



*Every Student a Graduate Prepared for a Bright and Successful Future*

## Springfield Public Schools

**BOARD OF EDUCATION**  
**November 13, 2018**  
**Administration Center Boardroom**  
**640 A Street**  
**Springfield, OR 97477**

**5:30 pm Board Work Session**  
**7:00 pm Board Meeting**

<b>AGENDA</b>		<b>TAB</b>
1.	Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Zach Bessett
2.	Recognition: American Education Week Proclamation	Chair Bessett 1
3.	School Presentation: Hamlin Middle School	Principal Kevin Wright
4.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
5.	Consent Agenda	
	A. October 22, 2018 Board Meeting Minutes	2
	B. Financial Statement	Joan Bolls 3
	C. Magnet Schools and Programs AR	David Collins 4
	D. Personnel Action, Resolution #18-19.012	Dustin Reese 5
	E. Open Enrollment & Inter-District Transfer Update	David Collins 6
	F. Budget Calendar Approval, Resolution #18-19.013	Joan Bolls 7
	G. OSBA Elections: Legislative Priorities & Policies, Res.#18-19.014	Bruce Smolnisky 8
	H. OSBA Elections: Amend Bylaws, Resolution #18-19.015	Bruce Smolnisky 9
	I. Out of State Trip THS Cabaret, Resolution #18-19.016	David Collins 10
	J. Out of State Trip THS Varsity Cheer, Resolution #18-19.017	David Collins 11
	K. Out of State Trip THS Band and Orchestra, Resolution #18-19.018	David Collins 12
6.	Action Items	
	A. Low Income Rental Housing Property Tax Exemption, Resolution #18-19.019	Joan Bolls 13
7.	Reports and Discussion	
	A. Student Communication	
	B. Superintendent Communication	Bruce Smolnisky
	C. Board Communication	Chair Bessett
	•Board Committee Reports	
8.	Other Business	
9.	Next Meeting: December 10, 2018, 7:00 pm, Business Meeting	
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.

### **American Education Week Proclamation**

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, education employees, be they teachers, administrators, or other education professionals, work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS, schools encourage community, bringing together adults and children, parents, mentors, community leaders, local businesses, and elected officials in a common enterprise to foster a love of learning in our students, spark creativity, instill a positive work ethic, and give our children the tools needed to realize their full potential.

NOW, THEREFORE, BE IT RESOLVED that we, the Springfield Board of Education, do hereby proclaim November 12 – 16, 2018 as the observance of American Education Week.

DATED this 13<sup>th</sup> Day of November 2018.



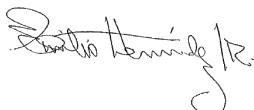
Zach Bessett, Chair



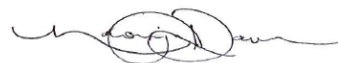
Michelle Webber, Vice Chair



Laurie Adams



Emilio Hernandez



Naomi Raven

## **BUSINESS MEETING MINUTES**

5/A Regular Meeting of the Lane County School District No. 19 Board of Education was held on October 22, 2018.

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

Board Vice Chair Michelle Webber called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 4:05 pm and led the Pledge of Allegiance.

#### **Attendance**

Board Members present included Board Vice Chair Michelle Webber, Laurie Adams, Dr. Emilio Hernandez and Naomi Raven. Board Chair Zach Bessett was excused from the meeting.

District staff and community members identified included Superintendent Bruce Smolnisky, David Collins, Brett Yancey, Judy Bowden, Jenna McCulley, Whitney McKinley, Suzy Price, Brian Megert, Jeff Michna, Dustin Reese, Shawn Walker, Dennis Minium, Lesa Haley, Sonny Molinari, Gus Beeler, Anne Goff, Colleen Hunter, Jonathan Light, Laura Pavlat, John DeWenter, Brenda Holt, Ame Beard, Dan Eagan, Steve Mow, Missy Cole, Joan Bolls, José da Silva, Marilyn Williams, Calli Dean, Shawn Walker, Cadence Rose, Josh Perry, Shylee-Ann Campbell, Ian Ker, Jacob Sieczkowski, Kenneth Woodruff, Kayleena Buster and Marina Brassfield.

### **2. SCHOOL PRESENTATION: SPRINGFIELD HIGH SCHOOL**

Principal José da Silva shared a PowerPoint presentation entitled, *Springfield High School Board Presentation*. Assistant principals Marilyn Williams, Calli Dean and instructional coach Josh Jordan assisted with the presentation.

Principal da Silva wanted to offer a strength-based approach when addressing the challenges facing Springfield High School (SHS). These challenges included chronic absenteeism, graduation rates and test scores. The administration was looking hard to identify root causes and taking steps to address these challenges.

SHS wanted to prepare every student for a bright and successful future. In order to do so, the school had embedded the district's mission into its own mission. The SHS mission statement was, "At Springfield High School, we are committed, through an ongoing collaboration between teachers, families, and community members, to offering rich and diverse curriculum that equips students with the knowledge and skills necessary for success in school and in all future endeavors."

Ms. Dean explained SHS had implemented a few initiatives over the past couple years. One was a positive behavior intervention and supports (PBIS) initiative and their Stay SHARP (Self Aware, Honest, Appreciative, Respectful, Persistent) framework. SHARP was clearly stated and it defined school-wide expectations. SHARP was part of the school's branding, was defined in the classroom and common areas and was a part of the student leadership group's work.

Ms. Dean said there was a measurement called "tier fidelity inventory." It measured certain criteria related to PBIS supports. When 70% of the criteria were met, they would begin to see a positive impact in the school's culture. SHS reached 80% this fall.

SHS also worked to become a trauma informed school. A trauma informed school realized both the widespread impact of trauma and the role the school could play in promoting resiliency. It helped recognize the signs and impacts of trauma in students and families. Staff responded by fully integrating knowledge about trauma into policies, procedures and practices and sought to actively resist re-traumatization of students. PBIS and trauma informed practices both had positive effects on student performance and graduation.

Mr. da Silva said a theme this year was to specifically put together goals of the school board, instructional department, district and SHS. A progressive plan of action combining the goals into a cohesive set of strategies had been created.

Board goals included:

- Support families so that every student is ready to learn
- Provide personalized learning opportunities for every student
- Promote growth and success for every student

Instruction department goals included:

- Multi-tiered System of Support (MTSS)
- Guaranteed and Viable Curriculum (GVC)
- Quality Instruction

Ms. Williams said SHS had created a focus statement for academic year 2018-2019: *Because we are culturally responsive, and trauma informed, we will develop supports, procedures, and systems that create an environment where all students will learn. During 2018-2019, we will focus on writing, engagement, and instructional clarity.*

Another goal at SHS this year, was to incorporate writing across the curriculum. Ms. Williams explained writing exercises should happen in every classroom in a variety of ways. To help teachers, professional development and practice around different writing types were offered.

Mr. Jordan said the last two areas of focus were engagement and clarity. Engagement was how students interacted with content. To support the process of learning, SHS was specifically implementing Skillful Teacher Practices and creating staff resources that were easily accessible.

Mr. Jordan explained clarity from teachers had a big effect on how a student learned. It was how teachers communicated learning intentions and success criteria. The administration worked with staff on breaking down learning intentions into learning progressions and on giving clear and precise feedback about how the student was progressing.

Mr. Jordan described his work. His hours were split between teacher support (70 hrs.), classroom visits (25 hrs.), department professional learning community support (19 hrs.) and school wide professional development (9 hrs.). He concluded that teachers and staff required 50+ hours of professional development to develop a new practice.

Ms. Dean explained slides on student success indicators. The first was student attendance, which had a direct correlation to student graduation rate. Staff wanted to focus on students who attended less than 90% of the time. Students who attended more than 90% had a significantly higher chance of graduating. Over the past three years, chronic absenteeism went from 62% to 28%. SHS had done a lot of work to achieve these results. Administration hired a truancy officer, who was very helpful, and SHS implemented a stringent tardy. Staff made weekly phone calls to students with three or more unexcused absences and sent out quarterly “nudge” letters to get students to attend regularly. These letters were also available in Spanish.

Ms. Dean said students needed to earn six credits per year to graduate on time. There were improvements among sophomores, junior and seniors, so trends were heading in the right direction.

Ms. Dean said the administration looked at referrals and suspension rates. She explained it was significant that in school and out of school suspension rates were decreasing. Students spent more time in class which helped decrease the cycle of failure.

Principal da Silva said one of the great strengths of SHS was its partnerships within the community. They worked with a wide array of organizations. Staff publicly shared attendance rates and goals on the reader board. Finally, SHS hosted a variety of family-centered events.

Principal da Silva stated SHS wanted all graduates to be college ready, career ready, and future ready; these goals were reflected in the portrait of a SHS graduate. A SHS graduate student was a(n):

1. Persistent and Resourceful Individual
2. Adaptable and Productive Participant
3. College and Career Ready Scholar
4. Critical and Innovative Problem Solver
5. Ethical Decision Maker
6. Effective Communicator and Collaborator

Dr. Hernandez asked about suspensions. He wondered how to keep the student involved in school when they were required to stay home. Ms. Dean said when making a discipline decision, staff responded to the behavior and which class it occurred in. For example, the student might be given work service hours because the staff used suspension as a last resort. During an in-school suspension (ISS), there was a specific classroom and a teacher who proctored that study time. When students came into the class, they logged-on to look at their grades and filled out a grade sheet. Emails were sent to teachers about missing work and runners gathered that work. Ms. Dean reiterated teachers wanted kids to be accomplishing work and catching up during an ISS.

Ms. Dean explained out of school suspensions were generally for school safety issues (i.e. coming to school under the influence or participating in a physical altercation). In those cases, families came to school and got homework for the lost instruction time.

Dr. Hernandez asked how to involve parents and keep parents aware of the situation. Principal da Silva said administrators used a holistic approach. They held a phone conference to ensure parents were fully aware of the situation and the discipline approach moving forward. Administrators also tried to understand the core reason for the behavior. Sometimes the student could have been upset about something outside of school.

Ms. Raven appreciated the “portrait of a graduate” and the policies and practices put in place to reach success. She thought SHS was working with the end goal in mind.

### **3. STUDENT BOARD MEMBER INTRODUCTIONS**

Vice Chair Webber introduced Assistant Superintendent David Collins introduced the following students who would serve as Student Board Representatives for the 2018-19 school year:

Academy Arts and Academics: Cadence Rose and Alternate: Josh Perry

Gateways High School: Shylee-Ann Campbell and Alternate: Sonny Molinari

Springfield High School: Ian Ker and Alternate: Gus Beeler

Thurston High School: Jacob Sieczkowski and Alternate: Madisen Hill

Willamette Leadership Academy: Kenneth Woodruff and Alternate: Kayleena Buster

#### **4. LOW-INCOME RENTAL HOUSING PROPERTY TAX EXEMPTION REPORT**

Vice Chair Webber invited Erin Fifield and Liz Butterfield from the City of Springfield to come forward and share a report regarding the Low-Income Rental Housing Property Tax Exemption Program.

Ms. Fifield explained the City Council recently adopted Ordinance No. 6383, and were looking to have board support. Ms. Fifield said the City Council identified housing as a key community issue. Findings pointed to a shortage of housing. Rental vacancy rates were very low and waiting lists were long for low-income qualified rental housing.

The City Council created a housing strategy in 2016 to identify ways to address housing issues. One effort focused on increasing the supply of affordable housing to families and individuals with lower incomes. As part of the process, Oregon State Statute 307515 allowed local governments to adopt a property tax exemption for low income rental housing for 20 years for projects serving folks earning less than 60% of the area median income (AMI). For a household of four individuals, that was no more than \$35,000 a year combined household income.

Ms. Fifield said local affordable housing developers asked the City for the exemption, so staff conducted their own financial analysis. In June 2018, the City Council decided to reinstate the program, with a focus on new units. Ms. Fifield explained the tax would apply to the City's levy, as well as any district with a combined tax rate of 51% or more. Thus, the City Council was asking all taxing partners for support.

Dr. Hernandez wanted to assist people in accessing livable rental units in any way they could. However, he didn't have chance to review Ms. Fifield's letter as he received it that day. Ms. Fifield pointed to one piece in the packet, which was an example analysis on a new affordable housing development called the Myrtlewood. The analysis on the property tax impacts within Springfield was modeled after that development. The estimated exemption per development was \$10,000 to \$11,000 per a year, split among districts. Ms. Fifield noted the City didn't frequently receive development applications.

Ms. Adams asked if "exempt" essentially meant the district wrote off the portion of revenue. Ms. Fifield said yes, while the program was in place, the district wouldn't receive taxes from new affordable housing developments. She understood hesitations around loss of revenue, which was one reason the City Council opted to implement the program solely for new units. The district was already not receiving that tax revenue, so there would be fewer negative effects.

Mr. Yancey said from the district's financial standpoint, there were two pieces to understand. The first was general obligation which was calculated in the state's formula. The other piece was property taxes collected via a general obligation bond levy. The district didn't collect those funds at a specified rate, but at a certain dollar amount. There was an annual debt service which was paid by the community via a levy. Essentially, if the City exempts a property from paying a portion of taxes, those taxes would still be picked up by the community. Therefore, there could be an impact on other tax payers.

Mr. Yancey asked if affordable housing developers could be both nonprofit/government agencies and private entities. He wondered what guarantees were put in place to ensure private developers who didn't necessarily need the exemption still passed affordable rates onto lower income renters. Ms. Fifield responded requirements were built into the statute. For-profit developers had to complete an application which showed that the full value of the exemption was reflected in the lower payments.

Mr. Smolnisky said the item would be brought for action at the next meeting.

## 5. SUPERINTENDENT SEARCH

Vice Chair Webber was pleased to share the selection of McPherson and Jacobson, LLC and search executive Dr. Steven Lowder to assist the district in its search for a new superintendent.

The selection came following the review of several search proposals along with interviews with lead executives from various firms. It became evident in the thorough proposal and interview process that Dr. Lowder was the right choice to guide the board through the selection process for the next superintendent.

Dr. Lowder would join the board during the November 1, 2018 special work session. He was aware of the board's request to engage stakeholders. Vice Chair Webber said there would be focus groups held throughout the month of November 2018, and asked board members and the public to keep an eye out for them. She was pleased to move forward in the process.

Dr. Hernandez asked if any dates were set yet. Ms. McCulley replied there were a few dates in mind, based on when groups usually met. Mr. Smolnisky said the intent was to complete the focus groups within the next couple weeks.

Dr. Hernandez confirmed that board members would receive notice when the dates were set, so they could share the information with their different constituents and the community in general. Ms. McCulley said absolutely. The Chair and Vice Chair requested cards that directors could pass out with the dates, times and locations of the focus meetings as well as a link to the online survey.

## 6. PUBLIC COMMENT

Vice Chair Webber read the following statement:

*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.*

Colleen Hunter of 4921 Glacier Drive wanted to thank leadership and the board for supporting recent fundraisers for Mount Vernon Elementary School teacher, Amber Trano, who is battling cancer.

Speaking as a teacher who retired a year ago, Ms. Hunter also wanted to speak about the Smarter Balance Assessment. She said she was not against assessments, but she thought they should be authentic and serve a purpose. Ms. Hunter did not think the Smarter Balance Assessment was appropriate. It was geared toward students with abilities two or three years above grade level and it was discriminatory toward students without a computer. Finally, testing involved a vast amount of classroom time. From her understanding, the purpose of the test was for accountability in equalizing the student experience. However, it asked questions that even

high achieving students couldn't comprehend. Part of her ask to the board was for board members to look at the practice test for 4<sup>th</sup> grade through the ODE website so they could understand the problem.

## **7. CONSENT AGENDA**

### **A. September 24, 2018 Board Meeting Minutes**

### **B. Financial Statement**

### **C. Personnel Action, Resolution #18-19.009**

Dustin Reese recommended the Board of Directors approve the personnel action for licensed employees as reflected in the resolution. Categories include:

#### **New Hires**

Jennifer Boatwright

Joel Duran

Evan Stone

Matthew Valenzuela

#### **Leave of Absence**

Trena Jayne

#### **Resignation**

Brittany Watters

#### **Retirements**

Pat Gagnon

Jeanne Rose

Kathy Lynn Smith

#### **Change of Contract Status**

Pat Gagnon

Stephanie Lawless

Jeanne Rose

Kathy Lynn Smith

### **D. Out of State Trip, SHS Girl's Basketball, Resolution #18-19.010**

Dr. Brian Megert recommended the Board of Directors approve SHS Girl's Basketball team's request to travel to Phoenix, Arizona to participate in the Tournament of Champions. Dates of travel will be December 18-23, 2018.

Three school days would be missed.

The Girls' Basketball team had fundraised all of the \$8,000 needed to cover the cost of the trip.

There was no cost to the district for this trip. Monies fundraised would also cover costs for substitute teachers, should there be any.

### **E. Out of State Trip, THS Baseball, Resolution #18-19.011**

David Collins recommended the Board of Directors approve Thurston High School Baseball Team's request to travel to Phoenix, Arizona to participate in the Pride Classic Baseball tournament. Dates of travel will be March 22-30, 2019.

Students will miss one half of a school day (March 22).

The Baseball team had already fundraised all monies needed to cover the cost of the trip.

There was no cost to the district for this trip. Monies fundraised would also cover costs for substitute teachers.

**Motion:** Ms. Adams moved, seconded by Dr. Hernandez for approval of the Consent Agenda. The motion carried unanimously, 4-0.

## **8. REPORTS AND DISCUSSION**

### **A. Enrollment Update**

Assistant Superintendent David Collins shared the following report on enrollment. The report was included in the agenda packet.

The final student count that the district will use for the remainder of the year was taken the last day of September.

On September 28<sup>th</sup> there were 10,718 students attending K-12 in Springfield. This included all schools including charter schools and in-district alternative education programs. It did not include any out of district alternative students or homebound students.



SHS was currently under projection by more than one percent, but not in a distributed way. A few schools exhibit variations from projections. At the elementary level, the following elementary schools were over projections:

Guy Lee Elementary    over 53 students  
Ridgeview Elementary   over 12 students

Elementary Schools that were under projection:

Centennial Elementary                      under 7 students  
Douglas Gardens Elementary              under 12 students  
Page Elementary                              under 7 students

The remaining elementary schools were over or under projection by 6 or less students.

Middle school enrollment showed Agnes Stewart Middle under by 11 students, Briggs over by 4 students, Hamlin Middle under by 16 students, and Thurston Middle under by 17 students.

At the high school level projections are:

Springfield High	over 9 students	Thurston High	under 11 students
Gateways High	over 2 students	A3	over 7 students
SPS Night School	under 25 students		

Dr. Hernandez wondered if the trends were typical. Mr. Collins said there were patterns of movement by families, who generally chose their neighborhood school. People moving in and out had different ages of kids. Over time, there was a consistent rate of change.

Dr. Hernandez asked if the district tracked information on juniors and seniors who left school to work and support families. Mr. Collins said the group was not tracked formally, but the district did track internships and work experiences. Staff put mechanisms in place over the past year to further monitor truancy, such as the hiring of a truancy officer.

In response to Dr. Hernandez, Mr. Collins said there were meetings with the court system to discuss preventative, responsive ways to address truancy. In an effort to understand the needs of families, the truancy officer looked at obstacles and built relationships with students and families.

Ms. Raven asked how many people were generally enrolled in SPS night school. She was told around 30.

Dr. Hernandez encouraged student representatives to contact any board member about issues they saw within their own school.

Ms. Adams thought it was encouraging to see enrollment grow. However, she understood affordable housing was a huge need in the current economic climate. Even a small raise in rent could cause people to move.

## **B. Superintendent Communication**

Superintendent Bruce Smolnisky would be out of town for a week starting October 23, 2018. Mr. Yancey and Mr. Collins would act as contacts during his absence.

Secondly, the Alpha Delta Kappa (ADK) Tea would take place on October 24<sup>th</sup> at 4:30 in the Board Room. ADK was an educational society and each year they honored seven to eight teachers selected by their peers.

October 22, 2018

That morning, in conjunction with the City of Springfield, the district kicked off a three-week United Way campaign to support community organizations.

### **C. Board Communication**

Laurie Adams attended a recent soccer game. She was told the fields in the back of the school were in rough shape. She wondered if there were plans to improve the field. Mr. Yancey said the soccer fields were in worse shape than football fields because they were being utilized everyday by both boys' and girls' teams. Grass fields in the Willamette Valley were difficult to maintain, but they would be closed if they were found to be unsafe for practices or games.

Dr. Emilio Hernandez would serve on the Education Service District (ESD) board and the ESD budget committee as a community adviser. He would start in November 2018 and provide reports to the Board. Dr. Hernandez attended Latino Night at Springfield High School. He was happy to see so many families participated.

Naomi Raven said she had only been on the board a few weeks and was thrilled to be a part of the district. She shared some of her notes since being on the board. She said she was able to attend the Springfield Education Foundation's event, Night of 11,000 Stars, which she thought was phenomenal.

Michelle Webber was thrilled Dr. Hernandez was able to attend Latino night. Ms. Webber attended Night of 11,000 stars. She said each year the event was bigger and better. She loved the hard work and passion by the hosts.

### **9. OTHER BUSINESS**

There was no other business.

### **10. NEXT MEETING**

Ms. Webber said the board would hold a Special Work Session on November 1, 2018 from 6:00-8:00pm. She added the next board meeting would be held on Tuesday, November 13, 2018 because Veteran's Day would be observed this year on Monday, November 12, 2018.

### **11. ADJOURNMENT**

With no other business, Vice Chair Webber adjourned the meeting at 5:26 pm.

The board moved to Executive Session (non-public) pursuant to ORS 192.660(2)(e) real property.

*(Minutes recorded by Marina Brassfield)*

**SPRINGFIELD PUBLIC SCHOOLS  
2018-2019 Revenue/Expenditure Forecast  
As of October 31, 2018**

**\*\*Please see attached report\*\***

**REVENUES:**

- A majority of our (current year) property taxes will be received during the month of November, with minor collections remaining throughout the remainder of the year. Additionally, it is estimated that approximately \$425,000 of prior year property taxes are to be received on behalf of the District. This report is based on the information received through the Lane County Tax and Assessment office.
- During the 2017-18 and 2018-19 fiscal year, a federal ruling was issued whereby Comcast was ordered to pay a significant amount in taxes. This has a positive impact on our District and the revenue is being received as a payment in lieu of property taxes. The total for the 2018-19 school year is approximately \$649,000, however this will be counted in local revenue and offset the Basic School fund payment in the equalization formula.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments. According to Oregon Department of Education's estimate (10/24/2018), the District is scheduled to receive approximately 100.7% of the adopted budget. This estimate includes the additional students enrolled in the SPS Online program, as well as a declining Charter School enrollment at Willamette Leadership Academy.
- The District is anticipating receiving approximately \$190,000 in County School Funds. To date the District has not received anticipated funds.
- The District is anticipating receiving approximately \$1.126 million in Common School Funds. To date the District has received approximately \$601,000 of the anticipated revenue.

**EXPENDITURES:**

- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. While historically the District has under spent these budget areas, reductions in discretionary budget no longer afford for significant under-expending.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2017-2018 adopted budget.

Additional Notes: For the 2018-2019 budget year the current estimate of ending fund balance is \$6,704,321. Included in this number is the un-audited ending fund balance estimate from the 2017-2018 fiscal year (\$10,235,350).

Submitted by:  
Brett M. Yancey  
Chief Operations Officer

Reviewed by:  
Bruce Smolnisky  
Superintendent

**SPRINGFIELD SCHOOL DISTRICT 19**  
**2018-2019 REVENUE/EXPENDITURE FORECAST**  
as of  
**10/31/18**

	BUDGET	ACTUAL through 10/31/18	ESTIMATED from 10/31/18 to year end	PROJECTED 2018-2019	PROJECTED as % of BUDGET
<b>REVENUES:</b>					
Property taxes - current	25,236,816	13,543	25,223,273	25,236,816	100.00%
Property taxes - prior years	425,000	40,886	384,114	425,000	100.00%
Payment in lieu of property taxes	0	649,001	0	649,001	N/A
Other local sources	730,100	370,611	359,489	730,100	100.00%
Lane ESD Apportionment	1,806,126	585,391	1,220,735	1,806,126	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	75,893,821	32,009,089	44,429,471	76,438,560	100.72%
Common School Fund	1,065,886	601,639	524,850	1,126,489	105.69%
<b>Total revenues</b>	<b>105,347,749</b>	<b>34,270,160</b>	<b>72,331,932</b>	<b>106,602,091</b>	<b>101.19%</b>
Beginning fund balance	10,602,129	0	10,235,350	10,235,350	96.54%
<b>Total Beginning fund balance</b>	<b>10,602,129</b>	<b>0</b>	<b>10,235,350</b>	<b>10,235,350</b>	<b>96.54%</b>
<b>Total resources</b>	<b>115,949,878</b>	<b>34,270,160</b>	<b>82,567,282</b>	<b>116,837,441</b>	<b>100.77%</b>
<b>EXPENDITURES:</b>					
Personal services	57,494,622	10,997,111	46,032,535	57,029,647	99.19%
Employee benefits	36,886,691	6,400,238	30,181,588	36,581,826	99.17%
Purchased services	9,717,273	2,070,208	7,647,065	9,717,273	100.00%
Supplies & materials	3,216,751	966,314	2,182,924	3,149,238	97.90%
Capital outlay	143,000	8,558	134,442	143,000	100.00%
Other objects	790,972	720,394	70,578	790,972	100.00%
Fund transfers	2,721,164	0	2,721,164	2,721,164	100.00%
<b>Total expenditures</b>	<b>110,970,473</b>	<b>21,162,823</b>	<b>88,970,297</b>	<b>110,133,120</b>	<b>99.25%</b>
Unappropriated	4,000,000	0	0	0	-
Contingency	979,405	0	0	0	0.00%
<b>Total appropriations</b>	<b>115,949,878</b>	<b>21,162,823</b>	<b>88,970,297</b>	<b>110,133,120</b>	<b>94.98%</b>
<b>Total resources</b>		<b>34,270,160</b>	<b>82,567,282</b>	<b>116,837,441</b>	
<b>Total appropriations</b>		<b>21,162,823</b>	<b>88,970,297</b>	<b>110,133,120</b>	
Ending fund balance		13,107,337	(6,403,016)	6,704,321	
Less: contingency			0	0	
<b>Net fund balance</b>		<b>13,107,337</b>	<b>(6,403,016)</b>	<b>6,704,321</b>	

**MAGNET SCHOOLS AND MAGNET PROGRAMS**

**RELEVANT DATA:**

As the Springfield School District believes in supporting multiple pathways to student's success, the district is investigating the option of including magnet programming as an option for high school students. In order to support this, the Superintendent must first provide administrative guidelines for submission and approval for magnet programming as an optional educational mode.

The attached administrative regulation is provided to identify the application and approval process.

David Collins is available for questions.

**RECOMMENDATION:**

**SUBMITTED BY:**

David Collins  
Assistant Superintendent

**REVIEWED BY:**

Bruce Smolnisky  
Superintendent

## **Magnet Schools and Magnet Programs**

### **1. Objective**

The objective of a magnet school or magnet program is to provide options and opportunities in areas such as, but not limited to, math, science, the arts and technical education. Magnet schools and magnet programs shall:

- a. Instruct all students according to the Oregon state standards in all content areas;
- b. Meet district program goals and scope in the required curriculum areas; and
- c. Adopt and utilize instructional materials consistent with the philosophy of the school and district guidelines.

### **2. Definitions**

- a. “Magnet school” is defined by a distinctive instructional focus that characterizes the entire curriculum at all grade levels within the school. While unique, a magnet school continues to achieve the district goals as defined by the Board and is reflected in the adopted curriculum and operational guidelines.
- b. “Magnet program” is defined as a particular component of the larger curriculum of a school. Students may attend a specific school and participate in the magnet program. Other students attending the same school would not be enrolled in the magnet program. An example of a magnet program would be the International Baccalaureate Program.
- c. “Open to resident students” means a district magnet school or magnet program that enrolls students who reside within the district and not exclusively from within the residential boundaries of the site of the school. Enrollment in a district magnet school or magnet program is a result of a student/family choice to apply for admission. Selection for a district magnet school or magnet program occurs according to a written admissions process and not to exceed available seats.
- d. “Distinctive features” means a magnet school or magnet program may differ from other schools or school programs in ways that include, but are not limited to, the following:
  - (1) Emphasis on a specific element of the adopted curriculum;
  - (2) Emphasis on specific instructional strategies consistent with the educational focus of the school’s program;
  - (3) Presentation of the district’s adopted curriculum in a sequence different from the order of presentation in other schools;
  - (4) Student groupings for instruction in a unique manner consistent with the educational focus of the school’s program.
  - (5) Alternative grading systems that include proficiency based assessments.

### 3. Operations

All aspects of a magnet's structure, instructional program and governance model must be in compliance with all federal and state statutes and administrative rules, Board policies and collective bargaining agreements within the district. The instructional program must reflect the values and beliefs of the district and must be made available to all students equally across the district regardless of race, sex, ethnicity, sexual orientation, socio-economic status, language acquisition needs or the needs of a student with an individual education plan (IEP) or Section 504 plan.

- a. Financial Sustainability: The ongoing implementation of the magnet school's or magnet program's structure and instructional model must be financially sustainable within the district's budget circumstances, as determined by the district superintendent and the Board. The budget is determined by the district and adopted by the Board.
- b. Student Enrollment: The district determines the minimum and maximum number of students.
- c. Organizational Structure: A magnet school is differentiated by an organizational structure which is separate from other schools. A magnet school may share the facilities, administrative personnel and the support services of another school. The district determines the individuals who are within the organizational structure. The district shall establish the guidelines for the organization of all magnet schools and magnet programs in a manner that is consistent with other district policies, procedures and statutory requirements.
- d. Curriculum: The district is responsible for supporting the development of curriculum and for approving and implementing the specific curriculum of the magnet school or magnet program.
- e. Staffing: The district is responsible for providing the staff for each magnet school or magnet program. The staff are district employees and subject to the applicable collective bargaining agreements. The district is responsible for the supervision, evaluation and placement of all staff in a district magnet school or magnet program.
- f. Facility: The district shall determine the location of the magnet school or magnet program. The district may, at its discretion, change the location of the magnet school or magnet program. The district shall facilitate the location of magnet schools and magnet programs within the district to maximize the potential for the effective sharing of resources among different programs and schools and the overall distribution of magnets throughout the district.

### 4. Student Admission

Each magnet school or magnet program will adopt written procedures for the admission of students that are consistent with the following guidelines. The written procedures will be reviewed by the superintendent or designee to ensure they are consistent with these rules.

- a. Magnet schools or magnet programs will take student applications any time during January and March.
- b. Students will be selected according to the written admissions process that will occur any time between March 1 and prior to spring break as set for that school year.
- c. Students not accepted into the magnet school or magnet program will be placed on a waiting list. Each magnet school or magnet program may determine how to manage its waiting list (e.g., continue to hold students on a waiting list or create a new list each year).

Any student in the district may apply for enrollment in a magnet school or magnet program. The location of students' residences within the district shall not be a factor in evaluating applications for  
Magnet Schools and Magnet Programs - IGBJ-AR

enrollment. Applicants will be approved on a space available basis only and evaluated for acceptance according to the student selection criteria approved by the Board as part of the proposal for establishment of the magnet school or magnet program. Staff members may utilize appropriate district funds to produce and distribute written information about a magnet school or magnet program to communicate with students in target populations appropriate for the instructional focus of the magnet school or magnet program. All communications will follow district and state procedure and policy regarding communication.

## 5. Proposal Process

Proposals for the establishment of a magnet school or magnet program shall be submitted by internal employee(s) interested in establishing a magnet school or program. Proposals shall be submitted in writing to the instruction department and must address each of the criteria established by this administrative regulation. The instruction department is responsible for the evaluation of proposals.

## 6. Proposal Review

After receipt of a proposal for the establishment of a magnet school or magnet program, the instruction team will:

- a. Meet promptly to consider the proposal;
- b. Review the proposal using the criteria established by Board policy; and
- c. Submit a report of its findings and recommendations to the superintendent.

The instruction team must recommend either approval or denial of the proposal. Before submitting its final recommendation, the curriculum and instruction team may suggest modifications of the proposal of the magnet school or magnet program. The instruction team will collaborate with other departments in reviewing the proposal and compliance with criteria outlined in the Operations section above. The instruction team shall state in writing its reasons for recommending the proposal be accepted or denied and submit its report to the superintendent.

There is no specific timeline for the review process. The instruction team will meet at its earliest opportunity to review the process. Upon completion of the initial review, the team will present the proposal to the superintendent cabinet for further review. Upon completion of the cabinet review, the recommendation will be provided to the superintendent.

The superintendent will determine whether to approve a proposed magnet school or magnet program after considering the report and recommendation facts. If the superintendent denies the magnet school or magnet program proposal, the Board will be informed and no further action will be taken. If the superintendent approves the proposal, it shall be forwarded to the Board for their consideration and final approval.

## 7. Proposal Evaluation

The following criteria will be used to evaluate a proposal to establish a magnet school or magnet



program:

- a. The magnet school or magnet program must be a “magnet” as defined in administrative regulation;
- b. There must be evidence of sufficient interest among staff, parents and students to warrant establishment of the school/program;
- c. The proposed organizational structure must be in accordance with all legal statutes and Board policies relevant for a magnet school or magnet program;
- d. The planned curriculum must conform to the district’s goals including instruction with adherence to the state standards in all content areas;
- e. The operational plan, including staffing, proposed location of the school or program facility requirements and support services needed must be in compliance with all federal and state statutes, collective bargaining agreements and applicable district policies;
- f. The instructional program must reflect the values and beliefs of the district and must be made available to all students equally across the district regardless of race, ethnicity, religion, sex, sexual orientation, socio-economic status, language acquisition needs or the needs of a student with an IEP or Section 504;
- g. The proposal must constitute an efficient use of district resources. The ongoing implementation of the magnet school’s or magnet program’s structure and instructional model must be financially sustainable;
- h. There must be evidence the establishment of the proposed school or program enhances the district’s educational program;
- i. The proposal must include a timeline for initial implementation of the magnet school or magnet program. The timeline will be a factor in the evaluation of the proposal.

#### 8. Proposed Budget

The proposed budget for the magnet school must be appropriate to the instructional needs and represent an efficient use of district funds. Budget requests will include startup costs to be paid by the district or to be generated from other sources. The budget will fully disclose costs associated with opening and operating a new magnet school or magnet program. Costs may include, but are not necessarily limited to, such items as purchase, lease and/or renovation of facilities, equipment and supplies, food services, payroll, transportation and in-service of staff.

The funding of all educational programs, including magnet school or magnet program is subject to the Board’s budgeting process each year.

#### 9. District Evaluation of Magnet School or Magnet Program

The district shall evaluate all district magnet schools and magnet programs annually, consistent with district objectives, policies, and statutory requirements.

#### 10. Termination of a Magnet School or Magnet Program

The superintendent will provide at least 60 days’ written notice to a magnet school or magnet program of his/her recommendation for termination, providing an opportunity for the magnet school or magnet program to respond to the superintendent’s recommendation.

The recommendation shall be forwarded to the Board for action.

Board action to terminate a magnet school or magnet program will be completed prior to March 1.

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

RECOMMENDATION:

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

- Retirement
- Change of Contract Status

SUBMITTED BY:

Dustin Reese  
Director of Human Resources

APPROVED BY:

Bruce Smolnisky  
Interim Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	<b>RETIREMENT</b>					
1	JEANETTE CHABOT	YOLANDA	RETIRED	1	1/31/2019	RETIREMENT
	<b>CHANGE OF CONTRACT STATUS</b>					
2	JEANETTE CHABOT	YOLANDA	TEMP. REHIRE	1	2/1/2019- 6/30/19	TEMPORARY REHIRE CONTRACT

**OPEN ENROLLMENT & INTRADISTRICT TRANSFERS**

**RELEVANT DATA:**

In 2011 Legislature passed House Bill 3681 (HB3681), which took effect for the 2012-2013 school year. HB 3681 allows school districts to enroll out-of-district students without charging tuition, securing a one-to-one exchange or obtaining consent from the resident school district through an Open Enrollment Transfer process.

The 2018-2019 school year has a net gain of 30 students through Open Enrollment.

Students enrolled in a Springfield school through Open Enrollment guidelines are allowed to continue through graduation. However, students changing school levels, i.e., elementary to middle or middle to high school; reapply for the coming year.

Inter-District transfers, previously referred to as 1:1 Exchange transfers, are processed outside the Open Enrollment window. While IDTs no longer require an even exchange with the resident district, they do require consent from both districts.

To date, for the 2018-2019 school year, we have 62 students attending Springfield schools from other districts. There are currently 49 students from Springfield attending other districts through Inter-District transfer guidelines.

**SUBMITTED BY:**

David Collins  
Assistant Superintendent

**BUDGET CALENDAR**

**Relevant Data:**

The Springfield Public Schools Board of Directors annually reviews the proposed budget calendar for the upcoming year.

Enclosed is a recommended budget calendar for this year's budget meetings to deliberate on the 2019-2020 proposed budget. Please note that we have scheduled the meetings during the months of May and June. The Budget Hearing is scheduled for the first board meeting in June and we are proposing to begin all meetings at 6:00pm.

Joan Bolls is available to answer any questions the board members may have.

Submitted By:

Brett M. Yancey  
Chief Operations Officer

Reviewed By:

Bruce Smolnisky  
Superintendent



## **BUDGET CALENDAR 2019-2020**

December 13, 2018	Budget Committee/Board Work Session at 6:00 PM
January 17, 2019	Budget Committee/Board Work Session at 6:00 PM
February 21, 2019	Budget Committee/Board Work Session at 6:00 PM
April 18, 2019	First Notice of First Budget Committee Meeting
May 2, 2019	Second Notice of First Budget Committee Meeting
<b>May 9, 2019</b>	<b>First Budget Committee Meeting at 6:00 PM</b>
<b>May 16, 2019</b>	<b>Second Budget Committee Meeting at 6:00 PM</b>
<b>May 23, 2019</b>	<b>Third Budget Committee Meeting at 6:00 PM (If necessary)</b>
May 30, 2019	Publish Notice of Budget Hearing
<b>June 10, 2019</b>	<b>BUDGET HEARING*</b> Resolutions adopting the budget, making appropriations, and declaring the tax levy
July 15, 2019	Deadline to certify tax levy to the county assessor (ORS 294.444 and ORS 310.060)

- \* Board of Directors may revise the approved budget by 10% in any one fund.
- Calendar built on the following assumptions:  
Meetings of the Budget Committee on Thursday evenings and regular Board meetings are held on second and fourth Monday evenings.

**OREGON SCHOOL BOARDS ASSOCIATION ELECTIONS  
2019-20 LEGISLATIVE PRIORITIES AND POLICIES**

**RELEVANT DATA:**

Between November 12, 2018 and December 14, 2018, school boards across the state must take official action on Oregon School Boards Association Board and Legislative Policy Committee positions. School boards must take official action by December 14, 2018 and submit its vote at Oregon School Board's E-Voting Center, using the information provided to Board secretaries and superintendents.

**RECOMMENDATION:**

It is recommended that the Springfield Board of Directors adopt the proposed 2019-20 Oregon School Boards Association's Legislative Priorities and Policies as recommended by the Legislative Policy Committee.

It is further recommended that the Board direct the Superintendent or designee to submit this vote at OSBA's E-Voting Center no later than midnight on December 14, 2018.

**RECOMMENDED BY:**

Bruce Smolnisky  
Superintendent





## RESOLUTION

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### **Resolution to adopt the OSBA 2019-2020 Legislative Priorities and Policies as recommended by the Legislative Policy Committee**

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

**WHEREAS**, the OSBA Legislative Policy Committee met in January and April to develop the Proposed OSBA Legislative Priorities and Policies for 2019-20, and

**WHEREAS**, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Policies for 2019-20 out to the membership of OSBA for comment and suggested changes, and

**WHEREAS**, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Policies for 2019-20 developed by the OSBA Legislative Policy Committee, and

**WHEREAS**, the OSBA Legislative Policy Committee met via telephone conference call in August to review the comments received by the membership, and

**WHEREAS**, the OSBA Legislative Policy Committee discussed the comments from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Policies for 2019-20, and

**WHEREAS**, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Policies for 2019-20 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Policies for 2019-20 and place them before the membership for approval.

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Policies for 2019-20 be placed before the membership for consideration during the 2018 OSBA election season, and

**BE IT FURTHER RESOLVED** that the Proposed OSBA Legislative Priorities and Policies for 2019-20 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

*Submitted by: OSBA Board of Directors*



# LEGISLATIVE POLICIES **AND** PRIORITIES

## 2019-20

Approved by the Legislative Policy Committee on April 28, 2018

## PROPOSED OSBA LEGISLATIVE PRIORITIES FOR 2019-20

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

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

- **Supports Student Success**

OSBA will actively promote legislation that leads to increased academic success for all students from early learning through post-secondary.

OSBA will advocate to ensure local school boards and communities control the implementation of programs and curriculum and the allocation of resources so that all students are college and/or career ready upon graduation or completion of their academic program.

OSBA will support efforts to increase graduation and high school completion rates, lower the number of dropouts, close opportunity and academic achievement gaps, and provide additional supports for students from traditionally underserved populations.

- **Provides Stable and Adequate Funding**

OSBA will actively promote legislation to increase state and federal funding to ensure adequate and stable funding for Oregon's school districts, education service districts (ESDs), community colleges and early learning programs as a means to providing a quality public education for all students.

OSBA will actively promote legislation that strives for this balance by advocating for the restructuring of Oregon's revenue system, promoting job creation and increasing economic development opportunities across Oregon.

- **Promotes Local Determination and Shared Accountability**

OSBA will actively support legislation that gives locally elected boards and school district superintendents the ability and flexibility to make decisions about their students' educational needs and to provide services and programs that will maximize student success.

OSBA will highlight the need for shared accountability between school districts and their stakeholders as a best practice in improving student success.

- **Opposes Mandates**

OSBA will actively oppose any federal or state mandate that is not evidence based with results indicating increased achievement for all students and that is not accompanied with the necessary additional funding to meet all costs associated with the mandate.

- **Promotes Capital Construction/Capital Improvements**

OSBA will continue to actively promote legislation that provides additional state-level resources to school districts to help pay for capital construction and capital improvement needs, as well as deferred maintenance costs for all school facilities.

- **Contains Educational System Cost Drivers**

OSBA will actively promote legislation that provides school districts relief from cost drivers that are beyond the control of the local school district or school board. These cost drivers include the Public Employees Retirement System (PERS), health insurance and any state or federally mandated program or service.

## Section 1: Finance

### **PROPOSED 1.1      Investing in Oregon's Public Schools to Ensure Adequate and Stable Funding**

OSBA supports increasing state resources to school districts so that Oregon's schools are competitive nationally and globally and each school district and education service district (ESD) has the resources necessary to fully support operational, instructional and student achievement goals.

OSBA supports fully funding Oregon's Quality Education Model.

OSBA supports the role of locally elected school boards to set spending priorities and opposes using the State School Fund distribution formula to mandate specific expenditures.

OSBA supports school funding equalization. OSBA supports continued funding of local option equalization grants; local option property tax revenue should not be included in the State School Fund.

### **PROPOSED 1.2      Reforming Tax Policy**

OSBA supports efforts to provide the revenue necessary to attain the educational goals of Oregon's education system, to restructure tax policy to reduce the volatility of Oregon's current system and to provide for a diverse and fair tax system to fund public education in Oregon.

OSBA supports the creation and maintenance of an education stability fund to be used in times of economic distress.

OSBA supports the authority of local districts to seek voter approval for supplemental operating revenue from a variety of additional sources, including local option levies.

OSBA supports efforts to modify the property tax system to mitigate the impacts of property tax compression.

### **PROPOSED 1.3      Mandate Relief, Paperwork Reduction and Public Funds for Public Schools**

OSBA advocates for mandate relief and paperwork reductions for school districts and ESDs to streamline bureaucracy, remove duplicative or unnecessary reporting, and get more resources into the classroom.

OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

### **PROPOSED 1.4      Oregon Department of Education Supporting Districts**

OSBA supports adequate funding for Oregon Department of Education programs and state-level initiatives that are sustainable and provide timely and high-quality technical and programmatic assistance to school districts and ESDs and are focused on improving student achievement.

OSBA supports providing resources to school districts and ESDs to ensure the equitable distribution of grants or targeted investments.

OSBA opposes any effort to create an accountability or intervention system that would lead to the state takeover of any local school, school district or ESD.

OSBA advocates for the inclusion of school and ESD board members on all educationally focused state-level work groups or committees to allow for input from locally elected education policymakers.

### **PROPOSED 1.5      Financial and Program Accountability**

OSBA supports a strong system of meaningful school district and ESD accountability for the expenditure of public funds and program accountability for student achievement and outcomes.

### **PROPOSED 1.6      School District Capital and Infrastructure Needs**

OSBA supports the use of additional state resources and the issuance of state general obligation bonds to assist school districts and ESDs in providing modern, well-equipped schools and academically appropriate classrooms that provide safe, structurally sound and healthy learning environments to promote student achievement.

OSBA supports policies that ensure collaboration, at the local level, to address school districts' infrastructure needs, including consideration of the financial impacts of urban renewal, systems-development charges and enrollment growth due to housing construction.

### **PROPOSED 1.7      Oregon's Common School Fund**

OSBA supports maximizing the assets and the investment returns of the Common School Fund as an additional state resource for school funding in Oregon. OSBA will vigorously advocate before the State Land Board to ensure that it fulfills its fiduciary obligation to manage the resources in the Common School Fund for the greatest benefit of current and future generations of schoolchildren in Oregon.



## Section 2: Programs

### PROPOSED 2.1 School Improvement

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate local needs and priorities.

### PROPOSED 2.2 Special Education

OSBA supports increased state and federal funding for all special education programs and services, including programs for children birth through age 5.

OSBA supports full funding for the costs associated with serving students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

### PROPOSED 2.3 Education Service Districts

OSBA supports the role of ESDs to serve school districts in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally responsive educational services on a regional basis.

### PROPOSED 2.4 Curriculum, Technology and Online Education

OSBA supports curriculum-related decisions made at the district level that provide a well-rounded and rigorous curriculum for all students, including opportunities for music, art, physical education, world languages, STEAM, career and technical education, and co-curricular activities.

OSBA supports local control of curriculum and materials related to Oregon state standards.

OSBA opposes state or federal instructional mandates.

OSBA supports state financial and professional development resources so districts can implement Oregon state standards and student assessments and provide appropriate information to the public.

OSBA supports the use of English Language Learner and dual-language immersion programs as viable instructional strategies to support emerging bilingual speakers and increase student achievement.

OSBA supports increasing access to technology to enhance and support instruction and promote greater student achievement.

OSBA supports state-level funding to support and improve the technology infrastructure available to school districts and ESDs.

OSBA supports locally developed alternative and/or innovative education programs as tools to address students' educational needs.

### PROPOSED 2.5 Public Charter Schools

OSBA supports public, district-sponsored charter schools as an additional tool to provide innovative educational options for students.

OSBA opposes changes to the charter school law that would channel public funds to private and/or religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools or decrease school district funding and oversight of charter schools.

OSBA supports updating the charter school law to require charter school applicants to demonstrate how the charter school will meet the legislatively adopted goals of the charter school law, including how the charter school will provide unique opportunities for children in the school district.

OSBA supports removing online education programs from the charter school statute and creating a separate section within the law for online education programs.

### **PROPOSED 2.6 Career and Technical Education (CTE)**

OSBA supports new and continued partnerships with community colleges, higher education, apprenticeship programs, the business community and other entities to increase educational and career opportunities for students.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide CTE instruction.

OSBA supports funding to ensure the long-term sustainability of new and existing CTE programs.

### **PROPOSED 2.7 Post-Secondary Opportunities for High School Students**

OSBA supports increased access and opportunities for high school students to participate in post-secondary programs and classes at minimal or no cost to the student.

OSBA supports alignment between school districts and colleges/universities regarding the transferability of dual credits earned while students are enrolled in public high school.

### **PROPOSED 2.8 Student Assessment**

OSBA supports the use of assessments as tools to inform students, parents, educators and the community about where students are in their learning progression and determining needed supports for students and schools.

OSBA supports reviewing Oregon's student assessment system with the goal of providing timely feedback, maximizing instructional time, deriving the necessary information to improve student learning and minimizing classroom disruption for students and educators.

### **PROPOSED 2.9 Student Wellness**

OSBA believes that a student's mental and physical health are significant factors in student success and supports collaboration between governmental and community-based programs to provide wraparound services that promote social, emotional and behavioral health and other wellness programs that benefit students.

## Section 3: Personnel

### PROPOSED 3.1 Collective Bargaining and Management Rights

OSBA supports local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule.

OSBA supports changing the collective bargaining structure to eliminate “status quo” bargaining and to establish shorter bargaining timelines.

OSBA supports the right of districts to look for ways to contain costs by contracting with outside providers for services.

### PROPOSED 3.2 Employee Rights and Benefits

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level.

OSBA supports an actuarially sound statewide retirement program for school employees that balances benefit adequacy for employees against costs for employers.

OSBA supports local school boards working with employee groups to provide the most cost-effective health insurance plans, including Oregon Educators Benefit Board (OEBB) opt-out.

### PROPOSED 3.3 Teacher and Administrator Licensing

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards, recognize licenses from other states and account for the challenges districts face attracting and retaining qualified personnel.

OSBA supports working collaboratively with the Teacher Standards and Practices Commission (TSPC) and teacher preparation programs within higher education to prepare educators to address the needs of all Oregon students and increase student achievement.

OSBA supports additional flexibility to allow more teachers to provide college-level instruction in public high schools.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE and other hard-to-fill courses.

### PROPOSED 3.4 Teacher and Administrator Quality

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development, mentoring and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement.

OSBA supports rigorous, high-quality, ongoing evaluations of teachers and administrators that include consideration of student achievement and growth.

OSBA supports efforts to attract and retain a more diverse workforce that reflects the demographics, languages and needs of Oregon’s students.



## **Section 4: Governance and Operations**

### **PROPOSED 4.1      State-Level Education Policy and the State Board of Education**

OSBA supports a state board of education as the appropriate state-level policymaking body for elementary and secondary schools.

OSBA strongly supports collaboration between state-level policymakers, educators and stakeholders, including school board members, parents and students, when considering policy changes to Oregon's public education system.

OSBA believes that any discussion about improving student outcomes must include recognition of and a plan for the needed state investments to implement the goals.

### **PROPOSED 4.2      Local Governance**

OSBA believes that locally elected school district and ESD boards are best equipped to make decisions in the best interests of their students and communities and will strongly advocate for Oregon's tradition of democratically elected, local governance of school districts and ESDs.

OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts and ESDs.

### **PROPOSED 4.3      School Safety**

OSBA supports school district and ESD boards determining measures necessary to promote safe and secure school environments for students, staff, parents and the community.

## Section 5: Federal Education Issues

### PROPOSED 5.1 Every Student Succeeds Act (ESSA) and the Federal Role in Education

OSBA supports collaboration between the Oregon Department of Education and local education stakeholders, including parents and students, when creating and implementing federally mandated state, district and school accountability systems and student assessments.

OSBA believes Oregon stakeholders should be empowered to design, create and implement the programs and systems necessary to fulfill ESSA requirements.

OSBA believes ESSA collaboration must focus on supports for struggling schools, closing achievement and opportunity gaps for traditionally underserved students, and increasing graduation rates for all student subgroups.

### PROPOSED 5.2 K-12 Funding in the Federal Education Budget

OSBA believes the federal share of funding for, including but not limited to, the Individuals with Disabilities Education Act (IDEA), Title I, emerging English or bilingual speakers, Carl Perkins CTE grant funds, and child nutrition programs should be increased and a top priority for the U.S. Department of Education, Congress and the president.

OSBA believes federal education funding should be distributed based on student needs and not through competitive grants that pit states against each other for limited funds.

OSBA opposes federal education policies that do not include financial resources to implement.

OSBA opposes any mechanism that diverts federal funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

### PROPOSED 5.3 County Timber Payments

OSBA supports Oregon congressional delegation efforts to ensure that funding for the Secure Rural Schools and Community Self-Determination Act (also known as County Timber Payments) continues or that there is a successor program.

OSBA members know that cuts to timber payments do not just impact the school districts in timber country. The loss of timber money is a net loss to the entire funding system, and every school and student in Oregon is impacted.

**OREGON SCHOOL BOARDS ASSOCIATION ELECTIONS  
AMEND BYLAWS RELATING TO COMPOSITION OF BOARD OF DIRECTORS**

**RELEVANT DATA:**

Between November 12, 2018 and December 14, 2018, school boards across the state must take official action on Oregon School Boards Association's Bylaws relating to composition of the Board of Directors. School boards must take official action by December 14, 2018 and submit its vote at Oregon School Board's E-Voting Center, using the information provided to Board secretaries and superintendents.

**RECOMMENDATION:**

It is recommended that the Springfield Board of Directors adopt to amend OSBA bylaws relating to the composition of the Board of Directors by adding a voting seat for a representative of the Oregon School Board Members of Color Caucus.

It is further recommended that the Board direct the Superintendent or designee to submit this vote at OSBA's E-Voting Center no later than midnight on December 14, 2018.

**RECOMMENDED BY:**

Bruce Smolnisky  
Superintendent



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**Resolution to Amend Oregon School Boards Association's  
Bylaws Relating to Composition of the Board of Directors**

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**WHEREAS**, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018; and

**WHEREAS**, the Oregon School Board Members of Color Caucus (the Caucus) has been active and supported by OSBA's Board of Directors since 2016; and has developed a purpose statement, elected officers and regional and at-large representatives; and has established bylaws; and

**WHEREAS**, the Caucus has defined its core value as follows: "To promote quality education for all students with emphasis on the unique needs of students of color;" and

**WHEREAS**, the Caucus has articulated its mission; and

**WHEREAS**, OSBA's Board of Directors recognizes the importance of the Caucus's core value and mission; and

**WHEREAS**, OSBA's Board of Directors has publicly supported the Caucus's work through three separate votes in 2016 and 2017; and

**WHEREAS**, in accordance with OSBA Bylaws the Board of Directors acted to recognize the Caucus with ex-officio status on the OSBA Board and Legislative Policy Committee in August 2018; and

**WHEREAS**, the Caucus has respectfully requested that the Board of Directors submit a resolution to the membership designating the Caucus a seat on the OSBA Board of Directors and Legislative Policy Committee.

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the proposed bylaws amendment designating a Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2018 OSBA election; and

**BE IT FURTHER RESOLVED** that the bylaws with the proposed amendments and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

*Submitted by: OSBA Board of Directors*



# BYLAWS

## Proposed Bylaw Changes

Approved by the Board of Directors on September 15, 2018

Submitted to the Membership for Consideration in the 2018 Election Process

Draft

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## SECTION 1 PURPOSE

- A. The Oregon School Boards Association (the “Association”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:
- B. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- C. To gather and disseminate information pertinent to the successful operation of public schools.
- D. To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education and community colleges classified as a political subdivision.
- E. To work for adequate and dependable financial support for the public schools of this state.
- F. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- G. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- H. To study and interpret educational programs and to relate them to the needs of pupils.
- I. To promote public understanding of the role of school boards and school board members in the improvement of education.
- J. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- K. To endeavor to implement the policies, beliefs and resolutions of the Association members and board of directors.
- L. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- M. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

## SECTION 2 MEMBERS

**2.1 Admission.** All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

**2.1.1** Local School District as defined under ORS Chapter 332;

- 2.1.2** Education Service District as defined under ORS Chapter 334;
- 2.1.3** Community College District as defined under ORS Chapter 341;
- 2.1.4** State Board of Education as defined under ORS Chapter 326; and
- 2.1.5** Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

**2.2 Dues.** Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

**2.3 Reserved Powers of the Members.** The following corporate actions require the consent and approval of the members:

- 2.3.1** Election and removal of directors;
- 2.3.2** Election and removal of the Legislative Policy Committee (“LPC”) members;
- 2.3.3** Approval of resolutions to effectuate any of the following:
  - (a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;
  - (b) Modification to the region descriptions set forth in Section 2.6.1; and the
  - (c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

**2.4 Voting Power.**

**2.4.1 Election of Directors and LPC Members.** For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

**2.4.2 Resolution.** For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

- (a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.
- (b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.
- (c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

- (d) K-12 Local Districts with an ADMr between 39,000.1 and above shall have five votes.

## **2.5 Process of Approval of Member Resolutions.**

**2.5.1** Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30th. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

**2.5.2** The board of directors may call a special meeting of the members under Section 2.9, as necessary.

## **2.6 Regional Election of Directors and LPC Members**

**2.6.1 Regional Voting.** For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the county of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.

(k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.

(l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.

(m) Washington Region includes all of the members located in the county of Washington.

(n) Multnomah Region includes all of the members located in the county of Multnomah.

Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

**2.6.2** Regional elections shall be taken by majority vote of the members within the region.

**2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.11.

**2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, any other officer or person whom the president may designate, shall report on the state of the Association, the activities and financial condition of the Association.

**2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

**2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in an annual or special meeting, or conduct the meetings through, use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.

**2.11 Place of Meetings.** Meetings of the members shall be held at any place in or out of Oregon designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.

**2.12 Action by Written Ballot.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the Association delivers a written ballot to every member entitled to vote on the matter. A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a written ballot may not be revoked.

**2.13 Unanimous Written Consent.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.

**2.14 Quorum and Voting.** A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members.

## **SECTION 3 DIRECTORS**

**3.1 Powers.** Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of a board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

**3.2 Qualifications.** Directors must serve on the board of a member of the Association.

**3.3 Number.** The board of directors shall consist of not fewer than three nor more than ~~23~~ 24 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.

**3.4 Term.** Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

**3.4.1** Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

**3.4.2** Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

**3.4.3** If a director serving as an officer requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as past president.

**3.5 Composition.** The board of directors will be comprised of up to 23 regional elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, and ex-officio nonvoting members as delineated in Section 3.5.4.

**3.5.1 Regional Elected Directors.** Each region, as described under Section 2.6.1, shall elect one director except as follows:

- (a) Clackamas Region shall elect two directors;
- (b) Marion Region shall elect two directors;
- (c) Washington Region shall elect three directors; and
- (d) Multnomah Region shall elect three directors.
- (e) Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

**3.5.2 Regional Election.** The nomination and election of directors shall be in accordance with the elections calendar adopted by the board. Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted. Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of the members shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

**3.5.3 Designated Representative.** The Oregon School Board Members of Color Caucus shall appoint an officer of the Caucus to serve as a director of the Association. The appointee, as defined in the Caucus bylaws, shall be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

**3.5.4 Ex-Officio.** The following individuals or their designee may serve as ex-officio nonvoting advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.
- (c) The immediate past president of the Oregon Association of School Executives;
- (d) The immediate past president of the Confederation of School Administrators;
- (e) The board section president of the Oregon Association of Education Service Districts;
- (f) The board section president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person as the board of directors may appoint.

**3.6 Vacancies.** In the event that any director position, other than the immediate past president is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term. If there is a vacancy in the Members of Color Caucus' director position, then the Caucus shall, as set forth in Section 3.5.3, appoint a new Caucus officer to serve the remaining term.

**3.7 Resignation.** A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

**3.8 Removal.** A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

**3.9 Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings in or out of the State of Oregon.

**3.10 Notice of Meetings.** All members shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the

method by which directors can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

**3.11 Waiver of Notice.** A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

**3.12 Quorum and Voting.** A quorum of the board of directors shall consist of a majority of the number of directors in office immediately before the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

**3.13 Presumption of Assent.** A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

**3.14 Compensation.** Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**3.15 Director Conflict of Interest.** The Association shall maintain a Conflict of Interest policy the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest statement.

## **SECTION 4 COMMITTEES AND CAUCUSES**

**4.1 Standing Committees.** The board of directors shall maintain the standing committees described below:

**4.1.1 Executive Committee.** The executive committee shall consist of five officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.



**4.1.2 Finance Committee.** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual.

**4.1.3 Legislative Policy Committee.** The board of directors shall maintain a Legislative Policy Committee.

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.3(c) and (d). All committee members must be elected or appointed directors of a member. The vice president of the board shall chair the LPC.

(c) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may nominate a candidate to the LPC and shall do so by formal resolution of the member and timely submission of the nomination form(s) to the office of the Association. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.

(d) Election. Each LPC member shall be elected by majority of member boards of a region. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(d). Such elections shall be held using the procedures described in Section 3.5.2.

(e) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

(f) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

**4.2 Other Board Committees.** The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the

action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, however, that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

**4.3 Advisory Committees.** The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

**4.4 Caucuses.** Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. **Caucuses shall:**

**4.4.1** Clearly articulate the vision, mission and goals of the Caucus.

**4.4.2** Adopt bylaws for operating, programming and governing within the context of the Association bylaws described herein.

**4.4.3** Caucuses shall be added or eliminated to this provision through the amendment process described in these bylaws.

**4.4.4** With the adoption of this section, the Oregon School Board Members of Color Caucus is established.

**4.5 Administration.** Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

## **SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS**

**5.1 Appointment.** The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be

required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

**5.2 Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

**5.3 Compensation and Term of Office.** Officer terms are one calendar year. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**5.4 Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

**5.5 Officers.** The officers of the Association are as follows:

**5.5.1 President:** The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, committees subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be ex-officio voting member of all committees. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.

**5.5.2 President-elect:** In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.

**5.5.3 Vice president:** In the absence of the president-elect shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.

**5.5.4 Secretary-treasurer:** The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings; shall carry on official

correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read, and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.

**5.5.5 Immediate past president:** The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

**5.5.6 Assistants:** The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.

## **SECTION 6 NONDISCRIMINATION**

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, disability, or national origin.

## **SECTION 7 GENERAL PROVISIONS**

### **7.1 Amendment of Bylaws.**

**7.1.1** Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.

**7.1.2** Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

**7.2 Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

**7.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

**7.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

**7.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

**7.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

**7.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

**7.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July 1 and end on the last day of June in each year.

**7.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

\* \* \* \* \*

The foregoing bylaws were duly adopted by the Board of Directors of Oregon School Boards Association on (fill in date) and approved by the membership on (fill in date).

**RESOLUTION #18-19.016  
OUT-OF-STATE TRIP REQUEST**

**DATE: NOVEMBER 13, 2018**

**THURSTON HIGH SCHOOL'S  
CABARET**

**RELEVANT DATA:**

The objective of our trip is for THS Cabaret team to travel to Anaheim, California for the opportunity to perform and learn while experiencing Disneyland's theme parks.

**RECOMMENDATION:**

It is recommended the Board of Directors approve Thurston High School Cabaret Team's request to travel to Anaheim, California to participate in the Disney Youth Performing Arts Trip. Dates of Travel will be April 19-23, 2019.

Students will miss two (2) school days.

The Cabaret Team has fundraised approximately half the monies needed to cover the cost of this trip.

There is no cost to the district for this trip. Monies fundraised will also cover costs for substitute teachers.

Chad Towe and McKenzie Smith will be available to answer questions.

**SUBMITTED BY:**

David Collins  
Assistant Superintendent

**RECOMMENDED BY:**

Bruce Smolnisky  
Interim Superintendent

Springfield School District

Cabinet Mtng Date/Decision: 10/16/18 apprvd

Board Mtng Date/Decision: 11/13/18

## OUT-OF-STATE TRAVEL REQUEST

School: Thurston High School Contact: McKenzie Smith Date: 9/25/18

Club/Organization Going on Trip: Cabaret (dance team) # of Students (M/F): 1 / 19

Number of Faculty Chaperones: 2 Number of Parent/Other Chaperones: 2

Names of Chaperones:

School Staff: McKenzie Smith & Sheila Lewellen (coaches)

Parents/Others: Jan Phaigh-McCreary & Laraine Clawson (volunteer coaches)

Destination: Disneyland (Anheim, CA) Dates of Trip: 4/19/19 – 4/23/19

Estimated Total Cost: \$800/student Cost to the Program/Building\*: \$0  
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$400/student

Fundraising Activities: Sponsorships, UO Events, Cookie Dough, Papas & Tracktown Pizza, THS Concessions

Lodging: Candy Cane Inn, 1747 South Harbor Boulevard, Anaheim, CA 92802

Food: Continental breakfast provided by the hotel, lunch/dinner in Disneyland Parks or nearby restaurants

Method of travel: Airplane, charter bus and hotel shuttle  
(Note: District vehicles **are not** available for out-of-state travel)

# of School Days Missed: 2  
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) \_\_\_\_\_  
Type of Coverage \_\_\_\_\_ Cost per Person \_\_\_\_\_

Applicable forms on file: (please check)

\_\_\_\_\_ Parent Permission Form \_\_\_\_\_ Medical Release Form \_\_\_\_\_ Student Fundraising Agreement

**Purpose for the trip and a tentative Itinerary must be included with this form.**

**Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Director no less than 30 days prior to the trip of the club/organization's status raising all required funds.**

Approved: X Denied: \_\_\_\_\_ Principal: Chad Towe Date: 9/27/18

Approved: X Denied: \_\_\_\_\_ Asst Superintendent: David Collins Date: 10/16/18

### IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.

**\*All costs must be paid by the program or building. The District assumes no costs for trips.**



*THS Cabaret*  
*Disney Youth Performing Arts Trip*  
*Anaheim, CA (Disneyland)*  
*April 19-23, 2019*

**Purpose of trip:**

- The purpose of the Cabaret's team trip to Anaheim, CA (Disneyland) is to provide members of Thurston High School's dance team the opportunity to perform and learn while experiencing Disneyland's theme parks. This is an optional trip (the whole team is not required to attend).
  - Dancers will have the opportunity to showcase their skill, and acquired knowledge of choreography and showmanship, in a 30-minute public performance in Disneyland's California Adventure theme park.
  - Dancers will also have the opportunity to challenge and improve their dance and performance skills by participating in two dance classes (taught by professional instructors and choreographers provided by the Disney Youth Performing Arts program).
- This trip is an amazing opportunity to gain exposure and experiences outside of Oregon (specifically dance experience beyond high school dance team).
  - The performance in the park will be a non-stop, 30-minute show. In preparing for this show, dancers will gain endurance and stamina, as well as experience in performing multiple dance pieces within a single show (as opposed to performing only routine at a time, which they are accustomed to in competition or halftime performances). The performance will also provide the dancers exposure to dancing on a staged venue in front of a large audience.
  - The two classes (an auditions class and a jazz technique class) will offer the dancers opportunities to gain new dance skills and improve dance technique while working with professional dance instructors and choreographers provided by Disney. These professionals work directly with performers in Disneyland stage shows and parades. Their expertise and instruction will provide the Cabaret members with valuable knowledge, skills and experience in auditioning for dance opportunities beyond high school.
  - Beyond the dance experience, this trip promotes:
    - Team unity and growth
    - Leadership responsibilities (captains, room leaders, etc.)
    - Problem-solving in challenging situations (travel, schedule, room sharing, etc.)
    - Personal responsibility (money management, individual performance attire, chaperone check-in, etc.)
- Parents will be responsible for travel expenses, however, this can be defrayed through a variety of fundraising opportunities. Fundraising opportunities include, but are not limited to:
  - Sponsor Booklet Ad sales – ads range from \$50 for a business card to \$400 for a full page ad



- Cookie dough and jerky sales – approx. \$8 per box/package profit
- Working doors at the Moshofsky Center for UofO home football games - \$40 per worker, per game, \$25 per worker for cleanup
- Papa's Pizza Flyers – 50% of proceeds from each purchase with a flyer on the designated date go to the designated team member
- Thurston Athletics Concessions at UofO - \$25-\$50 per event worked
- Track Town Pizza Certificate Sales - \$10 per certificate
- Major expenses include:
  - Hotel (dancers will share rooms and check in with an adult chaperone)
  - Air fare (from Eugene to LAX and return)
  - Charter Bus (from airport to hotel and return)
  - Disney Performing Arts package (includes one performance, two dance classes, and three days admission to both parks)
  - Food (lunch and dinner daily)
- This trip will take place over a weekend, as to minimize the amount of school missed. We will leave on a Friday after school and return on a Tuesday, so students will only miss two instructional days. We plan on taking one adult chaperone (coach) per every five dancers, and dancers will be required to check in with their assigned chaperone at multiple assigned times within the daily itinerary. Dancers will not be allowed to proceed with daily activities without being accompanied by at least one other person. Transportation to and from the theme parks and hotel (located less than one mile from the parks' entrances) will be done on foot or via the hotel shuttle. All dancers MUST check in with the coaches at curfew when they return from the parks in the evening.
- As Head Coach of the Thurston Cabaret, my assistant coaches and I believe that dance team is a place where young women and men learn valuable dance and life skills, in addition to developing successful characteristics. This trip will be an exciting opportunity to expand upon those skills and gain valuable insight into dance possibilities for their futures.

McKenzie Smith  
Thurston High School

*THS Cabaret*  
*Disney Youth Performing Arts Trip*  
*Anaheim, CA (Disneyland)*  
*April 19-23, 2019*

**Itinerary:**

Friday, April 19

4pm	Meet at EUG Airport
5:30pm	Plane Departs
7:51pm	Arrive in LAX
8:30pm	Charter bus to hotel (Candy Cane Inn)
9:30pm	Hotel Check-in
11pm	Room check / lights out

Saturday, April 20

6-8am	Rise and Shine! (continental breakfast)
8am	Team Meeting – Itinerary Review
8:30am	Disney Parks! (lunch on your own)
Noon	Back to hotel for lunch and performance prep
2pm	Depart for performance
3pm	Performance (30min)
3:30pm	Disney Parks! (dinner on your own)
7pm	Check in with chaperone
10pm	Check in with chaperone
Midnight	Back to hotel, in room (check in with coaches)
12:30am	Room check / lights out

Sunday, April 21

7-9am	Rise and Shine! (continental breakfast)
9am	Team Meeting – Itinerary Review
9:30am	Depart for dance workshop
10:30am	Workshop 1 “Auditions and Careers in Dance” (90min)
Noon	Disney Parks! (lunch/dinner on your own)
4pm	Check in with chaperone
9pm	Check in with chaperone
Midnight	Back to hotel, in room (check in with coaches)
12:30am	Room check / lights out

Monday, April 22

6-8am	Rise and Shine! (continental breakfast)
8am	Team Meeting – Itinerary Review
8:30am	Disney Parks! (lunch on your own)
Noon	Check in with chaperone
2pm	Meet for workshop
2:30pm	Workshop 2 “Dance Technique: Jazz” (90min)
4pm	Disney Parks! (dinner on your own)

9pm	Check in with chaperone
Midnight	Back to hotel, in room (check in with coaches)
12:30am	Room check / lights out

Tuesday, April 23

5-6am	Rise and Shine!
6-6:30am	Continental breakfast
6:30am	Shuttle to airport
9am	Depart for EUG
3:20pm	Arrive EUG

**RESOLUTION #18-19.017  
OUT-OF-STATE TRIP REQUEST**

**DATE: NOVEMBER 13, 2018**

**THURSTON HIGH SCHOOL'S  
VARSITY CHEER AND STUNT**

**RELEVANT DATA:**

The objective of our trip is for THS Varsity Cheer and Stunt team to travel to Anaheim, California to compete in the USA High School Spirit Nationals.

**RECOMMENDATION:**

It is recommended the Board of Directors approve Thurston High School Varsity Cheer and Stunt Team's request to travel to Anaheim, California to participate in the USA High School Spirit Nationals. Dates of travel will be February 21-25, 2019.

Students will miss three (3) school days.

The Varsity Cheer and Stunt team has fundraised no money yet that is needed to cover the cost of this trip. However, the program has successfully fundraised monies needed for previous trips and are confident they will do so again.

There is no cost to the district for this trip. Monies fundraised will also cover costs for substitute teachers.

Chad Towe and Robin Erickson will be available to answer questions.

**SUBMITTED BY:**

David Collins  
Assistant Superintendent

**RECOMMENDED BY:**

Bruce Smolnisky  
Interim Superintendent



**OUT-OF-STATE TRAVEL REQUEST**School: Thurston HS Contact: Robin Erickson Date: 10/1/2018Club/Organization Going on Trip: Varsity Cheer & Stunt # of Students (M/F): 5 / 16Number of Faculty Chaperones: 3 Number of Parent/Other Chaperones: 9

## Names of Chaperones:

School Staff: Robin Erickson, James Underwood, Katie UnderwoodParents/Others: 3 volunteer coaches and 6 parentsDestination: Anaheim, CA Dates of Trip: 2/21-2/25, 2019Estimated Total Cost: \$25,000 Cost to the Program/Building\*: \$0

(Includes substitute teacher cost.)

Amount Fundraised to Date: \$0.00Fundraising Activities: concessions, bottle/can drive, pizza night, shirt sales, Matt Knight clean up, sponsorsLodging: Clarion Anaheim Resort Hotel, 616 Convention Way, Anaheim, CAFood: Breakfast through hotel catering, one team dinner, rest of meals covered by per diem fundraised moneyMethod of travel: Air, Shuttle, Walk(Note: District vehicles **are not** available for out-of-state travel)# of School Days Missed: 3

(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) \_\_\_\_\_

Type of Coverage

Cost per Person

Applicable forms on file: (please check)

\_\_\_\_\_ Parent Permission Form \_\_\_\_\_ Medical Release Form \_\_\_\_\_ Student Fundraising Agreement

**Purpose for the trip and a tentative Itinerary must be included with this form.****Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Director no less than 30 days prior to the trip of the club/organization's status raising all required funds.**Approved: X Denied: \_\_\_\_\_ Principal: Chad Towe Date: 10/3/18Approved: X Denied: \_\_\_\_\_ Asst Superintendent: David Collins Date: 10/16/18**IMPORTANT NOTE****Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.****\*All costs must be paid by the program or building. The District assumes no costs for trips.**

**THS Varsity Cheer and Stunt  
USA High School Spirit Nationals  
Anaheim Convention Center  
February 21-25, 2019**

**Purpose of the Trip**

**What are the objectives of the trip and how are the experiences provided related to class or school program?**

In December, our team will send in a video to qualify to compete at the USA High School Spirit Nationals in Anaheim, California. Only the best of the best receive a score high enough to compete at this prestigious event. Our objective is to compete against teams from across the country that qualified. The last time we competed at Nationals, in 2015, we placed second. Our program is currently very competitive in the state of Oregon, placing in the top one or two for at least the past ten years. We have shown we have the talent to be a contender at the National level as well. Competing at Nationals will be the culminating event for our 2018/2019 season; a chance for our kids to see how they measure up against teams from outside of Oregon.

**How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?**

By seeing other teams compete, our athletes will gain new knowledge, as trends in our sport are different across the country. They may see new stunts, new tumbling passes, new warm-up drills, etc. They will interact with thousands of athletes from diverse backgrounds, including college cheerleaders and coaches, as the USA Collegiate Championship will occur at the same time. Our students work diligently on their competition routine while supporting Thurston athletics on the sidelines. This competition allows them to put their skills to the ultimate test as national judges, who are professionals in the industry and college coaches, evaluate them.

In addition, I have seen firsthand that these types of trips increase the desire of our athletes to not only improve their cheerleading skills, but to think about their lives after graduation. Any time we can take our students out of state, exposing them to new places and people, their horizons are going to be broadened. For some of our kids, this will be the first time on an airplane or staying in a hotel. We are using their passion, cheerleading, to open their eyes to life outside of the Thurston community,

**How will the experience motivate students for further learning?**

Our athletes are hungry for the opportunity to be challenged and to compete against the best of the best; they know a team from Thurston has not attended since 2015. From past experience, I know this experience motivates our kids to work on their individual skill sets so that as a program we can increase the difficulty and complexity of the things we accomplish together at games, at local competitions, and at the OSAA State Championships.

As stated, College Nationals is taking place in an adjacent hall this year. Students will have the opportunity to watch college teams and network with athletes and coaches. This opportunity will help students think about life after high school and provide access to schools they may not have previously thought of.



**Does the trip make best use of available time and money?**

We cannot choose the dates for Nationals, but luckily, the event is happening just three weeks after second semester begins. We will not know until much closer to the event if our division competes on Friday or Saturday, but we need to purchase airfare sooner rather than later to keep costs reasonable. As a teacher, I know that these kids are students first and athletes second.

We weighed the costs of taking a charter bus or flying to Southern California. As we have taken a charter bus to California twice before, we know the physical toll it takes on our kids. By starting to plan early this year, and communicating with a travel agent, we will find affordable flights in and out of Eugene. This allows the team to not waste time traveling to Portland in order to achieve affordable airfare, and gets us to California in a timely manner with minimal physical discomfort to the athletes.

The costs for the trip will be kept low as I have several previous trips to under my belt. We will have the maximum number of athletes in each hotel room. We eat nearly all of our meals in prearranged settings so the per person price can be kept low. We will go to Disneyland, but these tickets will be bought in bulk, too. The biggest expense is transportation to Southern California.

**What effect does the trip have on other classes or programs?**

Students will miss two Red days, and one Black day. Students will communicate well in advance with their teachers. We will have mandatory study hall hours so students may keep up with schoolwork.

**What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?**

This will be the seventh time I have taken students out of state. I have it down to a science and have not had a negative experience yet. Families will drive the athletes to the Eugene airport. We will fly reputable airlines and will use something like Super Shuttle to transport the team from John Wayne airport to the hotel. We plan to stay at the Anaheim Clarion again this year. This will be our fifth time at the hotel. It is only a five-minute walk to the competition site. Each hotel room will have an adult chaperone and students are not permitted to go anywhere without an adult. Students are well aware that males and females may NEVER be in each other's rooms. Lastly, the United Spirit Association has a long history of professional and fair competitions.

**Has all monies required to cover the cost of this trip been fundraised?**

Because this request must be made so early, we have not raised all of the funds yet. I would like to secure district approval before we move too deep in raising money. As the program has raised the funds before, I am confident we can do it again.

### **RATIONALE\***

\*Rationale must be included if students will miss two or more school days.

From previous experience, I have learned it is important to get the athletes into the competition area and into the right mindset well in advance of the event. Plus, you never know when there will be travel issues. As we will not know if we will compete on Friday or Saturday until a week or two prior to the event, it's vital to travel to California on Thursday. The competition can go very late on Saturday night, and because for many of the kids this is a once in a lifetime opportunity, we would like to go to Disneyland on that Sunday. This requires the team to fly home on Monday, hence the reason we are missing the third day of school.



**THS Varsity Cheer and Stunt  
USA High School Spirit Nationals  
Anaheim Convention Center  
February 21-25, 2019**

**ITINERARY**

Departure Date & Time: Thursday, February 21, 2019 morning

- Depart from Eugene airport in the morning
- Arrive in Orange County in the early afternoon, then transfer to the hotel
- Students will get settled in their hotel rooms and have two hours of academic study hall
- Team will go to dinner together at a local restaurant
- Early night to bed

Competition Day; Friday and/or Saturday

- Eat breakfast in the hotel
- Practice at the convention center
- Eat lunch and do hair/make up
- Compete in prelims
- Watch and wait for announcement of finalists
- Compete in finals or watch finals

Team Day; Sunday

- Eat breakfast in the hotel
- Go to Disneyland as a team

Return Date & Time: Monday, February 25, 2019 afternoon

- Depart from John Wayne airport in the morning
- Arrive in Eugene in the late afternoon

**RESOLUTION #18-19.018  
OUT-OF-STATE TRIP REQUEST**

**DATE: NOVEMBER 13, 2018**

**THURSTON HIGH SCHOOL'S  
BAND AND ORCHESTRA**

**RELEVANT DATA:**

The objective of our trip is for THS Band and Orchestra students to travel to Santa Cruz, Santa Clara and San Francisco, California for the opportunity to perform in front of a large audience, possibly be rehearsed by the director of bands at a Conservatory of Music, and listen to one of the premier symphonies of the world – San Francisco Symphony.

**RECOMMENDATION:**

It is recommended the Board of Directors approve Thurston High School's Band and Orchestra students' request to travel to Santa Cruz, Santa Clara and San Francisco, California to perform and learn. Dates of travel will be April 10-14, 2019.

Students will miss three (3) school days.

The Band and Orchestra students have fundraised nearly half the monies needed to cover the cost of this trip.

There is no cost to the district for this trip. Monies fundraised will also cover costs for substitute teachers.

Chad Towe and Tim Vian will be available to answer questions.

**SUBMITTED BY:**

David Collins  
Assistant Superintendent

**RECOMMENDED BY:**

Bruce Smolnisky  
Interim Superintendent

Springfield School District

Cabinet Mtng Date/Decision: 10/16/18 apprvd

Board Mtng Date/Decision: 11/13/18

## OUT-OF-STATE TRAVEL REQUEST

School: Thurston Contact: Tim Vian Date: 9/24/18

Club/Organization Going on Trip: Band and Orchesra # of Students (M/F): 32 / 28

Number of Faculty Chaperones: 1 Number of Parent/Other Chaperones: 8

Names of Chaperones:

School Staff: Tim Vian

Parents/Others: Tseitel Delong, Dr. Stephen Ames, Mr. and Mrs. Thomas, Tiffany Haugen, Angie Hampton

Destination: Santa Cruz, Santa Clara, San Francisco, CA Dates of Trip: 4/10-14/2019

Estimated Total Cost: \$48,000 Cost to the Program/Building\*: 3 sub days (band cost)  
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$22,000

Fundraising Activities: Autzen Seat install, removal, selling during games, candy, Luau/Auction, bottle drive

Lodging: Days Inn in Santa Clara, or an equivalent hotel

Food: On own, at well established areas

Method of travel: Experience Oregon Charter  
(Note: District vehicles **are not** available for out-of-state travel)

# of School Days Missed: 3  
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) N/A Type of Coverage \_\_\_\_\_ Cost per Person \_\_\_\_\_

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form X Student Fundraising Agreement

**Purpose for the trip and a tentative Itinerary must be included with this form.**

**Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Director no less than 30 days prior to the trip of the club/organization's status raising all required funds.**

Approved: X Denied: \_\_\_\_\_ Principal: Chad Towe Date: 9/27/18

Approved: X Denied: \_\_\_\_\_ Asst Superintendent: David Collins Date: 10/16/18

### IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.

**\*All costs must be paid by the program or building. The District assumes no costs for trips.**



**Thurston High School Band and Orchestra**  
**Santa Cruz, Santa Clara and San Francisco, California**  
**April 10-14, 2019**

**PURPOSE OF THE TRIP**

**What are the objectives of the trip and how are the experiences provided related to class or school program?**

1. to perform in front of a large audience (thousands). The band is a performance oriented group
2. to be (possibly) be rehearsed by the director of bands at a Conservatory of Music. The clinician is a widely known and successful collegiate director
3. To listen to one of the premier symphonies in the world - San Francisco Symphony

**How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?**

The clinician is a nationally known conductor and adjudicator. He will work with the students to give them new ideas and thoughts about performance techniques and rehearsal skills.

The trip will allow students to take the performance skills they have practiced at Thurston and relate them to a collegiate (and conservatory) atmosphere.

**How will the experience motivate students for further learning?**

By being exposed to a semi-professional atmosphere, the hope is that students will want to continue music in a university setting.

**Does the trip make best use of available time and money?**

Yes, by setting up the tour myself and not using a company, I am saving each student approximately \$150.00. By going to the San Francisco area, we will have the ability to do more activities in a shorter available time.

**What effect does the trip have on other classes or programs?**

The trip will take only three school days. The other two days will be on a weekend.

There will also be ample time on the bus there and back to do homework.

**What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?**

As of now, Charter buses from Experience Oregon have been reserved, a reputable and safe charter company I've used many times in the past. I have several parents, including a doctor and 2 nurses slated to come on the trip as well. Controlled free time has been built into the schedule, but not anywhere they will be by themselves. I will require all students to be on the REMIND app in case of emergencies.

**Has all monies required to cover the cost of this trip been fundraised?**

About half has been raised, but there are SEVERAL fund raisers coming up that students can take part of.

## **RATIONALE\***

Because of the venue, and lining up with schedules in the bay area, the only time we are able to go is in April, and to make it worthwhile, we would need to leave on a Wednesday and return on Sunday. Because we are using bus transportation, students will be able to keep up on their homework. I will be in contact with all teachers and make sure that if there are any tests, I will proxy them.

### **Thurston High School Band and Orchestra Santa Cruz, Santa Clara and San Francisco, California April 10-14, 2019**

## **ITINERARY**

### **April 10**

9:00 - Leave Thurston

noon - stop in Medford for Lunch

3:00 - Stop in Stockton for rehearsal at Pacific University.

6:00 - arrive at Hotel (TBA)

### **April 11**

8:00 - load bus for Santa Cruz

9:00 - arrive at Board Walk (play on beach, get some sun...)

10:00 - Boardwalk open

7:00 - load bus for Hotel

8:00 - arrive back at Hotel

### **April 12**

9:00 - load bus for Paramounts Great America

10:00 - arrive

Performance sometime in here

5:00 - leave for hotel

7:00 - leave for San Francisco Symphony

11:00 - arrive back at hotel

### **April 13**

9:00 - leave for Pier 39

10:00 - arrive

7:00 - leave Pier 39

8:00 - back to hotel

### **April 14**

8:00 - load bus

6:00 - arrive at Thurston

**RESOLUTION: #18-19.019**

**DATE: NOVEMBER 13, 2018**

**LOW INCOME RENTAL HOUSING  
PROPERTY TAX EXEMPTION**

**RELEVANT DATA:**

Springfield City Council has identified housing as a key community issue within the boundaries of the school district and city. Additionally, they have found that there is a shortage of housing; rental vacancy rates are very low and waiting lists for income-qualified housing are either very long or completely closed. To address this challenge, City Council created a Housing Strategy to incentivize the creation of housing at all price points. One strategy to develop income-qualified housing is the reinstatement of Low-Income Rental Housing Property Tax Exemption. This tool assists in making it more feasible for developers to make rental units affordable to the renters in our community who face the greatest cost burdens.

In June 2018, the Springfield City Council reinstated the City's Low-Income Rental Housing Property Tax Exemption program, exempting income-qualified rental housing from ad valorem real property taxes for twenty (20) years. The City's ordinance and resolution to reinstate the program applies only to the tax levy of Springfield; per statute, in order for the exemption to apply to the tax levy of all other taxing district, there must be support from the governing bodies of this taxing district such that their combined rates total at least 51% of the combined rate of all taxing districts.

Under this request, the program provides an exemption for the development of *new* rental housing, however the Council may consider the inclusion of existing housing in the program. The state statute defines low-income for this program as income at or below 60 percent of the area median income in our community. Additionally, the City requires that this property tax exemption is passed on to renters of these qualifying developments.

Joan Bolts will be available for questions at the meeting.

**RECOMMENDATION:**

It is recommended that the Springfield School District, Board of Directors approve the attached resolution authorizing City of Springfield to provide tax exemptions for low income rental housing properties under ORS 307.515 to 307.535 and Sections 3.500 - 3.508 of the Springfield Municipal Code, as presented.

Submitted by:

Brett M. Yancey  
Chief Operations Officer

Recommended by:

Bruce Smolnisky  
Superintendent of Schools

**RESOLUTION: #18-19.019**

**DATE: NOVEMBER 13, 2018**

**LOW INCOME RENTAL HOUSING  
PROPERTY TAX EXEMPTION**

Whereas, in 2018 the City of Springfield amended Springfield Municipal Code sections 3.500 - 3.508 related to the City's Tax Exemption for Low-Income Rental Housing program established in 1993. This change was required due to legislative updates to ORS 307.515 to 307.535.

WHEREAS, the standards and guidelines enable the City of Springfield to grant 20-year property tax exemptions to qualified low income rental housing properties constructed after April 5, 1993. These tax exemptions facilitate the development of affordable housing for low-income Springfield residents.

WHEREAS, pursuant to ORS 307.519(2), for County Assessor to exempt all property taxes under this program there must be support from enough taxing districts such that their combined rates total at least 51% of the combined rate of all taxing districts. The governing boards of a sufficient number of local taxing districts must agree to the tax exemption program in order for the County Assessor to exempt all property taxes.

WHEREAS, ORS 307.519(2) is applicable to the Springfield School District #19 and, therefore, before the County Assessor will completed apply the tax exemptions to properties granted exemptions by the City of Springfield, the Springfield School District Board of Directors must concur with the exemption.

NOW, THEREFORE, BE IT RESOLVED THAT the Springfield School District Board of Directors agrees to the standards and guidelines established by the City of Springfield providing tax exemptions for low income rental housing properties under ORS 307.515 to 307.535 and Sections 3.500 - 3.508 of the Springfield Municipal Code.

Passed by the Springfield School District Board of Directors this 13<sup>th</sup> day of November, 2018.

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Board Chair

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Superintendent