SPRINGFIELD PUBLIC SCHOOLS
Every Student, Every Day

BOARD OF EDUCATION
September 11, 2023
Administration Building Board Room
640 A Street
Springfield, OR 97477

En español

7:00 pm In Person Board Meeting
Streaming Meeting URL: http://www.vimeo.com/SpringfieldPS

AGENDA	TAB
1. Call Meeting to Order	Board Chair Jonathan Light
A. Pledge of Allegiance	Chair Light
B. Land Acknowledgement	Ken Kohl
2. Approval of the Agenda	Chair Light
3. Introduction of New Administrators	David Collins
4. Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
5. Action Items	
A. Approve Consent Agenda	
1. August 14, 2023 Board Meeting Minutes	
2. Financial Statement	Brett Yancey
3. Personnel Report, Resolution #23-24.006	Dustin Reese
B. Teacher Growth and Evaluation, Resolution #23-24.007	Dustin Reese
C. Alternative Education Program Approval, Resolution #23-24.008	David Collins
6. Discussion	
A. HB 2753, Compensation of Directors of District School Boards	Superintendent Hamilton
B. Public Comment	Chair Light
C. Board Communication Processes	Chair Light
D. School Board Representation – Agencies & Civic Organizations	Chair Light
7. Reports and Information	
A. Superintendent Communication	Superintendent Hamilton
B. Board Communication	Chair Light
• Board Committee Reports	
8. Next Meetings: September 25, 2023 - Board Work Session, 5:30pm October 9, 2023 - Board Business Meeting, 7:00pm	
9. Adjournment	Chair Light

Springfield Public Schools is an equal opportunity educator and employer.
Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent; 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

ESCUELAS PÚBLICAS DE SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

CONSEJO DE EDUCACIÓN
11 de Septiembre del 2023
Sala del Cosejo de Administración
Calle A 640
Springfield, OR 97477

En español

7:00 pm Reunión de la Junta en Persona
Junta Transmitida a través de: http://www.vimeo.com/SpringfieldPS

AGENDA **TAB**

1. **Declarar Abierta la Sesión** — Presidente de la Junta Jonathan Light
   - **A.** Juramento de Lealtad — Presidente Light
   - **B.** Reconocimiento de Tierras — Ken Kohl

2. **Aprobación de Agenda** — Presidente Light

3. **Presentación de los Nuevos Administradores** — David Collins

4. **Comentarios Públicos** (Tres (3) minutos cada uno; tiempo máximo 20 minutos. Ponentes no podrán ceder su tiempo a otros ponentes.)

5. **Medidas a Tomar**
   - **A.** Aprobar Agenda de Consentimiento
     1. Acta de la Junta del Consejo del 14 del Agosto del 2023
     2. Estado Financiero — Brett Yancey
     3. Informe del Personal, Resolución #23-24.006 — Dustin Reese
   - **B.** Crecimiento y Evaluación del Docente, Resolución #23-24.007 — Dustin Reese
   - **C.** Aprobación del Programa de Educación, Resolución #23-24.008 — David Collins

6. **Discusión**
   - **A.** HB 2753, Compensación de Directores de la Junta Escolar del Distrito — Superintendent Hamilton
   - **B.** Comentarios Público — Presidente Light
   - **C.** Procesos de Comunicación de la Junta Directiva — Presidente Light
   - **D.** Representación de la Junta Escolar – Agencias y Organizaciones Cívicas — Presidente Light

7. **Reportes e Información**
   - **A.** Comunicación del Superintendente — Superintendent Hamilton
   - **B.** Comunicación de la Junta — Presidente Light
     - Informe del Comité de la Junta Directiva

8. **Próximas reuniones**: 25 de Septiembre del 2023 – Sesión de Trabajo de la Junta Directiva , 5:30pm
   9 de Octubre del 2023 – Reunión de Negocios de la Junta Directiva , 7:00pm

9. **Aplazamiento** — Presidente Light

Las Escuelas Públicas de Springfield son un ente educador y empleador con igualdad de oportunidades.Las personas que tengan preguntas o necesidades especiales, necesiten acomodaciones o servicios de traducción en las reuniones de la Junta Directiva deben ponerse en contacto con la Oficina del Superintendente; 640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. La solicitud debe hacerse con 72 horas

SPRINGFIELD
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Public Comment Information

The Springfield Public Schools Board of Directors desires to hear from the community they serve and sets aside 20 minutes for oral public comment during their regular business meetings.

Members of the community are invited to provide public comment, in-person, virtually, or via written submissions.

Oral Comments – In-person, or virtually:
To sign up to speak to the school board during their regularly scheduled business meeting please send your request to public.comment@springfield.k12.or.us. Clearly label the subject line as: "Oral Public Comment Request" and include *full name*, *whether you are a resident of the district, a phone number, agenda item or topic.* Submissions will be collected the Thursday before the meeting date, once public meeting notice has been made, and will remain open until 12:00 pm on the day of the meeting.

Oral public comment is limited to 3 minutes per person and is scheduled for 20 minutes on the agenda. Due to time limitations not all speakers may be selected to provide oral comment during the board meeting.

Written Comment:
To submit written public comment, send your materials to public.comment@springfield.k12.or.us by 12:00 pm the day of the meeting. Clearly label the subject line as "Written Public Comment" and include *full name*, *whether you are a resident of the district, a phone number, agenda item or topic.* All written comments submitted by the 12:00 pm deadline on the day of the meeting will be provided to the board for their review and posted to the district website by 4:00 pm on the day of the board meeting.

The board agenda has been posted to the district website at: http://www.springfield.k12.or.us/boardmeetings

ESCUELAS PÚBLICAS DE SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

Información sobre los Comentarios Públicos

La Junta Directiva de las Escuelas Públicas de Springfield desea escuchar a la comunidad a la que sirve y reserva 20 minutos para comentarios orales del público durante sus reuniones regulares de negocios. Hay tres maneras de hacer comentarios públicos en las reuniones regulares de la junta.

Se invita a los miembros de la comunidad a hacer comentarios públicos, en persona, virtualmente o a través de presentaciones escritas.

Comentarios Orales - En persona, o virtualmente:
Para inscribirse para hablar con el consejo escolar durante su reunión de negocios programada regularmente, por favor envíe su solicitud a public.comment@springfield.k12.or.us. Etiquete claramente la línea de asunto como: "Solicitud de Comentario Público Oral". Por favor, incluya su *nombre completo, si es usted residente del distrito, número de teléfono*, *punto del orden del día* o *tema*. Las solicitudes serán recaudadas entre el jueves anterior a la fecha de la reunión y el mediodía del día de la reunión.

Los comentarios orales del público están limitados a 3 minutos por persona y están programados para 20 minutos en el orden del día. Debido a las limitaciones de tiempo, no todos los oradores pueden ser seleccionados para hacer comentarios orales durante la reunión de la junta.

Comentarios por Escrito:
Para presentar comentarios públicos por escrito, envíe sus materiales a public.comment@springfield.k12.or.us antes del mediodía del día de la reunión. Por favor, etiquete claramente la línea de asunto como "Comentario Público por Escrito". Por favor, incluya su *nombre completo, si es usted residente del distrito, número de teléfono*, *punto del orden del día* o *tema*. Todos los comentarios escritos presentados antes de la fecha límite se proporcionarán a la junta para su revisión y se publicarán en el sitio web del distrito antes de las 4:00 p.m. del día de la reunión de la junta.

Si tiene alguna pregunta o necesita asistencia favor de comunicarse al (541) 726-3486.

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on August 14, 2023.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Jonathan Light called the Springfield Board of Education meeting to order at 7:00 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Vice Chair Kelly Mason read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "Time Immemorial", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the Confederated Tribes of the Grand Ronde and the Confederated Tribes of Siletz Indians, and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members attending the meeting included Board Chair Jonathan Light, Board Vice Chair Kelly Mason, Director Ken Kohl, Director Nicole De Graff and Director Emilio Hernandez.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Whitney McKinley, Jeff Fuller, Joyce Johnson, Don Hakala, Lonnie Usrey, Jonathan Gault, Carla Smith, Kari Isham Shelton, Melissa Locke, Jerami Campbell, Shelley Nurre, Kimberlee Pelster, Joan Bolls, Jose da Silva, Kristen Noor, Erin Hunt, Russell Huff, Josh Donaldson, Kenny Weigandt, Michael Wargo, Sasha Chang, Mindy LeRoux and Armando Garcia.

2. APPROVAL OF THE AGENDA

Chair Light asked for a motion to approve the August 14, 2023 agenda as presented.

MOTION: Director Hernandez moved, seconded by Vice Chair Mason, to approve the August 14, 2023 agenda as presented.

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if they supported the motion in favor of approving the August 14, 2023 agenda as presented: Director Hernandez – Yes, Chair Light – Yes, Vice Chair Mason – Yes, Director Kohl – Yes and Director De Graff – Yes.

Motion passed, 5:0.

3. INTRODUCTION OF NEW ADMINISTRATORS

Jeff Fuller, Curriculum Coordinator
Lonnie Usrey, Assistant Principal, Two Rivers-Dos Rios
Armando Garcia, Assistant Principal, Guy Lee Elementary
Don Hakala, Principal, Centennial Elementary

4. PUBLIC COMMENT

Chair Light read the following statement concerning public comment:
This is the portion of our agenda for public comment. The board provides three ways for community members to share public comment: written public comment, in person oral public comment and virtual public comment. Written public comment is received via email. Public comment received via email for this evening has been reviewed by the Board and has also been posted on the District's website. The deadline for submitting a request for oral public comment was today at noon. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

The Board will not hear comments regarding any school personnel. We ask those speaking to refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three (3) minutes.

There were no requests to speak publicly and there were no written statements received.

5. ACTION ITEMS

A. Approve Consent Agenda

1. July 31, 2023 Board Meeting Minutes
2. Personnel Report, Resolution #23-24.003
3. 2021-2022 Oregon English Language Learner Report, Resolution #23-24.004
4. ~~Alternative Education Program Approval, Resolution #23-24.005~~

MOTION: Director Kohl moved, seconded by Vice Chair Mason to approve the Consent Agenda.

Chair Light called for a roll call vote. Mr. Light asked each Board member to indicate if they supported the motion in favor of approving the Consent Agenda: Director Hernandez – Yes, Chair Light – Yes, Director Kohl – Yes, Vice Chair Mason – Yes and Director De Graff – Yes.

Motion passed, 5:0.

6. DISCUSSION

A. Growth and Evaluation Handbook

Dustin Reese began by sharing a brief overview of Senate Bill 290, which had passed in 2011 then again in 2012, teachers and administrators came together to study requirements and to refine the evaluation system, then to pilot the program that is in place today. COVID provided an opportunity to reevaluate the program. The committee convened in February of 2023, including teachers and administrators who represented the elementary, middle, high schools and instructional coaches. They focused on assessing the current handbook and processes to identify any positives/strengths, challenges/gaps and the key characteristics of an ideal evaluation process. The current evaluation had challenges, such as being too arduous and not allowing enough time for staff and supervisors to complete all their assigned tasks, there was an increased volume of probationary teachers, there were stable and experienced teachers wanting feedback and did not feel prioritized and their goal settings was less ambitious or thought out. The ideal evaluation process consisted of dedicating time for observations, setting goals for the teachers' growth and positive student impact, for equity within all domains, and for refined rubrics for different types of licensed positions, differentiating systems for probationary teachers with shorter timelines and the appropriate amount of time to complete tasks and to debrief with administrators. The changes being endorsed now are for probationary 1, 2 and 3 teacher evaluation cycle timelines and tasks, contract teacher evaluations cycle timelines and tasks and improved cycle changes. Future plans are to search for and use an equity and growth lens throughout the overview process, continued assessment and refining of the rubrics, access to tools and resources for teachers to use developing goals, connect building priorities and individual goals, further incorporate coaches and interventionists and making it easier to use the system TalentEd.

Director Hernandez was concerned that teachers may feel surprised or overwhelmed and remarked that many also have busy lives with children. He asked if Taylor would be involved with the equity overview and requested regular updates, with Taylor's reporting as to how that was functioning with the teachers and the committee.

Dustin Reese replied that teachers were not being asked to do extra work, but it would be the committee doing the extra work to assist them while they are trying to figure out how to craft their goals. In regards to the equity overview, he remarked that Taylor would not necessarily be in charge of that, but may receive an invite to serve on the committee or there may be some intersectionality with his equity committee.

Chair Light commented that it was nice to see their association working hand in hand with their HR department to accomplish the long overdue evaluation of the evaluation. He clarified that if approved in September, it would go into effect immediately. Mr. Light requested to have a look at it in the spring and to receive a sentiment from staff on whether it is actually working or not, to whether it is making a difference?

B. HB 2753, Compensation of Directors of District School Boards

Superintendent Hamilton shared that House Bill 2753 had been recently approved and signed by the Governor. The bill is to put forward the notion that compensation of directors at District School Board's would now be an option. Boards may consider it, but it is not a requirement and if they do choose to do so then boards may choose the amount, though not to exceed $500 per month per board member. If the Board approves this, individual directors may choose not to receive the stipend. Mr.

Hamilton was interested in knowing if the Board wished to learn more, discuss this as a board or begin the process of preparing proposals and resolutions for board consideration.
Director Mason asked if there was a draft policy released.

Mr. Hamilton answered that OSBA is working on a sample policy that they will share with boards in the upcoming weeks.

Director De Graff, on a side note requested that her questions and their answers be included in his proposal when next discussed. She would like to have the community's thoughts on the matter, then asked if the resolution is approved, could board members donate their stipend.

Director Kohl felt that it was a worthwhile discussion. His understanding was that it would also need to be passed into the budget and would not go into effect until the next school year.

Mr. Hamilton replied that it does have an emergency clause that declared it in-effect immediately. Mr. Hamilton and Mr. Yancy discussed taking a look at the existing budget to see if there were opportunities within the budget to cover these expenses or whether they would need to revisit the Board to adjust the budget.

Chair Light concluded that the Board would like more information on the subject. He felt Director De Graff's comment concerning obtaining the community's thoughts on the matter was a good one and he was in agreement with that.

7. REPORTS AND INFORMATION

A. Summer Learning and Engagement Programs

David Collins introduced; **Melissa Locke**, Federal Programs and Grants Coordinator.

Ms. Locke shared that part of her job was in overseeing summer learning and it happened to be the one of the most rewarding parts of her job. Willamalane engaged 2008 students in grades pre K - 12 in summer learning programs within Springfield, just in their internal service tickets. State Summer Learning funds were not received, and even though they had a smaller budget they were still able to serve nearly the same number as they had the previous year, ensure any student the opportunity to attend and continue to recruit staff and students early. Extra efforts were made to ensure that the priority focal groups of students were able to access program information, complete the registration and benefit from the programs. Information is shared with families at student's IEP meetings, the English Language Development staff get information out to their families in their home languages, the Homeless Liaisons and the Family Resource coordinators connect with the families to ensure they have access to the site and all registrations were accepted through the third week of the program. The programs are designed to meet the unique needs of their learners, including support from special education teachers and assistants, behavior teachers and assistants, school psychologists and many, many more supports. The use of their student information system Synergy, facilitated the process of getting critical information to staff in the summer program. The longest running program is KITS, which is specifically for incoming kinders to help prepare them and their families to be ready for kindergarten. At present 78 students are being served within four English groups and one Spanish group. The program SPARK is a 14-Day Camp and serves K - 7th grade. 1,162 students across seven sites attended this year. Students receive content and project-based learning, hands-on infused with art and science and math connecting all of those together. Students have a recreation component, social and emotional community building, academic skill practice time and engage in activities of their choice. The Middle School Summer Experience held a two-day camp for sixth grade students yesterday. Students engage in activities to help them transition into middle school.

Ms. Locke noted that when last she checked, 288 students across four middle schools had registered for the Summer Experience, but that number had probably already increased. Entity partners really make the programs a lot more meaningful and really enrich the experience for the students. Those partners include Willamalane, Lane Arts Council, the Springfield Library, Ophelia's Place, Connected Lane County, Arc of Lane County and Decision Education Foundation. The Strong Art Program is for incoming ninth grade students into Springfield and Thurston High Schools. 142 students participated in the week-long program, which is held in partnership with the Decision Education Foundation (DES). The High School Credit Recovery program is offered for four weeks in July. There were 347.5 credits earned by 349 students. This has increased the graduation rate, with 34 additional seniors graduating on time thanks to this opportunity. The DEF helps with much of the financial costs associated with this impactful program.

Michael Wargo, Executive Director at Willamalane; Kenny Weigandt, Director of Community Engagement; and Chase Newton, Director of Recreation Services were present to highlight their 1PASS Program. Mr. Wargo first expressed his appreciation for all of the important work the Board and the staff do and what an absolute honor it is to collaborate with the Springfield Public Schools (SPS). He discussed the following 1PASS information.

- 1PASS is a summer destination pass to be utilized by students and kiddos up to the ages of 18.
- Unlimited transportation on LTD buses is included for those ages 18 and under.
- 16 amazing destinations are available in Springfield and Eugene, and can be visited all summer long.
- Each destination is activity-based with some cultural enrichment.
- Normally a 1PASS costs a one-time fee of $60, but this year through the partnership between the Springfield School District and Willamalane they are able to offer at no cost, free 1PASSes for 3,846 students.
- 150 of the 5,500 passes have been earmarked for students who are homeless, in poverty, bilingual or have other family circumstances that would make it difficult to get there within the first week of sale.

Kenny Weigandt said this year the team wanted to separate the Outreach and Marketing and Operations of the 1PASS. Their current goal is to make it as fair as possible because now the financial barrier has been removed for Springfield Public School students. Last year Willamalane had 5,000 passses and the City of Eugene had 5,000 passes. This year they have each increased that number to 5,500. Of Willamalane's total 5,500 passes, up to 4,000 of Springfield Public School students are eligible to receive one at no cost. Last year 68% of total 1PASSes sold were SPS students, this year it is 70%. Anyone in or out of the district from Willamalane's district boundaries can purchase the pass. Last year the passes were scanned 50,000 times and each year they have actually seen that usage rate increase. Last year the team found gaps between schools, noticeably in the elementary levels. The goal was to level that out as much as possible. They activated their entire marketing campaign, but found that the digital marketing was especially impactful, as well as the use of their social media as more of a platform. They worked with PTOs, schools, and with family resource coordinators to help reach students. Both Spanish and English materials were available and bilingual staff are at Willamalane's sales counters, available to help answer questions.

Chase Newton discussed some of the challenges they faced with the 1PASS. One of the biggest challenges was the overwhelming demand for the pass. The first sale day presented long wait lines. They regrouped that night to adjust their delivery method and on the second day they had cut the wait time down by half. They will continue working to improve the 1PASS distribution and also to streamline some of the processes so that Eugene's and Willamalane processes are uniform.

Dave Collins added that previously they had received state funding to support and launch summer learning programs and they had learned a lot through community partnerships. The state did not continue funding that, but the District is committed to keeping it going and has set aside funds to ensure its continued success.

Director De Graff commended Willamalane for their programs, their transparency and in their communications through regular updates.

Director Hernandez thanked Willamalane. He enjoyed seeing just how happy all of the bilingual, at risk, and those with disabilities students were with their 1PASS.

Chair light stated that he believes the 1PASS program underscores the power of partnership. He thinks the program is too important for the State not to be involved in building the program out to the extent that it can be.

B. Save the date: OSBA Annual Convention , November 10-11, 2023, Portland

Superintendent Hamilton announced that the Fall Conference will be approaching quickly. The Lodging opens up around Labor Day. He urged them to get in on the queue to arrange hotel reservations and asked Board members to hold the date for November 10th - 11th, 2023. More information would soon be made available.

Chair Light added to the calendar the National School Board Association National Conference, held in New Orleans on April 6th - 8th, 2024.

C. Superintendent Communication

Superintendent Hamilton expressed great appreciation to Willamalane and all those involved in these tremendous programs. He added that people at the conferences are always in awe of the Team Springfield partnership (Willamalane, City of Springfield, Springfield Utility Board and Springfield Public Schools).

He declared that it is truly a special and successful relationship. School supervisors, administrators and confidential employees returned to work on July 31, 2023. Early Career teachers and new teachers to the District will begin next week.

- Next Wednesday night at Lively Park, the Springfield Summer Celebration will be held.
- October 7, 2024 the fundraiser "SEF Night of 11,000 Stars" will be held.

Mr. Hamilton thanked all who were able to make the recent conference. They had some good discussions on how they can continue to make Springfield a great place.

D. Board Communication

Chair Light shared that he would like to figure a way, that as a Board they can become more proactive in determining future agenda items. Any information that Board members can send forward is helpful in planning future meetings. He attended the conference, taking in functional workshops. He enjoyed a dynamic conversation around the importance of community engagement. Mr. Light attended the Springfield Drifters game and found the stadium to be an amazing facility and an amazing partnership.

He noted that it was apparent from the last regular meeting in June, that the Board needs to change the Public Comment procedure and update and revise the meeting brochure to help people navigate the new terrain. He would like to have a short Board Retreat since they have two new members. In conclusion, he stated that the publication "Education Week" addresses many of the hot topic issues in

education from around the nation. He felt it would be beneficial for professional development and would like to discuss obtaining a subscription for the Board. It is also available in digital content.

Director Hernandez shared that he had also attended the conference and enjoyed the workshops.

Director Kohl shared that he liked Chair Light's thought on being proactive toward meeting preparations. He noted that it is helpful to have a guideline, to know what are regular events and agenda items so that they are able to build on those.

Director De Graff shared that she had attended the OSB Summer Conference. She attended four workshops and enjoyed them all, but enjoyed Oregon's Literacy Framework workshop the most. Ms. De Graff will be attending the November conference. She remarked, there were too many good workshops and information that she just did not have the time to take them all in during the course of one weekend. She valued the making of connections with the rest of the Boards, Brett Yancey and Superintendent Hamilton the most.

Vice Chair Mason shared that she appreciated the opportunity to get together with other board members and chat, in addition to attending a few sessions. Her highlight was in meeting the many newly elected board members and to network with neighboring districts.

8. NEXT MEETINGS

August 28, 2023 Board Work Session at 5:30 p.m.
September 11, 2023 Board Business Meeting at 7:00 p.m.

Chair Light thanked everyone for attending.

8. ADJOURNMENT

With no other business, Chair Light adjourned the meeting at 8:45 p.m.

(Minutes recorded by Trenay Ryan, Lane Council of Governments (LCOG)

BOARD REPORT **September 11, 2023**

SPRINGFIELD PUBLIC SCHOOLS
2023-2024 Revenue/Expenditure Forecast
As of August 31, 2023
****Please see attached report****

REVENUES: *Due to the early nature of the school year, projections are preliminary and will likely change significantly over the course of the year.*

- Both current year and prior year tax collections are projected for 100% collection. To date there has been no current year or prior year tax revenue received, however the first tax payment is anticipated to be collected in November. 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 through the Oregon Department of Education. The district projects to receive approximately $86.4 million for the current year based on 2023-24 projected enrollment and the allocation designated by the Oregon Department of Education. As the district continues to decline in enrollment, these numbers may be adjusted over the course of the year.
- 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 $1.48 million in Common School Funds. To date the district has received $768,000 of anticipated funds.

EXPENDITURES: *Due to the early nature of the school year, projections are preliminary and will likely change significantly over the course of the year.*

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). The (conservative) current projection of 100% expenditures for salary related items.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 100% expended. This projection will change as the year advances.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends, however are shown at 100% expended at this early point in the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2023-2024 adopted budget.

- Fund transfers allocated during the 2023-24 budget process include $1.8 million (Co-Curricular Fund), $1.0 million (Instructional Materials Fund), $1.0 million (Technology Fund) and $431,896 (Debt Service Fund).

Additional Notes: For the 2023-2024 budget year the current estimate of ending fund balance is $10,322,238. Included in this number is the preliminary un-audited ending fund balance from the 2022-2023 fiscal year ($19,500,000). As with previous years, this is an early estimate and accounts for the assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2023-2024 REVENUE/EXPENDITURE FORECAST
as of
8/31/23

	BUDGET	ACTUAL through 08/31/23	ESTIMATED from 08/31/23 to year end	PROJECTED 2023-2024	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	31,518,746	0	31,518,746	31,518,746	100.00%
Property taxes - prior years	350,000	0	350,000	350,000	100.00%
Other local sources	767,000	72,087	694,913	767,000	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	86,231,208	21,058,520	65,356,065	86,414,584	100.21%
Common School Fund	1,481,364	712,503	768,861	1,481,364	100.00%
Total revenues	120,538,318	21,843,110	98,878,584	120,721,694	100.15%
Beginning fund balance	18,299,843	19,500,000	0	19,500,000	106.56%
Total Beginning fund balance	18,299,843	19,500,000	0	19,500,000	106.56%
Total resources	138,838,161	41,343,110	98,878,584	140,221,694	101.00%
EXPENDITURES:					
Personal services	69,795,917	2,598,998	67,196,919	69,795,917	100.00%
Employee benefits	39,285,659	1,265,087	38,020,572	39,285,659	100.00%
Purchased services	9,805,590	906,735	8,898,855	9,805,590	100.00%
Supplies & materials	3,830,915	543,177	3,287,738	3,830,915	100.00%
Capital outlay	1,601,500	0	1,601,500	1,601,500	100.00%
Other objects	1,347,979	1,271,421	76,558	1,347,979	100.00%
Fund transfers	4,231,896	0	4,231,896	4,231,896	100.00%
Total expenditures	129,899,456	6,585,418	123,314,038	129,899,456	100.00%
Unappropriated	7,938,705	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	138,838,161	6,585,418	123,314,038	129,899,456	93.56%
Total resources		41,343,110	98,878,584	140,221,694	
Total appropriations		6,585,418	123,314,038	129,899,456	
Ending fund balance		34,757,692	(24,435,454)	10,322,238	
Less: contingency			0	0	
Net fund balance		34,757,692	(24,435,454)	10,322,238	

RESOLUTION #23-24.006 DATE: SEPTEMBER 11, 2023

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires and resignations. 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 and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

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

- New Hires
- Resignations

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	BAKKEN, MARY	TEMPORARY TEACHER	FT	08/29/2023	TEMPORARY HIRE FROM CLASSIFIED
2	COPELAND, ANGELA	PROBATIONARY 1	FT	08/29/2023	REHIRED
3	FORKISH, LISA	TEMPORARY TEACHER	PT	08/29/2023	NEW HIRE
4	HEACOCK, JEREMIAH	PROBATIONARY 1	FT	08/29/2023	REHIRED
5	HENRIKSEN, BROOKE	PROBATIONARY 1	FT	08/29/2023	NEW HIRE
6	IRONS-DESIENA, LUCY	PROBATIONARY 1	FT	08/29/2023	NEW HIRE
7	KURTZ, GEORGIA	PROBATIONARY 2	PT	08/29/2023	TEMPORARY TO PROBATIONARY 2
8	MORGAN, TIFFANY	PROBATIONARY 1	FT	08/29/2023	NEW HIRE FROM CLASSIFIED
9	REEVE, ALICE	PROBATIONARY 1	FT	08/29/2023	NEW HIRE
10	SILENCE, JOSEPH	TEMPORARY TEACHER	FT	08/29/2023	REHIRED
11	SKAGGS, CHENOA	PROBATIONARY 1	FT	08/29/2023	NEW HIRE FROM CLASSIFIED
12	STEVENS, HARMONY	PROBATIONARY 1	FT	08/29/2023	NEW HIRE
13	STRIETELMEIER, ANDREW	PROBATIONARY 1	FT	08/29/2023	NEW HIRE
14	WASSERMAN, DAVID	PROBATIONARY 1	FT	08/29/2023	NEW HIRE
14	WILSON, RAYNEE	PROBATIONARY 1	FT	08/29/2023	REHIRED

	RESIGNATIONS				
15	1753347	CONTRACT TEACHER	PT	08/28/2023	RESIGNED
16	1104180	CONTRACT TEACHER	FT	08/21/2023	RESIGNED
17	395625	CONTRACT TEACHER	FT	08/22/2023	RESIGNED
18	1076302	PROBATIONARY 2	FT	08/21/2023	RESIGNED

RESOLUTION #23-24.007 **DATE: SEPTEMBER 11, 2023**

TEACHER GROWTH AND EVALUATION HANDBOOK

RELEVANT DATA:

In an effort to continue refining processes by which certified staff are evaluated, district staff provided information to the Springfield School Board for first read on August 14, 2023 regarding changes to the Teacher Growth and Evaluation Handbook that were agreed upon between teacher and administrator representatives of the Growth and Evaluation Committee.

The district now submits the updated Teacher Growth and Evaluation Handbook for your approval, in accordance with Senate Bill 290.

RECOMMENDATION:

It is recommended that the Board of Directors approve the updated Teacher Growth and Evaluation Handbook as presented.

SUBMITTED BY:

Dustin Reese
Director of Human Resources

RECOMMENDED BY:

Todd Hamilton
Superintendent

Teacher Growth and Evaluation Handbook

A comprehensive system of growth and evaluation designed to support best practice in teaching and learning

Updated: ~~***November 28, 2014***~~ ***September 11, 2023***

Springfield Public Schools
Teacher Evaluation System

In 2011, the legislature passed SB 290 and the Oregon State Board of Education adopted OAR 581-022-172, strengthening teacher and administrator evaluation systems in Oregon. Both state law and the ESEA Flexibility Waiver require that each district, in collaboration with its local teacher association and administrator group, align their current teacher evaluation systems to the new requirements by July 1, 2013. In the fall of 2012, a team of teachers and administrators from Springfield came together to study the new requirements and to refine the current system as needed, keeping the strong foundation created in 2008. Springfield Public Schools in partnership with the Springfield Education Association chose to continue with Charlotte Danielson's Framework for Teaching Standards as the basis of our evaluation system, which is aligned to the Model Core Teaching Standards adopted by the State Board of Education in 2011. After the revisions were completed, a group of teachers and administrators volunteered to pilot the new elements.

In 2023, teachers and administrators formed a Growth and Evaluation Committee to review timelines and expectations within the growth and evaluation process. In September 2023, Springfield Public Schools modified growth and evaluation timelines and timelines for the performance improvement processes for probationary and contract teachers.

In Springfield, teaching and learning is the heart of everything we do. It is our vision to provide excellent instruction for all of our students every school year throughout their career in Springfield schools. This evaluation system will help achieve that vision. It is designed not only to evaluate teacher performance (accountability) but also to improve performance (growth) by providing many examples, models, and definitions of excellent instruction. The goal of our system is to support each teacher to reach Proficient in all standards so that all of our students can become graduates with bright and successful futures.

~~**2012-2013 Teacher Evaluation Team**~~

~~Anne Goff~~
~~Jim Keegan~~
~~Judy Svoboda~~
~~Melissa Montgomery~~
~~Lynn Lary~~
~~Erica Pifer~~
~~Josh Jordan~~
~~Kevin Rowan~~
~~Mike Riplinger~~
~~Dawn Strong~~

~~**2012-2013 Pilot Member**~~

~~Jim Keegan~~
~~Deanna Jacobson~~
~~Carrie Carpenter~~
~~Melissa Glover~~
~~Sherrill Olson~~
~~Erica Pilfer~~
~~Kevin Rowan~~
~~Brandi Starck~~
~~Chad Towe~~
~~Brooke Wagner~~
~~Amanda Greene-Chacon~~
~~Deanna Brown~~
~~Meg Dean~~
~~Jeff Mather~~
~~Annette Peters~~
~~Mike Riplinger~~
~~Brett Sauer~~
~~Elly Steinbaugh~~
~~Jim Tyser~~
~~Kim Winkleman~~

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Springfield Teacher Evaluation System Required Elements

We are committed to providing the best educational program for all of our students. We also believe that appraisal of performance is based on a cooperative spirit, open communication, and joint responsibility. Our system recognizes strengths and provides a means of support and improvement for the growth of all teachers.

Educator evaluation and support systems in Oregon must include the following five elements:

1. Standards of Professional Practice
2. Differentiated (4) Performance Levels
3. Multiple Measures
4. Evaluation and Professional Growth Cycle
5. Aligned Professional Learning

Element 1: Standards of Professional Practice

The standards of professional practice are the cornerstone of an evaluation system. Professional standards outline what teachers should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world.

Springfield's previous evaluation system was based, in large part, on Charlotte Danielson's, "Framework for Teaching" (2007). In the revision, the evaluation team chose to adopt Charlotte Danielson's, "Framework for Teaching" (2011) as the standards for which teachers are to become proficient. The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting student learning. Danielson's Framework encompasses the state adopted model standards (InTASC) and is designed around the following four domains:

I. Planning and Preparation
II. The Classroom Environment
III. Instruction
IV. Professional Responsibilities

The following domains of teaching, as developed by Charlotte Danielson, contain researched-based performance standards that define best practice in the teaching profession.

Planning and Preparation

Teachers' plans are based on extensive content knowledge and understanding of students and are designed to engage students in significant learning. All aspects of the teacher's plans include instructional outcomes, learning activities, materials, resources, and assessment, are in complete alignment and are adapted as needed for individual students.

1. Knowledge of Content and Pedagogy
2. Demonstrating Knowledge of Students
3. Setting Instructional Outcomes
4. Demonstrating Knowledge of Resources
5. Designing Coherent Instruction
6. Designing Student Assessments

The Classroom Environment

The classroom environment functions smoothly, with highly positive personal interactions, high expectations, and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.

1. Creating an Environment of Respect and Rapport
2. Establishing a Culture for Learning
3. Managing Classroom Procedures
4. Managing Student Behavior
5. Organizing Physical Space

Instruction

All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussion, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.

1. Communicating with Students
2. Questioning and Discussion Techniques
3. Engaging Students in Learning
4. Using Assessment in Instruction
5. Demonstrating Flexibility and Responsiveness

Professional Responsibilities

The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities.

1. Reflecting on Teaching
2. Maintaining Accurate Records
3. Communicating with Families
4. Participating in a Professional Community
5. Growing and Developing Professionally
6. Showing Professionalism

Element 2: Differentiated (4) Performance Levels

Teachers' performance levels on the standards of practice are identified below.

1 - **Does Not Meet Standard:** Performs below the expectations for satisfactory performance under an identified standard; requires direct intervention and support to improve practice.

2 - **Progressing Toward Standard:** Making sufficient progress toward meeting this standard; meets expectations for satisfactory performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth.

3 - **Meeting Standard/Proficient:** Consistently meets expectations for satisfactory performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional development.

4 - **Exceeding Standard/Exemplary:** Consistently exceeds expectations for satisfactory performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

The expectation for performance is that at a minimum – teachers will perform at the "Progressing toward Standard" level. Any area(s) where the teacher performs at the "Progressing toward Standard" level will be targeted areas for professional goal setting. Any areas marked at the "Does Not Meet Standard" level will be required area(s) of focus in supervisor Directed Goals.

You will find the complete rubric of standards and performance levels in Appendix C (page 20).

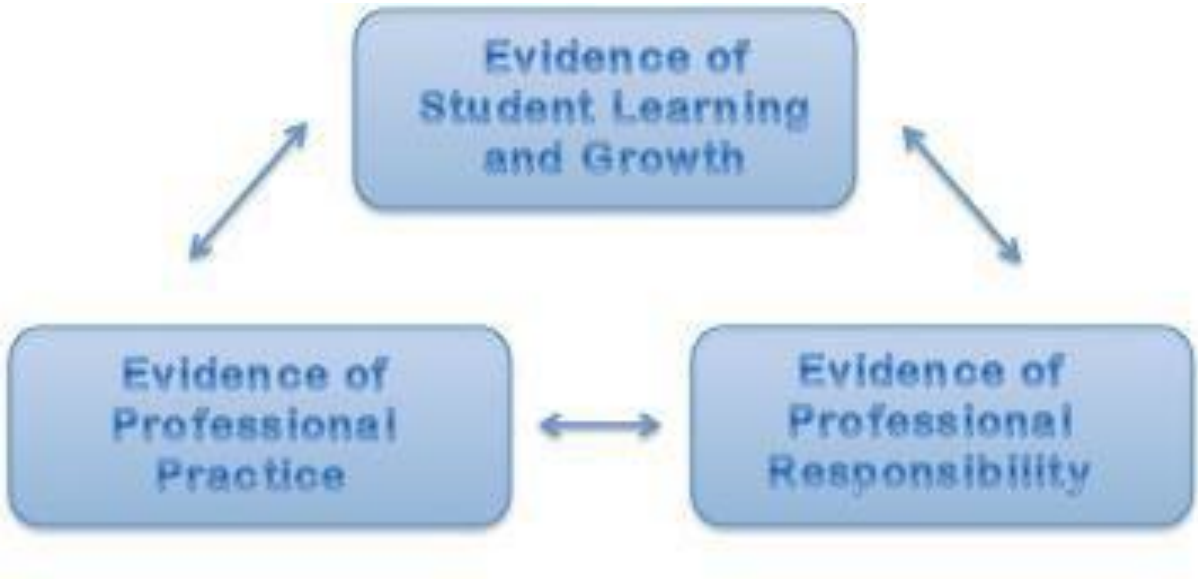
Element 3: Multiple Measures

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, grounded in the standards of professional practice. Multiple measures provide a more comprehensive view of the teacher's practice and contribution to student growth.

Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs an teacher's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

All teachers will be evaluated using measures from each of the three categories identified in the following graphic. These categories are interdependent and provide a three dimensional view of teacher practices. Evaluators will look at evidence from all three categories of evidence to holistically rate teacher performance.

Categories of Evidence for Multiple Measures



Professional Practice

This component relies on evaluator observation and resulting evidence related to Domains 1 through 3. The Oregon Framework defines this component as the standard that provides evidence of the quality of a

teacher's planning, delivery of instruction, and assessment of student learning. **Teachers must have at least two pieces of evidence for measuring professional practice.**

Evidence of this component is collected through the following:

- *Classroom Observation*
  - Evaluators' observations, documentation, and feedback on teacher's instructional practices, both formal and informal.
- *Artifacts of Teaching and Learning*
  - Examples: Lesson plans, evidence of differentiated tasks, student assignments, teacher developed assessments, curriculum design, scope and sequence, student work.
  - See Appendix B for Artifact List

Professional Responsibilities

This component reflects evidence of the teacher's progress toward his or her professional goal, contributions to school wide goals and the standards in Domain 4. Each teacher will develop a Professional Goal, which is based on feedback from the previous year's Summative Evaluation and their Self-Reflection Assessment. Teachers must have at least two pieces of evidence for measuring Evidence-based measures include the following:

- *Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent and student surveys, meetings, record keeping, portfolios, building and district level leadership teams/committees.*

Peer collaboration is highly encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluations.

Student Learning and Growth Goals (SLG/SLGG)

Teachers will develop **two** Student Learning and Growth Goals (SLGs) each school year. Teachers, in collaboration with their evaluator, will set goals aligned to state standards for their students, and use assessments to measure progress toward goals.

Setting SLG goals is a collaborative process in which teachers and evaluators enter into a conversation to create rigorous, yet realistic goals that examine the teacher's impact on student learning and growth. The teacher and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standard(s) addressed, appropriate evidence-based strategies, and quality of assessments and evidence. Goals originate with the teacher after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

- *How was the baseline data used to inform the growth goal?*
- *How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?*
- *Are the expectations for growth rigorous yet realistic?*
- *How will this goal address student needs?*
- *How will goal attainment help the student succeed in this class/course or future class/course?*

Teachers are encouraged to collaborate with other teachers to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for teachers could take various forms:

- *A team of teachers responsible for the same grade and/or content (e.g. 9th grade English or 4th grade team) writes a team-level goal with each teacher only accountable for their individual intact group of students.*
- *A team of teachers who share students between classrooms (e.g., RtI, Walk to Read), write a team-level goal where teachers are accountable for all students.*
- *An individual teacher accountable for an intact group of students writes a classroom or course-level goal in collaboration with their evaluator.*

Student Learning and Growth Goal Setting Process

Teachers review student performance data and create goals that measure the learning of all students. Although the SLGs must include all students, the criteria to measure growth may differ among subgroups of students. Goals span a school year or complete course of study. A course is considered a content and/or grade-specific class). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

Teachers will establish at least two student-learning goals and identify strategies and measures that will be used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal:

- *Teachers who are responsible for student learning in tested subjects and grades, math and language arts in grades 3- 8 and 11, must use a Category 1 state assessments for one of their SLG goals. They will develop a second SLG that may be measured using Category 1 or 2 indicators (**Table 1**).*
- *Teachers in non-state tested areas will use measures that are valid representations of student learning from Category 2 indicators.*

Table 1. Categories of Measures for Student Learning and Growth Goals

Category	Types of Measures	Guidance

1	• Oregon's state assessments
	  ○ SMARTER Balanced (formerly OAKS)
	  ◦ Extended Assessments[1]
		• Same assessment and administration guidelines are used statewide

2	• Commercially developed assessments that include pre-and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]

[1]Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

Teachers complete goal setting in collaboration with their evaluator and may include a grade-level or curricular team. During this process, the teacher and evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals. **SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction-oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked ***(Appendix F, page 37*)**.

Mid-year, each teacher will meet with his or her evaluator to discuss progress for each goal. Goals remain the same throughout the year, but strategies for attaining goals may be adjusted

Scoring Student Learning and Growth Goals

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of teachers' summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals, and to determine the teacher's impact on student learning and growth in the summative evaluation.

Once SLG goals are approved, teachers start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The teacher is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, teachers meet with their evaluator to review results.

Student Learning Goal Quality Review Checklist

Before SLG goals can be approved and used in an evaluation, they must meet all of the criteria listed in the table below. The checklist ensures the goals are complete for scoring, and will be used by the administrator in the approval process.

Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a "growth" goals v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

Student Learning Goal Rubric

The SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher. The scoring rubric is used to determine whether each student exceeded, met, or did not meet the target, and identifies the percentage of students in each category.

Element 4: Evaluation and Professional Growth Cycle

Teachers are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The cycle is collaborative and provides an ongoing opportunity for feedback and professional conversations. The focus is on improving effectiveness.

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

A common vision, identified professional standards, and a research-based performance rubric (Danielson's Framework for Teaching) provide the foundation for common expectations, academic language and understanding. A common language empowers the voice of both the teacher and evaluator.

STEP 1: Self-Reflection & Assessment

- Based on standards of professional practice, the first step in the evaluation cycle is self-reflection. The teacher reflects on and assesses his/her professional practice and completes the self-evaluation rubric.

STEP 2: Goal Setting: Student Learning and Growth Goals and Professional Growth Goal

- The teacher identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The teacher sets both a professional growth goal and two student learning and growth goals.

STEP 3: Observation, Collection & Analysis of Data

- The teacher and evaluator collect evidence using multiple measures regarding Student Learning and Growth, Professional Practice, and Professional Responsibilities to inform progress throughout the process of the evaluation cycle.

    - *STUDENT LEARNING AND GROWTH*
      All Oregon school districts are required to use the State of Oregon's SLG Quality Review Checklist and the SLG Scoring Rubric to determine the teacher's impact on student learning and growth.

    - *PROFESSIONAL PRACTICE*
      Formal observations, drop-in observations, and artifacts of teaching and learning will serve as evidence. The components of Domains 1, 2 and 3 are included in Professional Practice.

    - *PROFESSIONAL RESPONSIBILITIES*
      The teacher will reflect on and assess their professional practice and analyze the learning and growth needs of theirs students in preparation for goal setting. The components of Domain 4 are included in Professional Responsibilities.

  The Evaluation and Professional Growth Cycles for Probationary 1-3, Contract-Summative, and Contract-Formative teachers can be found on pages 12.

STEP 4: Mid-Year Student Learning & Growth Goals Review

- A formative assessment occurs around the midpoint of the evaluation cycle. During the formative assessment the evaluator and teacher review the progress toward the SLGs. This conversation is an opportunity for the teacher and evaluator to not only monitor progress, but to make adjustments to strategies and determine professional learning needs.

STEP 5: Summative Evaluation

- The summative evaluation is the culmination of multiple classroom drop-in observations and/or formal observations, reflections, and professional involvement. All teachers will collect evidence throughout the year to be used in the summative evaluation process that demonstrates progress toward reaching their professional and student learning goals. The evaluator assesses the teacher's performance against the standards of professional practice, attainment of student learning goals, and attainment of the professional growth goal. The summative evaluation is the springboard that leads the teacher into a new cycle as well as guides future goal setting.

- Beginning in the 2014-15 school year, all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan (Facilitative, Collegial, Consulting, Directed) and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Statewide Components of the Oregon Matrix

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

Y-A xis: Professional Practice and Professional Responsibilities (PP/PR)
First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:
   3.6 - 4.0 = 4 PP/PR
   2.81-3.59 =3 PP/PR
   1.99 – 2.8 = 2 PP/PR*
   < 1.99 = 1 PP/PR
5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

X-Axis: Student Learning and Growth (SLG)
After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. All educators will set two SLG goals annually. Educators on a two-year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 /11) and administrators must use Category 1 for one goal.* The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric. See *Guidance for Setting SLG Goals* for templates and tools to set and score SLG goals http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slgg-guidance.doc

***PP/PR Scoring Rule**: If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99- 2.499, the educator's performance level cannot be rated above a 1.

The evaluator will use the following thresholds to determine X-Axis performance level:

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score:	You could score:	You could score:	You could score:
• 4 on both goals	• 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal	• 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal	• 1 on both goals, or • 1 on one goal & 2 on one goal

Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

- **Facilitative Growth Plans** - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
- **Collegial Growth Plans** - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
- **Consultative Growth Plans** - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
- **Directed Growth Plans** - The evaluator directs the educator's Professional Growth Plan/professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure

The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

Inquiry Processes

SLG Inquiry:
In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level.
With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances that may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

PP/PR Inquiry:
To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level.
With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need

- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

Element 5: Aligned Professional Learning.

The primary focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform teachers of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth needs. High quality professional learning is sustained, focused and relevant to the teacher's goals and needs. All teachers shall have opportunities for professional growth not only those whose evaluation ratings do not meet standards.

The Talent Ed Perform (TED) system allows us to extract data to inform common professional growth needs among teachers. An annual review of this data by the district level leadership team will allow us to focus development efforts most efficiently.

In an effort to meet the needs identified through our evaluation system, we will rely upon teacher leaders, principals, district and other appropriate specialists to provide targeted support. The Early Release Friday Seminars for K-8 and the Late Start Seminars for high schools are one method the district uses to provide job embedded professional development time for targeted support to occur.

APPENDICES

Appendix A: Teacher Evaluation Cycle and Timelines

Evaluation Cycle Summary Timelines

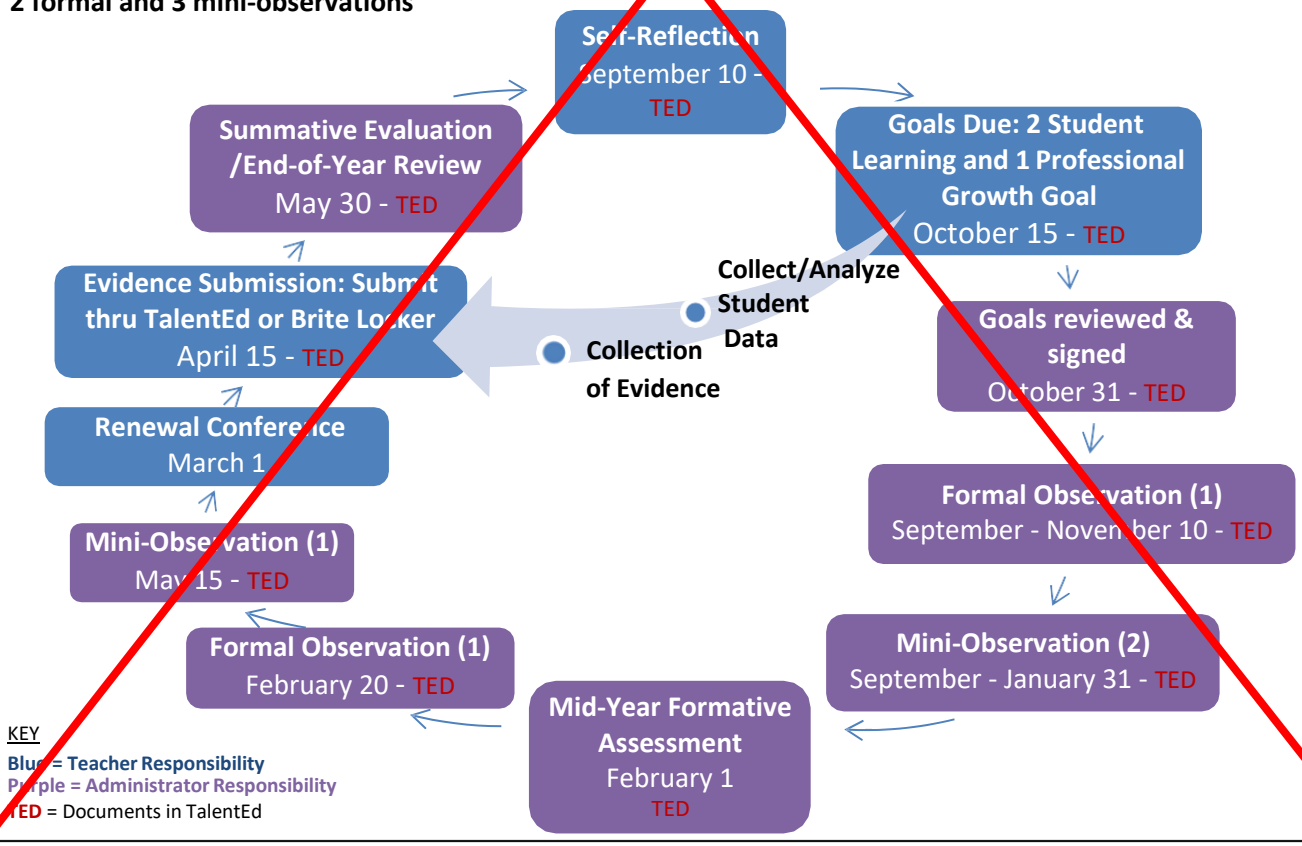
	Probationary Teachers Years 1-3	**Contract Teachers (On-Cycle) Summative Evaluation**	**Contract Teachers (Off-Cycle)**
September 30	Self-reflection and assessment completed	Self-reflection and assessment completed	Self-reflection and assessment completed
October 31	Goals reviewed with building administrator (1 professional goal and 2 student learning and growth goals)	Goals reviewed with building administrator (1 professional goal and 2 student learning and growth goals)	Goals reviewed with building administrator (1 professional goal and 2 student learning and growth goals)
November 15	Formal observation #1 (w/opportunity to respond)		
January 15		Formal observation (w/opportunity to respond)	
February 1	Mid-year check-in and review of data	Mid-year check-in and review of data	
March 1	Formal observation #2 (w/opportunity to respond)		
May 1	Evidence submission due to building administrator	Evidence submission due to building administrator	
May 15		Mini-observation (w/opportunity to respond)	
End of School Year	Summative evaluation meeting End-of- year review	Summative evaluation meeting End-of- year review	

~~Probationary Teachers' (1-3) Evaluation Cycle~~

TEACHER EVALUATION CYCLE TIMELINES
Probationary (1-3) Teachers' Evaluation Cycle

- Self-Reflection & Assessment by **September 10**
- Goal Setting by **October 15**
  - Development of 2 Student Learning Goals
  - Development of 1 Professional Goal
- Goals reviewed with and signed by building administrator by **October 31**
- Collection of Evidence/Artifacts **throughout cycle**
  - Professional Practice: Danielson Domains 1-3
  - Professional Responsibilities: Danielson Domains 4
  - Student Learning and Growth: **Student Learning and Professional Growth Goals**
- Minimum of 2 Formal Observations
  - 1 prior to **November 10**
  - 1 prior to **February 20**
- Minimum of 3 mini-observations 15 to 25 minutes in length
  - 2 prior to **January 31**
  - 2 prior to **May 15**
- Collaborative Mid-Year Formative Assessment and data review by **February 1**
- Evidence submission to building administrator by **April 15**
- Summative Evaluation/End-of-Year Review by **May 30**

Probationary 1 -3 Evaluation Cycle:
2 formal and 3 mini-observations



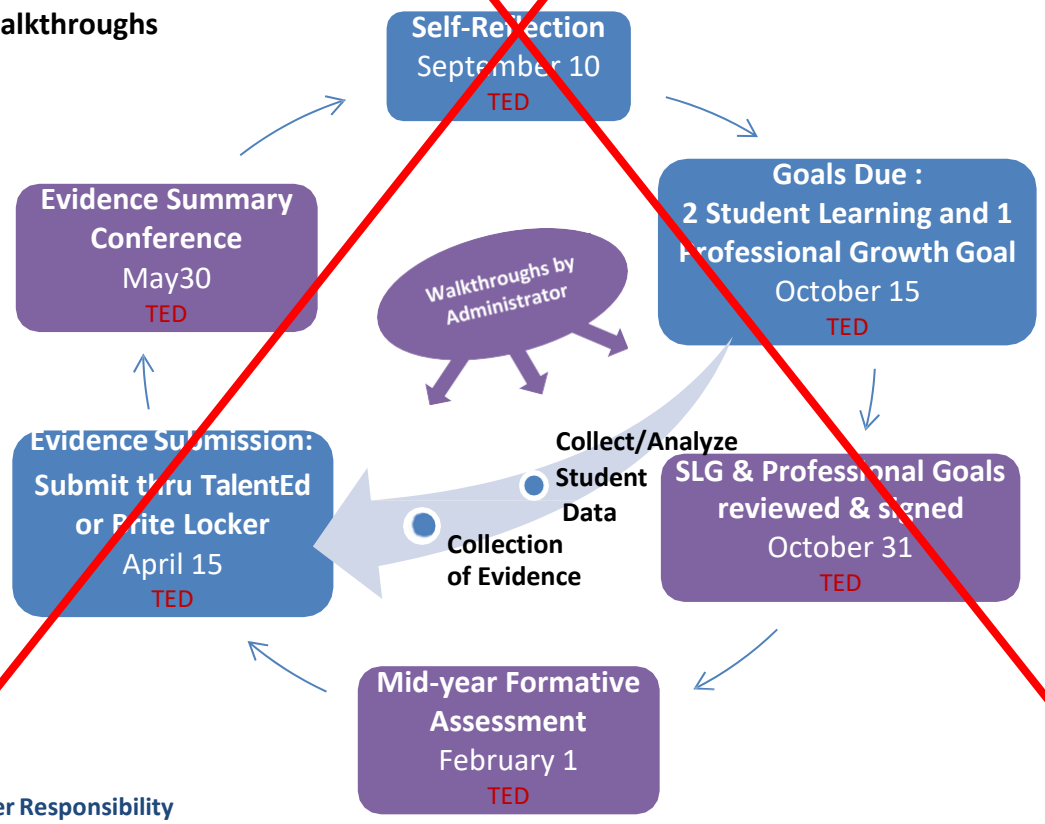
~~Formative Teachers' Evaluation Cycle~~

TEACHER EVALUATION CYCLE TIMELINES

Contract Formative Teachers Evaluation Cycle

- Self-Reflection & Assessment by **September 10**
- Goal Setting by **October 15**
  - Development of 2 Student Learning Goals
  - Development of 1 Professional Goal
- Goals reviewed with and signed by building administrator by **October 31**
- Collection of Evidence/Artifacts **throughout cycle**
  - Professional Practice: Danielson Domains 1-3
  - Professional Responsibilities: Danielson Domains 4
  - Student Learning and Growth: **Student Learning and Professional Growth Goals**
- No formal observations are required but may be conducted at the request of the administrator or teacher
- Informal Walkthroughs at the discretion of the administrator throughout the cycle
- Collaborative Mid-Year Formative Assessment and data review by **February 1**
- Evidence submission to building administrator by **April 15**
- Evidence Summary Conference by **May 30**

Contract Teacher Formative Evaluation Cycle: Informal Walkthroughs



KEY

Blue = Teacher Responsibility

Purple = Administrator Responsibility

TED = Documents in TalentEd

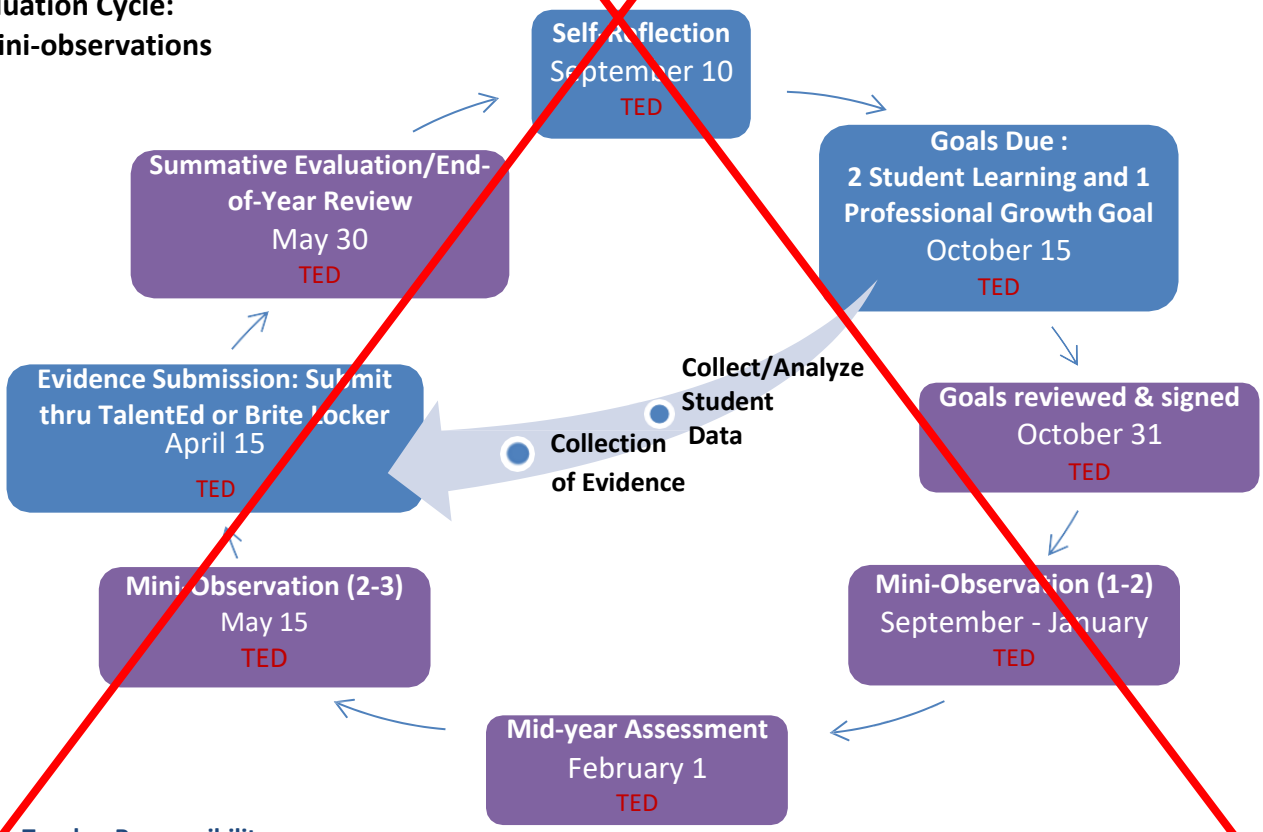
~~Summative Teachers' Evaluation Cycle~~

TEACHER EVALUATION CYCLE TIMELINES

Contract Summative Teachers' Evaluation Cycle

- Self-Reflection & Assessment by **September 10**
- Goal Setting by **October 15**
  - Development of 2 Student Learning Goals
  - Development of 1 Professional Goal
- Goals reviewed with and signed by building administrator by **October 31**
- Collection of Evidence/Artifacts **throughout cycle**
  - Professional Practice: Danielson Domains 1-3
  - Professional Responsibilities: Danielson Domains 4
  - Student Learning and Growth: **Student Learning and Professional Growth Goals**
- No formal observations are required but may be conducted at the request of the administrator or teacher
- Minimum of 4 mini-observations 15 to 25 minutes in length
  - 2 prior to **January 31**
  - 2 prior to **May 15**
- Collaborative Mid-Year Formative Assessment and data review by **February 1**
- Evidence submission to building administrator by **April 15**
- Summative Evaluation/End-of-Year Review by **May 30**

Contract Teacher Summative Evaluation Cycle: 4 mini-observations



KEY

Blue = Teacher Responsibility

Purple = Administrator Responsibility

TED = Documents in TalentEd

Evaluation Cycle Summary Timelines

	Probationary Teachers Years 1-3	Contract Teachers Summative Year	Contract Teachers Formative Year
September 10	Self-reflection and assessment completed	Self-reflection and assessment completed	Self-reflection and assessment completed
October 15	Goals submitted (1 professional goal and 2 student learning and growth goals)	Goals submitted (1 professional goal and 2 student learning and growth goals)	Goals submitted (1 professional goal and 2 student learning and growth goals)
October 31	Goals reviewed and signed by administrator	Goals reviewed and signed by administrator	Goals reviewed and signed by administrator
November 10	1st formal observation completed		
January 31	2 mini-observations completed	2 mini-observations completed	Informal walk-throughs
February 1	Mid-year conference completed: **December 10**	Mid-year conference completed	Mid-year conference completed
March 15	2nd formal observation completed: **February 20**		Informal walk-throughs
April 15	Goal evidence submitted to administrator	Goal evidence submitted to administrator	Goal evidence submitted to administrator
May 15	3rd mini-observation completed	3rd and 4th mini-observations completed	
May 30	Summative evaluation/End-of-year review completed	Summative evaluation/End-of-year review completed	Evidence Summary Conference completed

*Timelines may be modified as needed

Appendix B: Evidence and Artifacts

Definition of Evidence

Evidence is defined as factual information that adequately and appropriately provides proof of a teacher's proficiency in teaching. Evidence must be adequate, that is substantial and/or ample enough to be credible and appropriate, and that is relevant to and congruent with the standard.

Developing a plan to gather evidence for the April 15 ***Evidence Submission*** requires that the supervisor and teacher consider the following questions:

- How can the teacher provide evidence of his/her skill in the different components of teaching?
- Which standards are demonstrated through classroom interaction and observation, and which require additional, or alternate, evidence?
- If measures of student learning were to be included, what would count as evidence, and how can the evidence be collected in an equitable manner?
- What sources of information are possible?

Suggested Sources of Evidence

- **Classroom Observation**
  A classroom observation is the best setting in which to witness essential aspects of teaching.
- **Digital Recordings**
  A digital recording of a class can provide much of the same information as a classroom observation.
- **Teacher Self-assessment**
  The act of self-assessment requires reflection, an activity documented through research to yield professional learning and growth. As a source of information, self-assessment can add much to the dialogue regarding the quality of teaching.
- **Structured Reflection**
  A structured reflection is a formal analysis of a teacher's teaching practices. When systematically reviewed and committed to writing, the structured reflection is a rich source of professional growth.
- **Planning Documents**
  Unit plans and individual lesson plans provide evidence of long-range and short-term planning. Planning documents that provide appropriate and adequate evidence have the following characteristics:

  a. Short-term and long-range plans are goal directed;
  b. Represents learning that is relevant and essential to a discipline;
  c. Incorporates elements of active learning;
  d. Includes strategies for assessment of student learning;
  e. Reflects the levels of learning and backgrounds of students.

- **Parent and Community Communications**
  Class newsletters, curriculum outlines for back-to-school night, student progress reports, logs of parent contacts, notes from parent conferences, and information regarding a planned school excursion are all examples of evidence of a teacher's skill in communicating with families.
- **Logs of Professional Development Activities and School or District Projects**
  Logs, supplemented by artifacts like conference programs or documents produced by a committee

provide important evidence of teachers' active engagement in the professional life of the school or district and their commitment to their own professional growth.

- **Samples of Student Work or Other Evidence of Student Learning**
  To be considered as substantial and viable evidence, the following guidelines need to be observed:
  a. Work samples need to represent the full range of student ability and skill in a class.
  b. Work samples should be collected over time from the same students to demonstrate growth in skill and conceptual learning.
  c. Work samples need to be accompanied by a brief commentary by the teacher.

- **Student, Parent, or Colleague Feedback**
  Preparing, administrating and analyzing feedback from student and parent surveys can provide additional evidence of how the teacher's performance is viewed from multiple perspectives. Surveys can provide powerful feedback to teachers unavailable from any other source.

Teaching Artifacts

Artifacts are indicators of a teacher's professional practice, and are developed or selected by teachers to facilitate the instructional/learning process. Artifacts provide evidence not only of classroom life and the teacher's thinking, but also of the teacher's skill in planning. In addition, they demonstrate how the teacher has adapted assignments to meet the needs of individuals or groups of students within the class

The artifacts on the following list are intended as examples. There is no expectation that these specific artifacts be provided to the evaluator. Practitioners may wish to provide evaluators with artifacts that are not on this list. Some artifacts, although listed in only one domain, may be evidence of practice in others as well.

- *Domain 1 – Planning and Preparation*
  - Modifications of assessments/assignments/lessons for SPED, ELL, Gifted (recognize IEPs, 504s)
  - Anecdotal records on students
  - Pre/post assessments that drive planning
  - Rubric samples/valuable concepts reflected in lesson plans
  - Differentiating assignment/compacting
  - Notes on collaboration with grade level teams
  - Daily essential questions/goals/objectives
  - Collaboration with other practitioners on shared students
  - Grouping based on pre-tests
  - Student designed/teacher created rubrics
  - Curriculum maps showing scaffolding and/or aligned with standards
  - Differentiated questioning levels to accommodate student abilities
  - Collegial planning evidence/outcomes
  - Agenda/minutes of training for assistants

- *Domain 2 – Classroom Environment*
  - *Incentive/reward plans*

- *Bulletin boards, displays of student work*
- *Seating chart*
- *Physical layout of room*
- *Diagram/photographs of room*
- *Daily, weekly routine, schedules*
- *Examples of classroom management plan*
- *Anecdotal records of student sharing*
- *Notes on behavioral intervention*
- *Examples of cooperative group activities*
- *Modeling appropriate classroom behavior*
- *Positive feedback to and from students (certificates, notes)*
- *Learning objectives for unit/lesson*
- *Content relevant posters*
- *Learning stations*
- *Transition strategies (music, saying, clapping, lights, etc.) used in class*
- *Plans for instructional assistants and volunteers*
- *Individual student schedules (differentiated routines)*
- *Time management supports (timers, write on board, lights, etc.)*
- *Notes on strategies for students (editing strategies, organization strategies)*
- *Use of building-wide supports such as PBIS, rewards, referral process*
- *Class meetings, community-building strategies*

- *Domain 3 – Instruction*
  - *Student achievement data*
  - *Classroom observations*
  - *Student work samples*
  - *Units of study*
  - *Video/audio records of student performance*
  - *Extension and enrichment activities*
  - *Modifications/Differentiation samples*
  - *Examples of written feedback*
  - *Copies of quizzes, tests, assignments*
  - *Examples of journaling and autobiographies*
  - *Examples of student projects*
  - *Examples of objectives and goals, clear expectations*
  - *Conferencing notes*
  - *Class meeting notes*
  - *Video taped instruction/interactions with students*
  - *Examples of blogging, podcasting through practitioner's website*
  - *Examples of syllabus with expectations*
  - *Examples of assignment guides (mini-syllabus)*
  - *Creation of leveled groups based on pre and post assessment*
  - *Examples of on the spot re-teaching*

- *Domain 4 – Professional Responsibilities*
  - *Specific report card comments*
  - *Progress monitoring data and plans changed based on progress*
  - *Attendance, grades, conference forms, report cards, anecdotal records,*
  - *Notes/information from committee meetings, team/grade level meetings*
  - *Hand-outs/notes on continued professional development (conferences, workshops)*
  - *Participation log of activities in professional organizations*
  - *Log of tutorials used for technology or other educational purposes*
  - *Notes from site visits to other institutions*
  - *Notes/meeting log from working collaboratively with colleagues*
  - *Logs of participation in after school activities (i.e. Bingo Night, curriculum night, family night)*
  - *Examples interaction/participation in the Springfield Education Association*
  - *Noted parent feedback based on teacher/student performance*
  - *Examples of providing extra support to students outside of assigned school hours*
  - *Examples of advocacy – attendance of PTO/PTAC, Board meetings, student events to present or support programming*
  - *Promptness in meeting deadlines (i.e. IEP), timelines, meeting prep*

Domain 1: Planning and Preparation

	Does Not Meet Standard	Developing Towards Standard	Meets Standard/Proficient	Exceeds Standard/Exemplary
1.a. Knowledge of Content and Pedagogy	*In planning and practice, teacher makes content errors or does not correct errors made by students.*	*Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.*	*Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.*	*Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.*
	Teacher's plans and practices display little understanding of prerequisite relationships important to student's learning of the content.	*Teacher's plans and practice indicate some awareness of the prerequisite relationships, although such knowledge may be inaccurate or incomplete.*	*Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.*	*Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures to ensure understanding.*
	Teacher displays little or no understanding of the range of pedagogical approached suitable to student's learning of the content.	*Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.*	*Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.*	*Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline, anticipating student misconceptions.*
1.b. Demonstrating Knowledge of Students	*Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.*	*Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and obtains this knowledge about the class as a whole.*	*Teacher understands the active nature of student learning and obtains information about levels of development for groups of students.*	*Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.*

			The teacher also purposefully seeks knowledge from several sources of students' background, cultures, skills, language proficiency, interests, and special needs and obtains this knowledge about groups of students.	
1.c. Setting Instructional Outcomes	*Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.*	*Outcomes represent moderately high expectations and rigor.*	*Most outcomes represent rigorous and important learning in the discipline.*	*All outcomes represent rigorous and important learning in the discipline.*
	Outcomes are stated as activities rather than as student learning.	*Some reflect important learning in the discipline and consist of a combination of outcomes and activities.*	*All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.*	*The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.*
	Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	*Outcomes reflect several types of learning but teacher has not made an attempt at coordination or integration.Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.*	*Outcomes reflect several different types of learning and opportunities for coordination.Outcomes take into account the varying needs of groups of students.*	*Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.Outcomes take into account the varying needs of individual students.*
1.d. Demonstrating knowledge of Resources	*Teacher is unaware of school or district resources for classroom use, for the expansions of his or her own knowledge, or for students.*	*Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.*	*Teacher displays awareness of resources -- not only through the school and district but also through sources external to the school and on the Internet -- available for classroom use, for expansion of his or her own knowledge, and for students.*	*Teacher displays extensive knowledge of resources - not only through the school and district but also in the community, through professional organizations, universities, and on the internet - for classroom use, for the expansion of his or her own knowledge, and for students.*

1.e. Designing Coherent Instruction	*The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.*	*Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.*	*Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.*	*Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.*
	The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	*The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.*	*The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.*	*Learning activities are differentiated appropriately for individual learners. Instructional groups are varies appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.*
	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	*Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.*	*Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.*	*Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.*

1.f. Designing Student Assessments	*Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.*	*Some of the instructional outcomes are assessed through the proposed approach, but others are not.*	*Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.*	*Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.*
	Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.	*Assessment criteria and standards have been developed, but they are not clear.*	*Assessment criteria and standards are clear.*	*Assessment methodologies have been adapted for individual students, as needed.*
		Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	*Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.*	*The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.*
		Teacher intends to use assessment results to plan for future instruction for the class as a whole.	*Teacher intends to use assessment results to plan for future instruction for groups of students.*	*Teacher intends to use assessment results to plan for future instruction for individual students.*

Domain 2: The Classroom Environment

	Does Not Meet Standard	Developing Towards Standard	Meets Standard/Proficient	Exceeds Standard
2.a. Creating an Environment of Respect and Rapport	*Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.*	*Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.*	*Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher.*	*Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth, and caring and sensitivity to students as individuals.*
	Interactions are characterized by sarcasm, put-downs, or conflict.	*Students rarely demonstrate disrespect for one another.*	*Interactions among students are generally polite and respectful.*	*Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class.*
	Teacher does not deal with disrespectful behavior.	*Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.*	*Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.*	*The net result of interactions is that of connections with students as individuals.*
2.b. Establishing a Culture for Learning	*The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment in student energy into the task at hand. Hard work is not expected or valued.*	*The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate they are interested in completion of a task rather than quality.*	*The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.*	*The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.*

	Medium or low expectations for student achievement are the norm, with high expectation for learning reserved for only one or two students.	*The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.*	*The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.*	*The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.*
2.c. Managing Classroom Procedures	*Much instructional time is lost through inefficient classroom routines and procedures.*	*Some instructional time is lost through only partially effective classroom routines and procedures.*	*There is little loss of instructional time because of effective classroom routines and procedures.*	*Instructional time is maximized because of efficient classroom routines and procedures.*
	There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.	*The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.*		*The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.*
	There is little evidence that students know or follow established routines.	*With regular guidance and prompting, students follow established routines.*		*With minimal guidance and prompting, students follow established classroom routines.*
2.d. Managing Student Behavior	*There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct.*	*Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.*	*Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct.*	*Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive.*
	Response to students' misbehavior is repressive or disrespectful of student dignity.	*There is inconsistent implementation of standards of conduct.*	*Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.*	*Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.*

2.e. Organizing Physical Space	*The physical environment is unsafe or many students don't have access to learning resources.*	*The classroom is safe, and essential learning is accessible to most students.*	*The classroom is safe, and learning is accessible to all students.*	*The classroom is safe, and learning is accessible to all students, including those with special needs.*
	There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	*The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.*	*Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.*	*Teacher makes use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.*

Domain 3: Instruction

	Does Not Meet Standard	Developing Towards Standard	Meets Standard/Proficient	Exceeds Standard/Exemplary
3.a. Communicating with Students	*The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.*	*The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.*	*The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.*	*The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.*
	The teacher's explanation of content contains major errors.	*The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.*	*Teacher's explanation of content is scaffolded, clear and accurate, and connects with students' knowledge and experience.*	*The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.*
	The teacher's spoken or written language contains errors of grammar or syntax.	*The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.*	*During the explanation of content, the teacher invites student intellectual engagement.*	*Students contribute to extending the content and help explain concepts to their classmates.*

	The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving the students confused.	*Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.*	*Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.*	*The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.*
3.b. Questioning and Discussion Techniques	*Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.*	*Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.*	*Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.*	*Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.*

	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	*Alternatively, the teacher attempts to frame some question designed to promote student thinking and understanding, but only a few students are involved.*	*Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.*	*Students formulate many questions, initiate topics, and make unsolicited contributions.*
	A few students dominate the discussion.	*Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.*	*Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.*	*Students themselves ensure that all voices are heard in the discussion.*
3.c. Engaging Students in Learning	*The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.*	*The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.*	*The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.*	*Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.*
	The pacing of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	*The pacing of the lesson may not provide students the time needed to be intellectually engaged.*	*The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.*	*The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for another.*
3.d. Using Assessment in Instruction	*There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.*	*Assessment is used sporadically by teacher and/or students to support instruction through some monitoring progress in learning.*	*Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.*	*Assessment is fully integrated through extensive use of formative assessment.*
	Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	*Feedback to students is general, students appear to be only partially aware of the assessment criteria used to*	*Students appear to be aware of the assessment criteria; some of them engage in self-assessment.*	*Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students*

		evaluate their work, and few assess their own work.		*self-assess and monitor their progress. A variety of feedback from both their teacher and their peers is accurate, specific, and advances learning.*
		Questions, prompts and assessments are rarely used to diagnose evidence of learning.	*Questions, prompts, assessments are used to diagnose evidence of learning.*	*Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.*
3.e. Demonstrating Flexibility and Responsiveness	*Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.*	*Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.*	*Teacher promotes successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.*	*Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.*
	Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	*Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.*	*Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.*	*Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.*

Domain 4: Professional Responsibilities

	Does Not Meet Standard	Developing Towards Standard	Meets Standard/Proficient	Exceeds Standard/Exemplary
4.a. Reflecting on Teaching	*Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.*	*Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.*	*Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.*	*Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.*
	Teacher has no suggestions for how a lesson could be improved.	*Teacher makes general suggestions about how a lesson could be improved.*	*Teacher makes a few specific suggestions of what could be tried another time the lesson is taught,*	*Drawing on an extensive repertoire of skills, teacher offers a specific alternative action, complete with the probable success of different courses of action.*
4.b. Maintaining Accurate Records	*Teacher's system for maintain information on student completion of assignments and student progress in learning is nonexistent or in disarray.*	*Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.*	*Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.*	*Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.*
	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	*Teacher's records for non-instructional activates are adequate but require frequent monitoring to avoid errors.*		*Students contribute information and participate in maintaining records.*

4.c. Communicating with Families	*Teacher communication with families -- about the instructional program, about individual students - is sporadic or culturally inappropriate.*	*Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.*	*Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.*	*Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.*
	Teacher makes no attempt to engage families in the instructional program.	*Communications are one-way and not always appropriate to the cultural norms of those families.*	*Teacher makes some attempts to engage families in the instructional program.*	*Response to family concerns is handled with professional and cultural sensitivity,*
			Information to families is conveyed in a culturally appropriate manner.	*Teacher's efforts to engage families in the instructional program are frequent and successful.*
4.d. Participating in a Professional Community	*Teacher's relationships with colleagues are negative or self-serving.*	*Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.*	*Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.*	*Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.*
	Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.	*Teacher becomes involved in the school's culture of professional inquiry when invited to do so.*	*Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.*	*Teacher takes a leadership role in promoting a culture of professional inquiry.*
	Teacher avoids becoming involved in school events or school district projects.	*Teacher participates in school events and school and district projects when specifically asked to do so.*		*Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.*
4.e. Growing and Developing Professionally	*Teacher engages in no professional development activities to enhance knowledge or skill.*	*Teacher participates in professional development activities to a limited extent when they are convenient.*	*Teacher seeks out opportunities for professional development to enhance content and knowledge and pedagogical skill.*	*Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.*

	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	*Teacher accepts with some reluctance feedback on performance from both supervisors and colleagues.*	*Teacher welcomes feedback from colleagues -- either when made by supervisors or when opportunities arise through professional collaboration.*	*Teacher seeks out feedback on teaching from both supervisors and colleagues.*
	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	*Teacher finds limited ways to contribute to the profession.*	*Teacher participates actively in assisting other educators.*	*Teacher initiates important activities to contribute to the profession,*
4.f. Showing Professionalism	*Teacher displays dishonesty in interaction with colleagues, students, and the public.*	*Teacher is honest in interactions with colleagues, students, and the public.*	*Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.*	*Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.*
	Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.	*Teacher attempts through inconsistently to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.*	*Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.*	*Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.*
	Teacher makes decisions and recommendations based on self-serving interests.	*Teacher's decision and recommendations are based on limited but genuinely professional considerations.*	*Teacher maintains an open mind in team o departmental decision making.*	*Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.*
	Teacher does not comply with school and district regulations.	*Teacher complies minimally with school and district regulations.*	*Teacher complies fully with school and district regulations.*	*Teacher complies fully with school and district regulations, taking a leadership role with colleagues.*

Though the majority of standards are applicable to classroom specialists Danielson (2007) has created rubrics specifically for School Counselors, Library Media Specialists, Nurses, School Psychologists, Instructional Specialists, and Therapeutic Specialists. Those are accessible in the Talent Education Data system.

Appendix D: Student Learning and Growth Goal Quality Review Checklist and Scoring Rubric

SLG Goal Quality Review Checklist

Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a "growth" goals v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Appendix E: Student Learning and Growth Goal Template

TEACHER SLG GOAL SETTING TEMPLATE

Teacher:_____ **Contract Status:** _____

School:_____ **School Year:** _____

Administrator/evaluator:_____ **Date:** _____

Grade Level: ☐ **Elementary** ☐ **Middle School** ☐ **High School**
Goal Type: ☐ **Individual Goal** ☐ **Team Goal**

SLG GOAL 1		
Goal-Setting Conference	**Content Standards/Skills**	
	Assessments	❑ Category 1 _____ ❑Category 2 _____
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	

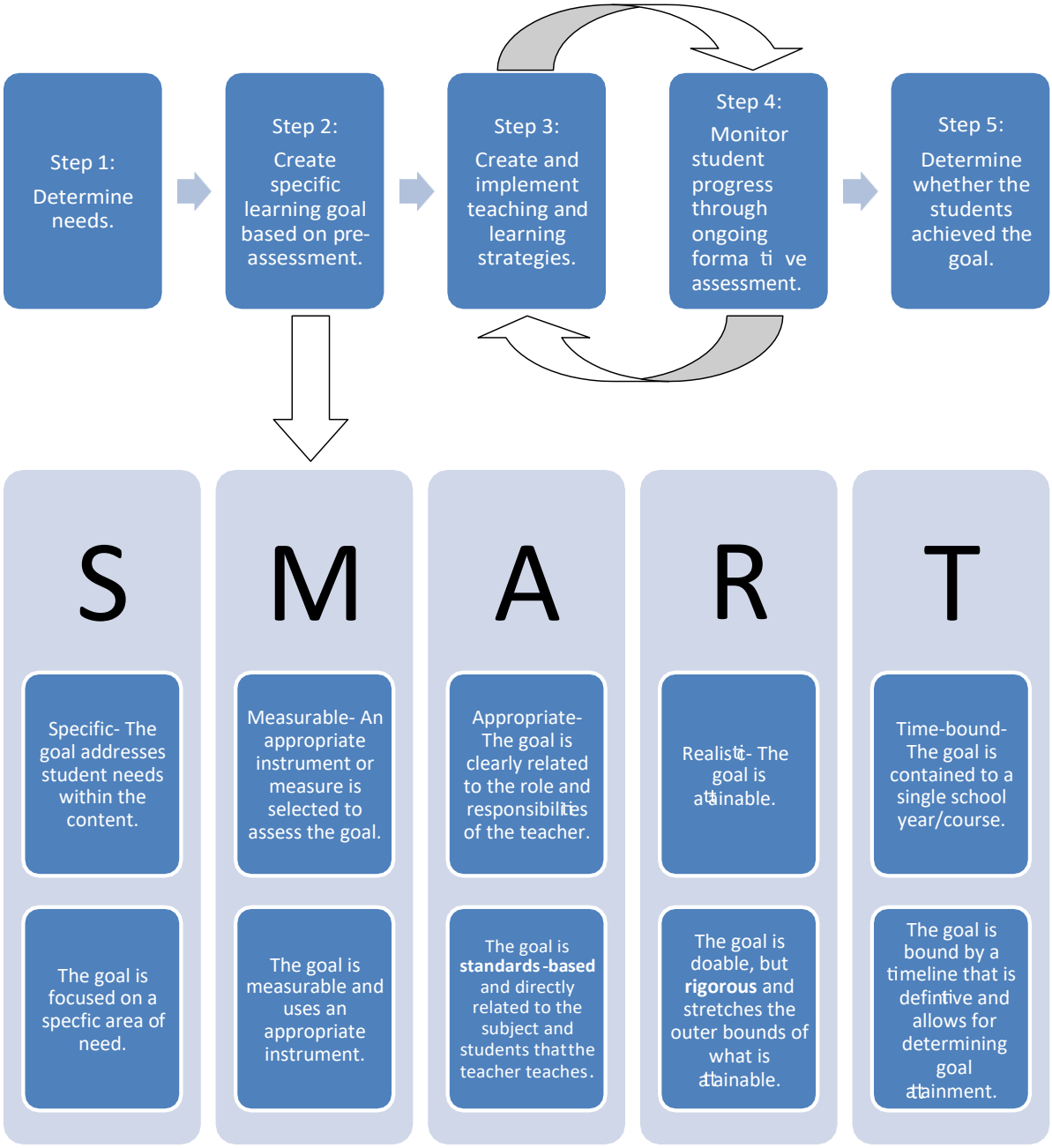
SLG GOAL 2		
	Content Standards/Skills	
	Assessments	❑ Category 1 _____ ❑Category 2 _____
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	
Sign-Off at Initial Collaborative Meeting: Date:_____Teacher:_____Principal: _____		
	Professional Growth Goal(s)	
	Strategies	
	Professional Learning and Support	

Mid-Year Review	**Collaborative Mid-Year Goal Review**			
	Strategy Modification			
	Teacher Signature:	**Date:**	**Administrator/evaluator Signature:**	**Date:**

Year-End Goal Conference	**End-of-Year Data**			
	Reflection on Results			
	Professional Growth Plan Implications			
	Teacher Signature:	**Date:**	**Administrator/Evaluator Signature:**	**Date:**

Appendix F: SMART Goal Process

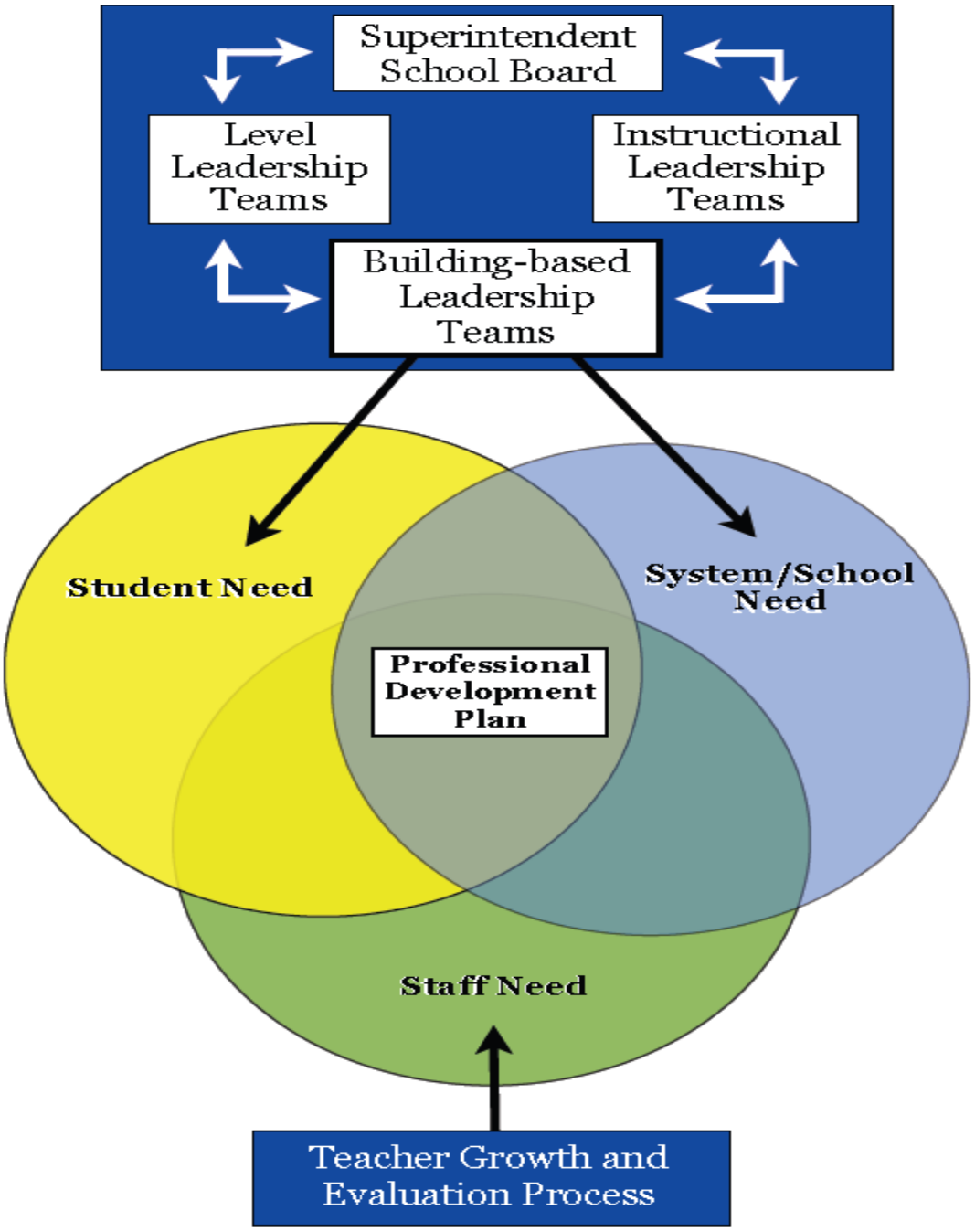
STEP-BY-STEP SMART GOAL PROCESS



*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education, Inc.

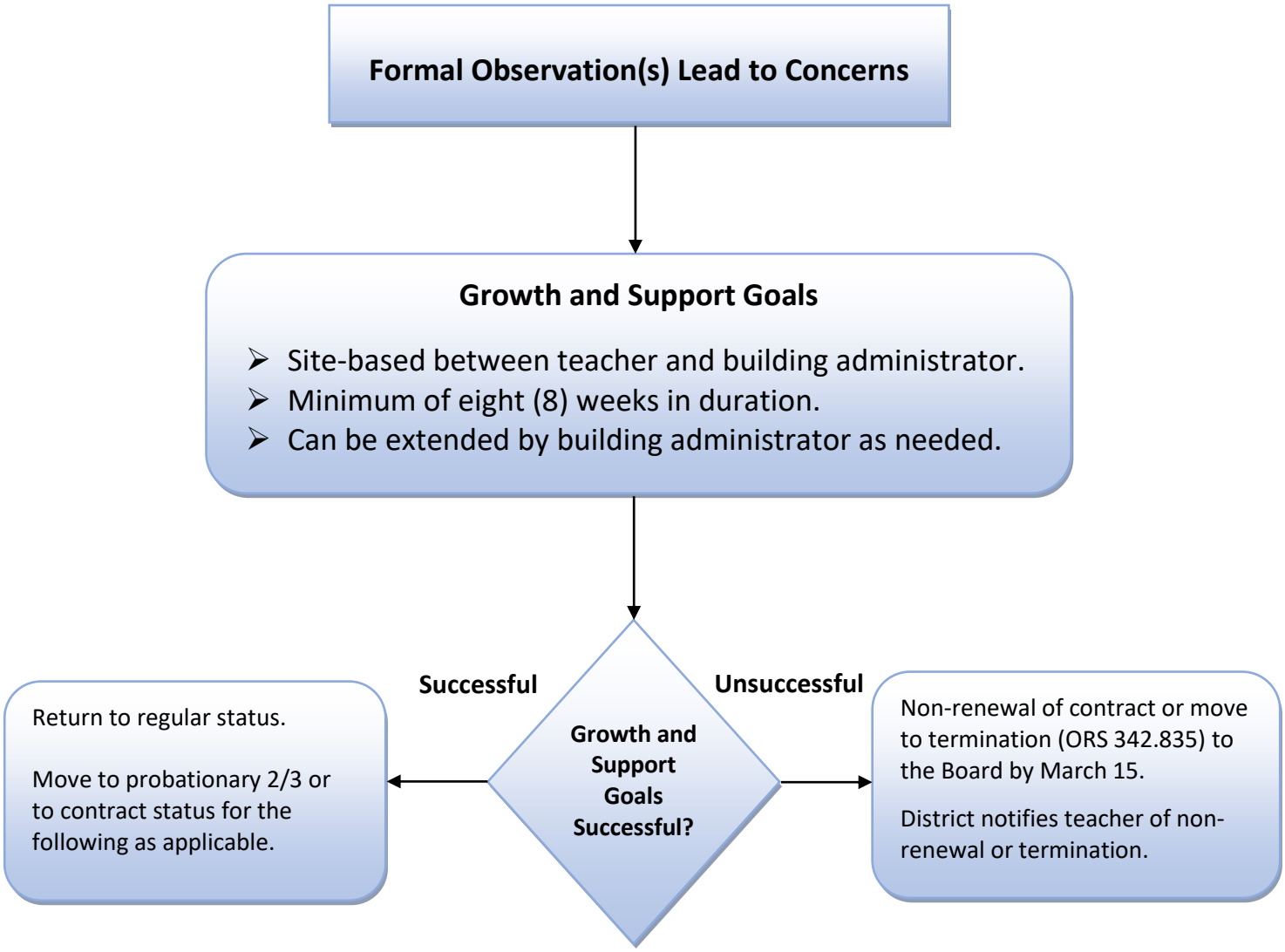
Appendix G: Professional Development Intersect Graphic

Below is a visual of the three critical elements that drives the Professional Development plan at the individual teacher level. Student, teacher, and system needs drive the Professional Development plan, which is then supported through the Teacher Leader Program where identified master teachers deliver PD to colleagues.

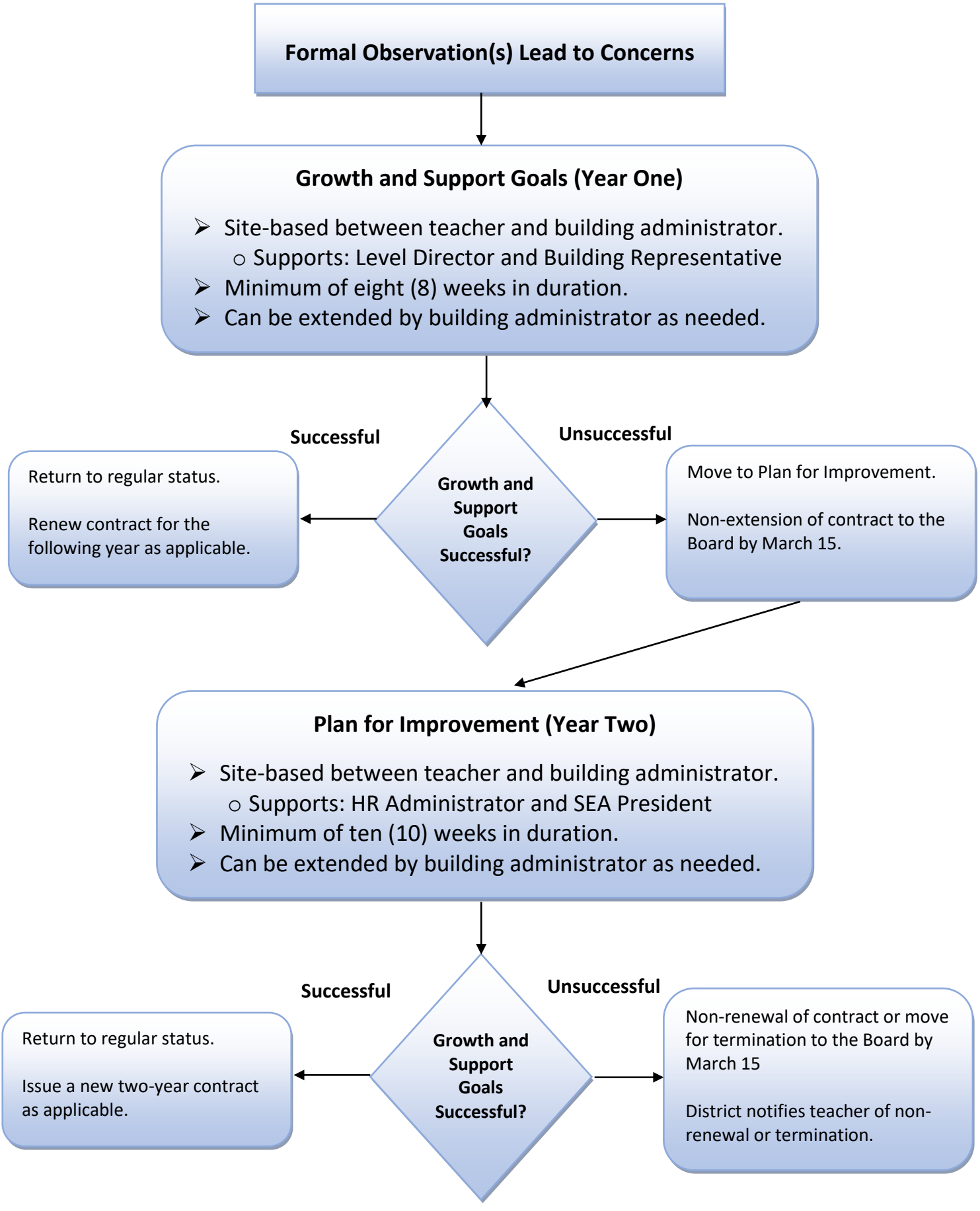


Appendix H: Performance Concerns: Flow Charts and Forms

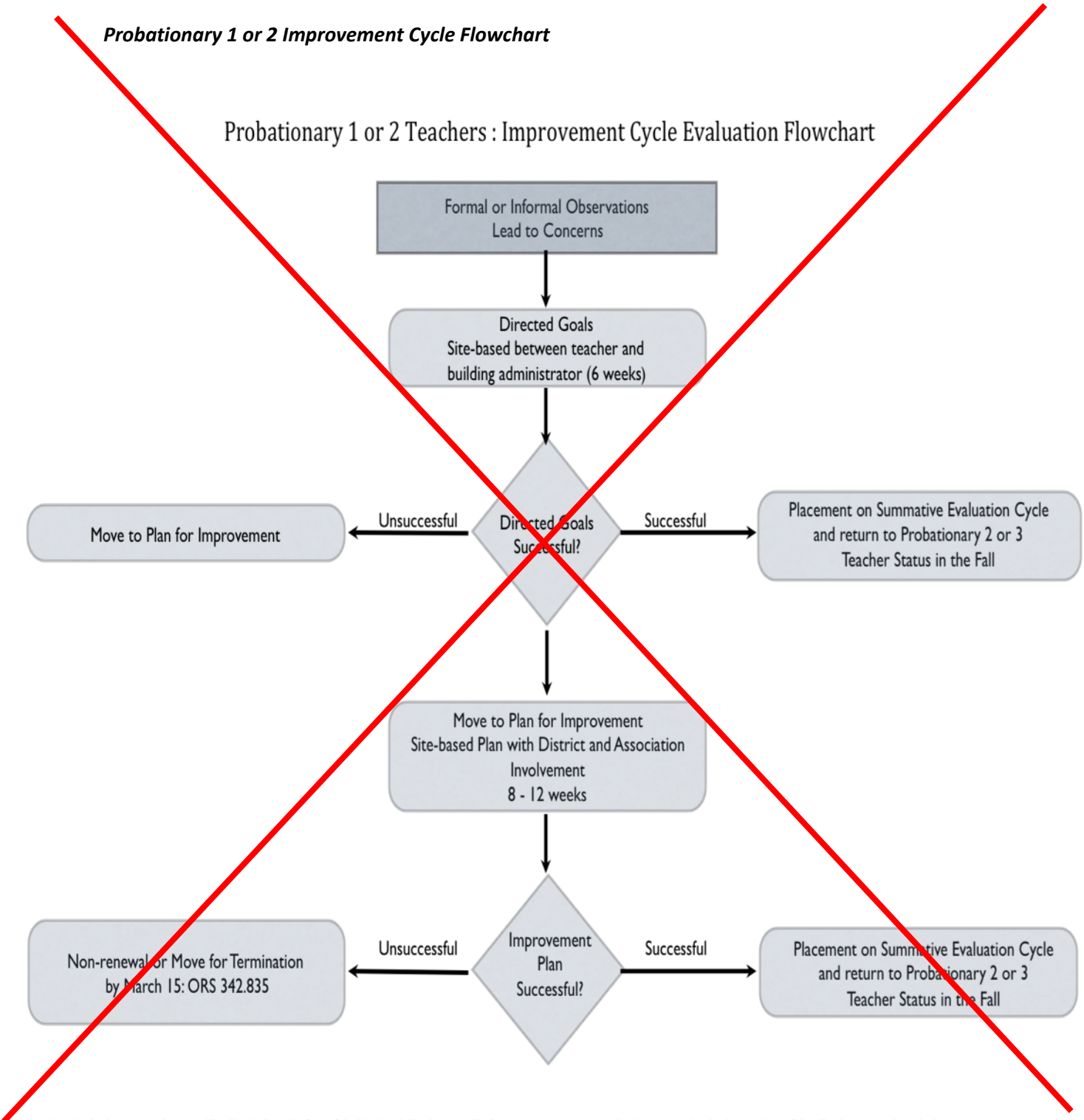
Probationary 1, 2, or 3 Improvement Cycle Flowchart



Contract Teachers Improvement Cycle Flowchart

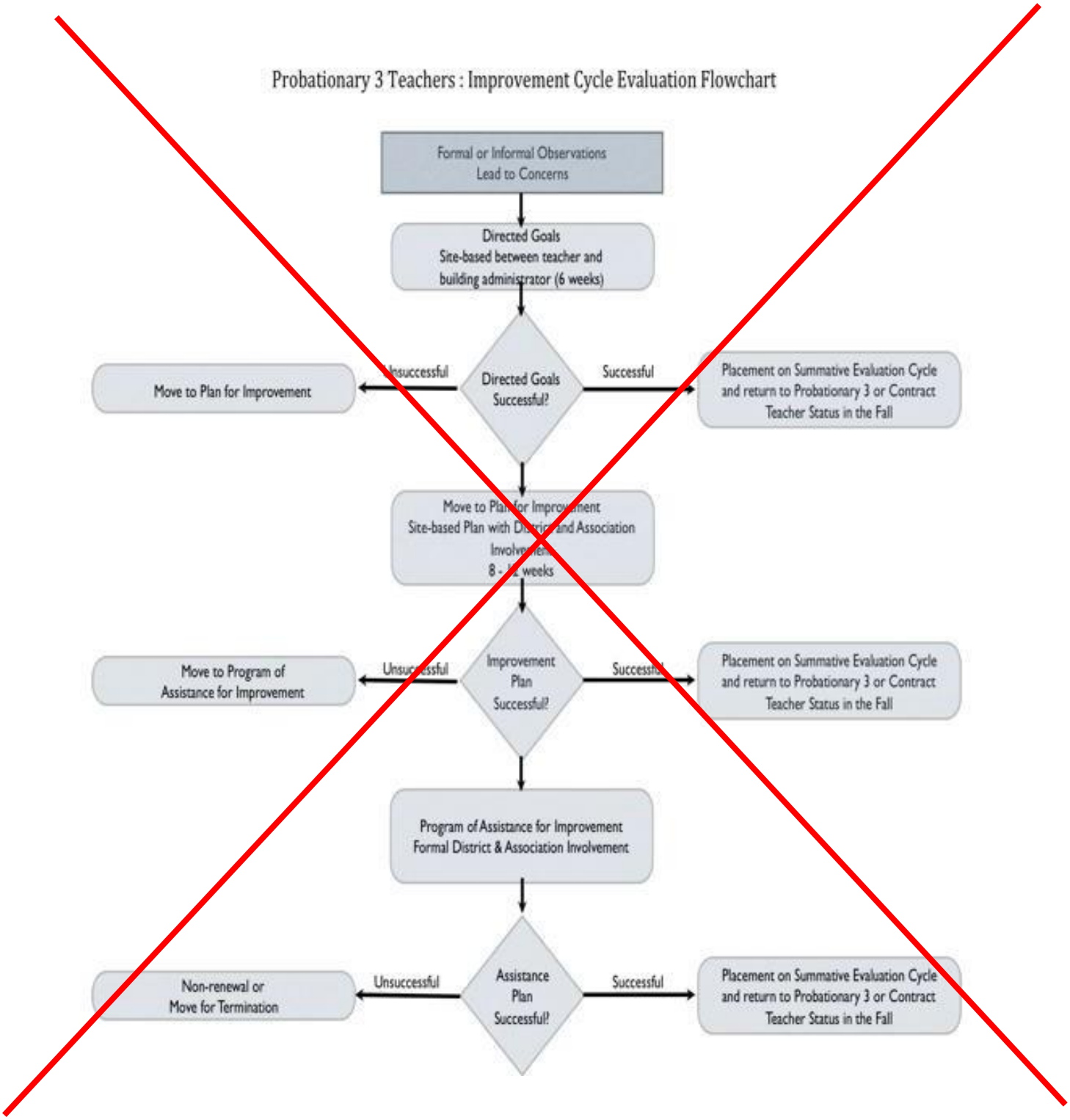


Probationary 1 or 2 Improvement Cycle Flowchart

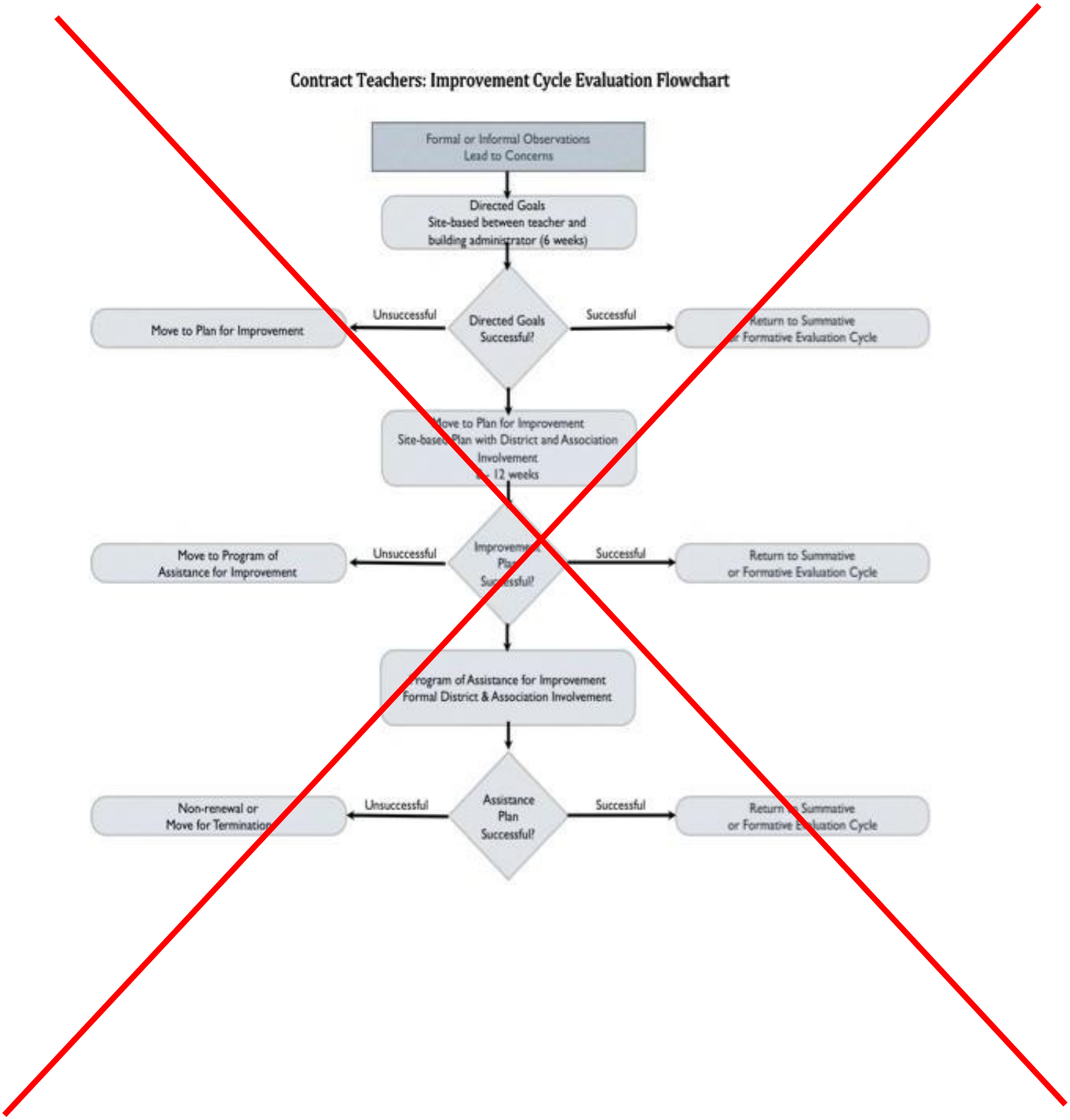


342.835 Probationary teacher. (1) The district board of any fair dismissal district may discharge or remove any probationary teacher in the employ of the district at any time during a probationary period for any cause considered in good faith sufficient by the board. The probationary teacher shall be given a written copy of the reasons for the dismissal, and upon request shall be provided a hearing thereon by the board, at which time the probationary teacher shall have the opportunity to be heard either in person or by a representative of the teacher's choice.
(2) For any cause it may deem in good faith sufficient, the district board may refuse to renew the contract of any probationary teacher. However, the teacher shall be entitled to notice of the intended action by March 15, and upon request shall be provided a hearing before the district board. Upon request of the probationary teacher the board shall provide the probationary teacher a written copy of the reasons for the nonrenewal, which shall provide the basis for the hearing.

Probationary 3 Improvement Cycle Flowchart



Contract Teachers Improvement Cycle Flowchart



~~Directed Performance~~ Growth and Support Goal Setting Form Components

When formal ~~or informal~~ observations lead to performance concerns, the ~~Directed Performance~~ Growth and Support Goal Setting Form is to be filled out, in TED, by the building administrator and reviewed with the teacher. The time frame for the ~~Directed~~ Growth and Support Goals process is ~~4-6~~ a minimum of eight (8) weeks in length. The form includes the following items:

- Teacher Name
- School Name
- Probationary or Contract Teacher
- Supervisor
- Today's Date
- ~~Directed~~ Growth and Support Goal Start Date
- ~~Directed~~ Growth and Support Goal End Date
- Performance Goal(s)
- Domains and Standards related to performance goal(s)
- Strategies/activities to complete the goal
- Ways your supervisor can support the goal
- Proposed evidence of goal success, progress and completion
- Outcome and Next Steps
- Teacher Signature
- Administrator Signature

Plan ~~of~~ for Improvement Form Components (Contract Teachers)

A Plan ~~of~~ for Improvement is to be implemented if the ~~Directed~~ Growth and Support Goal process was not effective in sufficiently improving performance to meet established standards. The contract teacher, building administrator(s), the association and district representative will complete this form jointly, in TED. The time frame for the Plan ~~of~~ for Improvement process is ~~8-12~~ a minimum of ten (10) weeks in length. The form includes the following items:

- Teacher Name
- School Name
- ~~Probationary or Contract Teacher~~
- Supervisor
- Today's Date
- Area of Concern(s)
- Identified Domains and Standards
- Explanation of Concern(s)
- Goal(s)
- Strategies and Activities to Address the Concerns
- System of Support and Progress Monitoring (i.e., formal and informal observations, peer assistance, consultant support time, meetings with administrator, etc.)
- Plan implementation date
- Mid-point Check-in
- Signatures
- Attachments

Mid-Point Check-in Form

Please complete this form in TED:

PLAN OF IMPROVEMENT FORM: MID-POINT CHECK-IN

Goals reviewed by the District Representative

- ☐ Goal #1
- ☐ Goal #2

Goal #1: Review observational data, feedback and concerns regarding formal and informal observations. Do concerns still exist?

Goal #1: List the specific concerns

Goal #2: Review observational data, feedback and concerns regarding formal and informal observations. Do concerns still exist?

Goal #2: List the specific concerns

Teacher feedback/questions/concerns

If the plan were to end today, with the evidence collected to date, would the teacher have successfully completed the Plan of Improvement? If the answer is no, the teacher would then be moved forward to a Program of Assistance for Improvement

Have teacher initial next to the yes/no

The teacher has been informed that an unsuccessful completion of a Program of Assistance for Improvement will result in the recommendation for termination to the District School Board of Directors.

Have teacher initial next to the yes/no

Does the teacher have any questions?

End of Plan Meeting

Teacher

Signature: _____

Administrator

Signature: _____

Association Representative

Signature: _____

District Representative

Signature:

End of Plan Meeting Form

Please complete this form in TED

PLAN OF IMPROVEMENT: END OF PLAN MEETING

Review of Goals 1 and 2 – Please complete this form in TED

Did the teacher successfully complete Goal #1?

List the concerns that still exist for Goal #1:

Did the teacher successfully complete Goal #2?

List the concerns that still exist for Goal #2:

- ☐ *The teacher has successfully completed the Plan of Improvement and will be placed on the summative evaluation cycle for the following school year.*
- ☐ *The teacher will be placed on a Program of Assistance for Improvement.*

Estimated Start Date:

The teacher has been informed that an unsuccessful completion of the Program of Assistance for Improvement will result in a recommendation for termination to the School District Board of Directors.

Initial Program of Assistance for Improvement Meeting date

Teacher

Signature: _____

Administrator

Signature: _____

Association Representative

Signature: _____

District Representative

Signature:

Program of Assistance for Improvement Form Components

A Program of Assistance for Improvement is to be implemented if the Plan of Improvement process was not effective in sufficiently improving performance to meet established standards. The teacher, building administrator(s), the association and district representative will complete this form jointly, in TED. The time frame for the Program of Assistance for Improvement process is 8-12 weeks in length. The form includes the following items:

- Teacher Name
- School Name
- Probationary or Contract Teacher
- Supervisor
- Date
- Evidence that the Plan of Improvement was not successful
- Primary reasons the Plan was not successful
- Identified Domains and Standards
- Statement of concern(s)
- Strategies and Activities to Address the Concerns
- Timeline
- System of Support and Progress Monitoring (i.e., formal and informal observations, peer assistance, consultant support time, meetings with administrator, etc.)
- Plan implementation date
- Mid-point Check-in
- End of Plan date
- Signatures
- Attachments

Appendix I: Glossary

**To see how a term is referenced in the evaluation handbook, please refer to the listed page number*

Aligned Professional Learning: The focus of the evaluation system is to improve student learning and professional practice for all teachers. Therefore, linking evaluations with high quality professional learning is critical.

Collaborative Mid-Year Conference and Data Review: Teachers and administrators meet by February 1 of each year to review progress toward professional and student learning goals. At the conference, evidence (data) toward goal attainment is reviewed, and any necessary problem solving takes place.

Contract Teacher: A contract teacher has completed three successful years as a probationary teacher in Springfield and has been retained for the succeeding school year. By state law, contract teachers have a two-year contract with the district that is up for renewal annually by the school board.

Differentiated Performance Levels: Performance levels are used to describe a teacher's performance. The district goal is for every teacher to reach Level 3, "Meets Standards/Proficient."

The descriptors for the performance levels are as follows:

1 – Does Not Meet Standard
2 – Developing Toward Standard
3 – Meets Standard/Proficient
4 – Exceeds Standard/Exemplary

~~**Directed Performance**~~ **Growth and Support Goal Setting Form:** The ~~Directed Performance~~ Growth and Support Goal Setting Form (requested by a teacher, supervisor or the district) is used to support a teacher who needs to improve in a specific area that is connected to one or more of the 22 teaching and learning performance standards.

The form is to support improvement through the setting of ~~Directed~~ Growth and Support Goals. Supervisors may initiate the form during or before an observation year to help a teacher focus on particular standards. The form is used to prevent having to non-renew probationary teachers or place contract teachers on Plans ~~of~~ for Improvement ~~or Programs of Assistance~~, but it is a required component if a teacher (Probationary or Contract) has been placed in the Improvement Cycle.

Evidence: Evidence is used to measure progress toward professional and student learning goals.

Formal Observation: A formal observation is a scheduled classroom visit by a supervisor that includes a pre-conference to discuss the lesson, an observation of the instructional period (minimum 30 minutes) and a post-conference to discuss the lesson. The teacher will be given written feedback from the supervisor. Formal observations will occur for all Probationary teachers and will be a component in a Program of Assistance for Improvement. However, they can occur for any teacher any time a supervisor deems necessary.

~~**Formative Assessment:** Formative assessment or feedback occurs during an instructional unit. Formative assessments are used to inform and guide instruction. Easy CBM is an example of a formative~~

~~assessment.~~

~~**Formative Year:** Formative Years are years when a teacher is not scheduled to be evaluated on the Summative Evaluation Form. Formative years occur every other year for contract teachers.~~

Goal Setting: All teachers will set at least one professional goal and at least two student learning goals each year.

InTASC Model Core Teaching Standards: The Interstate Teacher Assessment and Support Consortium (InTASC) is a group of state education agencies and national educational organizations dedicated to improving student achievement. The Consortium developed a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. Every Oregon school district is required to adopt the InTASC teaching standards.

Mini-Observation: An observation of the teacher that occurs on a drop-in or unscheduled basis. The observation lasts between 10 and 20 minutes. Feedback is provided. Data from mini-observations is used to help evaluate a teacher's performance.

Multiple Measures: State law requires teachers to be evaluated within three areas: Professional Practice, Professional Responsibility, and Student Learning and Growth. Within each of those areas, multiple measures are used to determine a teacher's performance. For example, Student Learning and Growth is based on a set of formative and summative assessments. It would not be appropriate, for example, to use OAKS as the only measure.

Observation Year: An Observation Year is a school year where a teacher is observed and evaluated on the Summative Evaluation Form. Every year is an Observation Year for Probationary teachers, and every other year is an Observation Year for Contract teachers.

Plan ~~of~~ for Improvement: When a supervisor determines a teacher is not performing satisfactorily, they can be placed on a plan ~~of~~ for improvement. Plans ~~of~~ for improvement are building-based and informal, but they do involve the District, Association, and participating teacher. Data gained from the plan either results ~~in a Program of Assistance for Improvement~~ non-renewal of the teacher's contract or a return to the regular evaluation cycle.

Probationary Teacher: Any teacher in their first three years of teaching in Springfield.

Professional Growth and Evaluation Cycle: Teachers are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, ~~formative assessment~~ and summative evaluation.

Professional Practice: Professional Practice is described in domains 1 – 3 of the district performance standards and involves planning, instruction, and assessment.

Professional Responsibility: Professional Responsibility is described in domain 4 of the district performance standards and involves using data, setting goals, collaborating, and so forth.

~~**Program of Assistance for Improvement (page 45):** When a teacher has an unsatisfactory evaluation or~~

~~standards review, they are placed on an informal Plan of Improvement. If the Plan of Improvement is unsuccessful, a Program of Assistance for Improvement is developed. The Program of Assistance is formal and involves the District and Association. If a teacher does not improve through the Program of Assistance, they will not be recommended for rehire to the school board.~~

SMART Goal: The SMART acronym stands for, "Specific, Measureable, Attainable, Relevant, and Time-Bound." Teachers will use the SMART format for writing Student Learning Goals.

Standards of Professional Practice: Springfield's evaluation system is based on Charlotte Danielson's, "Framework for Teaching" (2011). Danielson's Framework encompasses the state adopted model standards (InTASC) and is designed around four domains containing 22 standards

Student Learning and Growth: Specific goals are set to measure student learning and growth. Multiple formative and summative assessments are used to measure goal attainment.

Summative Assessment: Summative assessment occurs at the end of an instructional unit or period of time. For example, SMARTER BALANCED test scores or unit test scores are a summative assessment of what a student has learned. Summative assessments are one tool to make determinations about the effectiveness of teacher performance.

Summative Evaluation: The Summative Evaluation form is used in conjunction with an Observation Year. The supervisor completes the Summative Evaluation by evaluating a teacher's performance on the Springfield teaching and learning standards. When completing the Summative Evaluation, each standard is evaluated as a whole. Extended definitions of the standards, including guiding questions and evidence to look for, can be found on the rubric pages of this manual. Both the professional goal and the two student learning goals are also part of the summative evaluation. The Oregon Matrix is used to determine a Summative Evaluation rating.

TED: TalentEd (TED) is the District's electronic performance evaluation system. Teachers will use TED to communicate with their supervisors and to complete evaluation requirements. It also serves as a repository for past and current evaluation information, which teachers can access.

Walk-Throughs: Contract teachers on the formative year will receive periodic "Walk-throughs" by their supervisor. A walk-through is not an observation and generally lasts for 5 – 10 minutes. Feedback is not required, but may be provided. A Walk-through allows the supervisor to stay connected to teachers and classrooms during the formative year.

RESOLUTION #23-24.008

DATE: September 11, 2023

ALTERNATIVE EDUCATION PROGRAM APPROVAL

RELEVANT DATA:

In accordance with ORS 336.631(3) and Board Policy IGBHA, the district must annually evaluate and approve each alternative education program it operates, participates in or contracts with to provide services to students. During 2023-2024 Springfield School District #19 will operate programs within the district and contract with Board approved contractors to provide educational services to district students.

The programs have been evaluated on several criteria. The primary factors examined were the type of service provided, the age, and number of students enrolled and maintained in the program, the ability of each program to address the educational and other pre-identified needs of the students enrolled.

Participation in the Oregon State Assessment is required of all alternative education providers under ORS 336.637, so continuation of contract with programs is dependent upon compliance with the required assessment of students placed with outside alternative education contractors.

High School Options

The Secondary Director, Special Programs Director, and Alternative Education Administrators will meet on a monthly basis in order to consider a range of options to include placement at any of our high school programs as well as potential placement in outside programs. Ongoing evaluation of the internal and external options will take place throughout this school year.

Student needs at the elementary and middle school level for outside placements are facilitated through the Special Programs Office. The Instruction Department also utilizes a team-based approach that is specific to each case.

The following provides a brief overview of Springfield School District's current in-district and out-of-district alternative education programs:

In-District - Alternative Programs

- **Brattain Campus GED:** The GED program offers three sessions each day, Monday through Friday 8:15 – 10:15 AM, 10:30 – 12:30 PM, and 1:15 – 3:15 PM. GED preparation courses provide opportunities for students that need access to educational services outside of the traditional program due to a number of identified and personalized factors. This program offers GED preparation services and planning for post high school goals.

- **Intensive Tutoring Program (ITP):** Located on the Brattain Campus, as well as serving students in their neighborhood school while transitioning, ITP offers individualized programming for students who need small group tutoring. This program is designed to meet individualized needs with specific support designed for small group tutoring environment.

- **SPS Online:** Administrative and secretarial support for this program is located on Brattain Campus. Students enrolled in this online option are provided coursework and instruction asynchronously, at an individualized pace. This provides for a unique experience to ensure that all aspects of the student's needs are accounted for, including extended timelines, when necessary. This option is utilized for some students' regular school programming; in other cases, it is used as an interim placement while other, more robust options, are considered.

Out-of-District - Alternative Programs

Please see attached descriptions.

RECOMMENDATION:

It is recommended that the board approve the following in-district programs and private contractors for alternative education services for the 2023-2024 academic year.

❒ In-district Programs

- Brattain Campus GED — Grades 9-12
- ITP (Intensive Tutoring Program) — Grades 3-12
- SPS Online — Grades K-12

❒ Contracted Service Providers (See attached Description)

- Bridgeway School — Grades 1-12
- Circle of Friends — Grades K-8

- Department of Youth Services:
  - Martin Luther King Jr. Education Center (ages 11-19) Grades 5-12
- Jasper Mountain/SAFE Center Grades K-8
- Looking Glass:
  - CenterPoint School (ages 14-19) Grades 9-12
  - Riverfront School & Career Center (ages 14-21) Grades 7-12
- Wellsprings Friends School Grades 9-12

SUBMITTED BY: RECOMMENDED BY:

Brian Megert, D.Ed. Todd Hamilton
Director of Special Programs Superintendent

Springfield School District
Alternative Education Contracted Service Providers
2023-24

Bridgeway School – 37770 Upper Camp Creek Road, Springfield, OR 97478
School provides students affected by autism with an individualized, holistic education preparing them to respond within their abilities in our community. The school offers individualized support so students can learn more effectively.

Target Group: 6–18-year-old students

Circle of Friends – 116 N 6th Street, Cottage Grove, OR 97424
Program provides supports to students who generally qualify for Life Skills programming through the Lane ESD. As an alternative to the Lane ESD classrooms, this program supports students with physical, sensory, and/or unique medical needs. Students generally require specialized equipment, medical care, and assistance with communication. Students with social, emotional, and behavioral needs will not be served in this program.

Target Group: 6–13-year-old students

Department of Youth Services -- Martin Luther King Education Center – 2515 Martin Luther King Boulevard, Eugene, OR 97401. The MLK Ed Center serves secondary students who currently have an active case with Lane County Youth Services. The program is a collaboration between Lane County Youth Services and Lane ESD. MLK offers wrap-around services and support to youth who have experienced multiple interruptions in traditional school placements. Their mission is to provide our students with opportunities to develop skills needed to be successful in school, work, and our community.

Target Group: 12-19 years old students

Jasper Mountain Center/SAFE Center – 37875 Jasper-Lowell Road, Jasper, OR 97438/89124 Marcola Road, Springfield, OR 97402
Program provides a continuum of supports that meets the needs of children with severe social/emotional/behavioral concerns and their families. Services include an intensive residential treatment program with a therapeutic school, a short-term residential center, treatment foster care program, community based wraparound program and crisis response services.

Target Group: 8-14 years old students

Looking Glass: CenterPoint– 1790 West 11th, Eugene, OR 97403
Program provides academic and therapeutic services for youth with mental health concerns.

Target Group: 11–17-year-old students

Looking Glass: Riverfront School & Career Center – 1666 W. 12th, Eugene, OR 97403
Program provides educational assessment, basic skills instruction, GED preparation and completion, completion of a high school diploma, completion of Adult Education Diploma, vocational assessment, career exploration, pre-employment training (paid & non-paid), work experience, hands-on training in electronics, manufacturing, culinary arts, health occupations, natural resources, teen parent program and special education program services. Full day and 1/2-day options are available.

Target Group: 14–21-year-old students, particularly those who are not currently attending school.

Wellsprings Friends School – 3590 West 18th, Eugene, OR 97405
Program provides alternative learning approaches, supportive community, and a culture of individual affirmation, in which teenagers are mentored and assisted toward meeting the challenges of adolescence and adulthood.

Target Group: 11-17 years old students

RESOLUTION #23-24.@@@ DATE: October 9, 2023

Board Stipend Approval
– DRAFT –

WHEREAS, board members provide many hours of valuable service to the district;

WHEREAS, the Oregon Legislature authorized payments of stipends to be paid to voting board members by passing HB 2753 (2023), amending ORS 332.018;

WHEREAS, individual board members may opt out of receiving the stipend by notifying the business office in writing;

WHEREAS, the district's adopted budget includes funds to cover the cost of the stipend;

WHEREAS, board members will still be eligible for reimbursement of actual and necessary expenses incurred or paid by the board member in the performance of the duties of the board member in accordance with district policies;

AND WHEREAS, board members do not become employees of the district by acceptance of the stipend;

BE IT THEREFORE RESOLVED that the **Springfield Public Schools Board of Directors** authorizes a monthly stipend to be paid to all board members in the amount of **$500** for the **fiscal year 2023-24**.

ADOPTED by the **Springfield Public Schools Board of Directors**, Lane County, Oregon, at the regular meeting thereof, held this **9th** day of **October, 2023**.

ATTEST: Board of Directors:

Springfield School District 19

Code: BHD
Adopted: 2/13/12
Revised/Readopted: 3/11/19
Orig. Code: BHD

Board Member Compensation and Expense Reimbursement

No Board member will receive any compensation for services other than reimbursement for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when the Board chair has approved such attendance.

When paid admission is required of the public, Board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations. (*See* Board policy DFEA - Admission to District Events). The district will establish accounting procedures consistent with this policy.

END OF POLICY

Legal Reference(s):

ORS 244.020 ORS 244.040 ORS 332.018(3)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).
OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

Cross Reference(s):

BBAA - Individual Board Member's Authority and Responsibilities
DFEA - Admissions to District Events
DLC - Expense Reimbursements

Board Member Stipend Frequently Asked Questions

What does the change in statute allow districts to do?

Previously, ORS 332.018 prohibited board members from receiving any compensation from the district. During the 2023 Legislative session, House Bill 2753 was passed. This law removes the prohibition on compensation and allows school district boards to provide each "voting member of the board with a stipend in an amount determined by the board, not to exceed $500 per month."

What is the procedure for a board to take up this topic? If the board wants to authorize a stipend for members, what would be a sample motion?

The statute does not specify a required procedure, but the board would need to vote to approve the stipend. The following process could be used:

1. Board amends, deletes or suspends policy BHD to allow for board member compensation;
2. Board ensures that the budget includes adequate funds;
3. Board approves resolution establishing the amount of the stipend;
4. District business office follows existing procedures to make payments to participating board members.

OSBA will be releasing an update to sample board policy BHD in August 2023. OSBA also has a sample resolution that the board can use.

If the board authorizes stipends, can a member choose not to take the funds? How do we handle that?

HB 2753 specifically requires the board to "allow individual directors[1] to choose to not receive the stipend." Board members should be made aware of the procedure to decline any stipend. Unused funds remain in the budget unless reallocated.

Aren't board members not supposed to materially benefit from their position? What are the ethical implications of authorizing stipends?

Yes, ORS 244.040 prohibits board members from using their official position to receive a financial benefit. However, board members are allowed to receive official compensation and HB 2753 classifies the stipend as "part of the director's official compensation package." Reimbursements are also considered to be part of the official compensation package under ORS 244.040(2)(c).

Do stipends violate the non-employment requirement of board service? If not, how does that work?

ORS 332.016(1) provides:

> "A person who is an employee of a school district may not serve as a member of the district school board for the district by which the employee is employed."

HB 2753 does not change this and specifically states "a director who receives a stipend is not considered an employee of the school district."

[1] HB 2753 uses the term "director" in place of board member.

If a board member accepts a stipend, can the district place any specific expectations on that member with regard to their board service?

While it may depend on the expectations, likely not. HB 2753 states:

> "A district school board may choose to provide *each director who is a voting member of the board* with a stipend…" (Emphasis added).

If the board implements stipends, then later decides they are not working out, how does the board remove the payment of stipends?

This depends on the method of approval used. If the board uses an annual resolution to approve the stipends but wants to discontinue at the end of a budget year, it could simply not approve the resolution for the following year. If the board adopts a policy stating that stipends will be paid every month, the board would need to amend the policy.

The board can also use the annual budgeting process to determine how funds will be used. Failure to allocate funds for stipends would halt those payments. In this case, the board should ensure that policy and resolution language match the budget.

Is there a sample OSBA policy on stipends? Is it required?

OSBA sample policy BHD includes language regarding compensation (previously a prohibition on compensation). An update will be included in the August 2023 Policy Update. It is not a required policy as nothing in the stipend law requires a board to have a policy. However, the policy can help organize the board to ensure that the proper process has been followed.

Does the board have to vote on it?

Yes, the board is the decision maker regarding stipends and all board decisions require a vote in a public meeting.

Is it taxable income?

Yes. Consult with your district's business professionals for more information.

How much can the stipend be?

Initially, the stipend is capped at $500 per month. This amount will be revised based on changes in the Consumer Price Index. The first adjustment to the amount can occur after July 1, 2024.

Can I still be reimbursed for board expenses?

If the board allows a stipend, the board can still allow for reimbursement of actual and necessary expenses (reimbursement in addition to the stipend). If the board does not allow a stipend, the board must allow reimbursement for actual and necessary expenses. Boards can continue to require approval and documentation for reimbursements.

Should the board discuss with administration before enacting?

Yes, it can be very beneficial to discuss the budget and any accounting procedures before approving stipends.

Where does this money come from?

No additional funds are being provided for these stipends. Funds will have to come out of the existing budget.

Does the board need to adopt any budget adjustments?

The funds for the stipends need to be included in the district's budget. Each year when the board is going through the budgeting process, it should ensure that sufficient funds are allocated to cover the stipends. For the 2023-24 school year, adjustments may need to be made to the current budget. The board must follow legal requirements for amending the budget.

Will the public know which board members receive the stipend?

While individual board members are not required to make a public statement about whether they will accept the stipend, this information would be considered a public record and would be available upon request.

What about ESD, community college and charter school board members?

HB 2753 is codified in ORS 332 and only applies to school district boards. ESD board members (ORS 334.100(3)) and community college board members (ORS 341.283(6)) are still prohibited from receiving any compensation.

What if the board only wants to do a stipend for childcare? Can we do that? If so, how?

Providing a stipend for a single purpose sounds more like a reimbursement than a stipend. If the board approves a stipend, it should be provided to "each director who is a voting member of the board" unless that board member indicates that they do not want to receive the stipend. If the board wants to limit what payment can be used for, reimbursement may be a better option.

When is this effective?

HB 2753 included an emergency clause and became effective July 18, 2023. Subject to proper budget allocations, the board could authorize board members to receive payment for the stipend starting in July (back payments for July 2023 are allowable).

Does this mean board members can be paid for coaching and other positions?

No. ORS 332.016 still prohibits board members from being employees, consequently, board members cannot be paid for other positions. The difference between a coaching stipend and the board member stipend is that HB 2753 specifies that receipt of the board member stipend does not make the board member an employee.

Can we make this effective at some time in the future?

Yes, the board could decide to hold off on implementation of the stipends until next year, after the next election or another time in the future. OSBA recommends that the stipend be available for all board members at the same time.

This document was created by the Oregon School Boards Association as a resource for member school boards and their members. It is not intended as legal advice. If you have legal questions, please contact your legal counsel.

Enrolled
House Bill 2753

Sponsored by Representative BOWMAN; Representatives BYNUM, NGUYEN H, PHAM K

CHAPTER .....

AN ACT

Relating to the compensation of directors of district school boards; creating new provisions; amending ORS 332.018; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 332.018 is amended to read:

332.018. Except as provided in ORS 255.400 to 255.424:

(1) The term of office of director is four years.

(2) [*No*] **A** person [*shall be*] **is not** eligible to serve as director unless the person is an elector of the district and has resided [*therein*] **in the district** for the period of one year immediately preceding the election or appointment.

[*(3) No director shall receive any compensation for services as director other than reimbursement for reasonable and necessary expenses actually incurred on school business.*]

(3)(a) A district school board may choose to provide each director who is a voting member of the board with a stipend in an amount determined by the board, not to exceed $500 per month, as adjusted based on changes in the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor Statistics of the United States Department of Labor.

(b) If the district school board provides a stipend, the board:

(A) Must allow individual directors to choose to not receive the stipend; and

(B) May provide, in addition to the stipend, reimbursement for actual and necessary expenses incurred or paid by the director in the performance of the duties of the director.

(c) If the district school board does not provide a stipend, the board must provide reimbursement for actual and necessary expenses incurred or paid by the director in the performance of the duties of the director.

(d) A stipend provided to a director constitutes part of the director's official compensation package for purposes of ORS 244.040, but a director who receives a stipend is not considered an employee of the school district.

SECTION 2. Notwithstanding ORS 332.018 (3)(a), as amended by section 1 of this 2023 Act, the first adjustment of the stipend amount may not occur until July 1, 2024.

SECTION 3. This 2023 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2023 Act takes effect July 1, 2023.

Passed by House March 28, 2023

.....
Timothy G. Sekerak, Chief Clerk of House

.....
Dan Rayfield, Speaker of House

Passed by Senate June 21, 2023

.....
Rob Wagner, President of Senate

Received by Governor:

.....M.,....., 2023

Approved:

.....M.,....., 2023

.....
Tina Kotek, Governor

Filed in Office of Secretary of State:

.....M.,....., 2023

.....
Secretary of State

Public Comment Discussion

May 8, 2023

Public Comment at Board Meetings

- *The public… may be invited to share comments, ideas and opinions…*
- 2019 (fall) in-person oral comment, written comment
- 2020 (spring, virtual meetings) written comment
- 2021 (fall) in-person oral comment, written comment
- 2021 (fall) revised Board policy to align with updated Oregon law

Public Comment at Board Meetings (Board Policy BDDH)

Oral Public Comment

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will submit their name electronically as outlined on the district website prior to the Board meeting. A request to give public comment in-person or electronically does not guarantee time will be available.

Public Comment at Board Meetings (Practice)

Oral Comments – In-person, or virtually:

To sign up to speak to the school board during their regularly scheduled business meeting please send your request to public.comment@springfield.k12.or.us. Clearly label the subject line as: "Oral Public Comment Request" and include full name, whether you are a resident of the district, a phone number, agenda item or topic. Submissions will be collected the Thursday before the meeting date, once public meeting notice has been made, and will remain open until 12:00pm on the day of the meeting.

Public Comment at Board Meetings (Board Policy BDDH)

3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda, however, speakers who indicate a desire to speak on a topic on the agenda may be given preference if the number of requests to speak exceeds the allotted agenda time.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Public Comment at Board Meetings (Board Policy BDDH)

5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or modify the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

Public Comment at Board Meetings (Board Policy BDDH)

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date.

Public Comment at Board Meetings (Board Policy BDDH)

Written Public Comment

1. Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or electronically as outlined on the district website. Materials or comments submitted as outlined on the district website for public comment by 12:00 pm on the day of the Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Public Comment at Board Meetings (Practice)

Written Comments:

To submit written public comment, send your materials to public.comment@springfield.k12.or.us by 12:00 pm the day of the meeting. Clearly label the subject line as "Written Public Comment" and include full name, whether you are a resident of the district, a phone number, agenda item or topic. All written comments submitted by the 12:00 pm deadline on the day of the meeting will be provided to the board for their review and posted to the district website by 4:00 pm on the day of the board meeting.

Public Comment at Board Meetings

- *The public… may be invited to share comments, ideas and opinions…*
- 2019 (fall) in-person oral comment, written comment
- 2020 (spring, virtual meetings) written comment
- 2021 (fall) in-person oral comment, written comment
- 2021 (fall) revised Board policy to align with updated Oregon law
- 2022 (winter) in-person AND virtual oral comment, written comment

Public Comment at Board Meetings

What is the problem we are trying to solve?

- Written comment
- Oral virtual comment
- Oral in-person comment
- Pre-registration
- Duration of comment
- Number of speakers

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No.19 Board of Education was held on May 8, 2023.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 7:06 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Mann read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "Time Immemorial", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the Confederated Tribes of the Grand Ronde and the Confederated Tribes of Siletz Indians, and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members attending the meeting included Board Chair Naomi Raven, Board Vice Chair Todd Mann and Director Kelly Mason.
Absent: Director Jonathan Light and Director Emilio Hernandez.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Brian Megert, Mindy LaRoux, Joyce Johnson, Jonathan Gault, Kari Isham, Anthony Reed, Brooklyn Ramirez, Debra Roberts, Lacey Macdonald, Teresa Leon, Amara Espinora, Jessica Lemley, Rocio Abundis, Maria Moran, Jose de Silva, Ame Beard, Violet Olszyk, Charlie Jett, Josh Donaldson, Sahara Fisher, Jeff Fuller, Miguel Mono sos, Maria Lopez, Maria Barboza, Andy Price, Giselle Garcia, Alma Lopez, Maria del Sol, Nicole De Graft, Lindy Gonzales, Maria Montoya, Malette Brockmann, Maria Espinoza and Teresa Calvillo.

2. APPROVAL OF THE AGENDA

Chair Raven asked for a motion to approve the May 8, 2023 agenda as presented.

MOTION: Director Mason moved, seconded by Director Mann, to approve the May 8, 2023 agenda as presented.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they supported the motion in favor of approving the Consent Agenda: Director Mann – Yes, Director Mason – Yes and Director Raven – Yes.

Motion passed, 3:0.

B. **Approve Supplemental Budget, Resolution #22-23.039**

MOTION: Director Mason moved, seconded by Director Mann to approve the Supplemental Budget as presented.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they supported the motion in favor of approving the Supplemental Budget as presented: Director Mann - Yes, Director Mason - Yes and Director Raven - Yes.

Motion passed, 3:0.

C. **K-8 Math Instructional Materials, First Read, Resolution #22-23.040**

Whitney McKinley began her presentation by sharing a little on the history of the math program. In 2016 the Coraline Math program was adopted. They were now recommending a renewal of a revised version of that same program, which still meets those same standards, but with enhancements. This is actually building upon the success of the previously approved program, but they were not able to have an opportunity to see that fully implemented due to the pandemic. This program would allow them to continue that alignment that prepares students for high school Geometry, Algebra II, and Advanced Plus I courses. It does remain aligned and on the highest ranked programs on the State list. They are very aware that there is a learning gap, but in real time, the growth data suggests that the students are closing that gap more quickly than expected. This is a hybrid blended learning program with whole group instruction at grade level standards and a personalized path, that all students get what they need when they need it.

Mr. Mann asked if there were any correlations between their curriculum and the impact and the falling scores compared to the national standards.
Ms. McKinley replied that learning gaps were seen across the nation during the pandemic and that had more to do with the fact that they were in hybrid learning and did not have regular attendance. When they returned, Springfield was quite comparable to the national standards. Getting back to teaching their standards and being aligned in their teaching is proving to be successful in closing that gap.

MOTION: Director Mason moved, seconded by Director Mann to approve the K-8 Math Instructional Materials, First Read.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they supported the motion in favor of approving the K-8 Math Instructional Materials, First Read: Director Mann - Yes, Director Mason - Yes and Director Raven - Yes.

Motion passed, 3:0.

6. Discussion

A. Public Comments Process Review

Superintendent Hamilton addressed the Board, stating they would be taking a close look at the current public comment processes and policies and seek to identify any problems and to improve upon those practices. Public comments are intended as an invitation by the Board for Community

members to share comments, ideas and opinions with the Board, with the hope that those ideas, comments and opinions will aid in informing the Board with related decisions before them.

- Public comment is accessible through written, in-person and online/virtual comments.
- The Board has flexibility regarding;
    - The number of topics allowed.
    - The number of people allowed to speak in an allotted time.
    - The prioritization of topics related to decisions in front of the Board.
    - To ask a member of a group to choose someone to represent the group.
    - To modify the time limit for public speaking.

Public and written comment is not intended to be an exchange between the public and the Board members. The sign-up deadline is at 12:00 p.m. the day of the Board Business Meeting. This allows time for the materials to be reviewed, packets to be assembled and to post all materials online by 4:00 p.m. Mr. Hamilton reminded the Board that this was not a decision item, but was intended to surface the discussion.

Mr. Mann remarked that not all in the room, those listening and in the community were aware of the policy. There is misinformation being shared. He wanted to ensure that once they began the conversation to identify the problem, that they have a shared understanding of what the expectations, policies and practices are for public comment.

Ms. Mason felt the issue was with virtual and in-person comment and pre-registration. She believed it was mostly the pre-registration that needed to be reviewed. For written comments it made sense to her that the District needed time to compile the written comments and send them to Board members with ample time to review, but she did not need to be notified in advance of who was speaking online. She felt she had been quite clear that people want to be able to show up to a meeting in-person and sign-up to speak. Perhaps speaking in the order they signed up should be conducted as a test run.

Ms. Raven agreed with the areas Ms. Mason felt needed to be reviewed. She reminded the Board that they were running a large organization and there were times when a lot came in and other times when there were less, but the process needs to be sustainable across that influx. Boards across the state have been trying to figure out how to meet the needs of their community. It is very tricky on that scale. Consistency of that process is difficult to achieve because the consistency of the problem is not there. It becomes an awareness of just that. In using an equity lens they will be able to ensure the provision of space in an equitable way. Ms. Raven posed the question, how often did these issues arise? From her perspective she did not feel that it was a problem and do not see the scale of this being large enough to make drastic changes.

Mr. Mann stated that it was important to differentiate between their policy, practices and procedures. Other than a few small tweaks, he did not feel the policy had issues. He stated their focus as a Board has always been on expanding access and to hear as many voices as possible. They have been able to expand in so many ways. One of the challenges that he had heard is the complexity of the process, so to create different deadlines for different public comments would only further complicate matters. Mr. Mann felt that there are multiple methods for the community to reach out to them and that the current system has expanded so much with so many opportunities.

7. Reports and Information

Public Comment Discussion

June 12, 2023

Public Comment at Board Meetings

Written Public Comments

The Board accepts written public comments. The comment window opens on Thursday at noon prior to the board meeting and closes at noon on the day of the board meeting. Comments are collected and made available to the Board prior to the meeting.

Commenters are asked to provide: full name, district residency, email address and/or phone number, and comment topic.

Public Comment at Board Meetings

Oral Public Comments

The Board welcomes virtual and in-person public comments during its meetings. It has set aside 20 minutes for public comments. Up to 8 people will be invited to speak for up to three minutes each.

Public Comment at Board Meetings

Virtual Public Comments

The window to sign up to present virtual public comments opens on Thursday at noon prior to the board meeting and closes at noon on the day of the board meeting. Requests are collected electronically.

Commenters are asked to provide: full name, district residency, email address and/or phone number, and comment topic.

Public Comment at Board Meetings

Virtual Public Comments

Four (4) spots are reserved for virtual public comments. If more than four (4) requests to comment are received, speakers will be added to a waiting list in the order in which the requests were submitted. Virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions.

Any virtual comment spots that are not filled will become available for in-person comments.

Public Comment at Board Meetings

In-Person Public Comments

People requesting to make in-person comments should fill out and turn in a speaker card before the meeting begins. Cards are available at the door.

Commenters are asked to provide: full name, district residency, email address and/or phone number, and comment topic.

Public Comment at Board Meetings

In-Person Public Comments

Four (4) spots are reserved for in-person public comments. Any virtual comment spots that are not filled also will be available for in-person comments for a total of up to eight (8) speakers. If more than four (4) requests to comment are received, speakers will be added to a waiting list in the order in which the requests were submitted.

SPRINGFIELD PUBLIC SCHOOLS
SPRINGFIELD, OR 97477

SCHOOL BOARD MEETING
MONDAY, June 12, 2023

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on June 12, 2023.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT
Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 7:03 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Chair Raven read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "Time Immemorial", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the Confederated Tribes of the Grand Ronde and the Confederated Tribes of Siletz Indians, and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance
Board Members attending the meeting included Board Chair Naomi Raven, Board Vice Chair Todd Mann, Director Jonathan Light, Director Kelly Mason and Director Emilio Hernandez.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Lesa Haley, Ame Beard, Violet Olszyk, Andy Poltce, Nicole De Graff, Jose da Silva, Ken Kohl, Kimberlee Pelster, Joan Bolls, Marilyn Williams, Lydia Fabian, Jonathan Gault, Jose` DaSilva.

2. APPROVAL OF THE AGENDA
Chair Raven asked for a motion to approve the June 12, 2023 agenda as presented.

MOTION: Director Mann moved, seconded by Director Mason, to approve the June 12, 2023 agenda as presented.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they supported the motion in favor of approving the June 12, 2023 agenda as presented: Director Hernandez – Yes, Director Light – Yes, Director Mann –Yes, Director Mason – Yes, and Director Raven – Yes.

Motion passed, 5:0.

Motion passed, 5:0.

The Board took a break at 8:08 p.m. and returned at 8:19 p.m.

6. Discussion

A. Superintendent Communication

Superintendent Hamilton announced that the OSB Summer Conference will be held in Salem on August 11-13th, 2023.

Mr. Hamilton stated that his update was really just sharing gratitude to the Board members, teachers and classified employees, and to the facilities crew. To all those who added to the success of the children over the last 13 years, leading up to the graduations this year.

Mr. Hamilton reminded the Board that at the previous board meeting, they had extensively discussed public comment policies and practices. This was an operational practice and they were looking for feedback from the Board. Based on those discussions, he offered the following updated recommendations to those policies.

Written Public Comments:

The comment window opens on Thursday at noon prior to the board meeting and closes at noon on the day of the board meeting. Comments are collected and made available to the Board prior to the meeting. Commenters are asked to provide: full name, district residency, email address and/or phone number, and comment topic.

Oral Public Comments:

The Board welcomes virtual and in-person public comments. Twenty-minutes is set aside for public comments. Up to eight people will be invited to speak for up to three minutes each.

Virtual Public Comments:

Four spots are reserved for virtual public comments. If more than four requests to comment are received, speakers will be added to a waiting list in the order in which they were submitted. Virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions. Any virtual comment spots not filled will become available for in-person comments.

In-Person Public Comments:

People requesting to make in-person comments should fill out and turn in a speaker card before the meeting begins. Cards are available at the door. Commenters are asked to provide: full name, district residency, email address and/or phone number, and comment topic. Four spots are reserved for in-person public comments. Any virtual comment spots not filled, will be available for in-person comments for a total of eight speakers. If more than four comment requests are received, speakers will be added to a waiting list in the order in which they were submitted.

B. Board Communication

- Board Committee Reports

Chair Raven shared that the graduations were amazing and were such great celebrations. She noted how humbling it was to understand the impact that other people have on our children and that one becomes very grateful for all of the counsel, guidance and encouragement from others, for our children. She thanked all those involved throughout their K-12 experience. Ms. Raven concluded by stating that all of our children deserve the best we have to offer.

Springfield School District 19

Code: BDDH
Adopted: 1/08/07
Revised/Readopted: 3/11/19; 2/14/22
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the programs and operations of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. While the Board may conduct a meeting without public comment, the Board practice is to allow public comment when practicable at regular meetings. The Board may choose to hear public comment at work sessions.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting aids, accommodations, translation services, or other assistance are encouraged to notify the district as soon as practicable or at least two business days prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.

2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will submit their name electronically as outlined on the district website prior to the Board meeting.[1] A request to give public comment in-person or electronically does not guarantee time will be available.

3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda, however, speakers who indicate a desire to speak on a topic on the agenda may be given preference if the number of requests to speak exceeds the allotted agenda time.

4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or modify the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time

[1] When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or electronically as outlined on the district website. Materials or comments submitted as outlined on the district website for public comment by 12:00 pm on the day of the Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the Public Comment portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, the employee's supervisor and the Board.

END OF POLICY

Legal Reference(s):

ORS 165.535
ORS 165.540
ORS 192.610 - 192.690
ORS 332.057
ORS 332.107

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).
Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).
Oregon House Bill 2560 (2021).

SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

Public Comment Information

The Springfield Public Schools Board of Directors desires to hear from the community they serve and sets aside 20 minutes for oral public comment during their regular business meetings.

Members of the community are invited to provide public comment, in-person, virtually, or via written submissions.

Oral Comments – In-person, or virtually:
To sign up to speak to the school board during their regularly scheduled business meeting please send your request to public.comment@springfield.k12.or.us. Clearly label the subject line as: "Oral Public Comment Request" and include *full name, whether you are a resident of the district, a phone number, agenda item or topic.* Submissions will be collected the Thursday before the meeting date, once public meeting notice has been made, and will remain open until 12:00 pm on the day of the meeting.

Oral public comment is limited to 3 minutes per person and is scheduled for 20 minutes on the agenda. Due to time limitations not all speakers may be selected to provide oral comment during the board meeting.

Written Comment:
To submit written public comment, send your materials to public.comment@springfield.k12.or.us by 12:00 pm the day of the meeting. Clearly label the subject line as "Written Public Comment" and include *full name, whether you are a resident of the district, a phone number, agenda item or topic.* All written comments submitted by the 12:00 pm deadline on the day of the meeting will be provided to the board for their review and posted to the district website by 4:00 pm on the day of the board meeting.

ESCUELAS PÚBLICAS DE
SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

Información sobre los Comentarios Públicos

La Junta Directiva de las Escuelas Públicas de Springfield desea escuchar a la comunidad a la que sirve y reserva 20 minutos para comentarios orales del público durante sus reuniones regulares de negocios. Hay tres maneras de hacer comentarios públicos en las reuniones regulares de la junta.

Se invita a los miembros de la comunidad a hacer comentarios públicos, en persona, virtualmente o a través de presentaciones escritas.

Comentarios Orales - En persona, o virtualmente:
Para inscribirse para hablar con el consejo escolar durante su reunión de negocios programada regularmente, por favor envíe su solicitud a public.comment@springfield.k12.or.us. Etiquete claramente la línea de asunto como: "Solicitud de Comentario Público Oral". Por favor, incluya su *nombre completo, si es usted residente del distrito, número de teléfono, punto del orden del día* o *tema*. Las solicitudes serán recaudadas entre el jueves anterior a la fecha de la reunión y el mediodía del día de la reunión.

Los comentarios orales del público están limitados a 3 minutos por persona y están programados para 20 minutos en el orden del día. Debido a las limitaciones de tiempo, no todos los oradores pueden ser seleccionados para hacer comentarios orales durante la reunión de la junta.

Comentarios por Escrito:
Para presentar comentarios públicos por escrito, envíe sus materiales a public.comment@springfield.k12.or.us antes del mediodía del día de la reunión. Por favor, etiquete claramente la línea de asunto como "Comentario Público por Escrito". Por favor, incluya su *nombre completo, si es usted residente del distrito, número de teléfono, punto del orden del día* o *tema*. Todos los comentarios escritos presentados antes de la fecha límite se proporcionarán a la junta para su revisión y se publicarán en el sitio web del distrito antes de las 4:00 p.m. del día de la reunión de la junta.

Si tiene alguna pregunta o necesita asistencia favor de comunicarse al (541) 726-3486

PUBLIC COMMENTS PROPOSAL

GENERAL: 20-25 minutes total time allowed (3 min/person limit)
Commenters must provide full name, district residency, email and/or phone, topic

	WRITTEN	VIRTUAL (pre-signup)	IN-PERSON (pre-signup)
OPEN	Thursday, noon	Thursday, noon	Thursday, noon
CLOSE	Monday, 2:00	Monday, 2:00	Monday, 2:00
RESERVED	N/A	4	4

Any unused time slots for virtual or in-person comment (Pre-Signup) will be available for in-person comment at the time of the meeting, taken in order of submission.

Submitted by Director Light via email, August 23, 2023.

SPRINGFIELD PUBLIC SCHOOLS
Every Student, Every Day

School Board Representation – Agencies & Civic Organizations 2023-2024

Agencies & Civic Organizations	Address	Board Member
Lane Council of Governments (LCOG) Meeting Times: 4th Thursday of February, April, June, September, December 6:00-8:00	Location: LCOG 859 Willamette St., Ste 500	Ken Kohl
Lane ESD Advisory Board Meeting Times: 1st Tuesday of the month, August thru June 6:00pm	Location: Lane ESD 1200 Highway 99 North	Dr. Emilio Hernandez
Lane ESD Budget Committee Meeting Times: TBD by Lane ESD	Location: Lane ESD 1200 Highway 99 North	Dr. Emilio Hernandez
Springfield Education Foundation Meeting Times: 2nd Tuesday of the month, (not July, August, December) 5:30-7:00pm	SPS Board Room 640 A Street	Nicole De Graff
Wildish Theater Meeting Times: 3rd Thursday of the Month 4:30-6:00pm	Wildish Theater 630 Main Street	Kelly Mason
District Committees		
Budget Committee Scheduled by Business Operations Dept. Meetings are always on Thursday 6:00-8:00pm	SPS Board Room 640 A Street	All board members