



BOARD OF EDUCATION
March 14, 2016
Administration Center Boardroom
525 Mill Street
Springfield, OR 97477

5:00 pm Work Session, Hamlin Middle School Update, Room 312

6:00 pm Classified Employee Reception

7:00 pm Board Meeting

AGENDA	TAB
1. Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Jonathan Light
2. School Presentation: Thurston Elementary School	Principal Brooke Wagner
3. Recognition: THS Coed Cheerleading Team	Kevin Ricker
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. February 8, 2016 Board Meeting Minutes	1
B. February 22, 2016 Mid-Year Planning Minutes	2
C. February 29, 2016 Special Board Minutes	3
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E. Bond Oversight Committee Report	Tom Lindly, Brett Yancey 5
F. Guy Lee Dual Immersion Report	Suzy Price 6
G. Board Policies, First Reading	Jenna McCulley 7
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J. 2016-2017 School Calendar Initial Dates, Res. #15-16.034	Michael Henry 10
K. Out State Trip, THS Publications, Resolution #15-16.035	Kevin Ricker 11
7. Action Items	
A. Personnel Action, Resolution #15-16.036	Michael Henry 12
B. Thurston High School Boiler Replacement, Res #15-16.037	Brett Yancey 13
C. Guy Lee Elementary Boiler Replacement, Res #15-16.038	Brett Yancey 14
D. Academy of Arts & Academics Charter Renewal, Res #15-16.039	Kevin Ricker 15
8. Reports and Discussion	
A. Student Communication	
B. Superintendent Communication	Sue Rieke-Smith
C. Board Communication	Chair Light
9. Other Business	
10. Next Meeting: April 11, 2016, 3:30 pm, Work Session; 5:30 pm Volunteer Reception; 7 pm Business Meeting	
11. Adjournment	Chair Light

WORK SESSION MINUTES

12/ The Springfield Board of Education held a work session on February 8, 2016 around strategic planning/ thinking.

Board Chair Jonathan Light welcomed those in attendance and called the meeting to order at 3:40 pm, in the Board 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, Jenna McCulley, Karen Lewis, Linda Henry, Brian Megert, Kevin Ricker, Suzy Price, Laura Scruggs, Yvonne Atteberry, Anne Goff, and Victoria Boyst.

Mike Dugas of Vision Creation Consulting facilitated a Strategic Planning/Thinking Work Session with Board and Cabinet members. He reviewed the agenda for today's meeting and the prepared charts on the walls entitled History, Context Map, Spot Matrix, Cover Story Vision and Five Bold Steps. He explained the group would work on the History and Context Maps charts today, and complete the Spot Matrix, Cover Story Vision and Five Bold Steps charts at a future meeting. He explained the following:

- Roles for recorders, presenters and facilitators
- Rules for today's meeting
 - Everyone participates
 - No one dominates
 - Have fun
- Expected outcomes
 - Key learning from history
 - Understand our context
 - Have some fun

Board and Cabinet members met in small groups to brainstorm ideas for History and Context Map, which they recorded on the charts and reported back to the group.

HISTORY OF Springfield SCHOOL DISTRICT

- Goals/Results
 - SQEM Goals
 - Every students a graduate prepared for a bright and successful future
 - Culture of trust
 - Create & implement SQEM
 - System of teaching and learning
 - Schools are places of learning
 - SQEM adopted by the Board
 - 2013-2014 Goals
 - Future ready
 - Communication
 - Advocacy
 - Technology

- Facilities
- Projects/Strategies
 - A3/WLA Charters
 - PBIS
 - Lots of grants
 - Springfield Education Foundation
 - RTI community model
 - Diversity
 - Chalkboard Collaboration Grant 2/3 year
 - Stand for Children
 - Strong Schools for Springfield
 - New Native Center
 - Advisories—teacher, student, parent, ministerial
 - ALICE
 - Vision Session
- Key Events
 - Ballot Measure 5—1992
 - 1998 Thurston shooting
 - United Front
 - District morale low
 - Opening of A3
 - SQEM
 - Recession and budget reduction—fiscal cliff mitigated impacts of whole child and staffing
 - Closing of schools
 - Reorganized leadership team
 - Bond passed
 - State No Child Left Behind Waiver
 - CCSS/SBAC teacher admin evaluation
 - Open enrollment
 - Failed bond
 - Opt out
 - Bond passed
 - State budget increased to \$7.235b from \$6.9b
 - Collaboration grant—3 year
 - ESSA
 - FDK
 - Coherence—instructional model
 - Refocus to Whole Child
 -
- People
 - J. Kent
 - Loss of trust
 - Divided community
 - S. Barrett
 - Nancy Golden
 - Collaborative
 - Innovative
 - Community healing
 - First Bond passed since 1996
 - Thurston Elementary and Maple Elementary built
 - S. Barrett retires

- Ronnel Curry
- Nancy goes to Salem
- KITS
- Nancy G retires
- H. Martin
 - New Board Member
 - 8 of 13 Cabinet (new members)
 - Hired 6 HS admin
 - 5 new elementary admin
- Sue hired as Asst. Super
- Hertica resigns
- S. R-S
- Sue hired as Super
- New Board members
- Products/Services/Sites
- Learning
 - Keep community engaged
 - Lack of consistency leadership
 - Recession—major event (2008-2009)
 - Springfield
 - High value of Trust Nancy rebuilt
 - Transparency
 - Open communication
 - Periods of no goals
 - District fiscally conservative—long time learning
 - How do you stay the course? (with lack of sense maker—we did have Brett)
 - Need to stay ahead of this!
 - Initiatives introduced at a time of fiscal challenges—did not match resource goal
 - 2013 message lack of trust—we did not pay attention
 - Really grant dependent—make sure align with goals
 - School District’s engagement with community groups and parent organizations critical
 - 2014 bond passed!
 - New enticements (athletics)
 - The Board became the face of the bond
 - Advocacy!!! (door to door)

CONTEXT MAP

- Trends
 - Conversation around success is less heavy handed
 - Move toward individual student needs—less punitive
 - Increased move towards whole child
 - CTE—district to business to community college partnerships
 - Interest in bringing in high tech industries
 - Diversity continues to grow
 - More students living in unstable economic conditions—70% F & R lunch
 - Multigenerational households; disconnect regarding parental responsibilities
- Political Factors
 - ESSA
 - Legislative mandates
 - Election year

- Funding sources
- Major statewide push to increase educational funding
- Springfield representation high engaged
 - Mayor
 - Senator
 - Representative
- United Front active and effective
- Shift in federal policy re: student academic accountability
- Lack of confidence
- Uncertainty
- 3/5 School Board new
- OEIB eliminated
- Trends
 - Increase in multi-family housing (aging parents)
 - Diverse population
 - Older workforce (longer)
 - F & R rate = 70%+
 - Minimum wage increase
 - Slow economic recovery
 - Job growth (?)
 - Increased cost of living
 - Alternative education opportunities
 - 42% community poverty
 - Economic climate on the way up
 - Increase in violent crimes
 - CLT product market
 - EUG/SPFD tech hub
 - More students with IEPs and mental health concerns moving into district
- Economic Climate
 - '14-16 Biennium better ed funding
 - '17-19 uncertain
 - PERS
 - Minimum wage
 - Health care
 - 37th in Ed funding nationally
- Technology Factors
 - \$13 million (bond)
 - Online options
 - Info @ fingertips
 - Challenge to keep up
 - Expectations to have it!
 - Communication is instant
 - Access to different devices
 - Student expertise and knowledge
 - CTE: STEAM hands on knowledge
 - Change
 - Keeping up while remaining innovative
 - Maintaining decisions around selection
 - Safety/responsible student use
 - Maximizing tool to demonstrate learning—accessing information to extend 4 walls
 - Efficiencies—maximizing data including environment

- Customer Needs
 - Students—instruction, social/emotional behavioral support, engagement, opportunities, technology, resources, relevant knowledge
 - Staff—PD, manageable work load, leadership, resources, supportive environment, respect, valued
 - Parents—communication, partnership, performance, accountability, access, opportunities
 - Business—Chamber, CTE, ready to work graduates, performance, workforce
 - Community partners—looking for ways to support SPS, looking for ways to leverage and extended resources, accountability, voice at table
 - Educational partners—U of O, LCC, students ready to learn
 - Unions—OSEA, SEA, SAAC
 - Fair working conditions, communication, want to be heard, opportunities for shared leadership and collaboration
 - School Board—information, communication, autonomy, see as asset
 - Legislators—accountability, information, invitation
 - ODE/OEA—feedback, data, communication
 - TEAM Springfield—cooperation, communication
- Uncertainties
 - State & federal leadership
 - PERS
 - Direction of governor/legislature/federal leadership
 - Graduation rates
 - \$ Support
 - ESSA—ODE filter
 - How ODE will enact ESSA

The work session was adjourned at 6:47 pm.

BUSINESS MEETING MINUTES

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on February 8, 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, Sandra Boyst, and Tina DeHaven. Erik Bishoff was excused.

District staff, students and community members identified included Superintendent Sue Rieke-Smith, Brett Yancey, Michael Henry, Jenna McCulley, Karen Lewis, Brian Megert, Kevin Ricker, Suzy Price, Yvonne Atteberry, Anne Goff, Shari Furtwangler, Whitney McKinley, Sheila Minney, Kyle Minney, Danielle Smith, Jose daSilva, Chad Towe, Paul Weill, Christina Cox, Michelle Johnson, Rachael Villa, Dr. Dene Eller, and Darcy Wallace of the *Springfield Times*.

Student Board Representatives present included:
Sabrina Gross/ Academy of Arts and Academics (A3);
Stevie Poole/ Gateways High School (GHS);
Nick Romig/ Thurston High School (THS);
Cody Johnson/ Willamette Leadership Academy.

2. CLASSIFIED EMPLOYEE APPRECIATION WEEK PROCLAMATION

Ms. Adams read the following proclamation in recognition of Classified Employee Appreciation Week:

WHEREAS, the education of youth is essential to the future of our community, state, country and world;
and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE, BE IT RESOLVED that the Springfield Board of Education proclaims March 7 through 11, 2016, to be **Classified Employee Appreciation Week**; and

BE IT FURTHER RESOLVED that the Springfield Board of Education strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

Dated this 8th day of February 2016.

Ms. Adams presented the proclamation to Oregon School Employees Association (OSEA) Chapter 4 President Yvonne Atteberry, and thanked Ms. Atteberry and the classified employees for everything they do for the District.

Ms. Atteberry said most classified staff were not at work for the money but for the kids and because they loved what they did. She thanked the Board for acknowledging Classified Employee Appreciation Week.

3. SCHOOL PRESENTATION – TWO RIVERS-DOS RÍOS ELEMENTARY SCHOOL (TRDR)

Principal Shari Furtwangler introduced 2nd grade teachers Kyle Minney and Danielle Smith who introduced the students who participated in tonight's demonstration. Students presented key chains to Board members. The teachers and students offered a PowerPoint presentation entitled *Two Rivers-Dos Ríos Elementary School—Second Grade Happenings* which explained how the Hour of Code was being used at TRDR. The students gave the Board members a robot demonstration and explained how they had programmed the robot. Ms. Smith said had TRDR entered the Hour of Code competition. A \$10,000 prize was awarded to one school in each state, and TRDR was the recipient of the prize in Oregon. TRDR recently purchased \$10,000 worth of computer science tools and technology.

Mr. Light said District representatives were recently in Washington, D.C. where they lobbied for increased financial support for Career Technical Education (CTE). There were over 420 technical companies in the local metropolitan area, many of whom were recruiting employees who had technical skill sets. He congratulated the TRDR students and teachers for earning the Hour of Code award. The Board acknowledged the efforts of the students' families in their support for their students.

4. WORK SESSION SUMMARY

Mr. Light provided a summary of today's Work Session.

5. PUBLIC COMMENTS

Anne Goff said the Better Oregon Campaign was discussed at a recent Oregon Education Association (OEA) meeting with Lane County legislators. A legislator asserted that government and education in Oregon had been gutted since Ballot Measure 5 and suggested the Better Oregon Campaign could change that. One legislator said the school boards needed to stand up and express their support for the Better Oregon Campaign. Another legislator who served on the Ways and Means Committee said the Better Oregon Campaign was targeted for education, health care, social and senior services, and was large enough to lift everybody. Ms. Goff requested that the Board support getting the measure on a ballot.

Rachael Villa said she was speaking on behalf of several parents who were in attendance at tonight's meeting. She expressed concern about bullying and safety issues at Ridgeview Elementary School. She trusted that the Board would address the issue.

In response to Mr. Light, Ms. Villa confirmed the issue had been raised with Director of Elementary Education Suzy Price.

6. CONSENT AGENDA

A. January 12, 2016 Board Meeting Minutes

B. January 25, 2016 Work Session Minutes

C. Financial Statement

D. Board Policy, First Reading

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

- IGBAF-AR Special Education – Individualized Education Programs (IEPs)
- LBE-AR Public Charter Schools

E. Personnel Report, Resolution #15-16.025

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

New Hires

Ryan Booth

Terry Rutledge

Retirement

Mary Lou Bradley

Kathryn Harrington

Resignation

Jennifer Clason

Change of

Contract Status

Kevin Rowan

Mary Lou Bradley

F. Board Policy Approval, Resolution #15-16.026

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

- JFCG/JFCH/JFCI Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems

G. Budget Calendar Adoption, Resolution #15-16.027

Brett Yancey recommended that the Board of Directors approve the Budget Calendar for the 2016-2017 proposed budget as presented.

H. Contract Renewals, Resolution #15-16.028

Sue Rieke-Smith recommended that the Board of Directors approve the contract agreements for the Director of Human Resources and the Chief Operations Officer for the 2016-2017 fiscal year.

I. Division 22 Assurances, Resolution #15-16.029

Kevin Ricker recommended that the Board accept the Division 22 Assurance Standards as presented.

J. Open Enrollment & Inter-District Transfers, Resolution #15-16.030

Kevin Ricker recommended that the Board of Directors approve up to 150 Open Enrollment spaces for the 2016-2017 school year. It was also recommended that the Board approve up to 60 slots into and out of the District for Inter-District Transfers.

Motion: Ms. Adams moved, seconded by Ms. Boyst, to approve the Consent Agenda.
The motion carried unanimously, 4-0.

7. ACTION ITEMS

A. Lane ESD Local Service Plan 2014-2017 Year Three (3), Resolution #15-16.031

Sue Rieke-Smith recommended that the Board of Directors of Lane County School District No. 19 hereby reauthorizes the approval of the Lane ESD Local Service Plan 2014-2017 Year Three and requests the Lane ESD to provide the services described during the 2016-2017 (Year Three) fiscal year in accordance with ORS 334.175.

Motion: Ms. Adams moved, seconded by Ms. DeHaven. The motion carried unanimously, 4-0.

8. REPORTS AND DISCUSSION

A. Student Communication

Cody Johnson reported Willamette Leadership Academy (WLA) recently began to offer an aviation class. The curriculum had improved from when the class was offered in the past. Students were learning to use a variety of smart phone applications applicable to flying. WLA recently purchased a flight simulator for student use. He had solicited information from other students about what they liked about WLA. Students liked the school's routine and staff was supportive of students. One student liked the leadership class taught at WLA. He heard from students that staff members were dedicated instructors, and that the students trusted the staff. He appreciated staff who worked at WLA which was an unfunded school. He invited Board members to the awards ceremony scheduled for February 11, 2016 at the National Guard Armory in Springfield. He was concerned that WLA did not participate in athletics because as a charter school did not have money to fund those activities although many students would like to participate in competitive athletics. Many students lived a great distance from WLA and transportation for after school activities was an issue.

Sabrina Gross reported that J Term at the Academy of Arts and Academics (A3) had taken place in January 2016. A focus of this semester's curriculum beginning in February was chemistry, food science, and economics which would lead up this semester's confluence project, food carts. She asked Board members to encourage students who were interested in attending A3 to attend one of the weekly information nights where prospective students would receive information about A3. The A3 Governing Board was scheduled to meet on February 22, 2016, mid-year reviews were scheduled for March 3 and 4, 2016, and portfolio reviews were scheduled for March 5, 2016. The A3 student written and produced winter play would be presented February 26 and 27, and March 3, 4, and 5, 2016.

Stevie Poole reported that 21 new students began attending Gateways High School (GHS) during the third term. The recognition assembly was scheduled for February 8, 2016. Phoenix Friday, scheduled for February 12, 2016, would feature several classes, including math, a tour of the science labs at the University of Oregon (UO), monsters, the history of law, all about Disney, and Valentines crafts. Beginning February 10, 2016, all doors in the Memorial Building would be locked to provide extra security, and students would need to use a code to enter the building. She said six students completed their graduation requirements last quarter and they would be back to participate in graduation in June 2016. She was graduating this year!

Nick Romig reported that Thurston High School (THS) recently began a new semester. Leadership was planning the prom and the Mr. and Ms. THS Pageant. Students had a fund raiser at Papa's Pizza on January 22, 2016 for the Mr. and Ms. THS Pageant. The Sweet Heart Dance was scheduled for February 13, 2016. Students recently held a coat drive at a basketball game where they collected over 100 coats that were donated

to Brattain House for Springfield students and families. THS recently started a college readiness class for juniors. THS would add Latin, Japanese and German to the foreign language curriculum, which currently offered Spanish, and psychology was being considered as an addition to the curriculum. Candy Roses were being sold and the choir was performing Valentines, as fund raisers.

Mr. Light thanked the student leaders on behalf of the Board for attending tonight's meeting.

In response to Ms. Adams, Nick Romig understood the 2016 graduation ceremony would be held at the Hult Center for the Performing Arts.

B. Superintendent Communication

Superintendent Sue Rieke-Smith reported that she, Mr. Light and Ms. McCulley recently traveled to Washington, D.C. to participate in the Eugene/Springfield United Front lobbying effort. She was proud and honored to be part of the United Front delegation. She had visited Ridgeview Elementary School today, where she observed great things happening in kindergarten and in the other classrooms. She was optimistic that Ridgeview and the District's other elementary schools would continue to improve their reading, writing and math capacity, which would allow the District to meet its benchmarks for 3rd grade. She gave a shout out to Ms. Furtwangler for the coding work the TRDR students were engaged in.

C. Board Communications

Ms. DeHaven recently participated in a clothing drive at her place of employment where coats, socks and underwear were collected for the Brattain House. She planned to volunteer at the *Game of Life* with 5th graders at Thurston Middle School (TMS).

Ms. Boyst said she recently participated in the *Game of Life* at Hamlin Middle School (HMS) which was student led by the leadership class. She planned to attend the Springfield Education Foundation meeting on February 9, 2016.

Ms. Adams reported she had been attending basketball games. She recently received a graduation announcement from former student board representative Joey Palermo from a college in Phoenix, Arizona.

Mr. Light offered a report on the annual United Front trip to Washington, D.C. The United Front was a consortium of the City of Springfield, City of Eugene, Lane County, Lane Transit District, Willamalane Park and Recreation District (WPRD), and Springfield Public Schools (SPS), which advocated for resources that made the community more livable. The focus of the trip was often economic development because it encompassed livability, education, and other common issues. This year emphasis was River Districts 2021, which was an attempt to leverage the notoriety of hosting the 2021 International Association of Athletics (IAAF) World Championships. The event organizers estimated that 1,000 athletes accompanied by their coaches and trainers, 3,000 members of the media, and 35,000 visitors a day for ten days, would attend the event. The television audience was estimated at 3 billion viewers. He added United Front representatives met with the Economic Development Administration (EDA). The Eugene/Springfield area was one of 24 communities in the nation identified with the Investing and Manufacturing Communities Partnership (IMCP) designation. The IMCP identified priorities for grant funding of transportation, housing, education, and parks and recreation programs. This designation for SPS could address the issue of cross laminated timber products that would be used in HMS. Laminated timber products was ground floor technology and differed from glue laminated timber products. Laminated timber products used smaller pieces of wood in an environmentally friendly resin, was structurally sound and seismically more flexible than concrete and steel. If this industry moved forward, it could reenergize the timber industry in the Eugene/Springfield area. There was currently only one mill that manufactured laminated timber products in the United States, in Riddle, Oregon. United Front delegates also met with representatives of the federal Environmental Protection Agency (EPA), who were very interested in those products. The EPA had suggested that the United Front organization should host

a regional economic summit to explain the product and perhaps invite Group of 7 (G-7), the world's economic powers, to share information about this new technology. The United Front received support for Career and Technical Education (CTE) expansion in the schools. Some members of the delegation met with the American Association of School Administrators (AASA) about the Promise Neighborhoods, where they learned about the Carl D. Perkins Grant, which SPS used to fund the CTE program. The federal agencies emphasized the importance for school districts to engage with the business community. SPS had made contacts with the business community and established partnerships. Some members of the delegation had met with Congressman Peter DeFazio's staff, Trevor Jones, who was excited about learning about education. Some members of the delegation met with the House Education Workforce Committee, which was excited about the passage of The Every Student Succeeds Act (ESSA) and SPS' post-secondary relationships with Lane Community College (LCC) and the University of Oregon (UO). Some members of the delegation also met with Senator Ron Wyden and Senator Jeff Merkley. Lane County Commissioner Jay Bozievich said temporary housing would be needed for the athletes and others who attended the 2021 IAAF World Championships. He suggested that housing could be built in the Glenwood area of Springfield, and converted to affordable housing after the games were completed. Such an endeavor would need funding support from the federal government. Some delegates met with the Director for the Oregon Governor's Office in D.C. about issues important to the United Front delegation, particularly the CTE grants. Some delegates visited the U.S. Department of Education which continued to fine tune the ESSA and potential for the program. SPS was asked to be involved as the Department of Education worked through the interpretation of the ESSA. He added the EPA was excited about the possibilities. The EPA had discussed the environmental workforce opportunities related to brown fields, for which a curriculum had been developed. Currently, the only curriculum was at the college level, but Mr. Light suggested sharing the work already done by SPS students on the Wet Well project with the EPA staff, that could be a CTE strand through SPS environmental sciences offerings. One United Front delegate met with the Legislative and Public Affairs Officer for the Association of Career and Technical Education (ACTE) who provided information on grant possibilities and other funding sources. He suggested that SPS should join the organization, which published a monthly newsletter and had a blog. The delegation met with Congressman Peter DeFazio who was supportive of the proposals put forth by the United Front. WPRC was seeking support for a trail system out to Mt. Pisgah which contained over 5,000 acres of park land. Mr. Bozievich talked about a connector for the trails that would go to Lowell and Oakridge, connecting various trails into the Eugene system, out to Fern Ridge. The delegation discussed the needs for the 2021 IAAF World Championships, noting Track Town USA was responsible for the events that took place at the track and field venues, but the communities were responsible to addressing everything that took place outside of the actual venues. He thanked SPS for allowing him to participate in the United Front events, and Ms. McCulley and Dr. Rieke-Smith for providing him support for the trip.

Mr. Light asked staff to distribute an article from Educational Leadership on how poverty affected classroom engagement. He suggested the Board should have a discussion at a future meeting on the Better Oregon Campaign, and engage in a conversation with local businesses about the campaign.

Mr. Light addressed Cody Johnson's comments related to funding for WLA. He said as a SPS school, WLA was family and SPS and the Board should help develop a solution for funding athletics. He suggested Cody could talk with Director of Secondary Education Kevin Ricker about the logistics.

In response to Ms. Adams, Cody said WLA started in Eugene as a charter school, noting charter schools were responsible for raising their own money.

Ms. Adams asserted that WLA was funded by SPS just as the other SPS schools.

Mr. Light added that school funding came from the State of Oregon. When charter schools were affiliated with a district, funding passed through the district, and 95 percent of the funding passed through to WLA. He

thought WLA may not have the economies of scale other SPS schools had that allowed support of school activities and athletics.

Ms. McCulley reported that the Hamlin Middle School groundbreaking was scheduled for February 18, 2016.

9. OTHER BUSINESS

The Board had no other business.

10. NEXT MEETING

Mr. Light said a Mid-Year Planning Meeting was scheduled on February 22, 2016, at 4:00 pm.

11. ADJOURNMENT

With no other business, Chair Light adjourned the meeting at 8:28 pm.

(Minutes recorded by Linda Henry)

MID-YEAR PLANNING WORK SESSION MINUTES

13/ The Springfield Board of Education held a Mid-Year Planning Work Session on February 22, 2016 around strategic planning/ thinking.

1. Call Meeting to Order

Board Chair Jonathan Light called the meeting to order at 3:40 pm, in the Board 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, Kevin Ricker, Brian Megert, Anne Goff, Michael Henry, Karen Lewis, Yvonne Atteberry, Suzy Price, Tom Lindly, Jenna McCulley, Jim Crist, and Linda Henry.

2. Welcome and Introductions

Chair Light welcomed Yvonne Atteberry, Oregon School Employees Association President; Anne Goff, Springfield Education Association President; and Jim Crist, Springfield Association of Administrators and Confidentials President.

3. Strategic Vision Work

Mike Dugas of Vision Creation Consulting reviewed the Springfield Vision work from the February 8, 2016 Board meeting including work on the District's history which was displayed in the room:

- History
 - Goals/Results
 - Projects/Strategies
 - Key Events
 - People
 - Products/Services/Sites
 - Learning

Mr. Dugas reviewed the agenda for today's meeting, the Roles of participants in today's meeting, the Anticipated Outcomes, the Rules for today's discussions and the charts prepared for today's discussions entitled:

- Context Map
- Spot Matrix
- Cover Story Vision
- Five Bold Steps.

Mr. Dugas said at the end of today's meeting, the participants would vote for the most compelling themes for the District's future. Those themes would become the theme bubbles for the Five Bold Steps chart.

Participants worked in three teams to develop input for the Spot Matrix and Cover Story Vision, recorded their responses on the wall charts *Spot Matrix* and *Cover Story Vision* and reported back to the entire group. Ms. DeHaven reported for the team, which consisted of Ms. DeHaven, Mr. Light, Mr. Lindly, Ms. McCulley, Mr. Crist and Ms. Price. Mr. Yancey reported for the team, which consisted of Mr. Bishoff, Ms. Boyst, Ms.

Goff, Dr. Henry, Mr. Ricker, and Mr. Yancey. Mr. Megert reported for the team, which consisted of Ms. Adams, Ms. Atteberry, Dr. Megert, Ms. Lewis, and Dr. Rieke-Smith.

SPOT MATRIX

- Strengths
 - Community involvement
 - Technology
 - Poised for Greatness: Retained many components other districts let go of
 - CTE+ Open Communication/Open Doors
 - Arts
 - Alternative school models/offerings
 - University
 - partners
 - TEAM Springfield
 - Skill set of educators
 - SEF
 - Workforce dedicated to Springfield
 - Professional development opportunities
 - Diverse variety of programs and opportunities
 - Continued focus on best practices in instruction
 - Downtown renewal
 - Strong community support for teachers and schools/Springfield loves its kids
 - Caring, smart, committed, strong, “roll up their sleeves” staff
 - History of collaborative leadership and work
 - Committee to equity concept
 - Visionary Cabinet and Board leadership
 - Great mix of staff experience
- Problems
 - Sub pool limited
 - Losing staff to other districts
 - Student mobility
 - Poverty
 - Resources
 - Social/societal issues
 - Data analysis
 - Learning environments (same opportunities across the District)
 - Uninspiring facilities
 - Not always collaborative
 - Need to fill in gaps caused by recession
 - Losing leaders/Board/administrators
 - PD for all staff
 - Metrix to measure graduation
 - ODE/legislative system
 - OSAA
 - Block schedule
 - Equal opportunities to learn
 - Engagement
 - Online program ready
 - Constant upgrades
- Opportunities

- Online programs/foreign language/alternative education
- Technology/STEM/STEAM
- CTE expand learning options/dual credit CTE
- ESEA/SE/ODE
- New middle school
- Bond money
- Community involvement/community unifying around our kids
- Data analysis
- Efficiency/support opportunities with resources
- Fresh perspectives/strategic reinvestment
- Multiple pathways for staff leadership/ “Mustangs”
- Threats
 - Losing student to other districts (online)
 - Lack of opportunities compared to other districts
 - Technology
 - Social/society issues
 - Policies (fluctuations)
 - Misinformed community
 - Government unfunded mandates
 - Lack of identify—“who are we”
 - \$\$
 - Mental health—increasing concerns, decreasing money
 - Elections
 - Student safety
 - Facilities
 - State/Federal mandates
 - Cost of living and doing business rising
 - Enough staff to support technology?

Mr. Dugas asked if there were areas that were particularly significant. Participants offered the following:

- Spot Takeaways #1
 - Problems/threats—some we cannot control
 - Mental health
 - Alternative education
 - Strength, problem, opportunity—which is it?
 - Context how you use it!
- Spot Takeaways #2
 - Where do our opportunities lie?
 - Contradictions
 - \$\$ driver of education
 - Community support!

COVER STORY VISION

- Cover
 - Parents Cite Personalized Learning as primary reason for move to Springfield
 - Personalized education experiences lead to increased graduation rate
 - Payton sink three at buzzer
 - District best at meeting needs of families
 - 90% Graduation Rate
 - Dropout rates lowest in nation

- Big Headlines
 - 100% placement in work, 2 and 4 year colleges and trade schools
 - Formalized CTE in all secondary schools
 - Mental Health Support—Mental Health Clinic Opens in Downtown Springfield Friday
- Sidebars
 - Achievement gap non-existent in Springfield
 - Literacy
 - SPS Redefines Student Engagement
 - Extended School Year Pays Learning Dividends
 - Technology
 - SPS Exemplifies Student Support Systems
 - Community Committed to Improved Attendance
 - Springfield Redefines Boomerang
 - Return to Whole Child Learning
 - Student Attendance Skyrockets at SPS
 - Students Get Hands Dirty with STEM Projects
 - Hands On Science Boosts Test Scores
 - THREE PEAT!
 - Springfield Public Schools Named Top District in Nation for Third Time in a Row
 - Parents Cite Personalized Learning as primary reason for move to Springfield
 - Personalized education experiences lead to increased graduation rate
 - District best at meeting needs of families
 - 90% Graduation Rate
 - Dropout rates lowest in nation

Mr. Dugas asked participants to vote for what they felt were the most compelling items through a dot exercise. Participants would have an opportunity to think about the items and to contemplate if the items identified were the ones the District should pursue, for discussion at a meeting in April 2016.

Mr. Dugas reviewed the items which received the most dots:

- Parents cite personalized learning—12 votes
- Meeting the needs of families—10 votes
- 100% placement in work, 2-4 year colleges, and trade schools—10 votes
- Formalized CTE at all secondary—10 votes
- Mental Health Clinic opens—10 votes
- 90% graduation rate—10 votes
- We are SPS—7 votes
- Achievement gap is non-existent—6 votes
- Literacy achievement off the charts—6 votes
- Meeting needs—6 votes

Mr. Dugas noted the following themes and question were identified:

- Sidebars
 - Attendance increases
 - 90% graduation rate
 - CTE

Mr. Bishoff noted facilities, technology, advocacy and funding were not on the list.

Dr. Rieke-Smith reiterated the items identified today would provide a good basis for further discussions.

Mr. Dugas added the group complete the work begun today and identify the Five Bold Steps at the April 11, 2016 meeting.

4. Wrap Up and Next Steps

Mr. Dugas said the today's process could be a great basis for a fall community engagement effort.

Ms. Adams expressed appreciation for the additions to the group tonight, noting having additional leadership at the meeting had been helpful.

Mr. Dugas thanked everyone for their enthusiastic participation.

5. Next Meetings

Chair Light announced that a Special Board Meeting would be held on February 29, 2016, 4:30, to consider a bond-related resolution.

The next regular Business Meeting is set for March 14, 2016 at 7:00 pm.

6. Adjournment

Chair Light adjourned the work session at 7:45 pm.

(Minutes recorded by Linda Henry)

MINUTES

14/ The Springfield Board of Education held a Special Board Meeting on February 29, 2016.

1. Call Meeting to Order

Board Vice Chair Laurie Adams called the meeting to order at 4:32 pm, in the Board Room, of the District Administration Center, 525 Mill Street, Springfield.

Attendance

Board members present included Laurie Adams, Erik Bishoff, Sandra Boyst, and Tina DeHaven. Chair Jonathan Light was excused from the meeting.

Others in attendance included Superintendent Sue Rieke-Smith, Brett Yancey, Jenna McCulley, Karen Lewis, Greg James, and John Saraceno.

2. Public Comments

There was no one who wished to offer public comment.

3. Site Preparation Project for Hamlin Middle Replacement School, Resolution #15-16.032

Brett Yancey recommended that the Board of Directors approve the award of Site Preparation for Hamlin Middle Replacement School to Delta Construction of Eugene, OR for the base bid amount of \$224,794.00. The District shall not execute a contract until resolution of any valid protest filed during the 5-day right of protest period outlined in the project manual.

The bid was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network. Nice potential contractors attended the mandatory pre-bid conference and job walk on February 9, 2016.

Seven bids meeting the requirements were received from Delta Construction, Alex Hodge Construction, Pacific Excavation, Wildish Construction Company, Eugene Sand Construction, Knife River, and Greensuns Excavating. Bids were very competitive and ranged from \$224,794.00 and \$397,500

Motion: Sandra Boyst moved, seconded by Erik Bishoff, for approval; carried 4-0

4. Adjournment

Ms. Adams adjourned the work session at 4:37 pm.

5. Next Meetings

The next regular Business Meeting is set for March 14, 2016 at 7:00 pm.

(Minutes recorded by Karen Lewis)

**SPRINGFIELD PUBLIC SCHOOLS
2015-2016 Revenue/Expenditure Forecast
As of February 29, 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 12/3/2015), the District is scheduled to receive approximately 99.5% 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.
- The District is anticipating receiving approximately \$500,000 is 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. To date the District has not received anticipated funds.
- The District is anticipating receiving approximately \$1.26 million in Common School Funds. To date the District has no received anticipated funds.
- 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. This is estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. While historically the District has under spent these budget areas, reductions in discretionary budget no longer afford for significant under-expending.
- 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 \$7,684,807. 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
2/29/16

	BUDGET	ACTUAL through 02/29/16	ESTIMATED from 02/29/16 to year end	PROJECTED 2015-2016	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	22,757,340	21,269,522	1,487,819	22,757,340	100.00%
Property taxes - prior years	475,000	248,419	226,581	475,000	100.00%
Other local sources	911,100	623,283	287,817	911,100	100.00%
Lane ESD Apportionment	1,516,180	761,234	754,946	1,516,180	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	68,798,807	51,742,063	16,678,776	68,420,839	99.45%
State School Fund - High Cost Disability	0	0	500,000	500,000	N/A
Common School Fund	997,484	569,820	694,057	1,263,877	126.71%
Loan Proceeds	0	4,000,000	0	4,000,000	N/A
Federal Forest Fees	400,000	0	550,000	550,000	137.50%
Total revenues	96,045,911	79,214,340	21,369,996	100,584,336	104.73%
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	79,214,340	26,994,189	106,208,529	105.73%
EXPENDITURES:					
Personal services	49,394,218	26,126,478	23,017,740	49,144,218	99.49%
Employee benefits	30,417,001	14,626,949	15,640,052	30,267,001	99.51%
Purchased services	10,466,354	6,155,858	4,101,169	10,257,027	98.00%
Supplies & materials	2,891,426	1,367,624	1,494,888	2,862,512	99.00%
Capital outlay	132,375	2,514,996	1,600,000	4,114,996	3108.59%
Other objects	700,111	689,075	11,036	700,111	100.00%
Fund transfers	1,177,858	1,177,858	0	1,177,858	100.00%
Total expenditures	95,179,343	52,658,837	45,864,885	98,523,722	103.51%
Unappropriated	4,000,000	0	0	0	-
Contingency	1,273,619	0	0	0	0.00%
Total appropriations	100,452,962	52,658,837	45,864,885	98,523,722	98.08%
Total resources		79,214,340	26,994,189	106,208,529	
Total appropriations		52,658,837	45,864,885	98,523,722	
Ending fund balance		26,555,503	(18,870,696)	7,684,807	
Less: contingency			0	0	
Net fund balance		26,555,503	(18,870,696)	7,684,807	

Bond Oversight Committee Report

Relevant Data:

As the District continues to implement the work of the successful General Obligation Bond issue, the Bond Oversight Committee remains engaged in their responsibilities. The purpose of the Bond Oversight Committee is to provide an opportunity to build on and strengthen existing public trust. This oversight committee is an administrative committee, making periodic reports to the superintendent and the Board of Education. The committee will communicate its findings to the Board and the public in order to ensure that bond funds are invested as the voters intended and that projects are completed efficiently. The Committee meets twice annually (December and June) with written updates provided in September and March. In support of the committee's work, District administrative staff serve in a support function.

Responsibilities of the committee include:

1. Reviewing bond construction projects to ensure they align with what was approved by voters.
2. Working with staff to provide reports to the Board of Education on the spending and progress of the bond.
3. Representing the work of the committee in the community to assist in strengthening community trust and confidence in the district.

Member of the committee include:

Ken Kohl (Chair)
Emilio Hernandez
Zach Bessett
Matt Miller

Gina Wilde
Paul Carey
Royd Arch

Attached to this cover sheet is the most recent report issued to the Committee. Brett Yancey and Tom Lindly are available for questions should you have any.

Submitted By:

Brett Yancey
Chief Operations Officer

Tom Lindly
Director of Technology & Transportation

Reviewed By:

Dr. Sue Rieke-Smith
Superintendent

Hamlin Middle School

The progress on Hamlin Middle School has been substantial and dirt will begin moving in the next few weeks. A twelve-member design team began meeting in April 2015 to work on the Hamlin Middle School replacement. Design team members met on a bi-weekly basis and explored on aspects of a modern, STEAM (Science, Technology, Engineering, Arts and Math) middle school. The team, along with other stakeholders' toured facilities in Washington and Oregon, conducted focus groups and diligently studied best practices for delivering instruction in a modern, technology rich environment. In addition to the work of the design team, focus groups were conducted throughout the process with internal (staff, parents), external (community partners) and student stakeholders. This provided opportunities for all parties to engage in the design work and share what is important from their perspective.

During the design of a project of this magnitude there are four main phases that are facilitated by the architectural team;

The first is the Master Planning phase, which was completed in June 2015. This phase is primarily setting the overall site plan and designating where primary functions will be located. This includes where the school will be sited, the recreation areas, primary entrances, and parking.

The second phase in design is the Schematic Design phase. During this phase the design team continues to define the general scope and conceptual design of the project including scale and relationships between building components. At the end of schematic design, the owner begins to see some very rough sketches for approval. This process was completed in November 2015.

The third phase of design that has been completed (February 2016) is the Design Development phase. During this phase of the project the District described all important aspects of the project, including the details of all systems incorporated in the building. This phase is critical in defining the important details of how the building will operate. During this phase, mechanical systems are defined, as well as all equipment, storage, lighting, finishes, etc. In addition to the building details, all of the landscape plans, play fields (including baseball, football, soccer), parking lots, driveways, walkways, etc. are finalized.

The fourth and final phase is the development of Construction Documents. This is a phase that will be completed by the beginning of June 2016 and is specific to the architectural team. As identified in the name, this is the detail that is being developed informing the successful general contractor on "how" to build the project out. The District will receive a firm cost estimate at the 50% mark which is at the end of March 2016.

In addition to the design of the school there is exciting things happening. On Thursday, February 25, 2016 the School Board conducted a small groundbreaking ceremony. This was the official kickoff to the project with site excavation beginning the first few weeks of March. In an effort to gain some time for the General Contractor the District chose to separate the building package from the site excavation package. This Request for Proposal was conducted and awarded to Delta Construction on February 29, 2016.

Classroom Additions

Included in the bond measure was a budget dedicated to adding instructional space for the accommodation of full day kindergarten. Below is an update to each of these projects.

Ridgeview Elementary School: On May 11, 2015 the School Board awarded Bineham Construction the contract of additional building space. This award provided for construction of a new music classroom addition and renovation of an existing classroom and hallway spaces adjacent to the new addition at Ridgeview Elementary School. Work included the addition of a new storefront entry system and new clerestory windows to the existing building area. Mechanical, electrical, and plumbing systems were expanded off the existing building systems to serve the addition and remodeled area. Work also included new cabinetry, interior doors and frames, floor finishes, painting, and classroom accessories for a complete project. This project was delivered on time and under the estimated original budget of \$1,021,592 (including furniture). The total expenditures for this project are \$891,521, with a total saving of \$130,071. The instructional space was occupied by students and utilized for instruction on December 16, 2015.

Yolanda Elementary School: On May 11, 2015 the School Board awarded Wildish Building Company the contract of additional building space. This award provided for construction of a 3,025 square foot new classroom building, and a 950 square foot addition to the existing cafeteria and kitchen at Yolanda Elementary School. New construction is concrete slab on grade with masonry veneer wainscot and wall panel finish over wood frame construction including some glu-lam beams and steel columns. The project also involved interior finishes and mechanical, plumbing, and electrical system installation to provide a complete turnkey facility. Associated site work included new concrete walks, fencing, and restoration of landscape and asphalt paved areas. This project was delivered on time and under the estimated original budget of \$1,520,222 (including furniture). The total expenditures for this project are \$1,432,143 with a total savings of \$88,079. The instructional space was ready to be occupied by students and utilized for instruction on December 23, 2015.

Mt. Vernon & Riverbend Elementary Schools: On May 11, 2015 the School Board awarded Wildish Building Company the contract of additional building space at both schools. This award was under one contract as the schools are

prototypical and the additions were identical. This award provided for construction of a two classroom and commons area addition associated with both schools in support of full day kindergarten programs. Additionally, the construction also provides for the replacement of all composition shingle roofing at both sites. The instructional space was occupied by students and utilized for instruction on November 2, 2015.

Maple Elementary School: On May 11, 2015 the School Board awarded Baldwin Contracting Company the contract of additional building space. This bid provides for construction of a one-story addition, including 5-classrooms and related toilet rooms, to the existing Maple Elementary School. Unfortunately this project has experienced significant difficulties, including approximately 24 pages in “punch-list” items. The District is seeking council from an attorney and working toward resolution. It is anticipated that this project will be completed in April 2016.

Capital Improvement Projects – Year 1

The following table represents the minor capital improvement projects that were completed during the 2015 summer (and fall) with General Obligation Bond proceeds.

SCHOOL/SITE	PROJECT DESCRIPTION	ORIGINAL BUDGET	ACTUAL BUDGET	DIFFERENCE +/-
Thurston High School	Bleacher installation and cover	\$500,000	\$692,928	(\$194,701)
Thurston High School	Gymnasium Siding Replacement	\$500,000	\$392,896	\$107,104
Page Elementary School	Parking Lot Replacement	\$400,000	\$1,116,254	(\$716,254)
Briggs Middle School	ADA Restroom Installation	\$100,000	\$95,734	\$6,693
Guy Lee Elementary School	Electrical Service Replacement	\$100,000	\$50,907	\$49,093
Guy Lee Elementary School	Hallway Lighting Replacement	\$50,000	\$24,368	\$25,632
Page Elementary School	ADA Restroom Upgrade	\$65,000	\$89,382	(\$24,382)
District Warehouse	Fire Suppression System	\$0	\$62,990	(\$62,990)
Thurston High School	Fencing and Concrete Installation	\$0	\$32,590	(\$32,590)
Walterville Elementary School	Parking Lot and Hard Play Surface Repair	\$20,000	\$160,835	(\$140,835)
Springfield High School	Library Carpet Replacement	\$50,000	\$35,171	\$14,829

Douglas Gardens Elementary School	Siding Replacement and Exterior Painting	\$50,000	\$84,585	(\$34,585)
Douglas Gardens Elementary School	ADA Door Installation	\$15,000	\$13,453	\$1,547
Yolanda Elementary School	ADA Door Installation	\$15,000	\$10,751	\$4,249
All Sites	Interior Door Lock Replacement	\$250,000	\$134,502	\$115,498
All Sites	Exterior Perimeter Gates	\$200,000	\$176,196	\$23,804
Thurston High School	Upgraded and repaired irrigation system;	\$36,667	\$571	\$36,096
Mohawk Elementary School	Installed irrigation to front lawn			
Springfield High School/Silke Field	Slurry and seal all lots	\$450,000	\$285,145	\$164,855
Guy Lee Elementary	Repair needed areas			
Riverbend Elementary School	Slurry Seal & Repair			
Two Rivers-Dos Rios Elementary School	Slurry Seal & Repair			
Ridgeview Elementary School	Storm water repair	\$30,000	\$8,149	\$21,851
Mt. Vernon Elementary School	Carpet Replacement (Spring Break 2016)	\$150,000	\$133,866	\$16,134
Riverbend Elementary School	Carpet Replacement (Spring Break 2016)	\$150,000	\$133,138	\$16,862
TOTAL		\$3,131,667	\$3,734,411	(\$602,744)

As stated in the above information, the actual expenditures exceeded the District's original budget by approximately \$600,000. While not uncommon in projects of this nature, the District must operate within budget parameters. Similar to how the District has managed bond projects, recommendations for operating within parameters will be presented to the School Board.

Capital Improvement Projects – Year 2

The following table represents the minor capital improvement projects that are scheduled for completion during the 2016 summer General Obligation Bond proceeds. This table represents approximately \$2.8 million in improvements that will be accomplished in our school community.

SCHOOL/SITE	PROJECT DESCRIPTION	ORIGINAL BUDGET	ACTUAL BUDGET	DIFFERENCE +/-
Thurston High School	Boiler Replacement	\$800,000		
Guy Lee Elementary School	Boiler Replacement	\$600,000		
Thurston Middle School	Gymnasium Floor Replaement	\$175,000		
Walterville, Agnes Stewart MS, Thurston MS	CPTED, Secure school entrance	\$125,000		
Briggs Middle School	HVAC Digital Controls and Air Conditioning	\$500,000		
Mt. Vernon Elementary School	Siding Replacement and Repair	\$150,000		
Centennial Elementary School	ADA Restroom Installation	\$65,000		
Yolanda Elementary School	Replace Parking Lot and Bus Access	\$0		
Yolanda Elementary School	Interior Walls	\$135,000		
Various Sites	Irrigation Upgrades	\$71,763		
Various Sites	Asphalt repair	\$163,855		

As you review the construction portion of this report, if you have questions or need further information please contact Brett Yancey. We welcome your feedback regarding information that would be valuable for future reports or additional detail that would be helpful.

Technology Bond Update

The report that you are receiving today is the quarterly report which includes a financial update.

It is important to note in the sections titled “Work Completed Since the Previous Report”, I only include work that is completely finished, not work that is currently underway. For example, under “Core Network Equipment”, we list Thurston High School as complete. There are network updates happening at Mt Vernon and Briggs that are not yet complete that are identified under “Next Steps / Work in Progress”. As a result, you will see that for some projects the “% Spent” is higher than the “% Complete”. In these cases, we have ordered the equipment, encumbered the funds, and have not yet completed the work. For this report, work completed since last report includes January and February, 2016.

Another important point related to budget is the fact that “% Complete” is difficult to calculate for some projects. For example, the Professional Technical Technology project allocated \$300,000 to upgrade critical CTE equipment at the two comprehensive high schools. As a result, the “% Complete” calculation is simply the amount spent divided by the budget. This is also true with the Central Server Infrastructure & Storage project, the Library Computer Devices, Lab Computer Devices, eReaders, and Testing Computer Devices.

The technology portion of the bond is broken into 12 projects, each project with its own budget and timeline. Some of the projects were scheduled to start immediately while others were not scheduled to begin until the 2017-18 school year.

Core Network Equipment (Time Frame: 2015-2018)

Project Scope - This project provides for the upgrade of the core network infrastructure which includes the computing center (located at the EMC Building) as well as all of the district schools including A3. These upgrades (in most cases wholesale replacements) set the stage for increased use of computers in the schools with expanded Internet bandwidth, building-wide wireless connectivity, quality of service (support for unified communications), and power over Ethernet (PoE).

Work Completed Since the Previous Report
No new work was completed since the last report.

Next Steps / Work in Progress
Network equipment upgrades and replacements at Mt Vernon and Briggs.

We have completed our application for network equipment for Centennial, Riverbend, Two Rivers, A3, and Springfield High. We are estimating the Erate reimbursement at nearly \$340,000.

Total Core Network Equipment Work Completed to Date
Page, Guy Lee, Gateways, Thurston High School, Douglas Gardens, Yolanda

Project Budget

We have purchased a large portion of the network and wireless equipment for Thurston High, Yolanda, Mt Vernon, Ridgeview, Walterville, Briggs, Douglas Gardens, and Thurston Middle. With the \$300,000 in Erate funding, the purchase of this equipment will result in a net cost of \$88,000.

Initial Budget:	\$1,572,216
\$ Spent to Date:	\$877,692
% Completion:	37%
% Spent:	56%

Central Server Infrastructure & Storage (Time Frame: 2015-2018)

Project Scope – Provide up to date high capacity server and storage equipment to support computing within the district.

Work Completed Since the Previous Report

No new work has been completed on this project.

Next Steps / Work in Progress – We have purchased high speed switching equipment, two new servers to support email, a tape backup unit, and a large storage device called a SAN.

Total Core Central Server Equipment Work Completed to Date

Two new servers to support district email

Mass storage device for shared data storage

High speed switches to support access to mass storage device

Tape backup unit

Storage disk array for data backup

Project Budget

Initial Budget:	\$653,068
\$ Spent to Date:	\$148,098
% Completion:	23%
% Spent:	23%

Enterprise Wireless Network (Time Frame: 2015-2016)

Project Scope – This project provides for high speed wireless access in all learning spaces at all district schools, including A3). In the majority of our schools, this work will be completed at the same time that we are upgrading the core network equipment.

Work Completed Since the Previous Report
No new work has been completed on this project.

Next Steps / Work in Progress - The next schools in line for wireless network upgrades are Mt Vernon & Briggs. We are in the process of finishing the last handful of access points at Thurston High.

Total Enterprise Wireless Equipment Work Completed to Date
Page, Guy Lee, Gateways, Douglas Gardens, Yolanda

Project Budget

Initial Budget:	\$205,627
\$ Spent to Date:	\$211,659
% Completion:	87%
% Spent:	103%

Unified Communications (Time Frame: 2016-2020)

Work in this area not scheduled to begin until 2016-17

Project Scope – Work in this area will allow the district to deploy a common districtwide IP based communications system. This system will provide traditional telephone services as well as voicemail, voice to text, etc. The goal is to integrate the IP based telephone systems with other IP based systems within the district such as bell systems, intercom, video, and alarm systems.

Work Completed Since the Previous Report
No new work has been completed on this project.

Project Budget

Initial Budget:	\$923,200
\$ Spent to Date:	\$0
% Completion:	0%
% Spent:	0%

Classroom Equipment (Time Frame: 2015 - 2020)

Project Scope – The scope of this work is to provide ceiling or wall mounted projectors, quality projection screens, and sound systems in every classroom in the district). In addition to the projection systems, the project will provide document cameras for those classrooms that do not have one.

Work Completed Since the Previous Report
No new work has been completed on this project.

Next Steps / Work in Progress – Springfield High should be completed by October 9th. Although not initially scheduled, we will be moving to Page once the work is complete at the high school. We have started the design process in preparation for bidding projection system installations at the remaining schools. These installations are scheduled to start June 2016. We are piloting some document cameras in preparation for providing these devices in classrooms with ceiling mounted projectors that currently do not have them.

Total Classroom Equipment Work Completed to Date
Ridgeview, Riverbend, Briggs, Mt Vernon, ASMS, Thurston Middle, Walterville, Two Rivers, Gateways, Springfield High, Page

Project Budget

Initial Budget:	\$2,523.484
\$ Spent to Date:	\$1,176,572
% Completion:	56%
% Spent:	47%

Library Computer Devices (Time Frame: 2015-2017)

Project Scope – This project is designed to provide up to date equipment for each of the school libraries. In preparation for this work, we have met with each of the schools to understand what technology they need based upon their vision of what the library will be at their school. From these meetings, we have developed a prioritized list of libraries.

Work Completed Since the Previous Report
No new work has been completed on this project.

Next Steps / Work in Progress – We have completed the work that was budgeted for year one. During year two, we will continue to work through our prioritized list of schools.

Total Library Computer Devices Deployed to Date
We have deployed 100 library devices.

Project Budget

Initial Budget	\$227,513
\$ Spent to Date	\$23,762
% Completion	10%
% Spent	10%

Computer Lab Devices (Time Frame: 2015 – 2018)

Project Scope – The goal for this project is to insure that the various technology labs across the district have computers that meet instructional program needs.

Work Completed Since the Previous Report
No new work has been completed on this project.

Next Steps / Work in Progress – We have completed the work in this area for year one. Moving into year two, we will continue to look at the highest need labs within the district for replacement.

Total Lab Devices Deployed to Date
We have deployed a total of 212 computer lab devices.

Project Budget

Initial Budget:	\$633,600
\$ Spent to Date:	\$148,493
% Completion:	23%
% Spent:	23%

Testing Computer Devices (Time Frame: 2015-2018)

Project Scope – This project is designed to provide equipment that meets the needs for Oregon standardized testing.

Work Completed Since the Previous Report
No new work has been completed on this project.

Next Steps / Work in Progress – Continue to work with schools to determine the need for additional testing devices. We have identified the need for and have ordered 2 additional carts of Chromebooks that will be made available to schools as needed.

Total Testing Devices Deployed to Date
We have deployed a total of 180 testing devices.

Project Budget

Initial Budget:	\$257,742
\$ Spent to Date:	\$91,082
% Completion:	35%
% Spent:	35%

Staff Computer Devices (Time Frame: 2015–2020)

Project Scope – This project was designed to provide a one-time refresh for computers used by school-based district staff.

Work Completed Since the Previous Report
In January we replaced 22 staff computers and an additional 24 staff computers in February.

Next Steps / Work in Progress – During the school year we will continue to identify certified, classified, and administrative computers that are in immediate need of replacement. We will continue replacement at some level during the remainder of the school year.

Total Staff Devices Deployed to Date
We have replaced a total of 224 staff devices.

Project Budget

Initial Budget:	\$1,352,760
\$ Spent to Date:	\$263,158
% Completion:	22%
% Spent:	19%

Student Computer Devices (Time Frame: 2015-2020)

Project Scope – This project is designed to create a 2:1 student to computer ratio, of up-to-date computer devices in all schools in the district.

Work Completed Since the Previous Report

Deployed 96 student devices at Douglas Gardens in January

In February we deployed 174 student devices at Page, 1 student device at Briggs, and 32 student devices at the Memorial Building to support several different programs..

Next Steps / Work in Progress – As you may recall student computers are being deployed in response to proposals initiated by the schools. We are currently working to provide computers in response to a proposal from Ridgeview Elementary school.

Total Student Devices Deployed to Date

We have deployed a total of 793 student devices.

Project Budget

Initial Budget:	\$4,125,790
\$ Spent to Date:	\$477,246
% Completion:	18%
% Spent:	12%

eReaders (Time Frame: 2017-2020)

Work in this area is not scheduled to begin until 2017-18

Project Scope: This project, while somewhat undefined, acknowledges the fact that eBooks and Internet based instructional materials are gaining popularity and will likely require funding in the near future. The purchases in this area will be devices capable of browsing the Internet and serving as electronic books or textbooks.

Work Completed Since the Previous Report

No work has been completed on this project.

Total eReaders Deployed to Date

Project Budget

Initial Budget:	\$825,000
\$ Spent to Date:	\$0
% Completion:	0%
% Spent::	0%

Professional Technical Technology (Time Frame: 2015-2016)

Project Scope – Provide equipment in support of the CTE programs at the comprehensive high schools that are representative of equipment used in the industry and vocational education programs.

Work Completed Since the Previous Report

The metal lathes received UL approval and have been installed at both of the high schools, three at Thurston and six at Springfield High School. The Time Saver wide-belt sander has been installed at Springfield High School. The eight small kilns for Springfield High School have been delivered.

Next Steps / Work in Progress – Complete the retro fit for the horizontal milling machine at THS. We are currently waiting on the high schools to determine the best use for the remaining bond funds in this area.

Total Professional Technical Devices Deployed to Date

THS - Wide belt sander, laser cutter, three CNC router tables, three metal lathes, Iron Worker metal sheer, and Mojo 3-D printer.

SHS – Wide belt sander, two brake lathes, eight kilns, and six metal lathes.

Project Budget

Initial Budget:	\$300,000
\$ Spent to Date:	\$281,790
% Completion:	94%
% Spent:	94%

In total, the budget for the technology portion of the bond is as follows:

Initial Budget:	\$13,600,000
\$ Spent to Date:	\$3,699,552
% Spent:	27%

We welcome your feedback regarding information that would be valuable for future reports or additional detail that would be helpful.

Dual Immersion Board Report for Guy Lee Elementary SchoolGoals of the Program

- Graduate bilingual and bi-literate, college and career ready
- Narrow the achievement gap by meeting the needs of all learners
- Develop a greater understanding and appreciation of other cultures
- Foster a stronger, more involved, Spanish speaking community

Program Design: A 50/50 Two-Way Immersion Model

- Linguistic balance
 - 50% of the day is taught in English and 50% of the day is taught in Spanish
- Academic balance
 - Spanish Language Arts and Math are taught in Spanish
 - English Language Arts, science and social studies are taught in English
 - Academic English Development; fusing ELD and Structures of the English language
- Student Demographics at Guy Lee
 - 2015
 - First cohort of KG students; 29 students (13 English/16 Spanish)
 - 2016
 - KG students; 40 students (20 English/20 Spanish)
 - 1st grade; 48 students (31 English/17 Spanish)

Accomplishments

The dual immersion program has helped deepen the conversations with our families to celebrate culture and preserve the native language and heritage, resulting in:

- Positive parent support of participating students;
- Conversations with Spanish speaking families about Spanish literacy and preserving their culture;
- Incorporation of cultural events for our native Spanish speaker and their English only classmates; Dia de los Muertos, Dia de los Ninos, Las posadas;
- Invitations of Spanish speakers, from the community, to read to the students in Spanish and share how they acquired the Spanish language;
- Dual language program sponsoring whole school family events; skating, Bingo Night, Carnival;
- A bilingual movie night;
- Parents of dual language students engaging with each other (English and Spanish);
- A dual immersion model that has strengthened student learning partners and built conversations both within the school and between parents; and
- The acquisition of curricular materials for grades K-3, along with building both classroom and school libraries.

Next Steps

- Begin planning for 2nd grade and beyond
- Professional development opportunities for Guy Lee, as a whole
- Continue to increase Latino parent and community involvement at Guy Lee
- Continue recruitment efforts for bilingual teachers, guest teachers and additional bilingual support staff
- Spanish *intervention* materials for 1st grade and beyond

Submitted By:

Suzanne Price
Director Elementary Education

Reviewed By:

Dr. Sue Rieke-Smith
Superintendent

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.

Three current policies need to be updated to reflect legislative changes. One Administrative Rule is presented for board review, as recommended by OSBA. Since ARs do not require board adoption, there will not be a second read for KL-AR – Public Complaint Procedure

Susan Rieke-Smith is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors review the following board policies and one Administrative Rule as a first reading:

- BBFA Board Member Ethics and Conflicts of Interest
- BBFB Board Member Ethics and Nepotism
- KL Public Complaints
- KL-AR Public Complaint Procedure

SUBMITTED BY:

Jenna McCulley
Community Engagement Officer



Code: **BBFA**
Adopted:

Board Member Ethics and Conflicts of Interest

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, relatives or household members, or for any business with which the Board member, a household member or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

I. Conflicts of Interest

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means: ~~1) the Board member’s or candidate’s spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law~~ **of the Board member; or 2) the spouse of the Board member’s or candidate’s parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits² to the Board member, or who receives any benefit from the Board member’s public employment**

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

“Member of the household” means any person who resides with the public official.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member’s vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals’ privacy rights when dealing with confidential information gained through association with the district.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the ethics laws for public officials as stated in Oregon law.

Potential Conflict of Interest

“Potential conflict of interest” means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

“Actual conflict of interest” means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

Class Exception

It will not be a conflict of interest if the Board member’s action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged. For example, if a Board member’s spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member’s spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. 1.—“Gift” means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

2.—“Relative” means: ~~a) the Board member's or candidate's spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or b) the spouse of the Board member's or candidate's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits⁴ to the Board member, or who receives any benefit from the Board member's public employment.~~

3.—“Member of the household” means any person who resides with the Board member.

Determining the Source of Gifts

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A “legislative or administrative interest” means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of

³Ibid. p. 1

⁴Ibid. p. 1

the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member's admission or meal will include all costs other than any amount donated to a charity.
For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.
2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a "ceremonial purpose" at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an

appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from “relatives” and “members of the household” **to the Board member** are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
 - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - i) The giver is a unit of a:
 - a) Federal, state, or local government;
 - b) An Oregon or federally recognized Native American Tribe; OR
 - c) Nonprofit corporation.
 - (b) The Board member is representing the district:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
 - ii) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*
 - (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);
8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
9. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment or position as a volunteer that bears no relationship to the Board member’s holding of public office.

Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or any relative or member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

Legal Reference(s):

ORS 162.015 to -162.035
ORS 162.405 to -162.425

ORS 244.010 to -244.400
ORS 332.055

OAR 199-005-00030001 to -199-020010-00200150

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM’N, OR. GOV’T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.



Code: **BBFB**
Adopted:

Board Member Ethics and Nepotism

In order to avoid both potential and actual conflicts of interests, Board members will abide by the following rules when a Board member's relative or member of the household is seeking and/or holds a position with the district:

1. A Board member may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or member of the household, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244.

~~2. This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board member position or another Board-related unpaid volunteer position (i.e. a Board committee position).~~
2. ~~3.~~ A Board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or member of the household. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy,:

~~a. "Member of the household"~~ means any person who resides with the Board member. ~~and~~

~~"Relative"~~ means: ~~1. The Board member's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or 2. The spouse of the Board member's parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits² to the Board member, or who receives any benefit from the Board member's public employment.~~

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class including the Board member's relative or household member. For example, if a Board member's spouse is

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400
ORS 659A.309

OAR 199-005-~~0003~~0001 to -199-
~~020010-002001~~50

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.



Code: **KL**
Adopted:

Public Complaints* (Version 2)

The district will develop and implement effective means of resolving concerns voiced by employees, students and the public in order to reduce potential areas of complaints, and to establish and maintain recognized channels of communication.

The Board advises the public that the proper process for resolving complaints is as follows:

- 1. Teacher/Employee;**
- 2. Principal;**
- 3. Level/Department Director**
- 4. Superintendent;**
- 5. Board.**

If your complaint addresses one or more of the issues identified below, you may use the complaint process available in any of the following policies and administrative regulations (AR):

- 1. Discrimination or harassment on any basis protected by law: Board policy AC, AC-AR;**
- 2. Sexual harassment (staff): Board policy GBN, GBN-AR;**
- 3. Sexual harassment (student): Board policy JBA, JBA-AR;**
- 4. Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy GBNA, GBNA-AR;**
- 5. Hazing, harassment, intimidation, bullying, menacing, cyberbullying, teen dating violence or domestic violence (student): Board policy JFCF, JFCF-AR;**
- 6. Sexual conduct with a student: Board policy JHFF, JHFF-AR;**
- 7. Instructional resources or instructional materials: Board policy IIA, IIA-AR;**
- 8. Compliance with state standards: Board policy LGA, LGA-AR;**

9. Complaints regarding the Talented and Gifted Program (TAG): Board policy IGBBC, IGBBC-AR.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in ~~open~~ a session open to the public unless an employee requests an open session.

A complaint of retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be reported to the administrator.

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.

Complaints against the Board chair may be made directly to the district counsel on behalf of the Board.

The superintendent will develop and administer the general complaint process, as appropriate.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the local level, the district will supply the complainant with appropriate information to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rules (OAR) 581-022-1940.

~~No community member, staff member or student will be denied the right to complain to the Board. Complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations.~~

~~Complaints are handled and resolved as close to their origin as possible. The proper channeling of complaints involving instruction, discipline or learning materials is as follows:~~

- ~~1. Teacher;~~
- ~~2. Building principal;~~
- ~~3. Superintendent;~~
- ~~4. Board.~~

~~Complaints in the following areas must be filed under the District policies and procedures:~~

- ~~1. Sexual harassment: JBA/GBN, JBA/GBN-AR;~~
- ~~2. Instructional materials: H/HA, H/HA-AR.~~

~~Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration by the Board. The Board will not hear charges against employees in open session unless the employee requests an open session.~~

~~While speakers may offer objective criticism of operations and programs, the Board will not hear personal complaints concerning District personnel nor against any person connected with the school system. To do so could expose the Board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The Board chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.~~

~~The superintendent will develop and administer the general complaint process.~~

END OF POLICY

Legal Reference(s):

ORS 192.610 to -192.690
ORS 332.107

OAR 581-022-1940
OAR 581-022-1941

House Bill (HB) 3371 (2015)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).



Code: **KL-AR**
Revised/Reviewed:

Public Complaint Procedure

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved.

The Administrator: Step Two

If the complainant is unable to resolve a problem or concern at step one, within five working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the complaint and render a decision within five working days after receiving the complaint.

The Superintendent: Step Three

If Step 2 does not resolve the complaint, within 10 working days of the meeting with the principal, the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion and provide the written report to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complaint and to hear and evaluate any other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.¹

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the district counsel on behalf of the Board. The district counsel shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the Board level, the district will supply the complainant with appropriate information to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

¹ The timelines may be extended upon agreement between both parties.

Springfield Public Schools

COMPLAINT FORM

TO: ☐ District Office ☐ _____ (Name of School)

Person Making Complaint _____

Telephone Number _____ **Date** _____

Nature of Complaint _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Office Use: Disposition of Complaint: _____

Signature: _____ **Date:** _____

cc: District Office

Purpose

Complaints by citizens, applicants, and employees regarding alleged violations of Board policy or district administrative rules by a district employee will be addressed using this process.

Definitions

1. ~~“Complaint” is a claim made by a citizen, applicant or an employee based on an alleged violation, misinterpretation or misapplication of district policies or administrative rules by a district employee.~~
 2. ~~“Applicant” is any person who has filed a completed application for employment with the district human resources office at the time the alleged policy or rule violation, misapplication or misinterpretation occurred.~~
 3. ~~“Citizen” is any person who maintained legal residence within the boundaries of the district at the time the alleged policy or rule violation, misapplication or misinterpretation occurred.~~
 4. ~~“Employee” is any person employed by the district at the time the alleged policy or rule violation, misapplication or misinterpretation occurred.~~
 5. ~~“Parties to the claim” include:~~
 1. ~~The citizen, applicant or employee making the complaint;~~
 2. ~~Any person who represents:~~
 1. ~~(1) The district in responding to the complaint;~~
 2. ~~(2) The employee whose act or failure to act is the subject of the complaint; or~~
 3. ~~(3) The citizen/applicant/employee making the complaint.~~
 3. ~~Any employee whose alleged act or failure to act is the subject of the complaint; and~~
 4. ~~Any person determined by the district to have direct interest in the matter.~~
 6. ~~“Workday” is a day that school is in session for district students.~~
 7. ~~“Board policy” means policies contained in the district’s School Board Policy Manual.~~
 8. ~~“Administrative rules” means administrative rules contained in the district’s Administrative Procedures Manual.~~
- Complaints: Public ~~KL-AR(1) 1-4~~
9. ~~“Complainant” is any citizen, applicant or employee who has filed a complaint with the district regarding an alleged violation, misinterpretation or misapplication of district’s Board policy or administrative procedure.~~
 10. ~~“Administrative decision” is a decision by members of the district’s administration that interprets or applies a district policy or administrative procedure.~~

Procedures

1. ~~A complainant may present an informal complaint to an administrator who has direct responsibility for the enforcement of the policy or rule in question within 90 days of the alleged violation, misinterpretation or misapplication. The administrator will investigate the complaint, convene a meeting of the parties to the complaint, if appropriate, and render a decision in the matter. The decision will be communicated to the parties to the complaint. If there is doubt regarding the appropriate administrator to contact, or if the conduct of the administrator who would otherwise be contacted may be in question, contact may be made with the human resources office or superintendent's office for assistance.~~
2. ~~If the dispute is not resolved informally, the complainant may provide the administrator with a written description of the alleged violation, misinterpretation, or misapplication within 10 workdays of the date the decision at the informal level is communicated. The administrator will notify his or her supervisor upon receipt of a written complaint and immediately send a copy to the supervisor and the human resources office. Within 30 workdays, the administrator will provide the citizen or employee with a written response.~~
3. ~~If the complainant or employee is not satisfied with the decision of the administrator, or if a timely response is not given, the complaint may be appealed to the superintendent. When presenting the complaint, the complainant or employee will include a written copy of the complaint, the administrator's decision, if any, and the reason for the appeal. The superintendent or designee may conduct an investigation, which may include convening the parties to the claim. The superintendent or designee will issue written findings of fact and a written decision in the matter within 30 days of the date the appeal was received.~~
4. ~~Within 10 days of the decision of the superintendent or designee, or if a timely response is not given, the complainant or employee may appeal to the Board by providing written notice of appeal to the superintendent. The Board may hold an informal hearing on the appeal. A hearing will take place in executive session unless all parties to the claim agree to the hearing being conducted in general public session. The Board chairperson or designee will conduct the hearing. There will be no right to cross-examination nor will the Board issue subpoenas. The burden of proof will be on the appealing complainant or employee to show cause why the superintendent's or designee's decision should not be upheld. All parties to the claim will have the right to representation at the hearing.~~
5. ~~The district or employee will not retaliate against any complainant for exercising rights provided by this administrative procedure. Retaliation by a district employee against a complainant for exercising rights provided by this administrative procedure will result in appropriate disciplinary action that may include termination of employment.~~

Complaints: Public—KL-AR(1) 2-4

Representation Rights

1. ~~Any complainant may select another person as a representative.~~
2. ~~Any district employee whose alleged act or failure to act is the subject of a complaint may select another person as a representative.~~

- ~~3. A complainant or employee desiring, and entitled to, representation has the responsibility to secure a representative. Parties to the claim will be given reasonable notice of meetings regarding the complaint.~~

~~Therefore, scheduled times of meetings will not be altered to accommodate an individual who is unable to secure a particular person to act as a representative.~~

- ~~4. The representative may:~~

- ~~1. Attend meetings related to the complaint with the person represented; and~~
- ~~2. Make inquiries as to the purpose of the meeting and general subject matter that will be discussed at the outset of meetings; and~~
- ~~3. Ask questions to secure clarification of comments made during the meeting or ask the individual whom they are representing questions to elicit information, which would be beneficial to resolution of the subject being discussed; and~~
- ~~4. Suggest other persons to interview who may have information relevant to the subject matter in question, describe relevant practices from prior situations and/or identify factors relevant to the matter under consideration.~~

2016-2017 BOARD MEETING SCHEDULE

RELEVANT DATA:

Board members are provided with copies of the proposed 2016-2017 Board Meeting Schedule, as a first reading.

The proposed meeting schedule reflects a similar schedule as was approved for the 2014-2015 and 2015-2016 school years. The format allows more time for in-depth conversation and engagement.

The schedule reflects one business meeting each month and periodic 4-hour planning meetings through the school year. Work sessions are proposed when a second monthly meeting is scheduled, except for dates when the planning meetings are noted.

Proposed meetings are adjusted as necessary due to federal holidays. Consideration was given to schedule meetings around the annual Oregon School Boards Association conference in November, the National School Boards Association annual conference in April, and the annual United Front trip in late January or early February, so that all board members are present.

OSBA Conference	November 10-13, 2016	Portland, OR
NSBA Conference	March 25-27, 2017	Denver, CO
United Front	Late January or Early February 2017	Washington, DC

One business meeting is scheduled for the months of November, December, March, and May; no meeting is scheduled in July. Planning meetings are scheduled in August, October, January, and April. Budget work sessions are traditionally scheduled during the month of May.

RECOMMENDATION:

It is recommended that the Board of Directors review, as a first reading, the 2016-2017 Board Meeting Schedule as presented.

SUBMITTED BY:

Sue Rieke-Smith, Ed. D.,
Superintendent

Board Meeting Schedule 2016-2017

Springfield Board of Education Business Meetings will typically be held one time per month beginning at **7:00 pm, unless otherwise noted on the district website: www.springfield.k12.or.us/boardmeetings.** Additional Work Sessions and/or Planning Meetings will be held throughout the 2016-2017 School Year. **Meeting dates are subject to change.** Only one meeting is scheduled for the months of November, December, March, and May; no meeting will be held in July.

<u>Dates</u>	<u>Locations</u>	
August 8	Admin Center	Business Meeting
August 22	Admin Center	Summer Planning Meeting
September 12	Admin Center	Business Meeting
September 26	Admin Center	Board Work Session
October 10	Admin Center	Business Meeting
October 24	Admin Center	Fall Planning Meeting
November 21	Admin Center	Business Meeting
December 12	Admin Center	Business Meeting
January 9	Admin Center	Business Meeting
January 23	Admin Center	Mid-Year Planning Meeting
February 13	Admin Center	Business Meeting
February 27	Admin Center	Board Work Session
March 13	Admin Center	Business Meeting
April 10	Admin Center	Business Meeting
April 24	Admin Center	Spring Planning Meeting
May 8	Admin Center	Business Meeting
June 12	Admin Center	Business Meeting
June 26	Admin Center	Business Meeting/Work Session

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

Adopted:

RESOLUTION: #15-16.033

DATE: MARCH 14, 2016

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 current Administrative Rule needs to be rewritten to meet legal standards. The Oregon Department of Education requires that Board approval for all ARs related to special education students (including IGBAF-AR – Special Education – Individualized Education Programs). The AR was presented for first reading at the February 8, 2016, board meeting.

Brian Megert is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the following Administrative Rule:

- IGBAF-AR Special Education – Individualized Education Programs

SUBMITTED BY
Jenna McCulley
Community Engagement Officer

RECOMMENDED BY:
Susan Rieke-Smith
Superintendent

Special Education - Individualized Education Program (IEP)****1. General IEP Information**

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.

- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
 - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;

- (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and

- (5) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
 - (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.

- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

2016 - 2017 SCHOOL CALENDAR INITIAL DATES

RELEVANT DATA:

The following dates are critical dates for both the community and our staff to consider and know regarding next year's school calendar. At this point in time, we would like to set these dates for 2016-17, recognizing we will need to bring the full calendar forward at a later date when we have greater clarity regarding our budget.

1st Day of School: September 7, 2016 Grades K-5, 6 & 9
September 8, 2016 Grades 7, 8, & 10-12

Winter Holiday: December 19, 2016 – January 3, 2017
Last day of school prior to the break - December 16, 2016
First day back from winter break for students – Wednesday, January 4, 2017
January 3, 2017 is a scheduled professional development day for staff

Spring Break: March 27 – March 31, 2017

RECOMMENDATION:

It is recommended that the board adopt the initial dates listed above for the 2016-17 School Calendar.

SUBMITTED BY:

Dr. Michael Henry
Director of Human Resources

RECOMMENDED BY:

Dr. Sue Rieke-Smith
Superintendent

RESOLUTION #15-16.035
OUT-OF-STATE TRIP REQUEST

DATE: MARCH 14, 2016

THURSTON HIGH SCHOOL
PUBLICATIONS

RELEVANT DATA:

The objective of our trip is to participate in a yearbook camp where students will learn to plan next year's yearbook cover, theme and design. They will participate in workshops where they collaborate with other editors from around the country and enhance their understanding of yearbook production.

Students will miss no school days.

RECOMMENDATION:

It is recommended the Board approve Thurston High School's Publications' request to travel to Santa Cruz, California to participate in a yearbook camp. Dates of the trip will be July 5 - 8, 2016.

THS Publications class has successfully fundraised all monies required to cover the cost of this trip. There is no cost to the district for this trip.

Chad Towe and Joseph Roberson will be available to answer questions.

SUBMITTED BY:

Kevin Ricker
Secondary Director

RECOMMENDED BY:

Dr. Susan Rieke-Smith
Superintendent

Springfield School District

OUT-OF-STATE TRAVEL REQUEST

School: THS Contact: Joseph Roberson Date: 2/16/16
Club/Organization Going on Trip: THS Publications # of Students: 4
Number of Faculty Chaperones: 1 Number of Parent/Other Chaperones: 0

Names of Chaperones:

School Staff: Joseph Roberson

Parents/Others: _____

Destination: Watsonville, CA Dates of Trip: 7/5-7/8/2016

Estimated Total Cost: \$3,595 Cost to the Program/Building*: \$0.00
(Includes substitute teacher cost.)

Fundraising Activities: Yearbook sales profits will provide funds to attend this trip

Lodging: Monte Vista Christian School (2 School Way, Watsonville, CA)

Food: Camp cost covers food & lodging.

Method of travel: Amtrak from Eugene to San Jose & shuttle from San Jose to Watsonville; shuttle to San Jose Airport & plane to Eugene
(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: None
(If more than two school days will be missed, please attach additional rationale to justify absences)

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

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form N/A Student Fundraising Agreement

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

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

Approved: X Denied: _____ Principal: Chad Towe Date: 3/1/16

Approved: X Denied: _____ Secondary Director: Kevin Ricker Date: 3/8/16

IMPORTANT NOTE

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

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

**Thurston High School Publications
Yearbook Camp
Santa Cruz, California
July 5 – 8, 2016**

PURPOSE OF THE TRIP

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

Students will plan next year's yearbook cover, theme, and design. They will collaborate with other Editors from around the country, and enhance their understanding of yearbook production from the various workshops.

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

The students will gain new insights into what makes for an excellent yearbook, and apply that understanding by organizing and designing next year's book and production schedule, as well as creating an original and interesting design.

How will the experience motivate students for further learning?

Workshops often inspire students to work harder and think more creatively. This yearbook camp will do the same.

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

This trip is expensive, but it is an excellent investment. The Publications program has enough profits from sales and fundraising this year to pay for the trip. The trip's value in preparing and inspiring the Editors makes it worth the cost.

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

This trip benefits the publications class because it organizes and enhances its product and production schedule. A better yearbook also serves the extra-curricular activities more effectively, because it makes them attractive and publicizes them to a wider audience, as well as reflecting well on the school; an excellent yearbook records and communicates the accomplishments of a school.

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

Since the destination is self-contained on a College campus, with an enforced curfew, students will be safe at the event. A parent chaperone plans to accompany the students in transit, to ensure their safety, and permission slips will be collected, to communicate with parents.

RATIONALE*

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

N/A

**Thurston High School Publications
Yearbook Camp
Santa Cruz, California
July 5 – 8, 2016**

ITINERARY

Departure Date & Time: July 5, 2016 5 pm

Return Date & Time: July 8, 2016 6 pm

Leave July 5th

Leave Eugene on Amtrak for San Jose, CA at 5:00 pm

July 6th – 7th

Take shuttle from San Jose to school, in Watsonville, CA

Participate in camp activities: Friday and be over at noon on Sunday, will include classes on InDesign, PhotoShop, Volumes online training, theme development, cover design and time scheduled with an artist, copy and headline/reporting, pre-press and book production, photography, sales/marketing, staff management, and FUN!

July 8th

Take shuttle to San Jose airport; Arrive at Eugene Airport at approximately 1:00 pm

RESOLUTION: #15-16.036

DATE: March 14, 2016

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached retirement, resignations, change in contract status, administrative & licensed contract renewals and administrative & temporary non-renewals. 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. 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:

- Retirement
- Resignations
- Change in Contract Status
- Administrative Contract Renewals
- Administrative Probationary Renewals
- Administrative Non-Renewal
- Licensed Contract Renewals
- Licensed Probationary Renewals
- Temporary Non-Renewals

SUBMITTED BY:

Michael Henry
Director of Human Resources

APPROVED BY:

Susan Rieke-Smith
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	STATUS	FTE	EFFECTIVE DATE	NOTES
	RETIREMENT					
1	LEWIS, KAREN	ADMIN BLDG	CONFIDENTIAL	FT	6/30/16	RETIREMENT
	RESIGNATIONS					
2	BEST, PATRICK	ADMIN BLDG	TEMPORARY ADMINISTRATOR	FT	4/1/16	RESIGNATION
3	LEWENBERG, SARAH C	DOUGLAS GARDENS	CONTRACT ADMINISTRATOR	FT	6/30/16	RESIGNATION
4	MATTHEWS, NIKOLE R	WALTERVILLE	CONTRACT TEACHER	FT	6/17/16	RESIGNATION
5	MUNIR-MCHILL, SHAHEEN	SCHOOL PSYCHOLOGIST	PROBATIONARY 3	PT	3/18/16	RESIGNATION
6	WAGNER, BROOKE E	THURSTON ELEM	CONTRACT ADMINISTRATOR	FT	6/30/16	RESIGNATION
	CHANGE IN CONTRACT STATUS					
7	MARTIN, KELLI	SHS	TEMPORARY	PT	2/1/16-6/17/16	TEMPORARY INCREASE TO FULL TIME FOR 2ND SEMESTER
	ADMINISTRATIVE CONTRACT RENEWALS					
8	BUTLER, JEFFREY G	YOLANDA	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
9	COLLINS, DAVID D	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL

10	CRIST, JAMES R	RIDGEVIEW	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
11	FISHER, MICHAEL B	A3	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
12	FULLER, JEFFREY J	ASMS	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
13	GORHAM, NICKI L	GUY LEE	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
14	GRAY, DENNIS M	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
15	HALEY, LESA J	BRIGGS	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
16	HULBERT, DAVID B	RIVERBEND	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
17	LARY, LYNN M	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
18	LINDLY, THOMAS D	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
19	MCKINLEY, WHITNEY A	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
20	MEGERT, BRIAN R	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
21	MINNEY, SHEILA O	MAPLE	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
22	NGUYEN, HAI N	MEMORIAL BLDG	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
23	REIERSGAARD, CHRISTOPHER	MAINTENANCE	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
24	ROTHERHAM, EDWARD J	ASMS	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
25	STARCK, BRANDI L	THURSTON MIDDLE	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
26	TOWE, CHAD R	THS	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL

27	WEILL, PAUL A	GATEWAY	CONTRACT ADMINISTRATOR	FT	2016-2019	CONTRACT RENEWAL
	PROBATIONARY ADMINISTRATIVE RENEWALS					
28	HENRY, MICHAEL S	ADMIN BUILDING	PROBATIONARY 1	FT	2016-17	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
29	MOORE, JAMES A	THURSTON MIDDLE	PROBATIONARY 1	FT	2016-17	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
30	RICKER, KEVIN J	ADMIN BUILDING	PROBATIONARY 1	FT	2016-17	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
31	STERLING, DAN M	CENTENNIAL	PROBATIONARY 1	FT	2016-17	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
32	MACDONALD, LACEY A	WALTERVILLE	PROBATIONARY 2	FT	2016-17	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
33	MORGAN, REBECCA M	ADMIN BUILDING	PROBATIONARY 2	FT	2016-17	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
34	PRICE, SUZANNE M	ADMIN BUILDING	PROBATIONARY 2	FT	2016-17	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
35	SAETEURN, SUN C	THS	PROBATIONARY 2	FT	2016-17	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
36	WILLIAMS, MARILYN A	SHS	PROBATIONARY 2	FT	2016-17	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
37	COLE, MICHELLE L	THS	PROBATIONARY 3	FT	2016-19	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
38	DA SILVA, JOSE N	SHS	PROBATIONARY 3	FT	2016-19	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
39	NEES, CYNTHIA M	MT VERNON	PROBATIONARY 3	FT	2016-19	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
40	WRIGHT, KEVIN J	HAMLIN	PROBATIONARY 3	FT	2016-19	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR

	ADMINISTRATIVE NON-RENEWAL					
41	LANGE, DEBORAH K	PAGE	PROBATIONARY 2	FT	2016-17	RECOMMEND NON-RENEWAL
	LICENSED CONTRACT RENEWALS					
42	CATHEY, JENNY A	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
43	CROWELL, SCOTT M	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
44	ELLISON, NISSIE S	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
45	HOCK, ANDREW J	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
46	METZGER, JOSHUA D	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
47	MULLEN, KYLE A	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
48	VALLEY, JASON R	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
49	ZACHARIAS, WENDY R	A3	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
50	BOITA, JENNIFER C	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
51	BOLIVAR, JAMES K	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
52	BRENNAN, DARA K	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
53	BULINSKI, CYNTHIA M	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
54	CHILDERS, SHERI M	ADMIN BUILDING	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
55	COLEMAN, SUSAN E	ADMIN BUILDING	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
56	DICKISON, JIL M	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

57	GOSSLER, DAWN D	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
58	HAGENGRUBER, SHANNON K	ADMIN BUILDING	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
59	HARWOOD, MARY K	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
60	HUGHES, AMY ROWE	ADMIN BUILDING	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
61	ISHAM, KARI L	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
62	LEROY, AMY E	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
63	LILLEGARD, NICOLE J NAKAYAMA	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
64	PIFER, ERICA J	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
65	SCRUGGS, LAURA R	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
66	TOWE, ERICA L	ADMIN BUILDING	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
67	AUXIER, MATTHEW J	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
68	BARROTE, JOEY A	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
69	BROH, JOANNE C	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
70	CHAFFEE, DIANE K	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
71	CLEARY-EVANS, AMITY L	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
72	DEMANT, DANA C	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
73	FURRER, ROBIN A	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
74	GENTILE, CHRISTINE R	ASMS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
75	GRIFFITH, HOLLY M	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

76	HENDRYX, JEFFREY R	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
77	HOWELLS, GREG S	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
78	NELSON, LUCY M	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
79	NICHOLSON, JEFFREY N	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
80	OAKLEY, SUSAN E	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
81	OLDS, SCOTT M	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
82	PATTERSON, CARRIE C	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
83	PRICE, ANDREW E	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
84	RALEIGH, CATHERINE M	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
85	ROSE, JEANNE W	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
86	SCHUTTE, CLIFFORD R	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
87	SPERRY, JOHN D	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
88	STEPP, AUDREY P	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
89	STOLP, PATRICIA M	ASMS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
90	UTT, JENNIFER L	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
91	VANSCHOLTEN-CRAWFORD, GREG	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
92	WOODWARD, KIRSTEN M	ASMS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
93	ZRELIAK, JOHN C	ASMS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
94	GOFF, ANNE F	BRATTAIN HOUSE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

95	WEISS, LAURA C	BRATTAIN HOUSE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
96	ADLER, ZACHARY R	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
97	BAEHLER, SHERRY D	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
98	BROOKS, AMY M	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
99	DANO, BOBBI L	BRIGGS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
100	DAVIS, KATERI J	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
101	ERICKSON, LINDA K	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
102	HARSHBARGER, MIKELL E	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
103	HASS, JOSEPH N	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
104	HILL, AUSTIN T	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
105	HOKE, VIRGINIA W	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
106	JONES, STEPHEN L	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
107	KEOWN, DENISE A	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
108	KLARR, NATHAN P	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
109	MCCUMSEY, KATHLEEN J	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
110	NEWSON, ANGELA M	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
111	OLSON, MICHELLE R	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
112	RAY, JASON J	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
113	SMITH, CHARLES DAVE	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

114	STEINBAUGH, ELLY J	BRIGGS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
115	ASUMENDI, TIFFANY L	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
116	BURKE, WAYNE P	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
117	CLEMONS, LIONEL A	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
118	DRAGO, ASHLEY K	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
119	FOSTER, KRISTIN A	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
120	GALLOWAY, HILLARY B	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
121	GRANADOS, CAROL E	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
122	HERNANDEZ, KIMBERLY S	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
123	HUGO, JEREMY V	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
124	MAULDING, MICHAEL P	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
125	NESTLER, ALYSSA M	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
126	SMITH, KATHY LYNN	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
127	TUNNELL, KAREN L	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
128	WHITE, PAMALA L	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
129	WUITE DE VALLE, JENIFER L	CENTENNIAL	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
130	BUTTACAVOLI, DORIAN E	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
131	CHOPPY, SUSAN M	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
132	DEPNER, RACHELLE J	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

133	DRATH, MICK C	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
134	EDWARDS, BRANDY J	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
135	ELICKSON, DONNA L	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
136	GEORGE, TRACY L	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
137	GLAZIER, JENNIFER S	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
138	IHNAT, CHIARA R	DOUGLAS GARDENS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
139	MCNAMARA, TAMI S	DOUGLAS GARDENS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
140	OVERALL, RACHAEL L	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
141	SCHLAADT, KATHERINE M	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
142	SMITH, CARLA A	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
143	WATKINS, RUTH M	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
144	ALVARADO, KARLA J	GATEWAY	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
145	COONRADT, MARIE A	GATEWAY	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
146	ELLINGSON, HOLLY E	GATEWAY	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
147	KANGAIL, SUSAN E	GATEWAY	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
148	MERWIN, FREDRICK R	GATEWAY	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
149	MOONEY, LINDA K	GATEWAY	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
150	NELSON, JANET L	GATEWAY	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
151	FARAH, BRUCE J	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

152	LEACH, STACIE L	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
153	LEINBACH, ELLEN A	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
154	LOVELL, TAWNEE I	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
155	PLASCENCIA, MANUEL	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
156	RIPLEY, MARK T	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
157	SASSER, BRENT M	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
158	SCHLOTTER, ELLEN E	GUY LEE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
159	SKOOG, LAURIE L	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
160	STRONG, WAYNE A	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
161	VANBRUNT, HEIDI V	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
162	VERGARA, ANA M	GUY LEE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
163	ALLEN, RACHEL K	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
164	ALLEN, ZACHARY J	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
165	BACKER, JENNIFER K	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
166	BERNATZ, SIMON P	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
167	BODEEN, KAREN J	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
168	BREWER, ANGELA J	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
169	BUTLER, JENNIFER A	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
170	CESMAT, PAUL R	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

171	DIXON, JASON A	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
172	DOWN, KESLIE M	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
173	FARRIER, NELSON J	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
174	GENDEL SATTLER, WAKEROBIN	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
175	HELM, ROBERT B	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
176	HERNANDEZ, LEO R	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
177	JAYNE, TRENA	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
178	KEELER, THOMAS J	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
179	LAVELLE, ASHLEY E	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
180	MAYS, JENNIFER J	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
181	MOORE, BARBARA B	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
182	MUIR, BENJAMIN C	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
183	PARKS, BRANDON L	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
184	SHULMAN-NADOLNY, ELIZABETH A	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
185	WEAVER, KATHLEEN B	HAMLIN	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
186	ACKER, MISTY C	MAPLE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
187	CAMPBELL, KRISTINE A	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
188	COLDREN, KAREN L	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
189	GRAY, DEBORAH D	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

190	GREENLEAF, ZEHRA F	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
191	HAMILTON, NATASHA L	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
192	HOSHAW, CAROLYN G	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
193	LINDSEY, TRACY L	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
194	MARTIN, ANDRIA K	MAPLE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
195	NESS, KRISTEN K	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
196	ORTON, HAYLEY S	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
197	RAMSEY, RINKU K	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
198	ROGERS, KRISTYL R	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
199	STARLIN, SARA C	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
200	VANEEKEREN, MARIETTA E	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
201	VERKLER, AMBER R	MAPLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
202	WAREHAM, JONI L	MAPLE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
203	BEATH, CHRIS A	MEMORIAL BLDG	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
204	BERGER, KATHLEEN M	MEMORIAL BLDG	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
205	MANN, SALLY L	MEMORIAL BLDG	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
206	MINCHOW, NAN F	MEMORIAL BLDG	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
207	ALMEIDA, PETER L	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
208	BROWN, TAMERA R	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

209	CARTER, DEBORAH M	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
210	CESMAT, CONSTANCE J	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
211	DILLON, TAMARA L	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
212	DURFEE, RHONDA D	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
213	EEDS, KAREN K	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
214	GAGNON, PATRICIA	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
215	GOLDEN, GRACE R	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
216	GRENZ, MELANEY N	MT VERNON	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
217	HENDERSON, MELINDA R	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
218	HUNTER, COLLEEN K	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
219	MILLER, DONNA J	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
220	ODEGAARD, WILLIAM J	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
221	OLSON, SHERRILL M	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
222	PETERS, ANNETTE R	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
223	ROWAN, TAMA E	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
224	SHANAHAN, MORIAH	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
225	STERN, JENNIFER M	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
226	TAYLOR, LEAH A	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
227	TRANO, AMBERLY M	MT VERNON	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

228	ANDERSON, KARA L	PAGE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
229	BERNATZ, AMY N	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
230	BOARDROW, BETHANY D	PAGE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
231	FREDRICKSON, BRYN A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
232	GRASSETH, JESSE A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
233	GUILEY, JENNIFER J	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
234	HAGEL, STACIA A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
235	HASS, ROBYN R	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
236	HORNFELT, LORI M	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
237	KEELER, KATIE A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
238	LEWELLEN, ALLYSON A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
239	NAYLOR, MITCHELL C	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
240	PENNICOTT, DEBRA A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
241	ROSS, LAUREL J	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
242	SAUNDERS, HEIDI A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
243	SHADDON, NICOLA A	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
244	SMITH, DWIGHT BURDY	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
245	THIELE, KARRI K	PAGE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
246	WEBSTER, PATRICIA G	PAGE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

247	ABBOTT, NINA	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
248	BABCOCK, KAREN A	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
249	BAIRD III, ELERY N	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
250	BARON, JOLENE N	RIDGEVIEW	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
251	BEACH, THERESA M	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
252	DAWSON, KERRI H	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
253	JAROS, ANGELA L	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
254	LANGER, CARRIE C	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
255	LOVDOKKEN, STEPHANIE L	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
256	MCKEE, SARAH C	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
257	MOORE, JULIE A	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
258	PRICE, KELSEY N	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
259	REIERSGAARD, MICHELE M	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
260	RICHARDSON, ERIN K	RIDGEVIEW	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
261	ROBBINS, LISA M	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
262	STEIN, MARY J	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
263	THOMPSON, TREVA J	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
264	THORSBY, CARRIE J	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
265	VANDERBUSH, DEAN A	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

266	WALKER, LARRY A	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
267	WEISSBARTH, MARTIN G	RIDGEVIEW	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
268	WEST, MARY JANE	RIDGEVIEW	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
269	BRAMHALL, CONNIE S	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
270	BUCK, CHRISTINE N	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
271	BURGIN, SARA L	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
272	CANAVAN, ALYCIA	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
273	DANZIGER, AMY	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
274	GAYLE, KELLEY R	RIVERBEND	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
275	HAAS, RICHARD J	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
276	HALLEY, AMY P	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
277	KETTWIG, JOVONE	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
278	KLYM, HEATHER J	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
279	LAMAR-FRIDLUND, EVA D	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
280	MITCHELL, AMBER R	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
281	PAGE, TERESA R	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
282	PUDERBAUGH, ALEXIA C	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
283	REED, BRYAN W	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
284	REPOSA, HOLLY G	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

285	TROTTER, COLETTE M	RIVERBEND	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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288	WARD, MEEGAN K	RIVERBEND	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
289	ADAMS, MATTHEW R	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
290	BROWN, CARRIE C	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
291	CARDWELL, SCOTT D	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
292	CARPENTER, CAROLINE A	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
293	CLARK, SHANNON M	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
294	COBB, RENE J	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
295	COOK, TERRISA R	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
296	CORTES, MARIA C	SHS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
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298	DILLON, LISA M	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
299	ELICKSON, STEVEN R	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
300	FLEISSNER, STEVEN W	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
301	FROST, DAVID C	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
302	GREENE-CHACON, AMANDA J	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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304	HEUBERGER, DAVID L	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
305	HIMMELMAN, SEAN W	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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307	HUME, TAMARA L	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
308	JORDAN, JOSHUA G	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
309	JUNGJOHANN, IAN G	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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311	LIDDLE, ARTHUR J	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
312	MARCH, JAMES P	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
313	MCCLINTICK, RYAN L	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
314	MCGRAW, ALICIA T	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
315	MILLER, IVAN N	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
316	MORBERG, CLARK T	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
317	ORTON, ERIC D	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
318	OSTBERG, ANNELISE	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
319	OTTERSTEDT, RONALD E	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
320	PARTRIDGE, KAREN J	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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322	RYTLEWSKI, NATALIE D	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

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324	SAYRE, MARIA T	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
325	SCHULL, DAVID C	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
326	SHELLEY, AUDREA D	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
327	SHIH-RANGELOFF, SUE ANN M	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
328	SIMMONS, MARK A	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
329	STAMBAUGH, SUSAN S	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
330	STEVENS, PAUL E	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
331	SWARTOUT-MCKEE, STACY A	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
332	TAUBENFELD, LESLIE L	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
333	TEUTSCHEL, SUZANNE M	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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336	TRUNNELL, ROBERT G	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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338	WAGNER, WILLIAM L	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
339	WATSON, LESLIE R	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
340	WELLS, JANET S	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
341	WHALEY, STACEY C	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

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344	WINKELMAN, KIMBERLY D	SHS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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346	CARDWELL, JEFF R	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
347	CAREY, JOHN R	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
348	COMERFORD, CAROLINE E	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
349	CUNNINGHAM, ALLISON M	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
350	DICKEY, JAMES R	THS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
351	DODDS, ALYSSA W-R	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
352	DORIE, SARINA A	THS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
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354	EIGNER, NORMAN M	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
355	ERICKSON, ROBIN N	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
356	EVANS, JEANNINE A	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
357	FAST, HELEN F	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
358	GILLESPIE, KENNETH C	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
359	GREEN, SANDRA G	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
360	GROTE, LAURIE L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

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363	HASFORTH, DIONNE L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
364	HEACOCK, JEREMIAH L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
365	HUISENGA, MARK A	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
366	JESSER, CHRISTINE A	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
367	LABOUNTY, MATTHEW J	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
368	LEE, JOHN N	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
369	LOVDOKKEN, JOHN L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
370	MACEMON, REBECCA M	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
371	MEDLEY, REBECCA L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
372	MICHEL, MICHAEL D	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
373	MOLASKI, CAROL J	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
374	MORALES, ROBERT L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
375	MOSBY, JOHN C	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
376	NEWELL, CHRISTOPHER A	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
377	NICE, JOSHUA TYLER	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
378	NORDQUIST, MARK W	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
379	PIERSON, ERICA J	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

380	PIQUETTE, DOUGLAS D	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
381	PIQUETTE, KATIE J	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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383	RAY, DIANE L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
384	REEDER, SUSAN J	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
385	ROBERSON, JOSEPH C	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
386	RODGERS, KENNETH R	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
387	SIMONS, MICHAEL L	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
388	STARCK, JUSTIN M	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
389	STRANIERI, AMY C	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
390	TAYLOR, JARED A	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
391	TUERS, STACEY M	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
392	UNDERWOOD, JAMES H	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
393	VIAN, TIMOTHY A	THS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
394	ANDERSON, KATHRYN D	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
395	ARCHER, KRISTIN M	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
396	BONAR, KURTIS A	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
397	COE, ROSEANN	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
398	CORGAIN, LORENE G	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

399	CROSSWHITE, CURTIS C	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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401	DEAN, CALLI A	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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405	JOHNSON, SARAH J	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
406	JORDAN, BRIAN H	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
407	KARI, NOLA KAY	THURSTON ELEM	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
408	MENDELSSOHN, JOCELYN C	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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411	REICHENBERGER, TONYA R	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
412	SMITH, APRYL M	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
413	STILES, KATIE E	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
414	TRUJILLO, JENNIFER D	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
415	WESTERKAMP, CHERI T	THURSTON ELEM	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
416	ALLENDER, PATRICK C	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
417	BETTELYOUN, SHARON L	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

418	BONAR, CYNTHIA A	THURSTON MIDDLE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
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420	CORWIN, KATHLEEN J	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
421	DEAN, MARGARET M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
422	EDWARDS, KELLEY A	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
423	GAULT, JONATHAN M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
424	GUILEY, KRISTIN D	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
425	HUSER, JERRY R	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
426	KEENER, KEITH E	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
427	KERR, RHIANNON S	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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430	NORMAN, PETER D	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
431	ORLINSKI, ERIC A	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
432	RASCHIO, MARY MEGGAN	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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434	SAUER, BRETT M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
435	SIMONS, KIMBERLEE A	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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437	USREY, LONNIE W	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
438	WOODFORD, MATTHEW M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
439	BELSHAW, KAREN L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
440	BLACKWELL, SARA R	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
441	DIXON, CHERYL L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
442	DOPPS, REBECCA L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
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444	FERREN, SARAH L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
445	FERRIS, MELISSA M	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
446	KNAPP, DEBORAH L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
447	LODE, KATHRYN A	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
448	MAHONEY, DANA L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
449	MCGRAW, MICHAEL R	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
450	MINNEY, KYLE D	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
451	OPSAL, CONSTANCE S	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
452	PAVILANIS, RACHEL L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
453	PETERS, STEFFANIE L	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
454	SORENSEN, ELIZABETH A	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
455	TRACEY, LARRY W	TWO RIVERS- DOS RÍOS	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

456	GARRELTS, SHEILA J	WALTERVILLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
457	PAGE, AMY E	WALTERVILLE	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
458	PATTERSON, HEIDI L	WALTERVILLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
459	SAECHAO, SHENG F	WALTERVILLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
460	STOCKS, KATIE M	WALTERVILLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
461	WIEBE, CATHERINE A	WALTERVILLE	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
462	CHABOT, JEANETTE M	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
463	CORETTE, LEE A	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
464	CRAWFORD, JAYLENE R	YOLANDA	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
465	EVANS, CHRISTINE M	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
466	FINE, ADAM J	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
467	GIBSON, LISA R	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
468	HAZLEHURST, ALLYSON M	YOLANDA	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
469	JONES, BRYANNA N	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
470	MABUS, KEITH D	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
471	PASCHALL, AMY	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
472	PRATT, HEIDI J	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
473	STRITZKE, VICKI L	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL
474	WADDELL, TRUDY L	YOLANDA	CONTRACT TEACHER	FT	2016-2018	CONTRACT RENEWAL

475	WOODFORD, KRISTIN N	YOLANDA	CONTRACT TEACHER	PT	2016-2018	CONTRACT RENEWAL
	LICENSED PROBATIONARY CONTRACT RENEWALS					
476	ANCELL, CHRISTINE N	RIVERBEND	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
477	ANDERSEN, CAITLIN G	PAGE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
478	AULAKH, BONNIE R	THURSTON MIDDLE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
479	BELDEN, GWENDOLYN GRAY	A3	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
480	BLAKE, TIFFANIE J	RIVERBEND	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
481	BUNKER, PHILLIP K	SHS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
482	BUPP, ROWAN A	YOLANDA	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
483	CHISM, EUGENE	SHS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
484	COLLINS, TERESA M	ADMIN BUILDING	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
485	DONALDSON, AMY L	CENTENNIAL	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
486	EVANSON, SCOTT	THS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
487	FERGUSON, BRANDON J	HAMLIN	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
488	FUJI, JEANIE M	THS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
489	GIROUARD, KELLY C	RIDGEVIEW	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
490	HALLWYLER, JAMES E	SHS	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
491	HEAVEN, AMANDA N	DOUGLAS GARDENS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER

492	JOHNSON, CARLY	BRIGGS	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
493	KLINDT, MICHAEL P	SHS	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
494	KNIGHT, MEGAN R	YOLANDA	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
495	KROP, SAMANTHA L	A3	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
496	LEAHY, STEPHANIE L	RIVERBEND	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
497	LEE, JUSTINE R	CENTENNIAL	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
498	LEWIS, KAYLA M	TWO RIVERS- DOS RÍOS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
499	LING, ROSEANNA M	TWO RIVERS- DOS RÍOS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
500	MCKENNA, MOIRA K	HAMLIN	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
501	MCLAREN, ANDREW W	BRIGGS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
502	MCOMIE, SHANA D	TWO RIVERS- DOS RÍOS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
503	MONTOYA, AMANDA J	MAPLE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
504	MOORE, KELSEY D	MAPLE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
505	MOORHEAD, CASSANDRA L	PAGE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
506	MORGAN, DIANA K	DOUGLAS GARDENS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
507	MUCKER, TONI E	WALTERVILLE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
508	NEWBERY, MELISSA K	CENTENNIAL	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
509	NORRIS, NICOLE D	GUY LEE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
510	PLUMB, BROWYN D	GUY LEE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER

511	POTTORF, RON	HAMLIN	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
512	RAGLE, SARAH B	THURSTON ELEM	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
513	READ, HANNAH A	BRIGGS	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
514	REINEKE, JOELLE A N	HAMLIN	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
515	RICHNER, TARA R	MT VERNON	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
516	ROJAS DE RUSSELL, GLORIA	GUY LEE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
517	RUSH, KRISTIN J	THS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
518	SCHNEIDER, JANE B	SHS	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
519	SHIMANOFF, SAUL M	SHS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
520	SLAUGHTERBECK, CHRISTINA	MT VERNON	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
521	SPRINGER, REBECCA J	CENTENNIAL	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
522	STRAHON, ALLIX M	THS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
523	SWALM, TIFFANY K	THS	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
524	THOMPSON, JEFFREY A	HAMLIN	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
525	THORPE, BRYNE A	RIVERBEND	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
526	TRYON, KAYLEE D	DOUGLAS GARDENS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
527	WARD, DENICE L	BRIGGS	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
528	WHITTAKER, REBEKAH E	WALTERVILLE	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
529	WILLIAMS, JARED A	GATEWAY	PROBATIONARY 1	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER

530	WILSON, ANNIE JO	THS	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
531	ZIOLKOWSKI, CELINA M	MT VERNON	PROBATIONARY 1	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 2 TEACHER
532	ANGELOS-MATHER, KATHERINE	ASMS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
533	BELL, BRITTNEY M	GUY LEE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
534	BOTTIMORE, AMANDA J	SHS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
535	BUCHHOLZ, ASHLEY M	YOLANDA	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
536	COURTNEY, DANIEL W	GUY LEE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
537	DALY, RUTH E	RIDGEVIEW	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
538	DAVIS, MICHELLE	THURSTON MIDDLE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
539	DEFLURI, LISA M	BRIGGS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
540	DILLON, HEATHER	MT VERNON	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
541	EPPERLY, ALISON M	THURSTON ELEM	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
542	GIBSON, TANYA M	RIVERBEND	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
543	GILCHRIST, GARRETT M	THS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
544	GILLETT, GEORGE E	GUY LEE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
545	GORDON, CARISSA F	MT VERNON	PROBATIONARY 2	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
546	HUNT, ANDREW I	A3	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
547	INGRAM, KIMBERLY L	ADMIN BUILDING	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
548	KAHN, HANNAH Q	CENTENNIAL	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER

549	KELLEY, PHUONG P	CENTENNIAL	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
550	KEMPE, JONATHAN A	THS	PROBATIONARY 2	PT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
551	KINGERY, SARAH A	BRIGGS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
552	KNIGHT, STEPHEN L	THURSTON MIDDLE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
553	KORINEK, ANNA C	CENTENNIAL	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
554	LAWLESS, STEPHANIE L	THS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
555	LIND, MICHELLE M	RIVERBEND	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
556	LYMAN, ANTHONY C	SHS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
557	MILLER, MARI KAY	GATEWAY	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
558	MOORE, TIMOTHY S	GUY LEE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
559	NGARIKI, KELLI S	BRIGGS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
560	OCHSNER, GAIL L	DOUGLAS GARDENS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
561	PIERSON, BLAKE N	HAMLIN	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
562	RAINES, NASTALIA E	YOLANDA	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
563	RIVERA-CARLSON, DAMARIS R	THS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
564	ROBINETTE, JENNIFER L	GUY LEE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
565	RODRIGUEZ, BILLIE JO	MAPLE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
566	RODRIGUEZ, FERNANDO R	SHS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
567	ROGERS, JENNIFER M	THS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER

568	ROSSETTER, DOUGLAS E	HAMLIN	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
569	SABIN, JENNIFER E	SHS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
570	SADIQ, KIRSTIN E	THS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
571	SHULTS, STEPHEN J	BRIGGS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
572	SMITH, MCKENZIE L	THS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
573	STROH, KELLY R	TWO RIVERS- DOS RÍOS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
574	VOEKS, VERONICA M	HAMLIN	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
575	WARE, ELISABETH A	THURSTON MIDDLE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
576	WHITE, SUSAN E	DOUGLAS GARDENS	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
577	WOODWARD, ELAINE K	MAPLE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
578	YOUNG, RACHEL D	GUY LEE	PROBATIONARY 2	FT	2016-2017	RECOMMEND MOVE TO PROBATIONARY 3 TEACHER
579	BADENOCH, DEANNA D	YOLANDA	PROBATIONARY 3	PT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
580	BESSETT, ABBRIELLE L	RIVERBEND	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
581	BISBY, MISTY J	GATEWAY	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
582	BLACHLY, KAREN M	PAGE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
583	BOSCH, SARAH M	WALTERVILLE	PROBATIONARY 3	PT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
584	BUTLER, GAIL C	MAPLE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
585	CAIRD, DAWN M	THS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
586	CALICOTT, JENNIFER M	THS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER

587	CANAGA, BENTON J	THS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
588	CHEEK, VERONICA LANAE	MT VERNON	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
589	CROUCH, JENNIFER L	BRIGGS	PROBATIONARY 3	PT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
590	DEMPSEY-KARP, ANDREW	PAGE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
591	DONALDSON, JOSHUA R	TWO RIVERS- DOS RÍOS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
592	DOWN, JAMES R	RIVERBEND	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
593	ERICKSON, AUTUMN D	RIVERBEND	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
594	FEE, KIRA D	THURSTON ELEM	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
595	HELWIG, MEGAN L	THS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
596	HERLANDS, RYAN P	THS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
597	HUNT, RUSSELL R	GATEWAY	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
598	IBARRA, MELISSA	GUY LEE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
599	KEPPO, PAUL W	MT VERNON	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
600	KRISTIANSON-AMBROS, ANNE K	YOLANDA	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
601	KUYKENDALL, KRISTA L	HAMLIN	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
602	LJUNGDAHL, SONJA M	SHS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
603	MCNURLIN, ERICA J	TWO RIVERS- DOS RÍOS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
604	MINCHIN, KARA	CENTENNIAL	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
605	MINNIS, EMILY J	RIVERBEND	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER

606	NOOR, KRISTEN C	GUY LEE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
607	NORRIS, CURTIS J	GUY LEE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
608	OGAN, BRENDA M	TWO RIVERS- DOS RÍOS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
609	ORLANDINI, JENNIFER A	TWO RIVERS- DOS RÍOS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
610	ORMSBEE, AMANDA R	HAMLIN	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
611	PALERMO, KATHERINE L	RIVERBEND	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
612	PELHAM, RAYNE E	YOLANDA	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
613	QUINONES, BROOKE A	TWO RIVERS- DOS RÍOS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
614	RITTER, RAYMOND WILLIAM	THS	PROBATIONARY 3	PT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
615	ROMBACH, NATALIE A	THS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
616	SCOTTON, ZACHARY K	HAMLIN	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
617	SELBY, BRANDY L	THURSTON MIDDLE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
618	SHEPPARD, MEGAN C	THURSTON MIDDLE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
619	SHERWOOD, JOANNA M	THURSTON MIDDLE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
620	SILVER, MARISA S	MAPLE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
621	SMITH, DANIELLE N	TWO RIVERS- DOS RÍOS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
622	SMITH, KATHY D	MT VERNON	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
623	SMITH, MICHAEL D	ADMIN BUILDING	PROBATIONARY 3	PT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
624	VAN HORN-MORRIS, NOAH	THURSTON MIDDLE	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER

625	WELCH, MALLORY L	A3	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
626	WITHROW-ROBINSON, JOHANNAH	BRIGGS	PROBATIONARY 3	FT	2016-2018	RECOMMEND MOVE TO CONTRACT TEACHER
	TEMPORARY NON-RENEWAL					
627	BOOTH, RYAN W	ASMS	Temporary	PT	6/17/2016	TEMPORARY NON-RENEWAL
628	DANIEL, DEREK W	THS	Temporary	PT	6/17/2016	TEMPORARY NON-RENEWAL
629	GRIFFITH, PAUL J	HAMLIN	Temporary	PT	6/17/2016	TEMPORARY NON-RENEWAL
630	HUGHES, SIDNEY G	DOUGLAS GARDENS	Temporary	FT	6/17/2016	TEMPORARY NON-RENEWAL
631	JACOBSON, JEANETTE C	THURSTON MIDDLE	Temporary	FT	6/17/2016	TEMPORARY NON-RENEWAL
632	MARTIN, KELLI L	SHS	Temporary	FT	6/17/2016	TEMPORARY NON-RENEWAL
627	MONROE, ROBERT P II	MAPLE	Temporary	FT	6/17/2016	TEMPORARY NON-RENEWAL

RESOLUTION: # 15-16.037

DATE: MARCH 14, 2016

**THURSTON HIGH SCHOOL
BOILER REPLACEMENT PROJECT**

RELEVANT DATA:

This Invitation to Bid (ITB) was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network (ORPIN). Eight (8) potential general contractors attended the mandatory pre-bid conference and job walk held on February 23, 2016. Two (2) responsive bids were received for this ITB.

This bid provides for boiler and domestic water heating service replacement at Thurston High School. Work includes, but is not limited to: boiler and water heater removal and replacement; piping removal and replacement; pump removal and replacement; concrete pad construction, door replacement; roof opening patching and construction of new openings; piping/equipment supports; and general construction and carpentry.

Work may begin on this project on or before June 21, 2016. The Domestic Water Heating system will be substantially complete by August 10, 2016 and the balance of the boiler replacement project will be substantially complete by August 19, 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 Systems West Engineers, Inc., in cooperation with District staff. Board Member Laurie Adams reviewed the procurement files. Funding for this project will be provided by bond proceeds. Brett Yancey and John Saraceno will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award of the Thurston High School Boiler Replacement Project to S2 Industrial, Inc. of Marcola, Oregon for the Base Bid plus Alternate #1 amount of \$736,752.00.

SUBMITTED BY:

Brett Yancey
Chief Operations Officer

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

RESOLUTION: # 15-16.038

DATE: MARCH 14, 2016

**GUY LEE ELEMENTARY SCHOOL
BOILER REPLACEMENT PROJECT**

RELEVANT DATA:

This Invitation to Bid (ITB) was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network (ORPIN). Eight (8) potential general contractors attended the mandatory pre-bid conference and job walk held on February 23, 2016. Three (3) responses were received to this ITB.

This bid provides for boiler and domestic water heating service replacement at Guy Lee Elementary School. Work includes, but is not limited to: boiler and water heater removal and replacement; piping removal and replacement; pump removal and replacement; concrete pad construction, door replacement; roof opening patching and construction of new openings; piping/equipment supports; and general construction and carpentry.

Work may begin on this project on or before June 21, 2016. The Domestic Water Heating system will be substantially complete by August 10, 2016 and the balance of the boiler replacement project will be substantially complete by August 19, 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 Systems West Engineers, Inc., in cooperation with District staff. Board Member Laurie Adams reviewed the procurement files. Funding for this project will be provided by bond proceeds. Brett Yancey and John Saraceno will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award of the Guy Lee Elementary School Boiler Replacement Project to Harvey & Price Co. of Eugene, Oregon for the Base Bid plus Alternate #1 amount of \$323,749.25.

SUBMITTED BY:

Brett Yancey
Chief Operations Officer

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

ACADEMY OF ARTS AND ACADEMICS (A3) CHARTER RENEWAL**RELEVANT INFORMATION:**

On February 22, 2010 the Springfield School District Board of Directors approved the Charter School application for the Academy of Arts and Academics (A3). Following approval, District officials successfully negotiated an agreement (contract) with A3 for the school's opening and operation beginning July 1, 2010. This original agreement was for five (5) consecutive years, which is defined in current statute. As identified, the first renewal of a charter shall be for the same time period as the initial charter (5 years). Subsequent renewals of a charter shall be for a minimum of five years but may not exceed 10 years. As defined in Oregon Revised Statutes, the renewal of a charter shall use the following process:

- A) The public charter school governing body (A3) shall submit a written renewal request to the sponsor for consideration at least 180 days prior to the expiration of the charter. **(Received December 9, 2014)**
- B) Within 45 days after receiving a written renewal request from a public charter school governing body (A3), the sponsor (SPS) shall hold a public hearing regarding the request for renewal. **(Completed February 9, 2015)**
- C) Within 30 days after the public hearing, the sponsor (SPS) shall approve the renewal of the charter or state in writing the reason(s) for denying the renewal of the charter.
- D) If the sponsor (SPS) approves the renewal of the charter, the sponsor (SPS) and the public charter school governing body (A3) shall negotiate a new charter within 90 days after the date on which the sponsor (SPS) approved the renewal of the charter unless the sponsor (SPS) and the public charter school governing body (A3) agree to an extension of the time period. **(In Process)** Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated.
- E) A sponsor (SPS) and a public charter school governing body (A3) may agree in the charter of the school to a timeline for renewing a charter that is different from the timeline required by the above information.

As the School Board (SPS) considers the renewal of the Academy of Arts and Academics, ORS states that you shall base your decision on a good faith evaluation. A staff review of A3's performance from July 2010 to present date determined A3 to be in compliance with the contract as well as state and federal laws concerning charter schools. Specifically, the Board should take the following into consideration:

- 1) A3 is in compliance with this chapter and all other applicable state and federal laws.
- 2) A3 is in compliance with the charter agreement as negotiated.

- 3) A3 is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor (SPS) and the public charter school governing body (A3)
- 4) A3 is fiscally stable and has used the sound financial management system described in the law.
- 5) A3 is in compliance with any renewal criteria specified in the charter of the public charter school.

RECOMMENDATION:

It is recommended that the Board of Directors approve the renewal of the Academy of Arts and Academics (A3) Charter School. This recommendation is based on the process outlined above and the successful experience over the past five years.

Submitted by:

Kevin Ricker, Ed.S.
Secondary Director

Recommended by:

Dr. Sue Rieke-Smith
Superintendent

Charter Agreement

Between the
Academy of Arts and Academics (A3)

and

Springfield Public Schools

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Charter School Contract

This contract, dated March 9, 2016, is made and entered into by and between the Springfield Public Schools (“District”) and the Academy of Arts and Academics (“A3”) Charter School.

Recitals

WHEREAS, the Oregon Legislature has enacted ORS Chapter 338 for certain purposes as enumerated in the act; and

WHEREAS, in August of 2009, the State of Oregon awarded a charter planning grant to the A3 developers; and

WHEREAS, on November 9, 2009, a proposal (attached and incorporated as Exhibit A) was submitted by A3 to the District for formation of A3 as a charter school to operate within the School District; and

WHEREAS, the District has determined that the application submitted by A3, as amended herein, complies with the purposes of requirements of ORS Chapter 338; and

WHEREAS, the Board held a public hearing on the provisions of the proposal in accordance with ORS Chapter 338 and evaluated the criteria set forth in ORS Chapter 338; and

WHEREAS, by resolution #09-10.037, the District Board approved the A3 proposed Charter School application on February 22, 2010, contingent upon the negotiation and execution of a contract acceptable to A3 and the District; and

WHEREAS, the proposal as amended by this contract between A3 and the District will constitute the agreement between the parties regarding the governance and operation of A3; and

WHEREAS, the parties desire that A3 be authorized to operate and conduct its affairs in accordance with the terms of this agreement and ORS Chapter 338; and

WHEREAS, the parties agreed to the terms of this contract on June 14, 2010, for a term of July 1, 2010, until June 30, 2015.

WHEREAS, the parties further agree to the terms of this contract for a term of July 1, 2015 until June 30, 2020.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual understandings, releases, covenants, and payments herein described, the parties agree as follows:

Contract

1. Grant of Charter

A3 is granted a charter in accordance with ORS Chapter 338 and the terms and Conditions of this contract to operate a charter school as described herein.

2. Effective Dates

This contract shall commence on July 1, 2015, and shall expire at midnight on June 30, 2020. Notwithstanding the time period specified, an expiring charter shall remain in effect until a new charter is negotiated.

3. Philosophy and Mission

The philosophy and mission of A3, as described in the proposal, section 3, is hereby accepted by the District to the extent it is consistent with the purposes set forth in ORS Chapter 338.

4. Goals and Objectives

The goals and objectives set forth in section 3, pages 9-23, of the application are hereby accepted by the District, subject to the conditions set forth in this contract.

5. Educational Program, Student Performance Standards and Curriculum

A. Age and Grade Range

A3 shall provide instruction beginning September 2010, to students Grades 9 through 12. Student placement shall be consistent with District policy in the charter school selection process described in this agreement.

B. Curriculum

The District agrees to waive its curricular requirements, to the extent permitted by state law, but subject to the implementation by A3 of its instructional programs as outlined in its proposal, and as amended herein.

- (i) A3 shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this contract, in a manner, which is consistent with state law.

- (ii) The educational program, student performance standards and curriculum designed and implemented by A3 shall meet or exceed any content standards adopted by the District and shall be designed to enable each student to achieve such standards.
- (iii) A3 agrees to comply with all state requirements concerning academic content.
- (iv) A3 agrees to give notice to and consult with the District before changing the education program significantly from what is outlined in its application. The District will evaluate the significant changes in the curriculum and/or instructional materials to determine whether such curriculum and materials are compatible with the District's vision and mission, and whether they meet the required state content standards. The District may, in consultation with the A3 Board of Directors, approve or disapprove changes in the educational program.
- (v) A3 shall establish an administrative process for resolving public complaints against A3, including complaints regarding curriculum.
- (vi) The failure of A3 to comply with paragraph 5.B. is a breach of this contract.

C. Extracurricular Activities

A3 students are eligible to participate in extracurricular activities at their neighborhood schools at no charge to A3. A3 students may participate in District sports programs under the same terms and conditions, including costs, as District students and subject to Oregon School Activities Association (OSSA) rules and requirements. Non-resident A3 students must comply with applicable OSAA rules and District policy before they are eligible to participate in extracurricular activities in a District school.

The District shall not be required to provide transportation for an A3 student to or from the A3 facility and the site of the extracurricular activity, other than as part of the transportation provided for student teams or groups in which any A3 students are participants.

D. Records

- (i) A3 shall comply with all record keeping requirements of the District policy and federal and state law and shall provide any reports, as necessary, to meet the District's reporting obligations to

the Oregon Department of Education (ODE). Student records include, without limitation, immunization records, class schedules, records of academic performance, disciplinary actions, attendance, documents required pursuant to the statewide assessment system under ORS 329.485(1) and any documentation required under federal and state laws regarding the education of students with disabilities.

- (ii) A3 shall comply with all District policies and regulations, and applicable federal and state laws, concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law.

E. Non-Religious and Nondiscrimination

The educational program at A3 shall be nonreligious and nonsectarian. A3 shall not discriminate against any student or staff on the basis of race, creed, color, sex, gender identity, national origin, religion, ancestry, disability, marital status, sexual orientation, or political beliefs and/or affiliations.

F. Enrollment

- (i) Enrollment shall be open to any child who resides within the District in grades 9 through 12 or students with a deficit in credits that would place them in grades 9 through 12. Students enrolling in A3 are subject to the District's enrollment policy and regulations. Student enrollment will be limited as provided in the application section 5, Pages 27-28, except as amended in this contract.
- (ii) Maximum school enrollment for each year of this contract will be 400 students. The minimum enrollment will be 125 students. The District may terminate this charter if student enrollment in A3 falls below 125 students during any year.
- (iii) A3 may accept and enroll students who choose to transfer to A3 during the academic year, using a waiting list to determine who is accepted, unless the transfer of any particular student to A3 would violate District policies. A3 shall not enroll any student for the following academic year before May 1 of each year. If, on May 1, there are more eligible applicants for enrollment in A3 than there are spaces available, successful applicants shall again be selected by a lottery process (as outlined by ORS 338). Priority for enrollment shall be given to continuing students, resident students

and to siblings of students enrolled in A3 the previous school year, unless expelled.

- (iv) Using a lottery process, A3 shall establish a waiting list of students who shall be offered the opportunity to enroll at A3 if additional space later becomes available. A3 shall not permit dual enrollment of any student at both A3 and another public or non-public school.

G. Admission

Admission of students to A3 shall be determined in accordance with the application, section 5, except as amended in this contract. A3 will follow the admission and lottery policies contained in ORS Chapter 338. “Admission” means that the student has (1) enrolled with A3; (2) successfully completed the lottery; and (3) been formally accepted an A3 student by A3.

- (i) Nonresident students may only be accepted by A3 if District resident student enrollment is insufficient to fill the available spaces.
- (ii) In the event a nonresident student is admitted to A3, A3 agrees to:
 - a) Notify the Student’s resident district of their enrollment at A3.
 - b) A3 will provide to the district, not later than September 25 of each school year, the enrollment information regarding all new students and parent/guardians of those that reside outside the Springfield Public School District.
- (iii) Once accepted at A3, inter-district students are not required to re-apply or participate in a lottery to continue to attend A3 in subsequent years.

H. Student Attendance, Conduct and Discipline

A3 shall implement a system of uniform student discipline consistent with the District policies and rules concerning conduct and discipline. A3 shall comply with all District policies and rules concerning student attendance, standards of conduct and discipline. A3 shall notify its students of the student’s responsibilities and rights in the same manner that the District notifies its students. A3 shall maintain accurate enrollment data and daily records of student attendance data on the District’s student information

system, and may contract with an outside vendor to prepare or deliver this data to the District in an electronic format acceptable to the district.

- (i) Student attendance at A3 shall be in compliance with Oregon's compulsory attendance laws.
- (ii) Discipline involving suspension and expulsion shall be achieved according to Oregon law. A3 shall follow expulsion proceedings per District policy/procedures. A student expulsion by a hearings officer may be appealed directly to the District Board under Board Policy JD.
- (iii) Further, upon determining that initiation of expulsion proceedings is warranted, A3 shall provide the District with written notice within three days of such determination and no later than five days following suspension of such student with a summary statement of the grounds and evidence warranting suspension. The District hearings officer shall then commence expulsion appeal proceedings in accordance with the District's rules and procedures for the expulsion of students. The Board shall promptly notify A3 of the disposition of any expulsion appeal proceedings, and A3 shall honor and give full effect to the Board's disposition of the appeal.
- (iv) A3 will deny admission to non-resident students who have been expelled for a weapons violation in another district.

I. Education of Students with Disabilities

A3 will comply with all District policies and regulations and the requirements of federal and state law concerning the education of children with disabilities under the Individuals with Disabilities Education Act ("IDEA"). Compliance by A3 includes, but is not limited to, the following:

- (i) A3 will comply with all state laws and District policies regarding discipline of students with special needs.
- (ii) The IEP team is determined by state and federal law. A3 IEP team must have a district representative in attendance, as well as appropriate district specialists;
- (iii) The student's IEP team will determine the appropriate educational program and placement for the A3 student. A3 shall abide by the IEP team's decision on program and placement.

- (iv) A3 staff will comply with training required by an IEP team for delivery of services to an A3 student;
- (v) When a student is enrolled in A3, the student is considered a resident student of the District, according to state charter school law. All special education services are the responsibility the District and implemented by A3.
- (vi) A3 and the District shall work together to plan and provide services to A3 students with disabilities.
- (vii) The A3 student's IEP team may recommend any appropriate placement for the A3 student based on the student's needs, whether in or out of the charter school. A3 shall not change the student's program without IEP team action;
- (viii) Special education transportation will only be provided to an A3 special education student if it is a related service on the A3 student's IEP;
- (ix) A3 shall provide substitutes for A3 staff who are required to attend IEP meetings or other meetings related to an A3 special education student during the instructional day.

J. Academically Low Achieving Students

A3 shall identify academically low achieving students and shall provide its educational program to these students in a manner that best serves their needs, as provided in this contract.

K. Tuition

A3 will not charge tuition to students. A3 will not charge tuition for programs, classes or courses of study which are part of the regular school program. A3 may charge reasonable fees for textbooks, instructional materials, and co and extra curricular activities.

L. Student Welfare and Safety

A3 shall comply with all District-approved policies and regulations, and applicable federal and state laws, concerning student welfare, safety, and health, including without limitation, the reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities.

M. English as a Second Language

A3 shall identify students who require bilingual education, shall assess the English language proficiency of all students identified as coming from the non-English speaking background, and shall provide bilingual education or English as a second language program for such students. The District will provide any special services that are required for English language learner students pursuant to District policy and state and federal law. A3 and the District may agree to have A3 administer English language learner services at district expense.

N. Health and Social Services

A3 will contract with the District for the delivery of health and social services for students as set forth in Exhibit B to this contract.

- (i) A3 is responsible for the reporting of child abuse and neglect in Accordance with state law.
- (ii) A3 shall immediately inform the District Superintendent's office of any incident regarding child abuse and neglect.
- (iii) A3 shall comply with state and federal law relating to drug administration to students.

O. School Year; School Day; Hours of Operation

Instruction for the school year shall commence at A3 on or about the date District schools commence in September. The A3 calendar must meet the instructional hours required by the state and by the District and shall be approved annually, by May 1, by the District. A3 may also operate summer programs and intercession programs if sufficient funds are available.

P. Alternative Education Model

Subject to applicable state and federal laws, the District shall allow A3 to promote and implement learning situations that are flexible with regard to environment, time, structure, and pedagogy. A3 may grant credits to its students under the criteria set forth in OAR 581-022-1350 (2) and (3)

Q. Recruitment/Advertising

The District's goal is for A3's demographics to mirror that of the District to the extent possible. To that end, A3 will take affirmative efforts when

advertising, intended to reach as many families with eligible children in the District as is practicable. Each year of operation, one month prior to the deadline for the first phase of enrollment A3 shall submit to the Advisory Committee formed under Section 6.C a plan for school advertising and promotion. This plan will identify planned advertising and promotion activities and will include content that will be included in printed materials such as brochures. A3's advertising and promotion plan shall apprise potential students of the specialized educational model available, the transportation options to and from the school, including but not limited to carpooling or other alternatives.

6. Evaluation of Student Performance and Procedures for Corrective Action

A3 shall pursue and make reasonable progress toward the achievement of the goals, objectives, and student performance standards consistent with those set forth in its proposal, provided that such goals, objectives and student performance standards shall at all times remain in compliance with Oregon law. A3's plan for evaluating student performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that student performance at A3 falls below those standards, shall be consistent with the application and as further described in subsequent agreements between A3 and the District. The District approves A3's methods for evaluating pupil performance and procedures for corrective action contained in the A3 charter proposal and subject to the conditions otherwise set forth in this contract.

- (i) A3 will submit an annual report to the District summarizing its progress towards meeting the academic goals stated in its proposal.
- (ii) A3 and the District will convene an advisory committee with board and staff representation, from both A3 and the District, that will jointly monitor the progress of A3. This group will be comprised of an A3 Board Member, A3's School Director(s), a District Board Member, and a District Director; subject to change by mutual agreement of A3 the District. This group will meet at least two times a year, to include a meeting prior to each school year. The joint committee will focus on A3's efforts to continuously improve its academic program, as well as to monitor the progress of student achievement and student outcomes.

7. Economic Plan, Budget, and Annual Audit

A. Funding

- (i) For All Operating School Years: The district shall provide 95% funding to A3 as established under the Charter Schools Rate of the State School Fund General Purpose Grant as calculated under ORS 327.013. The remaining 5% will be applied toward the purchase of contracted services from the district, as described in Appendix B.
- (ii) The District will provide additional staffing resource for case management support for students receiving special education services. Case management resources will be in addition to resources needed to provide educational services to meet a student's need as specified by a student's Individualized Education Plan. The level of case management support will be determined annually as part of the District staffing process and will be based on the allocation model used to determine resource allocation for other District schools and programs.
- (iii) So long as A3 is not in breach of this contract, this funding will be made available to A3, commencing on the date set forth and according to the distribution schedule set forth in paragraph 7.C.(iii) below. The district, at its discretion, may advance funds to A3 upon request. The District will adjust the funding to reflect the actual funded pupil count as of October 1st each year. In addition, to the extent the District experiences any reduction or increase in its state ADM funding, proportionate reductions or increase in ADM will be made to A3 by adjustment or setoff in subsequent months.
- (ii) Any financial commitment on the part of the District contained in this contract is subject to annual appropriation by the District and the parties agree that the District has no obligation to fund A3 operations except as expressly provided herein.

B. Budget

- (i) On or before April 1 of each year, A3 shall submit to the District for its approval, A3's proposed budget for the upcoming school year.
- (ii) A3 may contract with the District for the services associated with school operations listed in Exhibit B, which must be approved by

both A3 and the District. Exhibit B is attached and incorporated into this contract and sets forth the cost of those services.

- (iii) The cost of those services set forth in Exhibit B to this contract shall be charged against and deducted from the funding provided to A3 from the district in paragraph 7A above.
- (iv) The fiscal year of A3 shall begin on July 1 of each year and end on June 30 of the subsequent year.
- (v) The payroll and associated payroll costs for SPS employees working at A3 shall be deducted from the funding provided to A3 by the District in paragraph 7A.

C. Financial Records, Audits, and Accounting Reports

A3 agrees to establish, maintain and retain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations and to make such records available to the School District, as requested, from time to time. A3 will submit monthly accounting reports to the District. A3 shall have an annual audit of its accounts in accordance with Municipal Audit Law, ORS 297.405 to 297.555 and 297.998. A3 will provide the District with a copy of the audit. If the District provides for the audit of A3, A3 will still be responsible for the cost of the audit.

- (i) Financial Management. A3 shall operate in accordance with GAAP or other generally accepted standards of fiscal management, provided that the A3 accounting method shall comply in all instances with applicable governmental accounting requirements.
- (ii) Budget and Cash Flow. A3 shall prepare and provide to the Board a copy of its annual budget and quarterly cash flow projections for each fiscal year by no later than April 1 immediately preceding such fiscal year.
- (ii) Distribution of Funds. The District shall credit A3's internal service fund revenue account at the beginning of the fiscal year for the amount provided by the State School Fund allocation required under ORS Chapter 338, less the actual cost of the services outlined in Exhibit B and any other purchased services negotiated between A3 and the District.
- (iv) Refund of Unspent Funds. In the event that this contract is revoked or is not renewed by the District, A3 shall refund to the District all unspent funds in accordance with Section 11 of ORS Chapter 338.

- (v) Other Sources of Funds for A3. The parties acknowledge that A3 is or may be entitled to other state and federal sources of funds for schools which are not included in the per capita tuition payment described in this contract.
- (vi) Outside Funding. A3 may accept gifts, donations or grants pursuant to ORS Chapter 338, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this contract. In the event that A3 solicits funding from sources other than the District, it shall comply with all applicable state and federal laws regarding reporting of such charitable solicitations. A3 shall annually report all gifts, donations and grants to the District by recording the same in the financial records required in paragraph 7. C. above.
- (vii) Statement of Management and Financial Controls. At all times, A3 shall maintain appropriate governance and managerial procedures and financial controls. The District shall contract for an annual financial audit described in ORS 338.045(2) and ORS Chapter 297. This certified public accountant or other similar professional shall perform a review of the A3's management and financial controls and who shall provide a statement to the District no later than May 1 of each school year concerning the status of those controls. The initial statement must address whether A3 has the following in place: (1) generally accepted accounting procedures; (2) a checking account; (3) adequate payroll procedures; (4) bylaws; (5) an organizational chart; and (6) procedures for the creation and review of monthly and quarterly financial statements, which procedure shall specifically identify the individual who will responsible for preparing such financial statements in the following fiscal year. This information may be submitted in conjunction with the annual audit. In the event that the initial statement reveals that any of the above controls is not in place, A3 shall remedy such deficiency no later than September of each school year. A3 shall pay the actual cost of the audit to the District.
- (viii) A3 shall provide the District with copies of letters from the A3 auditor to the A3 Board or the A3 School Director.
- (ix) A3 and the District shall review the operations of A3 at the conclusion of each school year to review the financial operation of A3 and the following year's budget.

D. Facilities

A3's main campus shall be located at 615 Main Street in Springfield, Oregon.

- (i) A3 shall work with the district to take such actions as are necessary to ensure that the use agreements, occupancy permits and health and safety approvals remain valid and in force and shall certify to the District no earlier than June 1 and no later than July 1 of each year school that such agreements, certificates and approvals remain in force. All maintenance of A3 buildings will be the responsibility of the district as set forth in Exhibit B.
- (ii) A3 may obtain additional facilities provided that A3 fulfills the obligations and provides the information set forth in this section with respect to such new or additional facilities, and provided further that A3 notifies the District of the proposed addition of facilities not less than 30 days prior to taking any final action in connection therewith. All new facilities will become the property of the district and the district may evaluate whether such facilities meet the district facilities plan and may deny acceptance should the cost/benefit analysis suggest that such acquisition be a detriment or place an undue burden on the district to maintain, refit, or refurbish. Prior to any refit, refurbish, remodel, etc. there shall be a written agreement between the School District and A3 as to who is paying for the costs associated and what the responsibilities of each party are.

8. Governance and Operation

A3 shall govern and operate the charter school as set forth in its application to the extent permissible under federal and state law and subject to all conditions of this contract. In addition, the application is amended as follows, which amendments, and all other provisions of this contract, shall supersede and control over any conflicting language contained in the application. A3 shall conform to and follow all policies and procedures adopted by the Springfield School District.

A. Governing Board

The governing board of A3 shall consist of no fewer than five and no more than twenty-five members, or a number which is consistent with its Bylaws.

B. Corporate Status

A3 is and will remain an Oregon nonprofit corporation. Before making any changes in its Articles of Incorporation or Bylaws, A3 agrees to get prior approval from the District. A3 Articles of Incorporation and/or Bylaws will include a provision specifying that upon dissolution, voluntary or otherwise, assets not requiring return or transfer to donors or grantors or required for discharge of existing liabilities and obligations of A3 or required to be turned over to the Oregon Department of Education pursuant to ORS 338(6) shall be returned to the District. Unless a donor or grantor specifically provides otherwise, all gifts, donations and grants are assumed to be to the District for the benefit of A3, and shall be included among the assets returned to the District upon dissolution.

A3 shall provide a full copy of all A3 corporate documents before the signing of this contract.

C. Conflict of Interest

The governing board and any employees of A3 shall comply with District policies and regulations and state law regarding public employee ethics and conflicts of interest.

D. Nonreligious, Nonsectarian Status

A3 agrees that it shall operate, in all respects, as a nonsectarian, nonreligious public school. A3 shall not be affiliated with any nonpublic sectarian school or religious organization.

E. Nondiscrimination

A3 shall comply with all applicable federal, state and local laws, rules and regulations regarding nondiscrimination, including without limitation, statutory and constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, sex, national origin, religion, ancestry, marital status, political beliefs and/or affiliations, or sexual orientation.

F. Accountability

A3 shall be accountable to the District and subject to all District policies and regulations unless specifically waived by the District. All records established and maintained in accordance with the provisions of this contract, Board policy, and federal and state law shall be open to

inspection by the District. A3 shall participate in the statewide assessment system developed by the Department of Education under ORS 329.485(1). A3 is obligated to collect and provide such data regarding staffing, student enrollment, student records and school operations, upon request by the District.

G. Public Meetings

A3 and its Board of Directors are subject to the provisions of the Oregon Public Meetings Law, ORS 192.610 to 192.690.

H. Indigent Students

A3 shall waive all fees of indigent students in accordance with District policy and applicable federal and state law. A3 shall survey its student population for eligibility for free and reduced meals under federal and state law if it elects to provide lunch for its students.

I. Operational Powers

Subject to the conditions and provisions of this contract, A3 through its Board of Directors shall be fiscal responsible for its own operations within the limitations of any funding provided by the School District and other revenue derived by A3 consistent with law.

(i) A3 Powers: A3 shall have authority to exercise independently, also consistent with federal and state law, the following powers (including such other powers as provided for elsewhere in this contract): contract for goods and services necessary for the operation of A3; prepare a budget; procure insurance; lease facilities for school purposes; purchase, lease or rent furniture, equipment and supplies; retain fees collected from students in accordance with law; organize and carry out fundraising efforts; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of this contract. A3 may hire and independently manage additional non-union, registered staff through its entity as a non-profit, 501(c)(3) corporation. A3 will follow state and federal law when hiring and managing non-union, non-district staff and all A3 non-union staff will be registered with TSPC.

(ii) District Powers: In addition to the powers provided elsewhere in this contract, the District retains all other applicable powers over the district employees of A3, including, but not limited to the following: making all personnel decisions, including hiring, firing

and discipline of all district employees including teachers, supervisors, and staff except as excluded or amended in this contract; providing all administrative and accounting services related to personnel.

A3 shall comply with all district student discipline policies; academic standards and credit requirements. Provided, however, that the A3 School Director shall have the authority inherent to the position of school principal within the district.

J. Bidding Requirements

Unless purchased from or through the District, contractual services and purchases of supplies, materials and equipment shall be procured through a system of competitive bidding as required by District and state law.

K. Third Party Contracts

A3 shall not enter into any contract for comprehensive school management or operation services to be performed in substantial part by an entity not a party to this contract, unless A3 has first submitted such contract to the District for approval and executed a contract services rider with the District acceptable to the District.

L. Annual Report and Review

A3 will submit an annual report by November 30 to the District which will include, without limitation, the following:

- (iii) Summary data on the progress toward meeting its academic goals and objectives.
- (iv) The audited financial statements of A3, including proofs of insurance,
- (v) Any statements from the public charter school that show the results of all operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school.
- (vi) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
- (vii) Policy development issues;

- (viii) Student attendance and student discipline information;
- (ix) Any recommendations regarding personnel matters; and
- (x) Any other information the District deems necessary to demonstrate that A3 is in compliance with state and federal law and the terms of this contract

M. Term

The A3 charter and this contract are to be effective as of the date this contract is signed by both parties and approved by the District Board, and will last until midnight on June 30, 2020, subject to subsection M, below. This contract may be renewed by joint agreement between the District and A3 according to the procedures set forth in ORS 338.065(3)-(6).

In the event the contract is not renewed prior to the expiration of the contract, this contract shall terminate at midnight on June 30, 2020, and A3 shall dissolve pursuant to paragraph 8.M.

N. Termination

- (xi) Grounds for Termination: The District may revoke the charter and terminate this contract solely for the following causes:
 - a) Failure to meet the terms of an approved charter of this chapter.
 - b) Failure to meet the requirements for student performance stated in the charter.
 - c) Failure to correct a violation of a federal or state law that is described in ORS 338.115.
 - d) Failure to maintain insurance as described in this contract.
 - e) Failure to maintain financial stability.
 - f) After July 1, 2011, failure to maintain, for two or more consecutive years, a sound financial management system.
- (ii) Notice of Appeal: The District shall provide 60 days prior written notice of its intent to terminate the charter agreement. A3 may appeal the District's decision to terminate the charter agreement

directly to the District Board. A3 may respond to the allegations in the District's written notification by offering documentary evidence. The District Board may, at its discretion, allow oral argument. The Board's decision may only be appealed to the Oregon Department of Education according to ORS 338.105.

- (iii) A3 Decision to Terminate: Should A3 choose to terminate this contract and revoke its charter before the end of the contract term, it may do so with the Board's approval upon 180 days advance written notice. Pursuant to ORS 338.105(7), A3's governing board may only terminate this charter, dissolve or close a public charter school at the end of a term. In the event of termination, all assets not requiring return or transfer to donors or grantors or required for discharge of existing liabilities and operations of A3 or required to be given to the State Board of Education pursuant to ORS 338.105(6) shall be returned to the district.

J. Dissolution

In the event A3 should cease operation for whatever reason, including, but not limited to, the non-renewal or revocation of its charter, or dissolution of the nonprofit corporation, it is agreed that the Board shall supervise and have authority to conduct the winding up of the business and affairs of A3; provided, however, that in doing so, the District does not assume any liability incurred by A3 beyond the funds allocated to it by the District under this contract. The District's authority hereunder shall include, but not be limited to, the return and/or disposition of any assets acquired by purchase or donation by A3 during the time of its existence. All assets not requiring return or transfer to donors or grantors or required for discharge of existing liabilities and obligations of A3 or required to be given to the State Board of Education pursuant to ORS 338.105(6) shall be returned to the District.

9. Employment Matters

The District will serve as the employer for certain designated certified and classified staff at A3 as determined by A3. This designation will primarily apply to A3's licensed teaching staff in Language Arts, Social Studies (including History, Government, and Economics), Math, and Science as well as specified classified staff and specified administrators. Designated Licensed and classified staff will be included in their respective bargaining units in the same manner as all other District employees. The District has the right to set all terms and conditions of employment, subject only to state and federal law and applicable collective bargaining agreements. On behalf of A3, the District shall enter, in good faith, into negotiations with

the certified and classified unions to seek accommodations that reflect A3's unique schedule, staffing needs and curricular requirements.

A3 will serve as the employer of other staff which will be registered by TSPC and not included in the respective collective bargaining units, providing that the total FTE of the A3 employed, registered staff is less than 50% of the total teaching FTE as per ORS 338.

A. Hiring of Personnel

Hiring of A3 designated certified and classified union employees will be at the discretion of the District and will follow a similar process as hiring in all other district sites. The District will consider hiring recommendations made by A3. The A3 Board has no authority to hire discipline, supervise or terminate District employees. In addition, the A3 Board of Directors shall participate equally in the hiring decision and the evaluation process of the A3 school director and shall be party to all school director hiring interviews and deliberations. All other A3 employees will be managed by A3.

B. Employee Compensation, Evaluation, and Discipline

The District will make all decisions regarding compensation, evolution, promotion, discipline and termination of District employees working at A3, subject to the terms of the collective bargaining agreements.

- (i) The District will be responsible for the supervision and evaluation of the teaching staff within A3. This supervision will be a contracted service as set forth in Exhibit B to this contract.
- (ii) A3 is bound by District policies and federal and state law regarding recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures.

C. Payroll

Certified and classified Employees of the district shall be paid through the payroll department of the District. The District will use the same payroll procedures as it uses for other District employees. The payroll service shall be a cost to A3 as set forth in Exhibit B to this contract.

For all other employees, A3 will contract with an outside payroll agency to manage payroll procedures. A3 shall be responsible for the cost of these services as individually contracted with the service provider.

D. Benefits

The district employed licensed and classified staff at A3 will receive benefits in compliance with their respective collective bargaining agreements. District supervisory staff will receive benefits in accordance with their employment contracts.

All employees not hired by the district will not receive benefits other than those mandated by ORS 338.

E. PERS

Pursuant to ORS Chapter 338, A3 shall participate in the Public Employees Retirement System (PERS) for its own employees, if any.

F. Employee Welfare and Safety

A3 shall comply with all District policies, and applicable federal and state laws, concerning employee welfare, safety and health issues.

G. Employee Records

District shall be responsible for establishing and maintaining personnel records for District employees working at A3 in compliance with all District policies and regulations, and applicable federal and state laws, concerning the maintenance, retention and disclosure of employee records.

H. Employee Conduct

A3 shall ensure that its own employees comply with all District policies and regulations, and applicable state law, concerning employee conduct.

I. Placement Upon Revocation of Charter

In the event of termination or non-renewal of this contract, the reduction in force provisions in the collective bargaining agreements for district employed licensed and classified employees working at A3 shall apply.

J. Substitutes

A3 will contract with the District for substitute teachers from the District substitute pool. Whenever necessary, A3 will provide coverage for teachers requiring substitutes.

K. Licensure

All A3 teachers who teach highly qualified subjects shall be either licensed to teach in Oregon or meet HQ standards as a registered teacher as defined by TSPC and allowed by ORS 338.

L. Professional Development

A3 shall provide professional development opportunities to A3 staff as provided for in District policy, state law, and applicable collective bargaining agreements.

A3 shall train teachers in its educational program.

M. TSPC Obligation

The District's Superintendent retains all reporting obligations to TSPC regarding District employees assigned to A3.

N. Criminal Background Checks

A3 shall not knowingly employ any individual or allow an individual to volunteer for whom a criminal background investigation has not been initiated or who has been convicted of one or more offenses in District Policy and Rule. No later than August 1 of each school year, A3 shall provide the District with a list containing the names, job positions, and Social Security numbers of all of its employees and volunteers. Such list shall also indicate:

- (i) For each employee the date of initiation of the criminal background investigation required by ORS 342.223;
- (ii) For any individual hired in an instructional position after the start of the current academic year, A3 shall provide the District with such evidence of certification or other qualification no later than 30 days after the individual's initial date of hire.

O. Renegotiation of Contract

In the event A3 wishes to become the employer of the District employees who work at A3, the parties may negotiate a new charter agreement.

10. Insurance and Legal Liabilities

A. Insurance

- (i) Provided by A3: A3 shall, at its own expense, secure and retain and provide proof of the following insurance and in the amounts set forth in Exhibit C: directors and officers liability insurance. A3 will also obtain, at its own expense, any further insurance that the District reasonably deems necessary to protect the interests of the District or A3.
- (ii) Provided by Districts: The District will provide insurance related to all A3 staff employed by the District in the same manner that it provides insurance relating to other District employees. This cost shall be paid by A3 as set forth in Exhibit B to this contract.
- (iii) Required Proof of Insurance: No later than July 1 of each year, and at any time thereafter upon the request of the District's risk manager, the A3 shall provide the District with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts set forth herein. All such insurance policies shall contain a provision requiring notice to the District, at least 30 days in advance, of any material change, non-renewal or termination to the attention of the risk manager, Springfield Public Schools.
- (iv) Continuation of Risk Management Activities: A3 agrees that it will coordinate all risk management activities through the District's risk management office. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claims, and cooperating fully with the District in the defense of any claims. A3 shall not compromise, settle, negotiate or otherwise effect any disposition of potential claims asserted against it without the District's prior written approval. All other risk management activities other than those involving claims shall be a contracted service paid by A3 as set forth in Exhibit B to this contract.

B. Legal Liabilities

- (i) Non-Exemption: A3 shall not be exempt from the following federal and state laws and District policies governing school districts:
 - a) Federal law.

- b) ORS 192.410 to 192.505 (Public Records Law)
 - c) ORS 192.610 to 192.690 (Public Meetings Law)
 - d) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law)
 - e) ORS 181.539, 326.603, 326.607 and 342.232 (criminal records checks).
 - f) ORS 337.150 (textbooks)
 - g) ORS 339.141, 339.147 and 339.155 (tuition and fees)
 - h) ORS 659.150 and 659.155 (discrimination)
 - i) ORS 30.260 to 30.300 (tort claims)
 - j) Health and safety statutes and rules.
 - k) The statewide assessment system developed by the Department of Education under ORS 329.485(1).
 - l) ORS 392.045(1) (academic content areas).
 - m) Any statute or rule that establishes requirements for instructional time provided by a school each day or during a year.
 - n) Sections ORS Chapter 338.
 - o) Any other Board policy or rule later deemed necessary by the District that does not otherwise materially alter the terms of this contract. • ORS 339.250 (12) (prohibition on infliction of corporal punishment)
 - p) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of child abuse and training on prevention and identification of child abuse);
 - q) ORS 329.451 (high school diploma, modified diploma, extended diploma and alternative certificate);
 - r) ORS chapter 657 (Employment Department Law)
 - s) Oregon Administrative Rules developed by the Oregon Department of Education regarding ORS Chapter 338.
 - t) Any statute or rule that is listed in this charter agreement.
 - u) Any statute or rule that by its own terms is applicable to charter schools and charter school employees, including but not limited to ORS 342.549 and ORS chapter 244 (Government ethics).
 - v) Oregon Administrative Rules developed by the Oregon Department of Education regarding ORS Chapter 338.
- (ii) Compliance with District Policy/Rule: Except where otherwise specified in this agreement, A3 will comply with all Springfield Public School District policies and administrative rules.
- (iii) A3 shall furnish to the District copies of any written policies or procedures it may develop with respect to any matter relating to its operation and education program upon adoption of such policies by A3's governing board. Any policy that is beyond A3's powers

under this contract or is otherwise inconsistent with the terms of this contract is void.

A3, which is the Academy of Arts and Academics, a public charter school, and Springfield School District shall work together in an atmosphere of mutual cooperation and respect. Both parties will do everything in their power to ensure the success of this new and exciting educational option for children, parents, teachers and the communities in Lane County.

C. Waiver

A3 may request waivers from specific Board policies or regulations and/or state law by submitting the request, in writing, to the District's Superintendent. A3 agrees that no waivers of the District and State academic standards shall be requested.

- (i) The request shall include the reasons why A3 is in need of or desires the waiver. The Superintendent shall have 10 working days to review the request and arrive at a recommendation. Thereafter, the Superintendent will present the matter before the Board at its next regular meeting. Waivers of District policies and regulations may be granted only to the extent permitted by state law.
- (ii) In the event the District policy or regulation from which A3 seeks a waiver is required by state law, or where A3 otherwise requests a waiver from a state law or regulation. A3 agrees to jointly request such a waiver from the State Board of Education, pursuant to ORS Chapter 338.

D. Full Faith and Credit

A3 agrees that it will not extend the faith and credit of the District to any third person or entity. A3 acknowledges and agrees that it has no authority to enter into a contract that would bind the District and that A3 authority to contract is limited by the same provisions in law or District policy that apply to the District itself. A3 also is limited in its authority to contract by the amount of funds obtained by the District, as provided in this contract, or from other independent sources. A3's governing board has the authority to approve contracts to which A3 is a party, subject to the requirements and limitations of the Oregon Constitution, state law, District policies and the provisions of this contract.

E. Indemnification

- (i) A3 Indemnifies District: To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, A3 agrees to indemnify and hold the District, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) the possession, occupancy or use of property of A3, its faculty, students patrons, employees, guests or agents; (2) civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with A3 operations. A3 agrees to indemnify, hold harmless and defend the District from all contract claims in which the A3 has obligated the District without the District's prior written approval. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.
- (ii) District Indemnifies A3: To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, District agrees to indemnify and hold A3, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with District's operations. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any A3 Board member, officer or employee. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act of any District employee working at A3 whose negligent or wrongful act or omission is caused or directed by A3. This indemnification shall not apply to any damages incurred regarding any act or omission of the District or District Board, that is later determined to be required by law or this contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.
- (iii) Survival of Indemnification: This indemnification, defense and hold harmless obligation on behalf of A3 and the District shall

survive the termination of this contract. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

F. District Disclaimer of Liability

The parties to this contract expressly acknowledge that A3 is not operating as the agent, or under the direction and control, of the District board except as required by law or this contract, and that the District Board assumes no liability for any loss or injury resulting from:

- (i) The acts or omissions of A3, its directors, trustees, agents or employees.
- (ii) The use and occupancy of the building occupied by A3 or any matter in connection with the condition of such building; or
- (iii) Any debt or contractual obligation incurred by A3.

G. ADA/504 Obligations

A3 acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ORS 659 with respect to its students, staff and patrons. A3 will indemnify and hold harmless the District from all claims under these statutes. A3 may contract with the District for services or accommodations to meet A3's legal obligations under these statutes as set forth in Exhibit B to this contract. Changes to District buildings that are necessary to comply with ADA responsibilities shall be the responsibility of the District.

11. Transportation

In accordance with ORS 338.145, A3 students may obtain transportation through the student's parent/guardian or existing public school bus lines. A3 may provide public transit tickets to its students at its discretion.

- (i) The District is responsible for providing transportation to A3 students along existing public school lines. The district is responsible for all home to school student transportation during the regular school day for all A3 students living within the Springfield School District boundaries.

12. Miscellaneous Provisions

A. Entire Agreement

This contract, with attachments, contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and cancelled by this contract.

B. Governing Law

This contract shall be governed by, subject to and construed under the laws of the State of Oregon without regard to its conflicts of law provisions. The parties intend that where this contract references federal or state law that they be bound by any amendment to such laws, upon the effective date of such amendments.

C. Assignment

This contract may not be assigned or delegated by A3 under any circumstances, it being expressly understood that the charter granted by this contract runs solely and exclusively to A3.

D. Terms and Conditions of Proposal

The parties to this contract agree that the attached proposal sets forth the overall goals, standards, and general operational policies of A3, and that the proposal is not a complete statement of each detail of A3's operation. To the extent that A3 desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise defer from those in the proposal, A3 shall be permitted to implement such policies, procedures and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards, and general operational policies set forth in the application, this contract and ORS Chapter 338 and with District approval.

E. Amendment

This contract may be modified or amended only by written agreement between A3 and the District Superintendent or her/his designee.

F. Notice

Any notice required, or permitted, under this contract, shall be in writing and shall be effective upon personal delivery (subject to verification of

service or acknowledgement of receipt) or three days after mailing when sent by certified mail, postage prepaid, to the A3 Board of Directors at 615 Main Street, Springfield, Oregon 97477 or for notices to the District to the office of the Superintendent of the District.

G. No Waiver

The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.

H. Dispute Resolution

In the event any dispute arises between the District and A3 concerning this contract, including, without limitation, the implementation of or waiver from any policies, regulations or procedures, such dispute shall first be submitted to the Superintendent of the District for review. If the District and A3 are unable to resolve the dispute, either party may submit the matter to the District's Board for its consideration. The decision of the Board shall be final and binding on the parties; provided, however, A3 may appeal to the State Board of Education concerning those matters within the jurisdiction under ORS Chapter 338.

I. Severability

If any provision of this contract is determined to be unenforceable or invalid for any reason, the remainder of the contract shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this contract.

J. Delegation

The parties agree and acknowledge that the functions and powers of the District Board may be exercised by Superintendent of the District, provided that any ultimate decision regarding renewal, non-renewal or revocation of this contract may be made only by the District Board.

K. Prior Actions

It is expressly agreed and understood that as a condition precedent to this contract becoming effective on the effective date specified above in paragraph 2, A3 shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such effective date, and failure to do so shall constitute grounds for the District to declare this contract null and void.

L. A3 Authority to Enter Into Contract

A3 expressly affirms that this signatories on its behalf who sign below have the authority to enter into this contract on behalf of A3 and that the Board of Directors of A3 has duly approved of this contract. A3 shall provide a copy of its written resolution authorizing A3 to enter into this contract.

IN WITNESS WHEREOF, the parties have executed this contract as of the date first above written.

Springfield Public Schools

The Academy of Arts and Academics

By: _____
School Board Chairperson

By: _____
Chairperson, A3 Board

Date: _____

Date: _____

Exhibit B

Contracted Services

A3 may contract with the Springfield Public School District for services required to operate said charter school. The services to be provided shall be at a level consistent with those same services provided to other district schools of comparable size. The cost of said services shall be negotiated annually, prior to March 30 for the subsequent school year, and shall not exceed the percentages of ADMw per student as referenced below in the sample SPS Menu of Services Offered. A3 will be responsible for the cost of services and for (1) annual audit services and (2) liability insurance.

A3 may purchase services in excess of those provided in a comparably sized school at a rate to be negotiated between A3 and the District.

SPS Menu of Services Offered Percentages based on an estimated ADMw

Suggested:

Facility Rent (Including Maintenance and Security)	5.1% of ADMw
Student Support Services (Function 2190)	.6% of ADMw
Fiscal Services (Function 2521)	1.2% of ADMw
Warehouse & Delivery Services (Function 2572)	.42% of ADMw
Copier Services, excluding print services (Function 2474)	.15% of ADMw
Human Resources (Function 2641)	.73% of ADMw
Technology Services (Function 2661)	2.5% of ADMw
Total for Suggested Services NOT TO EXCEED	11% of total ADMw

Optional:

Instruction Services (Functions 2210, 2213, 2221, 2230)	2.5% of ADMw
School Board Services (Function 2310)	.2% of ADMw
Superintendent's Office (Function 2321)	.46% of ADMw
Public/Community Relations (Function 2633)	.23% of ADMw
Total of Optional Services NOT TO EXCEED	3.4% of total ADMw

Other Issues:

Liability Insurance (to be billed at actual cost)

Audit Fee (to be billed at actual cost)

Allocation in staffing/benefit costs

Print Shop Services (Billed at Tier 1 useage rates)

Nutrition Services (Assumed at break-even operation)

Transportation Services (Billed at 30%-Instructional, 100% non-instructional)

Exhibit C

INSURANCE REQUIREMENTS

Liability Insurance for Directors and Officers in an amount of not less than \$2,000,000 each loss / \$2,000,000 each policy year covering the public charter school, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices. Continuous “claims made” coverage will be acceptable, provided the retroactive date is on the effective date of the charter.