer camp where children interacted almost entirely with other children and teenagers, schools holding in-person classes require interactions between students and their adult teachers and caregivers, who may be more vulnerable to severe complications." As board members, are you prepared to appear in elementary buildings and offer support to the staff putting their life on the line to educate their students? Or will you be safely tucked away inside your homes holding zoom meetings?

Dr. Raszka is quoted in the same above article as saying that, "One of the challenges is that you just can't separate schools from the community." Lane County's case count is going up again, and Springfield Schools will be opening one week after a major holiday weekend. This is a recipe for disaster for our students, teachers, support staff and the community. Do you really want to be responsible for a new outbreak in our area with the possibility of serious illness (and possible death) in children and adults?

Why not follow the lead of other large districts in the county, by delaying in-person opening? Think about the safety of our children, educators, and the community. I'm well aware that kids need to return to the classroom, but let's base our return to school plan on science and do what's best for all.

Let's be smart and keep everyone safe,

Deborah Knapp
Retired Springfield School Teacher

For the 9/14/20 School Board Meeting

Erika Mueller

Sun 9/6/2020 6:16 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.

Dear Springfield School Board,

I am writing to you as a parent and former educator because I am very concerned about the wellbeing of your district's staff and children, particularly with the K-3 grades beginning the 2020-2021 school year learning on site.

As you know, increasing the potential spread of covid through our communities by exposing your staff and the youngest students to one another's contact groups and households is very serious. Children this age are not able to assess and give consent to this decision or circumstance. It's our responsibility to keep them well and also safe, by ensuring that they, their families and their community members are also well and safe.

Exposing your staff to students who are just beginning to learn self-control and social skills during a pandemic is also unconscionable. The challenges your teachers will face in keeping the children well are too many to name here. However, if you look at school districts that have already attempted to open and the rates of covid outbreaks among them, it's easy to see that this is not the appropriate way or time to attempt in-person learning.

As a member of your neighboring community, the City of Eugene, I'm very concerned about the wellness of our entire area. I ask that you reconsider the role you are playing in these children's lives and provide online learning to the younger grades for everyone's sakes.

Thank you,
Erika Mueller

I am writing to you as a parent of a 1st grade student with SPS,

I want to start by saying that I have yet to hear back about the enrollment of my child in SPS online. I have emailed the principal with SPS online to check on my child's registration and heard nothing in return. I know that I am not alone in this problem. I have friends who have gone a step further than me and tried calling to check on their child's registration, left a voicemail, and have still not heard anything. This tells me that the SPS online program needs more support than they currently have. In the past the SPS online program was a small program that may have been run successfully by one person, today many families feel similar to myself and do not feel safe sending their child into a school building yet. With the influx of students enrolling in SPS online how is the district working to boost the staffing and support in this program to meet those needs? When families do not hear back from administration within 24 hours about concerns or questions, it is a sign that the school is not being staffed properly.

Overall, I have been very disappointed with the district's communication with families this year. I have friends with children in 4j and they know far more details about what to expect from this school year than what I have received from SPS.

I appreciate the district pushing back the start of the school year in response to the fires, but am concerned that it is not enough. I live in an area that is at phase 1 currently for evacuation notices, I cannot even imagine how students and families that live in phase 3 areas are going to be ready to start the school year with everything going on in a week. SPS needs to take more time to better prepare for this unusual school year. Below are some things that I am aware of as a parent and a district staff member that I find concerning this upcoming school year. I will address both SPS online concerns as well as concerns related to those in building because I feel strongly about both situations.

- SPS Online
 - Why is there no support staff such as secretaries to help with administrative duties so that parents are responded to in a timely manner
 - Can we get clear information about what is expected from my family in this program (I as a staff member have been informed of different expectations for this program from the district than what has been advertised to families)
 - Student to teacher ratios are a huge concern for me. Will my child's teacher have the time in his/her day to respond to my child's questions or to build a relationship with my child or does the district believe that because these teachers are not in a classroom that they can serve over 30 students effectively?
- New curriculum adoption
 - This new curriculum has no accommodations for families that do not speak English as a first language. How does this work for families that choose SPS online or are doing CDL, but don't speak or read English?
 - How does this curriculum allow for differentiation?

- With such short notice and everything else going on, have teachers been given enough information and training to implement this curriculum effectively?
- There is no text to speech feature on the quizzes for nonreaders like kinders, and the text to speech feature in the lessons reads everything (including the copyright information) from the top of the page to the bottom. This is not helpful for nonreaders.
- There are many materials required for the new curriculum. Are families who are doing CDL or SPS Online required to supply all of these materials or will the district be able to send out packets/materials to families?
- Alternative Learning Spaces for students who are in school buildings
 - There is not enough space in school buildings to keep cohorts separate, so multiple cohorts may be housed in a gym or cafeteria together, how is this a separation of cohorts? If students are in a room together they are sharing the air.
 - Who is monitoring the students in these alternative learning spaces when they are not with the gen. ed. teacher?
- Seat time
 - 5-7 year olds were not meant to sit in a desk all day long
 - How are kids to enjoy school if they can't even do little things like sing or do semi-vigorous movement while indoors?
- Face Coverings
 - Science has proven that neck gators and face shields are not effective means of stopping the virus alone. Why has SPS not taken the step to require face masks for all students who do not have medical exemptions?
 - When a student refuses to wear proper face coverings they are not allowed to be excluded from the same educational opportunities as their peers. Can the district have the family enroll that child in SPS online so that the other students and the staff in buildings are not being unnecessarily exposed?


These are my most urgent concerns regarding the upcoming school year. I have more. I urge the school board and the district to seriously answer these questions and to consider if the answers are really in the best interest of the child.

Thank you,
Bryne Thorpe

Guest View: Opening Springfield schools problematic

Sat 9/12/2020 11:09 AM

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

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Unless they can test staff, students and parents of those kids daily, it's a ticking time bomb, writes Angela Svetich.

<https://www.registerguard.com/story/opinion/columns/2020/09/12/guest-view-opening-springfield-schools-problematic/3462161001/>

Sent from my Verizon, Samsung Galaxy smartphone

Public Comment Business Meeting Sept. 14, 2020

Woodford Gail

Sun 9/13/2020 4:26 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.

To the school board and the superintendent,

We were teachers in Springfield for 30 years and were always so proud of the way our district did things. Until now. Of course we know how important it is to get our kids back into the classroom as soon as possible. WHEN IT'S SAFE. We do not believe that is the case yet. We do not believe you can assure parents that these precious little ones will stay healthy. We do not believe you have listened to the fears of teachers and other staff that are worried about their own safety and the safety of the people with whom they live. We're having trouble understanding where you are getting information that everything is fine and the threat of this virus doesn't apply here.

Have you answered all the questions from every stakeholder? Have you thought through all the hard questions?

We know that many Springfield families are struggling and parents who must go to work are feeling so torn. Our hearts ache for them. But they also ache for small children who are vulnerable and scared. Have you wondered along with us how this will affect even the strong ones emotionally?

Please, please reconsider this decision and work to make distance learning the best choice for EVERYONE.....including many of your teachers and parents who are wondering why no one is listening.

Lou and Gail Woodford

Public Comment Business Meeting - Sept. 14, 2020

Tony Bova

Sun 9/13/2020 9:57 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.

Because we have grandchildren attending SPS schools, and as retired Springfield teachers and current Springfield Education Foundation annual donors, we are writing to voice our concerns.

We are opposed to the District's decision for in person instruction for K-3.

Since SPS has made this decision, new scientific information has become available about children and the spread of the virus. Neighboring districts have taken a more cautious approach to keep students, teachers and staff safe.

- Is there a protocol in place for students who refuse to wear a mask?
- Is there proper ventilation in all schools and not just air filtration?
- Is there testing other than monitoring temperature?

Thank you for your consideration.

Diane and Tony Bova

PUBLIC COMMENT FOR 9/14 BOARD MEETING

Christine Carson

Mon 9/14/2020 9:12 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 School Board,

We are in the middle of pandemic. We know that children can indeed contract and spread COVID-19. There is proof of that in research papers, all over the news, and right here in our community. While I recognize the safety precautions the school district has taken, I believe that if that level of safety precautions are necessary, staff and students should not be in schools. We should not be taking a risk on their health and safety.

Now, in addition to the pandemic, our town is facing a wildfire emergency. Many of our families have been displaced and are without stable housing. Some will be able to return home in the coming weeks, others the coming months, and some have no homes to return to.

Hazardous air quality in our area has impacted all of us. Teachers are being told they can work from home and don't have to report for work in the buildings. Next week, K-3 is scheduled to return for in-person learning. These children (and the staff who work with them) will already face extreme restrictions to how they can move about and be in school due to COVID-19. With air quality what it is, they will not be able to go outside for recess or movement breaks either. They will be stuck inside, six feet apart, in masks, all day long. I don't know any kids (or grownups) who would thrive like that.

Given that kids can contract and spread COVID-19, given the extreme safety measures required to make a face to face return for K-3 students a point of discussion, given the natural disaster our community is facing, and the hazardous quality of our air, I implore you to consider moving start dates back to October 5 (giving families time to make a plan and get their feet under them,) or pivot to online instruction for all, K-12 for the first trimester, then reevaluate where our community stands after that.

So many in our community are facing overwhelming challenges, including our staff and students. They are trying to meet their basic needs- shelter, food, safety. Their focus isn't on school, it's on getting through each day. Figuring out where they are going to sleep at night. How to stay safe from COVID-19 while without a home. It's a lot. It weighs heavy. We need to make a new plan.

The word of 2020 seems to be "unprecedented." So in these unprecedented times- COVID-19, natural disaster, hazardous air quality- we need to make an unprecedented plan, not just continue to march blindly forward as if nothing has changed. It's time to put our students', our employees', and our community's well-being first. I believe moving our school start date to October 5, or moving all students K-12 to online instruction for the first trimester are the best alternatives at this point.

Thank you for your time,

Christine Buck

Teacher, Community Member, Parent, Voter

Sent from my iPhone

Public Comment Business Meeting; Sept. 14, 2020

kristin woodford

Mon 9/14/2020 10:14 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 Springfield School Board Members

First, I want to say thank you for your service to Springfield Public Schools and for taking time to hear our concerns. I hope you are all safe from the events around our city and nation. Also, thank you and the district for postponing the school start date to September 21. Focussing on school right now is going to be a challenge for both staff and students, especially those who have experienced loss.

I am concerned about the decision to open school to in person k-3 instruction. We need to remember these are 5-9 year old children. The responsibility we are putting on them to attend in person school is far beyond their years.

Have you been in a kindergarten classroom at the beginning of the school year? There is excitement, joy, nerves, anxiety, and 25 students all in need of one teacher's attention. These teachers are some of the most caring people who provide not only academic care for these students, but the emotional care these students need as they start their schooling. Now imagine that same teacher first looking a bit scary with a mask or face shield on, and not being able to provide the same comfort and attention to each student for fear of getting too close. What kind of a picture does this paint for education? Will these kids have anxiety about school for years to come?

Students are being given incredible responsibilities. They are asked to wear a mask all day, stay 6 feet away from their friends and staff, and be responsible for district technology. In a "normal" school year, I spend a good amount of time teaching students how to find their own personal space and stay out of their friends' personal space. How much distance is personal space? About one foot? Now we are expecting students to keep six feet of space. The sharing of personal items is always an issue as well. Kids see a hat on the floor and put it on; they see an instrument that looks interesting and put it in their mouth; they see their friends' scarf and decide to trade. Are they suddenly going to understand the concept of germs and be sanitary with their masks? And what about the student who forgets their mask or refuses to wear their mask or has trouble wearing it properly? We have all seen adults at the grocery store with their mask on their chin or under their nose. We are also placing a high responsibility on our students in regard to technology. I just watched an introduction to school video where the teacher was reminding students to bring their ipad to school everyday fully charged. How many times do students forget their books, lunch, shoes? Now we are expecting them to transport technology without damaging it, charge it at home, and remember it everyday.

In a "normal" school year, there are a number of students who have trouble following the rules. This can be a simple adjustment to what school is like or it can be a deeper issue that takes a while to process. Whatever the reason, these students can blow out in the classroom causing a dangerous situation for the teacher, students, and staff who have to come in and de-escalate the student. This situation is made much more dangerous with the addition of COVID. These students often throw objects, hit, kick, or spit students and staff. Staff have had their lanyards and ties tugged on to the point of minor strangulation. What is to keep students in an escalated state from pulling a mask off and spitting in someone's face?

This reopening plan is based on old science. When there is a novel virus, such as this one, science evolves quickly. Studies are performed that get a result, but eventually that result is disproven thus changing the outcome. This is not scientists changing their minds, but scientists working hard to understand a novel virus. The idea that children do not get the virus has been disproven. Scientists have now found children to carry a greater viral load than an adult and they are often asymptomatic. This means children are actually a greater risk of viral spread than an adult. Can you imagine being five and finding out you infected your grandma with a deadly virus? Or perhaps you infected your teacher who brings it home to an at risk family member.

I understand there are many problems with distance learning as well. It is in no way an ideal solution, but is in person instruction worth the risk of the lives of our students, staff, and families? Education can be redeemed, lives cannot. Members of the school board, I am asking you to make the safe decision for our community and keep all students in a distance learning environment until this virus

is better controlled.

Thank you for your service to Springfield and for taking the time to read my concerns. Be well.

Kristin Woodford
Springfield resident and teacher

Dear Board Members and Superintendent Hamilton,

I am a community member of Springfield and I am extremely concerned with the beginning of the school year and the district's plan for students and staff. It is too soon for K-3 students to return to in person learning, and the programs we are offering are not equitable for staff or for students.

Staff members should be able to protect themselves and be offered equitable options for themselves and their families. Families should also be offered equitable and safe options for their students.

The district has not been communicating with families about the options available to them, and families have not had enough input on what is happening in the school buildings and in SPSONline. This can be echoed for teachers as well, they need to have been involved in the process of choosing what would happen professionally and healthwise. The work that they were involved in this summer is now irrelevant because of the last minute change in curriculum, and the extra planning time that was contracted to them has been of little help with the lack of information and inability to plan ahead for the year with such little guidance from administration.

If you are truly putting care and connection first, you need to keep students safe and offer them connection to their teachers and peers. This means that if you bring students back to buildings they need to have time to connect with their friends and it needs to be safe enough for them to have space and freedom to move around - not seated in a desk for 6 hours a day and doing directed movement breaks with a teacher for recess time. If it is not safe to offer this to students, then it is not safe to have students back in the building. I believe that parents are unaware of the realities of going back in person and how much vigilance and self-discipline it will require of students and staff.

The SPSONline program has also been misrepresented to families and to staff. The expectation that high risk staff have twice or three times the class size than other teachers is not equitable. Families and staff had been told that this would be an independent program, mainly run by parents, with a flexible schedule for students so that they wouldn't have to attend meetings and do their work at a specific time of day. This is not an accurate representation of the schedule or work that will be expected of the students or the staff, and little preparation time has been given to staff, even with the delayed start of the year. Teachers do not have the information they need to prepare for the year and families do not have the information they need to decide how they want their child to participate in the upcoming school year. Additionally, the SPSONline program has been inundated with students because their families have elected to keep their children home, which is leaving a normally very small and independent program in a position it hasn't been in before, with little extra support for staff and families. This is not equitable for the principal, the staff, or the families involved in SPSONline and the program cannot be expected to operate without more support and flexibility.

We need to wait until it is safe (both from Covid 19 and from smoke and fires) to restart in building learning, and we need to provide information and equitable options to staff and families. Thank you for your time and consideration.

Sincerely,
Rebecca Long
Community Member

Face to Face instruction

THOMAS ROBERTS

Mon 9/14/2020 10:41 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.

My wife and I are both retired 30 year teachers in Springfield and consistent donors to the Springfield Education Foundation. We continue to take great interest in what happens in Springfield Schools.

There is absolutely no doubt that the best learning environment for children is when they are in a classroom with other students and a teacher.

With the threat of infection from the Coronavirus, it is simply too dangerous to start face to face instruction now. Students, teachers, staff, their families and the entire community is at risk. Please delay and explore other remote learning possibilities.

Tom and Barbara Roberts

Sent from my iPhone

Tom Roberts

Public Comment: Board Meeting – September 14, 2020

Jamie Hoag Barnett

Mon 9/14/2020 10:43 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 Springfield School Board,

Thank you for reading public comments prior to the board meeting and making sure to address them during the meeting.

I encourage you to address the lack of information provided to parents and families during this time of uncertainty. Transparency has been missing throughout the summer and now into September. Originally, school was supposed to begin last week, then today, and now not until the 21st, yet I still do not have clear answers on what SPS Online will require for my 1st and 4th grader. I've had to ask for clarification that my children were even registered. The registration process was confusing. The weekly messages from the district have not always been timely and they lack substance that would allow families to prepare their young learners for what the school day/week will entail.

Additionally, I support the K-3 teachers (and their supporters) who are advocating for a safe return to the classroom but NOT as the district is proposing.

I have a first grader whose only options are either to risk their health and those of others while wearing a mask for six hours a day, four days a week while not touching anyone OR use a new online platform that won't be connected to their school community. How is that good for such young learners? Just because the numbers say it CAN happen, doesn't mean it should.

I have heard from many that I should send my children to a private school this year or try to enroll in another district. While that works for some of our district administrators, it doesn't honor the hard work and dedication of the many public school teachers in my life. My sister, mom, and so many of my friends serve their communities with limited resources and continual judgement by those who think they know better. My children have had amazing, passionate, and giving teachers and staff throughout their time at Guy Lee Elementary. I want these teachers and staff to be alive and healthy when we return to school. We look forward to the day they can be back in the building safely in a model that supports their academic, emotional, and social learning.

Please require the district to be more transparent with families and to reconsider the K-3 plan for in-person instruction.

Sincerely,

Jamie Hoag Barnett

Public Comment Business Meeting - Sept. 14, 2020

Alyssa Nestler

Mon 9/14/2020 10:56 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 Distinguished Members of the Springfield School Board,

The Springfield community is about to begin a school year that is different than any we have experienced before. At this time during the school year, teachers are usually busy preparing their classrooms, planning back to school activities and lessons, and thinking about the students who will walk in the door on the first day. In past years, we would be unpacking classrooms, trading new ideas with colleagues, and trying to anticipate what the new school year will bring. This is usually an exciting time of new beginnings.

Instead of trading summer stories and lesson plan ideas this year, my colleagues have been calling each other in tears. There is panic in their voices as they ask questions about returning to in person instruction in the middle of a pandemic that has claimed 200,000 lives and counting. These teachers are scared and anxious to return to the classroom for many reasons. The wildfires that continue to ravage our community have added to that list.

The teachers I have spoken with personally, or listened to in feedback gathering forums, are not just afraid for their own health and that of their families. They are afraid for their students. They are afraid for the young children that will soon be put in their care to educate and protect. Doctors, epidemiologists, and researchers continue to emphasize that we do not have enough information about COVID-19 to understand exactly how the virus impacts children, or how they transmit the virus. However, there are more and more articles being published from credible sources that suggest children may be "silent spreaders" who carry large viral loads, and spread it more efficiently while showing NO symptoms themselves. Within the last week it has been confirmed that very young children have spread the virus to family members, contributing to community outbreaks. News coverage is describing a growing number of outbreaks in schools that are opening around the country. As we learn more, it seems clear that while children are not infected at the rate of adults, they do contract the virus. For those who show symptoms, 1 in 3 will end up in the ICU. Tragically, a six year old passed away from COVID-19 just a few weeks ago. With families being forced

into close quarters due to the wildfires, college students returning to town to attend the University of Oregon, and Springfield opening for K-3 students, we are inviting infection to spread throughout our schools, as well as the broader community.

Teachers are also concerned about how this experience will impact young children's perception of school long term. Strict social distancing guidelines and mask requirements will take away much of what children love about school. Social-emotional support for students will be incredibly difficult, if not impossible, in the context we are planning for. Teachers of our youngest students are wondering how they will safely tie shoelaces, zip up jackets, put on bandages, or give students hugs when they miss their parents. The unfortunate reality is, if teachers give students the love and support they need, they will be putting themselves at a higher risk of infection.

Springfield Public Schools' leaders cite the Oregon Department of Education's guidance in regard to the state metrics for returning to in person instruction which states: "It is expected that schools will offer in-class options for students in grade K-3 to the extent possible." The language in ODE's guidance has been interpreted differently by neighboring districts, as well as districts of comparable size, meaning that these districts have opted for Comprehensive Distance Learning until November or December at the earliest. Although we all understand the vital importance of in person instruction for our students, safety must be our first priority. The safest available option is to open schools in virtual learning for an extended period of time, possibly the first term, while working intensively and collaboratively to return to in person instruction.

Let me be clear, every teacher I have spoken with wants to be with their students. They are working around the clock to try and figure out how to do their jobs in a new way. These dedicated professionals love their work, and they miss their classrooms desperately. However, as early childhood educators, there is no denying the scale and pace at which we are trying to reopen is simply not safe or appropriate. We want to be with our students, but we need time to rethink how to make the social distancing guidelines, safety protocols, and sanitation routines developmentally appropriate for very young children. We need time and support to figure out a brand new curriculum. We need time and guidance to figure out how to adapt instruction for the virtual environment.

Our district leaders have spent a great amount of time trying to make classrooms safe for students and teachers. They have purchased air purifiers, handwashing stations, personal protective equipment, and tried their very best to secure our facilities. However, the fact remains that as we look to reopening schools on September 21st, we still have more questions than answers. We will never have all the answers before we begin this reopening endeavor. However, there are still questions about the extensive safety protocols

that we do not know the answers to. Teachers, students and families need time to be brought up to speed in order to implement these life saving safety measures thoughtfully and effectively. This is a HUGE undertaking. Given the extreme circumstances, we need more time, and we need more answers.

Many staff members have expressed feeling expendable-like canaries in the coal mine. Add to that, staff members were not asked to give input on whether or not to return to in person instruction. We were never given the opportunity to say whether or not we felt safe. We were told there may be some level of in person instruction in the Fall trimester, but were not provided a forum to voice concerns. Staff members were asked to give input on a variety of things, but never the biggest decision of all: when and how to bring students back to in person instruction.

In addition, resources and time would be well spent increasing the effectiveness of online instruction for K-3 students, since the likelihood of spending a great deal of the year engaging in virtual instruction seems inevitable as we watch the spread of the virus in other districts currently opening across the country.

Teachers want to be reunited with students. However, we are requesting that our leaders slow the timeline down so we can open safely, and invite teachers into the conversation about how to do so. We are asking to be given the time we need to open our classrooms correctly, because moving too quickly will only result in disaster. We have pushed the start date back a week, but given the hazardous air conditions, paired with the COVID-19 risk, it seems vital that we are given additional training and support before beginning the school year. When we do begin the year, it does not seem feasible to have students back in classrooms before the second trimester begins, so our leaders and the Oregon Health Authority can monitor how the wildfires impact community spread of the virus. We are still incredibly hopeful that we can land on the side of caution and wait for in person instruction. Risking the life of even one staff member or student is simply too great a burden to undertake.

Sincerely,

Alyssa Nestler

9-14-2020

Dear Springfield School Board,

My name is Jeremy Thorpe and I am the parent of a 1st grader participating in the all-online program through your school district. Like most parents, I have been paying extremely close attention to each detail as it's released about the upcoming school year. Throughout the summer I've been concerned about the reckless policies the superintendent keeps pushing the district towards, but back then, I had the solace of thinking, "Things can still change before the beginning of the school year." Things have not gotten better, they've only gotten worse.

I am very grateful that the school district has an all-online option for this school year. Honestly, my family was prepared to quit a job and drop down to a single-income household to protect our family. However, what I wasn't prepared for is the giant train wreck that's coming. Adopting a new curriculum right before the beginning of the school year with absolutely no direction to teachers about how to use it? Sticking teachers in a "virtual school" with a huge case-load of students AND refusing to add any more teachers to help (even when you have teachers that are on unpaid leave, ready to help)? You have a principle that is running the equivalent of a high school, middle school and elementary with no secretary and no other assistance! This is absurd!

The distance learning option was sold to us as a "flexible learning tool" that is supposed to work great for both me and my wife that both have full time jobs. And now I'm being informed (by my wife who is an SPS online teacher, not the district or the principal) that my student is going to have to be taking part in actual classes during school hours while my wife and I are busy. We were ready to help with schooling in the evenings, but now I have to try and find time in the middle of the day to help my student with her classes? Have you even looked at the 1st grade sample for the new curriculum? Do you know how much reading there is? How is my student supposed to figure this stuff out on her own now that your district is pushing the schooling hours during my work day?

These are just my concerns about the online schooling. Because my child isn't participating with in person classes, I won't even begin to list the ridiculously large list of concerns I have for the teachers and students that are going into school buildings during this pandemic. This is utterly crazy to me.

The school district has had all summer to figure out a plan on how to deal with the pandemic and online learning. Looking at this new, horrible curriculum as a magic pill while at the same time touting about how the teachers are getting trained and how ready everyone is, is propaganda bullshit. The school district administration is saying a whole load of great things in public, while in practice is leaving the entirety of the district in the dark about everything that's going on AND SCHOOL WAS SUPPOSED TO START TODAY!!!

Please find a new administrator who can actually do their job,
Jeremy Thorpe

Public comment 9/14/2020

Teresa Page

Mon 9/14/2020 11:26 AM

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

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9/14/2020

School Board and District,

I want to encourage district administration to work together with staff to create a safe return to school for students. I want to encourage the school board to support district administration and staff collaboration.

As you have become aware, the return to learn plan that the district presented at the last school board meeting was not created with staff input. District administration may state that staff was involved and that is true, we viewed the blue prints and worked on curriculum tasks. However, neither of these tasks allowed staff to provide input to the creation of the return to learn plan that the district decided on. The blue prints are an outline that can be applied to a variety of plans.

As staff and some community members have tried to voice, we feel that the return to learn plan chosen by the district is too aggressive. I am sure you have heard the many reasons for these concerns. I want to use my comment time to advocate for working together as a team to create these difficult new routines. So far, teachers, principals, and classified staff that work with students and do their work in our buildings everyday have been left out of the discussion. Not only has this made planning and preparation very difficult, it has destroyed trust among our school district.

Now, we have an added layer, the hazardous air quality. As you can imagine, staff is very concerned about their health and the health of our community. We are grateful that our district took the initiative to delay the start of school. Now, as COVID 19 and the wildfires continue we are hoping that we can begin to work together to keep our staff and community safe.

As we navigate these difficult times, I urge you to open the doors of collaboration. We know the needs of students, our community, and ourselves. The district knows the state requirements. Together we can create a safer return to school.


Thank you for your work during this trying time,
Teresa Page
1st grade teacher
Douglas Gardens Elementary

Public Comment Business Meeting - Sept. 14, 2020

Steve Dustrude

Mon 9/14/2020 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.

Superintendent Hamilton and Board Members,

My name is Steve Dustrude and I am a retired teacher from the Springfield School District. My wife Cyndy and I have lived in this area since 1975 and been strong supporters of the District with both our children graduating from Thurston High School. We have been active supporters of the Springfield Education Foundation for many years.

All of us would like students back in front of teachers, but that shouldn't happen now.

I'm quite concerned with the District's decision to begin in-person teaching with students in grades K-3. Our grandson is a first grader in Newberg, Oregon and he will be doing distance learning for the foreseeable future, and I believe that is the safest course of action for not only students, but staff. Springfield's decision to move ahead with in-person instruction is putting students, staff and the community at risk during this time of COVID-19.

I have spoken to many current elementary teachers who are extremely skeptical about the efficacy of the precautions the District is implementing. Are you truly keeping students and staff safe from the virus? More and more information has come out speaking to the fact young children can be asymptomatic and still spread the virus at the same rate as adults.

With the recent fires, with evacuations and people congregating, plus gatherings over the Labor Day weekend, the chance of community spread is even more of a possibility.

I'm concerned Springfield is not operating in concert with Eugene and Bethel school districts who are starting the year only with distance learning.

Please reconsider your decision to begin in-person learning so soon. The safety of our students, staff and community are depending on it.

Thank you, Steve Dustrude

Steve Dustrude
91274 Donna Road
Springfield,, OR
541-726-0815
dustrude@teleport.com

Public Comment Business Meeting - September 14, 2020

Amber Shireman

>

Mon 9/14/2020 11:43 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 know there are many details that are still being worked out, but my family and two other families enrolling their children in the SPS Online Program still have very few details about the program. My emails are no longer being answered, and I have a LOT of questions. The information on the Florida Virtual School site does not seem to match up with our district's weekly and quarterly schedule, the SPS Online website information no longer applies to elementary kids since the curriculum provider has changed, and the only information from the Springfield School District that I am able to view is here: <https://www.springfield.k12.or.us/Page/7974> and this information does not answer most of my questions regarding SPS Online at the elementary school level:

- Is there an orientation video for us to watch to explain what we can expect this year?
- What is the schedule for SPS Online students or is it mainly left to each family to decide when classes are taken and assignments are done?
- Will we be able to have our kids work ahead in courses if they choose or are there set assignments for each day?
- One of the district emails on August 20 said the in-person and SPS Online students would have the same curriculum, to make it easier for students to switch from one model to another; it sounds like SPS Online is more of a "flexible timing" option... does that just mean same information/instruction given but not the same "school day schedule"?
- Do they have teacher meetings at a certain time?
- Are the meetings every day or just on certain days? The Florida Virtual School site says these meetings are on Tuesday, Wednesday, and Thursday, but it sounds like our district teachers will be working M/T/Th/F with Wednesday for prep. I'm not sure what that means for the schedule.
- Which classes are considered "academy" classes that will be taught by a teacher in our district?
- Will students be placed in "classes" with kids from their own elementary school when possible? If not, what does it mean that they will have opportunities to meet with kids in their classes?
- It looks like Florida Virtual School courses operate on the semester/18 week system. How does this work with our elementary schools dividing the year into quarters?
- When will we find out what applications we need to install on our computers (if not using district ChromeBooks), how the classes will meet (Zoom or Google Meet?), what websites we need to sign up for so that our students will have access? I really don't want to be scrambling at the last minute to get all our ducks in a row.
- Will there be a supply list sent out at some point? I am sure we need more than crayons, markers, colored pencils, etc. (though I very much appreciate the starter kit we picked up!)

At the very minimum we would like to know if there is an orientation video for the elementary students, and when we will start receiving communication from the SPS Online program. Much of the information sent out by the district is for the families who will have their children attend in-person (K-3) or via remote learning (all older kids.) Please let us know when we will actually start hearing from SPS Online.

I have not even gotten confirmation that my son is enrolled in the SPS Online program, although I submitted the enrollment and other required materials August 19 and 20.

Thank you for your consideration,
Amber Shireman (Shawn's mom)

Covid 19 prep

Tom Wareham

Mon 9/14/2020 11:45 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.

I am confused by information I have read about filtering machines placed in school district classrooms. Information provided stated that the filter pore size was .3 microns. I spent thirty seconds researching corona virus size on the internet and found it varies from .025 microns to .14 microns. Is the stated pore size of filters accurate? If so, would the effort to filter the virus with that mechanism be comparable to trying to eliminate mice from your property with a cyclone fence.

The following is correspondence I sent to our Board and District leaders last month. I do not know that it was ever read by the board and I am including it again so that it can be an official record of the public comment for the SPS Board Meeting on 9/14/20.

Jonathan,

We appreciate your work on our behalf and thank you for hearing our serious concerns. My reply is intended to be a voice for many of us teachers and it is directed particularly to our district decision makers.

I'm sure you understand the severity and urgency of our concerns and also know that many of us have reached out to our building administrators and to you as was directed. That being said, the consequences of our district's misguided decision requiring K-3 teachers and students to return to in person learning are too significant and potentially dire to simply be labeled, "concerns regarding their employment."

To label it that way is a trivialization of a very serious dilemma many teachers are currently facing, particularly teachers at high risk or with high risk family members.

During Monday's board meeting many teachers felt angry, frustrated, powerless and completely unrepresented while the return to learn plan was being presented. There are too many reasons to list why our district's current in-person return plans are terrifying, unrealistic, unsustainable and fiscally irresponsible. Some of us teachers have a working document surrounding concerns and would be happy to share when you are ready to hear and genuinely listen.

Those of you in leadership, we realize you are trying to implement the best plan for all while following state guidance, but understand

and be aware that we as teachers in the trenches can tell you exactly why it will fail and end with trauma and tragedy as long as Covid is in our community. I do not say these things lightly or facetiously. It will be the teachers/staff on the front lines exposed to primary aged "super efficient spreaders," with undeveloped personal hygiene and barely emergent social emotional regulation skills (particularly incoming Kinders who lost Preschool/KITS/ Safety town learning opportunities) who will be at the highest risk for exposure.

In addition to those considerations, primary teachers will concur that behavior issues, physical aggression, defiance and room clears are and will continue to be very serious daily concerns. The "learning" environment that students are being expected to return to is a perfect recipe for more frequent and intense escalation and more severe behavior issues resulting in exponentially higher risk to Covid exposure for students and staff alike.

Realistically consider the state mandate that no child may be excluded if they refuse to wear a face covering. Any and all children (or their parents deciding on their behalf) may refuse to wear a face covering, leaving all other students and staff exposed. Has any consideration been given to the constant fear and trauma staff will face daily when this happens? How about the additional sick days (mental health care) staff will utilize when it's too much and too scary? What will happen to our students when substitutes are frequently needed?

Most other professions have the ability to remove themselves from unsafe, unhealthy, or hostile work environments. Even our district administration will have the benefit of safely working/ meeting remotely. However, in-person staff much like law enforcement, fire/life safety, health care workers and military have no control or voice about their fears and safety and even less power to protect themselves and their loved ones from potential

exposure. I could go on for pages and perhaps you already feel like I have but I will instead let you think about these things.

Everyone makes mistakes, however the great thing is that most mistakes can be corrected. We didn't have all the latest research and as an educational body we rely and depend upon research and best practices. Now that we have information from new studies and are able to see the early failures with in-person learning across the country, we can be much more prepared to adapt and modify quickly.

We must allow ourselves the most time possible to devote to the development of a successful and robust comprehensive distance learning program for ALL of our students. We must also provide parents with an accurate and realistic picture of what it would be like for 5-8 year olds to sit at the same desk for 6 hours including meals. They have a right to know the truth and to make plans as quickly as possible for their childcare and educational plans.

We strongly urge you to reconsider following the lead of neighboring districts and immediately announce comprehensive distance learning for all.

Yesterday I saw a sign that said "a virtual teacher is better than a dead teacher." I think most of us would agree with that. One death is too many.

Please do not take it personal or be surprised when letters and emails from concerned teachers, families, citizens and neighboring district's educators begin arriving to your inboxes and to those of our city, county and state leaders.

Many voices are more powerful than a few. 76% of teachers not feeling safe returning to a building is something that should have been addressed. We are now attempting to do that. If you have read this far thank you for taking our concerns seriously.

One last note. On behalf of the staff at Mt. Vernon Elementary, we want to make it clear that we absolutely voiced our fear and concerns about our perpetually malfunctioning HVAC systems and the negative impact on our health. We conveyed to administration and specifically Brett Yancey the severity. We were told there was nothing that could be done because our HVAC brand is no longer made and that the cost to replace was too great. Yes those concerns are absolutely still in existence and are even more amplified especially since I became the sixth staff member in less than 3 years to develop Cancer at Mt. Vernon Elementary . I highly doubt that an air purifier could have been a solution all along.

Thank you to all for the time, dedication and work that has been done, there is much more to do as we prepare for our new students. Let's start now!

Celina Ziolkowski

Kindergarten Teacher
Mt. Vernon Elementary School

This was correspondence to the district administration and board. Since there was never a reply I have to assume it was never read. I am including it here to be an official part of the Public Comments for the 9/14/20 Board Meeting.

Jenna,

Has the District also communicated to the families that nearly 90% of K-3 teachers who are mandated to return to in person teaching are absolutely terrified of returning to the classroom?? That we are scrambling as we speak to figure out how to keep ourselves and families safe while keeping a roof over our heads??

I wonder how parents would feel knowing their child's teacher will be in a state of perpetual stress and anxiety..constantly fearful, wondering if the next cough or sneeze will infect them and their families at home. Keep in mind no child can be forced to wear a mask and we are still required to teach them in the classroom with the same exposure risk.

We teachers are very disappointed that after many letters we have written expressing our concerns our district is ignoring the newest research which shows young children spread Covid MUCH MORE than was previously known.

Have we have also forgotten our commitment to protect and promote equity for our historically marginalized students of color?? Is our district REALLY going to disregard the fact that our students of color face the highest risk for contracting Covid? This information came straight from HR just a few days ago. Have we forgotten our district demographics? Has their high risk status been conveyed to them in their native language so they can make a choice about their own safety?

As over 100 K-3 teachers met tonight safely via zoom, it came to our attention that many of our colleagues in the middle and high

school level are not aware of the anguish their fellow teaching partners have been experiencing 24/7 since Monday's board meeting.

The sentiment was that the district is making decisions that will have lasting negative consequences. WE DON'T FEEL SAFE RETURNING! In addition to death in our district, the decisions that are being made despite clear teacher opposition are planting seeds of distrust, and anger and the feeling we are expendable. Teachers stay where they feel valued and heard. We are headed to a very sad place.

I don't know what else to say...

Celina Ziolkowski

Public Comment Business Meeting - September 14, 2020

Mrs.Kelsey Price

Mon 9/14/2020 11:56 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 Springfield Board,

I write to you as a parent of 2 springfield school district students. I was very optimistic about sending my kids back to school, however in light of recent natural disasters my optimism has changed. I want to ensure that the school my kids are going back to is a safe one both physically and mentally. The district has done a wonderful job installing proper ventilation however due to the 2 conflicting disasters (1 being that inside activities are safer than outside ones, and the other disaster saying that outside activities are safer than inside ones) I feel my kids shouldn't return to in person learning until:

1. The smoke has cleared and my kids can breathe healthy air both inside and outside.
2. It is very important to me as a parent that my kids get access to recess breaks, at least 2 times a day for both physical and mental wellness. The SPS blueprint confirms that outside activities are safer than inside activities so it is important that proper outside breaks are established for health.
3. My family was evacuated, we live in the mohawk valley and are thankfully back at evacuation level 1, however I will not safely be able to drive my kids to school beginning Monday the 21st unless the smoke has significantly cleared.
4. If the district is going to go ahead and decide to send k-1 students to school amid the chaos and unhealthy virus and smoke conditions, I would like the option to not send my kids until the smoke has cleared.

Thank you,

Kelsey Price

mrs.kelseprice@gmail.com

541-968-3132

Public Comment Business Meeting - Sept. 14, 2020

Ashley Buchholz

Mon 9/14/2020 12:00 PM

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

Cc: beccarupnow0723@gmail.com <beccarupnow0723@gmail.com>; saintlouis22@gmail.com <saintlouis22@gmail.com>;
Jonathan Gault (SEAPREZ) <seaprez@comcast.net>;

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.

Monday, September 14, 2020

Dear SPS School Board Members,

We are writing to you as SPS Online Teachers. We began our work with this program on Tuesday, September 8.

During our first staff meeting on September 8, we were informed that SPS Online would not be in the format that was originally shared with families, students, and staff. Here is the information that families were provided regarding online program:

July 22 Return to Learn Update-

- **Option 1: Remote learning** – Students can enroll in Springfield's existing comprehensive K-12 online school – SPSOnline. Students in this program would enroll in the SPSOnline program and have access to local Springfield teachers and follow an established online curriculum.
- This is for families seeking a more traditional online school experience. This program does have a greater expectation of adult or older sibling support for remote learning. Regular participation and attendance are required and depending up state guidelines, students will earn letter grades.
- This minimal contact model provides the greatest flexibility for students to transition to a blended model at key transition times (such as at the end of a trimester or semester).

July 30 Return to Learn Update-

•

SPSOnline: Families will continue to be offered the choice of the comprehensive, existing SPSOnline program for those looking for the consistency of an all-virtual learning experience for the 2020-21 school year. SPSOnline utilizes FueIED curriculum facilitated by local Springfield teachers. This program is more student-led and individualized with regular contact and support from SPS teachers. It is designed for learners who want a long-term virtual learning model. More information is available through the SPSOnline website.

Return to Learn FAQs-

- - **SPSOnline** is a comprehensive online program taught by local Springfield teachers. This program is student-led and individualized with recorded lessons and regular live contact and support from SPS teachers. It is designed for students who want a long-term virtual learning model, where they can move at their own pace, and be supported by regular check-ins from SPSOnline teachers.

- How many hours a day will my elementary student be engaged with online learning through SPSOnline? Answer: It is estimated that elementary school students will spend 1/2 hour a day per subject. We plan to offer science, social studies, math, language arts, art, PE and technology. This means that on average students will spend 3.5 hours engaging with the curriculum. This does not include time spent in online meetups for class activities. That schedule is still being planned.

- When is instruction provided? Do students need to be online at a specific time each day? Answer: While there will be some scheduled times for students to meet with teachers (especially at the elementary level), SPSOnline uses independent lesson delivery, so you have flexibility in choosing the time that works best for you to engage in school.

SPS Online teachers were informed that we would not be following a virtual learning model based on self-paced learning, a flexible schedule for families, or regular teacher check-ins. In fact, we were told that everything the SPS Online program was previously, changed starting on Friday, September 3. This drastic change meant that SPS Online would embark on creating a new program with a different instructional model and curriculum in a time span of less than one week. This new model would mirror the virtual learning model our fourth and fifth graders are following in their home buildings. This model is based on the same structured schedule with required live Google Meets throughout the day.

This change is concerning for our families, students, and staff. For families, they enrolled in the SPS Online program believing the learning schedule would be flexible enough to meet the needs of their home and work schedules, along with learning that was self-paced based on their child's learning needs. For teachers, we accepted the SPS Online teaching position with the belief that they would facilitate individual check-ins with students throughout the week and provide individualized feedback on their learning. Families and teachers had different information

regarding the SPS Online program, and now with such drastic changes, that families are unaware of, this program may no longer meet their needs between work schedules, childcare, and family structure. Additionally, this program may no longer provide equitable models of education. With this less flexible model we are at risk of alienating some of our families with the highest needs and not providing them the adequate options and support they may need to ensure their child's education.

Class size in the SPS Online program is also problematic. With SPS Online students and teachers participating in the same format and with the same requirements as fourth and fifth grade classes currently in Comprehensive Distance Learning (CDL), there needs to be a class size for SPS Online that is similar to those classes. The maximum number of students in the CDL classes through their home schools is 30 students, split into 2 cohorts. After speaking with fourth and fifth grade teachers, we have learned that in CDL the highest number of students is 23. At this time SPS Online has double or even triple class size of our in-person counterparts. For example, the lowest number of students per teacher is currently 28 students while the highest is 43 students per teacher. These high class sizes for SPS Online would make it challenging for teachers to meet the needs of every child, every day. Students and families may not receive the individual attention, feedback, or instruction that they expected when they enrolled in SPS Online. Teachers may be spread so thin that many needs may go unmet, as there is simply not enough time in the day to teach live between 8:30 AM and 2:50 PM, and provide feedback and assistance to up to 43 students and families. With this class size, SPS Online teachers would need to be able to utilize the prior SPS Online model that was outlined to parents. If SPS Online teachers and students follow the CDL model like those in the building, then we need more teachers to meet the needs of families. We are concerned that SPS Online families and students will not receive equitable instruction to those in CDL at their home schools, and that teachers are in inequitable roles, but expected to follow the same requirements and guidelines. The SPS Online program for elementary students is now the largest elementary elementary school in our district with between 650 and 700 students. With so many changes in the instructional model, student enrollment, and curriculum in this program in such a short amount of time, it means that teachers are not able to prepare and plan for the upcoming year. While we have been provided with more time, it has not been possible to do so with the information and resources available. The requirements for the SPS Online program change daily, along with our class size, and very little information and guidance. This issue must be addressed before students begin their various program models on September 21st so that we can serve all of our students and families in the most equitable and responsible way possible.

Sincerely,

Ashley Buchholz
4th Grade
SPS Online

Heather St. Louis
Kindergarten
SPS Online

Rebecca Long
4th Grade
SPS Online

Diana Costin
3rd Grade
SPS Online

Springfield Public Schools Board Statement for 9/14/2020

During my 40+ years working in public schools, I have been the protector of students in multiple ways. I took part in the Alice Training for active shooters in the schools as a staff member and later was subjected to having to do the training for my students over multiple years. In the beginning of this process, we were not allowed to mention the true reality of the drills: active shooters who could be there to kill any or all of us. I remember that feeling when if students asked or brought up the gun scenario, not being able to respond in any way to give the possibility any attention. I felt like a traitor to my students of the real facts. I was willing to take a bullet for my students with the knowledge that it was my duty as their teacher, not so much as part of my job but part of my caring for and being willing to stand up for them.

After multiple, similar occurrences causing me cognitive dissonance with what I knew was right and what I felt compelled to do, I left teaching even though I knew it was what I was meant to do. In the active shooter situation, I knew the potential of the enemy but not the time or specific place. However, in the current reality, teachers are faced with a massive conundrum because they know the potential of the enemy (Covid-19) for them, their students, their families and students' families but can not see the reality until it's too late. How can teachers feel confident that their meeting in person with students will not expose them, their families, their students or their families to a life threatening diagnosis. They can't and they should not be expected to do so.

Until the school board, members of leadership and all other district employees are able to meet and work collectively in person, teachers, classified, administrators, students and others active parties should not be asked to do so,. Just because the governors' metrics make it possible, doesn't make it the most prudent, safe and reasonable choice.

With the added danger of smoke in the air, both outside and indoors, it is my opinion that the educational service delivery to students in K-3 should be done remotely until such a Ptime as it is safe for students, families and staff members. I would hope that Springfield Public Schools will heed the advice of OHA and ODE on the matter of public safety in regards to in school educational service to students during this statewide and community fire/smoke-filled air crisis.

Sincerely,

Colleen Hunter
4921 Glacier Drive
Springfield, OR 97478

K-3 in person schooling

Mel Dronzek

Mon 9/14/2020 1:56 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.

Dear SPS School Board Members,

I respectfully disagree with your decision to put students, teachers and support staff back in the buildings on September 21st. As a resident of this community and a former teacher with almost 30 years with this district, it is too soon for several reasons. First, there is research that shows that children can expose others to Covid. Second, it has happened too quickly. As a veteran teacher who handled the sudden switch to distant learning in the spring, there is so much more that needs to be done to prepare for in person learning. I care deeply for the students, families, and community that I served, and everyone needs time to be sure it is done safely and properly. In addition, the Holiday Farm fire has brought another tragedy and serious situation to our community. We need time to recover and help our neighbors.

Springfield Schools has staff that care for every student and their family. Please show this incredible staff that you care about them, and listen. They do not want to start in person learning yet.

A very concerned citizen,
Mary Ellen Dronzek
2232 Wemberly Way
Springfield, Oregon 97477

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on September 28, 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 with news media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 5:00 p.m.

Attendance

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez, and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Jeff Michna, Jenna McCulley, and Dustin Reese, Jeff Michna, Jenna McCulley, Ali Vaughan, Erica McNurlin, Anne Goff, Brian Megert, Kerri Dawson, Brenda Ogan, Nicki Gorham, Becca Long, Shana McOmie, April Holmes, Teresa Page, Whitney McKinley, Charlie Clark, Chris Reiersgaard, Joni Wareham, Veronica Cheek, Brent Sassler, Leah Price, Mindy LeRoux, Crystal McPheeters, Suzanne Price, Michael McGraw, Vincent Adams, Amber Smith and Steve Kelly from OSBA, Jordyn Brown from the Register Guard and Lydia Dysart, minutes recorder. There were also three community members who attended using Zoom Phone, so their names were not available.

2. APPROVAL OF THE AGENDA

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

MOTION: Dr. Hernandez moved and seconded by Mr. Mann to approve the agenda as presented.

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

Motion passed, 5:0.

3. ACTION ITEMS

A. Approve Resolution to Approve 2020-2021 Refunding Obligations, Resolution #20-21.008

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 (Average) Interest Rate:	Maturity Date:	Net Present Value Savings

Series 2015B	3.13%	1.405%	07/15/2024	\$ 298,215.65
2019-20 Bus Lease	3.19%	1.405%	11/13/2028	\$ 21,412.68
TOTAL:				\$ 319,628.33

Additionally, the District is anticipating entering into a lease-purchase agreement on five (5) additional school buses this fiscal year and have included the anticipated financing in this agreement. This 2020-21 anticipated financing totals \$860,000 and has a true interest percentage of 1.405%.

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.

Brett Yancey recommended that the Springfield School District Board of Directors adopt the resolution, as presented.

MOTION: Ms. Barrager moved and seconded by Vice Chair Raven to adopt the resolution as presented.

Chair Bessett called for discussion.

The Board asked:

- For more details for the community to better understand.
- About total net cost.

Mr. Yancey shared that the Series 2000B which gave \$4,000,000 to remodel the current administration building. The maturity date is July 15, 2024. The district will be refunding from a 3.13% to a 1.4% rate. The 2019 school bus lease was originally a \$654,000 issue. The district was expecting to do another bus lease to take advantage of the low interest rates. That order was anticipated to be placed in the next six months.

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

Motion passed, 5:0.

Chair Bessett shared that this concluded the business portion of the meeting for this evening and the board would now transition into the work session.

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on August 24, 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.

OSBA TRAINING

Chair Bessett introduced Vincent Adams from OSBA who would facilitate the training for the work session. The Board had met in August to talk about what they wanted to do moving forward with their goals. At this meeting they would have their second session with OSBA, which was focused on identifying a project for the Board.

The Board and District Leadership Team (DLT) introduced themselves.

Mr. Adams shared a presentation about the Diane Efseaff Memorial Scholarship Program (MSP) and what the training schedule would look like and the topics that would be included in the next training sessions. Please see the attached presentation and handouts for additional details, **Appendix A**.

The Board took a break from 6:22pm – 6:27pm.

NEXT MEETING

The next Board meeting will be held on Monday, October 12, 2020 beginning at 7:00pm. The location and format will be determined at a later time.

ADJOURNMENT

With no other business, Chair Bessett adjourned the meeting at 8:13 p.m.

(Minutes recorded by Lydia Dysart)

APPENDIX A



Springfield School District
Session #1 September 28, 2019



Agenda – Session Outcomes

- Agreements
- Clarify – Set expectations/outcomes for program/project (DLT)
- Why MSP?
- Identify board training needs
- Schedule future sessions
- Other?





Group Norms, Guidelines or Agreements

- Participate
- Be brief and to the point
- Listen with respect
- One speaker at a time
- Keep the discussion focused on the agenda item
- Take care of yourself – be comfortable
- Other(s)?



Hello,
my name is



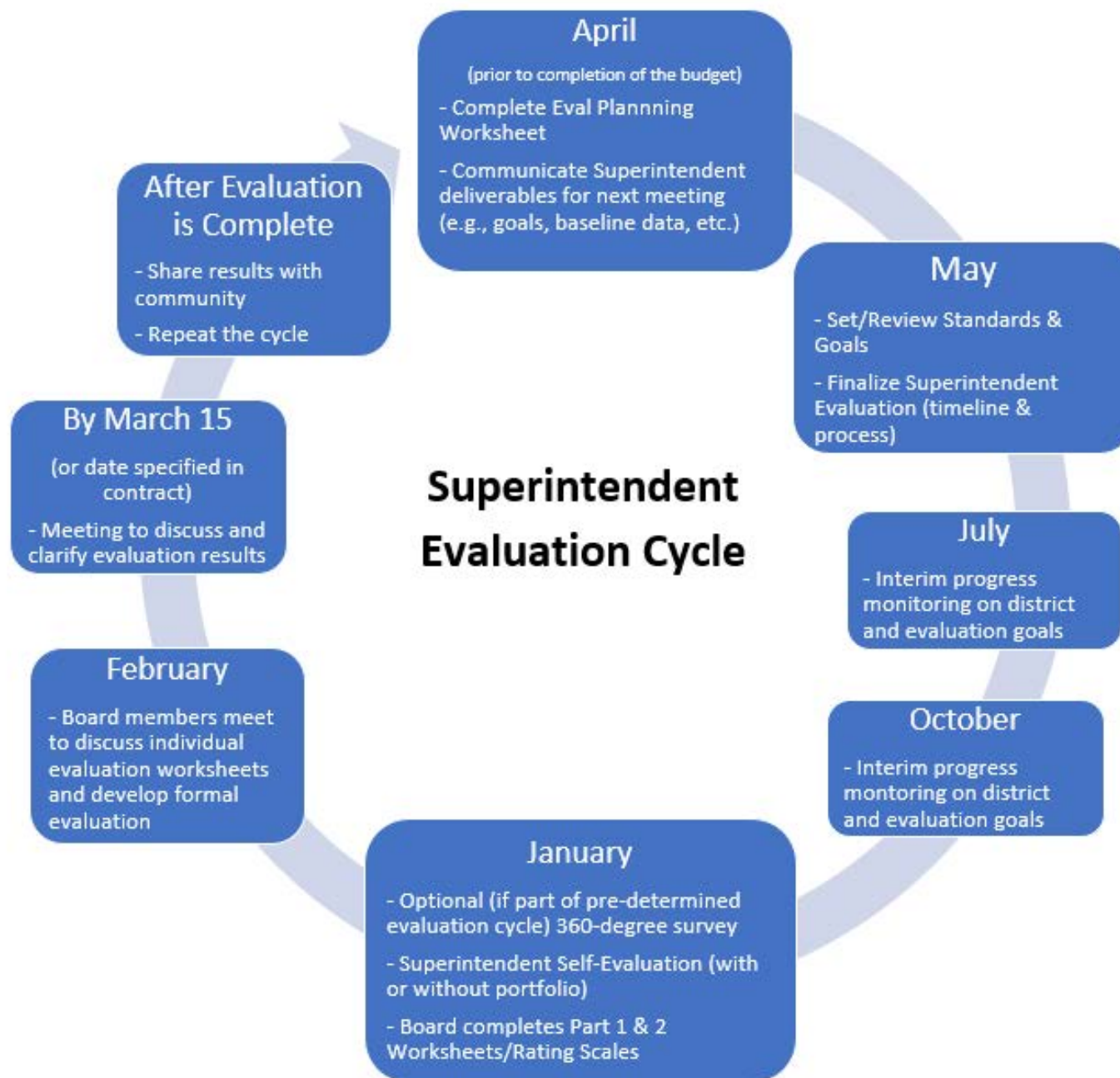
PSP Requirements

- OSBA expects future sessions (3 more) to be separate from other board/district work and to last about 3 hours each.
- OSBA expects the board to evaluate the superintendent before 6/30/20.
 - We will talk about your process & timeline.
- OSBA expects the board to work with a “DLT”, a district-wide leadership team.
 - More about that later



SESSION	TOPIC	TIME COMMITMENT
Session 1	Facilitated assessment of board training needs, setting expectations, designing project goals and outcomes, scheduling future sessions	Approx. 3 hours
Session 2	Project Session 1 (with Districtwide Leadership Team)	Approx. 3 hours
Session 3	Project Session 2 (with Districtwide Leadership Team)	Approx. 3 hours
Session 4	Final Project Session (with Districtwide Leadership Team)	Approx. 3 hours





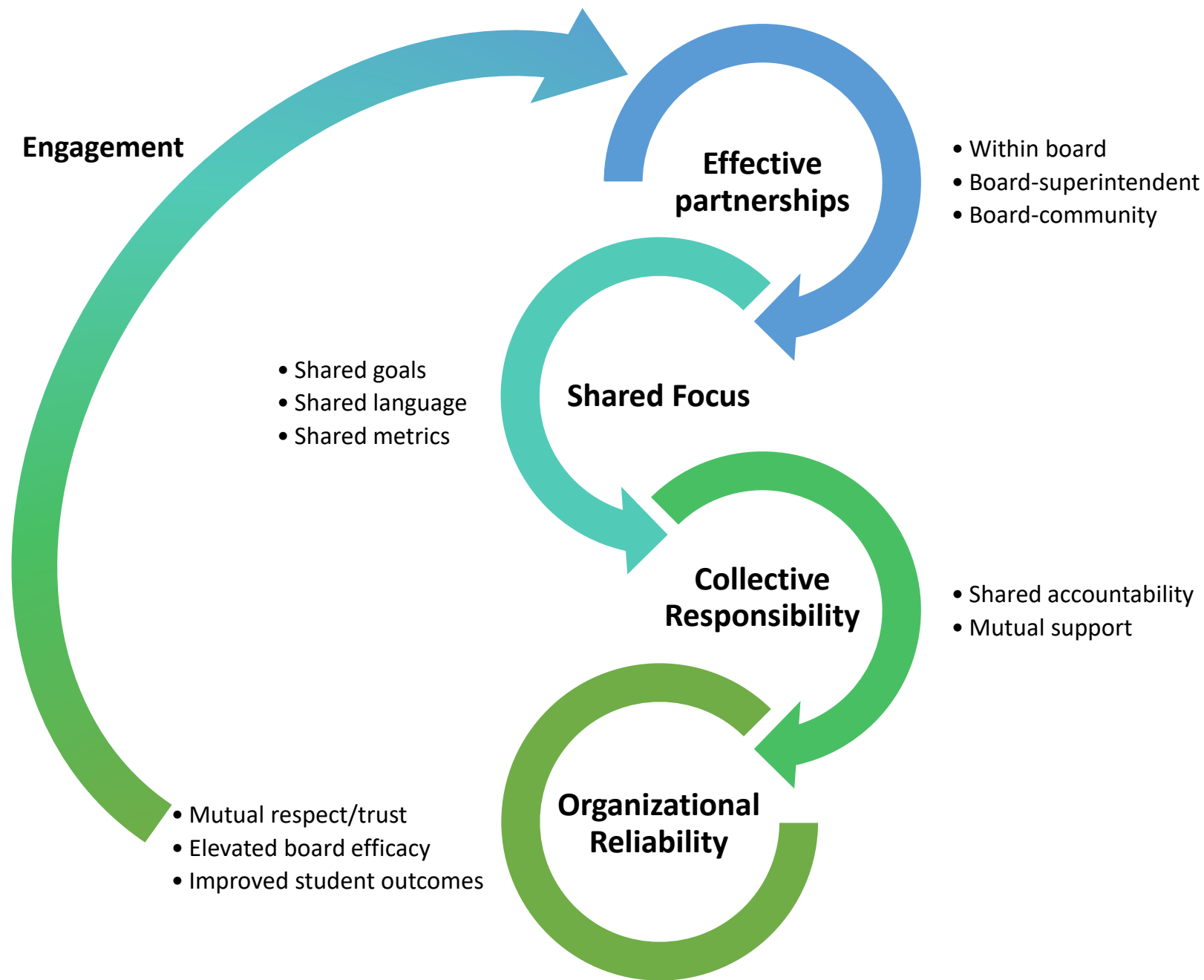
Collaborative Governance





Collaborative Governance

Collaborative Governance is an approach that utilizes **effective partnerships** to learn and lead together in an environment of **trust and respect** with a **shared focus** on equitable student outcomes through **collective responsibility**, accountability, and support.



Collaborative Governance is an approach that utilizes **effective partnerships** to learn and lead together in an environment of **trust and respect** with a **shared focus** on equitable student outcomes through **collective responsibility**, accountability, and support.



DLT Defined



DISTRICTWIDE LEADERSHIP TEAM TIP SHEET (Lighthouse)

WHAT IS A DISTRICTWIDE LEADERSHIP TEAM?

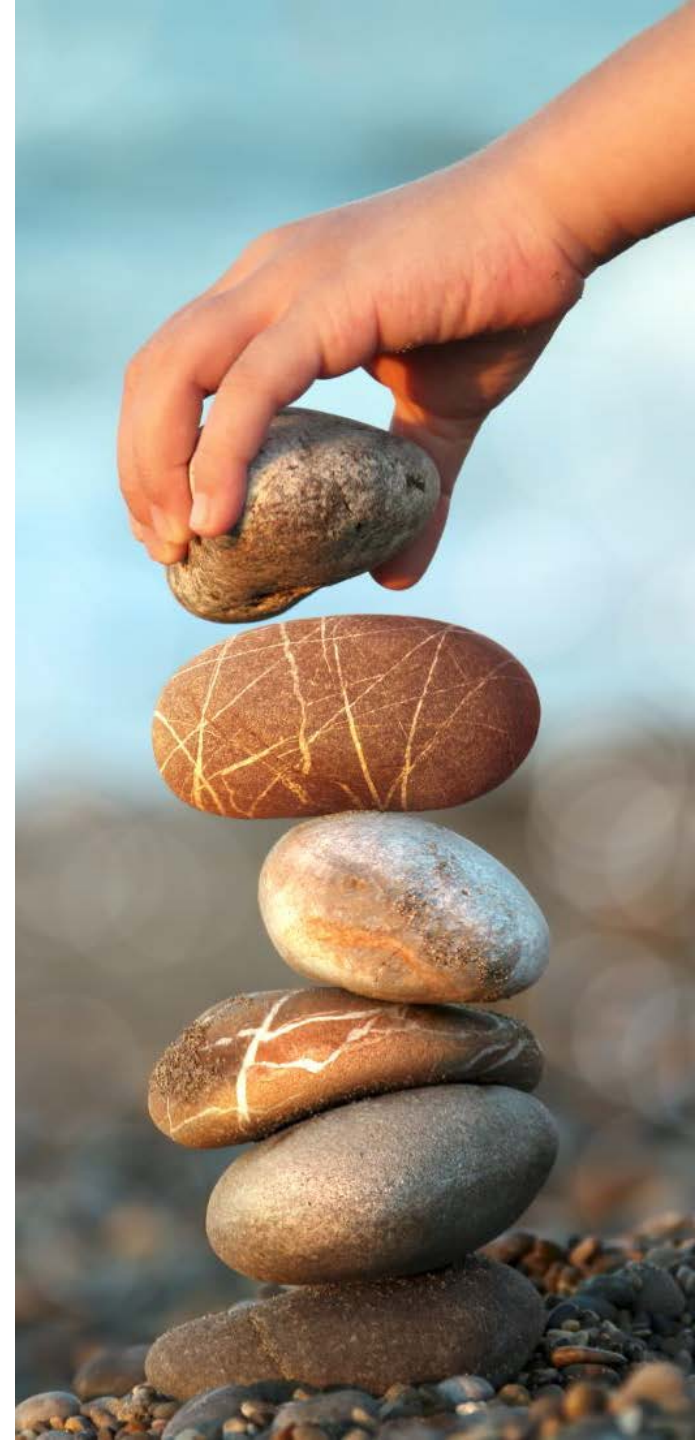
The districtwide leadership team is a group of individuals who agree to assume leadership responsibility for guiding and protecting the work focused on improving student learning in the focus area.

What is the role of the districtwide leadership team?

- Identify specific learning needs to be addressed
- Engage all staff in the identification of needs and determining actions
- Provide guidance, direction and support for districtwide efforts to improve teaching and learning and building-level implementation of the districtwide efforts:
 - Provide input into the focus and design of the districtwide improvement effort
 - Lead the implementation of districtwide change initiatives – a change in results for students by:
 - A change in the culture of the district and schools
 - A change in instructional practices
- Monitor the implementation of districtwide change initiatives
- Plan/support the inquiry/professional development:
 - Engage the entire staff in action research around the improvement of instruction to impact the identified student learning needs
- Shepherd the initiative:
 - Set goals and measurable targets related to changes in the environment and student learning
 - Determine the specific strategies (facilitate the decision-making process, make recommendation and garner support, etc.)
 - Monitor progress
 - Adjust efforts and support based on progress data (mid-course corrections)

DLT Purpose

- Staff group primarily responsible for the district's improvement efforts
- Communication conduit for improvement work throughout the district (classroom to the boardroom and back again)
- To lead/model the collective/collaborative inquiry process (action research) with staff
- To support the building of the staff's capacity to continuously improve student learning
- To protect the work in the improvement focus area from fragmentation





The who is the DLT

WHO SERVES ON THE DISTRICT LEADERSHIP TEAM?

- Central office staff with responsibilities related to curriculum, instruction, and assessment
- Building principals
- Teacher leaders from each building who work directly with the principal to provide leadership for improving teaching and learning in the focus area
- People who have the capacity, commitment and skill set that can actually lead the work of creating mastery of the instructional initiative throughout the system
- People who believe the circumstances in which they find themselves are conducive to accomplishing the goals they hold to be personally important.

The DLT & the Board



KEY AREAS OF WORK:

1. Identify need
2. Determine actions
3. Organize, lead training
4. Provide support for expert training in instructional strategies when appropriate
5. Organize and monitor collaborative teams
6. Collect, organize and use data on implementation to determine learning/development needs for high level implementation
7. Collect, organize and use data on student learning in the focus area to monitor progress
8. Collaborate with external technical assistants
9. Lead the learning of the staff – facilitate collective inquiry
10. Watch closely, listen carefully

EXAMPLES (not intended to be comprehensive):

AREA	LOOKS LIKE	SOUNDS LIKE (discussion areas at the board table)
1. Identify need	<ul style="list-style-type: none">• Studying data together to determine the area of greatest learning need• Facilitating the data study with staff at the building level• Districtwide team working with the board and superintendent to establish improvement goals and measurable targets on at least an annual basis	<ul style="list-style-type: none">• Studying data and clarifying current status• Agreeing upon the most important area to improve this year – the content area of greatest student learning need• Collaborating with the DLT to identify the specific area within the content for collective focus – broad enough for collective effort and narrow enough to be able to monitor• Ensure the specific targets are ambitious but attainable• Communicate confidence and commitment to the improvement goals and targets



- Assuming that collaborative teams know how to “collaborate” just because they have been organized and meet regularly.
- Thinking that a book study constitutes inquiry and collaboration.
- Always assuming you have the expertise internally to identify needs and lead the training and support.

ISSUES THAT OFTEN SURFACE:

- If “getting the right people on the leadership team” upsets the typical power-base in the building, there can be pushback and resentment. Open and honest communications with everyone with clear explanations about the criteria and expectations for these positions will be necessary.
- Once teachers assume leadership positions, they are often viewed by their peers as having crossed over to “administration” and are sometimes ostracized by their peers. This becomes very hard for them to handle and they will disengage from the leadership role without adequate support and nurturing.
- Collaborative teams need to be taught how to collaborate around improving teaching and learning. This will be a key role of the districtwide leadership team.
- Learning how to organize and report data to enhance the study and use of the data.



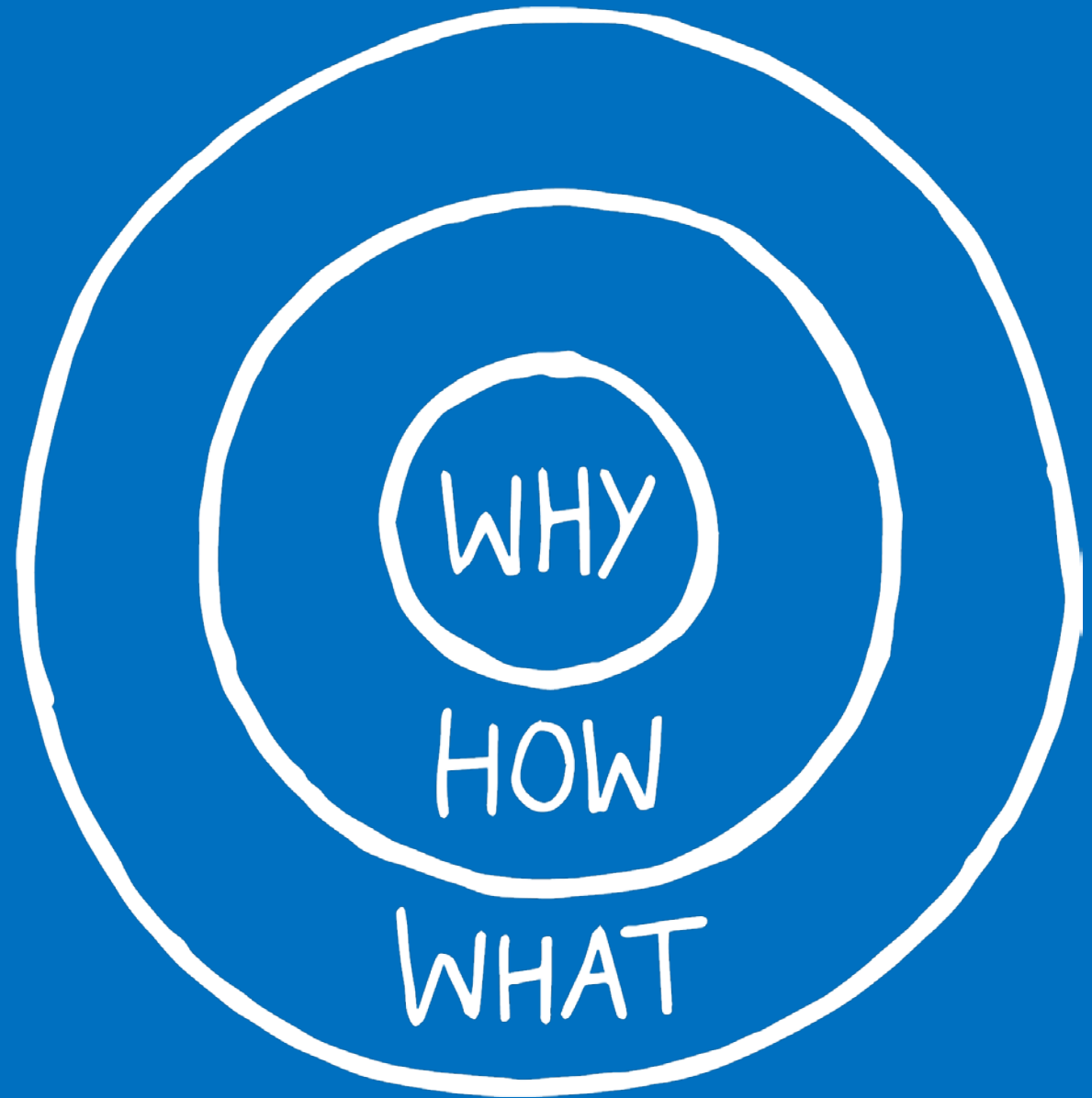
Questions on the DLT?





5-minute break

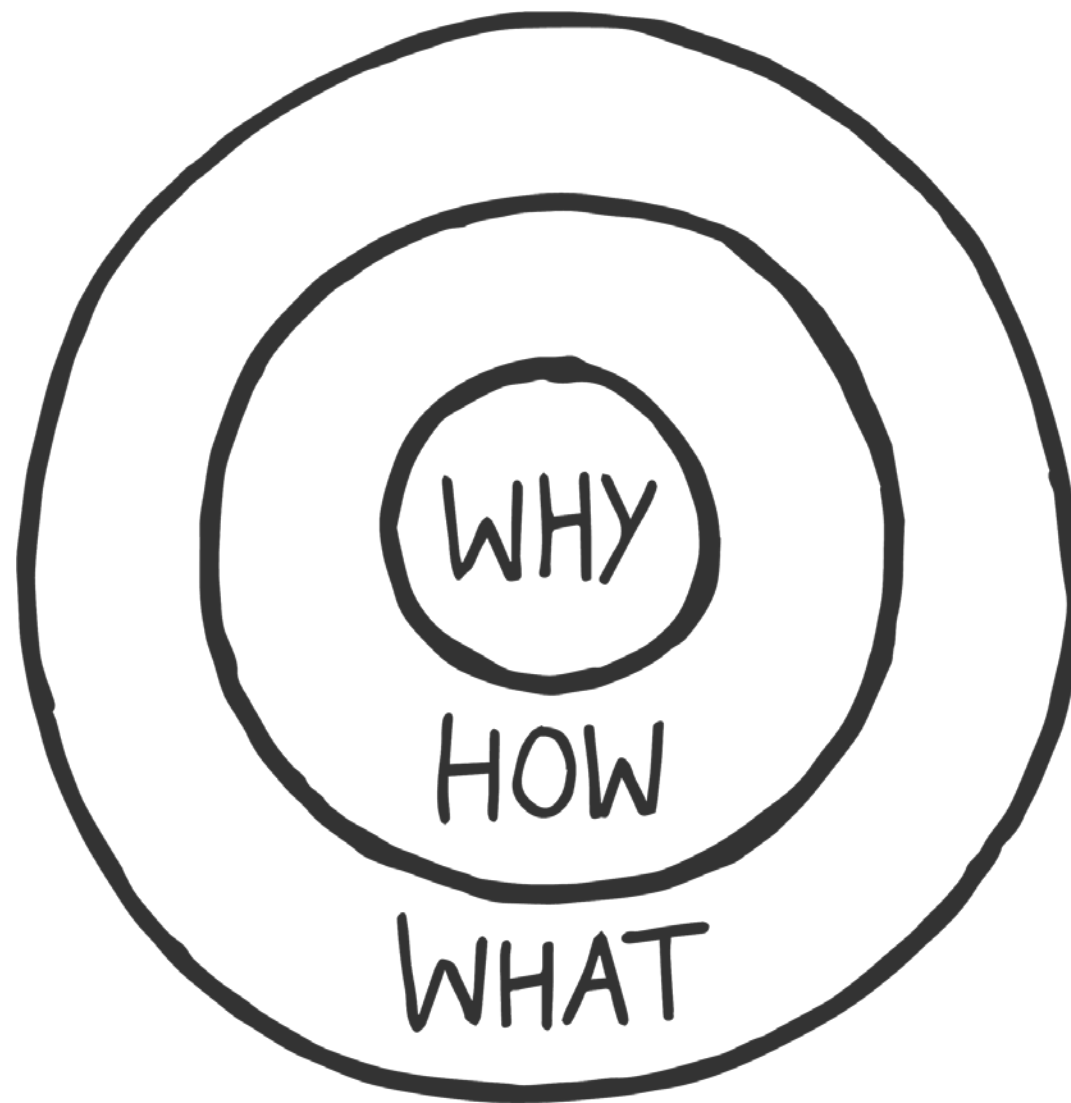
The Golden Circle





WHAT

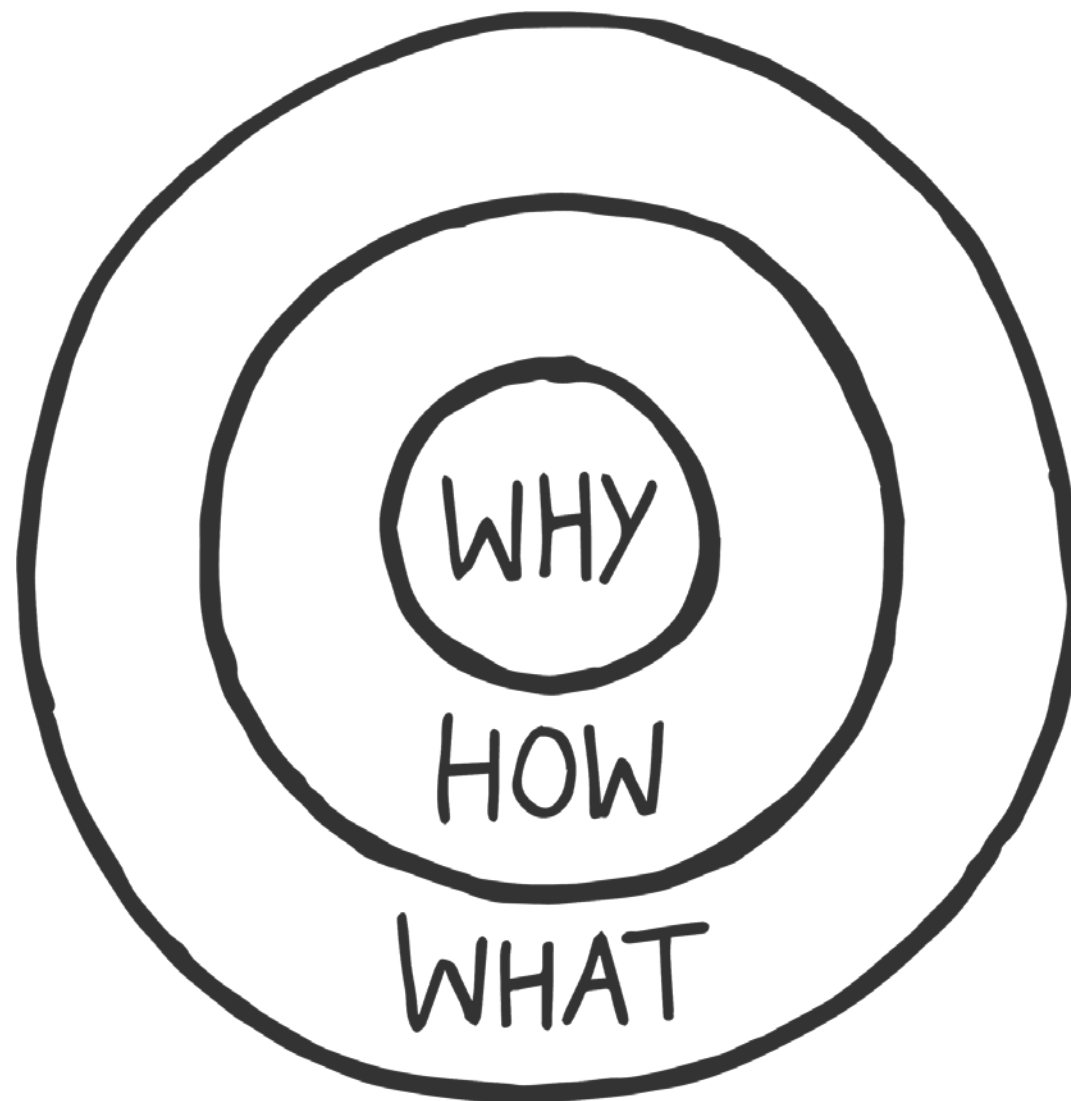
- Govern – Learn as a team
- Set Clear Expectations
- Conditions for Success
- Hold the system Accountable
- Engage your community





HOW

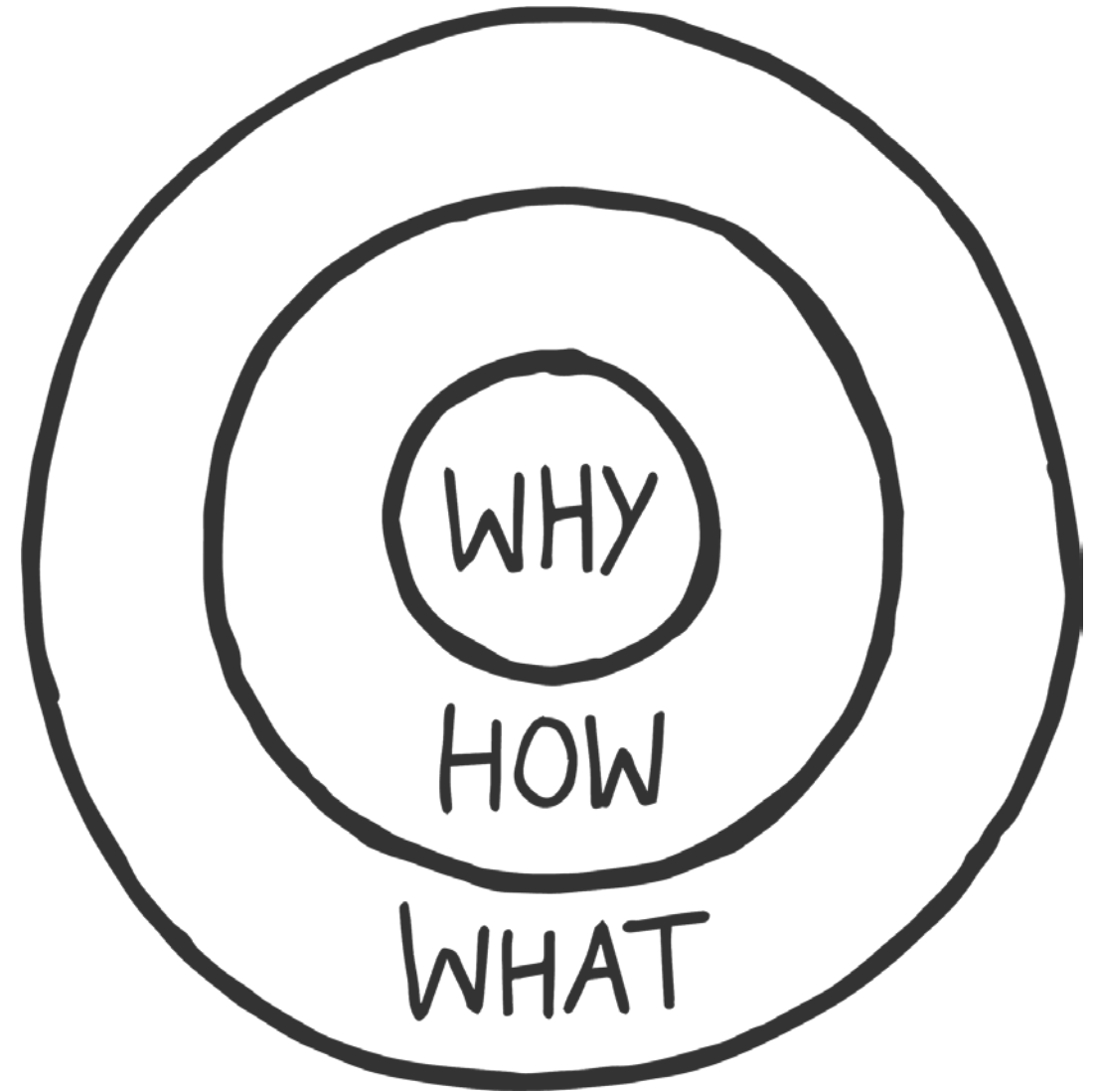
- Your strengths
- Your values
- Your guiding principles
- Your meetings' organization
- Your interactions
- **Your culture**





WHY

Your purpose,
cause or belief





“

**People don't buy WHAT
you do, they buy WHY
you do it.**

- Simon Sinek

”



Clarity of WHY

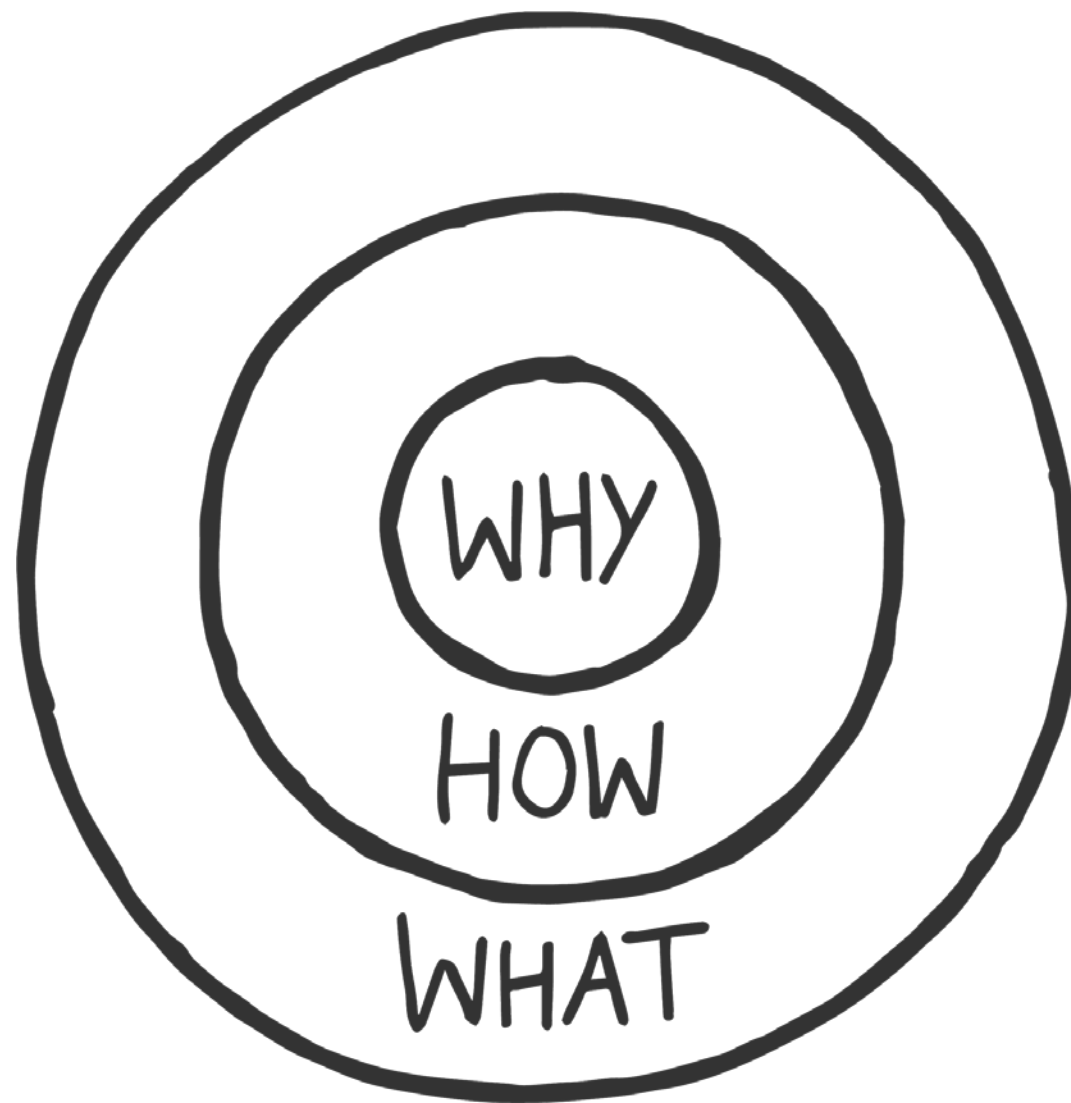
Your purpose, cause or belief.

Discipline of HOW

Your strengths, values or guiding principles.

Consistency of WHAT

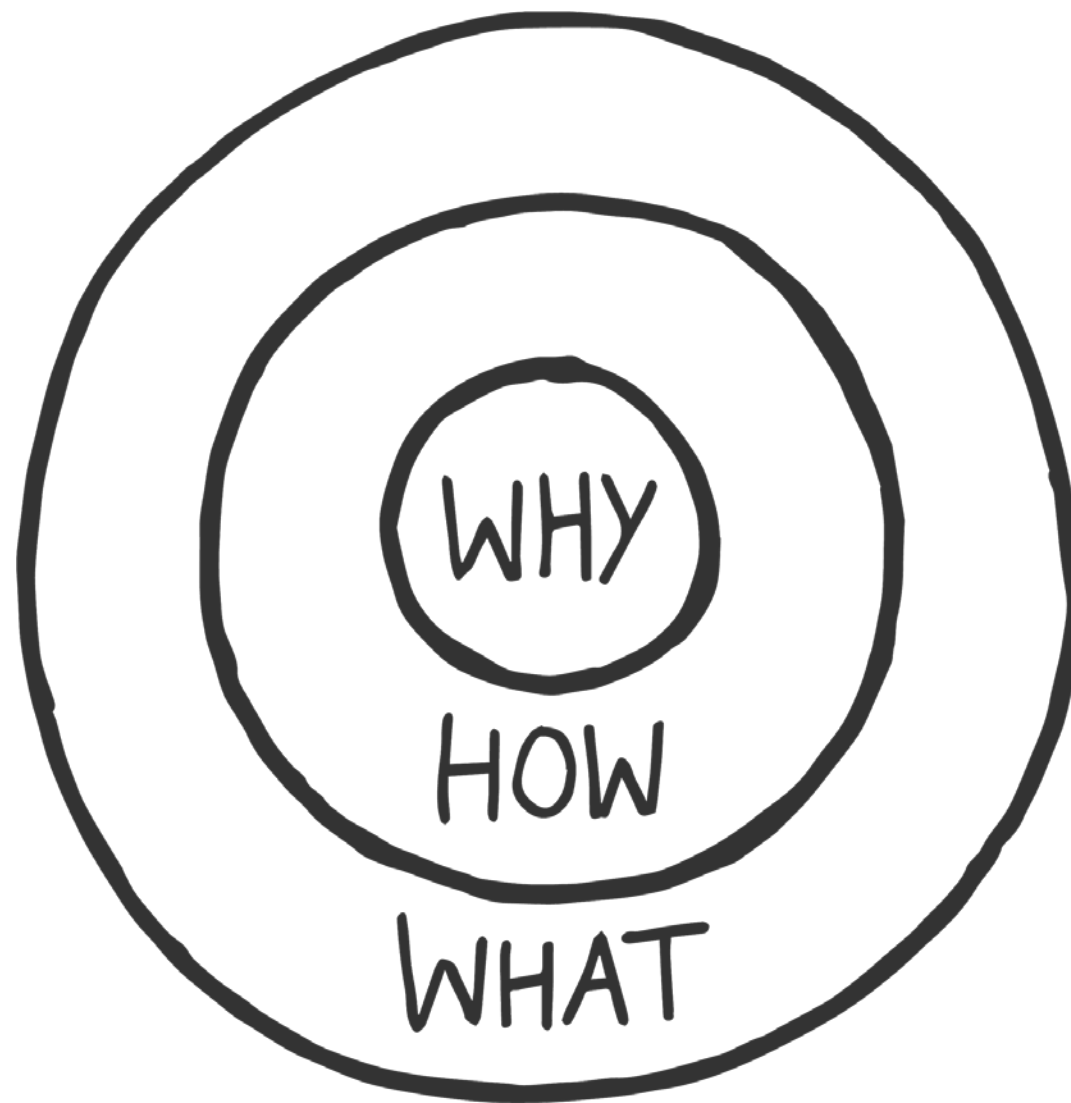
Products sold, services offered or your role at work.





What stood out?

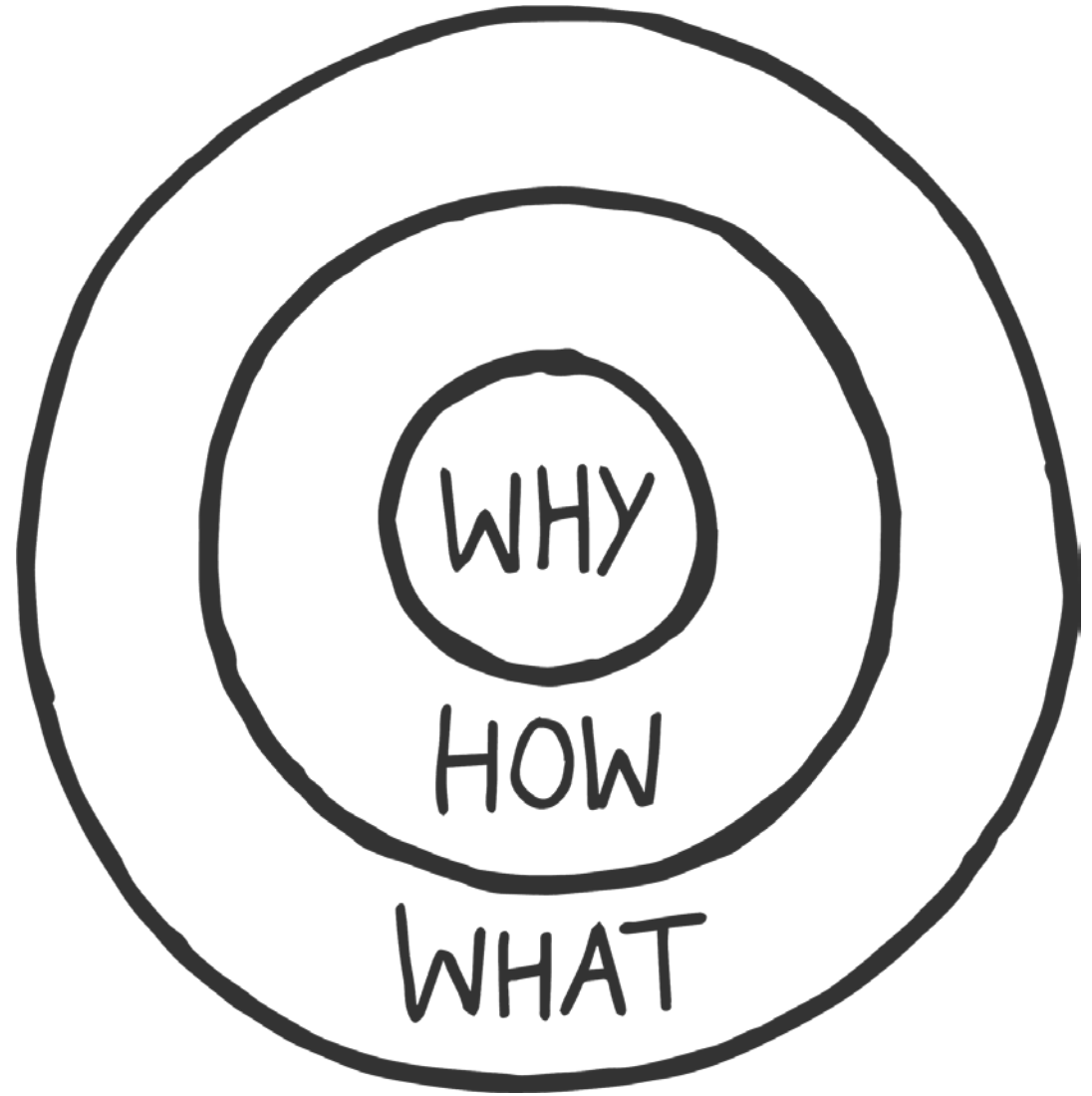
In 25 words or less, share what one or two things from theis 20-minute video really stood out to you?





Leadership.

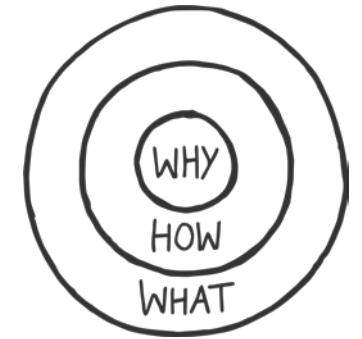
What did the message of being leaders that inspire mean to you individually?





So what?

What is most critical to you about having an answer to “Why MSP” and gaining others participation?



Don't want kids to experience racism, discrimination...instead asked to be the best in themselves.

Successful districts have boards that work well together and that their performance has an impact on students.

Young board members are fully capable leading and have a unique perspective.

It takes all kinds of people to lead a district.

The board is ready to work, and this program will channel that effort and will pay dividends in positive outcomes down the road.

It will bring a scholarship to give to students!



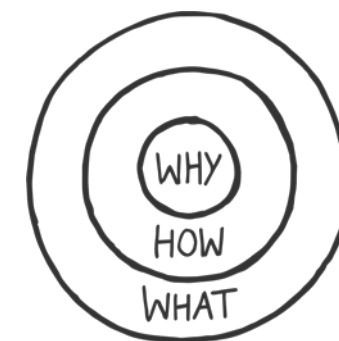
Now what?

Where would you like to go now?

Regain the trust of teachers and the community.

Rebuild partnerships.

Lead from a place of compassion.





5-minute break



Why engage in the MSP and invite others to collaborate with you in it?

What is the Springfield School Board's...

- *Purpose?*
- *Cause?*
- *Belief(s)?*





<text here>

What do you believe about WHY others would want to collaborate with the school board?

Lessons learned from
Distance Learning

Goal – Strategic Plan
Alignment

Student Equity & Inclusion

Equity**
Anti-racism**
Supporting every
student, everyday
Narrow Achievement
Gap
Improve Grad Rate

Community Focus

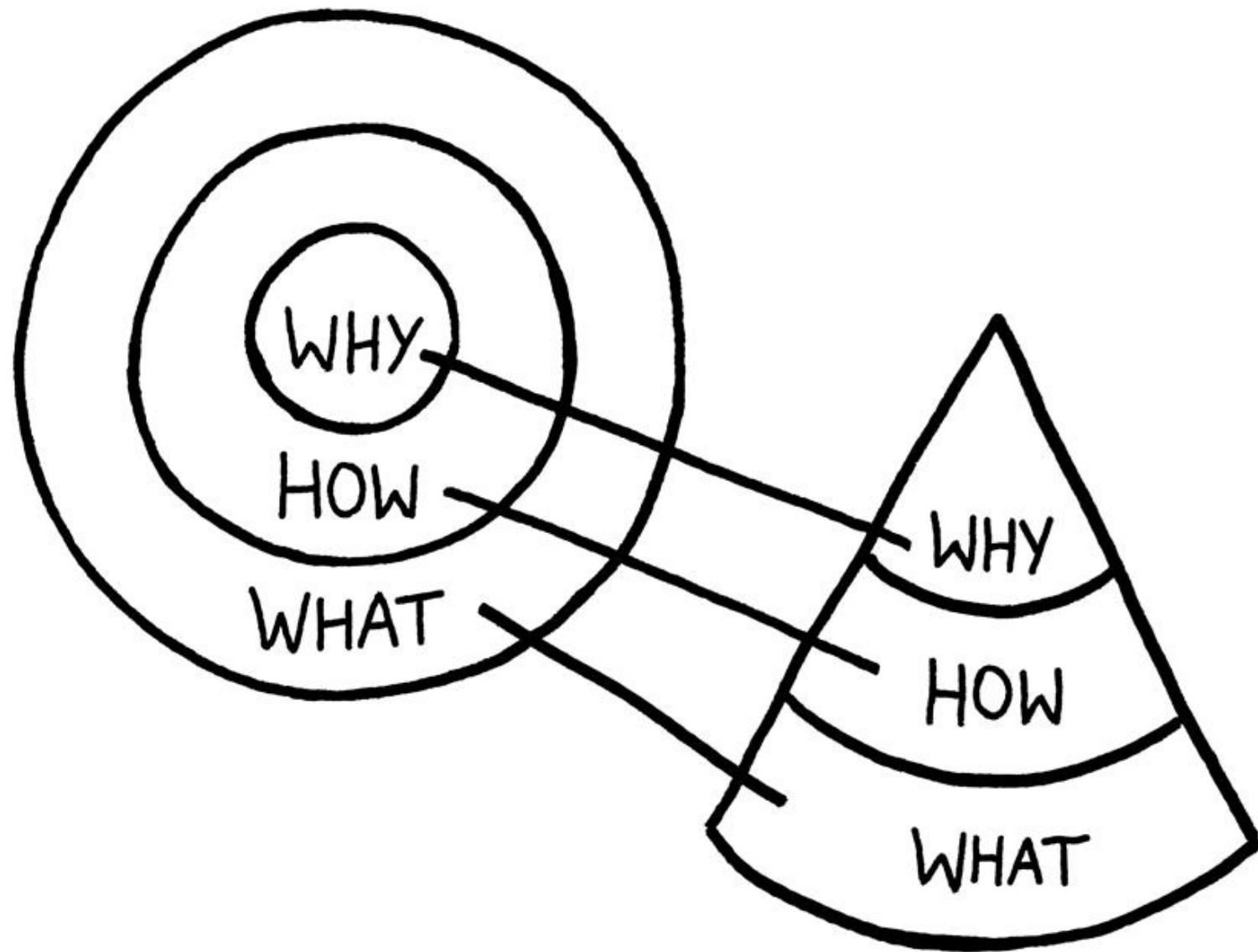
Transparency with
community and
stakeholders
Stakeholder engagement
Reestablish relationships
with the community

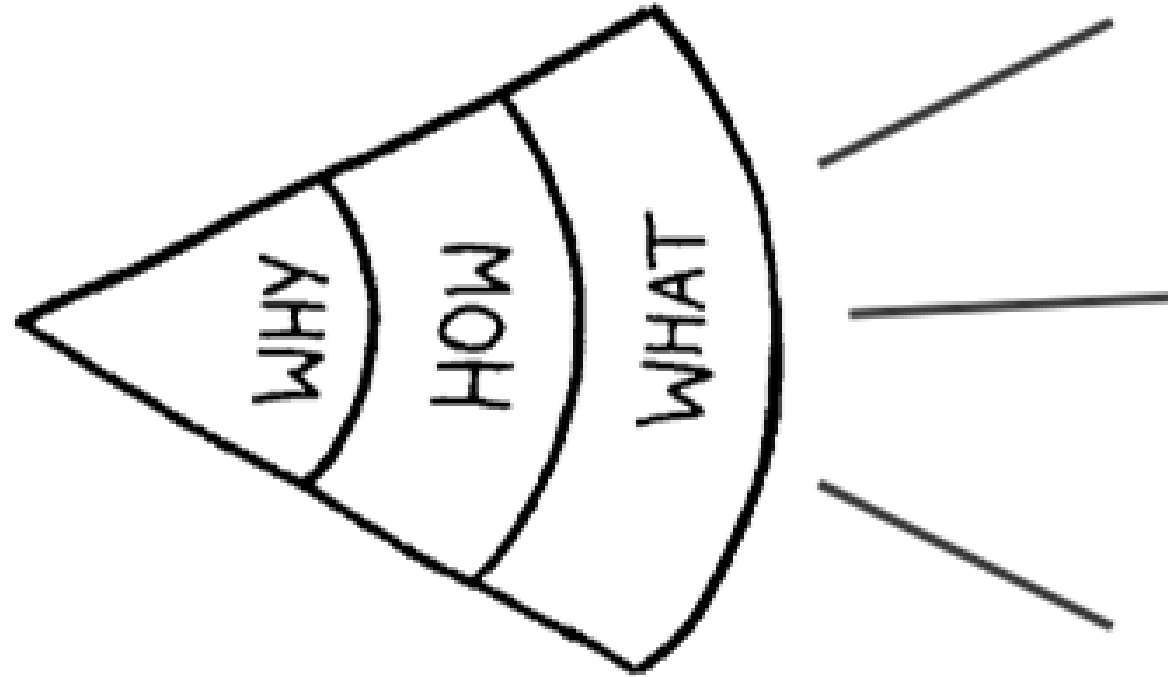
Intentional Student Experience & Outcomes

Life ready skills/SIA
Social-Emotional
Learning
Special Education

Care & Connect

Displaced/unhoused
families
Families stuck in “cycle
of struggle.”
Student/Family mental
health
Trauma informed
response







Board Training Needs?

- Let's talk about these topics first please.
 - Board best practices?
 - Individual board member authority?
 - Board-Superintendent Operating Agreement?
 - Board's evaluation of superintendent process?
 - Board Operating Agreement (BOA)?
 - Public meetings and ethics?
 - Parliamentary Procedure?
- What else?



Board Training Needs?

Clarifying processes

- Meetings
 - Public comment
 - Parliamentary procedure
 - Board agreements (procedures)
 - Book Study: MacFarlane, Ann, and Estep, Andrew. *Mastering Council Meetings*. 2013.
- Public engagement
 - What is the role of the board?
 - Explain the rationale for decisions
- Communication in and out
 - Process from input to potential agenda item
 - Communicating back to public

Inclusivity training

- Inclusive boardsmanship
- Inclusive community engagement
- Book Study: Daniel-Tatum, Beverly. *Why Are All the Black Kids Sitting Together in the Cafeteria?* 1997.

Balancing accountability & support

- Superintendent evaluation*
- Board – Superintendent relationship
- Book Study: Alsbury, Thomas, and Gore, Phil. *Improving School Board Effectiveness: A Balanced Governance Approach*. 2015.

*Required in MSP



Date	Session
September 28	MSP Session #1
October 26	Supt. Evaluation/Start book study
January 25	Session #2
February 22	Session #3
April 26	Session #4
June 28	



Nobody
rises to low expectations
Calvin Lloyd

Other?

**SPRINGFIELD PUBLIC SCHOOLS
2020-2021 Revenue/Expenditure Forecast
As of September 30, 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 \$9,926,058. 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
9/30/20

	BUDGET	ACTUAL through 09/30/20	ESTIMATED from 09/30/20 to year end	PROJECTED 2018-2019	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	27,529,344	0	27,529,344	27,529,344	100.00%
Property taxes - prior years	350,000	56,744	293,256	350,000	100.00%
Other local sources	730,100	67,343	662,757	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	27,494,232	54,349,465	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	28,177,320	85,438,040	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	41,882,421	85,438,040	127,320,461	99.16%
EXPENDITURES:					
Personal services	62,041,467	6,880,225	52,403,180	59,283,405	95.55%
Employee benefits	40,540,902	4,036,854	34,678,845	38,715,700	95.50%
Purchased services	10,066,475	119,063	9,450,041	9,569,104	95.06%
Supplies & materials	3,335,000	1,208,986	2,019,713	3,228,699	96.81%
Capital outlay	1,685,870	21,648	1,664,222	1,685,870	100.00%
Other objects	1,165,047	872,659	292,388	1,165,047	100.00%
Fund transfers	3,746,578	0	3,746,578	3,746,578	100.00%
Total expenditures	122,581,339	13,139,435	104,254,968	117,394,403	95.77%
Unappropriated	4,823,216	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	128,404,555	13,139,435	104,254,968	117,394,403	91.43%
Total resources		41,882,421	85,438,040	127,320,461	
Total appropriations		13,139,435	104,254,968	117,394,403	
Ending fund balance		28,742,986	(18,816,929)	9,926,058	
Less: contingency			0	0	
Net fund balance		28,742,986	(18,816,929)	9,926,058	

ALTERNATIVE EDUCATION PROGRAM APPROVAL

RELEVANT DATA:

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

Please see attached descriptions.

RECOMMENDATION:

It is recommended that the board approve the following in-district programs and private contractors for alternative education services for the 2020-2021 academic year.

- ☐ 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 (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

SUBMITTED BY:

Brian Megert, D.Ed.
Director of Special Programs

RECOMMENDED BY:

Todd Hamilton
Superintendent

**Springfield School District
Alternative Education Contracted Service Providers
2020-21**

Bridgeway School – 37770 Upper Camp Creek Road, Springfield, OR 97478

School provides students affected by autism with an individualized, holistic education preparing them to respond within their abilities in our community. The school offers individualized support so students can learn more effectively.

Target Group: 6-18 year old students

Looking Glass: Riverfront School & Career Center – 1666 W. 12th, Eugene, OR 97403

Program provides educational assessment, basic skills instruction, GED preparation and completion, completion of a high school diploma, completion of Adult Education Diploma, vocational assessment, career exploration, pre-employment training (paid & non-paid), work experience, hands-on training in electronics, manufacturing, culinary arts, health occupations, natural resources, teen parent program and special education program services. Full day and 1/2-day options are available.

Target Group: 14-21 year old students, particularly those who are not currently attending school.

Looking Glass: Centerpoint– 1790 West 11th, Eugene, OR 97403

Program provides academic and therapeutic services for youth with mental health concerns.

Target Group: 11-17 year old.

Wellsprings Friends School – 3590 West 18th, Eugene, OR 97405. Program provides alternative learning approaches, supportive community, and a culture of individual affirmation, in which teenagers are mentored and assisted towards meeting the challenges of adolescence and adulthood.

Target Group: 11-17 year old.

Martin Luther King (Court School) – 2515 Martin Luther King Boulevard, Eugene, OR 97401. The MLK Ed Center serves secondary students who currently have an active case with Lane County Youth Services. The program is a collaboration between Lane County YS and Lane ESD. MLK offers wrap-around services and support to youth who have experienced multiple interruptions in traditional school placements. Our mission is to provide our students with opportunities to develop skills needed to be successful in school, work and our community.

Target Group: 12-19 year old.

Jasper Mountain Center/SAFE Center – 37875 Jasper-Lowell Road, Jasper, OR 97438/89124 Marcola Road, Springfield, OR 97402. Program provides a continuum of programs that meets the needs of children with severe social/emotional/behavioral needs and their families. Services include an intensive residential treatment program with a therapeutic school, a short-term residential center, treatment foster care program, community based wraparound program and crisis response services.

Target Group: 8-14 year olds

RESOLUTION #20-21.010

DATE: OCTOBER 12, 2020

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	FRANCO, DANIELA	TEMPORARY TEACHER	FT	09/21/2020	NEW TEMPORARY HIRE
2	HAYDEN, QUINCY	PROBATIONARY 1	FT	09/01/2020	RE-HIRE FROM TEMPORARY
3	PELSTER, KIMBERLEE	PROBATIONARY 1 ADMINISTRATOR	FT	08/18/2020	NEW HIRE
4	STINSON, KACY	PROBATIONARY 1	FT	09/01/2020	NEW HIRE
5	WILLS, CADY	PROBATIONARY 1	FT	09/01/2020	NEW HIRE
	RESIGNATIONS				
6	957550	TEACHER EMPLOYMENT CONTRACT	FT	07/13/2020	RESIGNED
7	293172	CONTRACT ADMINISTRATOR	FT	10/02/2020	RESIGNED
	RETIREMENTS				
8	396044	CONTRACT ADMINISTRATOR	FT	09/30/2020	CHANGED DATE OF RETIREMENT
9	395439	CONTRACT TEACHER	FT	10/14/2020	RETIRED
	CHANGE OF CONTRACT STATUS				
10	396044	TEMPORARY	FT	10/1/20-6/30/21	TEMPORARY REHIRE OF RETIREE

RESOLUTION: #20-21.011

DATE: OCTOBER 12, 2020

LANE ESD TRANSIT DOLLAR REQUEST FOR FISCAL YEAR 2020-2021

RELEVANT DATA:

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.

RECOMMENDATION:

It is 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.

SUBMITTED BY:

David Collins
Assistand Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

Lane Education Service District School District Transit Dollar Request for Fiscal Year 2021-22

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 ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.

*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board **no later than November 1, 2020**. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for fiscal year 2020-21.

Name of District:	Springfield School District #19
Date of Board Action:	October 12, 2020
District Representative:	Zach Bessett, Board Chair
Signature:	
Date Submitted:	

Select One

X	Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i>
	More than 50% to 75% <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i>
	More than 75% to 85% <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i>

BOARD REPORT

DATE: OCTOBER 12, 2020

DIVISION 22 ASSURANCES REPORT

RELEVANT DATA:

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

The District is compliant in all areas.

RECOMMENDATION:

It is recommended that the Board accept the assurance standards as written.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

Division 22 Standards for Public Elementary and Secondary Schools 2019-2020

School Board 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 district made a report on its Division 22 compliance to the district school board in a public meeting by November 1.* Yes

The district posted a copy of the report on the district website by November 1.* Yes

The district school board acknowledged receipt of the report by November 15.* Yes

Please upload a copy of your local board minutes.*

This documents when the report was shared with the school board.

Will upload minutes from October 12, 2020 Board meeting

Compliance Review

On the questions below, please indicate whether your district is or is not in compliance with each of the standards found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS. OAR 581-022-0103 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. For each standard marked as out of compliance, please provide an explanation of why the school district is out of compliance and the school district's proposed corrective action plan to come into compliance by the beginning of the 2021-22 school year.

581-022-0103: State Standards for the 2019-20 School Year
581-022-0103, Section (2) Diploma Requirements*

Was your district in compliance with Section (2) Diploma Requirements for the 2019-20 school year? In compliance.

581-022-0103, Section (3) Credit Options*

Was your district in compliance with Section (3) Credit Options for the 2019-20 school year? In compliance.

581-022-0103, Section (4) Distance Learning for All*

Was your district in compliance with Section (4) Distance Learning for All for the 2019-20 school year? In compliance.

581-022-0103, Section (5) Special Education for Children with Disabilities*

Was your district in compliance with Section (5) Special Education for Children with Disabilities for the 2019-20 school year? In compliance.

581-022-0103, Section (6) Emergent Bilinguals*

Was your district in compliance with Section (6) Emergent Bilinguals for the 2019-20 school year? In compliance.

581-022-0103, Section (7) Talented and Gifted*

Was your district in compliance with Section (7) Talented and Gifted for the 2019-20 school year? In compliance.

581-022-0103, Section (8) Alternative Education Programs*

Was your district in compliance with Section (8) Alternative Education Programs for the 2019-20 school year? In compliance.

581-022-0103, Section (9) Equal Educational Opportunities*

Was your district in compliance with Section (9) Equal Educational Opportunities for the 2019-20 school year? In compliance.

581-022-0103, Section (10) School Counseling*

Was your district in compliance with Section (10) School Counseling for the 2019-20 school year? In compliance.

581-022-0103, Section (11) Student Safety*

Was your district in compliance with Section (11) Student Safety for the 2019-20 school year? In compliance.

581-022-0103, Section (12) Personnel*

Was your district in compliance with Section (12) Personnel for the 2019-20 school year? In compliance.

581-022-0103, Section (13) Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses*

Was your district in compliance with Section (13) Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personal Specialists, School Nurses for the 2019-20 school year? In compliance.

581-022-0103, Section (14) Individual Student Assessment and Reporting*

Was your district in compliance with Section (14) Individual Student Assessment and Reporting for the 2019-20 school year? In compliance.

581-022-0103, Section (15) Student Education Records*

Was your district in compliance with Section (15) Student Education Records for the 2019-20 school year? In compliance.

581-022-0103, Section (16) Records and Reports*

Was your district in compliance with Section (16) Records and Reports for the 2019-20 school year? In compliance.

581-022-0103, Section (17) Complaint Procedures*

Was your district in compliance with Section (17) Complaint Procedures for the 2019-20 school year? In compliance.

581-022-0103, Section (18) Assurances*

Was your district in compliance with Section (18) Assurances for the 2019-20 school year? In compliance.

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 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).**

RECOMMENDATION:

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

SUBMITTED BY:

Brett Yancey
Chief Operations Officer

STUDENT INVESTMENT ACCOUNT GRANT AGREEMENT

RELEVANT DATA:

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, 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 for 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 investments 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 an SIA Grant Agreement.

RECOMMENDATION:

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

SUBMITTED BY

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

STATE OF OREGON GRANT AGREEMENT

GRANT NO. 13750

“Student Success Act -Student Investment Account”

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Springfield SD 19** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Agency is authorized to distribute funding from the Statewide Education Initiative Account for the purposes described in Section 9 of the Act. Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs, and increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2020 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on June 30, 2021.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Rachael Moser
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
SIInfo@ode.state.or.us

4.2 Grantee’s Grant Manager is:

Nicole Reyes
Springfield SD 19
640 A St
Springfield, OR 97477-4609

nicole.reyes@springfield.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth on Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending June 30, 2021 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$2,740,897.46 (“Grant Funds”) for the Project. Agency will pay the Grant Funds from monies available through its Student Investment Account (“Funding Source”).

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency's reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Grantee may use the Grant Funds for indirect or administrative costs up to the amount allowed by OAR 581-014-0004 (currently the lesser of five percent of Grantee's total expenditures or \$500,000 per annum). The rates described in OAR 581-014-0004 control over any other verbal or written rate(s) provided by Agency, including in any notice of award provided by Agency's Electronic Grants Management System ("EGMS").

7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to Agency that:

- 8.1.1** Grantee is eligible to accept Grand Funds for this purpose and is duly organized and validly existing under the laws of the State of Oregon;
- 8.1.2** Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (a) execute this Grant, (b) incur and perform its obligations under this Grant, and (c) receive financing, including the Grant Funds, for the Project;
- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court of governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 False Claims Act. Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 No limitation. The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

9.1 Intellectual Property Definitions. As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

“Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.

“Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

9.2 Grantee Ownership. Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.

- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.
- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information, If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-646A.628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600 – 628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.
- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section). If legal limitations apply to the indemnification ability of Grantee, this indemnification must be for the maximum amount of funds available for expenditure, including any available contingency funds, insurance, funds available under ORS 30.260 to 30.300 or other available non-appropriated funds.
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. If the parties cannot resolve the dispute at the direct management level, it will be resolved as provided in OAR 581-014-0004.

SECTION 15: DEFAULT

15.1 Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events:

- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;
- 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
- 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 Agency. Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (a) termination of this Grant under Section 18.2, (b) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (e) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (f) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
- 18.2.1** At Agency's discretion, upon 30 days advance written notice to Grantee;
- 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 By Grantee. Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.8.1 FERPA.** The Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g, applies to education records of individual students held by the Agency. If Grantee has access to personally identifiable education records, Grantee shall not disclose them to anyone and upon completion of the education program and expiration of the Grant, Grantee shall destroy the records. Grantee shall comply with all applicable statutes and rules related to FERPA and education records.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.

- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:
- This Grant less all exhibits
 - Exhibit A (the "Project")
 - Exhibit B (Common and Customized Framework)
 - Exhibit C (Insurance)
- 19.16 Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: _____
 Name, Title Date

GRANTEE Springfield SD 19

By: _____
 Authorized Signature Date

 Printed Name, Title

 Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: Cynthia Byrnes, Senior Assistant Attorney General 8/27/2020 via email
 Name, Title Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

- 1) Meeting students' mental or behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Costs of the Project” means Grantee’s actual costs that are reasonable, necessary and directly related to the implementation of the SIA Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning give in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

ODE SIA

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged, students who are homeless and students who are foster children.

“Foundational Year” means the first year of Grantee’s three-year SIA Plan.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the SIA Plan, based on the December 2019 “Guidance for Eligible Applicants”.

“Longitudinal Performance Growth Targets (LPGT)” means the required common metrics and optional locally defined metrics included in Grantee’s SIA Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Optional Local Metrics” means additional Progress Markers toward the Common Metrics included in the SIA Plan.

“Progress Markers” means sets of indicators set forth in the SIA Plan that identify the kinds of changes Agency expects to see in policies, practices and approaches over the next three years that lead to Grantee reaching its LPGT.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“SIA Plan” means the plan developed and implemented by Grantee that focuses on increasing academic achievement and, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs.

“Stretch Targets” means significant improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

This Grant Agreement is for the Foundational Year only.

Subsection 1. Continuous SIA Plan Implementation

Agency will disburse Grant Funds for Allowable Costs of the Project that implement Grantee's SIA Plan during the Performance Period in accordance with formula and activities described in the Act.

At the start of the 2020-2021 School Year, Grantee must begin to implement its SIA Plans.

Grantees must use the Grant Funds only for:

(a) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(b) Addressing students' health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(d) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

Grantee must periodically review its progress toward meeting Grantee's Progress Markers and LPGT described in the Exhibit B Common and Customized Framework.

Subsection 2. Foundational Year SIA Plan Refinement and Extension

During the Foundational Year, Grantee must re-visit each aspect of its SIA Plan and engage with Focal Student Groups, families, staff and community to develop a four-year SIA Plan that will extend from 2021-2024 with two biannual implementation periods.

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Grantee must also revisit its LPGT and develop Baseline Targets and Stretch Targets for each of the five Common Metrics and develop Gap Closing Targets that Focal Student Groups will be expected to meet over a five-year period.

As part of the application process for follow-up funding to this Foundational Year Grant, Grantee must work with Agency to co-develop LPGT, Progress Markers and Optional Local Metrics in the spring and summer of 2021.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit quarterly financial and performance progress reports as well as a final yearly report on the dates set forth in Section V. This reporting requirement shall survive termination of this Agreement.

Financial Reports

Beginning in January of 2021 and continuing each quarter thereafter, Grantee must submit a financial report detailing its expenditure of Grant Funds to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the fiscal year.

If Grantee does not use the Grant Funds for Allowable Project Costs Agency may exercise the remedies provided in Section 17 of this Grant, including without limitation deducting amounts from future disbursements of Grant Funds.

Any Grant Funds that are not used by Grantee by June 30, 2021 must be returned to Agency for deposit in the Student Investment Account. If Grantee has not used all of its Grant Funds by June 30, 2021, Grantee may submit a request to Agency no later than June 15 for an extension until September 30, 2021 to use the Grant Funds. The Agency may approve the request at its discretion based upon a determination as to whether the extension and proposed use constitute Allowable Project Costs that further Grantee's SIA Plan or targets.

SIA Plan Performance Reporting

The Agency will closely monitor and evaluate Grantee's progress towards its Progress Markers.

Beginning in January of 2021 and continuing each quarter thereafter, Grantee must submit a narrative Performance Progress Report detailing its SIA Plan activities to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the fiscal year.

SIA grant monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

ODE SIA

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; SIA Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board.

Each grant recipient must conduct a performance review every four years as required by standards adopted in board rule.

SECTION V – DISBURSEMENT and REPORTING PROVISIONS

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

<u>Disbursement Date</u>	<u>Amount</u>
<u>October 1, 2020</u>	<u>40%</u>
<u>January 1, 2021</u>	<u>30%</u>
<u>April 1, 2021</u>	<u>30%</u>

*If this Grant is not fully executed by October 1, 2020, Agency will disburse the Grant Funds within 30 days of the Execution Date.

Agency will disburse the Grant Funds in quarterly disbursements in advance of expenditures, not on a reimbursement basis.

Grantee must submit its financial and performance progress reports on the following dates:

January 31, 2021

April 30, 2021

August 30, 2021 (Yearly Report)

EXHIBIT B

COMMON AND CUSTOMIZED FRAMEWORK

SPRINGFIELD SD 19

SECTION I – PROGRESS MARKERS FOR SCHOOL YEAR 2020-2021

The Progress Markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments. The following fifteen Progress Markers are arranged into three categories that represent the advancement in degree of change from minimum to profound as described and listed below:

- A. **“Expect to see”** progress makers represent initial, easy to achieve changes that indicate a recognition of and commitment to SIA plan goals.
- B. **“Would like to see”** progress markers represent longer term likely changes and indicate more active learning and engagement.
- C. **“Would love to see”** progress markers describe the kinds of profound changes ideal for any program or investment to make or contribute towards. Note: In this first year, this would be unusual to see.

A. Expect to see

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance. ¹
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.

¹ Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can’t use funding for the same purpose with both initiatives.

B. Would like to see

7	Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. ²
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

C. Would love to see

13	Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.
14	School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time ³ .
15	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.

SECTION II – APPROVED OPTIONAL LOCAL METRICS (IF APPLICABLE)

NA

² Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.

³ ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like for students and how shared competencies are taught in 9th grade Math.

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS:

Grantee shall obtain at Grantee's expense the insurance specified in this Exhibit C prior to performing under this Grant Agreement and shall maintain it in full force and at its own expense throughout the duration of this Grant Agreement, as required by any extended reporting period or tail coverage requirements, and all warranty periods that apply. Grantee shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. Coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee shall pay for all deductibles, self-insured retention and self-insurance, if any.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee shall require and ensure that each of its subcontractors complies with these requirements. If Grantee is a subject employer, as defined in ORS 656.023, Grantee shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident. If Grantee is an employer subject to any other state's workers' compensation law, Grantee shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

COMMERCIAL GENERAL LIABILITY:

☒ **Required**

Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance shall include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Grant Agreement, and have no limitation of coverage to designated premises, project or operation. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000.00 per occurrence. Annual aggregate limit shall not be less than \$2,000,000.00.

AUTOMOBILE LIABILITY INSURANCE:

☒ **Required** ☐ **Not required**

Automobile Liability Insurance covering Grantee's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000.00 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

EXCESS/UMBRELLA INSURANCE:

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

ADDITIONAL INSURED:

All liability insurance, except for Workers' Compensation, Professional Liability, and Network Security and Privacy Liability (if applicable), required under this Grant Agreement must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee's activities to be performed under this Grant Agreement. Coverage shall be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 07 04 or equivalent.

WAIVER OF SUBROGATION:

Grantee shall waive rights of subrogation which Grantee or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee will obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee's insurer(s).

TAIL COVERAGE:

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, Grantee shall maintain either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of this Grant Agreement, for a minimum of 24 months following the later of (i) Grantee's completion and Agency's acceptance of all Services required under this Grant Agreement, or, (ii) Agency or Grantee termination of this Grant Agreement, or, (iii) The expiration of all warranty periods provided under this Grant Agreement.

CERTIFICATE(S) AND PROOF OF INSURANCE:

Grantee shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Grant Agreement. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Grant Agreement. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Grant Agreement. Grantee must furnish acceptable insurance certificates to: ode.insurance@ode.state.or.us or by mail to: **Attention Procurement Services, Oregon Department of Education, 255 Capitol St NE, Salem OR, 97310** prior to commencing the work.

NOTICE OF CHANGE OR CANCELLATION:

ODE SIA

The Grantee or its insurer must provide at least 30 days' written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW:

Grantee agrees to periodic review of insurance requirements by Agency under this Agreement and to provide updated requirements as mutually agreed upon by Grantee and Agency.

STATE ACCEPTANCE:

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency's representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

☒ **Required (If Grantee is a Non-Profit or if a first tier contractor or subgrantee is a Non-Profit)**

Directors, Officers and Organization insurance covering the Grantee's Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions - with a combined single limit of no less than \$1,000,000.00 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

☒ **Required** ☐ **Not required**

Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, investigation, reporting to proper authorities, and retention of any person for whom the Grantee is responsible including but not limited to Grantee and Grantee's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee, and the Grantee's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000.00 per occurrence. Any annual aggregate limit shall not be less than \$3,000,000.00. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

Board Goals:

- Ideally based on your self-evaluation results
- Lead to increased performance in your standards
- Come about through focused attention and a board professional development plan



DRAFT Board Goals:

Communication and Advocacy: Outward Facing (5A and 5C)

- Refine board systems to be more responsive to community input (email, public comment, surveys)
- Integrate board as part of the district communication plan
- Intentionally expand community role in setting the vision for the district and providing input in the strategic plan
- Be intentional in deploying board members to advocate on behalf of the district

Communication and Advocacy : Inward Facing (5D)

- Develop an internal process that will allow the board to learn from staff
 - Evaluation
 - Professional Development
 - Student Achievement Metrics



Board Training Needs?

Clarifying processes

- Meetings
 - Public comment
 - Parliamentary procedure
 - Board agreements (procedures)
 - Book Study: MacFarlane, Ann, and Estep, Andrew. *Mastering Council Meetings*. 2013.
- Public engagement
 - What is the role of the board?
 - Explain the rationale for decisions
- Communication in and out
 - Process from input to potential agenda item
 - Communicating back to public

Inclusivity training

- Inclusive boardsmanship
- Inclusive community engagement
- Book Study: Daniel-Tatum, Beverly. *Why Are All the Black Kids Sitting Together in the Cafeteria?* 1997.

Balancing accountability & support

- Superintendent evaluation*
- Board – Superintendent relationship
- Book Study: Alsbury, Thomas, and Gore, Phil. *Improving School Board Effectiveness: A Balanced Governance Approach*. 2015.

*Required in MSP

Prompt: What do you believe about WHY others would want to collaborate with the Springfield School Board?



Student Equity & Inclusion	Community Focus	Intentional Student Experience & Outcomes	Care & Connect
Equity**	Transparency with community and stakeholders	"Life Ready Skills" (SIA)	Displaced/unhoused families
Anti-racism**	Stakeholder/partner engagement	Social-Emotional Learning	Families stuck in "cycle of struggle"
Narrow Achievement Gap	Reestablish <u>relationships</u> with the community	Special Education	Student/Family mental health
Improve Graduation Rate			Trauma informed response

Other Responses

Lessons learned from Distance Learning	Board Goal – Strategic Plan Alignment
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