

WORK SESSION

17/A Work Session of the Lane County School District No. 19 Board of Education was held on June 24, 2019.

1. CALL WORK SESSION TO ORDER AND FLAG SALUTE

The Work Session was called to order in the Board Room of the Administration Building at 4:33 pm by Board Chair Zach Bessett and was followed by the Pledge of Allegiance.

Board members present included Chair Zach Bessett, Vice Chair Michelle Webber, Laurie Adams, Dr. Emilio Hernandez and Naomi Raven.

Others in attendance included Superintendent Bruce Smolnisky, David Collins, Judy Bowden, Whitney McKinley, Suzanne Price, Brian Megert, Jeff Michna, Brett Yancey, Dustin Reese, José da Silva, Chad Towe, Lesa Haley, Ame Beard, Kari Isham, Anne Goff, Hannalei Rozen, Todd Hamilton, Todd Mann, Kim Donaghe, Craig Prindle and Marina Brassfield.

2. HIGH SCHOOL SUCCESS ACT UPDATE

Assistant Superintendent David Collins shared a PowerPoint presentation entitled, "*Springfield Public Schools - High School Success/M98: Peer Review Presentation.*" He was accompanied by Principal José da Silva, Springfield High School (SHS), Principal Chad Towe, Thurston High School (THS), Principal Lesa Haley, Gateways High School (GHS), Principal Ame Beard, Academy of Arts and Academics (A3) and Kari Isham, Instructional Coach.

Mr. Collins stated the presentation would cover the purpose and outcomes of the High School Success Fund (M98) dollars, plus work accomplished by the district to date.

M98's overall purpose was to improve progress for graduation and provide more college-level and career opportunities. Mr. Collins summarized M98:

- High School Success is a fund initiated by Ballot Measure 98 in November 2016. The measure allowed the Oregon Department of Education (ODE) to disperse dedicated funds among districts and charter schools that serve students in grades 9 through 12.
- Establish or Expand programs in three specific areas:
 - Dropout prevention
 - Career and Technical Education
 - College Level Education Opportunities
- Certain eligibility requirements were established
 - Teacher Collaboration Time around Data
 - Practices to Reduce Chronic Absenteeism
 - Equitable Assignment to Advanced Courses
 - Systems ensuring on-time graduation
 - Partnerships

Mr. Collins explained the district began focusing on some initiatives prior to M98, due the adopted Board goals. After M98 passed, the funding impact for the 2017-19 biennium was equal to approximately \$2.84 million, and allowed the district to expand on its previous work.

The first year of funding didn't include Willamette Leadership Academy (WLA) or Academy of Arts and Academics (A3) because they were designated as charter schools at the time. A3 was added into direct district support in the 2018-19 year due to dissolution and transfer of A3 from a charter school to a district magnet school. The funds were in addition to the general funding allocation for the district and were used to supplement and expand existing resources and efforts.

Mr. Collins shared where High School Success Plan dollars were directed over the past two years.
Fall 2017:

- Career and Technical Education
 - Pathway Certified (graphic arts at SHS; Computer/Robotics at THS)
 - College and Career Transition Specialist (GHS)
- College Level Access
 - Expansion of existing online platform for curriculum recovery (FuelEd)
 - Certified staff in support of online offerings
 - Teacher cadet pathway expansion
 - Expanded partnerships:
 - Student work partnership with University of Oregon (UO)
 - Chamber of Commerce (#WorkReady)
 - Local Business, Lane ESD, Lane Community College (LCC)
- Drop-out Prevention
 - Hoonuit - Data analytic platform for individual/data team analysis
 - Expansion of existing online platform for credit recovery
 - Building Instructional Support for Student Success (18 hours classified support)

Spring 2018:

- Career and Technical
 - Facility/Equipment upgrades (one time)
 - Maker Space upgrade (Briggs Middle School)
 - Natural Resource Pathway Development (SHS/THS)
- College Level Access
 - CTE Administrative Support
 - Expanded Partnerships:
 - Springfield Municipal Court/Restorative Options
 - Oregon Medical Group, Chamber of Commerce, Varied Industry, Higher Education, SEF.
 - Material/Equipment for expanded classes (one time)
- Drop-out Prevention
 - High School Truancy Officer - Chronic Absenteeism
 - School to Work Coordinator Position
 - Middle to High School Transition Specialist (1 for each middle school)

Fall 2018:

- Career and Technical
 - Facility/Equipment Upgrades (one time)
 - THS Computer Aided Design (CAD) Lab
 - THS Plasma Cutter
 - THS Manufacturing Lab
 - SHS Graphic Arts Lab
 - SHS Health Occupations

- Fine Arts Pathway Expansion (.50) Certified SHS/THS
- A3 CTE Expansions (Arts/Fine Arts) - (1.91) Certified
- College Level Access
 - Expanded High School Credit Options
 - Original Credit Pilot - A3
 - Secondary Language Inventory Protocol (SLIP) Language Exam
- Drop-Out Prevention
 - Contracted Services - Underserved Populations - African American Grant Expansion
 - Freshman Intervention/Drop Out Support - (1.5) Certified THS/SHS

Spring 2019:

- Career and Technical
 - Audit of Effectiveness of Online Programming
 - Continued refinement of HOONUIT platform
 - District Wide - Credit Options Development
 - Internships
 - Work Experience (paid/unpaid)
- Building Based Investments

During Spring 2018, the district continued to support investments and staffing. At that point in time, the district identified that it didn't have the capacity to respond to all possibilities, so it turned to internal staffing to support the work, including looking to hire administrators and exploring a school to work position.

The district also began to look at facilities and the learning environment standards. When collaborating with other districts, SPS found much was antiquated. So, staff looked at how to ensure that students were educated to face today's job market, as well as future jobs.

Mr. Collins explained the district could use up to 15% of M98 funds toward an 8th to 9th grade transition specialist. So, administration looked to hire individuals who specifically worked with students challenged in 8th grade in order to support success upon entering 9th grade.

Dr. Hernandez asked if the specialist was one individual for the entire district or one for each school. Mr. Collins replied there would be a specialist assigned to each middle school.

Mr. Collins said the district continued its work from year one as the district moved into year two. Throughout the process, the district was clear and focused and took intentional steps that would be sustainable.

Mr. Collins explained as the district expended resources, things became more finite and deliberate. There were many one time costs for upgrades to high school facilities. Additionally, the district looked to expand fine arts pathways, as well as opportunities for student skills and/or attributes already possessed, such as a second language.

Mr. Collins stated the district was also able to leverage another grant, the African American/Black Student Success Grant. The grant provided an opportunity for the district to partner with many regional entities such as Bethel and 4J school districts, Lane Community College, the Education Learning Alliance, NAACP, Centro Latino, and Blacks in Government. The grant's concept was to identify adults who could work with African American youth and their families, to help navigate and overcome obstacles faced in the community. Those adults were known as "student success navigators."

Mr. da Silva said the student success navigator, Jason Floyd was able to rally the African American community in a way the district hadn't experienced before. It led to the creation of the first Black Student Union, which met on a weekly basis and allowed the district to host its first ever *Parents of African American Students' Night*. Jason was also on the equity team, which led him to introduce professional development for staff, based on changing the discourse. It led to a first series of a workshop known as Building Foundations for Courageous Conversations.

Mr. Collins said the district knew the importance of engaging underserved families and population. M98 funds were not necessarily used to do so, but the district was able to leverage funding from the African American/Black Student Success Grant.

Ms. Adams asked how many African American students were enrolled in SPS. Mr. da Silva had an idea, but couldn't provide exact data. Staff would send information to board members after the meeting.

Mr. Collins was proud of the work done, as SPS worked sustainably and responsibly. The money from M98 did not roll over and all departments worked to reach zero dollars remaining in a given year.

Mr. Collins shared Springfield Public Schools' ODE report card data. The district continued to build upon work done over the past three years, including 9th grade on track. The 4-year cohort that began 9th grade on track saw significant increases in graduation rates at some school sites, indicating district practices were helping to create positive results.

Dr. Hernandez asked if WLA graduation rates decreased due to enrollment numbers. Mr. Collins thought a few factors were involved, such as enrollment, internal programming and change in leadership. He noted WLA had twice as many graduates in 2018-2019 than 2017-2018.

Mr. Collins shared additional initiatives the district was involved in:

1. Chronic Absenteeism Grant
2. Every Student Succeeds Act - Continuous Improvement Partner
3. Transformational Partner: English Learners Outcomes (House Bill 3499)
4. Program Improvement Process for Equity Grant (ODE)
5. Title 1: Alternative High Schools - Gateways
6. Title 4: Student Support and Academic Enrichment
7. Title 7: Native American Partnership Chifin Center
8. Perkins Funds (Lane ESD)
9. African American/Black Student Success Grant

Ms. Isham discussed the Chronic Absenteeism Grant awarded by ODE. SPS received \$134,000 in order to explore the following four focus areas:

- K-12 interventions
 - Attendance and truancy protocol alignments
 - Building level incentives - ODE Chronic Absenteeism funds
 - Timely student data review
- Professional development opportunities for staff
 - Truancy Intervention and Attendance Support team monthly meetings
 - Staff professional training
- Data systems
 - Synergy
 - Hoonuit
- Communication

- Partnerships - restorative practices
 - Springfield Municipal Court
 - Oregon Community Programs
 - High School Attendance and Intervention Officer
- District level attendance campaign for 2019-2020

Mr. Collins added the grant was part of ESSA, to assist in planning for continuous improvement. Additionally, SPS worked with Brian Putnam and Kathy Larson from the state to engage staff and stakeholders.

Mr. Collins shared that another grant the district partnered on was the Program Improvement Process for Equity (PIPE). Dr. Towe explained that he and Mr. da Silva had been involved with PIPE since the beginning of the 2018-2019 school year.

A main goal of PIPE was to increase the number of historically underrepresented students who took CTE courses. Statistically, more males were enrolled. One opportunity was to engage female students in classes such as welding. One way staff approached the work was entering into a partnership with Cintas. Using grant dollars, the district was able to purchase and provide coveralls for female students in appropriate sizes. Prior to the purchase, there were only larger sizes available. Now, sizes ran from XS-XL. The district also used grant dollars to purchase gloves for art welding and to fabricate signs to be placed around campus to advertise CTE programs.

Mr. da Silva added the district used funds to create a promotional video highlighting the diversity of students, in hopes of attracting higher enrollment.

Mr. Collins stated there were federal funds available from Titles 1, 2, 3 and 7, etc. Gateways High School is a title high school. Ms. Haley said the additional funds allowed GHS to provide additional classes and staffing. Specifically, they introduced support classes to help students meet essential skills.

Mr. Collins moved on to Perkins Funds, and explained they were directly around CTE. Lane ESD worked with the district to provide an allocation.

Ms. Beard shared that staff at A3 focused on the following to try and increase their attendance rate:

- Chronic Absenteeism
- Credit Recovery Options
- Working with partners
- Equitable access for all students
- Data analytics - student performance
 - Core subjects for graduation
 - 9th/10th grade on track
 - Behavioral data

She added they were fortunate to be able to hire a drop out recovery specialist, who's focus was directed towards students who were struggling to get to school every day. This person built personalized supports and interventions for these students. Additionally, the school built an attendance team that met weekly. Discussions were about the barriers kids faced in getting to school.

Ms. Beard said A3 experienced a huge amount of success in its attendance initiative. Over a period of one year, attendance went up from 67% to 87%. Staff also celebrated the fact that 107 students who were

identified with an Individual Education Plan (IEP) graduated that year. Providing intentional supports from the beginning paid off.

Dr. Hernandez asked about CTE areas. He wondered if there were opportunities for A3 and GHS students to enroll in CTE courses at a different school.

Ms. Haley said some GHS students were co-enrolled at SHS in order to take CTE courses. Administration worked with students if those courses were wanted.

Ms. Beard shared that A3 was just starting to explore the possibilities of having student co-enrolled at SHS or THS to take advantage of some of the CTE courses and pathways.

Ms. Isham spoke about drop out prevention, supported partially by the Chronic Absenteeism Grant (previously discussed; see above for additional detail). Specifically, time and review of data sets to identify students in a quick manner to connect with student needs and communicate with their family. ODE also provided funds to SPS which were distributed to all schools, in order to provide positive recognition of attendance. A truancy officer also provided multiple layers of intervention to support students, families and increased attendance.

Ms. Isham said the second part to address with drop out prevention was professional development for teachers and staff. SPS was able to provide a training to 70 teachers, classified staff and administrators around attendance using specific supports.

The third part was data systems. The technology services department worked closely with staff to provide reports and data tools for teachers and administrators.

Finally, communication was an important piece of the work. Ms. Isham explained SPS had a unique partnership with the Springfield Municipal Court and Oregon Community programs to work with the students and families to provide classes in skill building.

A goal for the initiative was to plan and launch a district wide attendance campaign for 2019-2020 school year. Doing so would consistently develop and share the same message across all buildings and to all families to emphasize the importance of regular attendance.

Dr. Hernandez asked if there was a plan in place for this type of campaign. Ms. Isham said the team developed a tagline, “#SPSpresent.” An entire campaign would be coming forward from the Communications department.

Mr. Collins asked Ms. Haley and Mr. da Silva to share the impacts from the credit recovery program. Ms. Haley shared that students who enrolled at GHS were credit deficient and at a high risk of dropping out. The credit recovery program had been key to success at Gateways and it raised students’ success rate.

That year, students received 33.5 credits through the credit recovery program. The program was unique, as students could work outside of school and at their own pace. Of the students who graduated on time, 14 of 17 used the program (82%). Ms. Haley was hopeful the program would continue.

Mr. da Silva said that year, Springfield High School was able to offer seven different periods of credit recovery. There was a combined total of 112.5 credits awarded through those courses.

Dr. Towe shared about data work done on student performance, called “ABC - Attendance, Behavior and Credits.” Within ABC, there were several different interventions possible based on need, which helped inform which teams needing to be assembled or needed change in the supports provided.

Mr. Collins said college level opportunities were also a part of M98. SPS didn’t invest as many resources toward those opportunities, as the district had been working in the area via previous partnerships.

Current College Level Opportunities:

- College NOW - Lane Community College (LCC)
 - College NOW allows currently enrolled area high school students to earn LCC credits for approved courses taken at their high school campuses, taught by specifically qualified high school teachers.
 - 2017-2018 - over 100 College NOW courses in SPS high schools.
 - Students who earned college credit from LCC in College NOW courses may apply to Lane’s Career Pathway Certificates, like Basic Health Care, Teacher Aide 1, Shielded Metal Arc Welding or Office Software Specialist. Such certificates can take less than a year to earn.
- Willamette Promise
 - SPS partners with the Willamette Promise offered accelerated credit, career, and college readiness in schools as it met the needs of the district and its schools.
 - Lane ESD and Willamette ESD were partners.

Each high school administrator shared additional opportunities offered through CTE at their school.

Mr. da Silva shared CTE opportunities at Springfield High School:

- Drafting - 6 classes
- Metals – 5 classes (including welding and computer aided manufacturing)
- Woods – 6 classes (including furniture and cabinet design as well as digital manufacturing)
- Mechanics – 7 classes (automotive technology and repair)
- Business – 6 classes (plus the DECA marketing club)
- Health Sciences Professions 10 classes (also the HOSA club for future Health Occupations. Students can also earn a CNA Certificate)
- Teacher Cadet – 1 class (for aspiring teachers)

Dr. Hernandez asked if the CNA program was offered at Springfield High School’s building or at LCC. Mr. da Silva replied at the school building.

Dr. Towe shared CTE opportunities at Thurston High School:

- Drafting Technology Pathway - 6 classes
- Manufacturing Technology Pathway 9 classes (including robotics, welding, and electric car design)
- Construction and Wood Technology Pathway – 8 classes (including furniture and cabinet design, as well as digital manufacturing)
- Business Pathway – 6 classes (including marketing, web design and mobile app development, and a DECA club)
- Family & Consumer Studies Pathway – 9 classes (including culinary and early childhood education, plus the opportunity to work in the preschool)
- Robotics and Computer Science Pathway – 6 classes (including LEGO robotics, VEX Robotics, Competitive Robotics, and Robotics Project Leadership).

There was also a natural resources pathway which was being further developed at both Thurston and Springfield high schools.

Ms. Beard said A3 was fortunate to be able to form two pathways for the coming year: visual arts and performing arts. A3 would provide students opportunities for real life internships.

CTE at A3:

- The Visual and Media Arts Pathway
- The Performing Arts Pathway

These pathways would prepare students for careers in the arts with emphasis on college and career skills such as technology (i.e. creating their own website to showcase work), collaboration and communication. The funds allowed A3 to develop the Arts CTE programming and increase staff.

Ms. Raven noted it wasn't financially feasible to recreate each program at every school. She hoped administration would discuss ways for students to take courses at another school if needed. Mr. Collins said yes, those discussions were taking place.

Mr. Collins stated the district was completing intentional facility projects to support learning. Those improvements were at:

- Springfield High School - Graphic Design Lab
- Briggs Middle School – Maker space project/update
- Thurston High School - Metal Shop and Equipment upgrade

He noted there were also some unfinished efforts from that year, as well:

- Data Analytic Systems
- Internships
 - Elevate Lane County
 - SPS
- Work Experience
 - LCC General Work Experience
 - SPS Paid/Unpaid Work Experience
- Increased Partnerships and Alignment with Regional Efforts
 - Chamber of Commerce
 - Lane Workforce
- 8/9 Transition Specialist/Support Model Build Out

Mr. Collins stated the district was making overall progress. There was a lot to celebrate and still a lot of work to be completed. The district always needed to continue moving forward in order to help all students.

This year, the district had a few takeaways:

- SPS was making overall progress using the identified programs.
- The District needed to be more intentional in planning, communication, check-ins and feedback with all stakeholders in the development/progress of monitoring of High School Success plan.
- Need to be more intentional in reviewing disaggregated data, set goals using that data and then develop identified supports.
- Intentionally insert into every conversation of what could be done better to support students in historically underserved populations.

Mr. Collins shared three larger goals of the district:

- Goal 1: All students will leave 9th grade on-track toward graduation.
- Goal 2: All students, with a focus on historically underserved populations, will have more equitable opportunities to access Career and Technical Education (CTE) and College-Level coursework.

- Goal 3: By the end of the 2020-2021 school year, SPS cohort graduation rates for all student groups will either align or surpass the respective Oregon “overall” average rate.

As the district worked to meet its identified goals, it would use a variety of monitoring tools. Performance targets included:

- On-Time Graduation and 5-year completion rates
- 9th grade on track
- Curbing chronic absenteeism
- Access to CTE offerings
- Building based metrics

Mr. Collins noted he was recently asked about what the district would do should it become fully funded. He stated the district would likely do the following:

- Fund Summer Bridge Program: students grade 8 to 9 that included:
- Provide significant additional resources to provide sufficient time for teachers and staff of students in grade 9 to review student data
- Hire certified TOSA for student and family supports
- Develop pathways - certified
- Expanded options - Original Online Credit - Brick and Mortar Sites
- Increase the attendance TOSA to full time
- Use budgeted resource to Community/Business Partnership Development
- Research and review current and/or additional alternative programming opportunities for students in grades 9-12.

Recently, staff attended a COSA presentation. One conversation was around the Student Success Act, HB3427. The house bill was enacted, but could be overturned during the next election cycle. If it remained intact, taxes would be collected to create a competitive funding stream for school districts. The funds intended to supplement existing resources in the areas of expanded learning time, student health and class size reduction.

The district would not allocate any funds until both were passed, but it was prepared if and when the funds became available.

Dr. Hernandez asked how the district monitored and reported results to stakeholders. He wondered if there was an ongoing plan to engage stakeholders.

Mr. Collins said his recommended outreach plan was to assess and understand gaps, include stakeholder involvement and explain the current state of affairs.

Mr. Collins shared some final thoughts. He expressed the district’s appreciation for the additional resource, however there was much work to do. The district was excited for future opportunities to support increased student outcomes.

Dr. Hernandez asked if there was a Black Student Union at Thurston High School. Dr. Towe said not presently. There was a multicultural club, but not clubs for specific affinity groups. Dr. Hernandez asked how the group was working. Dr. Towe said the club was exceptional.

3. ADJOURNMENT TO EXECUTIVE SESSION

The Work Session was adjourned at 5:30 pm. The Board moved into Executive Session (non-public) pursuant to ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to

carry on labor negotiations and pursuant to ORS 192.660(2)(e) to conduct deliberations with persons designated by the governing body to negotiate real property transactions.

BUSINESS MEETING MINUTES

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on June 24, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order in the Board Room of the District Administration Building at 7:05 pm.

Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Michelle Webber, Laurie Adams, Emilio Hernandez and Naomi Raven.

District staff and community members identified included Superintendent Bruce Smolnisky, David Collins, Judy Bowden, Whitney McKinley, Suzanne Price, Brian Megert, Jeff Michna, Brett Yancey, Dustin Reese, Anne Goff, Hannlei Rozen, Todd Hamilton, Todd Mann, Colleen Hunter, Shelley Nurre, Chris Reiersgaard, Marilyn Williams, José da Silva and Marina Brassfield.

CHANGES OR ADDITIONS TO THE AGENDA

There were no changes made to the agenda.

2. INTRODUCTION OF NEW ADMINISTRATORS

Suzanne Price, Director of Elementary Education introduced Shelley Nurre, the new administrator at Mt. Vernon Elementary School. Ms. Nurre has been an educator for 28 years and started her career in Springfield where she spent 13 years serving as a special programs educator and a behavior specialist. She left Springfield and has served as an administrator in the Gresham-Barlow School District for the last four years. She has also served as an elementary teacher, administration assistant, a Pre-K Special Programs Director, K-12 principal and an adjunct professor at the university level. Ms. Price concluded by saying we are excited she is returning to Springfield and Mt. Vernon.

Ms. Nurre thanked the district for the opportunity to return to SPS and Mt. Vernon.

Ms. Price also introduced Marilyn Williams, the new administrator at Centennial Elementary School. Ms. Williams has been an educator for almost 30 years with experience in both the private and public settings. Her primary focus has been on literacy and integrating these skills across content areas. She has a masters in special education and a doctorate in educational leadership. She has taught general and special education classes at the elementary and middle levels and most recently, as an assistant principal at Springfield High School.

Ms. Williams thanked the board for all they do to support educating our students and is excited about the opportunity to return to an elementary school.

3. PUBLIC COMMENT

Chair Bessett read the following statement concerning public comment:

This is the portion of our agenda for public comment. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

Those wishing to make public comments must complete a “request to speak” form and speakers will be called upon in the order in which they are received. Audience members who wish to make public comments must state their name and address for the record.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called.

The board will not hear personal complaints concerning school personnel or against any person connected with the school system. Any complaints regarding a particular employee must be processed through the procedure set forth in policy, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues.

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

Hannalei Rozen, 1551 B Street, stated the board recently received a petition regarding removal of an instructional garden located at the Brattain school site. The public still had many questions and approached the board due to the extent of the proposal. Relocating the garden was of great concern to the community and the issue required more outreach. Ms. Rozen noted the letter from the district to the public did not say whether the district intended to build a parking lot, nor did it say what the district intended to do at the site. It simply said the garden would be relocated, however, she didn’t feel it would work to move a garden. Ms. Rozen, along with other community members, wanted to hear the exact plan that was being proposed. She also expressed her concerns about security at the site.

4. CONSENT AGENDA

Chair Bessett had corrections to the Consent Agenda. There was an error within the June 10, 2019 minutes. The change would remove the phrase, “and the garden helped with regulation of air quality in the building,” located on Page 6 of the minutes.

There was no opposition to the change.

Chair Besset noted there was one more change to the Consent Agenda in the section regarding Policy DBDD. The correction was from 8% to 4%, to reflect current practice.

There was no opposition to the change.

A. June 10, 2019 Board Meeting Minutes

B. Personnel Action, Resolution #18-19.049

New Hires

Jillian Flanders
Zane Hager
Thomas Kelley
Clint Kordon
Shelley Nurre
Monica Tapia

Resignations

Kelli Ngariki
Raina Silva

C. Alternative Education Program Approval, Resolution 18-19.050

In accordance with ORS 336.631(3) and Board Policy IGBHA, the district must annually evaluate and approve each alternative education program it operates, participates in or contracts with to provide services to

students. During 2018-2019 Springfield School District #19 operated programs within the district and contracted with Board approved contractors to provide educational services to district students.

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

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

High School Options Team

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

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

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

In-District - Alternative Programs

- **Memorial Building Night School Program:** Night School is operated Monday through Thursday evenings from 4:00 – 8:00 PM. Night School provides opportunities for students that need access to educational services outside of the traditional day program due to a number of identified and personalized factors. This program offers a credit recovery option for students near completion of the required credits for a diploma. GED preparation services are also available.
- **Gateway Annex for Tutored & Expelled Youth Program (GATES):** Located in the Memorial Building this program provides services to youth expelled from district schools. Counseling and case management for special education students is provided onsite. The program provides services to both middle and high school age students. In addition, tutorial services are provided at this site. This program operates under the direction of the alternative education administrator.
- **Intensive Tutoring Program (ITP):** Located in the Memorial Building as well as other sites throughout the community, ITP offers individualized programming for students who need small group tutoring. This program is designed to meet individualized needs with specific support designed for small group tutoring environment.
- **Opportunity Program (OP):** The Opportunity Program provides services to students who had previously dropped out of school and is designed around several key dropout recovery principles. The program offers instruction with small teacher to pupil ratios as well as access to on-line programming. This program utilizes space within the Memorial Building to support student success. This program has the ability to support student placement in any of our existing high school programs – depending on the individual interests and needs of the student.

Out-of-District - Alternative Programs

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

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

Target Group: 6-18 year olds

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

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

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

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

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

Target Group: 11-17 year old.

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

Target Group: 11-17 year old.

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

Target Group: 12-19 year old.

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

Target Group: 8-14 year olds

Nutrition Purchasing Group. This purchasing cooperative represents nutrition service programs in twenty-two (22) school districts. This solicitation establishes a price agreement for the 2017-18 year and provides four optional annual renewals through the 2021-2022 school year.

This action will authorize District staff to exercise the contract renewal option to furnish Frozen/Perishable, Canned/Dry Goods, and Paper/Cleaning supplies for the Nutrition Services program for the 2019-20 school year.

Brett Yancey recommended that the Board of Directors approve the purchase of Nutrition Service supplies from the following vendors for the following estimated amounts:

McDonald Wholesale Company, Eugene, OR	445,000.00
Food Services of America, Woodburn, OR	230,000.00
Wallace Packaging LLC, Tucson, AZ	30,000.00
NW Distribution - Tools for Schools, Emmitt, ID	15,000.00

TOTAL ANTICIPATED AWARD \$720,000.00

H. 2018-29 Budget Adjustments and Allocations, Resolution #18-19.055

This resolution is necessary to recognize additional revenue and properly record expenditures in the 2018-2019 budget appropriations within the levels as required by Oregon Budget Law. Oregon Budget Law requires that expenditures are recorded within the proper account, and that expenditures not exceed the total amount budgeted by function level (1000 – instruction, 2000 – support services, etc.). Additionally, a formal resolution by the school board is required to transfer budget appropriations between function levels. The net result is to transfer budgetary appropriations from an account that has a positive balance to accounts that have expenditures that are in excess of the original amounts in the budget. These transfers do not increase the budget in any one fund, or the district budget overall. This resolution recommends adjusting the General Fund, Capital Project Funds, General Obligation Bond Funds, as well as the Equipment Replacement Fund (Bus Fleet) where the expenditures are taking place. When the budget document is prepared, estimates of where expenditures will occur are made based upon the previous year’s expenditure trends and grant awards.

BE IT HEREBY RESOLVED, that the Board of Directors for Springfield School District No. 19, hereby allocate budget appropriations and approve transfers for the 2018-2019 fiscal year within the funds and functions listed below:

General Fund (Fund 100):

100-2000	Support Services	(\$328,000)
100-4000	Building Acquisition/Improvements	\$328,000

* This adjustment is necessary to cover capital projects supported by the General Fund, including work that was required to complete the Hamlin Middle School dugouts (\$40,000) and the Thurston High School Concessions project (\$288,000).

Grants and Other Funds (Fund 200):

200-1000	Instruction Services	(\$ 80,000)
200-2000	Support Services	(\$357,000)
200-4000	Building Acquisition/Improvements	\$402,000
200-5000	Other Activities	\$ 35,000

* This adjustment is necessary to cover costs associated with Measure 98 activity throughout the year (\$220,000), the required maintenance on the Two-Rivers/Dos Rivers parking lot (\$20,000) and the Thurston High School Concession project (\$197,000).

Capital Projects Fund (Fund 400):

400-1990	Miscellaneous Revenue	(\$500,000)
400-4000	Building Acquisition/Improvements	\$500,000

- This adjustment is necessary to recognize a portion of insurance proceeds and cover expenses associated with activity associated with winter storm damage to District facilities and insurance coverage.

I. Policy Approval, Resolution #18-19.056

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.

Bruce Smolnisky recommended that the Board of Directors approve the following policy sections:

- [Section D](#)
 - [Bit.ly/SPS_SectionD](#)
- [Section E](#)
 - [Bit.ly/SPS_SectionE](#)
- [Section F](#)
 - [Bit.ly/SPSSectionF](#)

MOTION: Ms. Adams moved, seconded by Ms. Webber for approval of the Consent Agenda. The motion carried Unanimously, 5:0.

5. ACTION ITEMS

A. 2019-20 Designation of District Officers, Clerks, Depositories and Contract Review Board, Resolution #18-19.057

Oregon Revised Statutes (ORS) require a governing body to designate at the beginning of each fiscal year the individuals who will have authorization to act as the District officers, clerks, to designate the financial institutions the District uses for the investment of funds and to review the status of, and rules adopted, by the Local Public Contract Review Board.

The resolution designates the following: Budget Officer (ORS 294.331), Clerks of the District (ORS 332.515), Custodian(s) of Funds (ORS 328.441, 328.445), Public Contract Rules (ORS Chapter 279 and OAR Chapter 137), Grant Officer, and Depositories of Funds (ORS 328.441, 294.805 – 294.895).

Brett Yancey recommended that the Board of Directors approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as follows for the 2019-20 fiscal year.

BUDGET OFFICER:

Be it resolved, that Brett Yancey is hereby designated to serve as Budget Officer of the Springfield Public Schools for the fiscal year 2019-2020.

DISTRICT CLERKS:

Be it Resolved, that law designates Todd Hamilton, Superintendent of Springfield Public Schools, as Clerk of said District for the fiscal year 2019-2020.

Whereas, it is advisable for additional staff members to be designated as Deputy Clerk.

Be it Resolved, that Brett M. Yancey, Chief Operations Officer and Joan Bolls, Financial Services Supervisor be appointed as Deputy Clerks for the Springfield Public Schools for the 2019-2020 fiscal year.

Be it further Resolved, that adequate insurance coverage be obtained for the above-named Clerk and Deputy Clerk, in accordance with ORS 332.525.

Be it further Resolved, the Board of Directors authorizes the Superintendent and Chief Operations Officer to have signature authority on all matters and issues related to conducting business of the School District. It is also recognized that the Superintendent shall have the authority to delegate levels of signature, outlining appropriate areas for designees (by content area).

GRANT OFFICER:

Whereas, grant funding may become available through Federal, State or other sources; and,

Whereas, certain available grant funds may be deemed beneficial toward improvement of the District's educational system;

Be it Resolved, that the Superintendent or the Chief Operations Officer be named as the Local Agency Representative(s) and shall hereby be authorized to execute and file application(s) for and on behalf of the District and otherwise act as the District's representative in all activities related to grants for the fiscal year 2019-2020.

PUBLIC CONTRACT REVIEW:

Be it Resolved, that the Board of Directors will act as its own contract review board granted authority under ORS 279A.060, and also adopts the current Oregon Attorney General's Model Public Contracts Manual stipulated by ORS 279A, 279B, 279C, OAR 137 Divisions 46, 47, 48, and 49.

INVESTMENT DEPOSITORIES:

Whereas, Springfield Public Schools has statutory authority for investment of funds,

Be it Resolved, that the following depositories are hereby approved as official depositories of Springfield Public Schools for the 2019-2020 fiscal year:

Banner Bank, Bank of America, Umpqua Bank, Key Bank of Oregon, Pacific Continental Bank (aka Columbia Banking System), Northwest Community Credit Union, Citizens Bank, OnPoint Community Credit Union, US Bank, Chase Bank, Wells Fargo Bank, Oregon State Treasury Local Government Investment Pool, Wells Capital Management, D.A. Davidson & Company, Siuslaw Bank, Oregon Community Credit Union and Piper Jaffrey & Company.

Be it further Resolved, that the Clerk of the District or the Deputy Clerks, as Custodian of Funds, are authorized to establish accounts and to issue checks against such accounts bearing the original signature of the

Clerk or Deputy Clerk(s) or the facsimile signature of the Clerks in accordance with ORS 328.411 and 328.445.

MOTION: Ms. Webber moved, seconded by Ms. Raven, for approval of the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed in resolution #18-19.057.

The motion carried unanimously, 5:0.

B. 2019-20 Property and Liability Insurance, Worker's Compensation Insurance, Resolution #18-19.058

Property & Casualty Insurance:

In preparation for the 2019-2020 fiscal year, the Springfield Public Schools requested the District's agent of record request bids for property, casualty and liability insurance policies. The District has received a premium quotation for property, casualty and liability insurance coverage and the most economical quotation received is approximately 8.86% increase compared to premiums paid for the 2018-2019 fiscal year, which is a total increase of approximately \$54,383. The District is also exercising the option of adding specific coverage for an excess cyber policy. This policy will provide a greater level of coverage in the event the District experiences a cyber-attack (i.e. ransom, etc.). This additional coverage has a premium of approximately \$9,000, which is within the appropriations budgeted. Overall, insurance market conditions are stabilized, however employment and boundary invasion claims continue to be a concern in the overall market, as well as large property claims. The agent of record (Brown and Brown Northwest) recommends coverage under Special District Association of Oregon that meets or exceeds current levels of coverage.

Worker's Compensation Insurance:

Annually, the Springfield Public Schools reviews insurance and worker's compensation policies to ensure the most cost effective plans for the upcoming year. For the 2019-2020 fiscal year SAIF Corporation quoted \$333,021, which is approximately \$72,157 less than the current year. Coverage under this proposal is identical and consistent with current plans.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew property, casualty and liability insurance coverage, including earthquake and flood coverage under Special District Association of Oregon for the period July 1, 2019 – June 30, 2020.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew worker's compensation insurance coverage under SAIF Corporation for the period July 1, 2019 – June 30, 2020.

MOTION: Dr. Hernandez moved, seconded by Ms. Webber, for approval of the renewal of the District's worker's compensation insurance coverage under SAIF Corporation for the period of July 1, 2019 – June 30, 2020.

The motion carried unanimously, 5:0.

C. 2019-20 Designation of District Legal Counsel and Municipal Auditor, Resolution #18-19.059

Oregon Revised Statutes (ORS) require a governing body to designate at the beginning of each fiscal year the individuals and/or firms who will have authorization to act as the District's legal counsel and auditors.

Brett Yancey recommended that the Board of Directors approve the resolution designating District agents as listed on the attached documents for the 2019-2020 fiscal year.

LEGAL COUNSEL:

Be it Resolved, that Garrett, Hemann, Robertson PC is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2019-2020 for general counsel services and special education services.

Be it Resolved, that Thorp, Purdy, Jewett, Urness & Wilkinson PC is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2019-2020 for general counsel, contracting services, and property transactions.

Be it Resolved, that the Hungerford Law Firm, Attorney at Law, is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2019-2020 for labor relations and special education services.

Be it Resolved, that Bullivant Houser Bailey PC, Attorney at Law, is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2019-2020 for liability, litigation and other specialized services.

Be it Resolved, that Oregon School Boards Association, Policy and Legal Services is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2019-2020 for general counsel services.

Be it Resolved, that Mersereau and Shannon, Attorney at Law, is hereby designated to serve as legal counsel of Springfield Public Schools for the fiscal year 2019-2020 for litigation and bond counsel services.

Be it Resolved, that Miller Nash Graham & Dunn LLP, is hereby designated to serve as legal counsel of Springfield Public School for the fiscal year 2019-2020 for contract administration, construction law, Civil Rights, Title 9, Immigration and litigation.

All services will be provided on an “as needed” basis at the hourly rates indicated in the proposal responses.

AUDITOR:

Be it Resolved, that the firm of Pauly, Roger & Company PC Certified Public Accountants, are hereby designated to serve as auditors for Springfield Public Schools for the fiscal year 2019-2020.

MOTION: Ms. Adams moved, seconded by Dr. Hernandez, for approval of the resolution designating District agents for the 2019-2020 fiscal year.

The motion carried unanimously, 5:0.

D. Brattain Remodel, Resolution #18-19.060

This Invitation to Bid (ITB) was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network (ORPIN). Eight (8) potential general contractors attended the mandatory pre-bid conference and job walk held on June 11, 2019. Three (3) responses were received to this ITB.

This project includes the minor remodel of specific areas located in Brattain Elementary School, including construction of security inside the building, demolition of existing conditions in specified areas, new wall construction in specified areas, ADA bathroom remodels and sheetrock/plaster repair throughout the building. Work on this project will begin immediately and be substantially complete by August 31, 2019. Work is scheduled to be provided under a single standard general construction contract.

The original solicitation documents and specifications were developed by GLAS Architects, in cooperation

with District staff. Board Member Emilio Hernandez reviewed the procurement files. Funding for this project will be provided through identified District resources.

Brett Yancey recommended that the Board of Directors approve the award of the Brattain School Minor Renovation Project to Whitewater Construction of Eugene, Oregon for the Base Bid amount of \$148,645.

MOTION: Ms. Adams moved, seconded by Ms. Webber, for approval of the award of the Brattain School Minor Renovation Project to Whitewater Construction of Eugene, Oregon for the Base Bid amount of \$148,645.

The motion carried unanimously, 5:0.

E. SEA Contract Agreement, Resolution #18-19.061

The District and SEA bargaining teams met beginning in February 2019 to negotiate a new two-year compensation and benefits contract for licensed teaching employees. The new agreement is effective July 1, 2019 – June 30, 2021. The school board is being asked to ratify the new two-year agreement.

Dustin Reese recommended that the Board of Directors approve the new two-year agreement between Springfield Public Schools and Springfield Education Association, effective July 1, 2019 through June 30, 2021.

MOTION: Ms. Adams moved, seconded by Ms. Raven, for the approval of the new two-year agreement between Springfield Public Schools and Springfield Education Association, effective July 1, 2019 through June 30, 2021.

The motion carried unanimously, 5:0.

6. REPORTS AND DISCUSSION

A. Graduation and Scholarships Report

For the 2018-2019 school year, Springfield Public Schools graduating seniors were awarded a total of \$11,339,355.00 in scholarships.

Springfield High School had 241 graduates, with 91 students awarded \$5,521,451 from 161 scholarships. Thurston High School had 289 graduates, with 77 students awarded \$5,380,556 from 299 scholarships. Academy of Arts and Academics (A3) had 81 graduates with 13 students awarded \$422,348 from 28 scholarships. Gateways High School had 16 graduates with four (4) students awarded \$3,000 from four (4) scholarships. WLA-HS had 24 graduates, with five (5) students awarded \$12,000 from five (5) scholarships. SPS OnLine had eight (8) graduates. Alternative Education had one (1) graduate.

Gateways High also had seven (7) students receiving their GED, Alternative Education had nine (9) students receiving their GED, Springfield High School had 9 students receiving their GED, and Thurston High School had 12 students receiving their GED.

B. Summer School Programs

The district is offering Extended School Year (ESY) for students with special needs served through our Life Skills Programs. ESY is offered annually and is part of students' Individualized Education Plans.

Bertha Holt is hosting MEP Summer School for qualifying MEP students from Lane County. MEP Summer School's focus is on math, reading and STEM.

Maple, Mt Vernon, Riverbend and Two Rivers Elementary schools will be hosting a KITS (Kids In Transition to School) Program during July and August. KITS is an evidence-based school readiness program developed at the Oregon Social Learning Center. The program provides a boost to children’s literacy, self-regulation and social skills just prior to kindergarten via a system of positive teaching and behavior change strategies.

Thurston and Two Rivers Elementary schools will also host Willamalane’s Camp Kaboom June 17 – August 23.

Centennial Elementary will host Open Library for K-5 students July 2 to August 16, 9:00 a.m. to Noon on Tuesdays and Fridays (closed July 5) and include family literacy activities, read-a-louds, free book give-a-ways, summer checkout, and weekly themes. Douglas Gardens will host Open Library each Wednesday June 19 to August 12, 10:30 a.m. to 11:30 a.m. and include book check out, literacy activities and games.

Hamlin Middle School is also hosting an academic Summer program for students who live in the Hamlin boundaries and are entering grades 6-8. The program runs Monday through Thursday, from July 1 to August 1 with lunch provided. No classes will be held July 4 & 5.

Thurston High is offering a Strong Start Freshman Academy, August 13-17. Strong Start Freshman Academy is a week-long camp experience for incoming Thurston High freshmen which focuses on DEF decision making.

Lastly, the district is offering a credit recovery summer program for students at Springfield High School and Thurston High School. Springfield High’s class schedule is to be determined. Thurston High’s class schedule is July 1 to August 1, 8:00 – 3:00 Monday through Friday (no school July 5). Thurston and Springfield are offering classes to 9th-12th grade students. These classes are for students that need to recover credits to either 1) graduate or 2) be on track to graduate.

The High School Summer School credit recovery programs will cost the district approximately \$19,650.

2019 Summer School District Summer School Programs

Elementary Programs		Grades (Fall 2018)	Begin Date	End Date	Begin & End Times	# Students	Description
Centennial	Open Library	K-5	July 2 (closed July 5)	Aug 16	9:00 - Noon		Tuesday/Friday (closed July 5th) Family literacy activities, read-a-louds, free book give-a-ways, summer checkout, weekly themes
Centennial	EEP Class	Pre-K					
Douglas Gardens	Open Library	K-5	June 19	Aug 12	10:30 am -11:30 (Wednesdays)		Library will be open on Wednesdays to all incoming and outgoing DG students for book checkout, literacy activities and games.
Maple/TRDR (@ Maple)	EC Cares /KITS	incoming K	July 8	Aug 16	9:30 - 2:30		
Mt Vernon	KITS	incoming K	July 9	Aug 22	1:00 - 3:00		
Mt Vernon	Safety Town		July 12 (set up)	July 26	8:30 - 4:00		

Page	EEP Class	Pre-K					
Riverbend	KITS & ESY	incoming K					
TES	Willamalane Camp Kaboom	K-5	June 17	Aug 23	9:00 - 4:00 (Extended hours: 7-9 am, 4-6 pm)		
Two Rivers (@ Maple)	KITS	incoming K					
Two Rivers	Willamalane Camp Kaboom	K-5					
Special Educ	Extended School Year	Contact Special Programs for information					
Middle School Programs		Grades (Fall 2018)	Begin Date	End Date	Begin & End Times	# Student s	Description
HMS	Summer Institute (Free)	6 - 8	July 1	Aug 1	9:00 - 1:00 Mon -Thurs		The program will be hosted at Hamlin Middle School for HMS students. Lunch will be provided.
High School Programs		Grades (Fall 2018)	Begin Date	End Date	Begin & End Times	# Student s	Description
SHS	Academic Summer School SHS*	10-13					
THS	Academic Summer School THS*	10-13	July 1	Aug 1	8:00 - 11:00 / Noon - 3:00	40+	
THS	StrongStart	Incoming 9	Aug 12	Aug 16	8:00 - 3:00	30+	Summer camp for incoming 9th graders based on DEF decision making.
Bertha Holt	MEP Summer School	Pre K - 8	July 1	July 25	8:30 - 12:30	230	Qualifying MEP students from Lane County are invited to participate in MEP SS. Focus is on math, reading and STEM.
Special Education	Extended School Year	Contact Special Programs for information					

Ms. Raven asked for how many years Hamlin offered its summer program. Mr. Collins said about 9 to 10 years.

Dr. Hernandez asked where the extended summer program was located. Dr. Megert said at Riverbend Elementary School and Thurston High School.

C. Superintendent Communication

Superintendent Bruce Smolnisky shared that he was pleased about the new SEA contract. Mr. Smolnisky also acknowledged Ms. Rozen's questions and added the district would try and answer all that were brought forward.

Mr. Smolnisky said he had had a wonderful year and thanked the board for their support during his time as the interim superintendent. He concluded by saying that he would miss everyone.

He also shared that the City Manager, Gino Grimaldi was also retiring and that the City was holding a reception for him on Thursday at City Hall from 4:00-6:00pm if any of the board members wanted to attend.

D. Board Communication

Zach Bessett expressed his thanks to Superintendent Smolnisky, Cabinet and his fellow board members for their service this year.

Dr. Emilio Hernandez thanked Mr. Smolnisky for his service to the district and said he looked forward to working with the incoming superintendent, Todd Hamilton.

10. OTHER BUSINESS

There was no other business.

11. NEXT MEETING

There will be an Organizational Meeting on July 22, 2019.

12. ADJOURNMENT

With no other business, Mr. Bessett adjourned the meeting at 7:35 pm.

(Minutes recorded by Marina Brassfield)