



**SPRINGFIELD**  
**PUBLIC SCHOOLS**  
Every Student, Every Day

**BOARD OF EDUCATION**

**September 14, 2020**

**Virtual Meeting**

**7:00 pm Board Meeting**

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

- *Watch the meeting via Zoom Webinar: <https://us02web.zoom.us/j/84137469105> or*
- *Listen by Zoom Phone: +1-929-205-6099 with Webinar ID 841 3746 9105*

**AGENDA**

**TAB**

- |  |                           |
|--|---------------------------|
| 1. Call Meeting to Order   | Chair Zach Bessett        |
| 2. Approval of the Agenda  | Chair Bessett             |
| <del>3. Recognition: Certificate of Achievement of Excellence in Financial Reporting</del> | <del>Brett Yancey</del>   |
| 4. Introduction of New Administrators  | Suzy Price / Mindy LeRoux |
| 5. Public Comments: Submitted Electronically   | Chair Bessett             |

*Members of the public may submit written comments by email [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us). Clearly label the subject line as: "Public Comment: Board Meeting – September 14, 2020." The deadline for receiving public comment for the board to review prior to the Board Meeting is noon on Monday, September 14, 2020. The Board is committed to the public comment process and will consider all public comments seriously.*

- |   |                         |
|---|-------------------------|
| 6. Action Items   |                         |
| A. Approve Consent Agenda                                       |                         |
| 1. August 10, 2020 Board Meeting Minutes                        | 1                       |
| 2. August 24, 2020 Board Work Session Minutes                   | 2                       |
| 3. Personnel Action, Resolution #20-21.004                      | Dustin Reese 3          |
| 4. 2018-2019 Oregon English Language Learner Report             | David Collins 4         |
| B. Approve Board Policy Sections J and K/L, Res. 20-21.005      | Jenna McCulley 5        |
| C. Approve Resolution to Transfer Fund Balance, Res. #20-21.006 | Brett Yancey 6          |
| D. Approve 2020-21 Academic Calendar-Amended, Res. #20-21.007   | David Collins 7         |
| 7. Discussion   |                         |
| A. School Board Agencies & Civic Organizations Representation   | Chair Bessett 8         |
| B. OSBA Training Calendar                                       | Chair Bessett           |
| 8. Reports  |                         |
| A. Superintendent Communication                                 | Superintendent Hamilton |
| 9. Next Meeting: September 28, 2020 Work Session                | Chair Bessett           |
| 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 August 10, 2020. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

### **1. CALL MEETING TO ORDER**

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:01 p.m.

#### **Attendance**

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

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Tonya Martin Ginger Latta, Meegan Ward, Johnathan Felix, Betsy Hecker, Beth Atkerson, Natalie Rytlewski, Suzanne Price, Adam Fine, Erica Pierson, Tyson Migliaccio, Shana McOmie, Bailee Foster, Andrea Smith, Billie Jo Rodriguez, Chiara Ihnat, Chris Beath, Bryne Thorpe, Valeri Rankins, Marilyn Williams, Jeff butler, Becky Willis, Jonathan Gault, Joel Duran, Trudy Waddell, Laura Farrelly, Diana Morgan, Brandy Edwards, Elaine Woodward, Molly Spain, Amber Howe, Krista Martin, Hillary Galloway, Ginger Latta, Whitney McKinley, Ginny Osteen, Emma Withrow, Carla Smith, Connor McCarthy, Tim Stephens, Sheryl Cramer, Nicole Norris, Shelley Nurre, Lacey Macdonald, Tara McNee, Tami McNamara, Ashley Stolk, Nicki Gorham, Bethan Boardrow, Darlene Colborn, Heather Dillon, Garrett Gilchrist, Kendra Perez, Katie Waugh, Darcy Phillips, Karen Babcock, Nancy Williams, Matt Adams, Chris Reiersgaard, Kelli Boom, Kathryn Hughes Heather Klym, Annette Peters, Sheri Childers, Jerami Campbell, Charlie Clark, Charlie Jett, Boaz Wolpe, Colleen Hunter, Debi Borsay Spencer, Melissa Stalder, Leah Taylor, Zehra Greenleaf, Brian Megert, K.C. Gillespie, Jennifer Gonzales, Holle Schaper, Ms. Buchholz, Franchesca Sandoval, Laura Scruggs, Elaine Van Gordon, Susan Coleman, Amanda Montoya, Stephanie Leahy, Catherine Godard, Sierra Cochrane, Laura Weiss, Jared Weybright, Cassandra Moorhead, Mindy LeRoux, Laura Beyerlin, Jesse Trenholm, Christine Sales, Kate Lode, Linda Mooney, Christie Costello, Dionne Hasforth, Bryn Fredrickson, Amber Mitchell, Shelby Masterson, Jessica Auxier, Autumn Erickson, Moria Shanahan, Scott Crowell, Jessica Orsini, Adrienne Pierce, Tonya Reichenberger, Monica Tapia, Jared Taylor, Cassandra Moorhead, Dustin Reese, Carly Ranney, Leslie Taubenfeld, Michelle Webber, Jeff Michna, Veronica Cheek, Debbie Carter, Janine Amador, Judy Mayo, Matt Dewall, Crystal McPheeters, Sheryl Eyster, José da Silva, Lee Corette, Marietta Van Eekeren, Sean Van Gordon, Diana Morgan, Jenna McCulley, Lynn Lary, Don Lamb, Jeremy Hugo, Connor McCarthy, Nicloe Norris, Katrina Coleman, Ashley Stolk, Garrett Gilchrist, James Down, Katie Waugh, Nancy Williams, Matthew Adams, Annette Peters, Boaz Wolpe, Ashley Buchholz, Amanda Koen, Amanda Montoya, Stephanie Leahy, Sierra Cochrane, Rachelle Jared, Laura Beyerlin, Sara Starlin, Kate Lode, Connor McCarthy, Christie Costello, Liana Stone, Shelby Masterson, Autumn Erickson, Becky Dopps, Moriah Shanaahan, Scott Crowell, Timothy Canter, Monica Castella, Sara Maetrenholm, Radiance Ranney, Jarek Bartels, Jeff Michna, Veronica Cheek, Deborah Carter, Paul Keppo, Diana Morgan, Stacy Jeter, Valerie Rankins, Tamara Dillon, Aliya Hall from the Chronicle and Lydia Dysart, minutes recorder.



## **2. ELECTION OF OFFICERS**

Chair Zach Bessett called for nominations for the position of Board Chair.

Dr. Hernandez believed that, for continuity of leadership, they should continue with their current Chair and Vice Chair.

Mr. Mann nominated Zach Bessett for Board Chair.

Chair Bessett asked if there were other nominations for the position of Board Chair. There were no other nominations.

Chair Bessett closed the nominations and called for a roll call vote in favor of Zach Bessett for the position of Board Chair: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Zach Bessett was elected to the position of Board Chair, 5:0

Chair Bessett called for nominations for the position of Board Vice Chair.

Dr. Hernandez nominated Naomi Raven for Board Vice Chair.

Chair Bessett asked if there were other nominations for the position of Board Vice Chair. There were no other nominations.

Chair Bessett closed the nominations and called for a roll call vote in favor of Naomi Raven for the position of Board Vice Chair: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Naomi Raven was elected to the position of Board Vice Chair, 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 this meeting and copies would be included in the minutes. He thanked everyone for sharing their thoughts with the board. As of the noon deadline, the board received public comment from: Crystal McPheeters of 6857 G Street in Springfield, Carol Heart, a Springfield resident, Jaime Maraia, a Springfield School District parent, Christie Costello, a Springfield resident, Virginia Canavan, a Springfield Resident, Kim Buckmaster, a Springfield resident, Holle Schaper, Springfield School District parent, Neal Forrester of 443 72<sup>nd</sup> Street in Springfield, Kirsten Vinyeta, University of Oregon PhD Candidate, Pat Tierney, Springfield School District parent, Jessee Trenholm, a Springfield School District Parent, Ellen Rifkin, a concerned citizen, Moxie Loeffler, a physician, Stephanie Rivera, a concerned parent and Springfield tax payer, Gianna Sanders, Springfield School District parent, Marianne Wilson, a concerned parent, Lizzy Utterback, a Springfield resident, Jennifer Potter, Springfield resident, Ben Christensen, a Springfield resident, Sarah McKee, kindergarten teacher at Ridgeview Elementary School, Irene Henjum, a Springfield resident, Debra McGee, a retired public school counselor, Brandi Fleck, a Eugene resident, Heather Dillon, Springfield School District parent, Aaron Dillon, a Springfield School District parent, Xia Wang, a concerned citizen, Evie Dillon, Springfield School District student, Jean Miksch, a retired school teacher, Emily Heilbrun, a local citizen, Bruce Berg, a Springfield resident and Laoni Davis, a concerned citizen.

#### **4. ACTION ITEMS**

##### **A. Consent Agenda**

- 1. June 22, 2020 Board Meeting Minutes**
- 2. July 9, 2020 Special Board Meeting Minutes**
- 3. Financial Report**
- 4. Personnel Action, Resolution #20-21.002**
- 5. Board Policy Sections J and K/L, First Read**

**MOTION:** Dr. Hernandez moved, Vice Chair Raven seconded the motion to approve the Consent Agenda.

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 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 Purchase of Air Purifiers, Resolution #20-20.993**

As the State of Oregon and local districts have been working to respond to concerns related to COVID-19, indoor air quality has become a priority. Working with industry experts, the Springfield School District has come to the conclusion that installation of air purifiers will be a significant step forward toward the health of our students and staff. Improving the air quality in all of our facilities will be instrumental in providing a safe, healthy environment for our students and staff. To increase the amount of fresh air coming into our buildings we will be adjusting our parameters to allow a minimum of 60% outside air on our HVAC systems. We will also be adjusting our HVAC schedules to maximize performance. We will override our “smart” systems and have our air handlers running at 100% speed providing a continuous exchange of air. Filters in our HVAC systems will be upgraded from MERV 7 to MERV 8 filters with an AEGIS Microbe coating to kill any microorganisms on contact. The AEGIS Microbe shield is a permanent antimicrobial that is highly resistant to microbial attack and will not off gas, leach, diffuse, migrate, or volatilize from the filter.

In addition to upgraded filters, we will be installing iWave air purifiers in our facility HVAC systems. This system uses an electronic charge to create a plasma field filled with a high concentration of (+) and (-) ions. As these ions travel with the air stream they attach to particles, patho-gens and gas molecules. The ions help to agglomerate fine sub-micron particles, making them fil-terable. The ions kill pathogens by robbing them of life-sustaining hydrogen. The ions breakdown harmful VOCs with an Electron Volt Potential under twelve (eV<12) into harmless compounds like oxygen, nitrogen, carbon dioxide or water vapor. Ions produced travel within the air stream into the occupied spaces, cleaning the air everywhere the ions travel, even in spaces unseen.

All changes and additions to our HVAC systems will be in compliance and follow the recommendations of the American Society of Heating, Refrigeration, and Air-Conditioning Engineers.

Springfield School District No. 19 is acquiring these products under this Purchase Order for the purpose of responding to the state of emergency declared by the Governor on Saturday, March 7, 2020 and pursuant to the Major Disaster Declaration number DR4499OR as a direct result of the COVID-19. This Purchase Order is subject to the additional federal terms and conditions located

at: <https://www.oregon.gov/das/Procurement/Documents/COVIDFederalProvisions.pdf> as may be applicable to this Purchase Order.

Board Chair Zach Bessett reviewed the procurement recommendation prior to tonight's meeting.

Brett Yancey recommended that the Board of Directors approve the purchase of 500 (quantity) air purifier units to Thermal Supply of Eugene, Oregon for a total cost of \$265,000 under the emergency declaration by Governor Brown dated March 7, 2020.

**MOTION:** Ms. Barrager moved, Vice Chair Raven seconded the motion to approve the purchase of 500 (quantity) air purifier units to Thermal Supply of Eugene, Oregon for a total cost of \$265,000 under the emergency declaration by Governor Brown dated March 7, 2020.

Chair Bessett called for discussion.

The Board brought up issues around:

- The locations of the purifiers
- Which schools would get purifiers first
- If the community was getting all this information
- How smoothly the transition would be from the old systems
- Where was the \$265,000 was coming from
- Replacing old systems, not just the purifiers
- Receiving more information on the systems

Mr. Yancey responded that elementary schools would get them first, followed by middle and high schools prior to the start of the school year. The new system would be hard to transition to, but they had two full time staff to help them through the process. Mr. Yancey explained that the CARES Act funds would be paying for these purifiers. The new purifiers would be safe and create a better environment, even though the systems were old. A one-page information sheet would be given out to staff and the Board to describe the new system.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the purchase of 500 (quantity) air purifier units to Thermal Supply of Eugene, Oregon for a total cost of \$265,000 under the emergency declaration by Governor Brown dated March 7, 2020: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 5:0.

### **C. Accept Superintendent Evaluation**

Chair Bessett shared that it was the Board's job to evaluate the Superintendent. Chair Bessett read the following evaluation letter that was sent to Superintendent Hamilton:

*Dear Superintendent Hamilton,*

*Each year it is the responsibility of the Springfield School District Board of Directors to conduct a performance review of the superintendent. This document is to serve as your performance review for the 2019-2020 school year.*

*With the turnover Springfield Public Schools (SPS) has seen on the board and in the superintendent position, the Board of Directors felt that your first year of service should focus on creating foundations*

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*for success. The three areas of focus we prescribed were connecting with the community and your new SPS team, board development and leading the application for the Student Success Act.*

*As you developed a plan for connecting with the community and leading your new team, you did a commendable job engaging internal and external stakeholders around your goal of creating “Life Ready Students.” We hope that you will continue to lead with open dialogue around how we as a community can support our young people as they build the skills they need for a bright and successful future.*

*The Student Success application process was a heavy lift for a first year superintendent. However, you managed to delegate and use your team’s strengths to complete an application that embodied the desires of our community. We look forward to your collaborative implementation of all we have to offer our students.*

*Developing a strong collaborative relationship with the Board was one of our highest priorities in your first year. Your leadership in organizing educational opportunities and identifying growth opportunities within our organization has been crucial to our success. We continue to learn and grow together and are looking forward to all the work we get to do to make SPS a pillar of collaborative governance in the state.*

*Superintendent Hamilton, you have exceeded our expectation this year and we look forward to carrying the work forward with you.*

Chair Bessett called for a motion to accept the Superintendent evaluation as presented.

**MOTION:** Vice Chair Raven moved, Dr. Hernandez seconded the motion to accept the Superintendent evaluation as presented.

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 accept the Superintendent evaluation as presented: Ms. Raven – aye, Ms. Barrager – aye, Dr. Hernandez – aye, Mr. Mann – aye and Mr. Bessett – aye.

## **5. INFORMATION/REPORTS**

### **A. Re-Opening Plan for Schools**

The Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) have collaborated at, the direction of Governor Brown, to craft guidance that places the design, for resuming teaching and learning this fall, into the capable hands of educators, school nurses, counselors, principals, business managers, superintendents and school boards while providing clear statewide requirements and recommendations for health, safety, equity and quality instruction across the state. Todd Hamilton, Brett Yancey and David Collins shared an overview of these guidelines, operational blueprints and work that district teams are leading in preparation for fall. Please see attached document for additional details.



OREGON  
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EDUCATION

*Oregon achieves . . . together!*

# READY SCHOOLS, SAFE LEARNERS

## GUIDANCE FOR SCHOOL YEAR 2020–21

Oregon  
**Health**  
Authority

Springfield Public Schools  
August 10, 2020

## **READY SCHOOLS, SAFE LEARNERS**

**GUIDANCE FOR SCHOOL YEAR 2020–21**

- Guiding Principles
- Local Context
- Planning Process
- Instructional Model
- Operational Blueprint
- Review the Plan
- Questions



# Grace & Patience

We are learning together to move powerfully on  
behalf of children and communities.

## **SPS Involvement – Thoughtful, Intentional, Strategic**

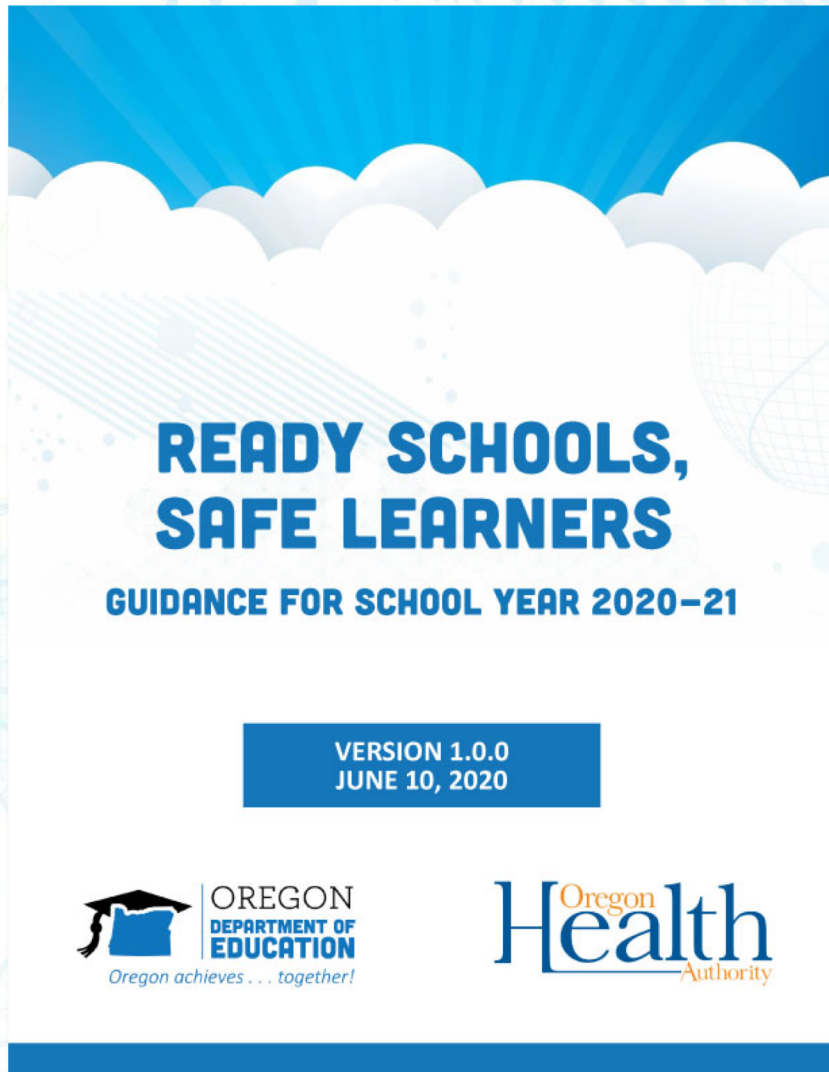
- 100+ Staff - Nutrition Services, Custodial, Facilities, Transportation - Physically working on-site since March.
- Meals served
  - 134,450 breakfasts
  - 141,850 lunches
  - 276,300 total meals
- 162 Staff - Instructional Planning
  - 130+ Licensed staff
  - 10+ Classified staff
- 50+ Licensed staff joining work for additional planning
- 36 Staff - Public Health, Facilities & Operations planning
- 1,000's Parents - online, hybrid, in-person, transportation



*“You don’t make the timeline. The virus makes the timeline.” – Dr. Anthony Fauci*

- We will be living with the virus until there is immunity, which is many months off.
- The primary tools we have are physical distancing and hygiene.
- Every restriction we lift increases transmission and will increase cases.
- Individual plans should be responsive to local public health and build on the distinct strengths and needs of each district and community.

# Our Local Context



- Direction from Governor
- Guidelines from OHA
- Health metrics for local planning
- Health & Wellness
- Care & Connection
- Equitable access
- Quality Instruction



# 10 Critical Steps

## Preparation

1. Read this *Ready Schools, Safe Learners* guidance in its entirety.
2. Consult your [Local Public Health Authority](#) and familiarize yourself with the [disease management metrics within your health region](#).
3. Assemble appropriate personnel within the school/district and any community partners to create a planning team.

## Plan Development

1. Work with the planning team to complete the *Operational Blueprint* template for your school. Private schools are required to complete sections 1-3.
2. Consult with key partners (see [section 6, including Tribal Consultation](#)) to complete the *Operational Blueprint for Reentry*.
3. Submit the *Operational Blueprint for Reentry* to your local school board.

## Public Health Review

1. Submit the *Operational Blueprint for Reentry* to your [Local Public Health Authority](#).
2. Your [Local Public Health Authority](#) will attest to receiving the blueprint, carefully reviewing sections 1-3, and support your ongoing efforts towards ongoing COVID-19 mitigation efforts.

## Final Plan Submission

1. Post the *Operational Blueprint for Reentry* on your school and district websites. If there is no school or district website, it can be posted to the ESD website.
2. [Submit](#) final plan for each school to the Oregon Department of Education.

# Local Flexibility & Responsibility

## Critical Step – Plan Development

### KEY PRINCIPLES for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

1. **Physical distancing** — minimizing close contact (<six feet) with other people.
2. **Hand hygiene** — frequent washing with soap and water or using hand sanitizer.
3. **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups.
4. **Protective equipment** — use of face shields, face coverings, and barriers.
5. **Environmental cleaning and disinfection** — especially of high-touch surfaces.
6. **Isolation** of sick people and quarantine of exposed people.
7. With the above considerations foremost, **outdoor activities** are safer than indoor activities.

# Face Coverings

## What's in the Guidance: Key Concepts to Highlight



**Face covering:** A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.



**Face shield:** A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

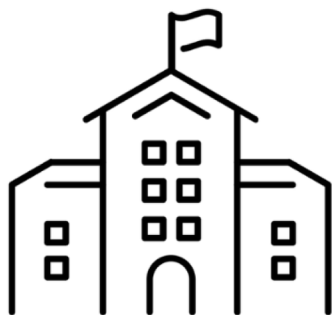


**Clear plastic barriers:** A clear plastic or solid surface that can be cleaned and sanitized often.

# INSTRUCTIONAL MODELS

## 2020-21 SCHOOL YEAR

### ON-SITE



#### Students Safely Learn In School

All students have access to in-person instruction in accordance with public health requirements.

### HYBRID



#### Students Safely Learn In School and Away from School

**Student groups** have access to in-person instruction using staggered schedules and/or prioritizing certain grades, courses, and/or programs, in accordance with public health requirements. On-Site instruction is supplemented by Comprehensive Distance Learning.

### COMPREHENSIVE DISTANCE LEARNING



#### Students Safely Learn Away from School

All students are engaged in learning through Comprehensive Distance Learning. Instruction occurs remotely with very limited exceptions for in-person supports.



## RESPONSE TO OUTBREAK

*Districts, schools, and programs need to flexibly plan to use multiple models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid learning model, Short-Term Distance Learning may be required due to outbreaks.*



# REQUIREMENTS AND RECOMMENDATIONS BY INSTRUCTIONAL MODEL

## On-Site Learning



### Required

- ☐ Provide access to nutrition/meal service for all eligible students, including students not on-site.
- ☐ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
- Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

### Recommended

- ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

## Hybrid Learning



### Required

- ☐ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ☐ Provide access to nutrition/meal service for all eligible students, including students not on-site.
- ☐ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
  - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

### Recommended

- ⇒ Inventory, where applicable, technology and devices to support rapid deployment if necessary.
- ⇒ To the extent possible, maximize synchronous learning opportunities.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning.
- ⇒ Plan for Short-Term Distance Learning in the event of a COVID-19 outbreak or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.).

## Comprehensive Distance Learning



### Required

- ☐ Under this model, any school including charter schools, must comply with pending Comprehensive Distance Learning Guidance.
- ☐ Schools must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG)
- ☐ Provide access to nutrition/meal service for all eligible students.

### Recommended

- ⇒ To the extent possible, maximize synchronous learning opportunities.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator and student connection through other means to ensure relational context of learning.

## Short-Term Distance Learning

The statewide pivot to Distance Learning for All in spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID-19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact classroom, a section of a school, a school, or an entire district.



# Operational Blueprint



## OPERATIONAL BLUEPRINT FOR REENTRY



### 1. PUBLIC HEALTH PROTOCOLS



### 2. FACILITIES AND SCHOOL OPERATIONS



### 3. RESPONSE TO OUTBREAK

### 5. INSTRUCTION



### 6. FAMILY AND COMMUNITY ENGAGEMENT



### 4. EQUITY



### 7. MENTAL, SOCIAL, AND EMOTIONAL HEALTH



### 8. STAFFING AND PERSONNEL



## READY SCHOOLS, SAFE LEARNERS

### Operational Blueprint for Reentry



#### 1. Public Health Protocols

- 1a. Communicable Disease Management Plan for COVID-19
- 1b. High Risk Populations
- 1c. Physical Distancing
- 1d. Cohorting
- 1e. Public Health Communication

- 1f. Entry and Screening
- 1g. Visitors/Volunteers
- 1h. Face Coverings, Face Shields, and Clear Plastic Barriers
- 1i. Isolation Measures



#### 2. Facilities and School Operations

- 2a. Enrollment
- 2b. Attendance
- 2c. Technology
- 2d. School Specific Function/Facility Features
- 2e. Arrival and Dismissal
- 2f. Classrooms/Repurposed Learning Spaces

- 2g. Playgrounds, Fields, Recess, and Breaks
- 2h. Meal Service/Nutrition
- 2i. Transportation
- 2j. Cleaning, Disinfection, and Ventilation
- 2k. Health Services



#### 3. Response to Outbreak

- 3a. Prevention and Planning
- 3b. Response
- 3c. Recovery and Reentry

# Operational Blueprint



## 4. Equity

- 4a. Principles in Action
- 4b. Decision Making that Centers Equity



## 5. Instruction

- 5a. Instructional Time
- 5b. Instructional Models
- 5c. Instructional Schedule and Academic Calendar
- 5d. Instructional Considerations
- 5e. Safeguarding Student Opportunity Clause
- 5f. Instructional Activities with a Higher Risk for Disease Spread



## 6. Family and Community Engagement

- 6a. Partnership in Planning
- 6b. Communication



## 7. Mental, Social, and Emotional Health

- 7a. Planning
- 7b. Resources and Strategies



## 8. Staffing and Personnel

- 8a. Supports
- 8b. Public Health Training
- 8c. Professional Learning

# Operational Blueprint

## Critical Step – Plan Development



### OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's *Ready Schools, Safe Learners* guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the *Ready Schools, Safe Learners* guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of but not limited to school-based administrators, teachers and staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation<sup>3</sup> and others for purposes of providing expertise, practical information-sharing and carrying out plan implementation.

1. Please fill out information:

#### SCHOOL/DISTRICT/PROGRAM INFORMATION

Name of School, District or Program	
Key Contact Person for this Plan	
Phone Number of this Person	
Email Address of this Person	
Sectors and position titles of those who informed the plan	
Local public health office(s) or officer(s)	
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	
Intended Effective Dates for this Plan	
ESD Region	

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21? Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☐ Comprehensive Distance Learning

<sup>1</sup> For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

<sup>2</sup> For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

<sup>3</sup> Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

- If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2-3 in the initial template).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3 through 14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 15 or prior to the beginning of the 2020-21 school year.

\* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

#### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.*

*Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

*The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.*

# Operational Blueprint

## Critical Step – Plan Development

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: stable cohort groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>The smaller the cohort group, the less risk to the spread of disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <input type="checkbox"/> Each school must have a system to ensure contact tracing (daily logs) among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohort groups (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral bathrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interacting with different stable cohorts.	

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> <li>Consider sharing school protocols themselves.</li> </ul> <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close/sustained contact with a confirmed case. <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>Primary symptoms of concern: Cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">here</a>.</li> <li>Emergency signs               <ul style="list-style-type: none"> <li>Trouble breathing</li> <li>Persistent pain or pressure in the chest</li> <li>New confusion or inability to awaken</li> <li>Bluish lips or face</li> <li>Other severe symptoms</li> </ul> </li> </ul>	



### ASSURANCES

*This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.*

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.*

*This section does not apply to private schools.*

- ☐ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the *Ready Schools, Safe Learners* guidance.
- ☐ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the *Ready Schools, Safe Learners* guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.



### 4. Equity



### 5. Instruction



### 6. Family and Community Engagement



### 7. Mental, Social, and Emotional Health



### 8. Staffing and Personnel

### Assurance Compliance and Timeline

*If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.*

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>



## Public Health Protocols:

- Comprehensive Pandemic Plan, Communicable Disease Management Plan and COVID-19 Response Plan.
- Developed in consultation with SPS Registered Nurse and Lane County Public Health Department (Communicable Disease staff).
- Professional development plan for all staff related – protocols & processes.
- Notify and work with Lane County Public Health regarding potential exposure/outbreak.
- Screening and isolation process for any ill/exposed persons.
- Contact tracing and recording necessary information.
- Entry/exit of essential visitors and itinerant staff.
- Cohorting, physical distancing and space capacity for staff and students.
- Guidelines, flow charts and rules for decision making processes.

## Facilities & School Operations:

- Designated Entrance/Exit locations (separate for employees & student cohorts) with screening stations and contact tracing process.
- School maps identifying traffic flow patterns (one-way & two-way), cohort specific restrooms, isolation rooms, isolation bathrooms, complete quarantine and isolation process.
- Handwashing stations located throughout school facilities to supplement available restrooms.
- Hand sanitizing stations (400+) located throughout all facilities.
- Room occupancies identified (average 15 students per class) based on OHA & ODE guidelines. Predetermined classroom floor plan to ensure minimum of 6 ft. between single occupancy desks. (Purchased 350 additional desks to replace tables).



## Facilities & School Operations:

- All furniture that cannot properly sanitized removed, including private refrigerators and microwaves.
- Comprehensive disinfecting and sanitizing protocols developed, including playgrounds and equipment. Playgrounds closed to public in hybrid or full on-site model. Developed by cross-represented Custodial Team.
- Air purifier installation on all air handlers in all facilities. 60% fresh air (increased from 40%) exchange at 100% speed, 24 hours per day in all facilities.
- Access to locker bays, shared vending machines and common spaces limited or eliminated.
- Physical protection barriers placed in all high traffic and reception areas.
- Cross represented Nutrition Services Team (6 person committee) developed thorough protocols for food service.
- Food delivered to learning space. Meal service in classrooms or grab-n-go.

## Transportation Services:

- Registration process for transportation services. (New for 2020-2021)
- Loading/Unloading protocol for staff and students.
- Contact Tracing - Student attendance & screening process.
- Disinfecting and sanitizing between routes and thorough sanitation daily.
- Process design for Regular Education fleet and Special Education fleet.
- Seating arrangement and bus capacity developed for each bus in our fleet. (maximum 25 on an 84 passenger bus, maximum 22 on 72 passenger bus, maximum 10 on 39 passenger bus). Siblings may increase this number.
- Isolation seats and protocols defined for each bus.
- Comprehensive training protocol for all employees.
- Face covering required for all passengers. Drivers do not wear when driving (only).
- Parent assistance requested at bus stops for social distancing.
- Potential partnership with Lane Transit District to supplant/expand transportation capabilities.



## Purchasing:

### Personal Protection Equipment (PPE) and supplies:

- 96,000 pairs of disposable gloves
- 80,000 disposable N-95 masks
- 50,000 disposable child masks
- 10,000 boxes of tissues
- 3,400 cloth face coverings for employees (re-usable)
- 1,600 face shields (re-usable)
- 1,200 disposable isolation gowns
- 750 gallons of hand sanitizer
- 650 disinfectant spray bottles (for classrooms)
- 400 hand sanitizing stations (with dispensers)

## Response to Outbreak:

- Emergency response identified in Pandemic Response Plan. (ICS Structure)
- Identified Liaison with Lane County Public Health.
- Clear reporting protocol with Lane County Public Health in the event of an outbreak. Lane County Public Health provides direction to School District.
- Roles & responsibilities defined in the event of an outbreak. (ICS Structure)
- Comprehensive Learning Model designed and defined in the event of an outbreak.
- Guidelines for isolation, cleaning, sanitizing and disinfecting.
- Communication plan developed, including roles and responsibilities.



## Equity • Family Engagement • Care and Connection:

### Instructional Practices

- Inclusive
- Equitable access to learning
- Differentiated Supports

## Equity • Family Engagement • Care and Connection:

### Care & Connection

- Engage with students and families daily to identify barriers to access
- On-going to refine and provide in time supports (Building/District level)
- Increase student/parent support framework in Comprehensive Learning Models.
- Frequent communication and feedback to inform and refine model(s)
- Mental, Social, Emotional Support Models
  - Internal/External Community Partners
  - Social-Emotional Learning

## Instruction Models:

### Elementary

- Comprehensive Learning Model – School Supported
- Hybrid – In person instruction
  - 4 days per week (M,Tu,Th,F) – All Students/All Day
    - Currently looking at starting Grades (K-3) - if current metrics hold

### Middle School

- Comprehensive Learning Model – School Supported – Start of School Year
- Hybrid – In person instruction
  - 2 days per week (M/TH or TU/F) – Half of Students/Modified Schedule



## Instruction Models:

### High School

- Comprehensive Learning Model – School Supported– Start of School Year
- Hybrid – In person instruction – Quarter Credit Model (4 Classes per Quarter)
  - 4 days per week (M,Tu,Th,F) – Half Students/Half Day (AM/PM)

### SPS Online – Grades K-12 – 100% Online

- Students may transition into models at Start of Year/Quarter/Trimester

## Staffing & Personnel:

### Staff Involvement

- District Admin, Building Admin, Certified Staff
  - Priority Standards
  - Curriculum & Design

### Professional Development Planning

- Health & Safety Measures
- Instructional Practice
- Universal Design Elements
- Technology Platforms & Instruction

# The Next 90 Days...

## Ongoing Efforts

- Review **Ready Schools, Safe Learners** guidance updates

### Introduction to 2020-21 Guidance Feedback & Evaluation Survey

Thank you for giving feedback to the Oregon Department of Education (ODE). We hope you'll provide suggestions to improve or clarify the *Ready Schools, Safe Learners* guidance for the 2020-21 school year. You can also identify missing components of the guidance. This survey is to gather information over time. If you have additional questions or comments for ODE, please email [ReadySchools@ode.state.or.us](mailto:ReadySchools@ode.state.or.us).

Continue

- Keep in mind ODE will release new iterations of guidance every three weeks based on changes in science, health, research, and input
- Next update scheduled for August 11th.



As of Aug. 6

## COVID-19 Update

**552** TOTAL POSITIVE LANE CO. CASES

**18.7** CASE RATE PER 100,000

**2.0%** TEST POSITIVITY RATE



DOES LANE COUNTY CURRENTLY  
MEET REQUIREMENTS FOR ALL  
STUDENTS?

YES

NO

DOES LANE COUNTY CURRENTLY  
MEET REQUIREMENTS FOR K-3  
STUDENTS?

YES

In order for SPS to hold in-person instruction for all SPS students, Lane County must meet the following standards:

- Fewer than 10 positive cases per 100,000 people (30 per 100,000 for K-3) over the previous 7 days and a less than 5% positivity rate in the previous 7 days for both the county and state of Oregon.
- Students in grades K-3 have slightly different standards and can potentially return to school sooner than older students.

*\*These numbers must hold for three weeks in a row*

Source: Oregon Health Authority & Lane County Public Health

## Providing in-person education for K-3 students

*"It is expected that schools will offer in-class options for students in grade K-3 to the extent possible."*

### Oregon COVID-19 County Case Rates and Test Positivity by MMWR Week: July 5th - August 8th

This table is based on data pulled at 12:01 AM on August 10th, 2020. For county case rates, cases are assigned to a week based on their true case date, which is the date when public health first identified them as a confirmed or presumptive COVID-19 case. For percent positivity in testing, persons tested are assigned to a week based on their specimen collection date. All data are provisional and subject to change.

County	Week Start Date	Case Count	Case rate per 100,000	Test Positivity (%)
Oregon, statewide	7/5/2020	1,947	46	5.8%
	7/12/2020	2,406	57	5.4%
	7/19/2020	2,182	52	5.8%
	7/26/2020	2,332	55	6.3%
	8/2/2020	2,202	52	5.4%
Lane	7/5/2020	87	23	1.9%
	7/12/2020	89	23	1.4%
	7/19/2020	53	14	1.2%
	7/26/2020	71	19	2.0%
	8/2/2020	67	18	1.7%

**We can provide ready  
schools that are safe  
places for learners, staff,  
and their families.**





## Contact Information

**6. NEXT MEETINGS**

The next Board meeting will be held on Monday, August 24, 2020 beginning at 5:00pm. The location and format will be determined at a later time.

**7. EXECUTIVE SESSION**

The Board moved into Executive Session (non-public) pursuant to ORS 192.660(2)(e) to conduct deliberations with persons designated by the governing body to negotiate real property transactions at 10:34pm.

The Board reconvened following the Executive Session at 10:52pm.

**8. ADJOURNMENT**

With no other business, Chair Bessett adjourned the meeting at 10:55 p.m.

*(Minutes recorded by Lydia Dysart)*

## 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.

### 1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual work session to order at 5:01 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, Jenna McCulley, Whitney McKinley, Suzanne Price, Joan Bolls, Jeff Michna, Mindy LeRoux, Dustin Reese, Tanya Martin, Shana McOmie, Briana Garber, Colette Trotter, Emily Minnis, Leah Price, Joell Duran, Adam Fine, Nicole Norris, Kirsten Lashot, R. McDonald, Ali Vaughan, Jennifer Orlandini, Catherine Wiebe, Carrie Langer, Jonathan Gault, Ginger Latta, Bryne Thorpe, Amber Howe, Kayla Lewis, Connie Opsal, Cassandra Moorhead, Kelsey, Erica McNurlin, Jennifer Shelton, Teresa, Haley Alexander, Heather St. Louis, Karri Thiele, Jennifer Orlandini, Joshua Donaldson, Carolyn Hoshaw, Julia Britton, Emily Christensen, Michele Reiersgaard, Brian Megert, Tiffany Brown, Kerri Dawson, Amy Rockwood, Sherine Forrest, Molly Spain, Kathryn Tiernan, Becky Willis, Nola Kari, Susan Wright, Danielle Smith, José da Silva, Jennifer Gonzales, Jeremy, Chiara Ihnat, Veronica Cheek, Marietta Vaneekeren, Tiffany Brown Melissa, Elaine Woodward, Kristin Guiley, Treva Thompson, Michael McGraw, Sierra Cochrane, Amberly Trano, Troy Thorsby, Gail Strickland, Brenda, Rebekah Weast, James Down, JW Duran, Sarah Ferren, Erica Pierson, Tyson Migliaccio, Bailee Foster, Andrea Smith, Billie Jo Rodriguez, Josh Jordan, Susan Kangail, Margaret, Chris Beath, Kelsey Keough, Bryne Thorpe Lynn Lary, Valeri Rankins, Marilyn Williams, Jeff Butler, Trudy Waddell, Laura Farrelly, Diana Morgan, Don Lamb, Dwight, Brandy Edwards, Elaine Woodward, Krista Martin, Hillary Galloway, Ginger Latta, Jeremy Hugo, Ginny Osteen, Emma Withrow, Jaime Maraia, Jamie Hoag Barnett, Carla Smith, Connor McCarthy, Tim Stephens, Sheryl Cramer, Nicole Norris, Shelley Nurre, Maile Clark, Lacey Macdonald, Pineda, Tara McNee, Katrina Coleman, Tami McNamara, Ashley Stolk, Nicki Gorham, Bethany Boardrow, Darlene Colborn, Heather Dillon, Garrett Gilchrist, James Down, Kendra Perez, Katie Waugh, Darcy Phillips, Karen Babcock, Namcy Williams, Matt Adams, Chris Reiersgaard, Kelli Boom, Aliya Hall, Kathryn Huges, Heather Klym, Stacy Jeter, Tamara Dillon, Annette Peters, Sheri Childers, Jerami Campbell, Charlie Clark, Boaz Wolpe, Susan, Colleen Hunter, Debi Borsay Spencer, Melissa Stalder, Leah Taylor, CB, Zehra Greenleaf, Johnathan Felix, Brian Megert, KC Gillespie, Jennifer Gonzales, Holle Schaper, Ashley Buchholz, Franchesca Sandoval, Laura Scruggs, Elaine VanGordon, Susan Coleman, Amanda Loen, Amanda Montoya, Stephanie Leahy, Catherine Godard, Sierra Cochrane, Laura Weiss, Kim Donaghe, Beth Atkerson, Jared Weybritht, Laura Beyerlin, jesse Trenholm, Chirstine Sales, Sara Starlin, Rodatc, Kate Lode, Connor McCarthy, Linda Mooney, Christie Costello, Donne Hasforth, Bryn Fredrickson, Amber Mitchell, Liana Stone, Shelby Masterson, Jessica Auxier, Autumn Erickson, Becky Dopps, Moriah Shanahan, Scott Crowell, Jessica Orsini, Adrienne Pierce, Tonya Reichenberger, Tim Canter, Monica Tapia, Jared Taylor, Sara Trenholm, Carly Ranney,



Michelle Webber, Jarek Bartels, Debbie Carter, Janine Amador, Judi Mayo, Paul Keppo, Matt Dewall, Crystal McPheeters, Sheryl Eyster, CALC, Lee Corett Sean VanGordon, Diana Morgan, Judy Bowden, Renee Sessler and Vincent Adams from OSBA and Lydia Dysert, minutes recorder.

## **2. APPROVAL OF THE AGENDA**

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

**MOTION:** Ms. Barrager moved and seconded by Vice Chair Raven 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. BOARD SELF-EVALUTATION AND TRAINING**

Chair Bessett introduced Vincent Adams from Oregon School Boards Association (OSBA) who would be sharing the results of the board self-evaluation survey and lead a discussion regarding setting goals for the coming year. Mr. Adams gave some background on his role at OSBA and introduced Renee Sessler who also works in board development at OSBA. Please review the following for the details of the self-evaluation survey and the guide for setting board training and goals.



**SPRINGFIELD**  
PUBLIC SCHOOLS

Every Student, Every Day. ● ● ● ● ● ● ● ●

## Board Self-Evaluation Workshop August 24, 2020

Vincent Adams - [vadams@osba.org](mailto:vadams@osba.org)

Renee Sessler - [rsessler@osba.org](mailto:rsessler@osba.org)





# AGENDA

- Board Self-Assessment Report Discussion
- Board Goals
- Board Professional Development Plan



# ROLE OF THE BOARD

## THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction In Key Areas

Area being discussed: Board Performance/Effectiveness

<div>SET CLEAR EXPECTATIONS</div> <div>What are our greatest hopes for the district in this area?</div>	<div>LEARN TOGETHER AS A BOARD TEAM</div> <div>What information does the board need to ensure the right decisions are made?</div>	<div>CREATE CONDITIONS FOR SUCCESS</div> <div>What are we willing to support to ensure the expectations can be met?</div>	<div>HOLD THE SYSTEM ACCOUNTABLE</div> <div>What will we accept as evidence of progress toward expected outcomes?</div>	<div>BUILD PUBLIC WILL</div> <div>What will we need to do to gain community support for this work?</div>
Impact of the board's performance on the district?	<div><div>1. Self-Evaluation (Policy BK) &amp;</div><div>2. Professional development (Policy BHB).</div></div>			

## Springfield School District 19

Code: **BK**  
Adopted: 7/09/01  
Readopted: 1/08/07  
Orig. Code(s): BK

### Evaluation of Board Operational Procedures

The Board is continually engaged in informal appraisal and evaluation of the operation of the various aspects of the school program. It calls on the superintendent and his/her staff from time to time for information, surveys and reports which will enable it to judge the success of the district's programs. The Board will plan a self-evaluation on a regular basis, which will be used to monitor and assess its performance toward Board and district goals among other evaluation measures.

END OF POLICY

## OSBA Model Sample Policy

Code: BHB  
Adopted:

### Board Member Development

The complexity of Board membership demands opportunities for development, study and training for Board members. The Board places a high priority on the importance of a planned and continuing program of professional development for its members.

In order to develop leadership capabilities, become informed about current issues in education and improve their skills as members of a policy-making body, Board members will participate in opportunities for professional development that may include, but not be limited to, the following:

1. In-service activities planned by the Board and by the administration for staff members, as appropriate;
2. Participation in conferences, workshops, conventions and training held by state and national school board associations and other educational organizations;

# ROLE OF THE BOARD

## THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction In Key Areas

Area being discussed: Board Performance/Effectiveness

<b>SET CLEAR EXPECTATIONS</b> What are our greatest hopes for the district in this area?	<b>LEARN TOGETHER AS A BOARD TEAM</b> What information does the board need to ensure the right decisions are made?	<b>CREATE CONDITIONS FOR SUCCESS</b> What are we willing to support to ensure the expectations can be met?	<b>HOLD THE SYSTEM ACCOUNTABLE</b> What will we accept as evidence of progress toward expected outcomes?	<b>BUILD PUBLIC WILL</b> What will we need to do to gain community support for this work?
Impact of the board's performance on the district?	<div>1. Self-Evaluation (Policy BK) &amp;</div> <div>2. Professional development (Policy BHB).</div>	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 student learning through **collective responsibility**, accountability, and support.

## Engagement

- External
- Internal

## Effective partnerships

- Within board
- Board-superintendent
- Board-community

## Shared Focus

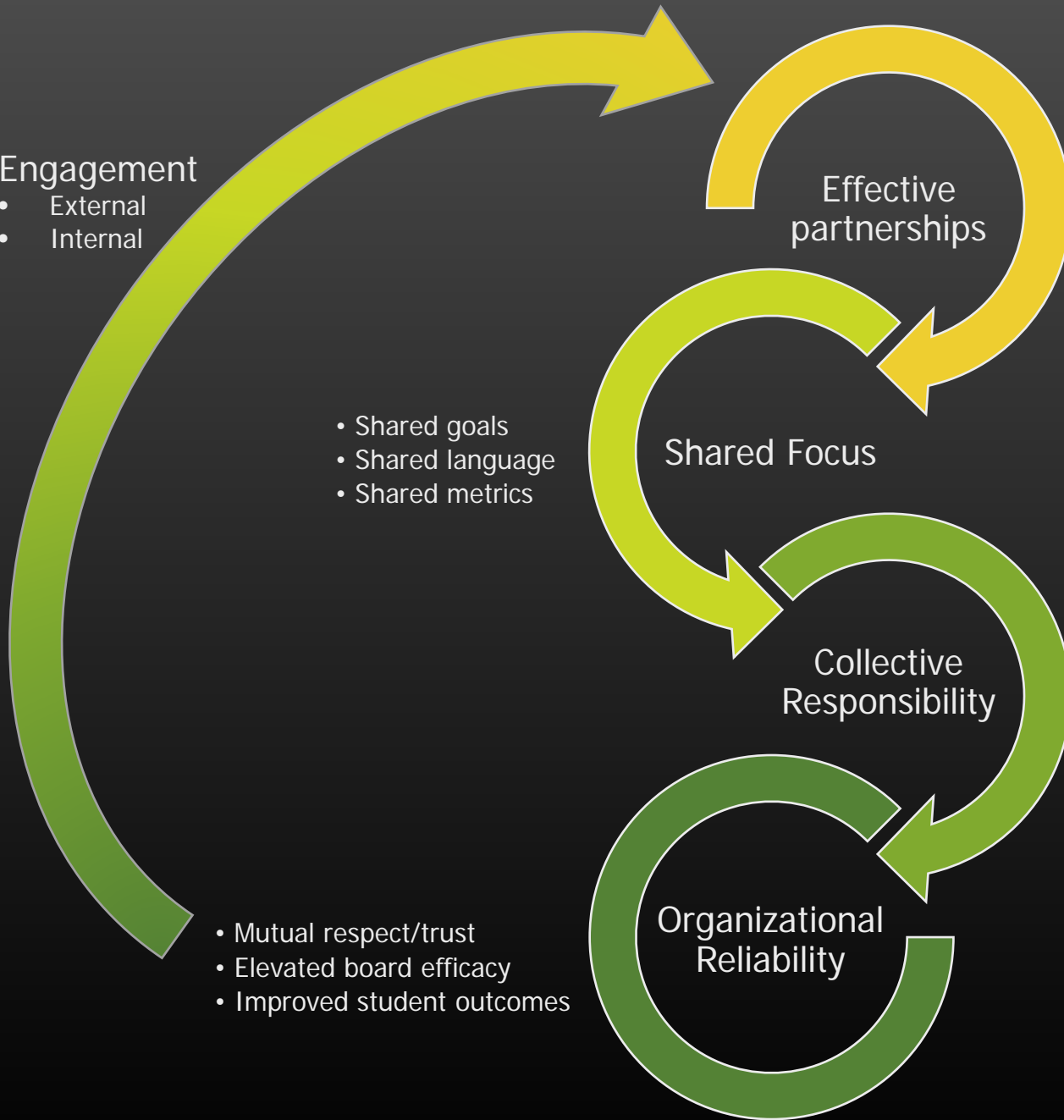
- Shared goals
- Shared language
- Shared metrics

## Collective Responsibility

- Shared accountability
- Mutual support

## Organizational Reliability

- Mutual respect/trust
- Elevated board efficacy
- Improved student outcomes





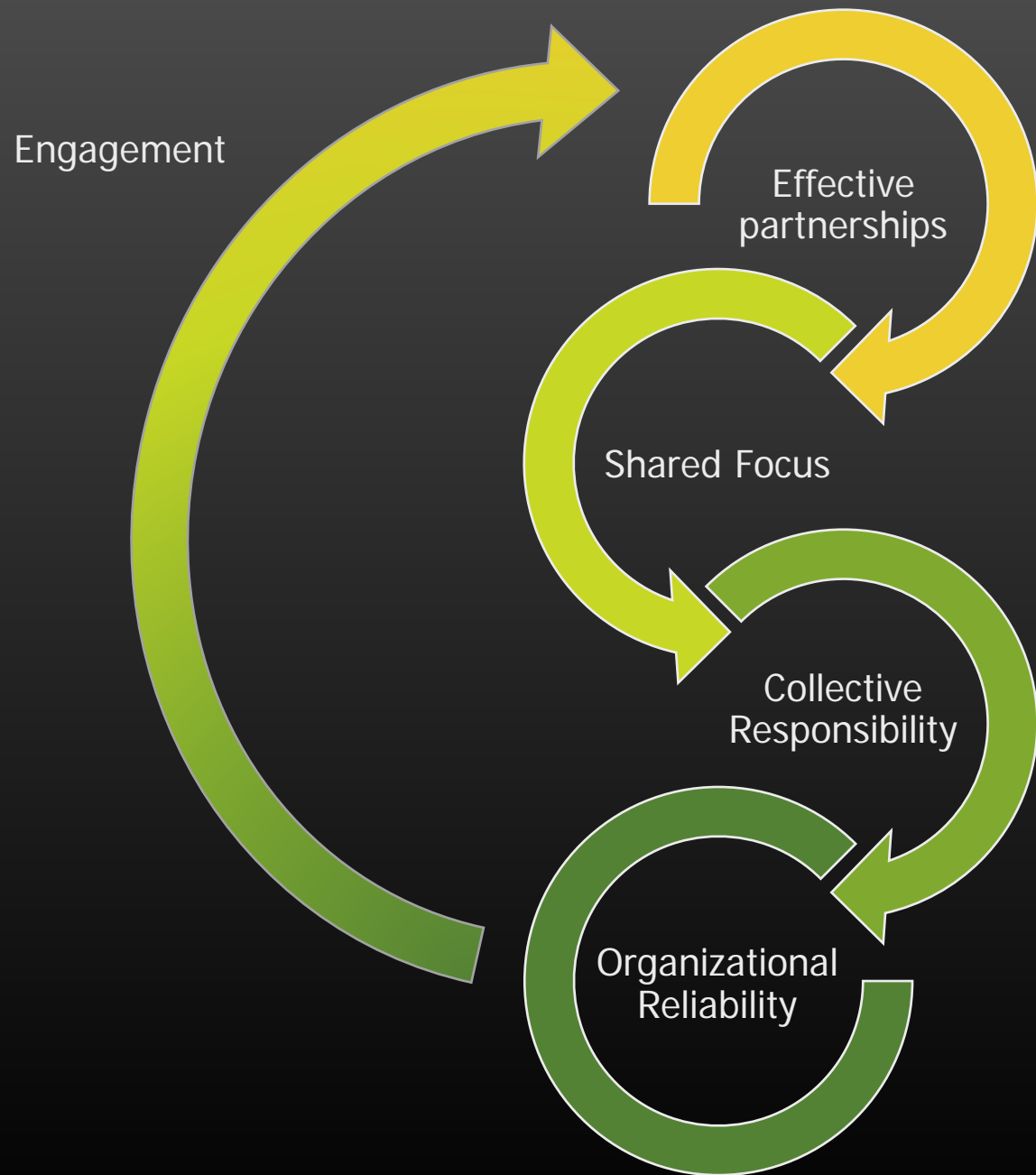














# ROLE OF THE BOARD

## THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction In Key Areas

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Impact of the board’s performance on the district?	<div><div>1. Self-Evaluation (Policy BK) &amp;</div><div>2. Professional development (Policy BHB).</div></div>	Collaborative Governance?	How will you know if your performance is having a positive impact?	How will you interact with the community in respect to your board work?

## Governance

Ethical Conduct  
Diverse Perspectives  
Roles and Responsibilities  
Policies Driving Student Success  
Healthy Relationships  
Teamwork

## Expectations

Improved Learning for All  
Districtwide Vision  
Achievement Plan  
Student Achievement Goals

## Conditions

Safety and Security  
Sustaining Quality Employees  
Learning Essentials  
Management for Learning  
Goal Driven Budgeting

## Accountability

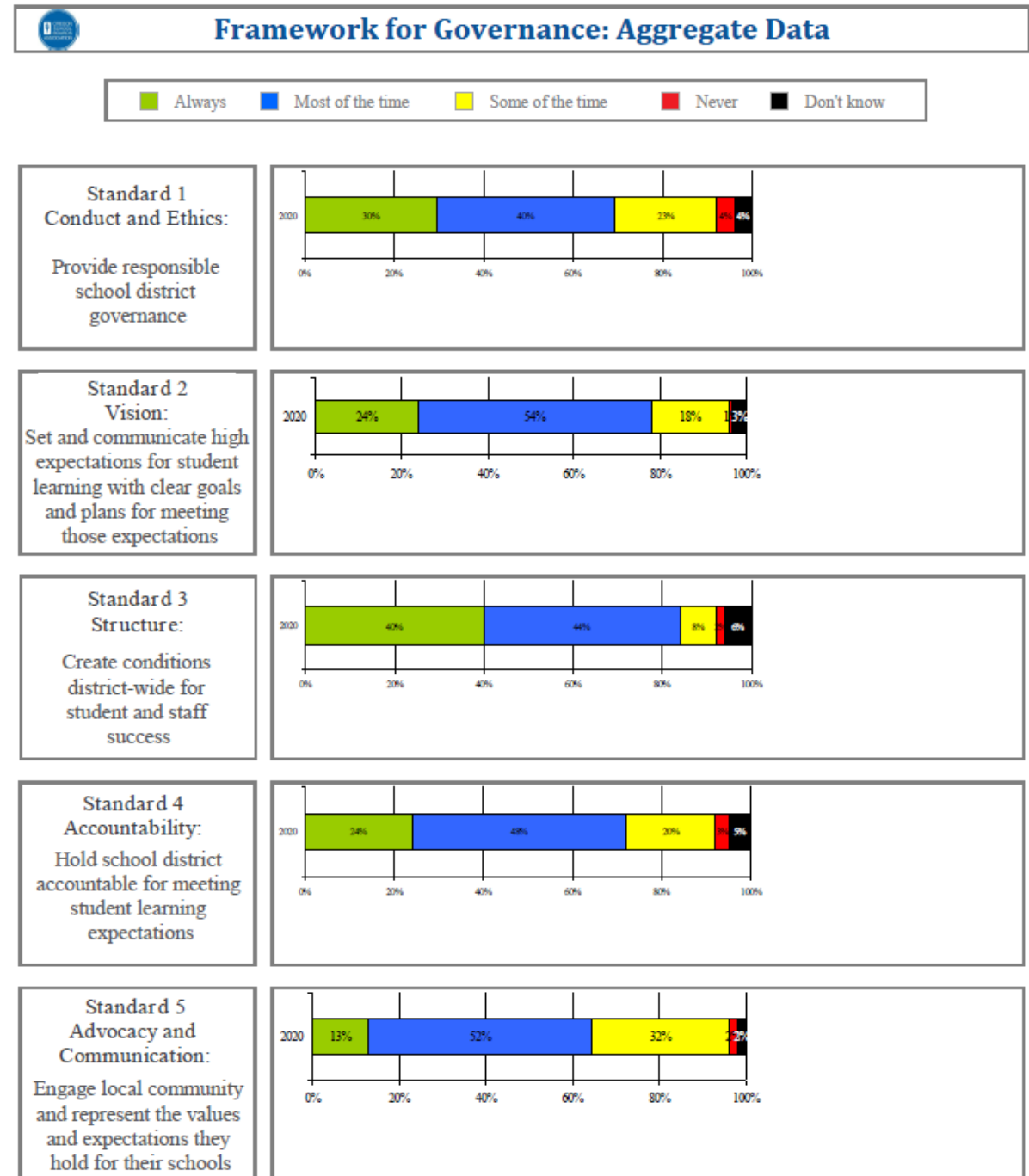
Achievement Throughout District  
Superintendent Evaluation  
Valid and Reliable Assessments

## Community

Community Collaboration  
Transparency  
Community Communication  
Diverse Input

# Overview

1. Observations?
2. Strengths?
3. Area of greatest growth?
4. Why?





# Standard 3      Structure

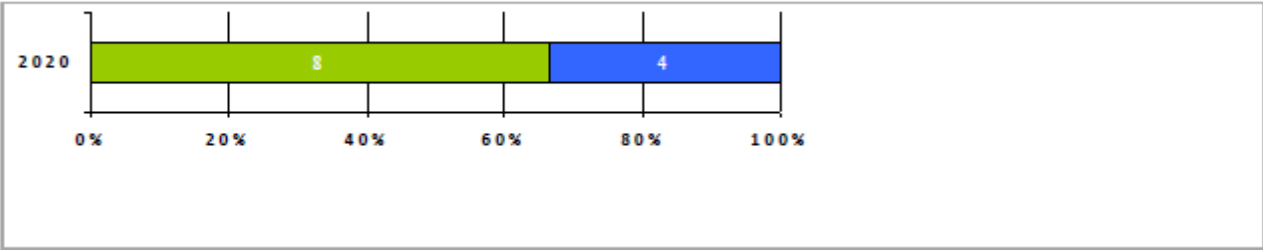
Create conditions district-wide for student and staff success by:

*Benchmark of Success E*

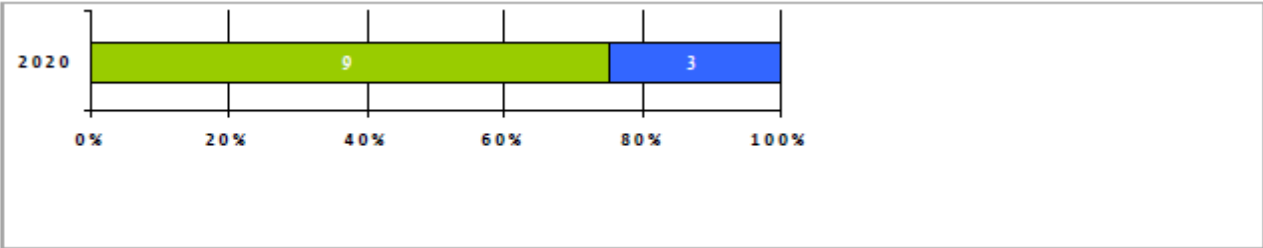
*Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.*



Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?



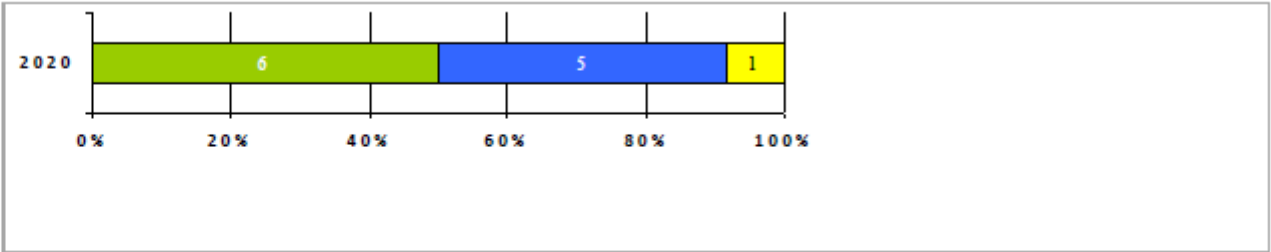
# Standard 3      Structure

Create conditions district-wide for student and staff success by:

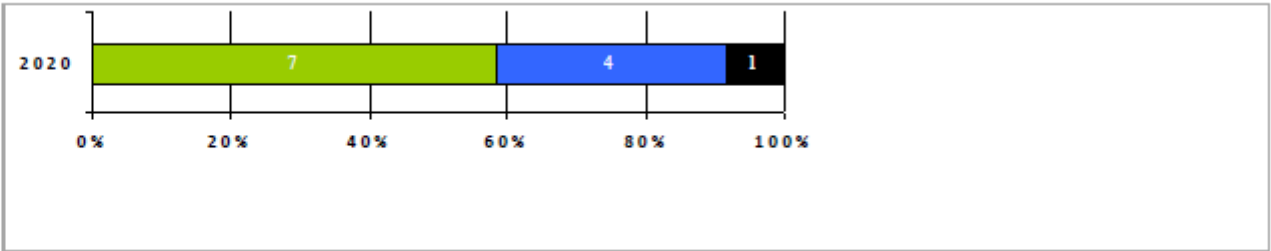
*Benchmark of Success E      Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.*



Q46   Keep the community informed about the district's financial status?



Q47   Seek public input during the budget process?



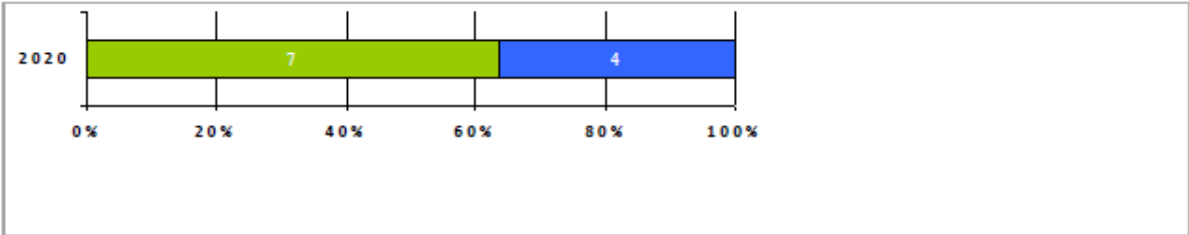
# Standard 3      Structure

Create conditions district-wide for student and staff success by:

<i>Benchmark of Success E</i>	<i>Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.</i>
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Q 50    Frequently monitor the budget and fiscal status of the district?





## Springfield School District 19

Code: **DBD**  
Adopted: 6/28/10

### **Budget Priorities**

The district will maintain an adequate ending fund balance in the general fund in order to provide stable services and employment, as well as offset cyclical variations in revenues and expenditures. The Board recognizes the responsibility to establish an adequate fund balance<sup>1</sup> in an amount sufficient to:

1. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

The targeted (minimum) floor for the ending fund balance will be at four percent (4%) of annual operating revenues. Annually, the board will allocate an appropriate portion of the projected ending fund balance to the unappropriated ending fund balance (UEFB) in the annual budget, taking into consideration revenue and expenditure volatility<sup>2</sup> and other district needs.

In the event that the ending fund balance is projected to fall below the four percent (4%) floor, the Board will:

1. Discuss the rationale for the shortfall during a public meeting;
2. Consider the financial condition of the district and discuss financial options available to re-establish the identified floor (4%) of ending fund balance;

## Springfield School District 19

Code: **BDDG**  
Adopted: 8/13/01  
Readopted: 1/08/07  
Orig. Code(s): BDDG

### **Minutes of Board Meetings**

The official minutes of the Board shall be taken by the superintendent/clerk or designee. The minutes shall include the members of the Board present; all motions, proposals, resolutions, orders and measures taken at the meeting; the results of all votes and the vote of each Board member by name; the substance of any discussion on any matter; and any other information required by law. The minutes shall be distributed to the Board prior to the next meeting of the Board. They shall be subject to change, correction, amendment or approval by majority vote of the Board at the first meeting following their distribution. After approval by the Board, the minutes shall be processed and entered into the official minute book of the district where they shall be signed by the chair and the district clerk.

All Board meetings may be electronically recorded as an aid to the production of the official written minutes. Electronic recordings will not be considered official district records.

In the absence of the superintendent/clerk, or his/her designee, the chair shall appoint a person as secretary pro tem to take the minutes of the meeting.

In addition to the distribution of the minutes to the Board, copies shall be sent to school principals, cabinet, legal counsel, and auditor. Copies shall also be sent to the presidents of the bargaining units of the licensed and classified employees, and to the president of the Parent-Teacher Council.

Minutes of Board meetings shall be available for public inspection at the district administration building. Minutes of executive sessions will be kept under Oregon Public Records Law. If disclosure of executive session material would be inconsistent with the purpose for which the executive session was held under ORS 192.660, the material may be withheld from disclosure or sent in redacted form.

END OF POLICY

---

# Standard 3      Structure

Create conditions district-wide for student and staff success by:

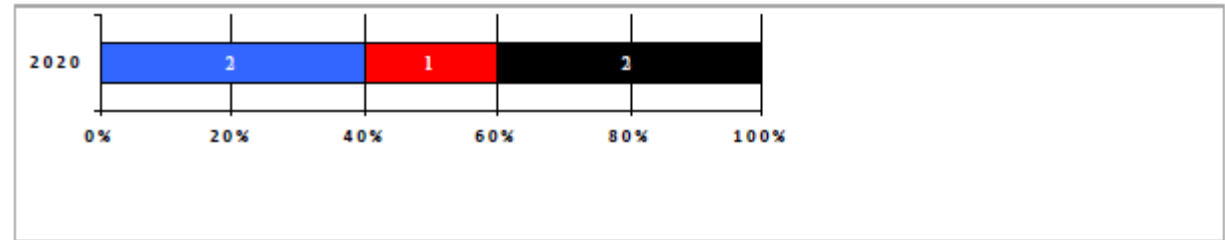
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*Benchmark of Success B*

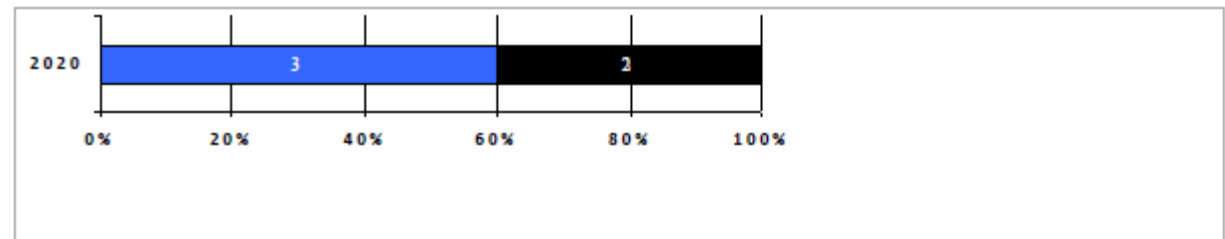
*Employing and supporting quality teachers, administrators and other staff and providing for their professional development.*

Board Only

Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?





## Springfield School District 19

Code: GCN/GDN

Adopted: 4/23/07

Revised/Readopted: 11/05/12

### **Evaluation of Staff**

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

#### **Licensed Staff**

Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.

Teachers' evaluations shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education.

Evaluations must attempt to:

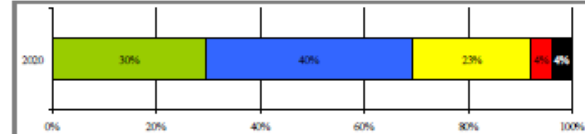
1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;



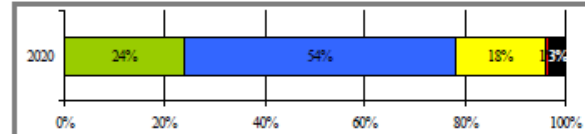
## Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know

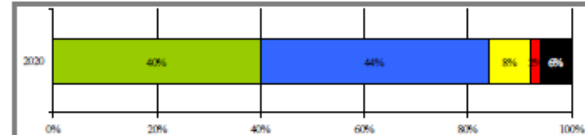
Standard 1  
Conduct and Ethics:  
  
Provide responsible  
school district  
governance



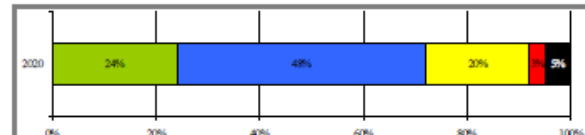
Standard 2  
Vision:  
Set and communicate high  
expectations for student  
learning with clear goals  
and plans for meeting  
those expectations



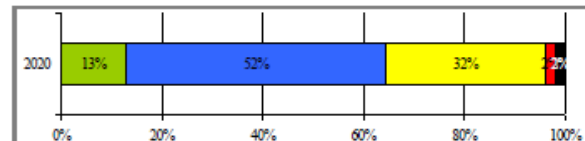
Standard 3  
Structure:  
  
Create conditions  
district-wide for  
student and staff  
success



Standard 4  
Accountability:  
  
Hold school district  
accountable for meeting  
student learning  
expectations



Standard 5  
Advocacy and  
Communication:  
  
Engage local community  
and represent the values  
and expectations they  
hold for their schools



# Standard 5 Advocacy and Communication

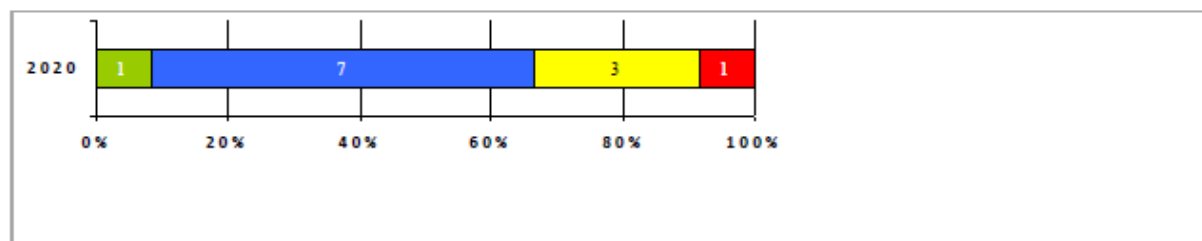
Engage local community and represent the values and expectations they hold for their schools by:

*Benchmark of Success C*

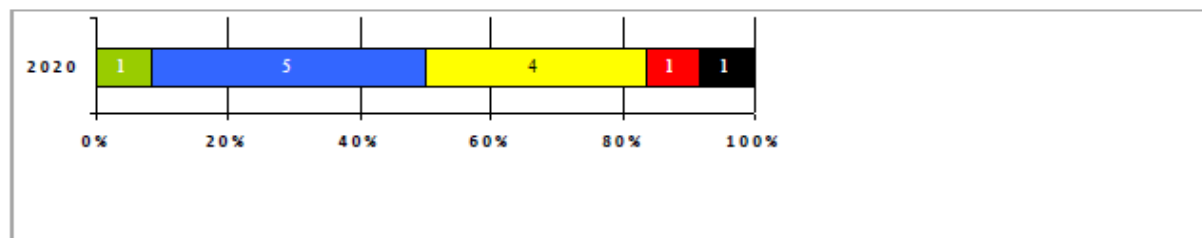
*Ensuring district information and decisions are communicated community-wide.*

Always Most of the time Some of the time Never Don't know

Q 68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 69 Communicate district performance to the public in clear and understandable ways?



# Standard 5 Advocacy and Communication

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Engage local community and represent the values and expectations they hold for their schools by:

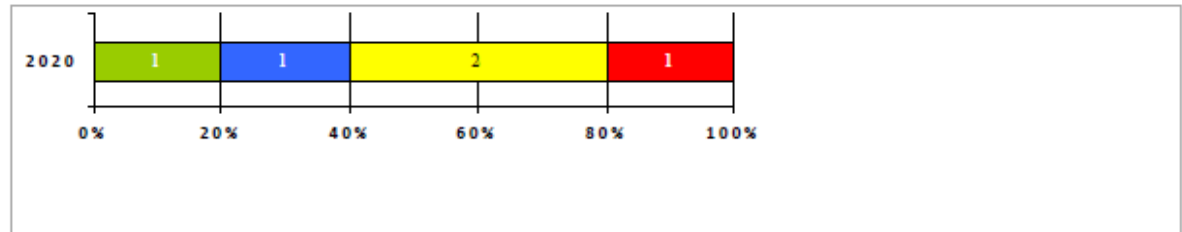
*Benchmark of Success C*

*Ensuring district information and decisions are communicated community-wide.*

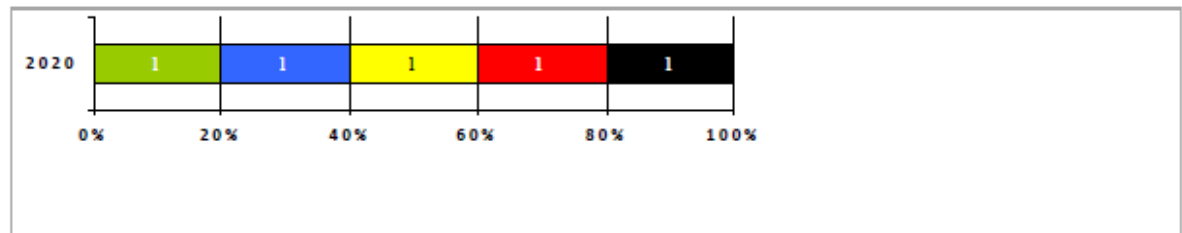
Always Most of the time Some of the time Never Don't know

Board Only

Q 68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q 69 Communicate district performance to the public in clear and understandable ways?





## COMMUNITY ENGAGEMENT PLAN (to be executed in the next \_\_\_\_\_ days)

### Talking points

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Board Member	Place/Date
A.	
B.	

# Standard 5 Advocacy and Communication

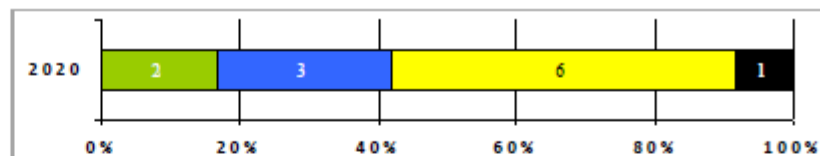
Engage local community and represent the values and expectations they hold for their schools by:

*Benchmark of Success A*

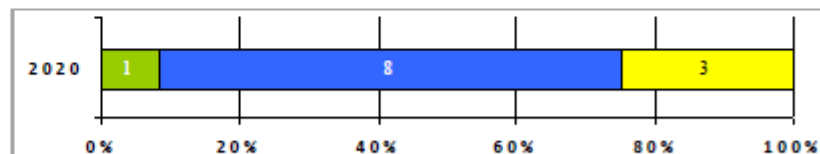
*Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.*

Always Most of the time Some of the time Never Don't know

Q62 Advocate at the local, state and federal levels on behalf of students and the district?



Q63 Model cultural, racial, and ethnic understanding and sensitivity?



# Standard 5 Advocacy and Communication

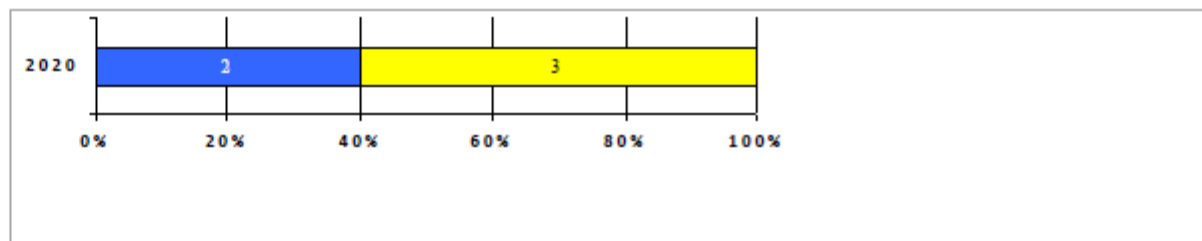
Engage local community and represent the values and expectations they hold for their schools by:

*Benchmark of Success A*

*Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.*

Always Most of the time Some of the time Never Don't know

Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?





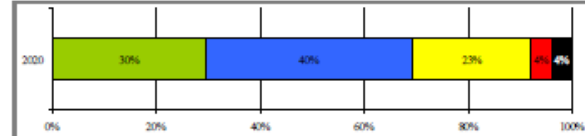


## Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know

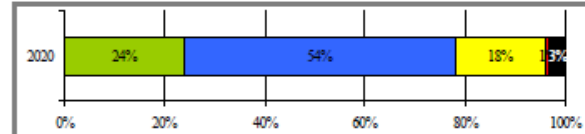
### Standard 1 Conduct and Ethics:

Provide responsible  
school district  
governance



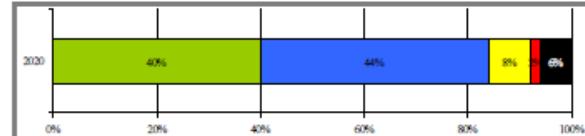
### Standard 2

Vision:  
Set and communicate high  
expectations for student  
learning with clear goals  
and plans for meeting  
those expectations



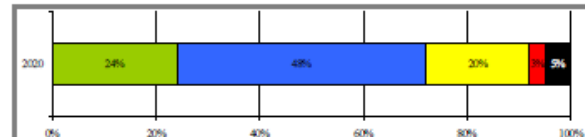
### Standard 3 Structure:

Create conditions  
district-wide for  
student and staff  
success



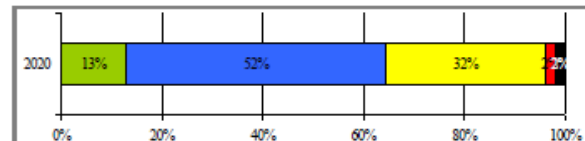
### Standard 4 Accountability:

Hold school district  
accountable for meeting  
student learning  
expectations



### Standard 5 Advocacy and Communication:

Engage local community  
and represent the values  
and expectations they  
hold for their schools



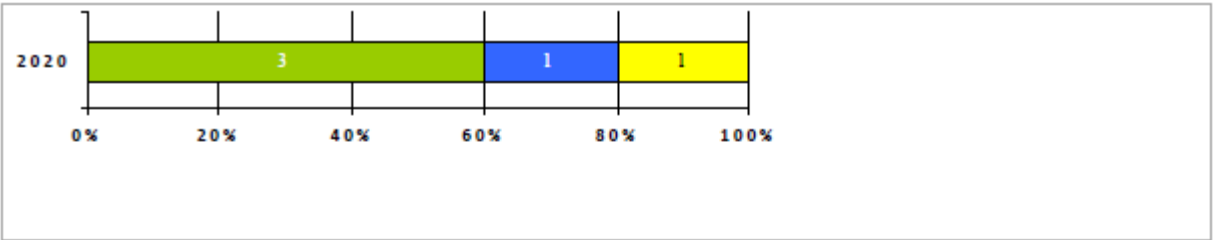
# Standard 4      Accountability

Hold school district accountable for meeting student learning expectations by:

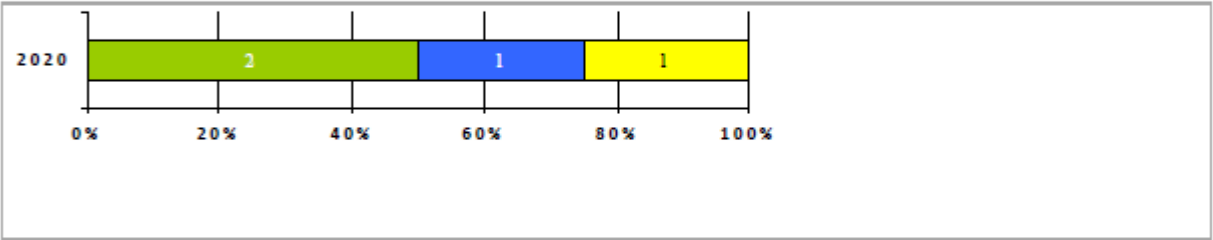
*Benchmark of Success B      Evaluating the superintendent on clear and focused expectations.*

Board Only

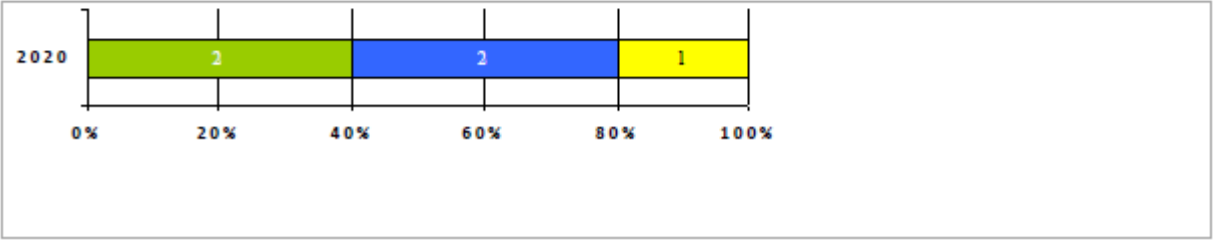
Q55    Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56    Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57    Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



# Standard 1 Conduct and Ethics

Provide responsible school district governance by:

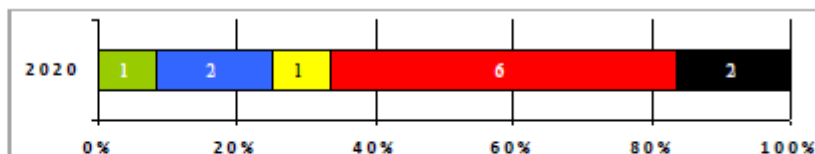
Page 5

*Benchmark of Success B*

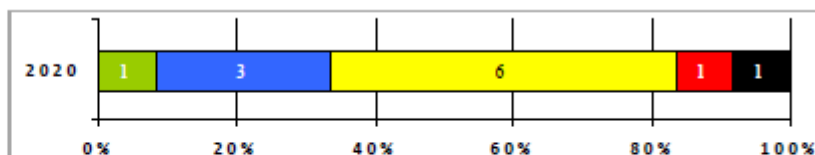
*Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.*

Always Most of the time Some of the time Never Don't know

Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?







# District Goals:

- Determine collaboratively by your staff
- Identify strategies and action
- Indicate measures to monitor progress/attainment
- Include timelines
- Board adopted



# Superintendent Goals:

- Identified collaborative between Ginger and the board
- Tied to the attainment of the district goals
- Indicate measures to monitor progress/attainment
- Include timelines
- Board adopted



# 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





- Clarifying processes
  - Meetings
    - Public comment
    - Parliamentary procedure
    - Board agreements (procedures)
  - 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
- Balancing accountability & support
  - Superintendent evaluation
  - Book study
  - Board – Superintendent relationship

## Books

“Why are all the black kids sitting in the back of the cafeteria”

# Board PD Plan:

# MSP Year 5 Half Program 2020-2021



## APPLICATION 2020

OSBA believes that school boards have an integral role to play in the continual improvement of student learning. We believe that role is a collaborative governance one with the superintendent/college president and a Distributed Leadership Team (DLT). Participation in the Diane Efseaff Memorial Scholarship Program (DEMSP) includes meetings with the school board, superintendent/president and the DLT. If your system does not yet have a DLT, OSBA will help you in establishing one, and if your system has a DLT, we will help in learning how to integrate its work with the role of the school board.

District/ESD/Community college

---

Name of person submitting application

---

Title

---

Email address

---

Phone

---

This application also functions as your board's intent to participate. It is due to OSBA by **JUNE 1, 2020**. OSBA will announce selected applicants by July 1, 2020.

Boards selected through the Diane Efseaff Memorial Scholarship Program application process are making a significant commitment of time to training and/or project work, which could result in a significant change in how the school board has done its work in the past. Selected boards that complete all aspects of the program (as described below) will receive either \$2,500 or \$5,000 of scholarship money to distribute to one or more students.

Boards may choose to participate in the full DEMSP program, or the half program. Each program is described on page 2 and 3.



OREGON  
SCHOOL  
BOARDS  
ASSOCIATION

# Thank you!

Vincent Adams - [vadams@osba.org](mailto:vadams@osba.org)

Renee Sessler - [rsessler@osba.org](mailto:rsessler@osba.org)





The Board took a break from 7:05 till 7:17.

**4. NEXT MEETINGS**

The next Board meeting will be held on Monday, September 14, 2020 beginning at 7:00pm. The location and format will be determined at a later time.

**5. ADJOURNMENT**

With no other business, Chair Bessett adjourned the work session at 8:04 p.m.

*(Minutes recorded by Lydia Dysart)*

**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 termination. 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
- Termination

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	ARCA, GABRIELLE	PROBATIONARY 1	FT	2020/2021	NEW HIRE
2	BAIRD-REED, SARAH	PROBATIONARY 1	FT	2020/2021	NEW HIRE
3	BOOTH, ALLISON	PROBATIONARY 1	FT	2020/2021	NEW HIRE
4	BOTTMAN, PETER	PROBATIONARY 1	FT	2020/2021	NEW HIRE
5	CLARK, MAILELANI	TEMPORARY	FT	2020/2021	NEW HIRE
6	COOK, ALEC	PROBATIONARY 1	FT	2020/2021	NEW HIRE
7	DAVIS, SARAH	PROBATIONARY 1	PT	2020/2021	NEW HIRE
8	DUVENEZ, ALLISON	PROBATIONARY 1	PT	2020/2021	NEW HIRE
9	ERWIN, ELIZABETH	PROBATIONARY 1	FT	2020/2021	NEW HIRE
10	FELTON, ALICIA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
11	HORNUNG, JONATHAN	PROBATIONARY 1	FT	2020/2021	NEW HIRE
12	HORTON, REBECCA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
13	KELLER, KELLY	PROBATIONARY 1	FT	2020/2021	NEW HIRE
14	MILLER, ALICIA	TEMPORARY	FT	2020/2021	NEW HIRE
15	OLINGER, MICHELLE	TEMPORARY	FT	2020/2021	NEW HIRE
16	PELSTER, KIMBERLEE	PROBATIONARY 1 ADMINISTRATOR	FT	2020/2021	NEW HIRE
17	STAUNAU, YASMIN	PROBATIONARY 1	FT	2020/2021	NEW HIRE

18	STEELE, SHAWNA	TEMPORARY	FT	2020/2021	NEW HIRE
19	THOMAS, HANNAH	PROBATIONARY 2	PT	2020/2021	RE-HIRE FROM TEMPORARY
20	THOMAS, KALYNN	PROBATIONARY 1	FT	2020/2021	NEW HIRE
21	WAGNER, TERESE	PROBATIONARY 1	PT	2020/2021	NEW HIRE
22	WILBORN, MIRANDA	PROBATIONARY 1	FT	2020/2021	NEW HIRE
	<b>NEW HIRE CORRECTION</b>				
23	ANDROS, JULIE	PROBATIONARY 2	FT	2020/2021	RE-HIRE FROM 2019-20
	<b>RESIGNATIONS</b>				
24	1995359	CONTRACT TEACHER	FT	08/07/2020	RESIGNATION
25	1229516	CONTRACT TEACHER	FT	09/04/2020	RESIGNATION
	<b>TERMINATION</b>				
26	129321	ADMINISTRATION BLDG	FT	9/4/2020	DECEASED



**ENGLISH LANGUAGE LEARNERS IN OREGON  
ANNUAL REPORT 2018-19****RELEVANT DATA:****Executive Summary**

ORS 327.016 directs the Oregon Department of Education to prepare an annual report on English language learner program funding and student outcomes. The report is designed to describe the population of English Learners and to summarize state- and district-level progress in meeting the needs and objectives of students in English language learner programs.

**English Learners in Oregon's K-12 schools**

As of May 1, 2019, there were 102,786 students (about 18 percent of all Oregon students) who had direct experience with the state's English learner programs, as current or former English Learners (ELs). Within this student population, there was tremendous diversity in their lived experiences, and in the cultural and linguistic assets they brought to their schools and districts.

About half of those students (51,122 or 8.9 percent of all Oregon students) were classified as current ELs, meaning they were still developing their proficiency in English. A similar number (51,664 or 9.0 percent of Oregon students) were classified as former ELs, students who were at one time classified as current ELs, but had developed proficiency in English.

ELs were not distributed equally across Oregon school districts. The district with the highest percentage (Woodburn) had 32.5 percent of its students classified as current ELs. In contrast, more than two-thirds of districts either had no ELs at all or had fewer than 5 percent.

Other key features of the EL student population included:

- Most current ELs were in the elementary grades.
- The number of recently arrived ELs (new immigrant students) dropped in both 2017-18 and 2018-19, compared to the previous year.
- Spanish was by far the predominant home language of current ELs (spoken by 79 percent of them), but overall there were 165 unique languages spoken.
- About three-quarters (76 percent) of current ELs were Latino/a/x, and about one quarter (28.7 percent) of Latino/a/x students were current ELs. Nearly the same percentage of Pacific Islander students (27.9 percent) were current ELs.

## **Participation in targeted programs**

The report also looked at the involvement of ELs in targeted federal and state programs: free or reduced-price lunch, special education, Migrant Education, and the Talented and Gifted program.

Key findings included:

- A higher percentage of both current and former ELs received free or reduced-price lunch, compared to students who were never classified as English Learners (never ELs)
- A higher percentage of current ELs received special education services compared to never ELs. However, when current and former ELs are combined into the ever EL group, the difference between ever ELs and never ELs almost entirely disappeared.
- Almost 15 percent of current ELs are also served in the Migrant Education program, more than half of these concentrated in just 11 school districts.
- While across the state 7.6 percent of never ELs were identified as Talented and Gifted, this figure was 5.9 percent for former ELs and just 0.5 percent for current ELs.

## **Progress Toward English Proficiency**

For the past three years, Oregon has tracked whether or not current ELs were on-track to reach English proficiency within seven years. About two-thirds of current ELs (66%) in elementary school were consistently on-track over the past three years. In contrast, current ELs in middle or high school were much less likely to be on-track; these were the students who struggled most to develop proficiency in English.

## **Student Academic Outcomes in English Language Arts and Mathematics**

On state assessments of English language arts, former ELs performed similarly to never ELs in elementary and middle school and somewhat below never ELs in high school. Few current ELs, who were still developing their English proficiency, met state standards.

In math, a smaller percentage of former ELs performed below never ELs, especially in middle and high school, while few current ELs met or exceeded state standards

## **Attendance**

Among elementary students, former ELs had the highest levels of regular attendance, regularly at least 5 percent higher than the rates for never ELs. Current ELs had regular attendance rates similar to but slightly below those of never ELs.

Among middle and high school students, never ELs had the highest rates of attendance, and former ELs rates slightly below them. Attendance for current ELs was lower.

## **Graduation**

Oregon collects data to determine whether students completing grade 9 are on-track to on-time graduation. In 2018-19, a higher percentage of former and never ELs in grade 9 were on-track to graduation, compared to current ELs.

When it comes to graduating in four years, former ELs graduated at rates similar to or better than never ELs, while substantially fewer students who were still ELs in high school graduated in four years.

## **Post-secondary enrollment**

Post-secondary enrollment rates for former ELs, that is, students who were once ELs but were reclassified in elementary and middle school, were very similar to those of never ELs; in both cases, about 60-64 percent of high school graduates enroll in college within 19 months of graduation.

In contrast, students who were still classified as ELs at any point in high school were much less likely to enroll in post-secondary education. About 45 percent of those students went on to college within 16 months of graduation, with some variation from one year to another over the past decade.

## **Instructional Programming for English Learners**

Program models are different ways that ELs can receive instruction that helps them develop their English proficiency and also learn grade-level content. About 17 percent of ELs participated in bilingual or dual language programs in 2018-19. Most ELs (77.3%) of ELs participated in sheltered instruction programs, implying that they received all their instruction solely in English.

## **District revenues and expenditures**

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2018-19 that ratio was 1.04, higher than it was in the previous four years for which this ratio was reported.

SUBMITTED BY:

David Collins  
Assistant Superintendent

# English Language Learners in Oregon

Annual Report 2018-19

June 2020



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*



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## Executive Summary

ORS 327.016 directs the Oregon Department of Education to prepare an annual report on English language learner program funding and student outcomes. The report is designed to describe the population of English Learners and to summarize state- and district-level progress in meeting the needs and objectives of students in English language learner programs. This report is also available on the [ODE website](#). Any member of the public can contact the Government Relations & External Affairs Director for copy of the report.

### English Learners in Oregon's K-12 schools

As of May 1, 2019, there were 102,786 students (about 18 percent of all Oregon students) who had direct experience with the state's English learner programs, as current or former English Learners (ELs). Within this student population, there was tremendous diversity in their lived experiences, and in the cultural and linguistic assets they brought to their schools and districts.

About half of those students (51,122 or 8.9 percent of all Oregon students) were classified as **current ELs**, meaning they were still developing their proficiency in English. A similar number (51,664 or 9.0 percent of Oregon students) were classified as **former ELs**, students who were at one time classified as current ELs, but had developed proficiency in English.

ELs were not distributed equally across Oregon school districts. The district with the highest percentage (Woodburn) had 32.5 percent of its students classified as current ELs. In contrast, more than two-thirds of districts either had no ELs at all or had fewer than 5 percent.

Other key features of the EL student population included:

- Most current ELs were in the elementary grades.
- The number of recently arrived ELs (new immigrant students) dropped in both 2017-18 and 2018-19, compared to the previous year.
- Spanish was by far the predominant home language of current ELs (spoken by 79 percent of them), but overall there were 165 unique languages spoken.
- About three-quarters (76 percent) of current ELs were Latino/a/x, and about one quarter (28.7 percent) of Latino/a/x students were current ELs. Nearly the same percentage of Pacific Islander students (27.9 percent) were current ELs.

### Participation in targeted programs

The report also looked at the involvement of ELs in targeted federal and state programs: free or reduced-price lunch, special education, Migrant Education, and the Talented and Gifted program.

Key findings included:

- A higher percentage of both current and former ELs received free or reduced-price lunch, compared to students who were never classified as English Learners (never ELs)



- A higher percentage of current ELs received special education services compared to never ELs. However, when current and former ELs are combined into the ever EL group, the difference between ever ELs and never ELs almost entirely disappeared.
- Almost 15 percent of current ELs are also served in the Migrant Education program, more than half of these concentrated in just 11 school districts.
- While across the state 7.6 percent of never ELs were identified as Talented and Gifted, this figure was 5.9 percent for former ELs and just 0.5 percent for current ELs.

### **Progress Toward English Proficiency**

For the past three years, Oregon has tracked whether or not current ELs were on-track to reach English proficiency within seven years. About two-thirds of current ELs (66%) in elementary school were consistently on-track over the past three years. In contrast, current ELs in middle or high school were much less likely to be on-track; these were the students who struggled most to develop proficiency in English.

### **Student Academic Outcomes in English Language Arts and Mathematics**

On state assessments of English language arts, former ELs performed similarly to never ELs in elementary and middle school and somewhat below never ELs in high school. Few current ELs, who were still developing their English proficiency, met state standards.

In math, a smaller percentage of former ELs performed below never ELs, especially in middle and high school, while few current ELs met or exceeded state standards

### **Attendance**

Among elementary students, former ELs had the highest levels of regular attendance, regularly at least 5 percent higher than the rates for never ELs. Current ELs had regular attendance rates similar to but slightly below those of never ELs.

Among middle and high school students, never ELs had the highest rates of attendance, and former ELs rates slightly below them. Attendance for current ELs was lower.

### **Graduation**

Oregon collects data to determine whether students completing grade 9 are on-track to on-time graduation. In 2018-19, a higher percentage of former and never ELs in grade 9 were on-track to graduation, compared to current ELs.

When it comes to graduating in four years, former ELs graduated at rates similar to or better than never ELs, while substantially fewer students who were still ELs in high school graduated in four years.

### **Post-secondary enrollment**

Post-secondary enrollment rates for former ELs, that is, students who were once ELs but were reclassified in elementary and middle school, were very similar to those of never ELs; in both cases, about 60-64 percent of high school graduates enroll in college within 19 months of graduation.

In contrast, students who were still classified as ELs at any point in high school were much less likely to enroll in post-secondary education. About 45 percent of those students went on to college within 16 months of graduation, with some variation from one year to another over the past decade.

### **Instructional Programming for English Learners**

Program models are different ways that ELs can receive instruction that helps them develop their English proficiency and also learn grade-level content. About 17 percent of ELs participated in bilingual or dual language programs in 2018-19. Most ELs (77.3%) of ELs participated in sheltered instruction programs, implying that they received all their instruction solely in English.

### **District revenues and expenditures**

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2018-19 that ratio was 1.04, higher than it was in the previous four years for which this ratio was reported.

## Introduction

In 2018-2019, English Learners, and students who used to be English Learners, made up more than 18 percent of all students in Oregon, K-12. They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts.

This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about some key aspects of the education they receive in our state.

## Why this report?

ORS 327.016 directs the Oregon Department of Education to prepare an annual report on English language learner program funding and student outcomes. The report is designed to summarize state- and district-level progress in meeting the needs and objectives of students in English language learner programs. Specific information to be included in each report is as follows:

- English language learner student demographics
- Length of participation in English learner programs
- Participation in special education and related services
- Other information identified by the department.

In addition, the annual report must include financial information, specifically about

- Allocations to each school district from the State School Fund for students enrolled in English language learner programs
- The extent to which these district allocations are expended for students in English language learner programs
- The categories of expenditures for English language learner program funding.

Each year's report looks back at the prior school year, which for this year is the 2018-19 school year. This report is made available on the Oregon Department of Education website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be made available at the district's main office and on school district websites.

## Structure of this report

This report is divided into six sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: Instructional Programming for English Learners

## Section 6: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports issued in previous years. For example, where appropriate, this report provides comparisons to never ELs (students who have never been identified as English Learners). For the first time, it also includes information about instructional programs, that is, the way in which ELs are taught. Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students, such as students in Migrant Education or adolescent newcomers.

## Section 1: Demographics of English Learners in Oregon in 2018-19

As of May 1, 2019, there were 102,786 students in Oregon who had direct experience with the state's English learner programs, as current or former English Learners. Within this student population, there was tremendous diversity in their lived experiences, and in the cultural and linguistic assets they brought to their schools and districts.

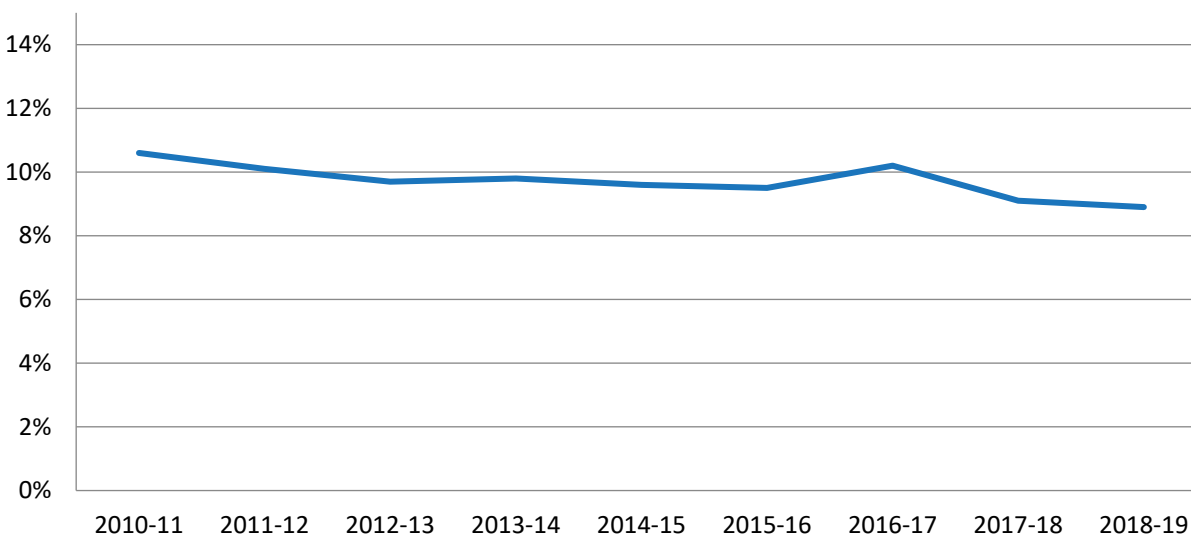
This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

### Current and Former English Learners

**Current English Learners (ELs)** are students who have limited English language proficiency either because English is not their native language or because they come from an environment where a language other than English has had a significant impact on their English proficiency.

In 2018-19, 51,122 of Oregon's 575,195 K-12 students, or 8.9 percent, were classified as current ELs.<sup>1</sup> This is the lowest percentage of current ELs in the state over the past decade (Figure 1).

**Figure 1. Percentage of all Oregon students who were current English Learners, 2010-11 to 2018-19**



A similar number (51,664 or 9.0%) were classified as **former English Learners**. This simply means that these students were at one time classified as current ELs, but because they had developed proficiency in English, they were no longer eligible for services provided to ELs. Research does suggest, however, that former ELs

<sup>1</sup> This number, like other counts presented in the report, represents the number of current ELs enrolled in Oregon schools on the first school day in May, 2019. The total count of students can fluctuate from day to day, as students enroll in or leave schools. Using the first school day in May provides a consistent point of reference for the numbers in this report.

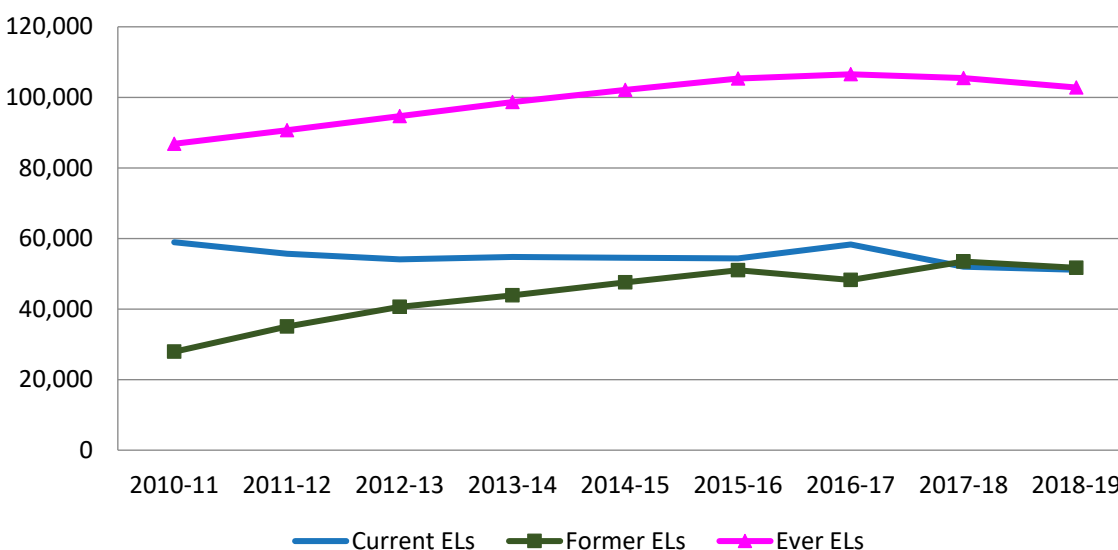


may still need support to develop high levels of proficiency in academic English, the English needed to be successful in school (de Jong 2004; Flores, Batalova & Fix, 2012).

To better understand the experiences and outcomes for ELs over time, it is useful to compare what are called **ever ELs** (a group comprised of both current and former ELs) to **never ELs** (students who have never been classified as English Learners. Without this type of comparison, it can be easy to underestimate the achievement of English Learners, who tend to perform at lower levels while still developing their English, but who, once proficient, often perform academically at significantly higher levels (Hopkins, Thompson, Linqunti, Hakuta & August, 2013). In 2018-19, 17.9 percent of Oregon students were ever ELs, while 82.1 percent were never ELs.

Figure 2 depicts the change in the number of current, former and never ELs in Oregon over the past decade.<sup>2</sup> In general, it depicts a growing population of ever ELs in the state, peaking in 2016-17 at 106,543 and declining slightly since then to 102,799 students.

**Figure 2. Number of current, former, and ever ELs in Oregon, 2010-11 to 2018-19**



<sup>2</sup> The count of former ELs was limited prior to 2012-13 and may still have contained some minor inaccuracies for a couple of years afterwards, so it is possible that the ratio of current to former ELs may have changed less than the graph suggests.

## Characteristics of current English Learners in Oregon

### Most current English Learners were in the elementary grades.

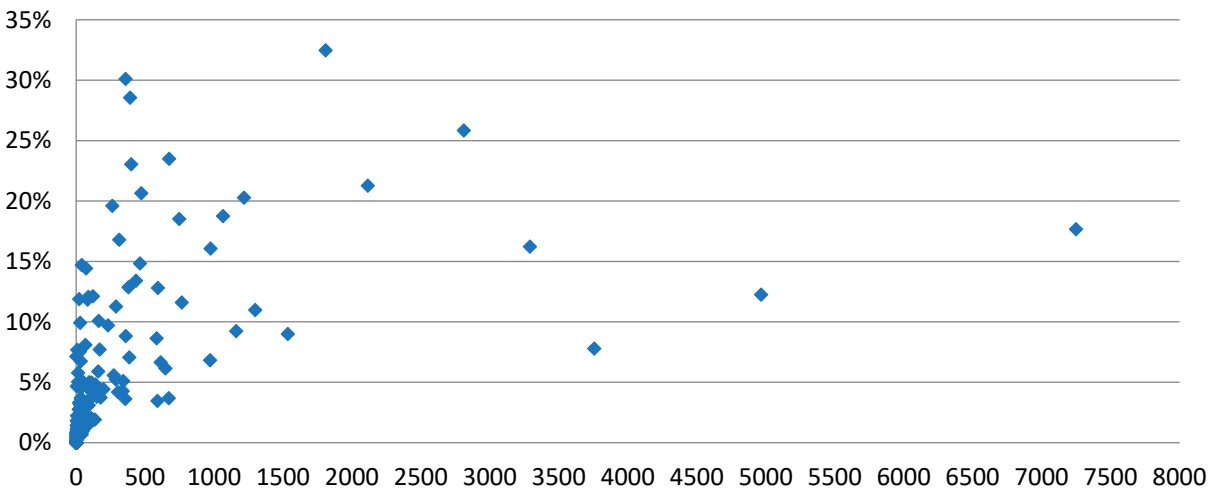
Although there were current ELs at every grade level, two-thirds of them (67.5%) were in kindergarten through fifth grade. Far fewer were in middle school (grades 6-8, 18.9%) or in high school (grades 9-12, 13.6%). This makes sense, given that most ELs develop proficiency in English by the end of elementary school.

### English Learners were not evenly distributed across Oregon districts.

Oregon has 197 school districts. In 2018-19, 143 districts served current ELs, while 54 did not serve any. An additional 46 served between 1 to 19 current ELs, which means they have too few current to be identified for EL-specific improvement under state accountability guidelines.

Figure 3 provides a depiction of the distribution of current ELs across Oregon districts. The total number of current ELs in 2018-19 was plotted along the x axis. While most districts are clustered at the lefthand corner, with zero or few current ELs, there were six districts with more than 2,000 current ELs. As some of those districts were larger, however, even large populations of ELs might make up fewer than 10 or 15 percent of the student population (reflected by the y axis). Thus districts faced very different situations in terms of both the number of ELs they educated and/or the percentage of their student population who required EL services.

**Figure 3. Scatterplot comparing the number of current ELs in individual districts with the percentage of all students in the district who were current ELs.**



This variation can be seen as well in Table 1, which reports on the six districts with the highest numbers of current ELs (Salem-Keizer, Beaverton, Portland, Hillsboro, Reynolds, and David Douglas), as well as the six with the highest percentage of ELs (Woodburn, Nyssa, Umatilla, Reynolds, Jefferson County, and Milton-Freewater). Note that only Reynolds appears in both lists, and many of those districts with the highest percentage of ELs have comparatively small numbers of students.

**Table 1. Districts with the highest number and percentage of current ELs, 2018-19**

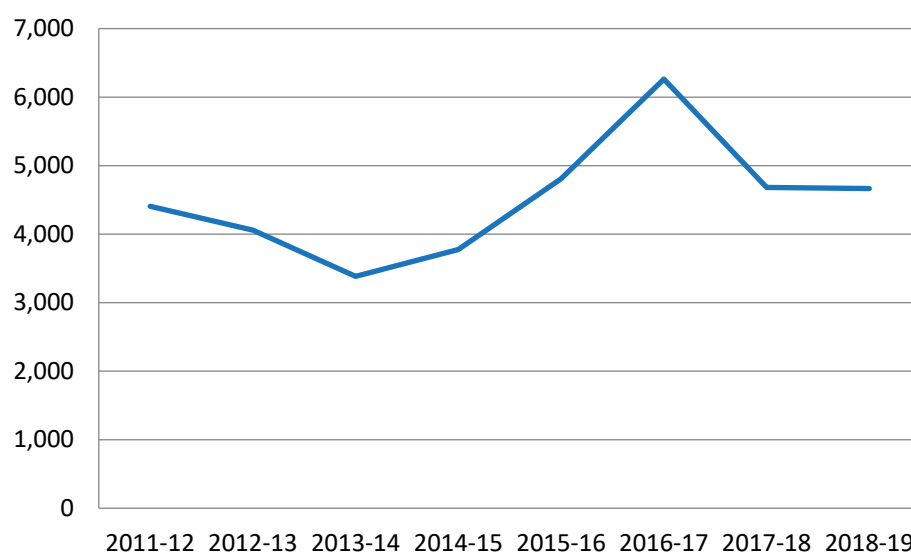
District Name	Number of Current ELs	Percentage of Current ELs
Salem-Keizer	7,249	17.7%
Beaverton	4,966	12.3%
Portland	3,756	7.8%
Hillsboro	3,290	16.2%
Reynolds	2,810	25.8%
David Douglas	2,114	21.3%
Woodburn	1,808	32.5%
Nyssa	358	30.1%
Umatilla	391	28.6%
Jefferson County	674	23.5%
Milton-Freewater	399	23.1%

### **The number of recent arrivers declined since 2016-17.**

The term **recent arrivers** refers to students who were born outside of the U.S. and Puerto Rico and who have been educated in the U.S. for fewer than three cumulative years, that is, recent immigrants. They can be current, former or never ELs, but the majority are current ELs.

In 2018-19, 4,666 Oregon students were classified as recent arrivers. This number is very similar to the prior year's count (4,683) but a sharp reduction from 2016-17 (6,263, see Figure 4.)

**Figure 4. Number of recently arrived Oregon students, 2011-12 to 2018-19**



**Most recent arrivers (58.8%) were in the elementary grades**, but 16.2 percent were in grades 6-8 and 24.9 percent were in high school. ELs who are recent arrivers in middle and high school generally face particularly big challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are often called ***adolescent newcomers***, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of adolescent newcomer ELs in 2018-19 was 1,921. Not all districts served many adolescent newcomers, but six Oregon districts each had at least 100 such students in 2018-19 (Table 2).

**Table 2. Districts serving at least 100 adolescent newcomers (recently arrived ELs in middle or high school) in 2018-19**

District	Number of Adolescent Newcomers (Recently Arrived ELs in Middle or High School)
Portland Public	263
Salem-Keizer	184
Beaverton	182
David Douglas	175
Reynolds	124
Hillsboro	100

**In 2018-19, 884 ELs had experienced interruptions in their education.**

Some current and former ELs had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are classified as ***Students with Limited or Interrupted Formal Education***, sometimes abbreviated as SIFE or SLIFE.

Students are counted as SLIFE students if they are

Immigrant students or ELs who enter school in the U.S. after grade two and

a – Have had at least two fewer years of schooling than their peers of the same age, and

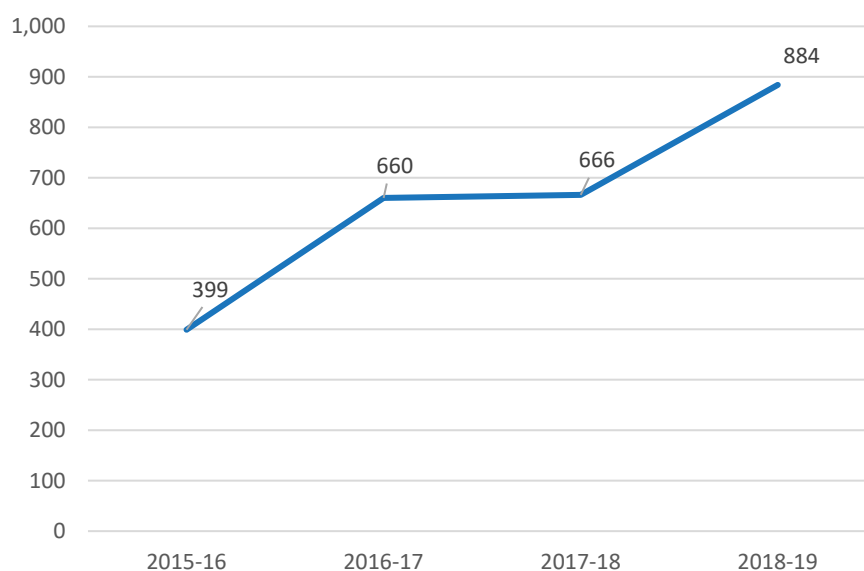
b – Function at least two years below their expected grade level in reading and in mathematics, and

c – May be preliterate in their native language.

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE EL students without placing them in classes with younger students, since forming relationships with peers, including non-EL peers, is a factor that appears to improve academic outcomes (Browder 2014).

The state began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2018-19 school year, districts reported a total of 884 ELs with limited or interrupted formal education across Oregon (about 1.7% of all current ELs). As Figure 5 illustrates, the number of students with limited or interrupted formal education has increased each year since data were first collected in 2015-16. However, it is not clear whether that represents a genuine growth in the number of students or rather the improved ability of districts to collect and report the data to the state.



**Figure 5. Number of current ELs with interrupted formal education, 2015-16 to 2018-19**

Most students with limited or interrupted formal education were in high school (55.4%). Another 26.8 percent were in the middle school grades (grades 6-8), and only 17.7 percent were in the elementary grades.

The challenges involved in serving students with limited or interrupted formal education did not show up evenly across Oregon districts. Instead, ELs with limited or interrupted formal education were for the most part concentrated in a few districts. Twelve districts in the state, identified in Table 3, served at least 20 ELs with limited or interrupted formal education in 2018-19. These twelve districts alone served over 80 percent of all the SLIFE students in Oregon. Note that five of the six of the districts serving many adolescent newcomers (Table 2) also serve significant numbers of ELs with interrupted formal education (Portland Public, Salem-Keizer, Beaverton, Reynolds, and Hillsboro).

**Table 3. Districts serving at least 20 current ELs with interrupted formal education in 2018-19**

District	Number of ELs with limited or interrupted formal education
Beaverton	138
Reynolds	121
Hermiston	117
Hillsboro	103
Portland Public	83
South Lane	31
Salem-Keizer	31
Ontario	25
Centennial	25
Forest Grove SD 15	25
Springfield SD 19	24

### ELs across the state spoke 165 unique languages.

Statewide, current ELs spoke about 165 different languages at home. By far the most prevalent home language among Oregon ELs was Spanish, spoken at home by 79.0 percent of all ELs. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 88.3 percent of home languages among ELs. However, some of the other languages were very common in individual schools or districts.

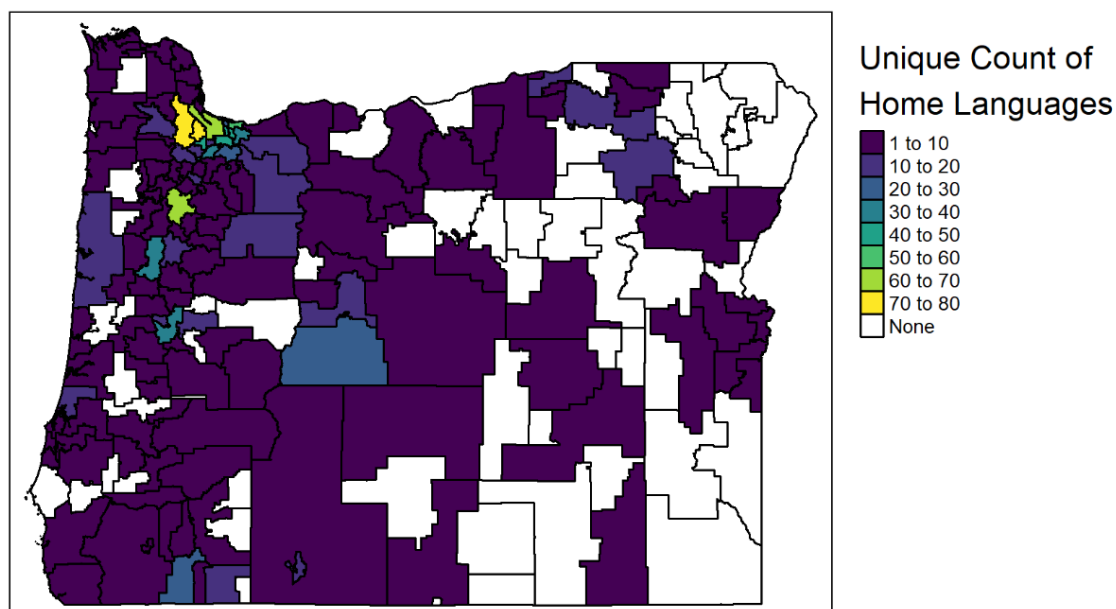
**Table 4. Most prevalent documented languages of origin among current ELs, 2018-19**

Language	Number of ELs with this Language	Percentage of ELs with this Language
Spanish	40,411	79.0%
Russian	1,564	3.1%
Vietnamese	1,114	2.2%
Chinese	1,091	2.1%
Arabic	964	1.9%
English <sup>3</sup>	833	1.6%
Somali	700	1.4%
"Other languages"	685	1.3%
Chuukese	623	1.2%
Ukrainian	402	0.8%
Marshallese	372	0.7%
Japanese	348	0.7%
Mayan languages	306	0.6%
Korean	299	0.6%

Home languages other than Spanish tended to be concentrated in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and around Salem, serve students with over 60 unique home languages.

<sup>3</sup> All 833 ELs with English as the home language identified as American Indian / Alaska Native.

**Figure 6. Geographic distribution of home languages across Oregon districts, 2018-19**

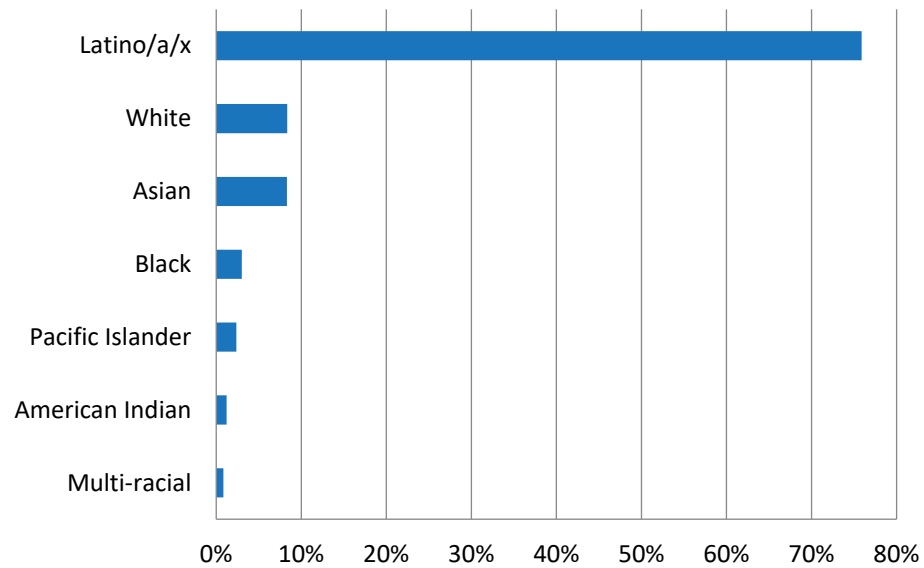


In recent years, the number of students speaking Somali, Mesoamerican languages, and some other languages have increased. The Oregon Department of Education is updating the way districts report home languages of ELs to allow for more detailed and accurate reporting in the future.

### **The vast majority of current ELs are Latino/a/x.**

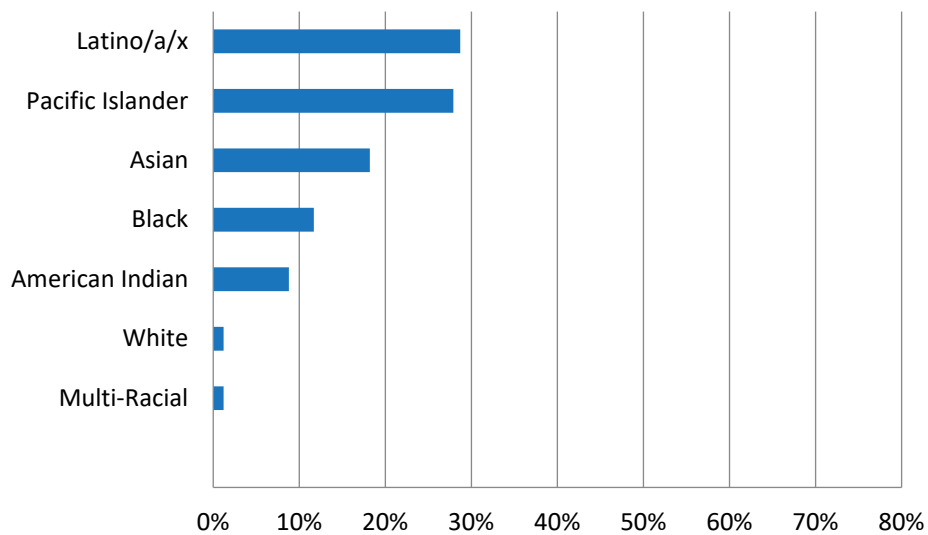
Of the 51,122 current ELs in Oregon in 2018-19, 38,794 (75.9%) were Latino/a/x. Slightly over 8 percent each were White and Asian, while smaller percentages were Black, Pacific Islander, American Indian, or multi-racial (Figure 7).

**Figure 7. Percentage of current ELs by race/ethnicity, 2018-19**



This does not imply, however, that most Latino/a/x students in Oregon were ELs; in fact, a little over a quarter of them were. This was also true of Pacific Islander students. Figure 8 depicts the percentage of students within each racial or ethnic group that were current ELs in 2018-19.

**Figure 8. Percentage of each racial or ethnic group who were current ELs, 2018-19**



## Section 2: Participation in Targeted Programs

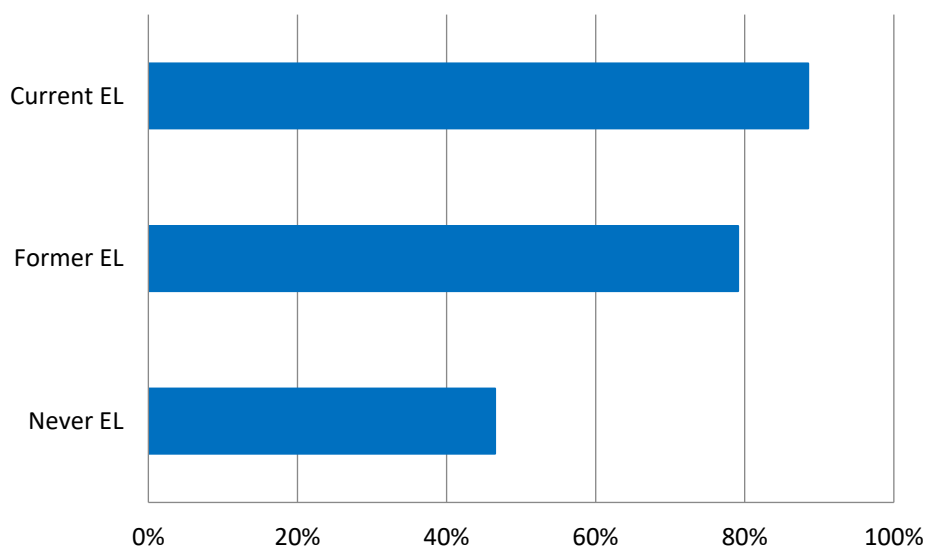
Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free and reduced-price lunches, special education, migrant education, and talented and gifted programming. Most of these received some federal funding; talented and gifted programming is funded only at the state level. This section of the report describes the participation of Oregon ELs in each of these programs.

### Free and Reduced Price Lunch

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced-price lunch (FRL). The percentage of students receiving FRL is often used as an estimate of the level of poverty in a school. It is an imprecise measure, since some eligible students and families never apply to the program, but it provides the best data currently available to compare poverty levels across schools or districts.

Data on the percentage of students receiving FRL reveal that current and former ELs are much more likely than never ELs to come from economically-disadvantaged families (Figure 9). Overall, 88.5 percent of current ELs come from low-income families.

**Figure 9. Percentage of current, former, and never ELs receiving Free or Reduced-Price Lunch, 2018-19**



### Special Education

Students who are both current ELs and who received special education services for disabilities are often called **dually identified** students, since they are identified for two types of services, both English language services and special education.

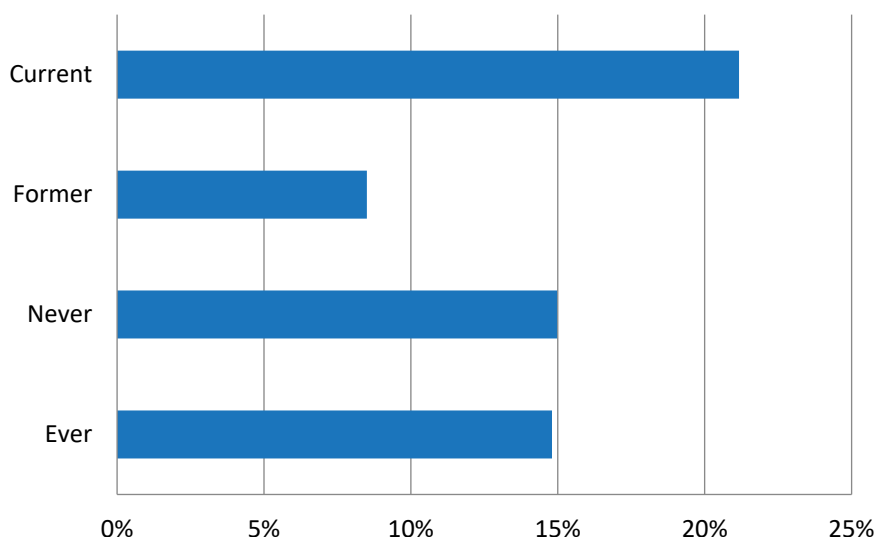


There is concern in the field about the difficulty of accurately identifying ELs who need special education services. On the one hand, schools may incorrectly identify ELs as having a learning disability when in fact it is their still-developing English proficiency which is holding back their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that ELs just need more time to learn English. Both problems have been documented for years, not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007).

### **Ever ELs and never ELs received special education services at about the same rate.**

As Figure 10 illustrates, a far higher rate of current ELs (21.2%) received special education services, compared to former ELs (8.5%) and never ELs (15.0%). However, the percentage of ever ELs (all current and former ELs combined) receiving services is very similar among never and ever ELs.

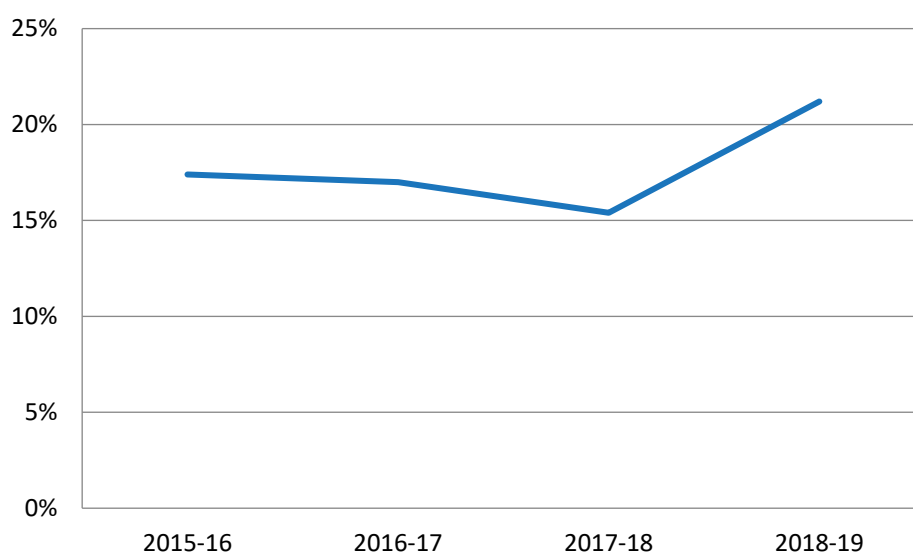
**Figure 10. Percentage of current, former, never and ever ELs receiving special education services, 2018-2019**



### **The percentage of current ELs receiving special education increased in 2018-19.**

In 2018-19, 10,824 current ELs (21.2 %) were also identified as having a disability and receiving special education services. The number of ELs receiving special education services in 2018-19 represents a substantial increase from the year before, when 15.4 percent of current ELs were dual identified (Figure 11).

**Figure 11. Percentage of current ELs receiving special education services, 2015-16 to 2018-19**



Most dually-identified students were classified as having a specific learning disability (3,572 students) or a speech or language impairment (3,484).<sup>4</sup> Other disabilities, in order of frequency, included other health impairments, “unknown,” autism, intellectual disability, emotional disturbance, hearing impairment, orthopedic impairment, visual impairment, and traumatic brain injury.<sup>5</sup>

### **Districts varied substantially in the percentage of current ELs who were dually identified.**

Some districts had no current ELs who receive special education services, while others had up to 100 percent. The extreme cases (for example, 0% or 100%) however were districts with very small numbers of ELs, where the classification of a single student can shift the percentage a great deal.

Looking only at districts with at least 25 current ELs, however, there is still notable variation in the percentage of ELs who were dual classified ranging from 4.0% to 38.7%. While some of that variation may reflect true differences in the prevalence of disabilities among ELs, it is also possible that the challenges involved in accurate identification was responsible for some of that variation.

<sup>4</sup> A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, a language or voice impairment that adversely affects a students’ learning or educational performance.

<sup>5</sup> Some students show up in the database with an “unknown” disability because of the timing and way that datasets are merged. It does not mean that their disability is unknown. In future years, students who appear with an “unknown” disability will have the actual category of disability attached to their record.

## Migrant Education

Some ELs are also participants in the Migrant Education Program (MEP). Students are eligible for the MEP if their parent or guardian is a migratory worker and they have moved from one school district to another during the regular school year. Many migrant children live in poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The MEP is designed to ensure that migrant children receive the support that addresses their unique situation.

### Almost 15 percent of current ELs received Migrant Education Program services.

Across the state in the 2018-2019, 7,603 students were classified both as current ELs and participating in the MEP. That number translates to 14.9 percent of all current ELs. It also means that nearly half (49.9%) of the 15,242 students in the MEP were current ELs.<sup>6</sup>

Many districts in Oregon (94) did not serve ELs in migrant education. Many others served a few such students or a few dozen. Eleven districts had more than 200 students who were both current ELs and in the migrant education program (Table 5).

**Table 5. Districts with over 200 current ELs in the Migrant Education Program, 2018-2019**

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer	927	Canby	309
Hillsboro	678	Hermiston	243
Woodburn	455	Hood River County	234
Medford	398	Beaverton	227
Forest Grove	340	North Wasco County	220
Nyssa	314		

## Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students who are talented and gifted (TAG). These could be students who have high general intelligence and/or students who demonstrate unusual academic ability in one or more particular academic area. Districts are also required to develop a plan to provide programs and services beyond regular school programs to ensure that identified students can develop and realize their potential.

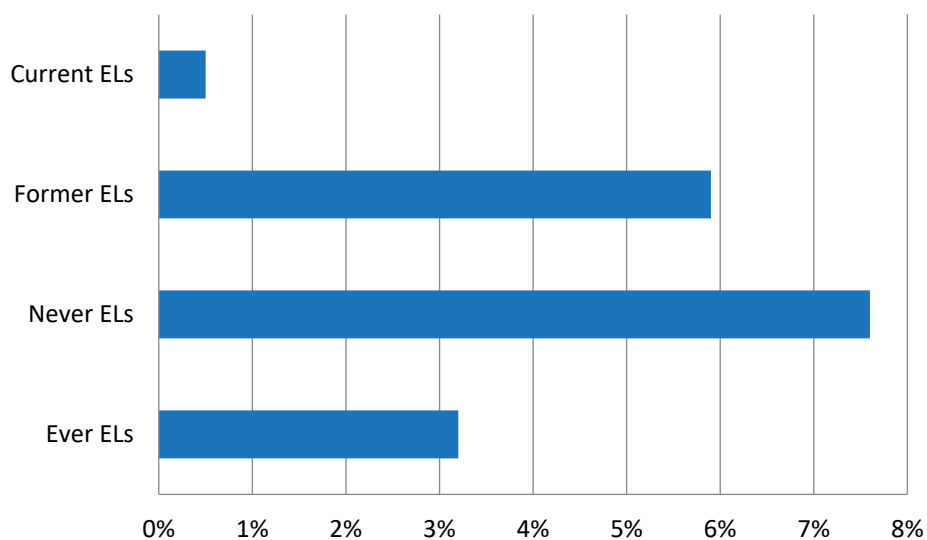
Correctly identifying TAG students and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure; others engage only selectively at school and have high levels of absenteeism; about 10 percent of students identified as TAG drop out of high school (Allen, 2016).

<sup>6</sup> Again, these numbers reflected counts from May 1, 2019.

### ELs were very rarely identified for TAG services.

In 2018-19, 7.6 percent of never ELs (35,818 students) were classified as TAG. In contrast, 5.9 percent of former ELs (3,025) had this classification, but only 0.5 percent of current ELs (254 students) did. Among ever ELs, the percentage of TAG students is 3.2 percent (Figure 12).

**Figure 12. Percentage of current, former, never and ever ELs identified for TAG, 2018-19**



District-level variation in the percentage of students classified as TAG is very large for all three groups: never, former and current ELs. However, dramatically fewer current ELs were classified as TAG, compared to never and former ELs. Only 25 of the state's 197 school districts had at least one current EL also classified as TAG (Table 6).

**Table 6. District-Level variation in identification of TAG students, 2018-19**

	Never ELs*	Former ELs*	Current ELs*
Statewide percentage of students classified as TAG	7.6%	5.9%	0.5%
Highest district-level percentage of students classified as TAG	19.0%	15.8%	4.4%
Lowest district-level percentage of students classified as TAG	0.0%	0.0%	0.0%
Number of districts with no students classified as TAG	54	123	172

\*Districts were only included if they had at least 10 students in the category.

### Section 3: Language Development & Academic Outcomes for English Learners

Students who are ELs have to develop proficiency in English. In addition and at the same time, they are expected to learn all the same academic content as other Oregon students. This section of the report provides data about ELs' language proficiency and academic outcomes.

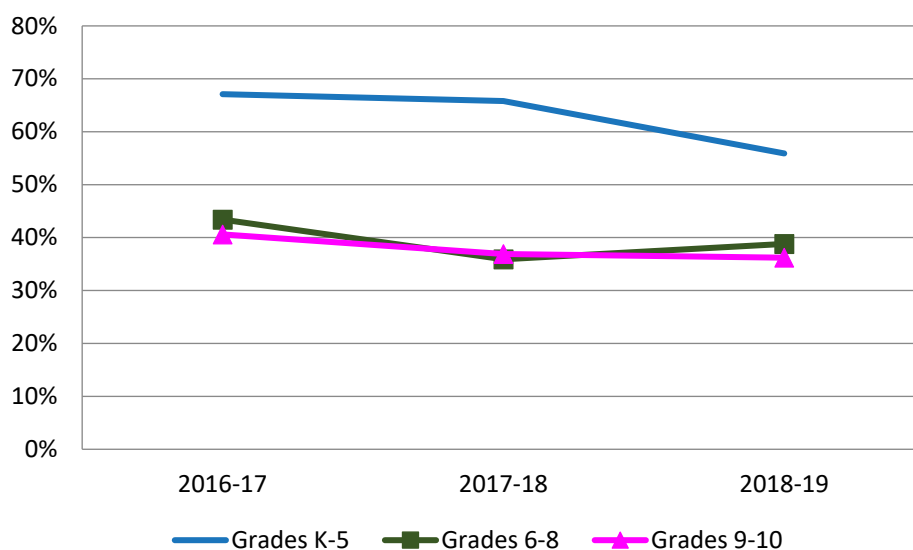
#### Progress Toward English Proficiency

Each spring, current ELs take a test called the English Language Proficiency Assessment, or ELPA. This test measures students' proficiency in the domains of speaking, listening, reading and writing English, and determines students' overall level of proficiency.

For the past three years, Oregon has tracked whether or not students were on-track to reach English proficiency within seven years. ELs are considered on-track if they meet or exceed the trajectory expectation in three of the four domains, compared to their initial level of proficiency and the number of years they have already been an English learner.

As Figure 13 illustrates, about two-thirds of current ELs (about 66-68%) in elementary school were on-track to proficiency in 2016-17 and 2017-18, but that percentage dropped to 55.9 percent in 2018-19. Smaller percentages of students in middle and high schools were on track to language proficiency. In middle school, in 2016-17, 43.4 percent of current ELs were on track, with that percentage dropping to 35.9 and 38.8 percent, respectively, in 2017-18 and 2018-19. Among students in grades 9-12, in 2016-17, 40.6 percent of current ELs were on track. This dropped to about 36 percent in both 2017-18 and 2018-19.

**Figure 13. Percentage of current ELs on track to develop English proficiency, by grade span, 2016-17 to 2018-19**





### Long-term ELs made up 15 percent of all current ELs.

In recent years, educators have become concerned about the number of ELs who do not achieve English proficiency within the expected time frame, that is, they do not move from current ELs to former ELs. These students are often referred to as **long-term English Learners**. The state defines a long-term English learner as an EL who has not developed proficiency after seven years.

In the 2018-19, most current ELs (84.9%) had been classified that way for fewer than seven years. This meant that 15.1 percent of ELs were considered long-term ELs. This is a concern because slower development of English proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009).

Sometimes, development of English can be affected by a student's disability. Statewide, 31 percent of long-term ELs received special education services due to some type of disability.

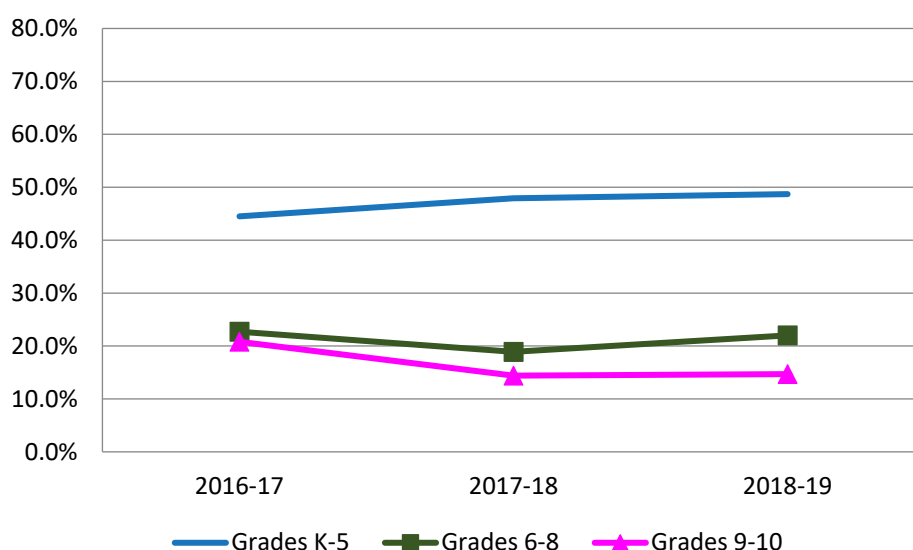
The percentage of ELs who were long-term ELs varied substantially across districts. In 2018-19, 15 districts reported that 20 percent or more of their ELs were long-term ELs.

### Dually classified ELs had lower rates of being on-track to English proficiency.

As described earlier, about 21 percent of ELs received special education services (see p.13). On-track to English proficiency, for students receiving special education services, is calculated using an eight-year trajectory, rather than seven years.

Compared to current ELs overall, fewer dually classified ELs were on-track to English proficiency. At the elementary level, about 45-50 percent of dually classified ELs were on-track to English proficiency (Figure 14). Fewer than 25 percent of dually classified ELs in middle and high school were on-track to develop English proficiency.

**Figure 14. Percentage of dually classified ELs on-track to develop English proficiency, by grade span, 2016-17 to 2018-19**

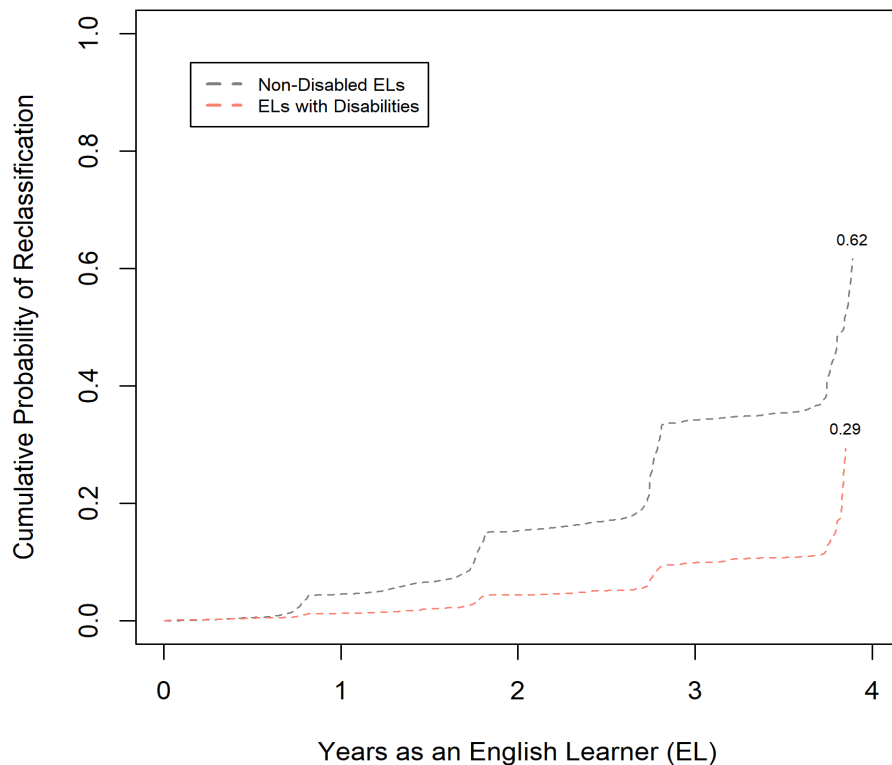


**Half as many ELs receiving special education services developed proficiency in four years, compared to ELs not receiving these services.**

It is also useful to look at the development of English proficiency from another angle, namely, what proportion of ELs have developed proficiency within a particular amount of time?

Figure 15 addresses exactly this question, for ELs both with and without disabilities. For ELs with no disabilities, the probability of developing proficiency and being reclassified as a former is EL in four years is 62 percent. For ELs with disabilities, it is 29 percent.

**Figure 15. Probability of reclassification (development of proficiency), for ELs with and without disabilities, 2018-19**



## Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency.

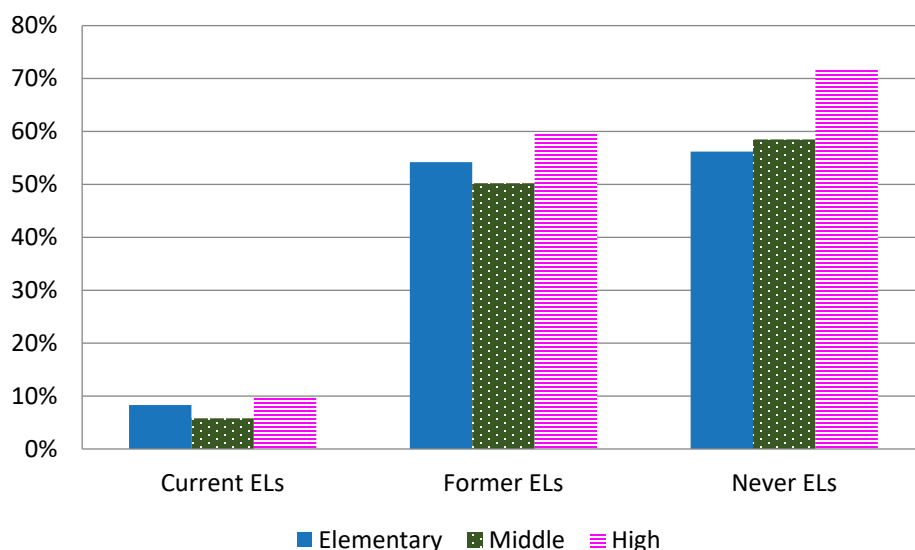
### **Former ELs performed similarly or slightly below never ELs in English language arts, while few current EL met or exceeded state standards.**

At the elementary level (grade 3-5, represented by the solid blue bars in Figure 16), 8.3 percent of current ELs—who were still developing proficiency in English—met or exceeded state standards in English language arts. In contrast, 54.2 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 56.2 percent. In fact in many districts (56), a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

At the middle school level (grades 6-8, represented by the green dotted bars), 5.8 percent of current ELs met or exceeded state standards in English language arts. About half (50.2%) of former ELs and 58.5 percent of never ELs met or exceeded standards. In 42 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11, represented by the striped magenta bars), 9.7 percent of current ELs, 59.9 percent for former ELs, and 71.7 percent of never ELs met or exceeded state standards. At the high school level, there were 35 districts in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

**Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2018-19<sup>7</sup>**



**In math, former ELs performed below never ELs, especially in middle and high school, while fewer than 10 percent current EL met or exceeded state standards.**

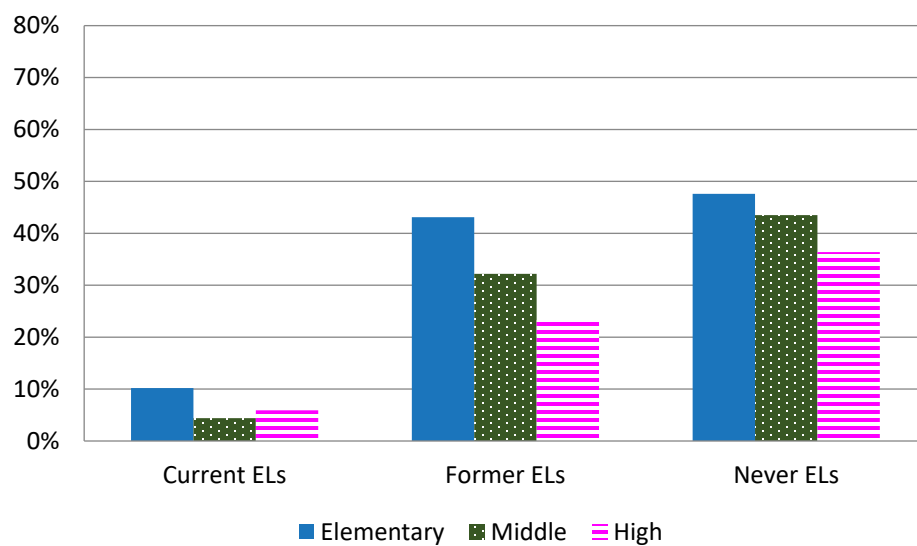
At the elementary level, 10.2 percent of current ELs met or exceeded standards in math (Figure 12). 43.1 percent of former ELs met or exceeded standards in math (Figure 17). The percentage of former ELs meeting or exceeding standards was somewhat higher, 47.6 percent.

Among middle schoolers, 4.4 percent of current ELs met or exceeded standards in math, compared to 32.2 percent of former ELs and 43.5 percent of never ELs.

Among students in grade 11, 5.9 percent of current ELs, 23.3 percent of former ELs, and 36.4 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

<sup>7</sup> In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

**Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2018-19<sup>8</sup>**



<sup>8</sup> Also in this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing.

## Section 4: Attendance, Progress toward Graduation, Graduation and Beyond

This section of the report examines ELs' attendance levels, their progress in ninth grade toward graduation, and their rates of graduation. It also examines their levels of post-secondary enrollment.

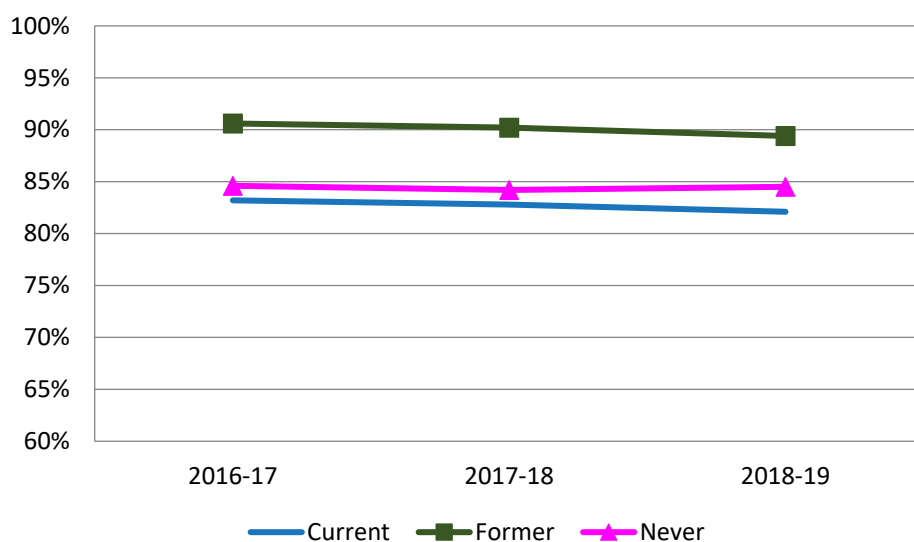
### Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students are considered to have "regular attendance" at school if they attend over 90 percent of the school days in a year.

#### **In the elementary grades, a higher percentage of former ELs attended regularly than did current and never ELs.**

Among elementary students, former ELs had the highest levels of regular attendance, regularly at least 5 percent higher than the rates for never ELs. Current ELs had regular attendance rates similar to but slightly below those of never ELs (Figure 18). These trends changed little over the past three years.

**Figure 18. Rates of regular attendance for elementary-grade students, by EL status, 2016-17 to 2018-19**



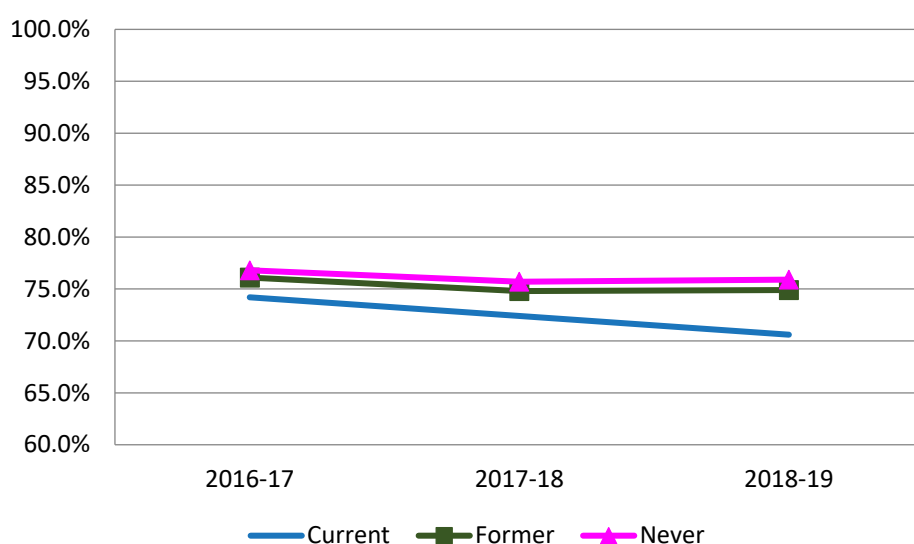


**Among middle and high school students, never ELs had the highest rates of regular attendance, and former ELs rates slightly below them. The percentage of current ELs with regular attendance was lower and declined more in 2018-19.**

Among secondary students, never ELs had the highest rates of regular attendance, followed closely by former ELs. Current ELs had somewhat lower rates of attendance. Over the past two years, attendance rates for current ELs have declined 3.5 percentage points, while that of former and never ELs have declined less than one percentage point (Figure 19).

Note that across all three groups, smaller percentages of students had regular attendance at the secondary level than at the elementary level.

**Figure 19. Rates of regular attendance for secondary students, by EL status, 2016-17 to 2018-19**



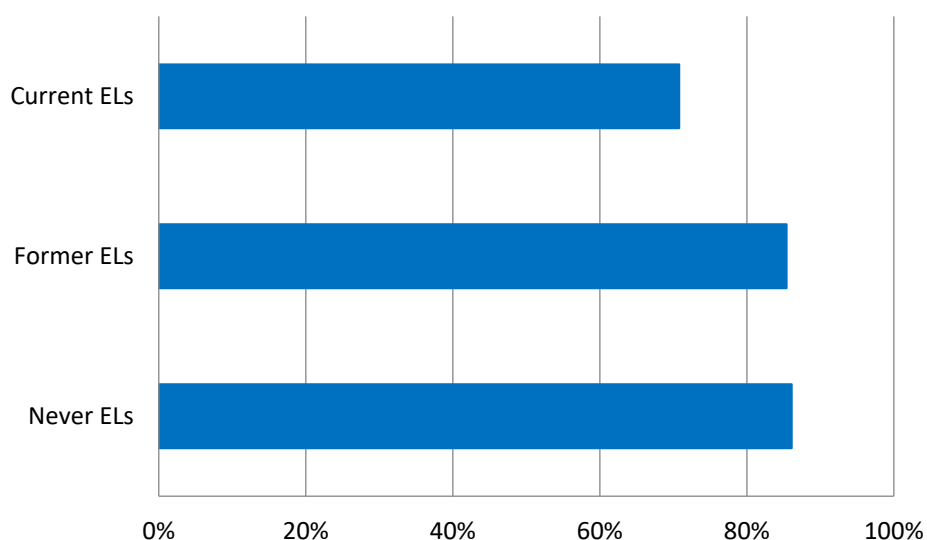
## On-track to graduate

Around the country, states and districts track whether students in grade 9 are on-track to graduate. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide support and intervention to help keep students in school. In Oregon, students in grade 9 are considered on track if they earned at least six credits (a quarter of what they need to graduate).

**In Grade 9, a higher percentage of former and never ELs were on-track to graduation, compared to current ELs.**

As figure 20 illustrates, the highest percentage of on-track students was seen among never ELs (86.1%), but almost as many former ELs were also on-track (85.4%). A smaller percentage of current ELs, who were still developing English proficiency, were on-track in grade 9 (70.8%).

**Figure 20. Percentage of grade 9 current, former and never ELs on-track to graduation, 2018-19**



### Four-Year Graduation

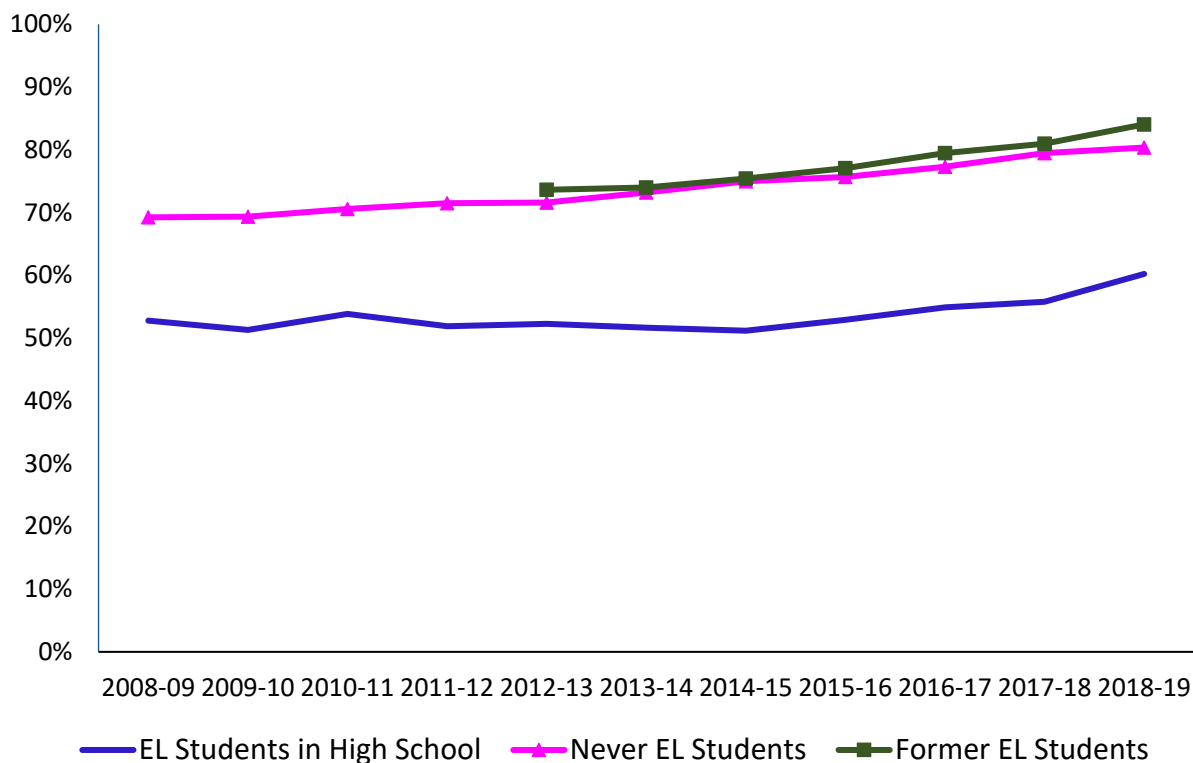
Figure 19 reports the percentage of students who graduated in four years, comparing three groups: students who were current ELs at any point in high school (whether they reclassified before graduating or not), students who were former ELs by the time they started high school, and never ELs. It also tracks those percentages over the past decade.

### **Former ELs graduated at rates similar to or better than never ELs, while substantially fewer students who were ELs in high school graduated in four years.**

A comparison of the blue line (ELs in high school) to the pink line (never ELs) reveals a persistent difference in the percentage of students graduating in four years (ranging from 16.5 to 23.7 percentage points).

Data for former ELs were first collected in 2012-13 and are represented by the green line in Figure 21. Since then, former ELs have consistently had the same or greater percentage of students graduating in four years, compared to never ELs.

**Figure 21. Percentage of ELs in high school, former ELs, and never ELs graduating within 4 years, 2008-09 to 2018-19**



## Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Forty-six districts, two charter schools, one private school, and Chemeketa Community College offered Seals of Biliteracy in 2018-19. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

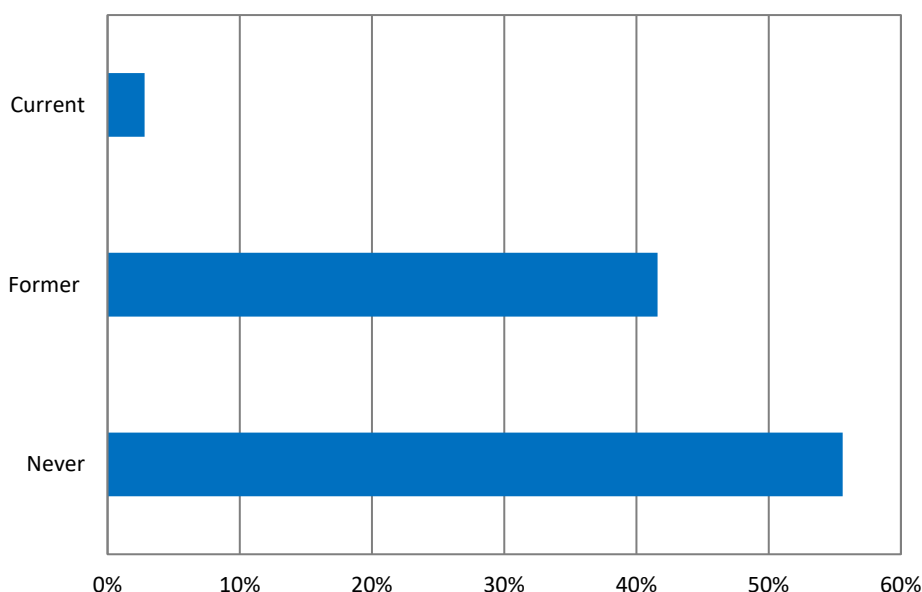
- Meet all graduation requirements
- Demonstrate reading and writing skills in English (the means for doing this may vary by district)
- Score at the intermediate high level in listening, speaking, reading and writing in a partner language (i.e., the partner language is the assessed language)

### In 2018-19, 2,727 students earned the Seal of Biliteracy, most of them never ELs

Of the 2,727 students who earned the Seal in 2018-19 (including 27 students from Chemeketa Community College), over half of them (1,517 or 55.6 percent) were never ELs (note that never ELs include students who have never been identified as an EL and have a home language of English or another language). Former ELs are students who exited EL program services before the 12<sup>th</sup> grade and made up most of the rest of those

earning the seal; they earned 41.6 percent of the seals (1,135 students). Seventy-five students, or 2.8 percent of all those who earned seals, were current ELs while in the 12<sup>th</sup> grade (Figure 22).

**Figure 22. Percentage of students earning the Seal of Biliteracy who were current ELs, former ELs, or never ELs, 2018-19**



**Over the past five years, the number of students earning the Seal of Biliteracy has grown dramatically.**

In 2014-15, only 350 students earned the Seal of Biliteracy. This number has increased consistently in each subsequent year, reaching 2,727 in 2018-19.

**Students earned the Seal of Biliteracy for their knowledge of 22 different partner languages, but Spanish was by far the most common partner language.**

More than three-quarters of those earning the Seal of Biliteracy (78.5%) had Spanish as their partner language. The next five partner languages, in order, were Chinese, French, Japanese, German and Russian, all with 50 or more students earning the Seal with that language. A few students (49) had two partner languages, and two students had three.

About half (49%) of those earning the Seal reported English as their primary language, while 51 percent reported another language.

**Ten districts had over 50 students earning the Seal of Biliteracy.**

In 2018-19, the ten districts identified in Table 7 all had at least 10 students earning the Seal of Biliteracy.

**Table 7. Districts with 10 or more students earning the Seal of Biliteracy**

District	Number of Students	District	Number of Students
Portland*	991	Corvallis	78
Salem-Keizer	260	North Clackamas	74
Eugene	237	West Linn/Wilsonville	63
Woodburn	205	Hood River	61
Beaverton	173	Hillsboro	56

\*In 2018-19, Portland submitted data to the Biliteracy Seal data collection for students who earned Seals of Biliteracy in 2018-19 and prior years.

## Postsecondary Enrollment

Over the past ten years, Oregon has tracked the percentage of high school graduates who go on to postsecondary education. Such an education offers students a wide range of advantages, including greater employment and financial security, particularly in tight labor markets, as well as more opportunities to contribute to their community and often, greater life satisfaction.

**Never ELs enrolled in post-secondary education at higher rates than did students who were current ELs in high school. Rates of postsecondary enrollment of former ELs were very similar to those of never ELs.**

Figure 23 reports the rates of enrollment in postsecondary education (two- or four-year college programs) for three groups of Oregon students.<sup>9</sup> Never ELs, represented by the green line on the graph, are those students who were not English Learners at any time in their K-12 education. During the decade represented on the graph, postsecondary enrollment rates ranged from 62.6 to 67.0 percent.

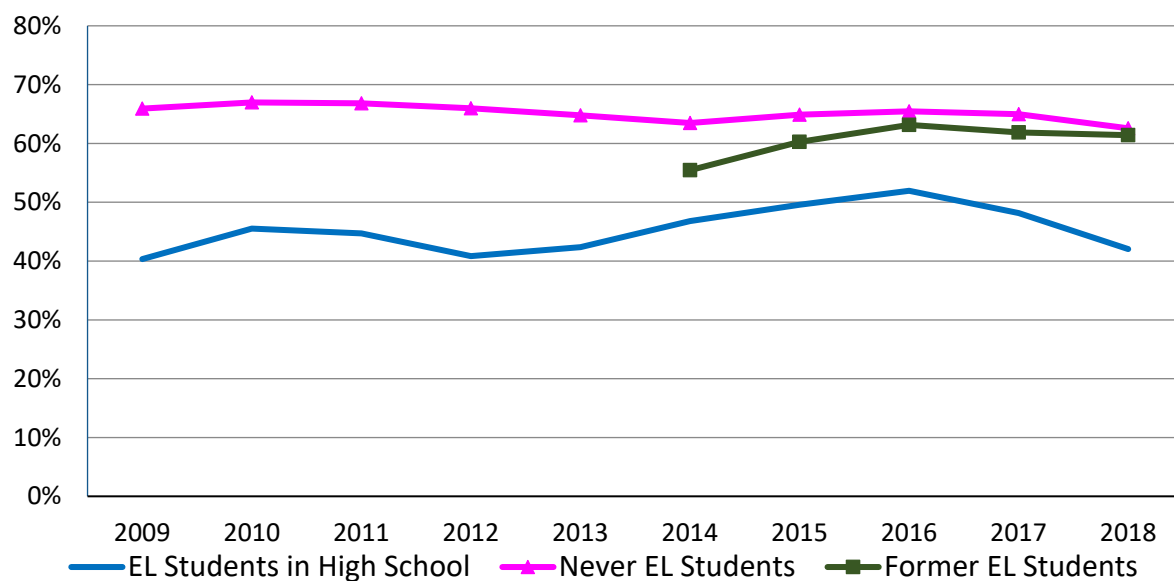
The blue line in figure 23 reports the same information for students who were English Learners at any time in high school, whether or not they were reclassified as former ELs during their high school years.

Postsecondary enrollment rates for students who were ELs in high school were substantially lower for non-ELs, averaging about 45 percent, and dropping to 42.0 percent for 2018 graduates.

The magenta line in figure 23 represents the rates of postsecondary enrollment for students who were former ELs in high school. These were students who had at one time been classified as ELs but who were reclassified in either elementary or middle school. Data were first collected for this group of students in 2014. Since then, enrollment in postsecondary education has increased from 55.4 to 61.4 percent, nearly matching rates for never ELs.

<sup>9</sup> Because students do not always enroll in college in the fall after their graduation, ODE tracks and reports any postsecondary enrollment with a 16-month time span after graduation. So for example, if a student graduated in May 2015 and enrolled in college in January 2016 or in September 2016, that student would be counted as enrolled in college. However, if the student first enrolled in college five years later, that student would not be included in the postsecondary enrollment rate for his or her cohort.

**Figure 23. Percentage of ELs in high school, former ELs and never ELs enrolling in college within 16 months of high school graduation, 2009-10 to 2018-19**





## Section 5: Instructional Programming for English Learners

Districts and schools are required to provide instruction to ELs that ensures they have access to comprehensible content area learning even while they are learning English, as well as a program to help them develop English. They may accomplish this using one of five program models (see Box 1.)

### **Most current ELs were taught in sheltered instruction programs.**

In Oregon in 2018-19, the majority of current ELs (77.3%) were taught in sheltered instruction programs. Two-way immersion programs served about 11 percent of ELs, and bilingual programs served about 6 percent of ELs, nearly all of them elementary students. Newcomer programs were very rare; only 167 students in the state took part in them (Table 8).

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#### *Box 1. Program Models for ELs*

**Newcomer programs** are for newly arrived immigrant students and are designed to meet their academic, linguistic and transitional needs on a short-term basis (usually not longer than about two years). Students move from newcomer to other program models when this period of time is complete.

**Two-way immersion programs** (sometimes called “dual language immersion programs”) aim to develop full bilingualism and biliteracy in English and a partner language. These programs enroll both native English speakers and native speakers of the partner language.

**Bilingual programs** develop skills in both students’ primary language and in English. Some bilingual programs, known as “transitional bilingual, aim to transition ELs into English-only instruction, most often by mid- to late elementary school. Other programs, known as “developmental bilingual,” continue through elementary school or beyond and, like two-way immersion programs, have the goal of developing full bilingualism and biliteracy. Both types of bilingual programs serve only ELs, not native English speakers.

**Sheltered instruction programs** provide instruction in English only, but use specialized techniques to accommodate the linguistic needs of ELs. Some sheltered instruction classes are only for ELs, while others may include a mix of ELs, former ELs, and/or never ELs.

Source: ESEA Title III Collection Variables, Definitions & Submission Rules

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**Table 8. Number of current ELs served in different language models, 2018-19<sup>10</sup>**

<b>Language Model</b>	<b>Elementary ELs</b>	<b>Secondary ELs</b>	<b>Total K-12</b>
Sheltered Instruction	25,887	13,654	39,541
Two-Way Immersion	4,941	1,004	5,945
Bilingual <sup>11</sup>	2,951	93	3,044
Newcomer	38	129	167
Not Participating <sup>12</sup>	707	1,718	2,425
<b>Total</b>	<b>34,524</b>	<b>16,598</b>	<b>51,122</b>

Note that there are limitations to these data on program models; some schools offer more than one program model, but data may not always reflect more than one model per school. This is an area in which ODE is continuing to improve statewide data collection.

<sup>10</sup> Counts are based on enrollments as of May 1, 2019.

<sup>11</sup> This category includes both transitional and developmental bilingual programs. Current data do not allow for accurate counts of the number of students in each type of bilingual program.

<sup>12</sup> “Not participating” in this case includes ELs whose parents declined EL services for them and/or ELs who did not participate in the ELP assessment.

## Section 6: State Revenues and Expenditures for English Learners

Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grants are based on a formula that considers the number of students in the district (referred to as average daily membership weighted, or ADMw). On average the per-pupil funding amount in 2018-19 was \$7,984.<sup>13</sup>

In addition to this basic funding, districts receive additional state funds for each student enrolled in an English language learner program. This amount is weighted at 0.5 of the \$7,984 average, meaning that districts received on average, \$3,974 per EL student. Altogether the state allocated \$190,183,009 for these additional EL funds in 2018-19.

Figure 22 depicts the relationship between ELL revenues allocated to districts via the State School Fund Formula and the total ELL expenditures from the General Fund in districts' accounting financial reports, expressed as a ratio.

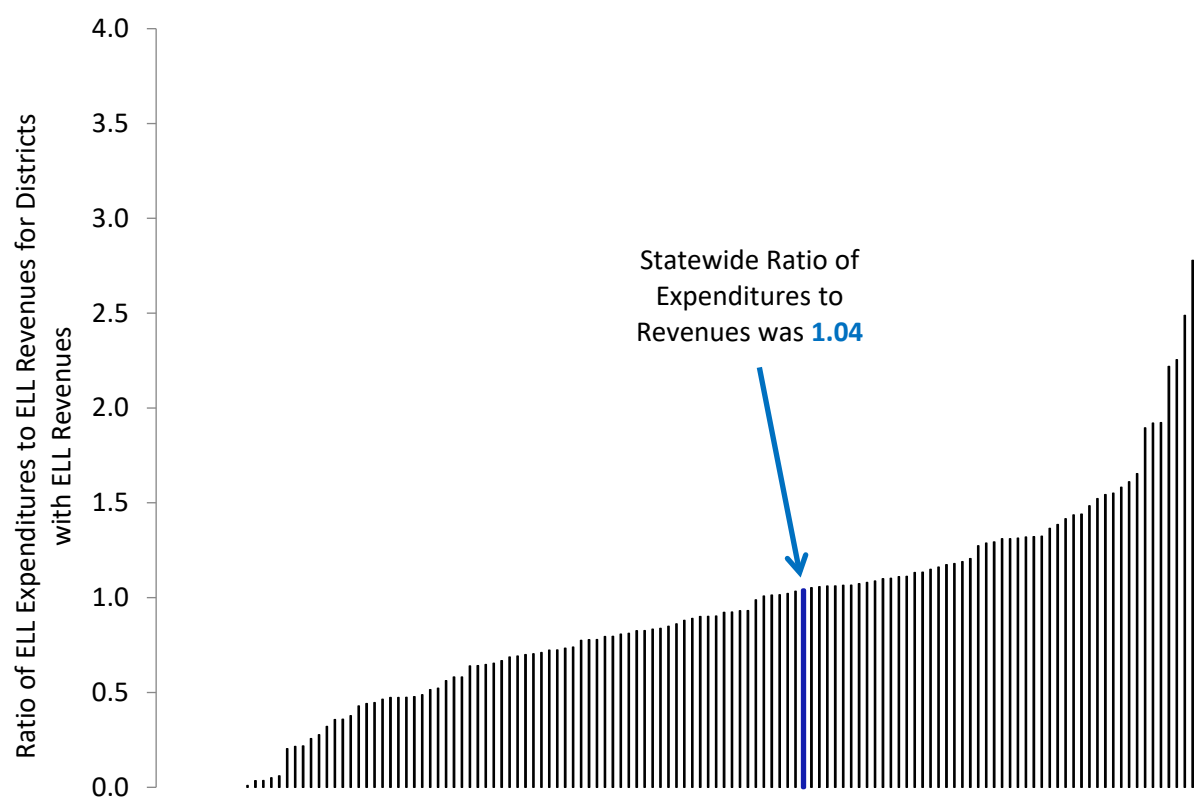
Statewide, the ratio of expenditures to revenues in 2018-19 was 1.04, meaning that district expenditures on ELs, overall, total 104 percent of the funds allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 373%), while others spent less (as little as 1%).

The figures on the more extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with small EL populations, for example, report revenue received from the state, but do not identify expenditures specific to ELs, even though they may expend funds for EL services. Other districts on the high end of the spending ratio may include expenses for dual language programs that also educate never ELs, rather than calculating the percentage spent solely on ELs.

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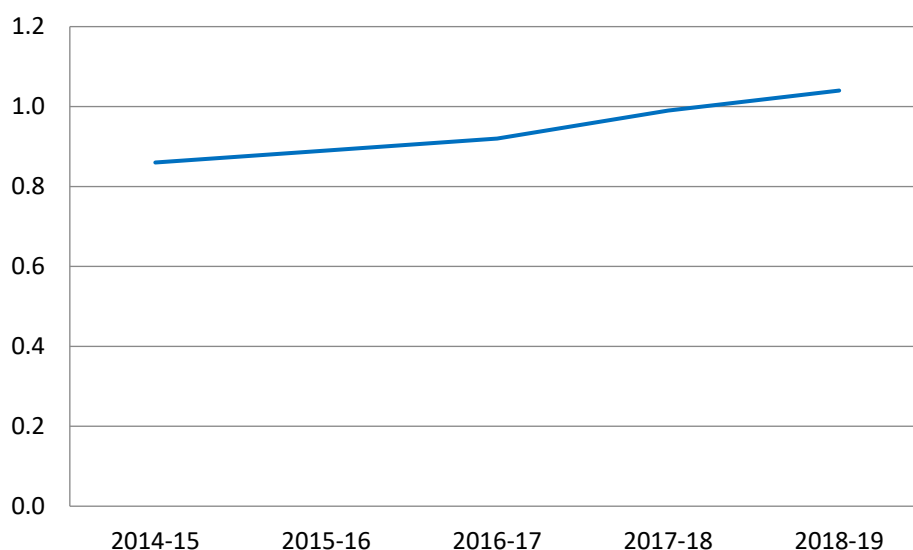
<sup>13</sup> While \$7984 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

**Figure 24. Ratio of EL expenditures to revenues across Oregon districts, 2018-2019**



As Figure 25 illustrates, this statewide ratio has increased steadily since reporting began in 2014-15.

**Figure 25. Ratio of statewide expenditures on ELs to revenues, 2014-15 to 2018-19**



Expenditures from the General Fund on ELs are either associated with Function 1291 (covering expenditures for instruction and interventions to help ELs learn English) or Area of Responsibility 280 (other supports for ELs, such as interpretation services or transportation).<sup>14</sup>

EL expenditures for 2018-19 totaled \$198,536,954. About 77 percent of the expenditures were accounted for using Function 1291 (\$153,405,712), while the remaining 23 percent (\$35,131,242) were accounted for in Area of Responsibility 280.

In addition to this state funding, districts with at least 69 ELs may access federal Title III grants, which in 2018-19 provided an additional \$146.20 per student for supplemental EL services. Districts with fewer than 69 students could join other districts in a consortium to access these grants. These federal funds are not described in this report but information on the grant amounts are available on the [ODE website under Title III Allocations](#).

<sup>14</sup> For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

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**BOARD POLICY SECTIONS J AND K/L APPROVAL**

**RELEVANT DATA:**

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

Jenna McCulley is available for questions.

**RECOMMENDATION:**

It is recommended that the Board of Directors approve the following policy sections:

- Section J
  - Linked at: [http://bit.ly/SectionJ\\_Final](http://bit.ly/SectionJ_Final)
- Section K/L
  - Linked at: [http://bit.ly/SectionKL\\_Final](http://bit.ly/SectionKL_Final)

SUBMITTED BY:

Jenna McCulley  
Community Engagement Officer

RECOMMENDED BY:

Todd Hamilton  
Superintendent

**RESOLUTION#: 20-21.006**

**DATE: SEPTEMBER 14, 2020**

**RESOLUTION TO TRANSFER BUDGET APPROPRIATIONS**

**RELEVANT DATA:**

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.

**RESOLUTION:**

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)

Submitted by:  
Brett M. Yancey  
Chief Operations Officer

Recommended by:  
Todd Hamilton  
Superintendent

2020-2021 ACADEMIC CALENDAR - AMENDED

RELEVANT DATA:

The attached amended 2020-2021 academic calendar is presented to the Board for approval.

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 3<sup>rd</sup> grade in-person classes and 4<sup>th</sup> – 12<sup>th</sup> remote learning.

Kindergarten through 3<sup>rd</sup> grade will begin with staggered start dates:

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

David Collins will be available to answer any questions the Board may have about the amended academic calendar for the 2020-21 school year.

RECOMMENDATION:

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

It is further recommended that the School Board grant authority for the school district to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences towards meeting instructional minute requirements pursuant to OAR 581-022-2320.

SUBMITTED BY:

David Collins  
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton  
Superintendent

# 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

			1	2
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

	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)
21-25	Staggered Start (K/1) - Hybrid
23 & 30	Student Independent Learning Day, Conference, Staff PD
28-30	Staggered Start (2nd grade) - Hybrid
22	October
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
16	November
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
14	December
2,9,16	Student Independent Learning Day, Conference, Staff PD
9-11	Grading/Conference Day (Elementary Only)
21-31	No School: Winter Break
18	January
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
17	February
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
18	March
3,10,17,31	Student Independent Learning Day, Conference, Staff PD
19	Grading/Conference Day (Elementary Only)
22-26	No School: Spring Break
21	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

M	T	W	T	F
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### JANUARY 2021

				[1]
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### FEBRUARY 2021

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

### MARCH 2021

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### APRIL 2021

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### MAY 2021

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

### JUNE 2021

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
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

		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

		1	2	
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 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
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23 & 30	Student Independent Learning Day, Conference, Staff PD
28-30	Staggered Start (2nd grade) - Hybrid
22	October
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
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19-20	No School: Grading/Conference Day (Sec Only)
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27	No School: Thanksgiving Break
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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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12	No School: Teacher Prep (Elem Only)
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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

M	T	W	T	F
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### JANUARY 2021

4	5	6	7	[1]
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### FEBRUARY 2021

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

### MARCH 2021

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### APRIL 2021

		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### MAY 2021

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

### JUNE 2021

1	2	3	4	
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



**SPRINGFIELD**  
**PUBLIC SCHOOLS**  
Every Student, Every Day

## **School Board Representation 2019-2020**

### **Agencies & Civic Organizations**

### **Address**

### **Board Member**

#### **Lane Council of Governments (LCOG)**

Meeting Times: 4<sup>th</sup> Thursday of February,  
April, June, September, December 6:00-  
8:00

Location: LCOG 859  
Willamette St., Ste 500

Todd Mann

#### **Lane ESD Advisory Board**

Meeting Times: 1<sup>st</sup> Tuesday of the month,  
August thru June 6:00pm

Location: Lane ESD  
1200 Highway 99  
North

Dr. Emilio Hernandez

#### **Lane ESD Budget Committee**

Meeting Times: TBD by Lane ESD

Location: Lane ESD  
1200 Highway 99  
North

Dr. Emilio Hernandez

#### **Springfield Education Foundation**

Meeting Times: 2<sup>nd</sup> Tuesday of the month,  
(not July, August, December) 5:30-  
7:00pm

SPS Board Room  
640 A Street

Lisa Barrager

#### **Wildish Theater**

Meeting Times: 3<sup>rd</sup> Thursday of the  
Month 4:30-6:00pm

Wildish Theater  
630 Main Street

Naomi Raven

### **District Committees**

#### **Budget Committee**

Scheduled by Business Operations Dept.  
Meetings are always on Thursday 6:00-  
8:00pm

SPS Board Room  
640 A Street

All board members

#### **Facilities Advisory Committee**

Scheduled as needed by Brett Yancey

TBD

Board Chair and Board Vice  
Chair