

## **BOARD AND SUPERINTENDENT WORKING AGREEMENTS**

### **A. Purpose of Agreements**

The Board of Directors is the policy making body for the Springfield School District. To effectively meet the District's challenges, the School Board, Superintendent, and District Administration must function together as a leadership team. Successful organizations value effective and dynamic leadership. Leaders of high-quality organizations set in place a basic framework of how they work together to lead, serve and provide vision for their organizations.

We agree and commit ourselves collectively and individually to the following operating protocols, adhering to all district policies and procedures:

### **B. The Board Job Description and Relationship with Superintendent**

1. Set the long-term direction of the District through the mission, vision, goals, and priorities.
2. Focus on policymaking, planning and evaluation.
3. Maintain effective two-way communication with students, staff and the public.
4. Understand that as an individual, a Board member has no authority. It is when acting as a body that a majority of the Board has influence.
5. Be accountable for the financial stewardship of the District, including aligning resources with goals and priorities, setting expectations, and monitoring progress.
6. Manage Board processes, including operating agreements. Actively pursue opportunities to give and receive feedback regarding Board member performance as responsible communicators. Participate in an annual self-assessment of the Board's performance.
7. Deliberate and make decisions in accordance with public meeting law. Foster a positive Board environment; encouraging debate different points of view, and listening, doing so with care and respect.
8. Board members will adhere to standards of ethical conduct and professionalism. They will also maintain confidentiality according to the Oregon Revised Statute standards, particularly in executive session and administrative function sessions, including when interacting with staff, elected officials and the community.
9. Set priorities for Board professional development annually, pursuing continuous improvement through a yearly Board retreat.
10. Supervise the hiring, performance evaluation and other personnel management processes related to the Superintendent.
11. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
12. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters.

### **C. Role of Board Leadership**

1. Manage the Board's process; convene meetings; develop the Board agenda with the

Superintendent, seeking Board member input; and execute documents, as appropriate.

2. Serve as the authorized spokesperson for the Board with regard to Board policy, process and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.
3. Communicate with individual Board members concerns shared with the chair by other board members regarding issues agreed to in the working agreements or group operating norms.
4. Facilitate the orientation of new Board members.
5. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
6. The Vice Chair will perform these duties when the Chair is not available.

**D. Role of the Superintendent**

1. Manage the day-to-day operations of the District.
2. Work as a team with Board members.
3. Work with the Board to establish a clear vision for the District and affirm it annually.
4. Collaborate with the Board to set annual District goals.
5. Work with the Chair and Vice Chair to effectively bring information and issues to the Board so that it can make proactive data driven decisions on policy and budget/revenue issues.
6. Facilitate and direct, communication between the central office staff and the Board that will require more than 20 minutes of staff time or when confidential by nature.
7. Provide regular communications to the Board. This may include: scheduling information for activities and events, as well as notice, follow-up or resolution of issues.

**E. Meeting Operations and Decision Making**

1. Respect the scheduled starting and ending times for meetings. Executive sessions and work sessions will end no later than 10 minutes before Board meetings. The Vice Chair will assist the Board Chair with keeping on schedule.
2. Attend and be fully engaged with a minimal distraction from cell phones, etc. at regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.
3. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
4. Prepare for Board meetings by reading materials ahead of the meeting and asking questions that you have of the Superintendent or members of the Executive Team prior to the day of the meeting if possible. If after you have asked questions you intend to pull something from the consent agenda action, please notify the Board Chair and/or Superintendent before the meeting.
5. Board discussions should be thorough yet concise and pertinent to the issues on the agenda.
6. Make it a goal to make no new proposals on the night that the Board is scheduled to make a decision or take action. Items for discussion should be brought first to the Board Chair or Superintendent to be placed on the agenda. Try to avoid surprises.

7. Cast a vote on all matters except when a conflict of interest arises.
8. Uphold decisions that have been made by the Board.

F. Communication

1. Communicate openly and honestly.
  2. Respect differences and listen well and for positive intent.
  3. Operate as representatives and make decisions in the best interest of the whole District.
- Consider  
research, best practices, evaluative data and public input in making mindful and purposeful  
decisions. Being mindful of the needs of ALL the children in our district and the interests of our  
collective community. Consider research, best practices, evaluative data and public input  
in making  
mindful and purposeful decisions.
4. Focus on the situation, issue, or behavior, not the person.
  5. When a Board member receives an informal complaint, listen carefully and empathetically. Direct the person to solve the problem at the lowest level.
    - a) Please talk with  
the teacher.
    - b) Please talk with the  
principal.
    - c) Please talk with the Superintendent.
  6. Formal complaints must be put in writing and signed by the complainant. These are heard by the Superintendent or designee. Complainants may appeal the Superintendent's decision to the School Board.
  7. If a complainant is unwilling to speak to the Superintendent a Board member may share the issue and the source of the complaint, concern or criticism of the District. The Superintendent will keep the Board informant "source" confidential at the request of a Board member but every effort should be made to encourage trust and open communication. This is the best hope for full understanding and resolution.
  8. When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. A "footnote" statement will be added to the bottom of the board chair's email so that patrons understand that it is the practice of the Board that the chair will be responding on behalf of the board. The footnote will state, "The Board Chair responds to emails sent to the full board. School board members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. To assure that board conversations and deliberations do not occur on email, the Board Chair will respond on behalf of the Board. All Board members receive communications that come from the community and the response given by the Board Chair." All Board members will be included in responses made by the Board chair. Following the communication from the Board chair, other Board members may also respond if they wish. The full Board should be included in communications with the public.
  9. When a single Board member receives a communication from a member of the public s/he may respond to that patron as an individual. The Board member may

elect to forward the email and his/her response to the Board Chair or full Board if he/she wishes.

10. When a concern or problem arises, communicate one-on-one with the Board member. If the issue is not resolved, communicate with the Board chair and finally with the Superintendent if necessary.

**G. Board or Superintendent Committees**

*Board Committees:* The committee chair is responsible for implementing the charge of the Board. The committee chair will provide regular updates of committee progress to the Board. External communication of committee progress is the responsibility of the committee chair – the committee chair will provide advanced copies to the Board and the Superintendent of any external communication 36 hours before release.

*Superintendent Committees:* Board members may be asked to serve on a Superintendent or District committee. The Board member is a representative of the Board to staff, student, parent and community members. Board members serving on a committee should temper their participation, mindful of their position as an elected official. Board members serving on a committee are to respect the role of the committee chair and refrain from initiating a new direction for the committee or initiating formal community input except when requested by the committee chair. The Board representative on a Superintendent or District committee will assist the Superintendent in reporting committee progress to the Board. Voting rights will be determined on a case-by-case basis.

# Superintendent Search

August 27, 2018

## Overview

Board feedback for staff on initial process points

- Public or Confidential Process
- Regional or National Search
- Search firm or OSBA
- Key Stakeholder Group Identification

## Public or Confidential Process: Public

### Positives

- Completely transparent process to all interested stakeholders
- Increased trust in the decision

### Concerns

- Challenging for candidates
- May impact your candidate pool before you even begin evaluating
- Becoming much less common among high-level executive positions

## Public or Confidential Process: Confidential

### Positives

- Greater ability to recruit largest candidate pool
- Routinely recommended by search firms
- Generally understood by stakeholders as common practice for high level executives

### Concerns

- Potential for less initial buy-in by stakeholders
- Reliant upon smaller cross-stakeholder group to accurately represent their stakeholders' needs/concerns and communicate process back to groups

## Public or Confidential Process

- Board thoughts on process?
- Additional wonderings, needs or directions for staff?

## Regional or National Search: Regional

### Positives

- Likely applicants familiar with regional education systems/structure/politics
- Potential increased familiarity with area culture/norms/idiosyncrasies
- Lower recruitment costs related to outreach, background site visits, potential relocation costs

### Concerns

- Potential to limited pool of applicants with multiple competing positions available
- May not provide the breadth of diverse applicants Board is interested in reviewing

## Regional or National Search: National

### Positives

- Potential for larger pool of applicants
- May result in candidates with broader backgrounds and experiences

### Concerns

- Additional costs associated with recruitment advertisement, travel, background visits, etc.
- Diverse state structures for education, i.e. policy, funding models, etc. may be challenging

## OSBA or Search Firm: OSBA

### Positives

- OSBA staff familiar with Springfield Public Schools, and community needs/culture
- Lower cost option
- Familiarity with regional candidates

### Concerns

- Multiple competing districts throughout the state, may be conflict of interest
- Potentially geared towards smaller districts
- Possible limited connections to potential candidates throughout the nation

## OSBA or Search Firm: Search Firm

### Positives

- Potential increased familiarity with national candidates
- Connections with national recruitment/advertising options
- Singular focus on executive searches

### Concerns

- Overall cost
- Potential lack of direct familiarity with Springfield Schools

## Key Stakeholder Identification

- Public Agency Partners
  - TEAM Springfield, etc.
- Education Partners
  - SEF, Higher Education, local and regional ed partners...
- Business Partners
  - Chamber, CTE Pathway partners, Workforce Board...
- Community Partners
  - Mental Health agencies, Equity Community Consortium, CALC, LatinX, Advisory Committees...
- Staff
- Parents and Families
- General Survey available
- Others?

## Preliminary Calendar Outline

- Fall:
  - Search Process and/or Firm Identified
  - Listening Sessions with Stakeholder Groups
  - Public Survey
  - Application Process for Selection/Screening Committee

## Preliminary Calendar Outline

- Winter:
  - Job description generated
  - Public Posting and recruitment
  - Screening Committee Review
  - Board Review and Interviews
- Spring:
  - Stakeholder interviews with Finalist(s)
  - Selection and Announcement

## Next steps

- Direct staff to coordinate with Chair/Vice Chair interviews with search firms
- Return with a resolution on Sept. 10, 2018 identifying and finalizing firm and officially starting recruitment process

# 2018-19 Strategic Plan Overview

Bruce Smolnisky, Superintendent

## Vision, Mission, Values

### ○ Vision:

Every Student a Graduate, Prepared for A Bright and Successful Future

### ○ Mission:

We are committed to supporting *Every Student, Every Day*

### ○ Values:

We believe...

...every student can and will learn;

...in eliminating inequities in student achievement;

...in fostering safe, healthy, and engaging environments;

...in promoting an inclusive culture that draws on the assets of our students, staff and community.

## Goals:

- Promote growth and success for every student
- Support families so that every student is prepared to learn
- Provide personalized learning for every student
- Create safe and future ready facilities
- Advocate for funding and policies that support education

## Student Success:

### Promote growth and success for every student

#### ○ Strategic Objectives:

- **Guaranteed and Viable Curriculum** – Specify what students need to know and be able to do through aligned standards, student friendly learning targets, highly effective instructional strategies and common assessments in order to improve academic achievement and opportunity to learn for all students

#### ○ Success Indicators:

- Teachers and administrators implement an articulated curriculum that includes instructional materials and assessments that are aligned to the Oregon State Standards  
Measured by – Planned course statements, curriculum maps, and priority plans, and increased student outcomes
- Systemically (across departments and schools), master schedules reflect optimal time for core instruction, and include adequate time for interventions  
Demonstrated by: Master schedule alignment throughout district

- **Highly effective staff and systems** to support teaching and learning -- Develop and conduct a comprehensive job specification study to ensure licensed, classified, and administrative employees are performing appropriate functions within the scope of each position.

#### ○ Success Indicators:

- All jobs specifications will have clearly articulated essential duties and expectations of the job.
- All job specifications will have clearly articulated minimum qualifications listed for each position.
- Managers and employees will have better knowledge regarding duties and roles of each classified position.

## **Student Success:** **Promote growth and success for every student**

- **Strategic Objectives:**

- **Responsible deployment of resources** – Restructure the distribution of work in Human Resources department to better serve the needs of the District

- **Success Indicators:**

- HR technicians become subject matter experts within assigned areas of responsibility.
    - HR staff are more technically prepared to serve the needs of the district

## **Questions on Student Success?**

## Family Support

Support families so that every student is ready to learn

### ○ Strategic Objectives:

- **Diverse and exceptional workforce** – Diversify the district's workforce by creating an equitable and inclusive recruitment, hiring, and selection process.

#### ○ Success Indicators:

- All job announcements will have equity-minded language included
- Hiring committee members will be trained on the importance of Equal Employment Opportunity
- Adverse impact analyses will allow for exploration into the if/how selection processes have implicit/explicit bias

- **Safe and inclusive learning environments** – Provide learning environments that meet the needs of students and provide parents confidence in the district's care for their children

#### ○ Success indicators

- Completion and continued compliance with the state required testing (lead, radon, etc.) and clear action plans and timelines should work be needed.
- Installation of push-button entry systems for all schools increasing and enhancing the safety of school communities throughout the school day.

## Questions on Family Support?

## Personalized Learning:

Provide personalized learning opportunities for every student

### ○ Strategic Objectives:

- **Multi-Tiered Systems of Support** - Specify what students need to know and be able to do through aligned standards, student friendly learning targets, highly effective instructional strategies and common assessments
  - Success indicators:
    - District and school leadership teams meet regularly to set goals, develop implementation plans, and review progress toward goals set forth in plans
    - Curricular materials are provided for all content areas that are aligned to standards and support high quality instruction.
- **Quality Instruction** - All staff use instructional strategies and initiative that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students
  - Success indicators:
    - Staff develop positive, predictable and safe environments that promote strong interpersonal relationships with their students, maximizing learning time and creating an inclusive environment where diverse backgrounds and perspectives are valued.
    - Demonstrated through SWSS data, surveys, parent involvement plans

## Personalized Learning:

Provide personalized learning opportunities for every student

### ○ Strategic Objectives:

- **High School Success** - Design an intentional educational system around personalized student learning, interests and support
  - Success indicators:
    - An increase in class offerings in the area of CTE, including the development of a Natural Resources and Fine Arts program of study
    - Clear and complete professional development for staff around CTE programs of study
    - Increase in equitable student access to meaningful work force experiences through awareness of opportunities, apprenticeships, and employment.
- **Facilities** - Create instructional spaces that are welcoming, engaging, comfortable and enhance the learning opportunity for students
  - Success indicators:
    - Completion of additional learning spaces that support individual opportunities for students including welding upgrades, middle school STEAM spaces.
- **Technology** - Ensure that all students and staff have timely and appropriate access to online tools to meet instructional needs
  - Success indicator:
    - Completion of application portal access tool, to provide easy and seamless access to online instructional tools

# Questions on Personalized Learning?

## Inspiring Facilities: Create safe and future ready facilities that inspire learning

### ○ Strategic Objectives:

- **Thoughtful and innovative facilities** – Continue to strive for development of facilities that maintain relevance, opportunities and forward thinking improvements

#### ○ Success indicators:

- On-going re-evaluation of current district and building spaces that can be refreshed to provide additional instructional opportunities
- Update of the 10-year capital improvement plan that includes identification of concerns and recommendations to protect the structural integrity of district facilities
- Continue to seek opportunities for high school student interns in the various facilities and operations activities of the district including print services, and maintenance

- **Next generation learning** – Engage students in technology rich environments that enhance teaching and learning by developing facilities and practices that are ready for next generation learning

#### ○ Success indicators:

- Develop a long term staff and student device lifecycle budget
- Continue the ongoing upgrades of wireless networks at school buildings throughout the district to ensure that students and staff have smooth and easy access to instructional tools and materials.

## Questions on Inspiring Facilities?

## Education Advocacy:

Advocate for funding and policies that support public education

### ○ Strategic Objectives:

- **Intentional and effective advocacy** – Through clearly defined legislative advocacy plans, the school board and the district will provide targeted advocacy at the state and federal level on specific issues where Springfield Public Schools support and advocacy will help advance public education.

#### ○ Success indicators:

- Clearly identified legislative priorities adopted by the board that effectively communicate the needs and input of Springfield Public School Board

- **Clear and meaningful policies** – Develop good policies guide district practices and reduce liability

#### ○ Success indicators

- Complete two-year review and update of all district policies

## Questions on Education Advocacy?

## Next steps...

### ○ District:

- Continued work on action plan and measurable outcomes for each goal and subsequent strategy
- Publish to new website
- Develop comprehensive Strategic Plan document to guide the work and articulate our plan

### ○ Board:

- Pass a resolution to amend and readopt goals for 2018-2019 at future board meeting

**School Board Representation  
2018 – 2019**

**Agencies & Civic Organizations**

Lane Council of Governments: Tony Jobanek

Lane ESD Advisory Board: Emilio Hernandez

Lane ESD Budget Committee: Emilio Hernandez

Springfield Education Foundation Laurie Adams, Zach Bessett

Wildish Theater: Michelle Webber

**District Committees**

Budget Committee: All 5 Board Members

Facilities Advisory: Board Chair and Vice Chair

**Springfield School District No. 19**  
**Board of Directors**  
**August 27, 2018**

Address:

525 Mill Street  
Springfield, Oregon 97477  
3.32 Acres

**Hazardous material study and Phase I environmental assessment:**

- **Asbestos Material:**
  - Approximately 17,450 SF – 9-inch Vinyl Floor Tile with mastic
  - Chalkboards with mastic in various rooms
  - Approximately 750 SF – 12-inch ceiling tile with mastic
  - Built-up roofing
  - Window glazing compound throughout building – 110 units
  - Cement asbestos board – 70 SF
  - Vault Doors – 70SF
- **Lead Paint:**
  - Of the nine (9) paint chip samples collected, lead was detected in all samples with concentrations ranging from 60 parts per million (ppm) to 33,000 ppm. The Consumer Product Safety Commission limit for lead in consumer paint products is .009 percent or 90 ppm. The Department of Housing and Urban Development (HUD) and EPA define lead-based paint as that which contains 5,000 ppm or greater. Under OSHA, any lead concentration in paint that may become airborne during construction triggers requirements to protect employees.
- **Phase I Environmental Site Assessment:**
  - 4,000-gallon underground storage heating oil tank. Decommissioned and filled in place in 1992. All samples of soil and groundwater were listed in the report as having concentrations below detection limits (non-detect).
  - 6,000-gallon above ground tank was utilized for heating and was decommissioned.
  - Emergency generator system contains an estimated 300-gallon diesel tank that is self-contained.
  - No recognized, controlled or historical environmental conditions were identified with property.
- **Cost Estimate (not formal RFP): \$150,000 - \$200,000**
  - Design & Bid = \$15,000
  - Abatement Period = \$10,000
  - Abatement = \$125,000 – 175,000

**Planning Services:**

- 525 Mill Street site is currently identified as one tax lot by Lane County Tax Assessment and Taxation.
- Property was originally comprised of 13 platted lots and a vacated alley/street. (See map).
- City of Springfield indicated that a Major Replat process will be required in order to eliminate or combine multiple common property lines between lots and configure the site in a manner that meets desired goals.
- Major Replat involves two stages (Major Replat Tentative & Major Replat Plat).
- Estimated cost for completion: \$28,940.

**Demolition Services:**

- Remove 3 story structure and attached structure: \$50,000.
- Exclusions = Permits, utility disconnects, hazardous waste, asbestos.

**Summary of estimated costs: \$251,834 – \$306,834**

- Hazardous material abatement = \$150,000 - \$200,000
- Planning Services = \$28,940
- Demolition Services = \$50,000
- Contingency = \$22,894 - \$27,894



