



**BOARD OF EDUCATION**  
**June 13, 2016**  
**Administration Center Boardroom**  
**525 Mill Street • Springfield, OR 97477**

**3:30 pm Executive Session (non-public)**  
 under ORS 192.660 (2)(e) to discuss matters pertaining to Real Property

**4:30 pm Work Session, First Floor Conference Room**  
 Technology/Instruction Department Updates and Strategic Planning/Vision

**6:30 pm Budget Hearing**  
**Board Meeting Immediately Following**

<b>AGENDA</b>	<b>TAB</b>
1. Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Jonathan Light
2. Springfield Education Foundation Report	Executive Director Ronnel Curry
3. New Administrator Introduction	Superintendent Sue Rieke-Smith
4. Work Session Summary	Chair Light
5. Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
6. Consent Agenda	
A. May 9, 2016 Board Meeting Minutes	1
B. Financial Statement	Brett Yancey 2
C. Board Policies, First Reading	Jenna McCulley 3
D. Personnel Action, Resolution #15-16.059	Michael Henry 4
E. Board Policy Approval, Resolution #15-16.060	Jenna McCulley 5
F. Transportation Supplemental Plan, Resolution #15-16.061	Tom Lindly 6
G. Meal Price Increase, Resolution #15-16.062	Brett Yancey 7
H. TELL Survey Executive Summary	Sue Rieke-Smith 8
I. Every Student Success Act Executive Summary	Sue Rieke-Smith 9
7. Action Items	
A. 2016-2017 Budget Adoption, Resolution #15-16.063	Brett Yancey 10
B. NIKE Contract Proposal, Resolution #15-16.064	Brett Yancey 11
C. Classroom Projection System Install Phase II, Res. #15-16.065	Tom Lindly 12
D. Silke Field Structural Repair, Resolution #15-16.066	Brett Yancey 13
E. Superintendent Contract Renewal, Resolution #15-16.067	Chair Light 14
8. Reports and Discussion	
A. Superintendent Communication	Sue Rieke-Smith
B. Board Communication	Chair Light
• Agencies & Civic Organizations Reports	
9. Other Business	
10. Next Meeting: June 27, 2016	
11. Adjournment	Chair Light

### WORK SESSION MINUTES

20/ The Springfield Board of Education held a work session on May 9, 2016 around strategic planning/ thinking.

Chair Jonathan Light called the meeting to order at 4:00 pm, in the First Floor Conference Room, of the District Administration Center, 525 Mill Street, Springfield.

#### Attendance

Board members present included Chair Light, Laurie Adams, Erik Bishoff, Sandra Boyst, and Tina DeHaven.

Others in attendance included Superintendent Sue Rieke-Smith, Brett Yancey, David Collins, Kevin Ricker, Suzy Price, Michael Henry, Karen Lewis, Jenna McCulley, Brian Megert, Tom Lindly, Jim Crist, Yvonne Atteberry, Whitney McKinley, and Linda Henry.

Dr. Rieke-Smith explained the group would focus on reviewing the Game Plans, which was where the group landed after the April 25, 2016 meeting. The Game Plans would facilitate achieving the Bold Steps, which supported the vision and the bubbles previously worked on.

Mike Dugas reviewed the bubbles the group had identified at the April 25 meeting and distributed the following documents:

- GAMEPLAN: Create a Resilient Organization
- GAMEPLAN: Healthy Student Body
- GAMEPLAN: Transform Learning Through Innovation and Use of Digital Tools
- GAMEPLAN: Formalized CTE at all Secondary Schools
- GAMEPLAN: Develop comprehensive two-way communication

Mr. Dugas facilitated the discussion on the Bubbles:

- Create a Resilient Organization
  - Clarify equitable policies
  - Whole child definition
  - We would need an advocacy plan
  - Describe strategy #4
  - Success
    - Enrollment and attendance build up to all students graduate
    - Less reliance on alternative
    - More success with District (alternative)
    - Formative assessment shows growth
    - Sustainable funding
      - Supports vision themes
      - Bigger than the District—include the State
      - Part of advocacy—districts join together
- Transform Learning Through Innovation and Use of Digital Tools
  - One device per 2 students—is this an objective or strategy?
    - Two or one is a strategy
    - Letting kids bring own devices
  - Like the target—put instruction first

- Comes back to professional development
    - Curriculum development
  - Success factor
    - How do we use State technology standards
      - Some demonstration of objectivity
      - Teachers able to use technology tools
      - Use surveys, multiple measures
  - Success looks like
    - Technology tool fixed within the amount of time offline
      - Leads to long term staffing (technicians)
      - Need equipment that works
      - Availability as a measure
    - Resilient organization
      - Staffing metrics
    - Strategy 3
      - Support teachers getting grants and certification
    - With objective to tie with grants
    - Strategy 5—on equity access
      - Certainly a challenge
- Healthy Student Body
  - Strategy 3
  - Strategy 2—internal resources
  - Make sure this happens
    - Develop comprehensive plan
    - Teacher reaction 😊
  - Strategy 1—leverage external resources
  - Community model
    - Want to talk about in summer retreat
      - Not a timely matter to get help
  - Family Plan
    - Parenting
    - Connecting with school
  - Success
    - Building level
      - Have a liaison
      - Liaison
  - Catching them when they enroll
  - District capacity assessments
  - Leverage family center?
    - Higher skill set?
    - Make a true family center
  - How much is the school responsible for?
    - Versus organizations
    - Need to tie success factors to partnerships
- Formalized CTE at all Secondary Schools
  - Multiple pathways (could be success factors)
    - Participation in programs
    - Certification of these programs
    - Number of programs
    - Make popular courses more available

- Make popular courses partnerships
  - Programs of study (anointed by collaborative in state)
- Currency of programs
  - With career paths
  - What is industry out there
- Figure out how to give kids access to these programs early on (incoming students)
  - Success factors
    - State report metrics
    - Building a pathway within our own system
- Availability of courses across the District, i.e., foreign language
- Which programs done here?
  - What is “the” program versus bits and pieces
- MFG
  - Health care
  - Entrepreneurial
  - Water resources
  - Service Industry
- Develop comprehensive two-way communication
  - Many targets feel like success factors
  - Include teachers and classified leaders
    - Opportunity in resilient organization (Strategy 4)
  - Collaborative decision making?
    - What does it mean?
    - Or is it input?
  - Help inform decision making
  - Use facilitator process in community

### **Next Steps**

Dr. Rieke-Smith said Next Steps would include:

- Staff reviewing the work so far and presenting the results to District staff.
- Identifying success.

Dr. Rieke-Smith thanked Mr. Dugas for his assistance with the visioning and strategy process.

The work session was adjourned at 6:04 pm.

### **CERTIFIED EMPLOYEE OF THE YEAR RECEPTION**

A reception was held at 6:05 pm in recognition to honor the nominees for Certified Employee of the Year. Family members, friends, district staff and community members enjoyed a reception in recognition of the Certified Employee of the Year nominees, as well as the 2016 Springfield Certified Employee of the Year, Karen Babcock, from Ridgeview Elementary.

Wendy Zacharias, Academy of Arts & Academics  
 Sue Dickman, Agnes Steward Middle  
 Jeff Nicholson, Agnes Steward Middle  
 Kari Isham, Administration Building  
 Melissa Ibarra, Guy Lee Elementary  
 Rachel Young, Guy Lee Elementary

Jen Butler, Hamlin Middle  
 Wakerobin Gendel, Hamlin Middle  
 Amanda Ormsbee, Hamlin Middle  
 Karen Coldren Maple Elementary  
 Rinku Ramsey, Maple Elementary  
 Joni Wareham, Maple Elementary

Kathy Smith, Mt. Vernon Elementary  
Mitch Naylor, Page Elementary  
Burdy Smith, Page Elementary  
Karen Babcock, Ridgeview Elementary  
Caroline McCornack, Ridgeview Elementary  
JoVone Kettwig, Riverbend Elementary  
Gladys Campbell, Springfield High  
Lisa Dillon, Springfield High  
Audrea Shelley, Springfield High

John Carey, Thurston High  
Mark Huisenga, Thurston High  
Doug Piquette, Thurston High  
Jared Taylor, Thurston High  
Tim Vian, Thurston High  
Matt Woodford, Thurston Middle  
Cheryl Dixon, Two Rivers-Dos Ríos  
Josh Donaldson, Two Rivers-Dos Ríos

## **BUSINESS MEETING MINUTES**

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on May 9, 2016.

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

Board Chair Jonathan Light called the Springfield Board of Education meeting to order in the boardroom of the District Administration Center at 7:00 pm and led the Pledge of Allegiance.

#### **Attendance**

Board Members present included Chair Jonathan Light, Laurie Adams, Erik Bishoff, Sandra Boyst, and Tina DeHaven.

District staff, students and community members identified included Superintendent Sue Rieke-Smith, Tom Lindly, Michael Henry, Jenna McCulley, Karen Lewis, Brian Megert, Anne Goff, Whitney McKinley, Sheila Minney, Chad Towe, Judy Bowden, David Collins, Alyssa Dodds, Carla Smith, Brad Smith, Jeff Mather, Paul Weill, Tim Stephens, Sherry Moore, Amber Mitchell, Connie Bramhall, Stephanie Leahy, Ruth Watkins, Vonnie Mikkelsen, Mike Eyster, Mel Dronzek, Amy Halley, Matthew Fisher, Justin Starck, Candice Baker, Wayne Baker, J.J. Baker, Kevin Rowan, José da Silva, Larry Lewin, Candace Landreth, Joni Wareham, Samantha Krop, Cas Nelson, Willow Chappel, Laura Olds, Jeff Butler, Francesca Fontana of *The Register-Guard*, and Darcy Wallace of the *Springfield Times*.

Student Board Representatives in attendance included: Sabrina Gross/Academy of Arts and Academics, Sydney Guthrie-Baker/ Springfield High School, and Nick Romig/ Thurston High School. Students from Willamette Leadership Academy and Gateways High School were not present.

### **2. SCHOOL PRESENTATION – BRIGGS MIDDLE SCHOOL**

Principal Jeff Mather introduced Assistant Principal Lesa Haley, and teachers Zach Adler and Amy Brooks.

Ms. Haley, Ms. Brooks and Mr. Adler introduced a PowerPoint presentation entitled *Briggs Middle School--Positive Behavioral Intervention & Supports (PBIS)*.

Data showed in the 8th grade low block:

- Low achievement—felt they were in the “dumb group”
- Higher behavior

Broke block up:

- Behavior decreased
- Achievement increased
- SPED team developed core values/vision for students on IEP’s
- Research supported the co-teaching model as one way to serve students

- Reviewed different possible schedules
  - Pro/cons of each
  - Weighed against core values, student need & IEPs
  - Decided on current schedule

#### Grouping:

- Heterogeneous Groups were established with no more than 30% SPED, ELD
- Meetings with co-teaching partners and individually throughout the year

#### Co-Teachers Survey:

- 100% agreed that the co-teaching model was beneficial for students
- While we still have a lot of work to do.... we feel we are on the right path!

#### Benefits of Co-Teaching for students:

- More authentic learning
- Better student to teacher ratio
- More individual attention
- More differentiation reduces negative stigma
- More connected with peer group
- Social skills improvement/better classroom management
- Access to the general education curriculum in the least restrict environment and access to the wider use of instructional techniques
- Teachers learn from each other's expertise
- More reflective and better planning practices by teacher
- A more "community" oriented classroom
- It's good for ALL kids!!

Dr. Rieke-Smith said she has observed teachers co-teaching in the classroom and seen that the rigors and standards for the co-teaching model were the same as for single teacher classrooms, while the approach may vary depending on individual students' abilities. She commended the Briggs Team for their professional development efforts and encouraging teachers to support the co-teaching model.

### 3. RECOGNITION

#### • **Spelling Contest Winners**

Jenna McCulley offered a PowerPoint presentation entitled *Spelling Bee—April 13, 2016* and introduced top spellers from the District spelling contest. The top two spellers at the elementary and middle school levels will go on to the county spelling contest on May 18, and, potentially, to the state competition at the State Fair in August. J.J. Baker, a 5th-grader from Yolanda Elementary School, won first place, and Ian Perkins, a Ridgeview elementary School 5th-grader, took second place. At the middle school level, James Fuller, a Hamlin Middle School 8th-grader, won first place. In second place was Brooklyn Gunningham, a 7th-grader at Agnes Stewart Middle School. Since Brooklyn would be unable to attend the county contest, the third place winner, Shawn Bakker, a 7th-grader from Briggs Middle School, would go in her place. The students asked Board members to spell words.

#### • **Student VOICE**

Alyssa Dodds, the VOICE Ally from Thurston High School (THS), introduced the adult Allies from each of the high schools. The following seniors spoke about their experience in Student VOICE:

- Kathryn Glazener was not able to attend tonight's meeting. She had been in Student VOICE for three years and had matured and grown through her time with VOICE. She was also president of the THS Associated Student Body (ASB).

Rebecca Macemon introduced

- Joel Craig had been in Student VOICE for three years and had matured and grown through his time with VOICE. He was involved with activities outside of VOICE, including Lane County Search and Rescue. He was mentoring freshman and sophomore students.

Mary Kay Miller, Gateways High School (GHS) Dean of Students introduced:

- Stevie Pool was not able to attend tonight's meeting.
- Ambryo'n James had been in VOICE for one year. She had stepped up as a school leader at GHS and VOICE.

Alyssa Dodds, Springfield High School (SHS) introduced:

- Sydney Guthrie-Baker had been in VOICE for four years and was a school leader. She was in ASB, participated in three sports, assisted preparing curriculum and had spoken to many groups on behalf of SHS.
- Trevor Hildebrandt participated in band, loved video games, and was a well-rounded individual who other students looked up to.

Ms. Guthrie-Baker said students had written a curriculum book around equity, equality and diversity and how those qualities could be included in any classroom regardless of the subject or the students in the class.

Joel Craig said the VOICE was amazing and the participants had been his greatest friends. He gave a shout out to the adult leaders in Student VOICE who helped to shape his lift.

Mr. Light and Ms. Boyst expressed their appreciation for the students' efforts on behalf of their schools and fellow students. They asked for a copy of the student report.

Mr. Bishoff said he had attended the Oregon Leadership Network (OLN) conference, which was one of the most meaningful conferences he had ever attended. He had received many inquiries about the SPS Student VOICE program at the conference.

#### • **Student Board Representatives**

Kevin Ricker recognized the students for their participation during the 2015-2016 school year and presented each student with a gift. Nick Romig (THS), Sydney Guthrie-Baker (SHS) and Sabrina Gross (A3) accepted gifts from Mr. Ricker.

Mr. Light thanked the student representatives for their outstanding contributions to the Board and the District. He hoped their participation on the Board would support their continued involvement in the community.

#### **4. STUDENT COMMUNICATION**

Nick Romig (THS) said being part of student leadership had expanded his horizons, and helped to make him a better person. He reported the THS prom presented by the junior class on April 25 at the Lane Events Center went well. Elections were recently held. The Scholarship and Awards presentations were scheduled for May 26, 2016. The school musical, *Pirates of Penzance*, was scheduled for May 12-14, 2016.

Sydney Guthrie-Baker (SHS) said she had multiple learning opportunities while serving on the Board, including mastering the craft of communication, especially when it involved the whole Springfield community and the public schools. She reported there were 23 days to graduation! Alex Scarlottos, who had appeared on Dancing with the Stars, would be the keynote speaker at graduation. She and Meghan Ramirez had qualified for the Health Occupation Students of America (HOSA) national competition. Spring Week, organized by the sophomore class, which led up to the prom, went great. Spring Week included lots of food,

games, and the annual car bash led by VICA. Prom was awesome! Juniors and seniors recently finished Advance Placement (AP) testing. The Scholarship and Awards Night was scheduled for May 26, 2016. Baccalaureate was scheduled for June 9, 2016 and the Senior Breakfast was scheduled on June 8 at Camp Harlow. The Mid-western Track and Field Championships were scheduled for May 12 and 14, 2016. The Oregon School Activities Association (OSAA) Track and Field championship meet was scheduled for May 21 and 22, 2016. The SHS theater production of *I3* was scheduled for May 5-7 and 12-14, 2016.

Sabrina Gross (A3) said her experience of serving on the Board had made her more appreciative of the work the Board did and what went on at the District. She reported the semester long confluence projects were nearing an end with a public demonstration on June 1 and 2, 2016. The Second Friday Artwalk scheduled for May 13, 2016, would feature the art of several A3 seniors. Nathan Williams would perform a piano recital on May 13, 2016 at the Wildish Theater as his senior performance. Erin Dobberman and Andrew Vanderhoff would perform their senior performance of a composition recital with the A3 acapella choir and Delgani String Quartet on May 16, 2016 at the Jazz Station and the A3 Choir Concert was scheduled for May 17, 2016 at the Wildish Theater. The Delgani String Quartet would perform pieces composed by students in the A3 Advanced Composition Class May 31, 2016 at the Wildish Theater. Board members were invited to subscribe to the A3 weekly newsletter at [A3school.org](http://A3school.org) to learn more about the school's events.

There were no Gateways High or Willamette Leadership Academy students in attendance to provide reports.

## 5. NEW ADMINISTRATOR INTRODUCTIONS

Suzy Price introduced the following newly hired administrators for the 2016-2017 school year: Charlie Jett and Carla Smith. Mr. Jett would serve as principal of Two Rivers-Dos Rios Elementary School. He began his teaching career in California, before teaching 7<sup>th</sup> grade math and science at Briggs Middle School. For the past three years, he has served as Assistant Principal at Kelly Middle School in Eugene 4J.

Ms. Smith would serve as principal at Douglas Gardens Elementary, where she had served as both an outstanding teacher and strong building leader for the past two decades.

Board members welcomed both Mr. Jett and Ms. Smith and congratulated them for their new positions.

## 6. PUBLIC COMMENTS

**Larry Lewin** was a retired Eugene 4J School District teacher, a part time instructor at the University of Oregon in the College of Education, and a member of the Community Alliance for Public Education (CAPE). He commended Dr. Rieke-Smith for a public letter she recently wrote to the Oregon Department of Education, which was cosigned by her superintendent colleagues in Beaverton, Portland, Eugene and Bethel, regarding the statewide assessment system. He read a brief excerpt from the letter. He thanked Board Chair Light and the members of the Springfield Board of Directors for their public conversations about rethinking assessment that was currently dominated by the Smarter Balanced test. He complimented A3 students and their teacher, who would share their experiences with the Smarter Balanced tests. Springfield Public Schools was emerging as a leader in reassessing the assessment system in Oregon.

**Candace Landath** said she had two kids who attended Yolanda Elementary School. She recently attended a meeting for Springfield Stand for Children where issues of concern including problem solving and good communication. She was concerned that there were 37 students in her daughter's 4th grade class and the large numbers would continue in the future. She asked the Board if it was holding back FTEs to address class sizes next year, which would help some of the worst problems.

**Joni Wareham**, parent of two kids in SPS schools taught at Maple Elementary School (MES). She was speaking on behalf of Stand for Children which was part of a statewide effort to restore vocational and career technical education in the form of Ballot Measure (BM) IP 65. She distributed circulars about the measure



which provided Springfield high school students needed to support them staying in high school and succeed. The District could use the funds for counseling, academic support, and expansion to college credit classes.

**Samantha Krop** was a teacher at A3, an adult Ally for Student VOICE and a member of CAPE. Juniors were pulled from the classroom for over 20 hours a year to take tests that did not appear to have any resemblance with what the students had been learning in schools. The Smarter Balanced testing and other test processes were not accurate measures of student achievement. The District was doing an injustice to students by continuing to implement high stakes tests and was encouraged by the conversations the community was having about moving towards a different system.

**Mike Eyster** was the Chair of the Springfield Chamber of Commerce Board. The connection between business and education was vitally important. *Grass Roots Leadership* and the *Metropolitan Revolution*, which were written almost 200 years ago, had a common theme that “the Calvary ain’t comin’”. Public schools had relied on the federal and state governments for decades to help local agencies. Those books also promoted the idea that local leaders working together was going to make a difference in their communities, which was what Springfield was doing with the connection between the Chamber and the District. He assured the Board that this long time connection would continue and there was strong commitment from both sides. He commended the Board for hiring Dr. Rieke-Smith as the District’s Superintendent. Dr. Rieke-Smith had recently agreed to join the Chamber’s Board, which would increase the Chamber’s connection with the District. He announced the Chamber’s Education Committee Chair, Brenda Hansen, had rotated off the position. Nancy Bigley had agreed to join Chamber Board and serve as its Education Committee Chair. Mr. Eyster invited Board members to a May 17, 2016 quarterly Chamber breakfast, which would focus on the link between education and business.

Mr. Light said the Board had always cherished its relationship with the business community and the Chamber of Commerce. He expressed his appreciation for Brenda Hansen’s work on the Chamber’s Education Committee.

**Cas Nelson** was a senior at A3. She shared her views on the Smarter Balanced testing. The tests did not mesh with what students learned in class and there was much misinformation surrounding them. Students were told not to opt out because it would hurt the school’s funding but the failure rate predicted and shown in 2015 was a clear indicator of the regard given for the wellness of the school’s score, which claimed to be tied to funding. She preferred to see project based assessments that measured her individual understanding and what she learned in class rather than her likelihood to fail.

**Willow Chappel** was a senior at A3. He said the topics assessed in the Smarter Balanced test did not always correlate with the curriculum taught in school. The test took valuable class time for students to assess them on things they had not been taught. Students were deliberately misled to believe they could not opt out. The test was not beneficial to the academic careers of the majority of students and the money spent on the tests could be put to better use. Project based assessment would be a much better way to assess students.

**Laura Olds** said she brought a letter from another parent, who was a single mom of three kids, two of whom were in Douglas Elementary School. The mom was working and unable to attend tonight’s meeting. Ms. Olds was glad to hear the Board was interested in District equity. She liked seeing the use of co-teaching in larger classes. She was a substitute teacher and had taught in the co-teaching classes. Both of her children who were in elementary school had 35 students in their classrooms, which was too many. Recently a part time teacher was added to assist. There were many classes in the District with 30+ students, which was unacceptable. The District needed more teachers and EAs.

## **7. CONSENT AGENDA**

### **A. April 11, 2016 Board Meeting Minutes**

- B. April 13, 2016 Board Hearing Minutes**
- C. April 18, 2016 Board Listening Session Minutes**
- D. April 25, 2016 Board Spring Planning Minutes**
- E. Financial Statement**
- F. Board Policy, First Reading**

Jenna McCulley recommended that the Board of Directors review the following board ARs as a first reading:

- DLC Expense Reimbursements

**G. Personnel Report, Resolution #15-16.049**

Michael Henry recommended that the Board of Directors approve the personnel action for licensed employees as reflected below and on the addendum provided at the meeting:

**Retirements**

Scott Cardwell

Norm Eigner

**Resignations**

Rowan Bupp

George Gillett

Ashley Lavelle

Kira Fee

Joy Koenig

**New Hire**

Judy Bowden

**H. Board Policy Approval, Resolution #15-16.050**

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

- JEDA Truancy
- JG Student Discipline
- JGD Suspension
- JGE Expulsion

**I. PACE Declaration of Trust, Resolution #15-16.051**

Brett Yancey recommended that the Board of Directors approve the following Declaration of Trust:

Whereas Springfield School District #19 is a member of Property and Casualty Coverage for Education (PACE), a self-insured, property and liability program with Oregon School Boards Association (OSBA);

Whereas the OSBA Board of Directors have approved a new PACE Declaration of Trust; Whereas it is required for all PACE members to adopt the PACE Declaration of Trust to enter into an intergovernmental agreement with PACE and continue to receive PACE benefits; Therefore, be it resolved that the Springfield School District #19 Board of Directors adopts the PACE Declaration of Trust and Form of Joinder to Trust Agreement.

**J. Out of State Trip, SHS VICA, Resolution #15-16.052**

Kevin Ricker recommended that the Board approve Springfield High School's VICA students' request to travel to San Francisco, CA provided the group successfully fundraise all needed monies prior to the trip. Dates of the trip will be May 20 through May 23, 2016.

**K. Out of State Trip, SHS HOSA, Resolution #15-16.053**

Kevin Ricker recommended that the Board approve Springfield High School's HOSA students' request to travel to Nashville, Tennessee provided the group successfully fundraise all needed monies prior to the trip. Dates of the trip will be June 20 through June 27, 2016.

**L. World Languages Textbook Adoption, Resolution #15-16.054**

Suzanne Price recommended that the Board of Directors approve the request for:

*Bien Dit French*

*Holt McDougal 2013*

*El español para nosotros: Curso para hispanohablantes (levels 1,2)*

*McGraw-Hill Education 2006*

*Asi se dice! (levels 1,2,3)*

*McGraw-Hill Education 2016*

for basal use in the High School World Language Program.

**MOTION:** Ms. Adams moved, Ms. DeHaven seconded, for approval of the Consent Agenda. Carried 5-0.

## **8. FIRST READING AND REVIEW**

### **A. Transportation Supplemental Plan Revision, First Reading**

Tom Lindly recommended that the Board of Directors accept for first reading the proposed revision to the Transportation Supplemental Plan.

### **B. Nike Contract Proposal, First Reading**

Brett Yancey recommended that the Board of Directors consider the Nike proposal as a first reading. Further action will be requested by administration at a future Board Meeting.

In response to Mr. Light, Mr. Yancey said the District had other contracts, such as for software, security companies, and other vendors, which had exclusive language that was dependent on the specific contract and vendor. With this contract, Nike had worked aggressively over several years to secure exclusive rights contracts with comprehensive high schools. The District would not sign this contract if staff were directed to solicit offers from other vendors. Mr. Light said it was unfortunate that education was at a point where it had to be branded with vendor names to fund programs.

Ms. Adams said she had spoken with several parents who were excited about the Nike contract and she would vote in favor of the contract when it came before the Board.

In response to Mr. Bishoff, Mr. Yancey said this offer was the same that had been presented to a neighboring school district. He planned to request a copy of the neighboring District's contract from that district before signing the SPS's contract with Nike.

Mr. Light asked for comments from the Student Board Representatives.

Thurston High School student Nick Romig said he was not a fan of the idea because he was not a fan of Nike as an organization, in that their business operation was somewhat shady with the use of sweatshops and allegations about scheduling sporting events. He wanted to keep them out of the schools. He did not know if his fellow students shared this opinion. Mr. Light asked him to check in with his fellow students before the next Board meeting when it would be voted on.

In response to Ms. DeHaven, Mr. Yancey said if this was approved at the next Board meeting, it would be adopted for the 2016-2017 school year. The agreement would be phased in over a three-year period.

Mr. Bishoff asked for a breakdown of how much money would be saved through the contract.

## **9. ACTION ITEMS**

### **A. 2016-2017 Academic Calendar, Resolution #15-16.055**

Michael Henry recommended that the Board of Directors approve the 2016-2017 Academic Calendar, as presented.

**Motion:** Ms. Adams moved, seconded by Mr. Light for approval.

In response to Ms. DeHaven, Mr. Collins said half days would be early release days rather than late start days, similar to the 2015-2016 Academic Calendar. The times, which were driven by transportation and the required number of instructional minutes requirements, continued to change annually. The actual times would be based on individual schools' needs.

Ms. DeHaven said she had heard from parents that it caused conflict in their homes when the younger kids got out before the older kids. She understood there were transportation issues.

Mr. Collins said he had heard concerns for every model the District had tried, and had heard fewer concerns with the 2015-2016 model. Transportation was a critical component of making the schedule flow.

In response to Ms. DeHaven, Mr. Collins confirmed that elementary students would have two days off over the Thanksgiving holiday, return for one day on November 29, and November 30 was a grading day for teachers and a day off for students. The grading and parent conference dates were driven by the elementary school trimester schedule. Ms. DeHaven questioned how productive the November 29 class day would be. She had no suggestions to offer.

In response to Mr. Light, Mr. Henry confirmed that the District's employee associations had seen and were supportive of the proposed schedule.

Ms. Boyst was concerned that some parents would take extended time off after the Thanksgiving holiday.

Mr. Collins said there were opportunities for families who did not have access to longer vacations to return to a stable environment and access to meals. While not ideal, having two days off versus six days off would be welcome for some families.

The motion carried, 4-1; with Board members Adams, Bishoff, Boyst and Light, voting in favor of the motion and Board member DeHaven voting against the motion.

#### **B. E-Rate Network Upgrades, Resolution #15-16.056**

Tom Lindly recommended that the Board of Directors approve the award the Network Infrastructure Technology Upgrades to Presidio Networked Solutions Group, LLC Lake Oswego, OR for \$363,434.00, of which \$72,686.80 will be paid from Bond proceeds.

**Motion:** Ms. Adams moved, seconded by Mr. Bishoff, for approval.  
The motion carried unanimously, 5-0.

#### **C. Classroom Ceiling, Resolution #15-16.057**

Tom Lindly recommended that the Board of Directors approve the purchase of 60 Extron Classroom Ceiling Mounted Projection Systems based on the existing price agreement #14-15/29 from Professional Security Alarm Company of Albany, Oregon for a base system amount of \$2,783.00 per unit, and a total amount of \$166,980.

**Motion:** Ms. Adams moved, seconded by Mr. Bishoff, for approval.  
The motion carried unanimously, 5-0.

#### **D. Lease Purchase of Type C Propane School Buses, Resolution #15-16.058**

Tom Lindly recommended that the Board of Directors approve the purchase of three (3) Type C Propane Blue Bird Vision 77-passenger front engine school buses from Western Bus Sales, Inc. of Boring, OR for \$398,409.

**Motion:** Ms. Adams moved, seconded by Ms. Boyst, for approval.  
The motion carried unanimously, 5-0.

### **10. REPORTS AND DISCUSSION**

#### **A. Safe Routes to Schools Report**

Mike Schlosser, Matt Fisher and Mr. Lindly offered a PowerPoint presentation entitled *Safe Routes to Schools (SRTS)* and facilitated a Board discussion.

**Mission:** Eugene-Springfield Safe Routes to School (SRTS) is a community approach to encouraging and enabling more people to walk and bike to and from school safely.

The benefits of SRTS include:

- Develops Healthy Patterns for Life
- Teaches Safety Skills
- Increases Quality of Life for Families

The Six “E’s” of SRTS

- Encouragement: Walk+Bike events, Kidical Mass, Walking School Bus programs & more!
- Education: Pedestrian and bike safety education, school walking maps, website, e-newsletters
- Engineering: Infrastructure improvements (bike racks, crosswalks, sidewalks, bike lanes, paths, etc.)
- Enforcement: Speed reader, crossing guards, and officer enforcement • Evaluation: Surveys, tallies, school advisory teams, bike parking assessment • Equity: Incorporating equity into all the other E’s.

Pending Engineering Projects include:

- Thurston HS Crosswalk (in front of school)
- Bike parking improvements—THS, Centennial and Page Elementary Schools
- Maple Elementary School—rear parking lot crosswalk area
- Action Plans – infrastructure wish list

The program would be evaluated by the following methods:

- Teacher tallies
- Parent surveys
- Car counts
- Bike inventory
- Bike parking inventory
- Number of events at schools
- Action plan – Number of completed plans – Number of plans that need to be reevaluated
- Social media numbers – Facebook, Twitter, etc.

Potential Funding Sources

- Additional Grant Funding
- Jane Higdon Bike Fund
- Rotary Club of Springfield – 2017 Signature Project
- Non-infrastructure SRTS grants for Fiscal Years 2017, 2018, 2019

## **B. Superintendent Communication**

Superintendent Sue Rieke-Smith said the Oregon Department of Education (ODE) would be at South Eugene High School on May 10, 2016, engaging the community in a conversation around the Every Student Success Act and the work of the ODE and the Governor’s Office related to that Act. This would provide the District an opportunity to weigh in on the State’s flexibility provided through ESSA and the obligation to provide flexibility to Districts. That may currently be overshadowed by the State’s effort to get to the State piece of the work. She thanked Ms. Boyst for the opportunity to present to the realtors on May 10, 2016. She invited Board members to attend a meeting for a work force conversation and presentation on May 17, 2016. She thanked the District’s Chamber partners for being amazing and inspirational, and being willing to work with the District on its work on multiple pathways for CTE education.

## **C. Board Communications**

- Agencies & Civic Organizations Reports

Ms. Boyst reported she attended the Springfield High School athletic auction. It was neat to see the community pull together and provide donations for the event. She recently attended the ACE Awards.

Mr. Bishoff reported he visited A3, which was a lot of fun. He continued to represent the Board at the Lane Council of Governments (LCOG) and on the Lane Education Service District (ESD). He invited Board members to let him know if they had issues to take to either of those groups. He was disappointed he did not see Mr. Ricker race an e-car.

Mr. Light said the Board did not always have enough time to recognize the many great achievements of students and staff of the District. He proposed that the Board could have an award similar to the ACE Awards that would enable the Board to send awards out to deserving clubs and activities, to acknowledge that the Board was aware of the good work being done in the District.

Ms. Boyst commended Ms. McCully for her work acknowledging the good work being done in the District through the District's social media.

Mr. Light iterated he was not a proponent of Smarter Balanced and he felt the Board served as gatekeepers for the District's kids. He could not see spending more money next year when the District had identified so many other needs. He intended to resubmit a moratorium on Smarter Balanced at the Board's June 27, 2016 meeting. The Board had heard testimony for two years from students, parents and teachers that the Smarter Balanced did not benefit the students.

He thanked the teachers who were nominated for Certified Employee of the Year. The District had fantastic teachers and there were too few awards to go to all of the teachers. The Board appreciated the hard work of the teachers for the District.

#### **11. OTHER BUSINESS**

The Board had no other business.

#### **12. NEXT MEETING**

Mr. Light said the next meeting was set for June 13, 2016.

#### **13. ADJOURNMENT**

With no other business, Chair Light adjourned the meeting at 9:38 pm.

*(Minutes recorded by Linda Henry)*

SPRINGFIELD PUBLIC SCHOOLS  
2015-2016 Revenue/Expenditure Forecast  
As of May 31, 2016

**\*\*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 \$475,000 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 5/5/2016), the District is scheduled to receive approximately 100.5% 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 estimate also includes the final reconciliation of ODE's budget from the 2014-15 school year.
- The District has received \$599,410 in revenue associated with High Cost Disability students. This revenue source was unknown at the time of the budget adoption, however the Legislature finalized the reimbursement at the end of the 2015-17 session.
- The District is anticipating receiving approximately \$190,000 in County School Funds, of which we have received \$78,317.
- The District received \$1.15 million in Common School Funds and does not anticipate receives additional resources this year.
- Federal Forest Fees was eliminated from the budget process during the last federal budget cycle, however an adjustment was made and the District actually received \$533,937.
- Not anticipated during the budget process, the District has received \$4,000,000 in loan proceeds related to the purchase & renovation of a new administration building.

**EXPENDITURES:**

- Salary amounts are based upon staff allocations adopted during the budgeting process. These amounts are estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements and are projected to be approximately 99.2% of adopted budget.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries. Due to employee insurance enrollment in less expensive plans, the District is anticipating an approximate 4% savings in this area.

- The purchased services, supplies and capital outlay expenditure projections are based upon anticipated expenditures. With the budget savings in the salary/benefit portion of the budget, the District is in the fortunate position to purchase a continuation of curriculum materials during the current year. These purchases will positively impact the English/Language Arts and Math consumables at the Elementary levels, World Language at the secondary levels. In addition, Special Education will support it's program with additional intervention materials.
- Capital outlay is anticipated to fully expend the proceeds (\$4,000,000) for the purchase and renovation of the new administration building. This was not anticipated at the time the 2015-16 operating budget was adopted; therefore there was no allocation.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2015-2016 adopted budget.

Additional Notes: For the 2015-2016 budget year the current estimate of ending fund balance is \$8,133,941. Included in this number is the audited ending fund balance from the 2014-2015 fiscal year (\$5,624,193).

Submitted by:

Brett M. Yancey  
Chief Operations Officer

Reviewed by:

Dr. Sue Rieke-Smith  
Superintendent



**SPRINGFIELD SCHOOL DISTRICT 19**  
**2015-2016 REVENUE/EXPENDITURE FORECAST**  
as of  
5/31/16

	BUDGET	ACTUAL through 05/31/16	ESTIMATED from 05/31/16 to year end	PROJECTED 2015-2016	PROJECTED as % of BUDGET
<b>REVENUES:</b>					
Property taxes - current	22,757,340	22,026,205	731,135	22,757,340	100.00%
Property taxes - prior years	475,000	315,973	159,027	475,000	100.00%
Other local sources	911,100	828,575	82,525	911,100	100.00%
Lane ESD Apportionment	1,516,180	1,141,851	374,329	1,516,180	100.00%
County School Fund	190,000	78,317	111,683	190,000	100.00%
State School Fund	68,798,807	69,172,839	0	69,172,839	100.54%
State School Fund - High Cost Disability	0	599,410	0	599,410	N/A
Common School Fund	997,484	1,154,814	0	1,154,814	115.77%
Loan Proceeds	0	4,000,000	0	4,000,000	N/A
Federal Forest Fees	400,000	533,937	0	533,937	133.48%
Total revenues	96,045,911	99,851,922	1,458,699	101,310,621	105.48%
Beginning fund balance	4,407,051	0	5,624,193	5,624,193	127.62%
Total Beginning fund balance	4,407,051	0	5,624,193	5,624,193	127.62%
Total resources	100,452,962	99,851,922	7,082,892	106,934,814	106.45%
<b>EXPENDITURES:</b>					
Personal services	49,394,218	38,918,052	10,080,776	48,998,828	99.20%
Employee benefits	30,417,001	23,432,259	5,698,827	29,131,086	95.77%
Purchased services	10,466,354	8,760,746	1,651,281	10,412,027	99.48%
Supplies & materials	2,891,426	2,230,564	1,992,409	4,222,974	146.05%
Capital outlay	132,375	2,557,989	1,600,000	4,157,989	3141.07%
Other objects	700,111	695,150	4,961	700,111	100.00%
Fund transfers	1,177,858	1,177,858	0	1,177,858	100.00%
Total expenditures	95,179,343	77,772,618	21,028,254	98,800,873	103.80%
Unappropriated	4,000,000	0	0	0	-
Contingency	1,273,619	0	0	0	0.00%
Total appropriations	100,452,962	77,772,618	21,028,254	98,800,873	98.36%
Total resources		99,851,922	7,082,892	106,934,814	
Total appropriations		77,772,618	21,028,254	98,800,873	
Ending fund balance		22,079,303	(13,945,362)	8,133,941	
Less: contingency			0	0	
Net fund balance		22,079,303	(13,945,362)	8,133,941	

FIRST READING / REVIEW

DATE: JUNE 13, 2016

## BOARD POLICIES FOR REVIEW

### RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools. Administrative Rules (ARs) are brought to the board for approval when required.

One current policy and one administration rule needs to be updated to reflect legislative changes

Dr. Michael Henry is available for questions.

### RECOMMENDATION:

It is recommended that the Board of Directors review the following board policy and AR as a first reading:

- AC            Nondiscrimination
- AC-AR       Discrimination Complaint Procedure

### SUBMITTED BY:

Jenna McCulley  
Community Engagement Officer



Code: AC  
Adopted:

## Nondiscrimination

The district ~~shall promote~~ **prohibits** nondiscrimination and ~~an environment free of harassment based on~~ **on any basis protected by law, including but not limited to**, an individual's **perceived or actual** race, color, religion, sex, sexual orientation<sup>1</sup>, national **or ethnic** origin, marital status, age ~~or~~, **mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or** because of the **perceived or actual** race, color, religion, sex, sexual orientation, national **or ethnic** origin, marital status, age, ~~or~~ **mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status** of any other persons with whom the individual associates.

~~In keeping with requirements of federal and state law, the district strives to remove any vestige of~~ **prohibits discrimination and harassment, including but not limited to**, in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, **to respect all individuals** and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues<sup>2</sup>. The district will publish ~~grievance~~ **complaint** procedures providing for prompt and equitable resolution of **complaints from** students, ~~and employees and the public complaints.~~

~~Federal civil rights laws~~ **The district prohibits retaliation and** discrimination against an individual ~~because he/she~~ **who** has opposed any discrimination act or practice; ~~or~~ because that person has filed a charge; testified, assisted or participated in an investigation, proceeding or hearing; ~~and ADA~~ further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising ~~the any rights guaranteed under the Act~~ **state and federal law**.

---

<sup>1</sup>"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

<sup>2</sup>Districts are reminded that the district is required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

## END OF POLICY

---

### Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.009</u>	<u>ORS 659A.309</u>
<u>ORS 192.630</u>	<u>ORS 659A.029</u>	<u>ORS 659A.321</u>
<u>ORS 326.051(1)(e)</u>	<u>ORS 659A.030</u>	<u>ORS 659A.409</u>
<del><u>ORS 342.934(3)</u></del>	<u>ORS 659A.04340</u>	
<u>ORS 659.805</u>	<u>ORS 659A.103100 to -145</u>	<del><u>OAR 581-015-0054</u></del>
<u>ORS 659.815</u>	<del><u>ORS 659A.109</u></del>	<u>OAR 581-021-0045</u>
<u>ORS 659.850 to -860</u>	<del><u>ORS 659A.112 to -659A.139</u></del>	<u>OAR 581-021-0046</u>
<u>ORS 659.865</u>	<del><u>ORS 659A.142</u></del>	<u>OAR 581-021-0049</u>
<u>ORS 659.870</u>	<del><u>ORS 659A.145</u></del>	<u>OAR 581-022-1140</u>
<u>ORS 659A.003</u>	<u>ORS 659A.233</u>	<del><u>OAR 839-003-0000</u></del>
<u>ORS 659A.006</u>	<u>ORS 659A.236</u>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R. Part 1626 (2006).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2006).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.

Title II of the Genetic Information Nondiscrimination Act of 2008.

## **Discrimination Complaint/~~Grievance~~ Procedure**

Complaints regarding ~~the interpretation or application of the district's nondiscrimination policy or~~ **harassment, on any basis protected by law**, shall be processed in accordance with the following procedures:

### **Informal Procedure**

~~Any person who feels that he/she has been discriminated against should discuss the matter with the principal, who shall in turn investigate the complaint and respond to the complainant within five school days. If this response is not acceptable to the complainant, he/she may initiate formal procedures.~~

~~If the principal is the subject of the complaint, the individual may file a complaint directly with the superintendent. If the superintendent is the subject of the complaint, the complaint may be filed with the Board chair.~~

### **Formal Procedure**

Step 1: ~~A written~~ **Complaints may be oral or in writing and** must be filed with the principal ~~within five school days of receipt of the response to the informal complaint. The principal shall further investigate, decide the merits of the complaint and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days of receipt of the complaint.~~

**Any staff member that receives a written or oral complaint shall report the complaint to the principal.**

Step 2: If the complainant wishes to appeal the decision of the principal, he/she may submit a written appeal to the superintendent **or designee** within five school days after receipt of the principal's response to the complaint. The superintendent **or designee** shall **review the principal's decision and may meet with all parties involved, as necessary. The superintendent or designee will review the merits of the complaint and the principal's decision make a decision** and respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent **or designee**, a written appeal may be filed with the Board within five school days of receipt of the superintendent's **or designee's** response to Step 2. **The Board may decide to hear or deny the request for appeal. In an attempt to resolve the complaint, the Board shall may meet** with the concerned parties and their representative at the next regular or special Board

meeting. **The Board's decision will be final and will include the legal basis for the decision, findings of fact and conclusions of law.** A copy of the Board's **final** decision shall be sent to the complainant **in writing** within 10 days of this meeting.

**If the principal is the subject of the complaint, the individual may file a complaint with the superintendent or designee. If the superintendent is the subject of the complaint, the complaint should be referred to the Board chair. The Board may refer the investigation to a third party.**

**Complaints against the Board as a whole or against an individual Board member, should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may be made directly to Board vice chair.**

**Timelines may be extended based upon mutual consent of both parties in writing.**

If the complainant is not satisfied after exhausting local complaint procedures, or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction **under Oregon Administrative Rule (OAR) 581-022-1940.**

## DISCRIMINATION COMPLAINT FORM

\_\_\_\_\_  
Name of Person Filing Complaint      Date      School or Activity

Student/Parent ☐    Employee ☐    Nonemployee ☐ (Job applicant)    **Other** ☐ \_\_\_\_\_

Type of discrimination:    ☐ Race                                  ☐ Color                                  ☐ Religion  
   ☐ Sex    ☐ National Origin                  ☐ Disability  
   ☐ Marital Status                  ☐ Age    ☐ Sexual Orientation  
   ☐ **Other** \_\_\_\_\_

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of informal discussion.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who should we talk to and what evidence should we consider?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Remedy requested Suggested solution/resolution/outcome:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The complaint form should be mailed or taken to the principal. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

## 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 resignations, new hires, changes of contract status, leave of absence, and probationary administrator contract 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:

- Resignations
- New Hires
- Change of Contract Status
- Leave Of Absence
- Probationary Administrator Contract 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
	<b>RESIGNATIONS</b>					
1	KELLY GIROUARD	RIDGEVIEW	PROBATIONARY 1	FT	6/17/16	RESIGNATION
2	JEFFREY HENDRYX	ASMS	CONTRACT TEACHER	FT	6/17/16	RESIGNATION
3	DAVE HEUBERGER	SHS	CONTRACT TEACHER	FT	6/17/16	RESIGNATION
4	TAMARA HUME	SHS	CONTRACT TEACHER	FT	6/17/16	RESIGNATION
5	MELISSA IBARRA	GUY LEE	PROBATIONARY 3	FT	6/17/16	RESIGNATION
6	ERIN RICHARDSON	RIDGEVIEW	CONTRACT TEACHER	PT	6/17/16	RESIGNATION
7	SHENG SAECHAO	WALTERVILLE	CONTRACT TEACHER	FT	6/17/16	RESIGNATION
8	ELIZABETH SHULMAN-NADOLNY	HMS	CONTRACT TEACHER	FT	6/17/16	RESIGNATION
9	MALLORY WELCH	A3	PROBATIONARY 3	FT	6/17/16	RESIGNATION
	<b>NEW HIRES</b>					
10	DEBORAH ETTTEL	ADMINISTRATION BLDG	PROBATIONARY 1	PT	8/30/16	NEW HIRE
11	JOANNA GUHIT	ADMINISTRATION BLDG	PROBATIONARY 1	FT	8/30/16	NEW HIRE
12	RUCCI HULING	ASMS	PROBATIONARY 1	FT	8/30/16	NEW HIRE
13	CHARLES JETT	TWO RIVERS-DOS RÍOS	PROBATIONARY 1 ADMINISTRATOR	FT	7/01/16	NEW HIRE
14	SARAH KNUDSEN	ADMINISTRATION BLDG	PROBATIONARY 1	FT	8/30/16	NEW HIRE

15	POLLY KOHL	THS	PROBATIONARY 1	FT	8/30/16	NEW HIRE FROM CLASSIFIED
16	TANYA MARTIN	ADMINISTRATION BLDG	PROBATIONARY 1	FT	8/30/16	NEW HIRE
17	RHEAN PERKINS	ADMIN BLDG	PROBATIONARY 1	FT	8/30/16	NEW HIRE
18	LIZBETH RAMIREZ	ADMIN BLDG	PRBATIONARY 1	PT	8/30/16	NEW HIRE
19	FRANCESCA SANDOVAL	CENTENNIAL	PROBATIONARY 1	FT	8/30/16	NEW HIRE
20	JESSICA SHANYFELT	ADMIN BLDG	PROBATIONARY 1	FT	8/30/16	NEW HIRE
21	KELSEY SNYDER	ADMIN BLDG	PROBATIONARY 1	FT	8/30/16	NEW HIRE
	<b>CHANGE OF CONTRACT STATUS</b>					
22	CHRISTINE GENTILE	ASMS/ONLINE PROGRAM	CONTRACT TEACHER	PT	2016-17	CHANGE FROM PART TIME TO FULL TIME STATUS
23	AMBER MITCHELL	RIVERBEND	CONTRACT TEACHER	FT	7/01/16	CHANGE FROM CONTRACT TEACHER TO PROBATIONARY 1 ADMINISTRATOR
24	CARLA SMITH	DOUGLAS GARDENS	CONTRACT TEACHER	FT	7/01/16	CHANGE FROM CONTRACT TEACHER TO PROBATIONARY 1 ADMINISTRATOR
	<b>LEAVE OF ABSENCE</b>					
25	HEIDI SAUNDERS	PAGE	CONTRACT TEACHER	FT	2016-17	FULL TIME LEAVE OF ABSENCE

	<b>PROBATIONARY CONTRACT RENEWAL</b>					
26	DEBORAH LANGE	PAGE	PROBATIONARY 2	FT	2016-17	MOVE TO PROBATIONARY 3 ADMINISTRATOR

BOARD POLICY FOR APPROVAL

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools.

One board policy needs to be rewritten to meet legal standards. This policy was presented for first reading at the May 9, 2016, board meeting.

Brett Yancey is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the following board policy:

- DLC            Expense Reimbursements

SUBMITTED BY  
Jenna McCulley  
Community Engagement Officer

RECOMMENDED BY:  
Dr. Susan Rieke-Smith  
Superintendent

## **Expense Reimbursements \* (Version 2)**

District employees who incur expenses in carrying out their authorized duties will be reimbursed upon submission of a properly completed and approved voucher and receipts as required by the business office.

Such expenses may be incurred and approved in line with budgetary allocations for specific types of expenses.

Expenses for travel will be reimbursed when the travel has the advance authorization of the superintendent or designee. Out-of-state travel will, additionally, require prior Board approval.

Lodging, meal and mileage for travel by private vehicle reimbursement rates unless in a collective bargaining agreement or individual employment contract, will be set by the Board at its annual organizational meeting following July 1. Reimbursement for mileage will be based on the Internal Revenue Service rate at the time the expense is incurred.

Persons who travel at district expense will exercise the same economy as a prudent person traveling on personal business and will differentiate between business expenditures and those for personal convenience.

The Board authorizes the superintendent or designee to establish administrative regulations to implement this policy. Regulations will include provisions for the use of private and rental vehicles, insurance coverage, expense reimbursement and accounting procedures.

Reimbursement for out-of-state travel by private vehicle will be made on the basis of airfare or mileage rate, whichever is lower.

END OF POLICY

---

### **Legal Reference(s):**

ORS 294.155

ORS 332.107

OAR 581-022-1660

I.R.C. § 162 (2006); Business Expenses, 26 C.F.R. 1.162-1 (2006).

INTERNAL REVENUE SERVICE, PUBLICATION 463: TRAVEL, ENTERTAINMENT, GIFT AND CAR EXPENSES.

## TRANSPORTATION SUPPLEMENTAL PLAN REVISION

## RELEVANT DATA:

In 2012, as part of an ODE Transportation audit, we were notified that we needed to update the district's Transportation Supplemental Plan. A supplemental plan is required in order for the district to be reimbursed for regular education transportation within a school's walk zone when student walking safety is compromised. At the time, the ODE provided us with a process for creating the plan. We completed the study during the spring of 2013 and it was approved by the Board in June 2013.

We were able to obtain the services of two interns from the University of Oregon to work on the supplemental plan. Our interns gathered quantitative data which included car counts, measurements of shoulder widths, documentation of sidewalk locations and determination of the actual speed of traffic in specific areas using a handheld radar gun. Once the data was collected, they used formulas provided as part of the North Clackamas study to determine which areas within the walking boundary are eligible for transportation.

The 2013 supplemental plan represented a snapshot of the current street and traffic patterns, patterns that have changed over time. One area that was a gray area at the time of the 2013 study was the area north of Harlow Road served by Guy Lee elementary school. Some students living in this area are required to walk down Gateway Street, some down Game Farm Road, and many of the students are required to cross Harlow Road at some point.

In speaking with Principal Nicki Gorham, she feels that things have become really dangerous for the kids crossing Harlow Road at Hartman Lane this year. Changes to the light at Hartman Lane, more traffic, and more people ignoring the school zone have resulted in a number of close calls this year. Nicki has added two additional safety patrol members in an attempt to mitigate the problems at the crossing. We have also received feedback from parents on several occasions expressing concerns for student safety at the Harlow Road crossing.

The changes proposed in this update to the district's supplemental plan are as follows:

- *Make all students living north of Harlow Road who attend Guy Lee elementary school eligible for bus transportation. This is a total of 205 students. Based on a district average of 70% of the eligible students actually riding a bus, we anticipate somewhere in the neighborhood of 140 additional bus riders. In order to address the additional riders, we would add two new*

*bus routes for Guy Lee. In addition to transporting Guy Lee students, these buses would allow us to provide additional routes for both Briggs and Hamlin, eliminating crowding conditions and reducing student ride times.*

These changes were presented at the May 9<sup>th</sup> School Board meeting for first reading.

RECOMMENDATION:

It is recommended that the Board of Directors approve the proposed revision to the Transportation Supplemental Plan which provides transportation services for students attending Guy Lee Elementary school living north of Harlow Road.

Mike Schlosser and Matt Fisher, are here to answer any questions that you may have.

SUBMITTED BY:

Tom Lindly  
Director of Technology & Transprotation

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.  
Superintendent

APPROVED:

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

# Guy Lee Elementary School

*Guy Lee is located at 755 Harlow Road in Springfield. Oregon serving students grades K-5.*

## **School Summary**

Total Students: 410  
Total Walkers: 319

## **Students currently transported within 1.0 mile Walk Zone:**

1. East of Pioneer Parkway Roundabout: 18

## **Number of students to become eligible for district-provided transportation within 1.0 mile Walk Zone:**

1. East of Pioneer Parkway Roundabout: 18
2. North of Harlow Road, Between Gateway Street and Pioneer Parkway: 187

## **Currently transported areas where students would be required to walk under Proposed Supplemental Plan:**

None

## **Guy Lee Elementary School Walk Zone Summary:**

Students Currently Eligible for Transportation: 18

Students Proposed to Transport: 205

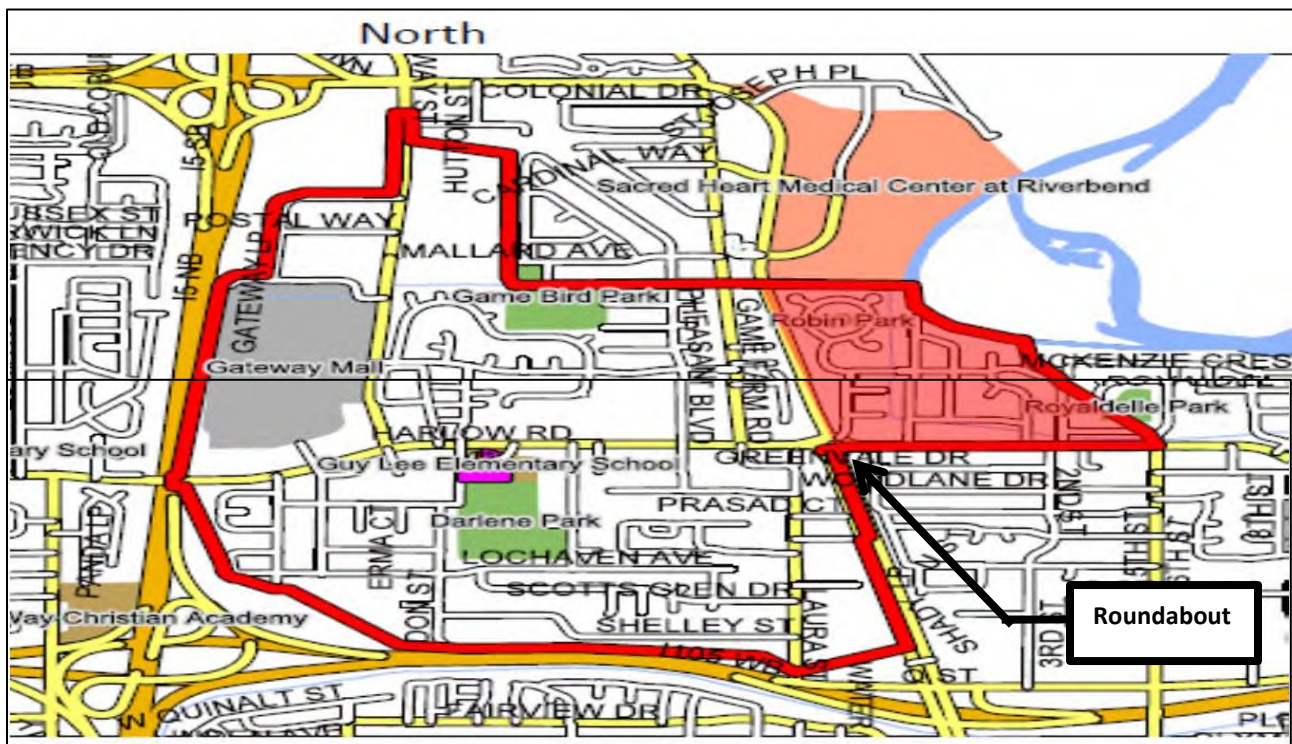
Net Increase/Decrease in Riders: +187

Total Buses Proposed: 3

Additional Routes Proposed: 2

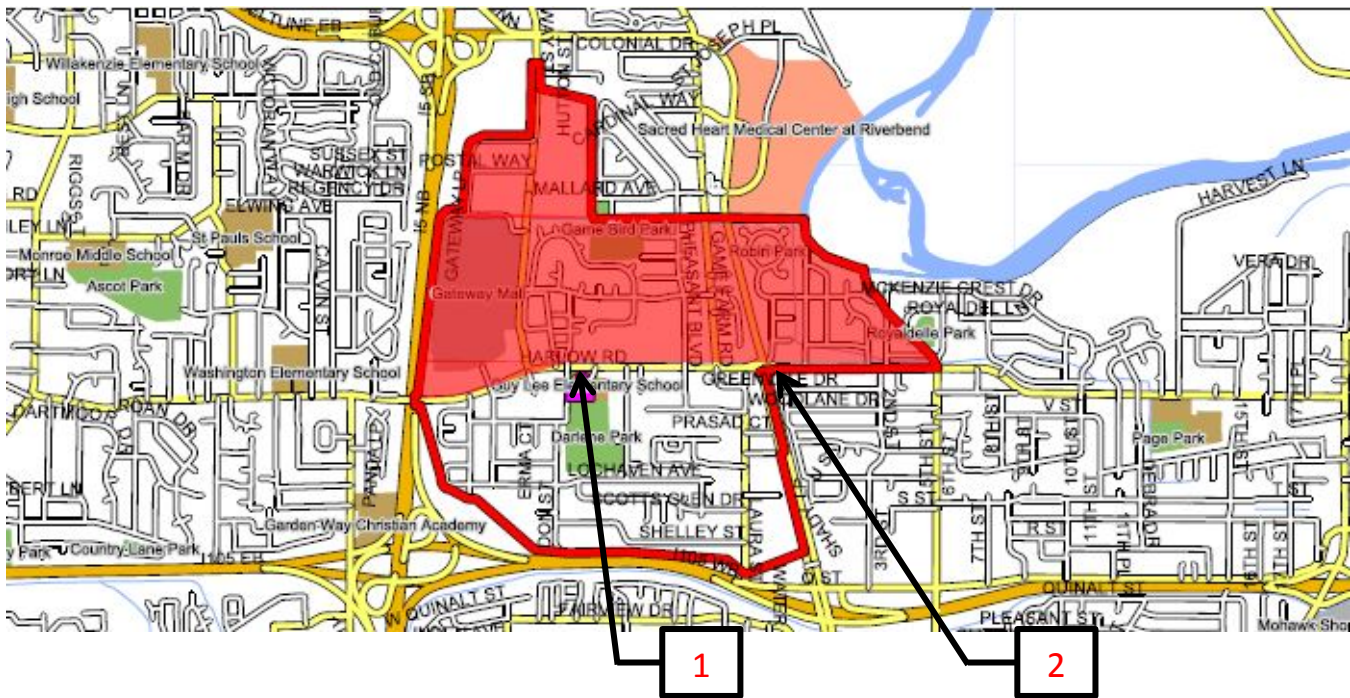
Total Walkers Proposed: 132

## **1. Existing Walk Zone Boundary from 2013 Supplemental Plan**





**2. Areas shaded in red represent unsafe conditions due to high volume and unsafe conditions at Harlow Road crosswalk**



**Recommendation for future improvements:**

- 1. Install more pedestrian safety crossing devices on Harlow Road.**
- 2. Pedestrian safety improvements to the roundabout on Harlow Road and MLK Jr. Parkway.**

## RESOLUTION ESTABLISHING MEAL PRICE INCREASE

**Relevant Data:**

The United States Department of Agriculture, through Oregon Department of Education (ODE) continues to issue a directive to school districts offering meals under the National School Lunch Program (NSLP) addressing equity for the price per meal charged. Essentially, NSLP sponsors notified ODE that there are school districts in Oregon continuing to fail to maintain their "paid" status lunch prices at levels equivalent to the Federal reimbursement amount for a school lunch. Their biggest concern is that the federal assistance program is supplanting families that do not qualify for participation. The National School Lunch Program requires that District's paid meal prices be within \$0.05 of the federal reimbursement amount, which Springfield's are not.

**RECOMMENDATION:**

IT IS HEREBY RECOMMENDED, that the Board of Directors for the Springfield Public Schools increase paid status meal lunch prices by \$0.10 per meal at all levels. Breakfast prices would remain unchanged for the upcoming year. This would result in the following prices:

Breakfast:

Elementary: \$1.15

Middle School: \$1.15

High School: \$1.15

Lunch:

Elementary: \$2.55

Middle School: \$2.75

High School: \$2.90

Submitted by:

Brett M. Yancey  
Chief Operations Officer

Recommended by:

Dr. Sue Rieke-Smith  
Superintendent

Executive Summary  
TELL Survey Results for Springfield Public Schools  
2015-16

**Background**

New Teacher Center, <https://newteachercenter.org>, is a national non-profit organization dedicated to improving student learning through support from large corporate philanthropic organizations, including the Carnegie Foundation and the Bill and Melinda Gates Foundation. Their mission is to overcome challenges teachers and students face by providing all educators with the support and resources necessary to succeed.

In conjunction with school districts, state policymakers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels, NTC developed a survey used in 18 states, including Oregon, to gather input from teachers regarding the school environments and cultures in which teachers do their work. In Oregon, the survey was first administered in 2014 and is to be administered every two years after by the Oregon Department of Education.

**Survey**

The Teaching, Empowering, Leading and Learning (TELL) Survey is an online, anonymous survey administered to all licensed, school-based educators in every district across the state. The survey results, available at both the district and individual school level, inform the district and state about whether educators have the necessary supports to do their job well.

**Survey Delivery and Discussion 2016**

As a result of collaborative discussions between the district and Springfield Education Association, principals provided staff encouragement and time during staff meetings to take the survey. Upon receipt of district/school results, principals were provided a protocol for review of school level data and directed to review data with their staff. TELL Survey Data Review Dates will be provided for review once completed and will include the dates each principal stated they would have review data with their respective staff. In a spot check by directors, not all schools met the target date. Directors are monitoring to ensure principals have the supports necessary to review survey data with staff prior to end of this school year. Directors will be assessing our success as an organization and using this information to improve collaborative practices between our building-based administrators and their staff moving forward into 2016-17 school year.

**Survey Results and Analysis**

Attached please find two TELL District Level documents: 1) District Summary Results TELL Oregon 2016 and 2) District Summary Comparison TELL Oregon. The first compares Springfield

teachers input to teachers across Oregon. The second compares the status of our district in 2014 to the district in 2016. School level data may be accessed at [www.telloregon.org](http://www.telloregon.org).

Our primary mission is to support the instructional core, i.e. the relationship between the teacher, student and content. Cabinet staff have reviewed district and school level data, comparing TELL data with input gathered through the school budget input sessions and “Sit with Sue” meetings. These multiple data points provide a rich and comprehensive assessment of school and district concerns and areas for growth. Cabinet staff are working on next steps to address the concerns at the building level in service to strengthening the instructional core as we move into the 2016-17 school year.

RESPECTFULLY SUBMITTED,

Susan R. Rieke-Smith, Ed.D.  
Superintendent

# District Summary Results TELL Oregon 2016

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

## Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	37.2%	20.6%
b. Teachers have time available to collaborate with colleagues.	62.0%	61.0%
c. Teachers are allowed to focus on educating students with minimal interruptions.	59.9%	46.2%
d. The non-instructional time provided for teachers in my school is sufficient.	48.4%	47.4%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	57.5%	52.2%
f. Teachers have sufficient instructional time to meet the needs of all students.	46.2%	40.4%
g. Teachers are protected from duties that interfere with their essential role of educating students.	71.0%	60.0%

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to appropriate instructional materials.	66.7%	39.6%
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	67.8%	42.5%
c. Teachers have access to reliable communication technology, including phones, faxes and email.	91.7%	84.9%
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	81.9%	63.5%
e. Teachers have sufficient access to a broad range of professional support personnel.	63.9%	45.3%
f. The school environment is clean and well maintained.	78.8%	75.4%
g. Teachers have adequate space to work productively.	79.2%	68.9%
h. The physical environment of classrooms in this school supports teaching and learning.	76.3%	62.6%
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	76.7%	77.4%

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

a. Parents/guardians are influential decision makers in this school.	64.3%	45.8%
b. This school maintains clear, two-way communication with the community.	84.4%	77.9%
c. This school does a good job of encouraging parent/guardian involvement.	84.4%	76.5%
d. Teachers provide parents/guardians with useful information about student learning.	91.4%	89.4%
e. Parents/guardians know what is going on in this school.	77.8%	71.2%
f. Parents/guardians support teachers, contributing to their success with students.	72.2%	61.8%
g. Community members support teachers, contributing to their success with students.	78.3%	75.1%
h. The community we serve is supportive of this school.	85.4%	81.5%

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	85.2%	86.1%
b. Students at this school follow rules of conduct.	71.5%	60.2%
c. Policies and procedures about student conduct are clearly understood by the faculty.	75.3%	70.5%
d. School administrators consistently enforce rules for student conduct.	70.2%	63.9%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	80.1%	75.4%
f. Teachers consistently enforce rules for student conduct.	74.8%	66.0%
g. The faculty work in a school environment that is safe.	88.7%	76.3%



Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

a. Teachers are recognized as educational experts.	83.3%	84.0%
b. Teachers are trusted to make sound professional decisions about instruction.	82.8%	83.7%
c. Teachers are relied upon to make decisions about educational issues.	80.3%	81.1%
d. Teachers are encouraged to participate in school leadership roles.	88.4%	91.9%
e. The faculty has an effective process for making group decisions to solve problems.	65.2%	64.2%
f. In this school we take steps to solve problems.	79.9%	78.2%
g. Teachers are effective leaders in this school.	84.1%	83.8%
Q6.5 Teachers have an appropriate level of influence on decision making in this school.	64.1%	62.9%

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

a. The faculty and leadership have a shared vision.	75.0%	70.6%
b. There is an atmosphere of trust and mutual respect in this school.	73.5%	62.1%
c. Teachers feel comfortable raising issues and concerns that are important to them.	72.6%	65.6%
d. The school leadership consistently supports teachers.	77.6%	71.1%
e. Teachers are held to high professional standards for delivering instruction.	92.0%	88.4%
f. The school leadership facilitates using data to improve student learning.	89.4%	84.5%
g. Teacher performance is assessed objectively.	85.6%	78.9%
h. Teachers receive feedback that can help them improve teaching.	79.4%	65.0%
i. Teachers in this school receive feedback about their teaching on an ongoing basis.	68.4%	45.4%
j. The procedures for teacher evaluation are consistent.	81.2%	66.2%
k. Teachers in this school are evaluated by someone who is well prepared to use the district's evaluation tool.	85.3%	74.2%
l. The school improvement team provides effective leadership at this school.	74.0%	69.9%
m. The faculty are recognized for accomplishments.	76.0%	77.3%

Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

a. Leadership issues	74.5%	70.1%
b. Facilities and resources	79.0%	71.1%
c. The use of time in my school	72.9%	69.8%
d. Professional development	76.5%	77.6%
e. Teacher leadership	79.8%	79.4%

f. Community support and involvement	82.1%	77.1%
g. Managing student conduct	74.7%	73.0%
h. Instructional practices and support	82.7%	78.5%
i. New teacher support	70.8%	61.8%

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Sufficient resources are available for professional development in my school.	71.0%	64.3%
b. An appropriate amount of time is provided for professional development.	68.6%	67.3%
c. Professional development offerings are data driven.	71.8%	56.3%
d. Professional learning opportunities are aligned with the school's improvement plan.	85.5%	70.2%
e. Professional development is differentiated to meet the needs of individual teachers.	50.7%	57.0%
f. Professional development deepens teachers' content knowledge.	62.2%	60.2%
g. Teachers are encouraged to reflect on their own practice.	88.8%	82.0%
h. In this school, follow up is provided from professional development.	60.3%	48.5%
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	70.4%	64.7%
j. Professional development is evaluated and results are communicated to teachers.	45.5%	36.7%
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	75.0%	65.9%
l. Professional development enhances teachers' abilities to improve student learning.	79.8%	76.5%
m. Professional development in this school supports teachers in developing formative assessments aligned to standards.	66.4%	59.0%

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### Instructional Practices and Support

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

a. State assessment data are available in time to impact instructional practices.	31.3%	17.3%
b. Local assessment data are available in time to impact instructional practices.	74.5%	77.1%
c. Teachers use assessment data to inform their instruction.	87.4%	86.3%
d. The curriculum taught in this school is aligned with state-based standards.	91.9%	78.2%
e. Teachers work in professional learning communities or cluster groups to develop and align instructional practices.	86.6%	75.0%
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	78.6%	66.4%
g. Teachers are encouraged to try new things to improve instruction.	90.1%	86.2%
h. Teachers are assigned classes that maximize their likelihood of success with students.	63.2%	53.6%
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	80.5%	78.8%
j. Teachers believe almost every student has the potential to do well on assignments.	89.6%	88.8%
k. Teachers believe what is taught will make a difference in students' lives.	94.2%	94.8%
l. Teachers require students to work hard.	92.7%	87.7%
m. Teachers collaborate to achieve consistency on how student work is assessed.	80.0%	74.8%
n. Teachers know what students learn in each of their classes.	74.8%	72.5%
o. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	68.0%	60.6%

Oregon Department of Education 54.34% responded

Springfield SD 19 73.89% responded

## % Agree

Oregon Department  
of Education

Springfield SD 19

### Overall

Q10.6 In this school, we use the results of the 2014 TELL Oregon survey for school improvement planning.

56.8%

44.0%

Q10.7 Overall, my school is a good place to work and learn.

84.8%

80.6%

# District Summary Comparison Results TELL Oregon 2016

Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

## % Agree

Springfield SD 19  
TELL Oregon 2016

Springfield SD 19  
TELL Oregon 2014

## Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	20.6%	17.7%
b. Teachers have time available to collaborate with colleagues.	61.0%	59.2%
c. Teachers are allowed to focus on educating students with minimal interruptions.	46.2%	52.8%
d. The non-instructional time provided for teachers in my school is sufficient.	47.4%	47.2%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	52.2%	52.7%
f. Teachers have sufficient instructional time to meet the needs of all students.	40.4%	29.9%
g. Teachers are protected from duties that interfere with their essential role of educating students.	60.0%	58.1%

Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

## % Agree

Springfield SD 19  
TELL Oregon 2016

Springfield SD 19  
TELL Oregon 2014

## Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to appropriate instructional materials.	39.6%	52.1%
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	42.5%	36.2%
c. Teachers have access to reliable communication technology, including phones, faxes and email.	84.9%	89.7%
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	63.5%	66.3%
e. Teachers have sufficient access to a broad range of professional support personnel.	45.3%	49.3%
f. The school environment is clean and well maintained.	75.4%	79.8%
g. Teachers have adequate space to work productively.	68.9%	72.8%
h. The physical environment of classrooms in this school supports teaching and learning.	62.6%	65.3%
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	77.4%	70.2%



Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

## % Agree

Springfield SD 19  
TELL Oregon 2016

Springfield SD 19  
TELL Oregon 2014

## Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

a. Parents/guardians are influential decision makers in this school.	45.8%	49.6%
b. This school maintains clear, two-way communication with the community.	77.9%	80.1%
c. This school does a good job of encouraging parent/guardian involvement.	76.5%	78.3%
d. Teachers provide parents/guardians with useful information about student learning.	89.4%	90.0%
e. Parents/guardians know what is going on in this school.	71.2%	68.1%
f. Parents/guardians support teachers, contributing to their success with students.	61.8%	56.6%
g. Community members support teachers, contributing to their success with students.	75.1%	73.4%
h. The community we serve is supportive of this school.	81.5%	79.8%

Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

## % Agree

Springfield SD 19  
TELL Oregon 2016

Springfield SD 19  
TELL Oregon 2014

## Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	86.1%	85.5%
b. Students at this school follow rules of conduct.	60.2%	65.9%
c. Policies and procedures about student conduct are clearly understood by the faculty.	70.5%	74.5%
d. School administrators consistently enforce rules for student conduct.	63.9%	69.1%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	75.4%	83.4%
f. Teachers consistently enforce rules for student conduct.	66.0%	72.9%
g. The faculty work in a school environment that is safe.	76.3%	89.5%

Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

## % Agree

Springfield SD 19  
TELL Oregon 2016

Springfield SD 19  
TELL Oregon 2014

### Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

a. Teachers are recognized as educational experts.	84.0%	81.0%
b. Teachers are trusted to make sound professional decisions about instruction.	83.7%	80.0%
c. Teachers are relied upon to make decisions about educational issues.	81.1%	79.9%
d. Teachers are encouraged to participate in school leadership roles.	91.9%	92.1%
e. The faculty has an effective process for making group decisions to solve problems.	64.2%	66.2%
f. In this school we take steps to solve problems.	78.2%	81.4%
g. Teachers are effective leaders in this school.	83.8%	86.7%
Q6.5 Teachers have an appropriate level of influence on decision making in this school.	62.9%	67.6%

## School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

a. The faculty and leadership have a shared vision.	70.6%	73.0%
b. There is an atmosphere of trust and mutual respect in this school.	62.1%	70.9%
c. Teachers feel comfortable raising issues and concerns that are important to them.	65.6%	69.3%
d. The school leadership consistently supports teachers.	71.1%	77.3%
e. Teachers are held to high professional standards for delivering instruction.	88.4%	91.0%
f. The school leadership facilitates using data to improve student learning.	84.5%	88.1%
g. Teacher performance is assessed objectively.	78.9%	85.8%
h. Teachers receive feedback that can help them improve teaching.	65.0%	75.6%
j. The procedures for teacher evaluation are consistent.	66.2%	72.4%
l. The school improvement team provides effective leadership at this school.	69.9%	76.0%
m. The faculty are recognized for accomplishments.	77.3%	79.8%

Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

a. Leadership issues	70.1%	73.9%
b. Facilities and resources	71.1%	75.3%
c. The use of time in my school	69.8%	70.1%
d. Professional development	77.6%	80.4%
e. Teacher leadership	79.4%	81.8%
f. Community support and involvement	77.1%	79.0%
g. Managing student conduct	73.0%	78.2%
h. Instructional practices and support	78.5%	85.3%

i. New teacher support

61.8%

74.9%

Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

% Agree	
Springfield SD 19 TELL Oregon 2016	Springfield SD 19 TELL Oregon 2014

## Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Sufficient resources are available for professional development in my school.	64.3%	63.0%
b. An appropriate amount of time is provided for professional development.	67.3%	66.4%
c. Professional development offerings are data driven.	56.3%	65.7%
d. Professional learning opportunities are aligned with the school's improvement plan.	70.2%	78.3%
e. Professional development is differentiated to meet the needs of individual teachers.	57.0%	62.9%
f. Professional development deepens teachers' content knowledge.	60.2%	66.6%
g. Teachers are encouraged to reflect on their own practice.	82.0%	87.4%
h. In this school, follow up is provided from professional development.	48.5%	54.7%
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	64.7%	71.1%
j. Professional development is evaluated and results are communicated to teachers.	36.7%	43.3%
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	65.9%	75.3%
l. Professional development enhances teachers' abilities to improve student learning.	76.5%	83.2%

Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

% Agree	
Springfield SD 19 TELL Oregon 2016	Springfield SD 19 TELL Oregon 2014

## Instructional Practices and Support

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

a. State assessment data are available in time to impact instructional practices.	17.3%	45.1%
b. Local assessment data are available in time to impact instructional practices.	77.1%	82.2%
c. Teachers use assessment data to inform their instruction.	86.3%	86.4%
d. The curriculum taught in this school is aligned with state-based standards.	78.2%	65.7%
e. Teachers work in professional learning communities or cluster groups to develop and align instructional practices.	75.0%	80.6%
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	66.4%	76.1%
g. Teachers are encouraged to try new things to improve instruction.	86.2%	88.3%
h. Teachers are assigned classes that maximize their likelihood of success with students.	53.6%	59.2%
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	78.8%	73.5%
j. Teachers believe almost every student has the potential to do well on assignments.	88.8%	89.8%
k. Teachers believe what is taught will make a difference in students' lives.	94.8%	95.1%
l. Teachers require students to work hard.	87.7%	91.5%
m. Teachers collaborate to achieve consistency on how student work is assessed.	74.8%	76.4%
n. Teachers know what students learn in each of their classes.	72.5%	74.5%
o. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	60.6%	62.1%

Springfield SD 19 (TELL Oregon 2016) 73.89% responded

Springfield SD 19 (TELL Oregon 2014) 84.39% responded

## % Agree

Springfield SD 19  
TELL Oregon 2016

Springfield SD 19  
TELL Oregon 2014

## Overall

Q10.7 Overall, my school is a good place to work and learn.

80.6%

84.1%



Executive Summary  
Every Student Success Act Oregon Work Groups  
June 13, 2016

**Background**

On December 11, 2015, President Obama signed into law the reauthorization of the Elementary and Secondary Education Act (ESEA), rescinding “No Child Left Behind” and authorizing the Every Student Success Act (ESSA) passed by Congress. This legislation was a water shed moment in an over thirty year period of federal education policy, returning control of education policy to the states and by extension, to local districts. Hallmarks of ESSA include:

1. States may develop an assessment system that best meet the needs of all students and reach a shared understanding of the various forms and purposes of assessments.
2. States must annually provide summative assessment data aligned to state standards for grades 3-8 and one grade in high school. States have the choice of nationally normed assessments and/or may develop their own that is proven to be statistically valid and reliable.
3. States are no longer required to evaluate teachers nor use state assessment data as part of the evaluation. States are expected to provide a plan that ensures high quality, effective teaching is taking place across the state.
4. States are to design an accountability and reporting system that supports school improvement while taking multiple measures, both qualitative as well as quantitative, into account.
5. States must continue to have a well articulated process for determining failing schools/districts as well as a plan for effective support to these schools.

**Oregon Department of Education Work Groups**

Late January, early February, the Oregon Department of Education (ODE) reached out to stakeholders, primarily teachers, across the state, soliciting applications for membership on four work groups: Educator Effectiveness, School Improvement, Standards and Assessment and Accountability. Additionally, Governor Brown established an ESSA advisory group of primarily teachers, community and business stakeholders. Laura Scruggs is a current member of the Governor’s advisory. Several other Springfield teachers currently serve on the four work groups. Attached, please find a recent update on the ESSA work groups’ progress and next steps sent by these teachers.

Deputy Superintendent Noor has indicated an initial draft of Oregon’s plan to the Department of Education will be released late August, early September, for public review and comment. This process is consistent with the NCLB Waiver work group, of which I was a member of, in 2011.

**Next Steps**

We have an opportunity to advocate for our teachers' ODE work by partnering with other elected officials within Lane County as well as across the state for the practices teachers believe best support their work in the classroom. Upon release of the state's draft, we have an opportunity to work with our legislators regarding the state ESSA plan, outlining any concerns we may have and advocating for legislative solutions should they be indicated. I continue to work with my fellow superintendents advocating for state practices that support our teachers and result in a holistic, multiple pathway approach to educating our students.

RESPECTFULLY SUBMITTED,

Susan R. Rieke-Smith, Ed.D.  
Superintendent

# Accountability Workgroup: Where We've Been and Where We're Going

## WHERE WE'VE BEEN

The Accountability Workgroup has been charged with considering how to design an accountability and reporting system in order to support school improvement efforts and to effectively communicate school quality with Oregon parents and other stakeholders.

### Work Group Progress

At our April 26<sup>th</sup> meeting, the Accountability Workgroup focused on the overall accountability framework and on which indicators could be added to the accountability and reporting system.

- **School Ratings versus Multiple Measures Dashboard**

We discussed the strengths and weaknesses of a summative school rating as compared to a "dashboard" approach that shows data on a number of indicators, but does not combine them into an overall rating. After a lengthy discussion the group was leaning strongly toward implementing a dashboard accountability system. We believe this can fit within the bounds of the Every Student Succeeds Act (ESSA).

- **Qualities of an Accountability Indicator**

We discussed the features that a data element should have, if it is to be included in an accountability system: is it meaningful, measurable, and/or actionable, and does it promote equity? In addition, we discussed the fact that including a measure in a high-stakes accountability system can change the nature of the measure itself. This led to a discussion of the importance of distinguishing between the data we include in reporting, and the data that we include in the accountability system.

- **Indicators of School Quality/Student Success**

We identified additional indicators for the accountability system (beyond those currently used) at the Elementary, Middle, and High School levels. Breakout group suggestions included:

- Attendance/Chronic Absenteeism
- College and career credits and certificates earned (IB, AP, CTE, etc.)
- Percentage of students "on-track" at middle and high school
- School climate measures (safety, participation in activities, caring/supportive adults)
- Re-engagement rates for dropouts
- 6-year and 7-year cohort rates, and GED completion
- Equity measures

In addition, the groups identified several measures that could be reported, but not as part of the accountability system (i.e., the state's method for differentiating schools)

- Access to a full curriculum
- Student surveys including socio-emotional indicators
- Family engagement



## Ongoing Discussions

At the April 26<sup>th</sup> meeting, workgroup members who engaged in break-out discussions identified additional topics for discussion. These include:

- **Designing a Dashboard**

One breakout group began to discuss possible designs for dashboards. ODE staff will be mocking up several options to serve as prompts for further discussion. These will be discussed at the May 18 meeting.

- **Additional Indicators**

Workgroup members identified indicators to be considered in a dashboard. At the May 18<sup>th</sup> meeting the workgroup will:

- Review mockups of dashboards, based on workgroups' input to date.
- Review those metrics that are currently available and reported.
- Review those metrics that could be reported, based on available data.
- Review those metrics that would need new data collections.
- Discuss those metrics that should be pursued as part of the accountability system, and those that should be considered for reporting purposes only.

- **Participation**

ESSA maintains the 95% participation rate requirement for every student group, and it also directs states to include this requirement in its annual differentiation of schools. The workgroup will discuss possible ways to include participation in the system of differentiating schools.

- **Alternative Schools**

We believe that ESSA requires a single system of indicators to differentiate all schools in the state. However, we know that alternative schools are designed to serve students with unique circumstances or challenges, and we need to design an accountability system that can appropriately evaluate these schools. This could include:

- Different weighting for the indicators.
- Additional measures to better reflect successes in these schools.
- Potential "bonuses" for successes with at-risk students.

## WHERE WE'RE GOING

By the end of the June 28<sup>th</sup> meeting, the Accountability Workgroup will put forward considerations regarding:

- The use and design of a multiple measures dashboard
- School quality/student success indicators
- Methods for identifying low performing schools for supports and interventions
- Identifying modifications of an accountability system to fairly include alternative schools in the identification of low performing schools
- Determining the role that participation will play in the accountability system



# Educator Effectiveness: Where We've Been and Where We're Going

## WHERE WE'VE BEEN

The Educator Effectiveness Workgroup has been charged with the task of identifying possible supports for districts to better ensure that every Oregon student is taught by a high quality, effective teacher and every Oregon school building is led by a high quality, effective educational leader. This includes discussions regarding the implications of Senate Bill 290, considerations for improving how state and local districts might better determine the effectiveness of educators, as well as how best to infuse elements of the Equitable Access to Excellent Educators Plan into Oregon's State Plan under the Every Student Succeeds Act (ESSA).

### Work Group Progress

The Educator Effectiveness Workgroup holds a shared vision of ensuring the all students, particularly our most vulnerable students, including those with disabilities, language learners, and historically underserved, are taught by an effective teacher. The workgroup examined the current reality within educator effectiveness in Oregon, including the:

- Unintended consequences of Highly Qualified Teacher (HQT) requirements and how it has impacted schools' and districts' ability to serve all students
- Inconsistent implementation of educator evaluations across districts
- Limited resources and support for educators to use and implement a meaningful evaluation tool

Similarly, the Educator Effectiveness Workgroup has also identified several key aspects of an improved evaluation system under the new ESSA legislation:

- Shifting from a model of compliance to a system focused on growth for all schools and districts that is rooted in asset-based language, rather than the current deficit-based approach
- Considering the use of formative assessments as a value-added component that guides continuous improvement, thus better allowing differentiated support for educators and students
- Strengthening the relationships between teachers and administrators through collaborative goal setting that is based on useful and timely student information

### Ongoing Discussions

To further address the shared challenges above, the workgroup will continue to focus on the Equitable Access to Excellent Educators Plan and Senate Bill 290, including:

- Exploring ways to define an "excellent educator" and "excellent school leader" without the constraints of HQT (Highly Qualified Teacher)
- Discussing the root causes of inequitable access to excellent educators and school leaders for traditionally marginalized student populations and the strategies identified in the plan to address them. (Human Capital Management, Ongoing Professional Learning, and Monitoring Teacher and Principal Preparation)
- How might state tests play a role, if at all, in Growth Goals for evaluations
- Benefits of the Evaluation Matrix, drawbacks of the Matrix, if not the Matrix, then what?

## WHERE WE'RE GOING

At our May 18<sup>th</sup> meeting, the Educator Effectiveness Workgroup will continue to engage in discussions focusing on the following areas for both short- and long-term actions:

- Complete a more comprehensive analysis of SB 290, specifically focusing on evidence of the measures for Professional Practice, Professional Responsibilities, and Student Learning and Growth.
- Discuss long-term modifications to OARs Further review and recommendations regarding the use of the Equitable Access to Excellent Educators plan within the ESSA plan.

At our June 28<sup>th</sup> meeting, the Educator Effectiveness Workgroup will review the definition of "licensed educator" in Oregon and finalize considerations surrounding the Equitable Access to Education plan and Senate Bill 290.



# Standards & Assessment Workgroup: Where We've Been and Where We're Going

## WHERE WE'VE BEEN

The Standards & Assessment Workgroup has been charged with considering how best to support districts in implementing the state's rigorous content standards and how best to tailor our state's assessment system to meet both the requirements under the Every Student Succeeds Act (ESSA) and the needs of students and educators to improve student outcomes throughout students' PK-20 experience.

## Work Group Progress

The Standards & Assessment Workgroup identified a long-term vision for how Oregon's assessment system can best meet the needs of all students and reached a shared understanding of the purpose of different types of assessments:

- **Our Long-Term Vision:** To most effectively ensure the right fit of assessment tools to the desired outcome, we need a comprehensive and balanced assessment system that includes formative and interim assessments to inform student-level instructional decisions in addition to our current summative assessments that measure systems-level outcomes. To get there we need:
  - More time, professional development, and state support around formative and interim assessment practices (not tied to systems accountability)
  - Reduced emphasis (and time spent) on the statewide summative assessment (supports systems accountability)
- **Summative assessments** (such as Oregon's current statewide tests) are designed to determine how much knowledge and skills **groups of students** (e.g. programs, schools, districts, and states) have acquired over a long period of time and are administered **after** instruction has occurred. These assessments are primarily used for systems (e.g., schools and districts) accountability purposes but may also be used in some instances to measure student-level outcomes.
- **Interim assessments** are designed to determine the progress of groups of students based on focused elements of content. While their structure may be similar to summative assessments, they typically focus on a narrower set of content or skills and are administered periodically throughout the year (e.g., at the end of a particular unit).
- **Formative assessments** are a *process* that supports learning and is used while a student is still engaged in instruction. Formative assessments are often thought of as assessments *for* learning rather than assessments *of* learning.

## Ongoing Discussions

At the April 26<sup>th</sup> meeting, workgroup members engaged in break-out discussions focusing on the following areas for short- or near-term action to help us realize our long-term vision for Oregon's statewide assessment system:

- Standards Implementation Resource Needs

At our April 26<sup>th</sup> meeting, this breakout discussion focused on:

- Ways to increase stakeholder engagement in the creation, revision, and review of standards during the adoption process
- Remaining implementation gap that exists for Oregon's adopted standards



- High School Flexibility

At our April 26<sup>th</sup> meeting, this breakout discussion focused on:

- Implications for ensuring equitable opportunities (not just equal opportunities) and accessibility supports for all students, regardless of which assessment their district administers
- Implications of offering flexibility to higher education entrance and/or placement determinations
- Implications for reducing the summative assessment testing footprint
- Implications for transparency and comparability across school districts
- Values we want to ensure are reflected in the evaluation process should Oregon decide to approve additional assessments for high school flexibility

- Accessibility Support Needs

At our April 26<sup>th</sup> meeting, this breakout discussion focused on:

- Implications for students in poverty, not just students with disabilities or ELs
- The need to ensure that test content is culturally familiar for all students

- Summative Assessment Administration Policies

At our April 26<sup>th</sup> meeting, this breakout discussion focused on:

- Ways to possibly reduce test length / testing time for individual students
- Possibly shifting the high school grade of accountability from grade 11 to grade 10, or alternatively providing an early testing option for eligible 10<sup>th</sup> graders
- Possibly allowing eligible students to target down to an earlier grade for those students for whom the grade-level assessment is too rigorous and the alternate assessment is not appropriate

- Formative & Interim Assessment Resource Needs

At our April 26<sup>th</sup> meeting, this breakout discussion focused on:

- The need to build capacity for formative and interim assessment practices so they play a larger role than summative assessment in Oregon's statewide assessment system
- The need for including educators in the local development and scoring of interim assessments
- The implications of incorporating interim assessments into Oregon's accountability system down the road

## WHERE WE'RE GOING

At our May 18<sup>th</sup> meeting, the Standards & Assessment Workgroup will continue to engage in break-out discussions focusing on the following areas for short- or near-term action:

- Standards Implementation Resource Needs
- High School Flexibility
- Summative Assessment Administration Policies
- Formative & Interim Assessment Resource Needs

Given the overarching impact and importance of accessibility across these areas, accessibility will be discussed in each of these breakouts moving forward rather than as a stand-alone breakout group. As the discussions in each of these four breakout areas evolve, the full workgroup will have opportunities to share with one another across breakout discussion areas. By the end of the day, we hope to begin formulating considerations for how best to build out Oregon's statewide assessment system through our State Plan and our implementation of ESSA. This process will continue through our final meeting on June 28<sup>th</sup>.



# School Improvement Workgroup: Where We've Been and Where We're Going

## WHERE WE'VE BEEN

The School Improvement Workgroup has been charged with developing a proposed framework of supports for schools identified for comprehensive and targeted improvement as well as developing a proposed framework for determining how and when schools will exit identification. To accomplish this, the group established a common understanding of the various stages of Oregon's current improvement cycle and the impact on schools currently undergoing improvement efforts.

### Work Group Progress

The workgroup has developed strong frames around the need to remove the stigmatization of schools identified for additional supports. This requires balancing a level of flexibility and differentiated approaches that embrace the various contexts for schools and districts as well as holding parties accountable for significant and sustained improvement.

There is also consensus within the group that "school improvement" should not be limited to Federally mandated requirements and that there is great opportunity to go above and beyond the minimum.

### Ongoing Discussions

At the April 26<sup>th</sup> meeting, workgroup members engaged in discussions focusing on the four major areas of the improvement cycle and discussed guiding principles that might be incorporated into Oregon's next iteration of its improvement process. Each major area was framed by essential questions and considerations.

**Identification:** *How might schools be identified for improvement supports?* Guiding principles discussed were:

- Inclusion of data that include measures of teacher quality / effectiveness
- Multiple measures of student achievement / academic performance (not just Smarter Balanced)
- Broader data around school climate and culture (TELL or similar collection)
- Measures that compare how schools / districts serve and support underserved student populations, noting the current model compares academic peers, but does not compare similar underserved student populations in the same manner
- School-level measures that lead to district identification for improvement supports

**Diagnostic Review and Planning:** *What role might ODE / LEAs play in the diagnostic review / needs assessment? What are the opportunities and barriers in conducting high-quality, in-depth diagnostic reviews? How might stakeholders be meaningfully and productively engaged in the review process?* Guiding principles discussed were:

- Diagnostic review is the key to success – more authentic review yields better plans
- Stronger input and engagement from teachers in planning and implementation
- More engagement from community stakeholders throughout the process
- More engagement from school boards and superintendents including active participation in the review, planning and monitoring processes
- Alignment of state expectations, district plans and actions, and school plans and actions



**Monitoring:** *What (additional) data might be used for in-year / implementation monitoring? What resources might be developed in order to support improvement efforts? How might plans be evaluated and approved on an annual basis?* Guiding principles discussed were:

- Emphasis on district **and** school interim monitoring plans
- Differentiated financial resources based on monitoring routines and outcomes
- Reduce paperwork / burden to submit updates and reports
- Review of systems working together: teacher observation / evaluation → assessment → RTI / PBIS → climate / culture
- Stronger development of implementation evidence – *What will this look like when it's working?*

**Exit Criteria and Progressive Interventions:** *How might we define improvement? Does exit criteria need to mirror identification criteria? Can schools exit improvement status before the end of the identification period? How might we support sustained improvement? What might progressive interventions include for schools who do not demonstrate improvement?* Guiding principles discussed were:

- The desire to “exit” is based on the punitive / shaming stigma; if there’s no stigma, districts / schools might not want to exit
- Schools who demonstrate improvement should be able to exit with continued financial supports
- The notion of “what gets you in, gets you out” works with some added flexibility / adaptability
- Schools should create portfolios of evidence to establish improvement and change
- Broader indicators than identification – test scores might get a school identified, but more should be required to establish improvement
- Multiple indicators aligned to systems health / improvement
- Stronger ties to educator effectiveness and instruction

## WHERE WE'RE GOING

At our May 18<sup>th</sup> meeting, the School Improvement Workgroup will continue to engage in discussions focusing on the various elements of the improvement process including further refinement of the principles discussed in April. Additionally, the workgroup will engage in discussions on some of the federal requirements and flexibility with set-aside funds to support direct services to students.

By the end of the day, we hope to have some strong proposals for frameworks in each of the four areas as well as clear proposed actions for direct services to students. This process will continue through our final meeting on June 28<sup>th</sup>.

**2016-2017 BUDGET RESOLUTIONS****RELEVANT DATA:**

On May 12, 2016 the Springfield Public Schools Budget Committee approved the proposed budget for 2016-2017 with slight modification from the originally proposed budget. The approved adjustment was a reduction in the General Fund's contingency to support music/art equipment (\$41,500), club/activity support (\$28,000) and Middle School Outdoor School (\$30,500). In addition to the adjustment approved by the Budget Committee, District administration is recommending the following modifications to the adopted budget.

**GENERAL FUND REVENUE:**

Increase revenue source "Beginning Fund Balance" from \$7,500,000 to \$8,133,941 (Net increase = **\$633,941**). The increase in General Fund revenue is directly associated with the final reconciliation payment from the 2014-15 fiscal year made by Oregon Department of Education. This payment was received on May 15, 2016 following the approval of the District's operating budget. As a reminder, the final reconciliation process considers all School Districts in the State of Oregon, as well as the Department of Education's final adjustment based on un-allocated resources.

**GENERAL FUND EXPENDITURES:**

Certified staff reserve positions (4.0 fte):	\$ 356,800
Certified Staff allocation - error (1.0 fte):	\$ 89,200
Staff Negotiations & adjustments:	\$ 7,495
Website Upgrade and maintenance:	\$ 40,000
Human Resources staff adjustments (1.0 fte):	\$ 65,360
Contingency Funds:	<u>\$ 75,086</u>
Total Expenditures:	<b>\$ 633,941</b>

The statutory authority for budget adjustments by the School Board is (up to) 10% in any single fund. The adjustments recommended total approximately 0.6%, well within the authority. The recommended adjustments are brought forward with a commitment to what was heard during the budget listening sessions from stakeholders, as well as the values of the School Board. The attached resolution is reflective of the requirement to present a balanced operating budget for the 2016-2017 fiscal year, as approved by the District's budget committee and adjusted through administrative recommendations.

Brett Yancey is available tonight for additional clarification or questions.

**RECOMMENDATION:**

It is recommended that the Board of Directors adopt the 2016-2017 Budget Resolution as presented on the attached sheet.

Submitted by:

Brett M. Yancey  
Chief Operations Officer

Recommended by:

Dr. Sue Rieke-Smith  
Superintendent

## 2016-2017 BUDGET RESOLUTIONS

BE IT RESOLVED that the Board of Directors of the Springfield School District hereby adopts the budget for the fiscal year 2016-17 in the sum of \$228,239,256 now on file at the Springfield School District Administration Office.

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2016, and for the purposes shown below are hereby appropriated:

<b>General Fund</b>		<b>Co-Curricular Fund</b>	
Instruction	\$ 63,623,480	Instruction	\$ 1,338,997
Support Services	35,359,867	Total	\$ 1,338,997
Facilities Acq & Const	100,000		
Debt Service	12,290	<b>Bond Fund</b>	
Transfers	2,631,577	Instruction	\$ 2,506,100
Contingencies	983,175	Support Services	1,801,674
* Unappropriated Fund Balance	4,000,000	Construction	37,525,000
Total	\$ 106,710,389	* Unappropriated Fund Balance	16,963,905
		Total	\$ 58,796,679
<b>Debt Service Fund</b>		<b>Capital Projects Fund</b>	
Support Services	\$ 5,000	Support Services	\$ 172,656
Debt Service	11,816,910	Facilities Acq & Const	2,334,327
* Unappropriated Fund Balance	784,849	Total	\$ 2,506,983
Total	\$ 12,606,759		
<b>Federal, State and Local Programs</b>		<b>Insurance Fund</b>	
Instruction	\$ 7,817,150	Support Services	\$ 18,839,314
Support Services	4,685,470	* Unappropriated Fund Balance	2,820,686
Community Services	333,135	Total	\$ 21,660,000
Debt Service	426,000		
* Unappropriated Fund Balance	1,165,026	<b>Internal Printing/Duplicating Fund</b>	
Total	\$ 14,426,781	Support Services	\$ 826,959
		Debt Service	23,340
<b>Nutrition Services Fund</b>		* Unappropriated Fund Balance	2,981
Community Services	\$ 4,202,260	Total	\$ 853,281
* Unappropriated Fund Balance	602,128		
Total	\$ 4,804,388	<b>Early Voluntary Retirement Fund</b>	
<b>Student Body Activities</b>		Support services	\$ 1,410,000
Instruction	\$ 2,100,000	* Unappropriated Fund Balance	75,000
* Unappropriated Fund Balance	950,000	Total	\$ 1,485,000
Total	\$ 3,050,000		
		<b>Total Appropriations</b>	
		\$ 200,874,682	
		<b>Total Unappropriated Funds</b>	
		\$ 27,364,575 *	
		<b>TOTAL ADOPTED BUDGET</b>	
		\$ 228,239,256	

\* Unappropriated Ending Fund Balances are not appropriated.

BE IT RESOLVED that the Board of Directors of the Springfield School District hereby imposes the taxes provided for in the adopted budget at the rate of \$4.6412 per \$1,000 of assessed value for operations; and in the amount of \$6,947,368 for bonds; and that these taxes are hereby imposed and categorized for tax year 2016-17 upon the assessed value of all taxable property within the district.

	Education Limitation	Excluded From Limitation
General Fund.....	\$4.6412/\$1000	
Debt Service Fund.....		\$ 6,947,368

The above resolution statements were approved and declared adopted on this 13th day of June 2016.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board Chair

## NIKE CONTRACT PROPOSAL

**Relevant Data:**

Throughout the State of Oregon, Nike has offered exclusive-rights apparel agreements to several Districts and comprehensive high schools. In September 2015, Eugene 4J and Bethel School District entered into similar agreements. At that time Springfield School District was offered an identical contract, however decided to delay a decision based on community concerns observed in Eugene.

Currently Springfield and Thurston High School are responsible for replacing uniforms on an as-needed basis. A majority of these funds are generated through the Associated Student Body. Each school is allocated \$25,000 every year through the Co-Curricular Fund to cover all costs associated with the co-curricular programs. This \$25,000 annual allocation does not provide the opportunity to provide uniform replacement on a consistent basis. Both schools indicate that approximately 70% - 80% of their existing apparel is Nike brand and support this contract proposal.

Details of the proposal are outlined on the attached document, however in summary:

- Both Thurston High School and Springfield High School would receive \$15,000 per year in retail product.
- District entitled to discounts: 40% footwear, 45% non-custom apparel, 35% custom uniforms, 25% custom digital uniforms.
- \$1,250 per school, per year to purchase outerwear for event supervision workers.
- Buy one uniform, get one uniform at no charge.
- Sports include: Football, Volleyball, Boys and Girls Soccer, Boys and Girls Basketball, Baseball, Softball, Boys and Girls Track and Cross Country, Boys and Girls Tennis.
- Any product purchased by an individual student is exempt from the agreement.
- 3-Year phase in agreement.
- 60 day termination agreement.

**Recommendation:**

It is recommended that the Board of Directors approve the contract with NIKE, as presented.

Submitted By:

Brett Yancey  
Chief Operations Officer



Re: Team Sales/Product Supply for Athletic Program

NIKE is pleased to have reached agreement with Springfield School District with regard to the purchase and supply of NIKE product for use by the District high schools and its interscholastic programs.

We have agreed as follows:

The duration of this agreement is from June 1, 2016 to July1, 2021.

1. On orders of NIKE Product, the District will be entitled to the following discounts (off suggested retail pricing): 40% for footwear and equipment, 45% for non-custom apparel, 35% for custom twill or print uniforms, and 25% for custom digital uniforms.. If all high schools in the district participate in the agreement and additional benefit is added. For each uniform purchased at these discounts, the District will receive an additional uniform free of charge.

The District is responsible for standard freight charges. This same pricing structure is available to purchases made by the individual athletes and other organizations associated with the District including youth organizations. Buy one, get one provision on uniforms is for the high school teams only.

2. All purchases will be made through a NIKE Team Retailer who is in good standing with NIKE Team Sports at the time of the purchase. Orders shall be submitted according to NIKE's ordering deadlines.

3. This agreement covers high school varsity teams. Sports included in this agreement include Football, Boys and Girls Soccer, Volleyball, Boys and Girls Basketball, Baseball, Softball, Boys and Girls Track & Cross Country, Boys and Girls Tennis.

4. NIKE uniforms will be purchased during the normal buying cycle for each sport. All programs are expected to be in NIKE uniforms by year three of the agreement.

5. Each Agreement Year, each high school will receive a \$15,000 retail product rebate plus \$1,250 in retail product rebate for outerwear for event supervision workers. These rebates are for use by the high schools' athletic programs and must be used during the school year. Funds do not carry over from year to year.

6. The District shall require the players and staff of the program to wear and/or use exclusively NIKE Products during games and other official program activities associated with the school's team (exhibitions, photo sessions, etc.). Non-branded apparel may be worn for practice sessions. Any product purchased by an individual student is exempt from this agreement. Any exceptions to this must be requested and cleared by the District's athletics director(s) and NIKE. NIKE is to be given the opportunity to resolve any issue. OSAA ball adoptions are excepted.

7. The term "Products" as used in this agreement means (i) all athletic and athletically inspired or derived footwear, authentic competition apparel consisting of uniforms, warm-ups, practice wear, sideline/on-field apparel, similar apparel and gloves, all other apparel

articles of an athletic nature including but not limited to polo shirts, golf shirts, tank-tops, T-shirts, sweat suits, separates, base-layer apparel, undergarments and other body coverings, and accessories of an athletic nature, including but not limited to headwear (e.g., skull caps), headbands, wristbands, bags, socks, chinstraps and gloves, that the players or staff wear or use or may be reasonably expected to wear or use while participating in their respective sport.

8. The District acknowledges that "polishing-out", "spatting" or otherwise taping, so as to cover or obscure any portion of any NIKE trademark, the NIKE Products worn by the players or staff as required under this agreement is inconsistent with the purpose of the agreement.

9. Should NIKE or the District fail to live up to any portion of this agreement and fail to correct that within 60-day notice, the agreement may be cancelled by the other party.

10. At NIKE's request, the District shall negotiate with NIKE in good faith with respect to the terms of a renewal of this Agreement. For a period of 120 days prior to the ending of the agreement, NIKE will have the exclusive right to negotiate with the representatives and its representatives.

11. The District represents that neither the District nor any staff member is party to any agreement or understanding that would prevent or limit the performance of any obligations under this Agreement.

AGREED:

By: \_\_\_\_\_

Title:

Date:

Nike Inc.

By: \_\_\_\_\_

Title:

Date:

MULTI-SCHOOL SITE  
CLASSROOM PROJECTION  
SYSTEM INSTALLATION – PHASE II

RELEVANT DATA:

This bid was advertised in the Daily Journal of Commerce and posted on the Oregon Procurement Information Network (ORPIN). Nine (9) potential general contractors attended the mandatory pre-bid conference and job walk held on May 25, 2016. Three (3) responsive bids were received to the invitation to bid.

This bid provides for the installation of one hundred twenty-five (125) owner-furnished Extron Pole Vault projector systems and owner-furnished projection screens in select classrooms throughout eight schools within the district. The work under this contract includes all labor, pathways, and services for, and incidental to, the installation of the projector systems and screens to provide complete turnkey systems. This constitutes the second phase of a multi-year project schedule. Funding for these projects will be provided through Bond proceeds.

The original solicitation document and specifications were developed by Matt Reich, PE of Systems West Engineers in coordination with District Technology Services staff. Board Member Laurie Adams reviewed the procurement file. Tom Lindly will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award the Multi-School Site Classroom Projection System Installation to Reynolds Electric, Inc. of Eugene, Oregon for \$207,119.00.

SUBMITTED BY:

Tom Lindly  
Director of Technology & Transportation

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.  
Superintendent



**SILKE FIELD STRUCTURAL REPAIR  
& SIDING UPGRADE PROJECT**

**RELEVANT DATA:**

This Invitation to Bid (ITB) was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network (ORPIN). Four (4) potential general contractors attended the mandatory pre-bid conference and job walk held on May 24, 2016. One (1) response was received to this ITB.

This project consists of the removal of three wooden structural beams and replacing them with new concrete beams, along with the installation of new metal siding at three walls of the stadium at Silke Field. The project also includes associated refastening of existing wood siding, removal and reinstallation of handrails, electrical conduits, piping, and downspouts to allow for the installation of the new concrete beams and metal siding, as well as repainting the wood roof structure at upper roof canopy, including beams, decking, and knee-braces.

Work may begin on this project on June 21, 2016 and will be substantially complete by August 12, 2016 in time for the 2016-17 school year. Work will be provided under a single standard general construction contract.

The original solicitation documents and specifications were developed by gLAs Architects, LLC in cooperation with District staff. Board Member Laurie Adams reviewed the procurement files. Funding for this project will be provided approximately 40% from a specified 2016-17 general fund allocation and the remaining 60% from the Capital Projects Fund. Brett Yancey and Chris Reiersgaard will be available to answer questions.

**RECOMMENDATION:**

It is recommended that the Board of Directors approve the award of the Silke Field Structural Repair & Siding Upgrade Project to Dorman Construction, Inc. of Springfield, Oregon for the Base Bid plus Alternate #2 and Alternate #4 amount of \$247,966.00.

**SUBMITTED BY:**

Brett Yancey  
Chief Operations Officer

**RECOMMENDED BY:**

Susan Rieke-Smith, Ed.D.  
Superintendent

SUPERINTENDENT CONTRACT

RELEVANT DATA:

In accordance with Board Policy CCD, the following recommendation is presented for the Board's consideration.

RECOMMENDATION:

It is recommended that the Board of Directors generally approve the financial terms and authorize the Chair and Vice Chair to negotiate the non-financial conditions. In addition, it is recommended that the Board execute the contract for the Superintendent for a period of three (3) years, beginning on July 1, 2016, and terminating on the 30<sup>th</sup> day of June 2019, upon completion of negotiations.

Submitted by:

Brett Yancey  
Chief Operations Officer