



**BOARD OF EDUCATION**  
**September 11, 2017**  
**Administration Center Board Room**  
**525 Mill Street**  
**Springfield, OR 97477**

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**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 Erik Bishoff
2. Recognition: Certificate of Achievement for Excellence in Financial Reporting	Chair Bishoff
3. Introduction of New Administrator	Brandi Starck and Kevin Ricker
4. Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
5. Consent Agenda	
A. August 14, 2017 Board Meeting Minutes	1
B. August 28, 2017 Summer Planning Meeting Minutes	2
C. Personnel Action, Resolution #17-18.007	Bruce Smolnisky 3
6. Action Items	
A. Strategic Plan and Board Goals, Resolution #17-18.008	Jenna McCulley 4
7. Reports and Discussion	
A. Budget Reinvestment	Brett Yancey
B. Superintendent Communication	Sue Rieke-Smith
C. Board Communication	Chair Bishoff
8. Other Business	
• October 23 meeting will be cancelled.	
• Move Fall Planning meeting to November 13 prior to the scheduled Board Meeting.	
9. Next Meetings: September 25, 2017, 4:00 pm, Board Work Session October 9, 2017, 7:00 pm, Business Meeting	
10. Adjournment	Chair Bishoff

## BUSINESS MEETING MINUTES

2/A regular meeting of the Lane County School District No. 19 Board of Education was held on August 14, 2017.

### 1. CALL MEETING TO ORDER

Board Chair Erik Bishoff called the Springfield Board of Education meeting to order in the Board Room at the District Administration Center at 7:02 pm.

Board Chair Bishoff asked if there were any changes or additions to the agenda. There were no changes to the agenda.

#### Attendance

Board Members present included Chair Erik Bishoff, Laurie Adams, Zach Bessett and Emilio Hernandez.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Tom Lindly, Bruce Smolnisky, Jenna McCulley, Brian Megert, Kevin Ricker, Suzy Price, Greg James, Judy Bowden, Anne Goff, Tim Stephens, Chad Towe, Gary Cole, Craig Prindel and Linda Henry.

### 2. PUBLIC COMMENT

No public comment was offered.

### 3. CONSENT AGENDA

#### A. July 31, 2017 Board Meeting Minutes

#### B. Personnel Action, Resolution #17-18.002

Bruce Smolnisky recommended that the Board of Directors approve the personnel action for licensed employees as reflected below:

#### New Hires

Jeremy Campbell  
David Carter  
Colin Farnsworth  
Kimberly Green  
Kristen Grottkau  
Laura Latham  
Lane Littlefield  
Brittany Maddoux

Melissa Morgenlaender  
Miranda Nchekwube  
Nathan Poukish  
Andrew Price  
Raina Silva  
Heather St. Louis  
Kathryn Tiernan

#### Change in Contract Status

Jonathan Kempe

#### C. Nutrition Services Fresh Produce Products, Resolution #17-18.003

Gary Cole, Nutrition Services Supervisor recommended that the Board of Directors award the fresh produce products contract to Emerald Fruit & Produce of Eugene for an estimated amount of \$210,000.00.

#### D. Nutrition Services Dairy Products, Resolution #17-18.004

Gary Cole recommended that the Board of Directors award the dairy products contract to Spring Valley Dairy of Eugene for an estimated amount of \$370,000.00.

#### E. Nutrition Services Bakery Products, Resolution #17-18.005

Gary Cole recommended that the Board of Directors award the bakery products contract to Franz Family Bakeries of Eugene for an estimated amount of \$100,000.00.

#### F. Purchase of Nutrition Services Supplies

Gary Cole recommended that the Board of Directors approve the purchase of Nutrition Services supplies from the following vendors for the following estimated amounts:

Food Services of America, Woodburn, OR	\$325,000.00
McDonald Wholesale Company, Eugene, OR	\$325,000.00
NW Distribution – Tools for Schools, Emmitt, ID	\$50,000.00
EcNow Tech, Albany, OR	\$25,000.00
Wallace Packaging LLC, Tucson, AZ	\$25,000.00
<b>TOTAL ANTICIPATED AWARD</b>	<b>\$750,000.00</b>

### **G. Grants and Development Report**

Staff in the Instruction Department has collaborated with other District staff and departments to submit grant applications to the U.S. Department of Education, Oregon Department of Education, and a variety of private and public funding organizations. The goal is to secure funds that benefit District students, teachers and schools.

The District's process for selecting the grant applications it chooses to pursue is established in accordance with District policy and funding opportunities that are aligned with District goals to support existing initiatives, enhance current projects, offset budget and staff reductions, and find funding for projects for which the District currently has budgeted matching funds.

This year the District's Instruction Department grant efforts prioritized projects that were aligned with current District initiatives such as collaboration, college and career readiness, dual language programming, STEM, and recruiting, supporting and training bilingual/bicultural community members to become highly qualified teachers.

#### **2016-2017 Highlights:**

- Successfully submitted various grant applications totaling, \$6,236,677.93.
- \$174,132.00 awarded for ELL Transformation.
- \$200,000.00 awarded for Preschool Promise.
- \$3,219,827.00 was allocated during the 2016-17 school year for Title IA.
- \$80,552.00 was allocated during 2016-17 school year for Title III ELL.
- \$1,916,117.94 was allocated during 2016-17 school year for IDEA Part B.
- Awarded a \$33,197.00 for College and Career Readiness.
- Awarded \$53,969.30 for the Student Centered Assessment Project.
- \$503,079.00 was allocated during 2016-17 school year for Title IIA.
- Awarded \$44,600.00 for ASPIRING Leader.
- \$11,203.69 was allocated during 2016-17 for Title X McKinney Vento.

### **H. Restraint and Seclusion Report**

This is year five of the restraint and seclusion reporting requirements that took affect in July 2012. The wording of the OAR has been adjusted on more than one occasion in the last few years, but the substance of the physical restraint and seclusion law has remained consistent. As part of the law, the district must make available to the board and to the public all incidents of restraint and seclusion during the school year. Additionally, specific demographic information pertaining to the students involved in the incidents of restraint and seclusion must be made available. The attached report provides the applicable OARs and the required information. This report will be kept on file at the district office and will be available on our website. In some cases, the demographic information potentially reveals student identifiable information and that portion has been redacted.

## **Summary Report: 2016-17**

### Use of Physical Restraint and Seclusion in Springfield Public Schools

**581-021-0559**

#### **Reporting Requirements for the Use of Physical Restraint and Seclusion**

(1) Each entity that has jurisdiction over a public education program must prepare and submit to the Superintendent of Public Instruction an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of seclusion rooms available; and a description, including the location of those rooms, designated solely for seclusion;
- (g) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
- (h) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;
- (i) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (j) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

- (a) The public at the entity's main office and the website of the entity;
- (b) The school board or governing body overseeing the entity;
- (c) If the entity is an education service district, the component school districts of the education service district;

(d) If the entity is a public charter school, the sponsor of the public charter school;

(e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

Stat. Auth. 326.051

Stats. Implemented: 2011 OL Ch. 665 (Enrolled HB 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12; ODE 13-2014, f. & cert. ef. 2-19-14; ODE 15-2014, f. & cert. ef. 3-4-14

**Definitions:** As used in OAR 581-021-0550 to 581-021-0566:

“Physical restraint” means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.

“Physical restraint” may not be used for discipline, punishment or convenience of personnel of the public education program.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. “Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

Physical restraint or seclusion may be used on a student in a public education program only if:

- (A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and,
- (B) Less restrictive interventions would not be effective.

**Total Incidents of Physical Restraint and Seclusion:**

	<u>4</u>
Total number of incidents involving physical restraint:	<u>4</u>
Total number of incidents involving seclusion:	<u>0</u>
Total number of seclusions in a locked room:	<u>0</u>
Total number of students placed in physical restraint:	<u>4</u>
Total number of students placed in seclusion:	<u>0</u>

**Demographic characteristics:**

Race:

African American	<b>0</b>
Asian	<b>0</b>
Multi-Racial	<b>0</b>
Native American/American Indian	<b>0</b>
White	<b>4</b>

Ethnicity:

Hispanic	<b>0</b>
Non-Hispanic	<b>4</b>

Gender:

Female	2
Male	2

Disability Status:

<b>Identified as Disabled under IDEA or Section 504:</b>	
	<b>1</b>
<b>Non-Disabled:</b>	
	<b>3</b>

Migrant Status: 0

English Proficiency:

0 Students receiving ELL services.

Status as Economically Disadvantaged:

1 Students eligible for free and reduced lunch.

Total number of incidents that resulted in **injuries or death** to students or personnel as a result of the use of physical restraint or seclusion: 0 incidents resulted in reported injuries to staff.

Number of students placed in physical restraint or seclusion **more than 10** times in the 2011-12 school year: 0

Steps taken to reduce the use of physical restraint for each student:

**In each case, the team debriefed the incident, reviewed the behavior support plan, identified triggers and consequences for behavior, and determined next steps. Following the meeting, the team implemented strategies based on the information collected with the team, including the parents and team members from outside the school system. While the information is confidential, each incident was thoroughly documented as part of the required, formal process.**

Number of incidents in which personnel administering physical restraint or seclusion were not trained:

1

In response to Ms. Adams, Dr. Rieke-Smith said the Board would receive a report on the progress at Hamlin Middle School when Mr. Yancey returned.

**Motion:** Dr. Hernandez moved and seconded by Mr. Bessett to approve the Consent Agenda. The vote carried 4:0.

Dr. Hernandez noted this year was the final year of the agreement for the Applegate Cooperative. Mr. James confirmed the agreement would need to go out for bid. Dr. Hernandez proposed that the Board discuss the issue before the big process began.

Dr. Hernandez inquired about the Use of Physical Restraint and Seclusion in Springfield Public Schools report included in the agenda packet for tonight's meeting. He asked if the District's reporting process was sufficient to meet the District's needs in the future.

Dr. Megert explained that this was required by law for the District to report to the Oregon Department of Education (ODE). When the new law went into effect in July 2012, there were new reporting requirements, new definitions for restraint and seclusion, and new requirements for seclusion rooms. Very specific requirements were identified for what was a seclusion room and currently the District did not have any approved rooms. Thus, the District did not have any seclusions during 2015-2016 and 2016-2017. However, there were seclusions prior to that because students were isolated in their classrooms, which resulted in students acting out and teachers and students vacating rooms until de-escalation took place. The only time the District would engage in seclusion was when a student was alone in a room for a period of time without any adults present.

Dr. Hernandez expressed concern about the term seclusion and preferred students be placed in a safe place.

Dr. Megert explained there were specific definitions in the Restraint and Seclusion technical report prepared by ODE. The report specifically differentiated between seclusion and time outs, safe spaces, sensory rooms and sensory motor rooms. In the definitions of physical restraint and seclusion, ODE leaned toward mental health and health care, designation of seclusion and restraint. He opined this helped to clarify questions about what was legal and what was not legal.

Dr. Hernandez opined that many of the children on whom restraints and seclusion were used had disabilities. He asked if there was a way to reduce the use so parents were not upset.

Dr. Megert said that the District worked hard to ensure that appropriate interventions were used. The District currently used the Mandt Training. He added every school in the District had an administrator, at least one certified teacher and two or more classified staff, all of whom were trained in restraining and working with parents in relation to de-escalation. The District chose to focus on de-escalation rather than use of restraints.

#### **4. REPORTS AND DISCUSSION**

##### **A. Declare a Board Vacancy and Outline Process**

In response to Chair Bishoff, Ms. McCulley said the Board position vacancy would be posted soon. Ms. McCulley reviewed the Board member recruitment process and Ms. Bowden shared the questions asked by Board members of applicants in the past:

### **SPRINGFIELD BOARD OF EDUCATION Appointment Interview Questions September 12, 2016**

1. Why do you want to serve on the Springfield Board of Education?
2. How would you summarize your style for interacting with others and your ability to work as a member of a team? What qualities would you bring to the Board?
3. What do you see as a top budget priority? What is the most important focus for the District over the next five years?
4. What do you see as the biggest opportunities around student achievement for the District?
5. Board Policy KL, Public Complaints, states (in part): *No community member, staff member or student will be denied the right to complain to the Board. Complaints will be referred through the proper administrative channels for solution before investigating or action by the Board...Complaints are handled and resolved as close to their origin as possible. The proper channeling of complaints...is as follows: 1. Teacher; 2. Building principal; 3. Superintendent; and 4. Board.*  
Please describe how you would handle the following situation in your role as a school Board member:  
*You are in the grocery store when a District employee approaches you and begins to share a*

*situation they are involved with at the building and is asking you to step in to help resolve the situation. What would you do?*

6. Is there anything else that you would like the School Board to know?

### **B. Summer Planning Meeting Agenda Items**

Dr. Rieke-Smith reviewed the proposed agenda for the Summer Planning Meeting scheduled for August 28, 2017:

- Board norms, roles and working agreements.
- Discuss and finalize the District's strategic plan.
- Discuss the Cabinet retreat and the Cabinet's work related to the John Kotter article.
- Discuss investment issues related to the \$8.2 billion allocation from the State of Oregon.

Chair Bishoff asked Board members to send suggestions to him for additional topics for discussion at the Summer Planning Meeting.

Dr. Hernandez added not all of the agenda items proposed by Board members were included in the agenda due to time constraints. He suggested the Board develop a parking lot be used for future Board discussions.

### **C. Superintendent Communication**

Superintendent Sue Rieke-Smith reported in the spirit of new and renewed beginnings for the 2017-2018 school year, she wanted to share the District's ongoing commitment to equity in the District. Springfield administrators and confidential staff (SAAC), members of the Equity Cadre, TOSA Alyssa Dodds, Springfield Education Association (SEA) President Anne Goff and Monica Tapia, recently came together for two intense days of equity training with District partners from the National Equity Project (NEP).

The training focused on leadership skills that would address the following:

- Remove predictability of success or failure of students that currently correlated with race, social and economic status, and any other social or cultural factors;
- Find and end any alienating practices and create school multicultural environments for students and staff; and
- Discover and cultivate talents and interests that everyone possessed.

Dr. Rieke-Smith shared that initially, there was both staff excitement and anxiety regarding this work. She was proud that all participants leaned fully into the work and engaged in difficult conversations that challenged long held beliefs about ourselves and our students. In a conference call today with NEP, District staff shared written comments with NEP staff about the training which exuded the pride the District had taken on this challenge and provided the opportunity for this training as well as their commitment to continue to fully engage in future trainings throughout the year. She would communicate with SAAC and Equity Cadre members this week regarding next steps in developing a training schedule for the year.

In light of the tragedy that unfolded in Charlottesville, Virginia recently, Dr. Rieke-Smith was reminded of Mark Twain when he noted, "It is out of the public schools that rose the greatness of a nation." In these challenging times, the District's Equity Cadre was no longer just important, it was critical to the health, well being and success of its students, our community and our nation. Her goal was to encourage SAAC and the Equity Cadre members to share their NEP work with the Board throughout the coming year.

### **D. Board Communication**

Dr. Emilio Hernandez, referring to Dr. Rieke-Smith's comments this evening, with all of the great work SAAC had been doing with NEP, he was concerned with the calls he had received from organizations he worked with across the county about recent events in the country, and if the District would be prepared with how community members would be pushing their school buildings to deal with those issues. He did not want



the good work being done with the buildings to be sidetracked by events at the national level and demands from community organizations that would take away from the good energy. There needed to be good communications from the buildings to the Board if issues arose.

Dr. Rieke-Smith emphasized the importance of the work was to provide skill sets and ways in which to communicate to the buildings and community. She recently met with the Latinx Alliance to discuss issues related to immigration. She said the recent events in Charlottesville, Virginia would be part of future conversations with the Latinx Alliance. It would be important for the District to continue to follow its adopted policies and procedures in this area.

### **Board Committee Representation**

Chair Bishoff reviewed the proposed Board representation:

- Springfield Education Foundation: Mr. Bessett
- Facilities Advisory Committee: Mr. Bishoff
- Wildish Theater: Mr. Bishoff
- LCOG: Mr. Bessett

### **5. OTHER BUSINESS**

Dr. Rieke-Smith confirmed the District would participate in the *Teaching with Purpose* Conference this fall. There would also be additional opportunities with the National Equity Project.

In response to Mr. Bishoff, Ms. Bowden confirmed that Chromebooks would be available for all Board members.

Mr. Bishoff said the Board wanted to work on wrap around services with Stand for Children this year.

**6. NEXT BOARD MEETINGS:** August 28, 2017, 9:00 am, Summer Planning Session  
September 11, 2017, 7:00 pm Business Meeting

### **7. ADJOURNMENT**

With no other business, Mr. Bishoff adjourned the meeting at 7:40 pm.

*(Minutes recorded by Linda Henry)*

## WORK SESSION MINUTES

3/A Summer Planning Work Session of the Lane County School District No. 19 Board of Education was held on August 28, 2017.

### 1. CALL MEETING TO ORDER

Board Chair Erik Bishoff called the Springfield Board of Education Summer Planning Session to order in the Board Room at the District Administration Center at 9:02 am.

#### Attendance

Board Members present included Chair Erik Bishoff, Laurie Adams, Zach Bessett and Emilio Hernandez.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Jenna McCulley, Brian Megert, Kevin Ricker, Suzy Price, Judy Bowden, Anne Goff and Linda Henry.

### 2. OVERVIEW OF AGENDA

Erik Bishoff revised the order of the agenda.

### 4. DISCUSS AND FINALIZE DISTRICT STRATEGIC PLAN

Mr. Bishoff directed Board members to the document entitled *Five Bold Steps* which identified the Bold Steps and the District's Mission. He asked Board members to share their thoughts on the Bold Steps and Mission:

Bold Steps:

1. Provide personalized learning opportunities for all students.
2. Support the needs of families so that all students are ready to learn.
3. Create future ready facilities that inspire learning.
4. Promote growth and success for every student.
5. Engage students in a technology rich environment that enhances teaching and learning.
6. Advocate for funding and policies that support education.

Mission: Every student a graduate, excited about learning, confident in their ability to be productive and successful citizens.

Mr. Bishoff said #4, *Promote growth and success for every student*, appeared as an umbrella over the other six Bold Steps and suggested it should be looked upon as a consistency issue.

Ms. Adams opined that promotion was what the Board did.

Dr. Rieke-Smith stated Springfield Public Schools (SPS) was able to measure growth and success through attendance, course history, performance on Smarter Balanced, easyCBM, and graduation rates, which led to the concept of every student because you could decipher the data. She encouraged the Board to consider how SPS would measure growth and success. That would be the story the District would tell about why these bubbles were important. She would share the work the cabinet and Springfield Association of Administrators and Confidentials (SAAC) later in today's meeting.

Dr. Hernandez arrived 9:06 am.

Mr. Bishoff asserted the Board did promote growth and success for every student in everything it did. He suggested making this statement more focused on equity.

Ms. Adams said there had been times when SPS went off track and had not focused on that issue, which led the Board to refocus and get back to setting students up to be successful.

Ms. McCulley suggested that now was a great time for the Board and SPS to focus on the future and refresh the goals as SPS moved to the new Administration building.

Dr. Rieke-Smith stated that if the current goals and mission do not resonate with folks on the ground, the Board needed to review them.

Board members and Cabinet members shared ideas for the Five Bold Steps and Mission statement.

Ms. McCulley suggested that the Board not make any decisions today, but direct staff to prepare a resolution for the Board to consider at its next meeting.

Dr. Rieke-Smith asked that the Board choose up to three of the goals for her to focus her work on this year on which the Board would evaluate her during the coming year.

There was consensus by the Board on Mr. Bessett's proposal that the Board focus on Bold Steps 1, 2, and 4 during the next school year.

Dr. Rieke-Smith asked the Board to devote a work session to advocacy. She had been invited to attend a meeting this week that would address a reconfiguration of the Oregon Association of School Executives (OASE) superintendents' leadership council. She asked that the Board have a work session following the OASE's meeting to discuss the impact of any changes on SPS resulting from the OASE meeting.

In response to Dr. Hernandez, Ms. McCulley said the Board's revised goals would be brought forward in a resolution at its next meeting. The revised goals would be available for public viewing after the Board passed the resolution.

Responding to Ms. Adams, Dr. Rieke-Smith confirmed that the six goals would continue to be part of Bold Steps. The Board would focus on 1, 2, and 4 this year, and review and revise 3, 5 and 6 as needed, in the future.

In response to Ms. McCulley, Board members agreed legislative policy proposals should be brought to the Board in September.

Ms. Adams said the Board had not been involved in advocacy in the past. She wanted the Board to have a plan for advocating for SPS's students. She also wanted to see a calendar that included the dates when the legislature was in session; when OSBA legislative initiatives were under consideration; when the United Front went to Washington, DC; when Board members could advocate for SPS' students in Salem; and when conversations about pending legislation with the Chamber of Commerce would occur.

### **3. BOARD NORMS AND GOALS AND WORKING AGREEMENTS**

Mr. Bishoff and Dr. Hernandez led a discussion to finalize the Board's goals for the coming year.

Mr. Bishoff said it was important for the Board to refresh its memory on Board norms and goals, and to provide information for new Board members.

Dr. Hernandez directed Board members to a hand out entitled BOARD AND SUPERINTENDENT WORKING AGREEMENTS, which had been prepared for the Lane Education Service District (ESD) which addressed the following:

- A. Purpose of Agreements
- B. The Board Job Description and Relationship with Superintendent
- C. Role of Board Leadership
- D. Role of the Superintendent
- E. Meeting Operations and Decision Making
- F. Communication
- G. Board or Superintendent Committees.

Dr. Hernandez noted advocacy was part of the Board's responsibilities and clear communication was important to the Board and Superintendent to successfully do its work. He added personnel was Dr. Rieke-Smith's responsibility, and the Board could not address personnel issues. He emphasized the importance for the Board to clarify Board policies before taking action or discussing issues with the public. He proposed that the SPS departments regularly report to the Board on what was happening at the department level. He asked that there be a Board process for tracking and addressing public comments.

Dr. Rieke-Smith said the Board could address public comments at a subsequent Board meeting. Board members should direct people to the appropriate staff when approached by the public with comments and concerns.

Mr. Bishoff recommended Board members look at the updated Oregon School Boards Association (OSBA) website. The *Ask OSBA* section was particularly informative.

Dr. Hernandez cautioned against violating copyright laws when looking at the OSBA website, which had been a problem, particularly for smaller school districts.

Dr. Rieke-Smith asked Board members if they found the summer OSBA trainings valuable.

Dr. Hernandez said the most recent OSBA training was particularly well done, especially around charter schools. The training presented all new information, with pros and cons about what the U.S. Department of Education presented in a common sense approach. Other sessions were also well planned and presented. He encouraged all Board members to attend this training, to enable the group to gather information from all of the sessions.

Mr. Bessett said the training presented all new information for him and was very worthwhile.

Mr. Bishoff said the OSBA trainings were always well done, and provided him an opportunity to meet and network with other school boards. He thought it was meaningful for everyone to attend this training.

Dr. Rieke-Smith said it was helpful to get the state and federal perspective on education issues. She added the superintendents and business officers had an opportunity to attend a legislative advocacy conference in Washington, D.C., which was very informative.

Dr. Hernandez suggested OSBA staff be invited to give the training to the SPS Board when the new board member joined the Board. Perhaps other school boards would be interested in participating in the training, as well.

Mr. Bishoff said the OSBA website provided information on various OSBA online courses, including courses on ethics, school finance, budget, and new member orientation.

Board members briefly discussed consuming alcoholic beverages and use of cell phones while representing SPS. Ms. McCulley said when representing SPS, employees were not allowed to consume alcoholic beverages.

Mr. Bishoff said it was important for Board members to be held to the same standards as SPS staff.

Dr. Rieke-Smith directed Board members to section E.2. in the Board and Superintendent Working Agreements document, which stated “Attend and be fully engaged with a minimum of distraction from cell phones, etc. at regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.”

Board members reviewed the document. Mr. Bishoff said dealing with electronic communications was challenging.

Ms. McCulley said exchange of electronic documents should be used strictly for information sharing, and Board members should refrain from discussing or deliberating electronically.

Mr. Bishoff said time was the issue in reviewing documents, but it was important for the Board to be transparent in its discussions and actions.

The Board took a short break.

## **5. CHROMEBOOK TUTORIAL**

Mr. Lindly and Barb Ledbetter led a tutorial for the Board in the use of their new Chromebooks.

## **6. DISCUSS CABINET RETREAT POWERPOINT**

Dr. Rieke-Smith shared with the Board the PowerPoint presentation she shared with Cabinet during their retreat in early August. She directed Board members to the following books which she cited at the Cabinet meeting:

- Leadership on the Line by Marty Linsky and Ronald A. Heifetz
- Leaders Eat Last by Simon Synek
- Move Your Bus by Ron Clark

Dr. Rieke-Smith continued her discussion offering a PowerPoint presentation of a book by John Kotter, Our Iceberg is Melting, which supported the SPS strategic plan.

Dr. Rieke-Smith offered a PowerPoint presentation on the August 14, 2017 SAAC meeting.

## **7. REINVESTMENT DISCUSSION**

Mr. Yancey shared with the Board ideas for reinvestment opportunities for the additional dollars that had been allocated to SPS from the State.

Mr. Yancey distributed a document entitled *The Financial and Economic Environment for Springfield Public Schools—An Analysis to Support Long-Term Planning for the General Fund—June 2017—Prepared for Springfield Public Schools by the Government Finance Officers Association (GFOA)*. He encouraged Board members to review the document.

Mr. Yancey offered a PowerPoint presentation entitled SPRINGFIELD SCHOOL DISTRICT—School Board—2017 Summer Planning Meeting. Copies of the presentation were distributed to Board members. Mr. Yancey reviewed the following items in the PowerPoint presentation:

- Economic Forecast Summary—5/17/2017 & 8/23/2017
- 2017-2018 State School Fund

- State School Fund and Revenue Scenarios
- Summary of Adopted Budget Reductions (2017-18)
  - Reduction in VER contribution (\$275,000)
  - Reduction 5% discretionary supplies (\$205,000)
  - Reduction 2.0 Certified Reserve positions (\$186,000)
  - Reduction of Curriculum materials (\$150,000)
  - Eliminate 2016-17 additions (\$100,000 GF Savings)
    - Outdoor School (\$30,500). To be funded by Measure 99
    - Music/Art support to schools (\$41,500). To be partnered with Springfield Education Foundation
    - Club/Activity Support (\$28,000)
  - Transfer CTE TOSA to Measure 98 funding (\$90,600) from Grant Support funds
  - Transfer Human Resources Tech to Grant Support funds (\$64,000 GF Savings)
- Budget Allocation Considerations—Restore what was eliminated (\$880,000)
  - Addition in VER contribution (\$175,000)
  - Addition 5% discretionary supplies (\$205,000)
  - Addition of Curriculum materials (\$150,000)
  - Restore Human Resources Tech in General Fund (\$64,000).
- Budget Allocation Considerations--\$4,100,000
  - Base biennial funding on a (49%) 2017-18 & (51%) 2018-19 allocation
  - Additional 12.0 fte certified behavior support staff (\$1,100,000)
  - PERS reserve for anticipated 2019-21 biennial increase (\$1,000,000)
  - Increase allocation to Technology Replacement Fund (\$500,000)
  - STEAM/Maker Space Design & Renovations (\$500,000)—Secondary Schools
  - Replacement furniture—District wide (\$440,000)--\$20,000 per room plus Board room furniture
  - Increase mental health supports (\$250,000)
  - Professional Development –Equity training (\$150,000)
  - Anticipated Dual Language program additions (\$70,000)—One-time costs
  - 1.0 fte Administration Building Receptionist (\$50,000)
  - Structural Design Yolanda and Douglas Gardens Breezeway repair (\$40,000).

Mr. Yancey facilitated a Board discussion related to the proposed allocations. He explained he would bring the budget request to the Board at a future meeting, and ask the Board to recognize and allocate resources.

Mr. Bishoff said although the proposed budget was a relief, it was less than what the District needed.

## **8. WRAP UP AND NEXT STEPS**

Mr. Bishoff noted the Board discussed moving advocacy to a work session. Dr. Rieke-Smith's back to school talk was scheduled for Tuesday, September 5, 2017 at 9:30 am, at Springfield High School. He would be providing information about the work of the Board at the back to school event.

## **10. ADJOURNMENT**

With no other business, Mr. Bishoff adjourned the meeting at 1:55 pm.

*(Minutes recorded by Linda Henry)*

**PERSONNEL ACTION**

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations and changes 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. Bruce Smolnisky is available for questions.

RECOMMENDATION:

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

- New Hires
- Resignations
- Changes of Contract Status

SUBMITTED BY:

Bruce Smolnisky  
Interim Director of Human Resources

APPROVED BY:

Susan Rieke-Smith, Ed.D.  
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
<b>NEW HIRES</b>						
1	ERIN ALLMAN	PAGE ELEMENTARY	PROBATIONARY 1	FT	08/29/2017	NEW HIRE
2	ASHLEY BANKS	A3	PROBATIONARY 1	FT	08/29/2017	NEW HIRE
3	COLIN FARNSWORTH	BRIGGS ELEMENTARY	PROBATIONARY 1	FT	08/29/2017	NEW HIRE
4	LAURA FARRELLY	THS	PROBATIONARY 1	PT	08/29/2017	NEW HIRE
5	JAN HAMPTON	THS	PROBATIONARY 1	FT	08/29/2017	NEW HIRE
6	MELISSA MILES	SHS	TEMPORARY	PT	9/5/2017	NEW HIRE
7	KIM THOMPSON	SHS	TEMPORARY	FT	08/29/2017	NEW HIRE
<b>RESIGNATIONS</b>						
8	EUGENE CHISM	SHS	PROBATIONARY 3	FT	9/15/2017	RESIGNATION
9	CARISSA GORDON	MT VERNON	PROBATIONARY 2	PT	8/24/2017	RESIGNATION
10	LIZBETH RAMIREZ	WLA	SCHOOL PSYCH	PT	6/30/2017	RESIGNATION
11	NICOLA SHADDON	PAGE ELEMENTARY	CONTRACT TEACHER	FT	8/23/2017	RESIGNATION
12	WILLIAM WAGNER	SHS	CONTRACT TEACHER	FT	8/25/2017	RESIGNATION



	<b>CHANGE OF CONTRACT STATUS</b>					
13	MICHAEL KLINDT	SHS	PROBATIONARY 3	PT	8/29/2017	CHANGE FROM PART TIME TO FULL TIME STATUS
14	MICHAEL D SMITH	MEMORIAL BLDG	CONTRACT TEACHER	PT	8/29/2017	CHANGE FROM PART TIME TO FULL TIME STATUS

**STRATEGIC PLAN AND BOARD GOALS**

**RELEVANT DATA:**

The Springfield School Board along with district and association leadership participated in a facilitated process to develop new goals to guide the district into the future.

Through this process the board met on multiple occasions to discuss and refine a vision forward for the Springfield School District. On Monday, August 28, during the public summer planning meeting of the board, consensus was gained for the following goals, which accurately reflected the vision of the board of directors for the future of the district.

- Provide personalized learning opportunities for every student
- Support the needs of families so that every student is ready to learn
- Create future ready facilities that inspire learning
- Promote growth and success for every student
- Engage students in a technology rich environment that enhances teaching and learning
- Advocate for funding and policies that support education

Furthermore, the board of directors identified the need to provide clarity, pursuant to the superintendent's employment contract, on the priority goals for which they will evaluate and provide feedback to the superintendent through an annual evaluation.

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

Were selected as priority focus measures for the superintendent and district leadership in the coming academic year.

**RECOMMENDATION:**

It is recommended that the Board of Directors formally approve the above listed goals.

**SUBMITTED BY:**

Jenna McCulley  
Community Engagement Officer

**RECOMMENDED BY:**

Susan Rieke-Smith, Ed.D.  
Superintendent