



Springfield Public Schools

BOARD OF EDUCATION

May 8, 2017

Administration Center Board Room
525 Mill Street • Springfield, OR 97477

4:30 pm Executive Session pursuant to ORS 192.660(2)(i) Superintendent Evaluation

5:30 pm Work Session

6:00 pm Teacher of the Year Reception

7:00 pm Board Meeting

AGENDA		TAB
1.	Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Tina DeHaven
2.	School Presentation: Ridgeview Elementary	Principal Jim Crist
3.	Recognition: Spelling Contest Winners Brain Bowl Winners Springfield High School Student Board Representatives	Kevin Ricker Kevin Ricker Kevin Ricker Kevin Ricker
4.	SafeRoutes2School Report	Tom Lindly Laughton Elliott-Deangelis
5.	Catholic Community Services Report	Tom Mulhern
6.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
7.	Consent Agenda	
	A. April 10, 2017 Board Meeting Minutes	1
	B. April 24, 2017 Board Spring Planning Minutes	2
	C. Financial Statement	Brett Yancey 3
	D. Board Operating Agreements, Resolution #16-17.053	Jenna McCulley 4
	E. Personnel Action, Resolution #16-17.054	Michael Henry 5
8.	Action Items	
	A. 2017-2018 School Calendar, Resolution # 16-17.055	David Collins 6
	B. Legal Services, Resolution #16-17.056	Sue Rieke-Smith 7
9.	Reports and Discussion	
	A. Student Communication	
	B. Superintendent Communication	Sue Rieke-Smith
	C. Board Communication	Chair DeHaven
	• Agencies & Civic Organizations Reports	
10.	Other Business	
11.	Next Meeting: June 12, 2017	
12.	Adjournment	Chair DeHaven

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Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent; 525 Mill Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

Volunteer of the Year Reception

A Volunteer Reception was held at 6:00pm in recognition of the many volunteers throughout the school district representing parents and community members. The volunteers have donated endless hours to volunteer programs such as Springfield Education Foundation, SMART, OASIS, PTA, Booster Clubs, room parents and classroom helpers throughout the Springfield Public Schools. Family members, friends, district staff and community members enjoyed a reception in honor of the following 2017 Outstanding Volunteers:

Jeannie Schwanekamp: Academy of Arts and Academics
Brenda Hansen: Administration Building
Tom Reid: Agnes Stewart Middle School
Karen Long: Briggs Middle School
Kathy Bronson: Centennial Elementary
Diane Hamilton: Douglas Gardens Elementary
Darla Robbins: Elizabeth Page Elementary
Carmel Barnhart: Gateways High School
Carol Peterson: Guy Lee Elementary
Lisbet Rivas: Hamlin Middle School
Julia Britton: Maple Elementary
Jessica Hass: Mt. Vernon Elementary
McKenzie Regent: Ridgeview Elementary
Kathy Estess: Riverbend Elementary
Joanne Jensen: Smart – Brattain Head Start

Crystal Mason: SMART – Centennial Elementary
Holly Jaques: SMART – Maple Elementary
Norma Thomas: SMART – Mt. Vernon Elementary
Linda Lorig: SMART – Riverbend Elementary
Madeleine Berney: SMART – Thurston Elementary
Bob Monroe: SMART – Two Rivers Dos Ríos Elementary
Tom Lininger: Springfield High School
Ali Fisher: Thurston Elementary
Ken Raymen: Thurston High School
Michelle Molony: Thurston Middle School
Duane Esperum: Two Rivers Dos Ríos Elementary
Eva Tiller: Waltherville Elementary
Shannon Wilson: Yolanda Elementary

BUSINESS MEETING MINUTES

17/A Regular Meeting of the Lane County School District No. 19 Board of Education was held on April 10, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 7:05 pm and led the Pledge of Allegiance.

Chair DeHaven asked if there were any changes to the agenda. There were no changes to the agenda.

Attendance

Board Members present included Chair Tina DeHaven, Erik Bishoff, Sandra Boyst, Dr. Emilio Hernandez and Laurie Adams.

District staff, students and community members identified included Superintendent Sue Rieke-Smith, Brett Yancey, Tom Lindly, Michael Henry, Jenna McCulley, Brian Megert, Kevin Ricker, David Collins, Suzy Price, Chad Towe, José da Silva, Paul Weill, Judy Bowden, Anne Goff, Linda Henry, Kim donaghe, Tim Stephens, Carmel Barnhart, Karen Babcock, Jim Crist, Whitney McKinley, Nicki Gorham, Trena Jayne, Jonathan Light, Paul Weill, Dave Hulbert, Cindy Nees, Terry Rutledge, Chris Reiersgaard, Jason Pickett and Alisha Roemeling of the *Register Guard*.

Student Board Representatives present included: Aden Crafton from the Academy of Arts and Academics

(A3); Nick Romig from Thurston High School (THS); Nate Schiffer from Springfield High School (SHS); and Tarah Pugh from Willamette Leadership Academy (WLA).

2. TEACHER APPRECIATION WEEK PROCLAMATION

Chair DeHaven read the Teacher Appreciation Week Proclamation:

Teacher Appreciation Week Proclamation May 1 – 5, 2017

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE BE IT RESOLVED that the Springfield Board of Directors proclaims May 1 – 5, 2017 to be TEACHER APPRECIATION WEEK; and

BE IT FURTHER RESOLVED that the Springfield Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

DATED this 10th day of April 2017.

Signed:



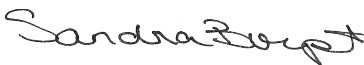
Tina DeHaven, Chair



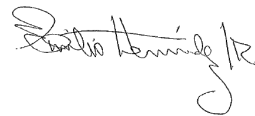
Erik Bishoff, Vice Chair



Laurie Adams



Sandra Boyst



Emilio Hernandez

3. SCHOOL PRESENTATION – MT. VERNON ELEMENTARY SCHOOL

Principal Cindy Nees provided a PowerPoint presentation and shared information about Mt. Vernon Elementary School and its 538 students. Principal Nees said that Mt. Vernon appreciates the uniqueness of each individual and will actively engage everyone in meaningful learning experiences within a caring, respectful environment and that they are dedicated to excellence. She said they are committed to providing instruction to increase student achievement. Literacy is at the core of instruction and their school culture. At

Mt. Vernon they use systems, such as PBIS, that are proactive, designed to increase positive student contact and are focused on student success, which includes also community engagement.

Josh Metzger, teacher at Mt. Vernon, shared about a service project called *Jolynn Smiles* which was started by a first grader at Mt. Vernon to memorialize her little sister who was born with trisomy-18. Her goal was to fully fund twenty-three cleft palate operations through Operation Smile. Mt. Vernon students and staff came together to take donations of goods and money and provided a family fun night to benefit Operation Smile. Their goal was to bring in enough to pay for ten smiles, bringing them closer to their goal of twenty-three smiles by May 23rd. They exceeded their goal by raising enough money to fund twelve smiles.

Next, Principal Nees introduced Music teacher, Tama Rowan who led students in a grade school circus performance and sharing of balloons and confetti.

4. PUBLIC COMMENT

Jonathan Light offered comments regarding Board Policy JBB, Educational Equity, which was on the agenda for approval at today's Board meeting. He applauded the District's efforts, noting there had been many conversations about equity in the State of Oregon and in the nation. One equity he found missing was geographic equity. Where students lived could affect the education they received. He felt the Pathways in Education program work was an excellent example of what the District needed to do to ensure success. It was important to remember that many of the District's students did not have a choice in what education they received based on where they lived. He asked the Board to be mindful when it looked at developing programs and to look at them through the lens of students who were not able to choose where they lived. Through the Pathways program, he learned there were often no programs that supported the work being done at the high school. He suggested the Board should consider looking at implementing programs at the middle and elementary school levels to achieve the desired results. He concurred with the Educational Equity Policy as stated, but he suggested adding language that addressed geographic equity, that may encourage the District to be mindful of equity of where students lived.

6. CONSENT AGENDA

A. March 13, 2017 Board Meeting Minutes

B. Financial Statement

C. Personnel Action, Resolution #16-17.047

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

New Hires

Christopher Plumb

Resignations

Carly Johnson

Katie Keeler

Alexia Puderbaugh

Tara Richner

Heidi Saunders

Matthew Woodford

Retirements

Constance Joan Cesmat

John Mosby

Temporary Non-Renewal

Jessica Olson

D. 2017-2018 Board Meeting Schedule, Resolution #16-17.048

Board Meeting Schedule 2017-2018

Springfield Board of Education Business Meetings will typically be held one time per month beginning at **7:00 pm, unless otherwise noted on the district website: www.springfield.k12.or.us/boardmeetings**. Additional Work Sessions and/or Planning Meetings would be held throughout the 2017-2018 School Year. **Meeting dates**

are subject to change. Only one meeting was scheduled for the months of November, December, March, and May; no meeting would be held in July.

<u>Dates</u>	<u>Locations</u>	
August 14	Admin Center	Business Meeting
August 25	Admin Center	Summer Planning Meeting
September 11	Admin Center	Business Meeting
September 25	Admin Center	Board Work Session
October 9	Admin Center	Business Meeting
October 23	Admin Center	Fall Planning Meeting
November 13	Admin Center	Business Meeting
December 11	Admin Center	Business Meeting
January 8	Admin Center	Business Meeting
January 22	Admin Center	Mid-Year Planning Meeting
February 12	Admin Center	Business Meeting
February 26	Admin Center	Board Work Session
March 12	Admin Center	Business Meeting
April 9	Admin Center	Business Meeting
April 23	Admin Center	Spring Planning Meeting
May 7	Admin Center	Business Meeting
June 11	Admin Center	Business Meeting
June 25	Admin Center	Business Meeting/Work Session

All meetings would be held at the Administration Center, 525 Mill Street, Springfield, Oregon.

E. Ready/i-Ready Math Instruction with Diagnostic, Text Book Adoption, Resolution #16-17.049

David Collins recommended that the Board of Directors approve the request of: *Ready Mathematics with Teacher Toolbox and i-Ready Diagnostic & Instruction, 2017 Curriculum Associates, LLC* for basal use in the Elementary and Middle School Math Program.

F. 2017-2018 School Calendar, First Read

The 2017-2018 academic calendar includes 175 school days for students, one (1) full day collaboration for staff (1/2), 15 early release/collaboration days. This calendar is for first reading, and as such, may require adjustments to fit projected budget conditions prior to Board approval in June. David Collins recommended that the Board of Directors review, as a first reading, the 2017-2018 academic calendar as presented.

G. Board Operating Agreements, First Read

Jenna McCulley recommended that the Board of Directors review the working agreements as a first read.

MOTION: Ms. Adams moved, Dr. Hernandez seconded, for approval of the Consent Agenda. Motion carried 5:0.

6. ACTION ITEMS

A. Board Policy JBB Approval, Resolution #16-17.050

Jenna McCulley recommended that the Board of Directors approve the following board policy:

- JBB Educational Equity

MOTION: Dr. Hernandez moved, Mr. Bishoff seconded, for approval of Resolution #16-17.050. Motion carried 5:0.

B. Safe and Welcoming Schools for all Students, Resolution #16-17.051

Jenna McCulley recommended that the Board of Directors approve Resolution #16-17.051.

Dr. Hernandez expressed concern that the word “sanctuary” was not used in the resolution. It would be the responsibility of the Board and building leaders to put out the inclusive verbiage.

Ms. McCulley said the Board had discussed protocols and procedures at a previous meeting, the Chair and Vice Chair had discussed the issue, and the issue had been shared with administrators. The policy had been translated and was ready for distribution.

All Board members read the Resolution in Support of all Students and their Families:

A RESOLUTION IN SUPPORT OF ALL STUDENTS AND THEIR FAMILIES

WHEREAS, the Springfield School District is home to many students from diverse backgrounds; and

WHEREAS, the District is committed to the success of every student and strives to empower all students to achieve post-high school success; and

WHEREAS, the District’s Strategic Plan emphasizes the district’s value of equity for all.

- We are committed to equitable outcomes for ALL students
- We will foster, safe, healthy and engaging school climates.

WHEREAS, this commitment includes that student success will not be predicted nor predetermined by an individual’s national origin, immigration status, or native language; and

WHEREAS, the Board notes that District personnel are forbidden from using District resources to enforce federal immigration laws, pursuant to ORS 181A.820(1) that specifies:

“No law enforcement agency of the State of Oregon or of any political subdivision of the state shall use agency moneys, equipment or personnel for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the United States in violation of federal immigration laws.”

WHEREAS, the Board wishes to re-affirm the following policies:

1. Policy AC, Non-Discrimination that states:
“The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual’s actual or perceived race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans’ status, or because of an association with any other persons within these protected classes.”
2. Policy JFCF, Hazing/Harassment/Intimidation/Bullying that states:
“The Board [is committed] to providing a safe, positive and productive learning environment... Harassment, intimidation, or, bullying and acts of cyberbullying by students is strictly prohibited.”

And that defines “harassment, intimidation or bullying” as:

“any act that substantially interferes with a student’s education benefits, opportunities or performance that may be based on, but not limited to, the protected class status of a person.”

3. Policy JBB, Educational Equity which states:

“The district is committed to the success of every student in each of our schools.

Educational equity promotes the real possibility of equality of education results for each student and between diverse groups of students. Equity strategies are intentional, systematic and focused on the core of the teaching and learning process”

NOW, THEREFORE, BE IT RESOLVED, that the Springfield School District shall:

1. Treat all students equitably in the receipt of all school services, including but not limited to the free and reduced lunch programs, transportation, counseling, and educational instruction;
2. Create and nurture an inclusive and welcoming environment for all students, families, and staff;
3. Incorporate the voice and perspectives of students, families and communities that reflect student demographics into decisions that benefit student success;
4. Comply with ORS 181A.820(1) by refusing to use District resources for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the United States in violation of federal immigration laws.

AND, BE IT RESOLVED, that the Superintendent shall ensure that the Springfield School District administration and staff understand and follow the principles and practices supported and re-affirmed by this resolution.

AND, BE IT RESOLVED, that the Superintendent shall ensure that the Springfield School District community, including all parents and students will have easy access to information about the district policies and practices for immigrant students supported and re-affirmed by this resolution.

Dated this 10th day of April 2017.

Signed by,

Tina DeHaven, Board Chair

Erik Bishoff, Vice Chair

Laurie Adams, Board member

Sandra Boyst, Board member

Emilio Hernandez, Board member

MOTION: Ms. Adams moved, Mr. Bishoff seconded, for approval of Resolution #16-17.051. Motion carried 5:0.

In response to Dr. Hernandez, Dr. Rieke-Smith stated administrators had been trained regarding the District’s obligations and opportunities within the body of Oregon law to protect families and follow Family Educational Rights and Privacy Act (FERPA) protocol regarding serving warrants and subpoenas. Additionally, several staff had attended the emergency preparedness training, and trainings would be offered to parents to enable them to develop binders and information in the event that they were arrested or needed to leave the country and needed to leave behind their children, who were documented citizens. Additionally, with the approval of Policy JBB, Resolution #16-17.050 and Safe and Welcoming Schools for all Students, Resolution #16-17.051, there would be an all staff email distributed April 11, 2017, appraising staff of the Board’s stance and the work the District would continue to do in support of all of its students, including undocumented students. Additionally, placards that

reaffirmed the District's policies the District's schools were safe and welcoming, and ways that people could access information in English and Spanish, would be developed and distributed to all schools.

Dr. Hernandez commended Dr. Rieke-Smith and District staff for their action. He had received calls from other districts in the State that had passed similar resolutions, but had not yet offered staff training. This provided an opportunity for Board members, staff and administrators to be able to let people know about the policy and upcoming trainings.

Dr. Rieke-Smith said an English language development parent night was scheduled for April 11, 2017. She would reinforce the actions the Board had taken and where people could access information. She thanked Dr. Charles Martinez, Jr., Chair of the State Board of Education, who had reached out to Dr. Rieke-Smith and other superintendents on this issue and asked what the State Board of Education could do to provide the superintendents with additional support. Because of the work done in Lane County and surrounding school districts, the State Board took action.

C. Administration Building Interior Renovation, Resolution #16-17.052

Brett Yancey recommended that the Board of Directors approve the award of the Owner Coordinated Administration Building Interior Renovation by Division Groupings to the following contractors for the amounts indicated:

Base Bid Division Package	Contractor	Bid Amount
Base Bid Package 2-3 & 5 plus 0610, 0616 & 0618	Dorman Construction	\$ 133,084.00
Base Bid Package 8A Doors, Frames & Hardware OFCI	Dorman Construction	\$46,646.00
Base Bid Package 9A Framing, Gyp Board, Ceilings, Wall Units	Bridgeway Contracting	\$309,176.00
Base Bid Package 21 Fire Suppression System	Harvey & Price	\$247,360.00
Base Bid Package 22-23 Plumbing & HVAC - OFCI Equipment	Hydro-temp Mechanical	\$728,800.00
Base Bid Package 26-27-28 Electrical, Communications, Safety & Security	Sunset Electrical Inc.	\$479,320.00
Base Bid Package 31-33 Water Utility Piping	Harvey & Price	\$49,300.00
	Grand Total Award	\$1,993,686.00

In response to Ms. DeHaven, Mr. Yancey said the contracts were awarded in a competitive bid process according to Oregon procurement law. He noted Dorman Construction, Bridgeway Contracting, Harvey & Price, and Sunset Electrical Inc. were local contractors, and Hydro-temp Mechanical was based in Wilsonville, Oregon. Mr. Yancey noted Mr. Bishoff had participated in the bid review process.

MOTION: Mr. Bishoff moved, Dr. Hernandez seconded, for approval of Resolution #16-17.052.

In response to Ms. Adams, Mr. Yancey said \$3 million, all of which would come from the capital projects fund, was budgeted for the entire remodel of the Administration Building.

Ms. Adams had received a complaint regarding removal of existing light fixtures in the new Administration Building.

Mr. Yancey said the light fixtures in the building were installed in the 1970's and 1980's. The District standard was to replace older fixtures with LED lights, which were more efficient. The District was also able to take advantage of the Oregon energy rebate and incentive programs, which allowed the District to roll out energy upgrades at three other schools. He added the budget for the renovation included a full construction package with a contingency allocation. This project was challenging with a limited budget. The project was being coordinated in-house with two District project managers. Internal staff would be used for some architectural work. In addition to the construction costs, permits and fees, and asbestos abatement costs would be incurred. There was no money for office furniture and office furniture from the departments would be moved to the new building. The Board Room and reception areas would have new furniture. He agreed to bring plans for the Board Room to the Board for review.

Mr. Yancey said the capital projects fund balance would carry over to next year. He noted renovations to an administration building are highly scrutinized. Any unspent money allocated for this project would remain in the capital projects fund. The Board would need to discuss the future of the current Administration Building. In response to Ms. DeHaven, he said replacement of portable classrooms would be brought to the Board for discussion in the future.

Motion carried 5:0.

7. Reports and Discussion

A. Student Communication

Nick Romig shared the following about Thurston High School:

- The choir was going to a District competition on April 11;
- Colt Night, which was an opportunity for future students to visit the campus was scheduled for April 11;
- Big and Buff Volleyball was scheduled for April 13;
- A Highlighter Dance was scheduled for April 14;
- Skills USA, the THS technical club, was participating in a state competition on April 21;
- The spring musical would happen later this spring;
- Leadership recently finished the Mr. and Ms. THS Pageant and was now focusing on year end activities, including elections;
- Leadership was looking at the roll of clubs at THS to increase club participation;
- AP exams were scheduled for May.

Nate Schiffer shared the following about Springfield High School:

- The choir was going to a District competition on April 11;
- Leadership recently distributed ballots for teacher and student appreciation. Mr. da Silva and other SHS administrators reviewed the ballots today. A catered lunch would be given to the top 11 teachers and students in recognition of people who worked behind the scenes. Each person would receive a certificate during their class and the winner would be acknowledged during announcements. Each teacher had received hundreds of ballots. The ballots would be shared with the teachers so they could see the students' comments.
- Leticia Hernandez won the César Chávez award;
- Prom was scheduled for April 28;
- Members of the SHS DECA team were going to nationals in Anaheim, California on April 28;
- Teachers were electing multiple students of the month for recognition;
- Students painted a cement wall along a staircase, making it more attractive.

Aden Crafton shared the following about A3:

- Students were recently placed into Confluence groups and were researching topics. Students would do presentations to teachers on April 11;

- Confluence would feature presentations based on various environmental issues;
- Students planned to display sculptures made from recycled materials in City Hall;
- Info nights for students considering A3 were scheduled for April 11 and April 19;
- Board members were invited to attend Friday Art Walk at A3 on April 14, where beautiful portraits and abstract color designs would be displayed.

Tarah Pugh shared the following about Willamette Leadership Academy:

- The crafts class was making baby blankets and planned to take them to the NICU at Sacred Heart Medical Center at RiverBend;
- Prom was scheduled for May 13 and the prom committee was holding a car wash on May 6;
- Spring auction was scheduled for May 5;
- Daxton Hessel and Bradley Stevenson won third place awards at the César Chávez event.

B. Superintendent Communication

Superintendent Sue Rieke-Smith read the following statement:

This evening I wish to personally thank the board for your policy work related to equal access to instruction and equity of academic outcome for all students over the past several board work sessions and board meetings. Your passage this evening of policy JBB – Educational Equity and your resolution in support of all families, regardless of documented states, unequivocally states all are welcome and all are safe. Thank you all for keeping equity issues at the heart of board work sessions and for insisting that equity serve as a foundational value for our current district strategic plan. You model this value through your presence as students and staff present their equity work at the Oregon Leadership Network Conferences as well as engaging in challenging and courageous conversations with peers from across the state. You support our formative district work with the National Equity Project, which will expand the district’s Equity Cadre work to administrators, teachers and staff over the next two years.

In a 2013 Education Northwest article entitled, “Lessons on Leading for Equity”, the authors note:

“Leading for equity is hard, yet inspiring work. It requires thoughtful and bold conversations about race and poverty; close examination of policies and practices; and astute attention paid to a variety of data and evidence of student achievement, progress and success. Above all, it requires a willingness to look deeply at one’s beliefs and attitudes and to reflect on how those attitudes play out in daily practice.”

I believe these statements best summarize the work I have had the privilege to realize with you this year.

I continue to be reminded throughout the course of my work, whether with our Chamber or City partners, parents on my parent advisory, staff one on one conversations, or our board work, this community is whole heartedly dedicated to wrapping itself around all of our children, regardless of background or circumstance, for it is together that we lay the groundwork for the success of all of Springfield’s children.

C. Board Communications

Erik Bishoff had the opportunity to review the Ford Family Scholar applications with Dr. Stan Paine. He noted over 900 applications had been reviewed by ten teams. The Ford Family offered full scholarships to students in Oregon based on a variety of issues, including economic need. A theme he observed this year was fear of changes

in policy and fear of what was happening to students' families and friends who were undocumented. This was the first year the Ford Family opened up the applications to undocumented students, which Mr. Bishoff thought was a bold and meaningful move. He had attended the Oregon Leadership Network (OLN) which held a Spring Leadership Institute on April 5, 2017 where the Northwest Regional ESD brought Students Voice students. Brave students shared stories about their status as undocumented students. He sat in on an informative and meaningful session about chronic absenteeism at the OLN meeting and proposed that the Board address that issue in the near future. He continued to volunteer at Hamlin Middle School (HMS). The HMS student showcase was scheduled for April 12, 2017. The students were working on building a hydraulic claw arm from scrap lumber that would be able to pick up and drop cans. He visited THS and the architecture students today. The students were working at the level of some professionals he had worked with and he was extremely impressed with the projects the students were working on. The 3-D printer was operating for Colt Night and making a Baby Groot from Guardians of the Galaxy. The University of Oregon, College of Education was hosting a discussion, Save Our Schools: Defending Public Education, on April 13, 2017.

Dr. Emilio Hernandez said Diane Ravitch and Yong Zhao would speak on "Save Our Public Schools: Defending Public Education from Attacks in the Trump/DeVos Era" at the Save Our Schools: Defending Public Education discussion. He thanked Mr. Yancey and his maintenance team for their work on the Budget Committee, which stayed on task and was carrying out the work supported by the 2014 bond measure. The staff was completing much of the work in-house to make the best use of the money. It had been a pleasure working with the staff. He was a part of a cadre of the OLN, with José da Silva, that was working to build future teachers from students with diversified background. It was good hear that the Student Cadet program at SHS and THS had been looked at from Chemeketa Community College down to Lane Community College. It was a good planning process and he thought it would come to fruition in time, with community support. The school districts that were involved needed to understand that students who wanted to be future teachers needed to have their teachers' support and their communities' support. The Board may want to have a regular report on a quarterly basis to keep this on the Board's agenda.

Chair DeHaven attended the Springfield Chamber of Commerce Education Committee middle school career fair last week, which was a fun and exciting event. She was impressed with the students who dressed the part for this event. She was a judge at the Mr. and Ms. THS Pageant benefitting the Children's Miracle Network on April 8, 2017 where the six boys and four girls raised over \$26,000. The theme focused on Dr. Seuss. She was impressed with the talents the students demonstrated. She was scheduled to serve as the School Board representative at the Springfield Education Foundation board meeting on April 11, 2017.

Sandra Boyst said the Springfield Chamber of Commerce Education Committee had supported the career fair. She had not been able to attend, but she was able to make a donation to support the event.

8. OTHER BUSINESS

There was no other business.

9. NEXT MEETING:

Chair DeHaven invited everyone to attend the Spring Planning Work Session, scheduled for April 24, 2017, 4:00-8:00 pm at the Administration Building in the Board Room. She also invited those present to attend a future Budget Committee meeting.

11. ADJOURNMENT

With no other business, Chair DeHaven adjourned the meeting at 8:15 pm.

(Minutes recorded by Linda Henry)

SPRING PLANNING SESSION MINUTES

18/The Springfield Board of Education held a work session on April 24, 2017 discussing Career and Technical Education (CTE) and the Dual Language program.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education Spring Planning Session to order in the Board Room at the District Administration Center at 5:06 pm.

Attendance

Board Members present included Chair Tina DeHaven, Laurie Adams, Sandra Boyst, and Dr. Emilio Hernandez. Board member Erik Bishoff was excused from the meeting.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Michael Henry, Jenna McCulley, Brian Megert, Kevin Ricker, Suzy Price, Judy Bowden, Tim Stephens, Amber Mitchell, Sarita Lief, Marion Malcolm, Johanis Tadeo, Dennis Gray, Laura Weiss, Sara Thornton, and Linda Henry.

2. WELCOME

Chair DeHaven welcomed those in attendance.

3. CTE MEASURE 98 UPDATE

Superintendent Sue Rieke-Smith and Assistant Superintendent David Collins provided a CTE Measure 98 update. Dr. Rieke-Smith explained staff would update the Board on the District's ongoing work, State of Oregon biennium budget conversations, status of the District's preparedness relative to BM 98 if the funding became available, and Hamlin Middle School construction.

Dr. Rieke-Smith directed those present to a document entitled **FIVE BOLD STEPS**. She reviewed the Goals, focusing on 1 and 4.

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.

Dr. Rieke-Smith reviewed the Bold Steps, focusing on 2.

1. Create a resilient organization.
2. Formalized CTE Programs at secondary level.
3. Support families so ALL students are ready to learn.
4. Comprehensive two-way communication with stakeholders.
5. Transform learning through innovation and the use of digital tools.

Dr. Rieke-Smith reviewed the Values that undergirded the work at the District:

1. All students can and will learn.
2. Foster safe, healthy and engaging school climates.
3. Eliminate inequities in student achievement.
4. Promote an inclusive culture that draws on the assets of students, staff and our community.

Dr. Rieke-Smith reviewed the diagram of District leadership:

- SPS School Board Strategic Plan
 - Superintendent
 - Workforce Advisory Committee (Chamber of Commerce)
 - Would provide a boost for career fairs; campus bound trip for 7th graders; and trips to Lane Community College (LCC) for high school students, so all students could see a career path and opportunities for post secondary education.
 - District Leadership led by Dave Collins and Kevin Ricker
 - CTE/Pathways Technical Advisory led by building principals and Pathways in Education Coordinator Jonathan Light.
 - Business Advisory (Technical)—Dr. Rieke-Smith had been in communication with businesses in Springfield and Lane County about 40/40/20, and how many of the positions in their firms required a 4-year degree, how many positions required a 2-year degree and how many positions were ready to receive high school students. This informed how District students should be instructed to ensure they received the best possible instruction relative to available employment in the local community. Mr. Collins and Mr. Ricker were responsible to ensure the programs were implemented at the building level. There were workgroups that monitored and tested data to inform how students were progressing.
 - Building Leadership led by Dave Collins and Kevin Ricker
 - Program of Study Development Building Work Group
 - Promising Partnerships, Program Expansion, Apprenticeship—The District was currently in conversations with representatives from the Tall Woods Design Institute, which was a collaborative effort between Oregon State University (OSU) and the University of Oregon (UO). The goal of the Institute was to conduct research and development, and start to build multi-story, over 9 stories tall buildings, using advanced wood products, primarily cross laminated timber, and potentially new materials. The program had typically partnered with community colleges in the past. She had proposed that the Institute look at partnering with high schools as part of CTE to develop an innovation cadre at Springfield High School (SHS) and/or Thurston High School (THS), where upper level students could be trained side by side with industry representatives who were coming for advanced professional development.
 - The school sites could be used as hands on labs for OSU and UO. Students would also receive instruction through distance learning and other learning platforms. She noted the UO was in the process of developing glue that was genetically identically to mussels. The glue had a high tensile strength which allowed it to remain stuck to a rock in difficult situations. The glue, which was now being tested with wood products, had similar tensile strength, which would withstand seismic, fire and other challenges which made it attractive for many uses that wood products had not been used for in the past, including building bridges. Enabling the District's students to work with the scientists developing these products would be a game changer.

Mr. Collins thanked the Board and Dr. Rieke-Smith for having the foresight around personalized learning goals and Pathways work as the District moved into the work that began last spring with the Bold Steps. This was a piece of personalized learning opportunities that expanded into alternative education programming, 6/12 mapping and mapping extending back to the elementary level. The District was poised to improve graduation rates through establishing or expanding programs in three specific bucket areas:

- Career and Technical Education.

- College level Education Access/Opportunities.
- Dropout prevention strategies.

Mr. Collins reviewed the work accomplished this year, which included establishing core leadership teams at the District level that included building principals, and bringing together larger populations of staff and principals to review data and data sets. Other work that had occurred was the addition of a certified Pathways position, to have work more coordinated than in the past. In the past, work had occurred at various levels, but not always in an aligned way. Moving forward, the District had opportunities to connect alignments between teachers, principals, the superintendent and Board members to leverage every opportunity in identifying what the pathways were and where they could intersect.

Mr. Ricker noted college and career readiness did not start at the high school level. He noted the Board and District administrators toured the new Hamlin Middle School (HMS) today and observed the new school was a representation of the three buckets which was a collaborative effort. The District plan was to ensure that the three buckets were targeted at the 9th grade level.

- Career and Technical Education.
 - The District's current graduation rate was 66% while students defined as CTE concentrators graduated at a rate of 81%. Students who were involved in the personalized CTE courses had found ways to deal with core academic subjects in a way that was engaging in the classroom. The Board and the District had dedicated significant resources to ensure those programs were maintained when other districts had not done so. The ballot measure had allowed expansion of existing programs which allowed students to be successful in the CTE environment. The District planned to provide information to students during middle school about CTE programs, to expand the program and to provide access to courses to all students beginning in 9th grade.
- College Level Education Access/Opportunities.
 - Students who struggled to graduate, struggled in their freshman year because most of the time at risk students were taking heavy academic loads, they were not engaged, and they did not have a chance to take courses that were personalized to them which they enjoyed and which kept them coming back. A CTE program of study consisted of multiple sets of courses in one area that students were interested in, such as engineering, welding and other courses that provided college credits. Earning college credits in high school kept students engaged and it was more likely that these students would go to college. It was important for all students to have equitable access to those college courses up front so they would enter those pathways early and have access to those courses down the road. One way for the District to ensure college level access and opportunities for students would be to collaborate with local higher education institutions including LCC and UO, to help guide students who did not have enough guidance in selecting courses. Additionally, the District would ensure that all its students would have an opportunity to collaborate with the Ford Family Foundation. Additionally, it would implement and provide support for students with the Oregon Student Aid Application (ORSAA), which allowed undocumented students to apply for financial aid and scholarship opportunities. The District was considering partnering with the UO to place college and career counselors in the classroom and it was hoping to expand private sector partnerships.
- Dropout prevention strategies.
 - When students were engaged and they enjoyed the courses they took in their freshman year, they were more likely to persist and remain in school. It would be important to provide opportunities, comprehensive and alternative options for students that students felt helped them stay engaged. It would be important to be proactive in helping students identify ways for them to be successful. Additionally, partnering with middle schools by using a process of early warning indicators, identifying students who were entering high school who needed additional supports in reading, literacy or math, and making different choices available to all

students when they entered high school was essential. It was important for all students to be able to choose an educational environment they wanted and when they felt they would be successful in, in a proactive manner opposed to a responsive manner.

Mr. Collins said the information offered tonight was intended to be a starting place, not a finishing place, for the conversation. Staff would continue to vet its proposal and bring it back to the Board for approval. He reviewed the proposal, noting it was aspirational in its early stages. The transitions from elementary to middle school, and middle to high school were critical, and there were opportunities for the District to improve those transition periods. The master schedule impacted what may or may not be offered based upon available resources. It would be important for the District to look for additional resources for staffing. The District was looking at expanding existing Pathways to be able to honor the work already done at SHS and THS, while thinking about how an expanded Pathways could exist. The District was not currently looking at designing a comprehensive four year-plan, but it was looking to start Pathways so the District could begin with a fresh cohort and expand that across a four year period. He noted House Bill (HB) 2246A had passed the Oregon House Education Committee and was moving forward through the committee process. He reviewed the elements of the bill.

Dr. Rieke-Smith encouraged Board members to read HB 2246A thoroughly. She thanked the Board for setting the stage for this work and to the District teams that worked on this.

Board members and staff discussed how the District would move forward to implement BM 98 for the District.

The Board took a short dinner break at 5:55 pm.

4. DUAL LANGUAGE UPDATE

Elementary Education Director Suzanne Price and Assistant Superintendent David Collins facilitated a discussion on the Dual Language Program. Ms. Price distributed a document entitled **Dual Language Program—Impacts and Considerations for the School Board—April 24, 2017** and offered a PowerPoint presentation based on the document.

Workgroup Recommendations—March 27, 2017:

- Location: SPS establishes a neighborhood school to become entirely Dual Language.
- Organization: SPS hires a DL Program Coordinator.
- Sustainability: SPS develops both short-term and long-term plans for Springfield's Dual Language Immersion Program and delivers regular reports to the Springfield School Board on the progress recruitment, curriculum support, professional development and best practices for a dual language immersion program.

Areas of Fiscal Impact for Consideration:

- Curriculum and Instruction
- Professional Development
- Staffing
- Facilities
- Transportation

Tables:

- Fiscal Impacts Single K-5 Strand within a Neighborhood School
- Fiscal Impacts A Neighborhood School Serving as a full DL Program; K-5.

Other Considerations:

- The need for multiple community conversations should we transform a neighborhood school into a full DL program.

- Certified and classified staff displacements
 - Contractual and monetary costs associated with involuntary transfers.
- Potential recruitment and/or retainment strategies and the implications with our bargaining groups
- Relocation of District special programming

Tables:

- Minimal Costs for 2017-2018
- Estimated Roll Out Costs—Single K-5 Strand within a Neighborhood School.

Ms. Price noted there would be ongoing and one time costs associated with the program. She added increased traffic and busing would need to be addressed.

Mr. Yancey stated the funding for the Dual Language Program was not part of the bond measure, and new expenses would come from the operating budget.

In response to Dr. Hernandez, Dr. Megert said about a dozen life skills students would be displaced and relocated to another facility that had not yet been identified. Dr. Hernandez emphasized the importance of doing the right thing for the students who would be displaced.

Mr. Collins explained there would be one time costs associated with capital construction costs to modify the school, as well as ongoing costs, including additional staff. Decisions related to costs beyond those incurred next year would need to be addressed by the Board.

Dr. Rieke-Smith said she and Dr. Hernandez had talked with staff at the Pacific University Teaching English to Speakers of Other Languages (TESOL) program.

Dr. Hernandez thanked the school staff for their time and patience in working on this program. While the work group had completed its work with forwarding the recommendation, he encouraged it to stay together as a resource for the community as the program was implemented.

Dr. Rieke-Smith said funding for the program would be included in the proposed budget that would be forwarded to the Budget Committee for review on May 11, 2017, where public comment would be received, after which a recommendation would be forwarded to the Board. Mr. Yancey added the budget would be adopted by the Board no later than June 30, 2017.

Ms. DeHaven and Dr. Rieke-Smith thanked everyone for their work on the budget. Ms. Adams thanked Dr. Hernandez for his support and efforts on the Dual Language Program.

5. WRAP UP AND NEXT STEPS

Ms. Adams said it was important that the Board be clear as it went into budget meetings about what programs were important to the Board and how the Board wanted to see those programs implemented.

Ms. Adams had understood that implementation of BM 98 would take place if the District had more revenue than projected. Since the Board was looking at implementing BM 98, she inquired if that meant the Board had more money and why that did not appear in the budget.

Dr. Rieke-Smith said the State budget exceeded the minimum revenue required to implement BM 98. The challenge was that there was a gap of approximately \$1.6-\$1.8 billion in the State budget overall, which impacted the State's ability to fund BM 98.

Mr. Yancey added that BM 98 dollars were included in the District's proposed budget. BM 98 was not included in the General Fund, and the District was required to allocate and track them separately. The rules

related to BM 98 funds required that they were supplementary, not supplanting, and could not replace anything currently in the budget. The cost to the District to implement BM 98 was approximately \$2.8 million.

Dr. Rieke-Smith said establishment of the three buckets helped the District meet the threshold of supplement, not supplant. It also leveraged the funding in a way that would allow the District to sustain the program over time.

Ms. Adams asked when the superintendent's evaluation would be scheduled.

Mr. Yancey said he had reviewed the superintendent's contract. The evaluation was based on the goals for the superintendent set by the Board at the beginning of the year, and the Board had not yet set goals.

Dr. Rieke-Smith said the Board could use a 360-degree survey process which would not be directly tied to the goals the Board had set for her. Another option would be for the Board to have a comprehensive conversation to evaluate her related to some of the goals around Pathways, promoting growth and supporting the needs of families.

Ms. DeHaven agreed to contact Vice Chair Eric Bishoff to establish an evaluation process for Dr. Rieke-Smith.

Ms. Adams asked why Board members had not been allowed to interact with teachers as they toured HMS today.

Dr. Rieke-Smith said the tour that Board members participated in today broke the Board into groups of two Board members. A meeting of three or more Board members constituted a public meeting, which was not the intent of today's tour. She agreed to provide Board members with the applicable Oregon School Boards Association (OSBA) policy given to Board members last year.

In response to Ms. Adams, Mr. Yancey said Mr. Bishoff was not at today's meeting due to a conflict with his personal schedule. Mr. Yancey added paying for childcare for Board members constituted an ethics violation.

Responding to Ms. Adams, Mr. Yancey said additional tours of HMS were challenging because they interrupted the construction work at the site.

Dr. Hernandez said he would not be able to attend the May 18, 2017 Budget Committee meeting because he would be attending an Education Service District (ESD) conference in Redmond, Oregon. He would arrange to call in for the meeting. Mr. Yancey added there was a conflict with the May 25, 2017 Budget Committee meeting with the District retirement reception, and the Budget Committee meeting would be rescheduled.

6. NEXT MEETING

Chair DeHaven shared that the next School Board meeting would be held on Monday, May 8, 2017 at 7:00pm in the Board Room of the Administration Center. This would be a business meeting.

7. ADJOURNMENT

With no other business, Chair DeHaven adjourned the meeting at 7:55 pm.

(Minutes recorded by Linda Henry)

**SPRINGFIELD PUBLIC SCHOOLS
2016-2017 Revenue/Expenditure Forecast
As of April 30, 2017
Please see attached report**

REVENUES:

- A majority of our (current year) property taxes were received during the month of November, with minor collections remaining throughout the remainder of the year. Additionally, it is estimated that approximately \$450,000 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.
- 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 (dated 5/1/2017), the District is scheduled to receive approximately 101.63% of the adopted budget. This estimate includes the additional students enrolled in the SPS Online program, as well as Charter School enrollment at both A3 and Willamette Leadership Academy. This information also includes an assumption that the State of Oregon is allocating more resources than originally estimated based on higher tax collections. What is not reflected in the projection is a high cost disability reimbursement, which will be received in May 2017.
- The District is anticipating receiving approximately \$190,000 in County School Funds. To date the District has not received anticipated funds.
- The District received approximately \$1.59 million in Common School Funds, which is approximately 52% more than originally anticipated.

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, which is resulting in an approximate 1.5% (\$750,000) savings from originally allocated resources.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries. It is projected that this area in the budget will be approximately 1.6% under budget (\$500,000).
- The purchased services and supplies expenditure projections are based upon budgeted expenditures and anticipated to be between 3% - 5% underspent. Under expenditures of approximately 2% - 3% are consistent with previous years, however the District is increasing these savings between now and the end of the year in an effort to build the General Fund ending fund balance.
- Based on the projected under-expenditure in supplies and materials, capital outlay expenditures are projected to be over budget. It is the

practice and policy of the District to accurately record expenditures where they are made, which will inform future budgets.

- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2016-2017 adopted budget.
- During the summer 2016 the District requested \$95,000 transferred from Contingency into Capital Outlay for the plumbing replacement at Page Elementary School. This transfer is reflected in these two line items.

Additional Notes: For the 2016-2017 budget year the current estimate of ending fund balance is \$7,721,945, which is approximately 7.7%. Included in this number is the audited ending fund balance from the 2015-2016 fiscal year (\$7,997,166).

Submitted by:

Brett M. Yancey
Chief Operations Officer

Reviewed by:

Susan Rieke-Smith, Ed.D.
Superintendent

SPRINGFIELD SCHOOL DISTRICT 19
2016-2017 REVENUE/EXPENDITURE FORECAST
as of
4/30/17

	BUDGET	ACTUAL through 04/30/17	ESTIMATED from 04/30/17 to year end	PROJECTED 2016-2017	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	23,471,453	22,678,387	793,066	23,471,453	100.00%
Property taxes - prior years	450,000	251,618	198,382	450,000	100.00%
Other local sources	936,100	634,718	301,382	936,100	100.00%
Lane ESD Apportionment	1,607,785	875,892	731,893	1,607,785	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	70,872,711	65,171,583	6,856,213	72,027,796	101.63%
Common School Fund	1,048,399	1,591,241	0	1,591,241	151.78%
Total revenues	98,576,448	91,203,439	9,070,936	100,274,375	101.72%
Beginning fund balance	8,133,941	0	7,997,166	7,997,166	98.32%
Total Beginning fund balance	8,133,941	0	7,997,166	7,997,166	98.32%
Total resources	106,710,389	91,203,439	17,068,102	108,271,541	101.46%
EXPENDITURES:					
Personal services	52,025,705	35,987,848	15,287,857	51,275,705	98.56%
Employee benefits	31,493,037	21,339,798	9,648,239	30,988,037	98.40%
Purchased services	11,490,100	8,230,549	2,914,848	11,145,397	97.00%
Supplies & materials	3,098,500	2,125,613	817,962	2,943,575	95.00%
Capital outlay	265,000	370,236	350,000	720,236	271.79%
Other objects	723,295	750,069	0	750,069	103.70%
Fund transfers	2,631,577	2,631,577	0	2,631,577	100.00%
Total expenditures	101,727,214	71,435,690	29,018,906	100,454,596	98.75%
Unappropriated	4,000,000	0	0	0	-
Contingency	983,175	0	95,000	95,000	9.66%
Total appropriations	106,710,389	71,435,690	29,113,906	100,549,596	94.23%
Total resources		91,203,439	17,068,102	108,271,541	
Total appropriations		71,435,690	29,113,906	100,549,596	
Ending fund balance		19,767,749	(12,045,804)	7,721,945	
Less: contingency			0	0	
Net fund balance		19,767,749	(12,045,804)	7,721,945	

RESOLUTION: #16-17.053

DATE: MAY 8, 2017

BOARD AND SUPERINTENDENT WORKING AGREEMENTS

RELEVANT DATA:

In an effort to ensure effective district operations and oversight the Board of Directors has revisited their collective working agreements and the collaborative agreements articulating how the Board of Directors will interact with district administration and operations.

The following working agreements are the result of board discussion and direction, following presentation of existing operating agreements and Oregon School Board Association recommendations.

RECOMMENDATION:

It is recommended that the Board of Directors approve the following working agreements as attached:

- BOARD AND SUPERINTENDENT WORKING AGREEMENTS

SUBMITTED BY:

Jenna McCulley
Community Engagement Officer

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

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.

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 change of contract status, leave of absence, resignation, retirements and temporary non-renewal. 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. Dr. Michael Henry is available for questions.

RECOMMENDATION:

It is recommended that 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:

- Change of Contract Status
- Leave of Absence
- Resignation
- Retirements
- Temporary Non-Renewal

SUBMITTED BY:

Michael Henry, Ph.D.
Director of Human Resources

APPROVED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	CHANGE OF CONTRACT STATUS					
1	SARA THORNTON	SHS	CONTRACT TEACHER	FT	2017-18	CHANGE FROM FULL TIME TO PART TIME CONTRACT STATUS
	LEAVE OF ABSENCE					
2	CAROLINE KOOPFORD	THS	CONTRACT TEACHER	FT	2017-18	PART TIME LEAVE OF ABSENCE
	RESIGNATION					
3	AMBER MACKENZIE	ASMS	CONTRACT TEACHER	FT	6/30/2017	RESIGNATION
	RETIREMENTS					
4	SHERRILL OLSON	MT VERNON	CONTRACT TEACHER	FT	6/30/2017	RETIREMENT
5	STEFFANIE PETERS	TWO RIVERS-DOS RÍOS	CONTRACT TEACHER	FT	6/30/2017	RETIREMENT
6	RANDY WILSON	SHS	CONTRACT TEACHER	FT	6/30/2017	RETIREMENT
	TEMPORARY NON-RENEWAL					
7	JESSICA OLSON	MAPLE PRESCHOOL	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL

RESOLUTION #16-17.055

DATE: MAY 8, 2017

2017-2018 ACADEMIC CALENDAR

RELEVANT DATA:

The attached 2017-2018 academic calendar is presented to the Board for approval.

The calendar includes 175 school days for students, which represents a continued commitment to a full academic calendar, one (1) full day collaboration for staff (1/2), 15 early release/collaboration days.

David Collins will be available to answer any questions the Board may have about the academic calendar for the 2017-2018 school year.

RECOMMENDATION:

It is recommended that the Board of Directors approve the 2017-2018 academic calendar as presented.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

2017-2018 DISTRICT CALENDAR

Staff - Secondary: Semester

v 1.1

M	T	W	T	F
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JULY 2017

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

AUGUST 2017

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2017

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

OCTOBER 2017

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			











NOVEMBER 2017

	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER 2017

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

Key:

-  End of Quarter
-  Non-Contract Holiday
-  First & Last Day of School
-  Holidays
-  Grading-Planning Days/
-  Parent Conference Days
-  Inservice Days:
-  Staff Dev, Planning & Collab
-  Early Release
-  Collaboration Days (certified & classified report)

IMPORTANT DATES

Day	Month
0	August
29 - 31:	Inservice Days - No School
18	September
1 & 5:	Inservice Days - No School
4:	Labor Day - No School
6:	First Day of School - Grades K-5, 6 & 9
7:	First Day of School - Grades 7, 8 & 10-12
22:	Early Release - Collaboration Day
22	October
13 & 27:	Early Release - Collaboration Day
17	November
2 & 3:	Conference/Grading Day/End 1st Qtr - No School
10:	Holiday - Veterans Day
17:	Early Release - Collaboration Day
23 & 24:	Holiday - Thanksgiving - No School
11	December
8:	Early Release - Collaboration Day
18-29:	Winter Break - No School
20	January
1:	Holiday - New Year's Day (Jan 1)
2:	Collaboration Day - No School (full day)
12 & 26:	Early Release - Collaboration Day
15:	Non-Contract Holiday - No School (full day)
18	February
1&2:	Grading/Conference Day-End of 1st Semester
16:	Early Release - Collaboration Day
17	March
2 & 16:	Early Release - Collaboration Day
26-30:	Spring Break - No School
20	April
6:	Conference/Grading Day/End 3rd Qtr - No School
13 & 27:	Early Release - Collaboration Day
22	May
11 & 25:	Early Release - Collaboration Day
28:	Holiday - Memorial Day
10	June
8:	Early Release - Collaboration Day
14:	Last Day of School
15:	Grading Day/End 2nd Semester - No School

M	T	W	T	F
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JANUARY 2018

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

FEBRUARY 2018

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

MARCH 2018

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

APRIL 2018

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY 2018

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE 2018

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

End 1st Quarter: Nov 2
End 1st Semester: Feb 1
End 3rd Quarter: April 6
End 2nd Semester: June 14

*This is Springfield Public School's district-wide calendar. For specific information pertaining to your school, please contact your school.

NOTE: In the event of budget constraints, the school board reserves the right to adjust the district's calendar

5/2/17

2017-2018 DISTRICT CALENDAR

Staff -Elementary: Trimester

v1.1

M	T	W	T	F
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JULY 2017

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

AUGUST 2017

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2017

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

OCTOBER 2017

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			











NOVEMBER 2017

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER 2017

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

Key:

	Kinder Only Collaboration
	End of Quarter
	Non-Contract Holiday
	First & Last Day of School
	Holidays
	Grading-Planning Days/
	Parent Conference Days
	Inservice Days:
	Staff Dev, Planning & Collab
	Early Release

Collaboration Days (certified & classified report)

IMPORTANT DATES

Day	Month
0	August
29-31	Inservice Days - No School
18	September
1 & 5	Inservice Days - No School
4:	Labor Day - No School
6:	First Day of School - Grades K-5, 6 & 9
7:	First Day of School - Grades 7, 8 & 10-12
8:	Early Release - Collaboration Day - Kinder Only
22:	Early Release - Collaboration Day
22	October
13 & 27:	Early Release - Collaboration Day
17	November
10:	Holiday - Veterans Day
17:	Early Release - Collaboration Day
23 & 24:	Holiday - Thanksgiving - No School
29 & 30:	Grading/Conference Day, End of 1st Trimester
10	December
1:	Grading/Conference Day (no school)
8:	Early Release - Collaboration Day
18-29:	Winter Break - No School
20	January
1:	Holiday - New Year's Day (Jan 1)
2	Collaboration Day - No School (full day)
12 & 26:	Early Release - Collaboration Day
15:	Non-Contract Holiday - No School (full day)
19	February
2:	Teacher Prep - No School
16:	Early Release - Collaboration Day
16	March
2 & 16:	Early Release - Collaboration Day
9:	Grading Day/End of 2nd Trimester - No School
26 - 30:	Spring Break - No School
21	April
13 & 27:	Early Release - Collaboration Day
22	May
11 & 25:	Early Release - Collaboration Day
28:	Holiday - Memorial Day
10	June
8:	Early Release - Collaboration Day
14:	Last Day of School
15:	Grading Day/End 3rd Trimester - No School

M	T	W	T	F
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JANUARY 2018

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

FEBRUARY 2018

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

MARCH 2018

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

APRIL 2018

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY 2018

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE 2018

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

End 1st Trimester: Nov 29
End 2nd Trimester: March 9
End 3rd Trimester: June 14

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NOTE: In the event of budget constraints, the school board reserves the right to adjust the district's calendar

5/2/17

LEGAL SERVICES

RELEVANT DATA:

This RFP was advertised in the Daily Journal of Commerce and posted on the Oregon Procurement Network (ORPIN) web site. Request for proposal packets were distributed to firms on the current vendors list. Nine (9) proposal responses meeting the requirements were received.

These contracts will provide “Legal Services” based on the awarded firms’ specific strength(s) within particular areas of law (ie Special Education, Land Use, Litigation, etc.).

These contracts will begin on July 1, 2017 and are renewable on an annual basis with the total contract period(s) not exceeding five (5) years.

Board Members Tina DeHaven and Erik Bishoff took part in the proposal evaluation process along with the Superintendent, Assistant Superintendent of Instruction and Chief Operations Officer. Susan Rieke-Smith, Ed.D. and Greg James will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award of contracts for legal services to the following firms in the specified areas of law and other areas(s) should need dictate:

- Garrett Hemann Robertson P.C., Salem, OR
 - General Council, Land Use, Education, Contracting, Litigation
- The Hungerford Law Firm, Oregon City, OR
 - Special Education
- Miller Nash Graham & Dunn LLP, Portland, OR
 - Civil Rights, Title 9, Immigration, Litigation
- Thorp, Purdy, Jewett, Urness & Wilkinson P.C., Springfield, OR
 - General Council, Contracting

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent