



**BOARD OF EDUCATION
January 12, 2009**

**Administration Center Boardroom
525 Mill Street
Springfield, OR 97477**

7:00 p.m. Board Meeting

AGENDA

TAB

1. Call Meeting to Order and Flag Salute
2. Performance: Springfield High School Concert Chorale
3. Recognition: School Board Appreciation Month
4. Public Comments (Maximum time 20 minutes: Speakers may not yield their time to other speakers.)
5. Consent Agenda
 - A. December 8, 2008 Board Minutes 1
 - B. Personnel Action, Resolution #08-09.022 Dawn Strong 2
6. First Reading
 - A. Early School Closure, Maple & Thurston Elem. Jeff DeFranco & Rob Hess 3
7. Action Items
 - A. 2007-2008 Audit Report, Resolution #08-09.023 Brett Yancey 4
 - B. Director of Business Operations Contract, Res. #08-09.024 Dawn Strong 5
8. Reports and Discussion
 - A. 2009-2010 Academic Calendar Process & Timeline Rob Hess 6
 - B. OSAA Classification & Districting Update Matt Coleman 7
 - C. New Schools Construction Jeff DeFranco 8
 - D. Elem. & Secondary School Assurance Standards Rob Hess 9
 - E. Student Communication
 - F. Board Communication
 - G. Superintendent Communication
9. Other Business
10. Next Meeting: January 26, 2009, 7:00 p.m., Regular Board Meeting
11. Adjournment

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MINUTES

8/ A work session on Excise Tax was held on December 8, 2008 in the First Floor Conference Room of the District Administration Center. Chair Nancy Bigley called the work session to order at 4:30 p.m.

Board members present included Chair Bigley, Laurie Adams, Al King, Jonathan Light, and Garry Weber. Others identified in attendance included Nancy Golden, Brett Yancey, Tom Lindly, Keith Hollenbeck, Jeff DeFranco, Alison Covey, William Lewis, Karen Lewis, Judy Burton, Bethel School District Superintendent Colt Gill, and OSBA Legislative & Public Affairs Specialist Expert David Williams.

- **Excise Tax**

Brett Yancey introduced Colt Gill, Bethel School District Superintendent, who had already implemented the Excise Tax option in his district, and David Williams, Legislative and Public Affairs Specialist for the OSBA, who was considered one of the experts in construction excise tax.

David Williams commented that OSBA was instrumental in crafting this legislation in 2007, noting this was the first new taxing authority for school districts to be able to raise revenues in over 100 years. He described it as a tax on new square footage construction in school districts that was locally determined, within the guidelines of the bill.

Mr. Williams noted the bill outlined the maximum amount that could be assessed on new square footage up to \$1.00/ square foot residential or \$.50/ square foot non-residential with a per building permit cap of \$25,000 overall. He continued that the tax was paid for by the builder at the time of the permit issue, although probably passed on to the eventual purchaser of the property. A district board could choose to assess any variation below the \$1.00 or \$.50 amounts. He said that minimum and maximum exemptions were spelled out in the bill, noting that some districts had chosen to exempt smaller projects, e.g., up to 1000 square feet, in order to avoid taxing remodel additions.

Mr. Williams explained that annual increases to the assessment amounts were allowed, based on a national construction cost index. In response to a question by Garry Weber, Mr. Williams said he was not sure if a district first used the tax after a 5-year period, whether they would begin with the current \$1/ \$.50 tax rates or the higher rates established for the current year, but that he would find the answer. He clarified that there was a provision near the beginning of the bill that would be repealed after ten years, barring any other local government—cities and counties—from implementing a construction excise tax during the initial ten years.

Mr. Williams explained the steps for implementation of the excise tax: 1) identify who and how to collect the tax, normally the local agency that issues building permits; 2) adopt a long-term facilities plan; 3) enact the tax by resolution, including all the mechanics of the tax; and 4) involve the community. He noted that local government could retain no more than 1% for administration of the tax collection, although the school district could agree to pay any amount above that out of general operating funds.

Mr. Gill added that counties and cities were not obligated to administer the tax, so that administrative fees were an important part of the discussion. He commented that with Lane County the agreement made for the first year was 1% for administrative fee plus additional collection cost fees of up to 2% to cover actual costs of administration, plus amounts to cover credit card fees and returned checks. For the City, fees had been 12-14% initially. He said that in June 2009, there would be a meeting to discuss actual administrative costs.

Mr. Williams agreed that the school districts were vulnerable in these negotiations with local governments,

and that problems would be settled in the courts.

He explained that allowable expenditures were complimentary to bond funds, and would include pretty much anything with a user life of more than one year. The funds could even be used to pay down existing bond debt, he continued.

Mr. Williams remarked that by July 2008, the number of districts having implemented the excise tax was in the mid to high 40's. Because 40% of the districts contained 80% of the student population, more than half the students in the state had been covered with this tax so far, he said. In Lane County, the districts that had instituted the tax were Oakridge, South Lane, Bethel, Fern Ridge, and Siuslaw.

Colt Gill reported that when the construction excise tax was announced, Bethel School District had just finished a long-range enrollment study and local construction assessment, showing 560 new homes, 230 duplexes and 150 family unit apartments coming in within six years, after which the district would be built out. He said the Bethel school board communicated with the local community about the tax and what the funds would be used for, which was mainly furnishings and technology. He noted that anticipated revenue was between \$800,000 and \$1.3 million over a six-year period.

Mr. Gill continued, saying the district had contacted all the housing developers to talk about the tax, and noted that one of the developers was asking that the district retract the tax because of the current general economic downturn. He said that the general community had responded positively about the tax, feeling that new residents moving into the district should help pay for additional school construction. Mr. Gill explained that there were many details about such things as who would be the district liaison, an appeals process, refund processes, and development of new forms. He noted that the forms used by Bethel and Oakridge were available on a county website and could be adjusted for other districts to use.

Mr. Gill also noted that no funds had yet been collected, and that both the County and City had declared they would not enforce the tax collection, so that the issue of collection still needed to be addressed.

Responding to a question from Ms. Adams about why this funding channel was adopted by Bethel School District, seeing that the funds collected were not major amounts, Mr. Gill said that every other avenue for funding for new school construction had been exhausted. He also noted that the City and County had worked together on the issue at the time Bethel was adopting the plan, since it was a new issue for everyone.

Brett Yancey remarked that some investigative work had been done prior to bringing the issue to the Board, learning that the County had given an amount that would have been potentially available to Springfield Public Schools in 2007, which was in a range between \$73,000 – \$178,000 for the County. He said the City had given a square footage amount available citywide, which included River Bend and many other areas, of 300,000 square feet. He mentioned that exempted properties from that number was unknown and would require viewing each permit to determine exemption status. From collaboration with Mr. DeFranco, Mr. Yancey offered a combined estimate range of \$100,000 to \$350,000 or \$400,000 annually, dependent on economic times and other issues.

Mr. DeFranco added that the opportunity would change over the next few years as areas completed their development. Garry Weber noted there was a possible 6-year window for good use of the excise tax, if the economy turned around soon, and that \$1.2 million would be helpful for developing technology in the schools.

Mr. Yancey said that Portland had raised \$400,000; Hillsboro had raised \$354,000, while Beaverton had raised only \$82,000 because less building was occurring there.

Mr. DeFranco clarified that the excise tax funds would not build new schools for the District, but could help with facility maintenance and perhaps procurement of property for new schools. He said this could be a revenue stream that would help acquire property in Southeast Springfield where enrollments were increasing. He noted that projects were surfacing, such as breaking water mains, which were unforeseen and needed funding. As well, he said, because of the challenging economy, needs for additional funds were greater and over a few years the excise tax funds could have a substantial impact, raising potentially \$800,000 to \$1 million. He noted the bill was originally brought forward with bipartisan support and was endorsed by the Oregon Home Builders Association.

Superintendent Golden noted that in talks with Superintendent Russell she had learned that Eugene schools were working first on a \$17 million levy, and would look into using the excise tax later. Mr. Williams added that a number of districts had waited until after the November election because of bond issues and not wanting competing messages.

Mr. Williams clarified about the cost inflator that it would be applied to the limits in the bill, so that in theory a higher rate might apply. Mr. Yancey remarked that political pressure could be less now in poor economic times than it would be in a more booming economy. Mr. Williams responded that builders would probably complain in either good or bad times. Mr. DeFranco added that the current timing was good for getting the tax into place to be ready for more opportune times.

Mr. Williams remarked that 99% of taxpayers would never pay this tax, but it would be paid only by those getting a building permit. He added that an alternate government agreement had been crafted that was geared mostly toward smaller districts where the builder would write a separate check made out to the school district that would simply be mailed to the school district. This process alleviated the fee administration problem.

Ms. Adams noted that Springfield had an advantage of being set up already to collect for Willamalane. She also expressed that the local Realtor Association would be absolutely opposed to this tax.

Mr. DeFranco mentioned it would be a one-time political hit, which was an advantage. Jonathan Light added that the District was currently being negatively impacted by the economic downturn, noting that a positive argument would be that the immediate impact would be minimal.

Mr. Yancey noted that a theoretical reason for an appeal would be where a home fire necessitated replacement of the home. Mr. Williams said that many districts were developing language around how to sift out hardship issues. He noted that there was yet no resolution regarding replacement square footage.

Mr. DeFranco suggested that some district staff could meet with Mr. Williams and other colleagues to learn what other boards had done and what best practices had been developed in terms of addressing exemption issues and details of how the excise tax process had been moved forward. Superintendent Golden added that a proposal could be brought back to the board, following the research.

Mr. Williams clarified that potential changes in the legislation might take until May of 2009, adding that his main issue would be modification of the bill to be clear that issuance of a building permit was contingent on payment of the tax.

It was agreed that a proposal would be brought to the board following group research on how other districts had dealt with the excise tax.

- **Questions Regarding Tonight's Agenda**

Laurie Adams commented that three resolutions were on the board meeting agenda: Resolution 1 was to amend the constitution to clean it up, and Resolution 2 to establish rules of OSBA access to endowment principal. Resolution 3, she added, was already familiar to the board. Regarding the second resolution, she wanted to be caught up on the endowment.

Mr. Williams clarified that when the health insurance trust fund was shut down, the reserve fund was transferred to OSBA to be held in its endowment. He said the OSBA board created an endowment committee to decide how the money would be held, and what would be the access points to getting at the principle or interest.

Ms. Adams asked what the OSBA budget was annually, saying \$50 million seemed to be a huge endowment. Mr. Williams responded that the annual budget was maybe about \$4 million. He said the insurance trust earlier provided approximately 60% of OSBA's operating revenues, and that was in the \$2.5 million range. He thought the goal of the endowment committee was to maintain the level of service that OSBA provided without buying down the corpus of the reserve. He said that membership dues were in the 12% range of the budget. Mr. DeFranco found an online account showing the annual budget for 2007-08 to have been \$5.1 million. It was noted that if the endowment was to be shut down altogether, the OSBA would be in trouble.

Chair Bigley adjourned the work session at 5:52 p.m.

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on December 10, 2008.

1. CALL MEETING TO ORDER AND FLAG SALUTE

The Springfield Board of Education meeting was called to order in the boardroom of the Administration Center at 7:02 p.m. by Board Chair Nancy Bigley and was followed by the Pledge of Allegiance.

Attendance

Board members in attendance included Laurie Adams, Nancy Bigley, Al King, Jonathan Light, and Garry Weber. Others identified in attendance included Nancy Golden, Logan Lewis, Cassidy Peterson, Alisha Whitehurst, Sal Echeverria, Torii Phillips, Marshall Curry, Kyle Barley, Brett Yancey, Dawn Strong, Jeff DeFranco, Karen Lewis, Tom Lindly, Keith Hollenbeck, Matt Coleman, Sara Ticer, Judy & John Svoboda, Yvonne Atteberry, Alison Covey, Laura Pavlat, Sheryl Ott, Chris Reiersgaard, Judy Burton, Lesa Haley, Sara Ranjbar, Ed Mendelsshon, and representatives of Boy Scout Troop 171.

2. WORK SESSION SUMMARY

• Excise Tax

Chair Bigley asked Garry Weber to give a summary of the work session. Mr. Weber explained that in the past couple years, school districts around the state had been taking advantage of a funding option made available through the state legislature, which was an excise tax on new construction. He noted that David Williams from the Oregon School Boards Association had come from Salem to present the board with considerations about the possibility of enacting the tax in the Springfield area, for both commercial and residential new construction. As well, Bethel's Superintendent, Colt Gill, had presented pros and cons about his district's implementation of this tax. Mr. Weber remarked that over the next few months the board would consider this issue.

3. PUBLIC COMMENTS

Chair Bigley called for public comment. There was none.

4. CONSENT AGENDA

A. November 10, 2008 Board Minutes

B. Personnel Action, Resolution #08-09.018

Dawn Strong recommended that the Board of Directors approve the personnel action for licensed employees as reflected in Resolution #08-09.018 as listed below:

Change of Contract Status

Linda Berg

Motion: Laurie Adams, seconded by Jonathan Light, moved to accept the Consent Agenda. The motion passed unanimously, 5:0.

5. ACTION ITEMS

A. 403(b) Plan Document Adoption Agreement, Resolution #08-09.019

Brett Yancey recommended that the Board of Directors approve the 403(B) plan documents adoption agreement as presented and as required by the Internal Revenue Service. He noted that the IRS was looking for more accountability and responsibility from the employer side, so that the district now had oversight responsibilities, including such things as explaining to employees their rights concerning any changes being made.

Motion: Garry Weber, seconded by Laurie Adams, moved for approval.

Al King declared a possible conflict of interest.

The motion passed unanimously, 5:0.

B. Property Line Adjustment Between School District and Relief Nursery, Resolution #08-09.020

Jeff DeFranco recommended that the Board of Directors approve the property line adjustment and declaration of private joint-use access easement with the Relief Nursery. He noted the reason for the property line adjustment was for the nursery to build a 14,500 square foot facility and parking lot, requesting to move the property line 105 feet to allow the construction. In return the nursery would deed to the school district a 40-foot strip of land at the north end of their property connecting to and allowing access to 42nd Street. Mr. DeFranco stated that the district's property appraiser's opinion was that the values of each side of the trade were equal, noting that the value of the district's property would be increased by 30% or greater because of the access to 42nd Street.

Al King noted that Superintendent Golden was on the board of directors for Relief Nursery and had kept herself recused from these negotiations.

Motion: Al King, seconded by Garry Weber, moved for approval. The motion passed unanimously, 5:0.

C. 2008 OSBA Officers and Resolutions Election, #08-09.020

Nancy Golden recommended that the Springfield Board of Directors vote for one candidate for each of the positions of Secretary/Treasurer, Vice President, and President-Elect; take action on Resolution 1, Resolution 2, and Resolution 3; and direct the superintendent or designee to submit this vote at OSBA's E-Voting Center no later than midnight on December 15, 2008.

Mr. Weber recommended deferring to Laurie Adams, since she served on the Legislative Policy Committee for OSBA, and to consider each resolution separately.

Motion: Laurie Adams, seconded by Garry Weber, moved to nominate Dave Krumbein for Secretary/Treasurer; Scott Pillar for Vice President, and Beth Gerot for President-Elect. The motion passed unanimously, 5:0.

Resolution 1: Amends the OSBA constitution with housekeeping changes that reflect the adopted OSBA governance model.

Motion: Laurie Adams, seconded by Jonathan Light, moved for approval. The motion passed unanimously, 5:0.

Resolution 2: Amends the constitution and establishes the rule of OSBA access to endowment principal.

Motion: Laurie Adams, seconded by Garry Weber, moved for approval.

Mr. King remarked that he would present a protest vote against Resolution 2. He noted that this resolution resulted from OSBA's removal of \$45 million from their new insurance program, which he understood caused a higher benefits cost to districts around the state. The resulting impact, he believed, was less affordability for health insurance for participants in the program. He commented that Springfield Public Schools had not been involved in the decision since the district had its own insurance plan.

Ms. Adams noted that the district had no standing then to vote no on the resolution, to which Mr. King responded that she was correct and he was simply offering a protest vote. Mr. Weber added that the OSBA endowment committee had noted that the principle of the endowment fund would be protected.

The motion passed with 4 in favor and Mr. King voting in opposition.

Resolution 3: Adopt the recommended 2009 OSBA Legislative Policies and Priorities.

Motion: Laurie Adams, seconded by Jonathan Light, moved for approval. The motion passed unanimously, 5:0.

6. REPORTS AND DISCUSSION

A. Student Communication

• Thurston High

Logan Lewis reported being very proud of the school's football team, which made it all the way to the championship game, and ended the season in second place. He thanked Springfield High School for their supportive effort in dressing in black and red colors that Friday. He also noted their canned food drive had been very successful, having collected 7,777 pounds of food between the two schools. Thurston won the competition between the two schools, so that Marshall Curry had to shave his head, as agreed. Logan further reported a project called Tree of Joy where each classroom supported a child from an elementary school with toys and other things needed by the family for the Christmas season. He noted that Thurston's theater class was presenting *Wrestling Season* on Thursday and Friday, and the choir would present their show on December 18 and 19, 2008.

Cassidy Peterson reported that Thurston's seniors won the powder puff game with a score of 15-12, after having been considered underdogs. She said that freshman elections had gone well, with an all-time high of eleven candidates running for office, with four winning seats in the leadership class. As well, three class representatives had been added to the leadership class.

• Springfield High School

Kyle Barley reported that Springfield also had a Tree of Joy that was begun the week before and that about ninety students from seven elementary schools had been supported. He said that gifts would be delivered later in the week. He noted that the next day there would be an assembly regarding the new OSAA rules for the student section for which the leadership committee had made a video about encouraging more positive types of cheers rather than negative ones directed at the opposing teams. He explained that the ruling disallowed any comments, cheers or actions directed at the opponents, and held a fine of \$125.

Marshall Curry reported that the choir concert would be presented the next night, December 9, 2008, at 7:30 p.m., that the orchestra concert would be Thursday, December 11, 2008, and the band concert would be Monday, December 15, 2008. In addition a dinner theater would be presented January 9-10, 2009. He also pointed out that fellow SHS Mike Travess was selected as Oregon's Wendy's High School Heisman state finalist.

- **Academy of Arts and Academics**

Torii Phillips reported that two big events were coming up the next Wednesday, December 10, 2008, which were an open house at 6:30 p.m. consisting of gallery exhibits of student art completed in arts core and academic classes which would be displayed throughout the whole building, and also Artebration, beginning at 7:30 p.m. She also said there was now an advanced choir class offered since a teacher was found. She noted that a craft fair had sold their crafts at the school the week before.

- **Gateways High School**

Sal Echeverria reported that breakfast and hot lunches with a greater variety had been added to their meal service, which was a great improvement over having only sandwiches available. He thanked board members for their support in helping to make this happen. Chair Bigley noted that hearing feedback from the students allowed the board to know what was needed.

Alisha Whitehurst reported that Gateways' 5th annual holiday dinner would be presented Thursday, December 18, 2008 from 12:00 – 1:30pm. She invited board members to attend, and noted that guests would include parents, family, children and surrounding businesses. She explained that staff and community members donated food, which would be cooked at Springfield Middle School.

B. Financial Statement

Brett Yancey provided an overview of the 2008-2009 Revenue/Expenditure Report as of November 30, 2008. He noted that it was very similar to the one presented a week earlier at the Budget Committee work session. On the revenue side, he said, was projected a decrease in local property tax receipts due to a weak economy and high unemployment, as well as a reduction in state school fund support and reduction in school improvement funds. The latter two, he noted, were tied to the governor's reductions announced in mid-November.

Major reductions were necessary due to the decreased revenue forecast, he continued, in terms of supplies, materials and capital outlay, as outlined last week. Approximately 25% had been cut from school supply allocations, and the majority of the rest of the cuts had come out of the central office department budget, with reductions in such things as computer replenishment and replacement. In addition, all contracted services were being cut back or eliminated, and discretionary budgets for central office had been significantly depleted.

C. New Schools Construction

Jeff DeFranco noted that the new Springfield Times newspaper had done a story on the new welcome walls at the elementary schools. He introduced the 2008 annual report for the public on bond progress, which chronicled the progress of the new schools and highlighted the four basic bond projects for the coming

summer—a heating and ventilating system, crime prevention fencing at Hamlin Middle School and substantial ADA upgrades at Springfield and Thurston High Schools.

Mr. DeFranco continued with a slideshow showing construction progress at the elementary schools, including structural steel work, pour-back concrete work around where the tilt-up concrete walls were erected, steel decking for the roofing and insulation, and concrete piers for play areas at both schools. He reported that the asbestos abatement contract for existing schools was out to bid and that the fixtures, furniture and equipment (FFE) planning was taking place at both schools. The final current piece, he noted, was planning for the transition out of the existing schools, allowing for packing and salvaging of valuables before demolition and asbestos abatement processes, working within a tight schedule. He planned to bring a proposal for addressing the transition issues to the January board meeting.

Responding to a question by Garry Weber regarding the FFE, Mr. DeFranco said that Virco had done the design and legwork and had been involved in all planning meetings, at no cost to the district. He had found the company to be very service-oriented, noting they had provided similar service for the Arts Academy. Mr. Yancey added that Virco would provide room-by-room floor plans with all the furniture and cabinetry laid out.

In response to questions by Mr. Light, Mr. DeFranco clarified that the original asbestos abatement estimate was approximately \$500,000 per school and it looked to be coming in close to the budgeted amount. He noted that overall construction costs were pretty well on schedule and that there was a shared goal with Facilities, Finance and principals that any saved resources would revert to bond basic projects.

Mr. Weber commented regarding any construction contingency remainder, that he would like to have a report to the board perhaps in March reminding the board of any priorities that had been set for those funds. Mr. DeFranco remarked that there were two primary outstanding projects that could be done at the eleventh hour, the electronic reader board and new playground equipment. He reminded the board that the date for substantial completion of the new schools was June 12, 2009, with continuing work over the summer to September 1, 2009, so that it might be a little later than March that such a report could be made. He noted that some of the playground equipment could be recycled, while other portions could not be moved. If new playground equipment was prioritized for the new schools, the older movable equipment could be placed at existing schools.

D. Wellness Committee Update

Brett Yancey indicated a report included in the board meeting packet which outlined focus items for the school year, as well as focus items for each monthly meeting. He reminded the board that Chair Bigley served on this committee and that Bobbi Phillips, Nutrition Services Supervisor, led the committee.

E. United Front Requests & Update

Jeff DeFranco reported that Nancy Bigley, as board representative, had attended a meeting with Jim Smith and Kirk Bailey of Smith Dawson and Andrews along with Superintendent Golden and himself a few weeks ago at which current standings for previous funding year requests and potential future funding opportunities were presented.

In terms of current requests, he noted one on the House side, under Labor, Education, Health and Human Services for \$150,000 for the Arts Matter Initiative. He said prospects were not good for the lame duck Congress to pass a budget, though Jim Smith's best guess was that Congress would put a budget together for the President Elect at the time of the inauguration that would include an earmark for the Arts Academy. He noted that even if the initiative was funded, it would be a number of months before the money would be available.

Looking forward to the next year, United Front felt the district's three requests were good—one for Arts Matter, another for a consultant and architectural design of an integrated health and social services center, and a third for energy efficiency audit and planning district-wide. It was recommended that these requests be cleaned up and brought forward again.

He also mentioned having met with the Environmental Protection Agency (EPA) earlier regarding funding for a science center at Agnes Stewart site for a wetlands study with interpretative signage and instructional time. He said that project might be ripe to bring forward and that he would like some feedback from the board.

Mr. DeFranco noted that President Elect Obama's stimulus package was a big issue at the meeting, and that the local jurisdictions of Lane County were to sign a joint request letter to be sent to Obama, Merkley, Wyden and DeFazio to identify such things as infrastructure funding, saying that the local jurisdiction was in support of this resource and to offer examples of how such resources could be used. He said that a draft was being worked on and would be given to Nancy Bigley to sign on behalf of the school board. As well, he said, it was important for Lane County to make a point on state deficit reduction. These funding avenues could earn more money than would ever come from individual earmarks.

Responding to a question by Garry Weber about where funds from an Obama stimulus package would go in Lane County, Mr. DeFranco remarked that it was hoped to make the funds less restrictive than, for instance, federal highway dollars. He said the funds were meant for projects that were "shovel ready," that at the latest the contract could be let by the end of 2009, and preferably work would be performed in 2009. The hope would be that when the money came to the state, the district would have some political leverage through the offices of Merkley, Wyden and DeFazio, though at this point it was still a mystery as to how the money would be channeled.

Chair Bigley added that besides the projects needing to be "shovel ready," another priority was for them to be "green."

Jonathan Light asked if there had been discussions about additional funding of IDEA or No Child Left Behind. Mr. DeFranco responded that Smith Dawson and Andrews' focus on resource rather than policy, but they did provide a pulse on policy. Their sense about No Child Left Behind was that it could be completely dismantled or it could keep some basic tenets and be redesigned. They asked the district to have internal conversations about priorities for No Child Left Behind reauthorization, if that was to come up, so that a proposal could be ready for Congressman DeFazio and Senators Merkley and Wyden. He said the funding for those programs had not been addressed.

Mr. Light said he was more interested in IDEA, since what had been given was far behind the original promised amount. Mr. DeFranco said there was a sense of a dichotomy in Washington this year, which was that there was no money because of the war and the economy, so that annual spending items would be limited. At the same time, a big economic stimulus needed to be made, so that a lot of money would be spent in areas where jobs could be created.

Al King commented that he thought it would be enjoyable and productive for the district administrators and board to put together recommendations for changes for No Child Left Behind to present to legislators, especially since the district enjoyed high visibility and credibility with the state legislators. Superintendent Golden noted that Senator Wyden had traveled all over the state, and that representatives from COSA to AASA to NSBA had put together recommendations regarding No Child Left Behind. She suggested the board look at what these organizations were recommending and to make sure it was on everyone's agenda and to know when it would be appropriate to add the district's voice, for instance, at the January 5, 2009 meeting with the legislators.

Mr. King and Ms. Adams suggested it would be more appropriate to bring recommendations to the federal delegates. Superintendent Golden recommended then that Mr. DeFranco and Ms. Bigley could take this forward on the federal level. She added that it would be beneficial to research what the other organizations were lobbying for and to present a personalized story about what had worked for the district and what had not. Mr. King noted that he hoped Superintendent Golden would put together feedback for the district from her experience and knowledge gained from meetings around the state, and then the board could determine if anything was missing from a local standpoint that could be advocated for.

Mr. Light agreed that it would be important to understand any new proposals regarding No Child Left Behind.

Mr. DeFranco remarked that what he was hearing as top priorities were economy and energy independence, so that in the first few months it would be important to discuss the economic stimulus package and what it would mean for the district. At the same time, he suggested, background work on No Child Left Behind could be done in order to be prepared when the issue arose. Superintendent Golden added, from her earlier experience in Washington, that she felt it was important to broaden the agenda from those two major areas, and she would make it a priority to work towards creating a story from district experience around No Child Left Behind. Mr. King noted that certified staff and also classified staff should have a voice on this issue.

Mr. Weber explained for the student representatives present that federal money was available to come to the local level. He said that until the system was changed from granting earmarks, where there were special deals available to people who knew how to get them, local people went to Washington to lobby for federal money. He noted that United Front was made up of Springfield Public Schools, Lane County, City of Eugene, City of Springfield, City of Coburg, City of Cottage Grove, Willamalane, and Lane Transit District and that these groups worked as a team to lobby in Washington. Mr. King noted that district representatives often returned from Washington with a quarter or half a million dollars.

F. Board Communication

• Board Goals, Legislative Meeting

Ms. Adams noted that Tricia Yates a representative from OSBA, and also Beth Gerot, as Chairman of a legislative policy committee for the OSBA, would attend the January 5, 2009 meeting. She suggested that the policies adopted at tonight's meeting would be the primary priorities to address with the legislators, to describe the story of how those policies affect Springfield School District. In addition, she felt it important to address the area of technology and also the district's impact from the current rule that children do not legally need to be in school until age 7. Ms. Adams asked that board members call her with ideas before December 18, 2008, as she would be meeting with Mr. DeFranco and Superintendent Golden on that date.

Mr. Weber asked that any appropriate district staff would be invited to the meeting who could assist with good story telling for the district.

Mr. King noted that a bill was being drafted on technology. He said the January meeting would be a good opportunity for the board to offer input in terms of their vision. Ms. Adams added that the emphasis would be around the idea of virtual schools.

Ms. Adams added that she had attended a number of Thurston's games, and that the final championship game was especially wonderful.

Jonathan Light agreed that the championship game was fall football at its best, and suggested that the board send a thank-you to the team, representing the district and schools. He reported having attended a concert at the Wildish Theater performed by a Springfield High School graduate who now earned a living in music in

Los Angeles. He said he loved the downtown Christmas parade and seeing the activity of the Academy of Arts and Academics, with some musicians playing and crafts on display. He reported, as board representative with Superintendent Golden for the Wildish Theater, that at the last meeting policies had been adopted. Next step, he noted, would be to nominate three at-large positions for which suggestions of appropriate area people would be welcomed. Mr. Light thanked Garry Weber for offering his pizza business, Roaring Rapids, to so many educational organizations for fundraising, noting that the next day, December 4, 2008, Pleasant Hill musicians would be performing there.

Al King said that he particularly enjoyed the school games, and found it remarkable that the offensive line and reserve offensive line for the West Albany team had such big and impressive players.

Chair Bigley reported attending a conference in Portland at which the board received an achievement award for participating in different conferences and trainings for school boards. She thanked Ms. Adams for putting the information together to qualify the board for this award. She also noted receipt of a thank-you from the football team for the board's support. She reported that the Board Goals committee had met a week earlier and had discussed goals for mid-year planning, including budget considerations from the levels of the district and school board and after school programs, which would be moving forward. She noted there would be a meeting with 4J district regarding school boundary updates, and that Al King and Laurie Adams would meet with Superintendents Golden and Russell. A calendar item she shared was the Gateways high school dinner on December 18, 2008 from 12:00-1:30.

Mr. King added that the Budget Committee had met, noting the intention was to finish the budget as late as possible because of all the difficult economic news.

G. Superintendent Communication

Superintendent Golden congratulated Marshall Curry for being a finalist to represent the district in the US Senate Youth Scholarship Program. He was chosen as an alternate, so he would participate in case of illness or other reason that either of the top two candidates could not participate.

She reported about the ruling that children attend school by age 7, that she had spoken to a State Department lobbyist, Morgan Allen, who told her that a proposal had been brought forward by Vicki Walker the previous year to lower the age to 6. He said that the proposal had not passed because of a sense of freedom of choice in Oregon where the decision was up to the parents. As well, the home school lobbyists had expressed very strong opposition to changing the age to 6. Superintendent Golden commented that 35 of the states had requirements that children started school at either age 5 or 6, and that she hoped the ruling to lower the age might pass in the next year.

Concerning virtual schools, she said that Ms. Walker would be available for questions during an upcoming meeting. She noted that there were many competing proposals on this issue, some wanting Educational Service Districts (ESD's) to set policy and others wanting policies to be set by the state. What she saw as important was that all the district's students had access to virtual programs directly from the district. She said this was definitely a hot current issue that she hoped would be settled at the current legislative session.

Mr. Weber indicated his hope that policy and legislation would wait for understanding education on the issue. He said there were other states which had already made big mistakes that could be informative for the district to understand. He felt it was time for fact-finding, so that equity and other issues could be dealt with fairly.

Mr. King agreed it would be a mistake to create legislation before strategies were clear. Ms. Adams responded with her concern that the virtual schools issue was snowballing so quickly that there seemed no

time for proceeding slowly. She said students were being lost to other virtual school districts and that advocacy needed to occur quickly.

Mr. Light said he would urge the state board to declare a moratorium on approving any more virtual schools so that the process could slow down until appropriate policies could be created. Chair Bigley agreed that time was needed to make good decisions. Ms. Adams added it would be important as well to have a moratorium on students leaving their districts for virtual programs.

Mr. King noted that the legislature was not prepared to address this issue, but it could be possible for the State Department of Education to come forward with at least a first-run strategy for creating a structure for programs.

Superintendent Golden continued by saying the second reason for the meeting she mentioned was to continue with the idea of a committee to systematically study all the issues around technology. The virtual school issue would be a separate, but related, part. She thanked Ms. Adams for taking on two substantial committees—having been appointed to the Glenwood renovation project, and also fundraising responsibility for the Wildish Theater.

She noted that she had also enjoyed the Thurston games, and that she had enjoyed serving cookies and hamburgers the night before the game. She noted that Springfield had also had a great team this year. She reported seeing robotic teams compete in Corvallis at a beautiful new middle school. Earlier today, she said, she had seen Shakespeare players doing Macbeth with some Springfield High School students. The actors traveled through three states, and were very much impressed with the Springfield theater program.

Ms. Adams noted that it was only a card draw that kept Springfield High out of the play-offs.

7. OTHER BUSINESS

Chair Bigley noted two calendar items: Gateways holiday dinner on December 18, 2008, from 12:00 – 1:30 p.m., and the work session on January 5, 2009, at Superintendent Golden's home at 6:30 p.m.

8. NEXT MEETING

Chair Bigley announced that the next regular board meeting would be held on January 12, 2009 at 7:00 p.m.

9. ADJOURNMENT

With no other business, Chair Bigley adjourned the meeting at 8:48 p.m.

(Minutes recorded by Judy Burton)

RESOLUTION: #08-09.022

DATE: January 12, 2009

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 list of new hires, change of contract status, rescinded retirement and retirements for licensed personnel. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dawn Strong is available for questions.

RECOMMENDATION:

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

- New Hire
- Change of Contract Status
- Rescinded Retirement
- Retirement

SUBMITTED BY:

Dawn Strong
Director of Human Resources

RECOMMENDED BY:

Nancy L. Golden
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRE					
1	CAILEY HARLACHER	MT VERNON	TEMPORARY	PT	1/05/08	TEMPORARY PART TIME NEW HIRE
	CHANGE OF CONTRACT STATUS					
2	JANET LICHENSTEIN	RIVERBEND	TEMPORARY	PT	1/5/09-6/12/09	TEMPORARY REHIRE OF RETIREE
3	SHEILA LOW	RIVERBEND	TEMPORARY	PT	1/5/09-6/12/09	TEMPORARY REHIRE OF RETIREE
	RESCINDED RETIREMENT					
4	HELEN FAST	GATEWAYS	CONTRACT TEACHER	FT	12/31/08	RESCINDED RETIREMENT
	RETIREMENT					
5	JONATHAN SIEGLE	SHS	CONTRACT TEACHER	FT	12/31/08	RETIREMENT
6	JOY VAN VACTOR	GOSHEN	CONTRACT TEACHER	PT	6/30/09	RETIREMENT

EARLY SCHOOL CLOSURE – MAPLE AND THURSTON ELEMENTARY

RELEVANT DATA:

This proposal to close school on June 5, 2009, for Maple and Thurston elementary school students to allow additional time for asbestos abatement, salvaging, and staff pack-up and move-out is presented for a first reading.

Constructing schools on the same sites as the existing schools creates additional complications. The construction schedule for the new schools in the summer of 2009 is very tight, and there are critical actions which must occur in sequence. Once the school year is completed, staff materials need to be packed and removed from the existing buildings, maintenance staff need time to remove reusable items and work with a recycling company to remove additional reusable items from the existing schools, asbestos and other hazardous materials need to be removed from the existing schools, demolition contractors will then be able to raze the existing building, contractors will then proceed with installing driveways and parking lots, as well as installing playground equipment, seeding playing field areas, and installing landscaping. In addition, furniture and equipment need to be assembled and placed inside the new schools.

To facilitate all of what needs to occur during the summer in order to open schools on time in September, we are recommending that Maple and Thurston elementaries close four days earlier than the adopted school calendar. A packet of materials explaining the specifics involved in this request is attached.

Rob Hess has analyzed the calculations of instructional hours at the two schools and concluded that students at Maple and Thurston Elementary will still meet state instructional hour standards. Principals Jay Carter and Shari Furtwangler have been involved in the discussion and support the recommendation.

Closing early has been an accepted practice of other school districts faced with constructing schools on the same sites as the existing buildings.

SUBMITTED BY:

Jeff DeFranco
Director of Communications and Facilities

and

Rob Hess
Assistant Superintendent, Process and Achievement

Early School Closure Proposal Thurston Elementary School and Maple Elementary School

The proposal is to close Thurston Elementary and Maple four days early this year. This proposal was processed with both principals, who have indicated their support. In addition, initial conversations with the association president have been positive. The proposal was based on the following key values:

- Open school on time!
- Occupancy permit for Back-to-School week
- Short-term pain = Long-term gain
- Stay within budgeted resources
- Meet school and teacher needs
- Closing early is exponentially better than opening late.

The construction schedule for the new schools in the summer of 2009 is very tight, and there are a several critical actions which must occur in sequence:

- The school year for students and staff needs to end with completion of course work and teachers completing report cards.
- Staff materials need to be packed and removed from the existing schools and taken to a storage area.
- District maintenance staff needs time to remove reusable items from the existing schools (e.g., kitchen equipment, reusable furniture, wiring, technology items, etc.).
- The District wants to provide some time for recycling efforts (e.g., BRING Recycling).
- Contractors need to remove asbestos and other hazardous materials from the existing schools.
- Demolition contractors need to raze the existing buildings.
- When these are complete, the contractors will proceed with installation of new driveways and parking lots, as well as installation of playground equipment, seeding of playing field areas, and installation of landscaping that is critical for opening the new schools.
- Furniture and equipment need to be assembled and located inside the schools.

All of these must be completed so that the schools are ready for staff and students to begin a new school year.

Because of this very difficult calendar, the school district has been looking at ways to add more days to the schedule. Assessment of student instruction hours showed that students could meet the minimum state requirements even if the school district shortened the school year for the students attending Thurston Elementary and Maple Elementary schools. The calculation was based on an Instruction Department formula (see Appendix 1).

State Requirement	Scheduled Time	Reduction of 4 Classroom Days
Kindergarten: 405 hours	TES: 601 instructional hours Maple: 456 instructional hours	TES: 589 instructional hours Maple: 446 instructional hours
Grades 1-3: 810 hours	TES: 878 instructional hours Maple: 956 instructional hours	TES: 858 instructional hours Maple: 936 instructional hours
Grades 4-8: 900 hours	TES: 956 instructional hours Maple: 956 instructional hours	TES: 936 instructional hours Maple: 936 instructional hours

Based on the calculation of instructional hours, we are recommending that the Board approve ending the school year four days early for students on those schools. The schedule would be adjusted as follows:

- Friday, June 5 will be the last day of school for students.
- Monday, June 8 will be a grading day for staff to complete report cards.
- Tuesday, June 9, and Wednesday, June 10, will be packing days for staff.
- Wednesday, June 10, will be the last day for staff to be in the existing TES and Maple buildings. Staff materials will be packed and moved to a designated storage area.
- While most teaching staff is scheduled to return to work on Tuesday, September 1, we will be asking TES and Maple teachers to return on Monday, August 31.

A more detailed schedule is attached (see Appendix 2).

The Human Resources Department has developed schedule with specific recommendations for employee work schedules in an effort to make the best use of their time (see Appendix 3). It is the District’s intent to guarantee that classified employees will receive their assigned time hours.

Appendix 1 – Instructional Time Calculations

Background Information regarding the instructional minute requirement at Thurston Elementary School and Maple Elementary School and the possibility of closing these schools by four days to accommodate the necessary classroom tear down & set up activities regarding the new schools.

KG: 405 Required Hours

TES: 601 Instructional hours. Reduction of 4 classroom days equals 589 hours.

Maple: 456 Instructional hours. Reduction of 4 classroom days equals 446 hours.

Grades 1-3: 810 Required Hours

TES: 878 Instructional hours. Reduction of 4 classroom days equals 858 hours.

Maple: 956 Instructional hours. Reduction of 4 classroom days equals 936 hours.

Grades 4-8: 900 Required Hours

TES: 956 Instructional Hours. Reduction of 4 classroom days equals 936 hours.

Maple: 956 Instructional Hours. Reduction of 4 classroom days equals 936 hours.

According to State Law (see below), Instructional Hours include: classroom instructional hours, parent conferences, and student orientation days. We have used all of these hours in this calculation. We have also counted the 17 hours of collaboration time (staff development during late start) in the above calculations, but we have not included any other hours of staff development activities.

581-022-1620 Required Instructional Time

(1) Each school district shall annually adopt and implement a school calendar which provides its students at each grade level with the following minimum number of instructional hours:

- (a) Grades 9–12 -- 990 hours;
- (b) Grades 4–8 -- 900 hours;
- (c) Grades 1–3 -- 810 hours;
- (d) Grade K -- 405 hours;
- (e) A district unable to meet minimums for a particular grade level, e.g., when Grade 9 is part of a 7-9 configuration, should utilize the request for a waiver process set forth in OAR 581-022-0802.

(2) There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

(3) No student shall be required to exceed the following number of instructional hours per day:

- (a) Grades 9–12 -- 7 hours;
- (b) Grades 4–8 -- 6.5 hours;
- (c) Grades K–3 -- 6 hours.

(4) School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities involving students directly may be included in the required instructional hours. However, transportation to and from school, passing times between classes, non-instructional recess and lunch periods shall not be included. Passing time is defined as those minutes between segments of the program that are apparent in the school's daily schedule.

(5) When approved by a local school board, annual instructional hour requirements stated in section (1) of this rule may be reduced as follows:

- (a) Up to a total of 30 hours to accommodate staff development activities, pupil transportation schedules, or other local program scheduling arrangements;
- (b) Up to a total of 14 hours of emergency school closures due to adverse weather conditions and facility failures.

(6) Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time or in the reductions provided for in subsection (5)(a) of this rule.

(7) For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instruction).

(8) The instructional time requirement for twelfth-grade students may be reduced by action of a local school board for an amount of time not to exceed 30 hours of instructional time.

Stat. Auth.: ORS 326.011 & ORS 326.051 Stats. Implemented: ORS 326.051 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

Appendix 2 - Proposed Schedule For New Schools

DATE	ACTIVITY
Friday, June 5	Last day of school for Thurston and Maple students
Monday, June 8	Teachers' grading day
Tuesday, June 9	Packing/moving day
Wednesday, June 10	Packing/moving day/Last day in building for teachers, EAs
Thursday, June 11	SPS salvaging
Friday, June 12	SPS salvaging/Phase 1 Substantial Completion
Saturday, June 13	Recycling Firm
Monday, June 15 to Sunday, June 28	Asbestos abatement
Monday, June 29	Revised start date for demolition – Hyland
Wednesday, July 1	Prior scheduled date for demolition
Monday, August 31	Thurston and Maple teachers return
Tuesday, September 1	Phase 2 Substantial Completion
Wednesday, September 9	Tentative first day of school
Thursday, October 1	Site work complete

Appendix 3 - Human Resources Early Closure Plan

Classified Information

Thurston Elementary School:

- One 207 day employee ~ last day June 19
- One 182 day employee ~ last day June 15
- Two Custodians
- Two Cooks
- One Life Skills Classroom ~ (ESD)
 - 2/8 students out of district
 - Eugene (1)
 - Oakridge (1)
- Six Bus Drivers and One Transportation EA

Maple Elementary School:

- One 207 day employee ~ last day June 19
- Two Custodians
- Two Cooks
- One Life Skills Classroom ~ (ESD)
 - 2/11 students out of district
 - Both from Pleasant Hill
- Three Bus Drivers and Two Transportation EAs (one is shared with TES)

Proposal to Union:

- Last day for staff to be in building will be Wednesday, June 10, 2009.
- 180-day employees (who are not a part of those groups listed above) will be able to work their Thursday, June 11 hours over the course of their June workdays. This schedule must be worked out with building administrators and cannot exceed 40 hours in a workweek.
- Maple 182-day employee will complete her additional 2 days in the same manner as listed above.
- Cooks, custodians, bus drivers, and bus driver EAs will be reassigned by their supervisors to other buildings, routes and/or assignments.
- TBD: Options available for the admin secretaries (207-day employees).

Licensed Staff Proposal

- Last working day is Wednesday, June 10, 2009
- Teachers will not be deducted pay for June 11 and 12, but will instead use the June 11 hours as trade hours for additional work that may be needed in the final closing days in June and/or the week when teachers return to work in the fall.
- The June 12 day will be traded with August 31, 2009 to bring teachers back one day early to begin prepping classrooms.

RESOLUTION: #08-09.023

JANUARY 12, 2009

2007-2008 AUDIT REPORT

RELEVANT DATA:

Oregon State law requires an annual audit of all financial transactions of the School District for all operating funds, grant funds and trust funds. The independent accounting firm of Pauly, Rogers and Co., PC conducted the 2007-2008 fiscal year-end audit and a copy of this document is being delivered with the Board packet. Available at the meeting will be the management letters for the District addressed to the School Board.

RECOMMENDATION:

It is recommended that the Board of Directors accept the audited financial reports for 2007-2008 as presented by the firm of Pauly, Rogers and Co., PC. Brett Yancey, Joan Bolls and a representative from the auditing firm will be available for presentation and questions.

SUBMITTED BY:

Brett M. Yancey
Director of Budget & Finance

RECOMMENDED BY:

Nancy Golden
Superintendent

RESOLUTION #08-09.024

DATE: JANUARY 12, 2009

DIRECTOR OF BUSINESS OPERATIONS CONTRACT AGREEMENT

RELEVANT DATA:

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

RECOMMENDATION:

It is recommended that the Board of Directors approve the contract and compensation agreement for the Director of Business Operations for the 2008-2009 fiscal year.

SUBMITTED BY:

Dawn Strong
Director of Human Resources

2009-2010 ACADEMIC CALENDAR PROCESS AND TIMELINE

RELEVANT DATA:

District staff is working to finalize the 2009-2010 academic calendar. Through feedback from stakeholders, three different calendar models will be developed with staff in-put. These models will be based on the following district priorities:

- Time built into the calendar for building collaboration and full-day staff development opportunities so that substitute costs (in terms of money & instruction) are reduced.
- School will begin after the Labor Day holiday (Monday, September 7, 2009) in order to maximize time needed to complete our new schools.
- Meet all instructional time requirements mandated by the Oregon Department of Education.

During the month of January, the calendars will be shared with administrators, certified and classified staff as well as associations for their input. In February the final calendar will be selected based on staff voting and a proposal will be submitted to the school board for approval.

Rob Hess is available for questions.

SUBMITTED BY:

Robert Hess
Assistant Superintendent for Achievement and Process

OSAA Classification and Districting Committee Update

RELEVANT DATA:

The Oregon School Activities Association Classification and Districting committee for 2010-2014 convened in September. This group is charged with the task of making a recommendation to the OSAA Executive Board in October of 2009 specific to classification and districting for member schools from 2010-14

The committee has met three times and is scheduled to meet five more times before the end of this school year.

Prior to the January 12th meeting in Wilsonville, a draft proposal was produced. This proposal included a shift in the Midwestern League. This shift would include the addition of Marist, Crater, Eagle Point, and Ashland.

The intent of the proposal is to generate feedback from membership schools. Public comment is desired and may be sent in writing and/or in person prior to the February and March meetings.

Matt Coleman will present further information and implication and look to receive feedback to help guide the draft of written feedback on behalf of the Springfield Public Schools.

SUBMITTED BY:

Matt Coleman
Director of Secondary Education

BOARD REPORT

DATE: JANUARY 12, 2009

MONTHLY NEW SCHOOLS CONSTRUCTION UPDATE

RELEVANT DATA:

As part of the bond project to construct replacement schools for Thurston Elementary and Maple Elementary, the Board will receive regular project updates from the school district's project management firm, Milstead & Associates. The January report is attached.

Jeff DeFranco is available to answer questions.

SUBMITTED BY:

Jeff DeFranco
Director of Communications and Facilities

Milstead & Associates
Report on Status of New School Development
January 12, 2009

Design Status

The asbestos package had been advertised for bid, providing potential vendors with the opportunity to bid on the abatement work at Maple or TES or both. Bids were received on December 16, 2008. As provided for in state rule, the low bidder was permitted to withdraw its bid based on a non-judgmental error. Analysis of the remaining bids resulted in the district discovering potentially misleading language in the bid specifications which permitted incomplete bidding on the part of at least one competitive remaining bidder. As a result of this errant language, as provided for in state rule, the district rejected all bids and will be re-advertising and re-bidding the project. New bids are scheduled to be received on January 20, 2009. The abatement work will precede the demolition and will occur in the latter part of June 2009. The schedule for the base bid is built around the current projected end-of-the-year calendar. The Board will be considering separately the issue of a revised end-of-this-year calendar to permit additional time for asbestos abatement, salvaging, and staff pack-up and move-out.

Planning is continuing for the selection and procurement of new furnishings for the completed buildings.

The agreements for the design and project management of the TES bike shelter have been approved and executed, and design work will have begun in early January.

Construction Update

As of the 24th of December, interior framing at Maple has progressed significantly along with mechanical and electrical rough-in. Window and door openings have been temporarily protected with plastic and temporary heat has been brought in to facilitate the cold-temperature setting of concrete (second floor, ramps, stairs). Roofing materials were brought to the site and stored. The work is approximately one week or more behind schedule. The contractor attributes the loss of one week to the challenges of the cold weather and snow during the week of December 15-19, 2008.

Thurston was approximately one week behind Maple by design, and now the gap is somewhat larger. The district and the contractor are exploring ways to make up time, modify elements of the critical path schedule, or provide options for a phased substantial completion of the Phase 1 construction to facilitate the district's need for a place to move materials and supplies in mid June. The contractor has indicated the delay will not impact the schedule for Phase 2 Substantial Completion, which remains September 1, 2009.

With a good part of the framing in place, a sense can be gained of the scale and size of the classrooms, cafeteria, library, gym and related spaces.

<u>Task</u>	<u>Schedule</u>	
	<u>Original Date</u>	<u>Revised Date</u>
Construction begins	June 1 - 12, 2008	June 9, 2008

Bike Improvements to Bid	January 5, 2009	TBD, May 2009
Asbestos Abatement to Bid	January 5, 2009	<i>January 20, 2009</i>
Building construction complete	June 12, 2009	<i>Under discussion</i>
Demolition & most site complete	August 20, 2009	September 1, 2009
All site work complete	October 1, 2009	No change

Budget

With the inclusion of the covered play alternate, the starting contract amount for the Hyland contract was \$28,712,722.

At the point when we set the construction amount as shown, the construction contingency was set at \$2,153,454, or approximately 7.5 percent of the starting contract amount.

During the course of the construction, funds will be transferred into and out of (construction) contingency to address changes in the work. Mostly, this will be a transfer out of contingency with a corresponding increase in contract amount. Changes will be reported monthly. Project contingency is used to address any omissions or things left out of the drawings and bid documents, changes that are found during construction, and design changes or additions that are owner-directed.

Through December 24, 2008, there is a net increase in the Hyland contract amount of \$400,426 and a corresponding decrease in the construction contingency of the same amount. This represents an incremental increase to the Hyland contract of \$54,314 since the last Board report. The construction contingency has approximately \$1.753 million remaining.

City, Code, Grant Issues

Much of the off-site work at Maple was performed and completed in December.

Look Ahead

1. Furniture and small equipment for the new school will need to be procured, as reported above. In addition, some of the electronics for the new schools will be separately procured. The process for identifying this latter procurement has started.
2. Asbestos abatement will need to occur in the existing buildings after the close of school in June 2009. The District has procured the services of an environmental design firm to identify the scope of work, budget and prepare the design documents for the asbestos removal. (There is a separate line item in the budget for asbestos abatement as well as the asbestos abatement consultant.) The re-bid documents will be advertised and released. Re-bids are due on January 20, 2009. Award of the asbestos abatement contract is scheduled for Board action on January 26.
3. The activities necessary to transition out of the existing building as smoothly as possible in June 2009 are still being considered, as reported in the report last month and elsewhere in this report.

BOARD REPORT

DATE: JANUARY 12, 2009

ELEMENTARY AND SECONDARY SCHOOL ASSURANCE STANDARDS

RELEVANT DATA:

As the Board is aware, each year the district is required to report to the community the status of the district in relation to State Standards. This report must be completed by January 15th of each school year.

Attached is a copy of the Assurance Standards report that will be sent to the Oregon Department of Education. I am pleased to note that the Springfield School District meets all standards as listed in OAR 581, Chapter 22.

This report serves as our report to the community as required by OAR 581-022-1610(4).

SUBMITTED BY:

Robert Hess
Assistant Superintendent of Achievement and Process

**ELEMENTARY AND SECONDARY SCHOOL STANDARDS
 ASSURANCE FORM
 2008-09**

This annual report to the local school board indicates the status of the district in regard to meeting all of the Standards for Elementary and Secondary Schools (OAR 581, Chapter 22).

OAR	Compliance Indicators	Yes	No	Documentation
	GOALS			
581-22-0405	<u>Career Education</u> <ul style="list-style-type: none"> Based on the Oregon Department of Education’s “Framework for Comprehensive Guidance and Counseling Programs for Kindergarten through Twelfth Grade.”, has the district implemented plans for career education for grades K-12 as part of its comprehensive guidance and counseling program? 	X		Springfield Public Schools has implemented a plan for K-12 career education with goals across curriculum, instructional and support programs. -Springfield Public Schools Career Education Plan -Syllabi Documentation for the district verifying implementation. Administrative Assurance form collected.
581-22-0413	<u>Prevention Education Programs in Drugs & Alcohol</u> <ul style="list-style-type: none"> Does the district have a comprehensive plan for an alcohol and drug abuse prevention program? Does the district have policies, rules and procedures that address drug and alcohol prevention program? Has the district’s drug and alcohol prevention and intervention program been approved by the school board? Has the district consulted with parents, teachers, school administrators, local community agencies and persons from the health or alcohol and drug service community who are knowledgeable of the latest research been a part of the process of approving the program? Has the district informed all staff of the district plan and their responsibilities within that plan; and provided alcohol and drug abuse prevention education to all staff? 	X		Comprehensive Prevention Plan Board Policies IGAEB, IA Student Responsibilities and Rights Board Policy GBEC,IG

OAR	Compliance Indicators	Yes	No	Documentation
581-22-0416	<u>Anabolic Steroids and Performance Enhancing Substances</u> <ul style="list-style-type: none"> Does the district utilize evidence-based programs such as the Oregon Health and Science University's Athletes Training and Learning to Avoid Steroids and Athletes Targeting Healthy Exercise and Nutrition Alternatives for the reduction in anabolic steroid and performance-enhancing substance abuse by high school athletes? Does the district ensure school district employees who are coaches or athletic directors receive training once every four years on identifying the components of anabolic steroids abuse and prevention strategies for the use of performance-enhancing substances? 		X	SPS Director of Secondary Education is in the process of creating a protocol with the district's athletics directors.
			X	Board Policy IGAEB Comprehensive Prevention Plan
581-22-0606	<u>District Improvement Plan</u> <ul style="list-style-type: none"> Does the district conduct self-evaluations in order to develop and/or update their local district continuous improvement plans on a biennial basis? <ul style="list-style-type: none"> Does the self-evaluation process include the public in the setting of local goals? Does the district as a part of setting local goals undertake a communications process that involves parents, students, teachers, and school employees and community representatives? Does the district annually report test results and progress on improvement plans? Does the district maintain copies of the school and district improvement plans as a public record? Upon request, does the district submit their Consolidated Improvement plan to the Department of Education? 	X		Board Policy IA Springfield's Continuous Improvement Plan ODE School & District Report Cards Minutes of school site council meetings are on file at school sites. Comparator District and School Profiles. Each school has a data profile binder used in August of each year. Management Review Team
		X		Assessment results reported in the Fall of each school year.
		X		School Improvement Plans (SIV) are on file at the district office and each school site.
		X		
581-22-0610	<u>Administration of State Assessments</u> <ul style="list-style-type: none"> Does the school district enforce the assessment policies for all students enrolled in a school or educational program receiving public funding that is located with the boundaries of the school district? Does the school district administer Oregon Statewide Assessments in accordance with the current school year Test Administration Manual and Test Schedule published by ODE? Does the school district use student assessment data in accordance with the Adequate Yearly Progress Policy and Technical Manual published annually by ODE? Are the results of these assessments used to satisfy the requirements specified in OAR 581-22-0606 and 581-22-1210 and as a method to evaluate compliance with OAR 581-22-1670? Does the district ensure that students are administered the proper Oregon Statewide Assessment and that the testing environment is secure and conducive to valid administration. 	X		Board Policy II Assessment results are posted on the district's web site. Assessment results are used to develop the CIP. District participates in: <ul style="list-style-type: none"> State Writing Assessment State Math Assessment State Reading Assessment State Science Assessment State ELPA <ul style="list-style-type: none"> The district's school improvement vision is revised on a yearly basis. Annual school improvement panel presentations are made to the school board. The district trains all school counselors in assessment.

OAR	Compliance Indicators	Yes	No	Documentation
581-22-0612	<u>Exception of Students with Disabilities from State Assessment Testing</u> <ul style="list-style-type: none"> • Does the school district exempt students with disabilities from participation in the Oregon State Assessment System upon parent request? 	X		Parent requests for exemption from assessments are on file with student records, noted on IEP's when appropriate. A copy of the request is held in the District's assessment office.
581-22-0615	<u>Assessment of Essential Skills</u> <ul style="list-style-type: none"> • Does the district administer local performance assessment for students in grades 3 through 8 and at least once in high school? • Does the district assess high school students' proficiency in the Essential Skills using assessment options that are approved by the State Board of Education for the purpose of student eligibility for: <ul style="list-style-type: none"> -The high school diploma as established in OAR 581-22-1130; or -The modified diploma as established in OAR 581-22-1134? • Does the district provide any eligible student with instruction in and multiple assessment opportunities to demonstrate proficiency in the Essential Skills for the purpose of achieving the high school or modified diploma? • Does the district allow students to use assessment options and achievement standards adopted in a student's ninth through twelfth grade years? • Does the district include one or more local performance assessments for grades 3 through 8 and for high school for each of the following skill areas: <ul style="list-style-type: none"> • Writing; • Speaking; • Mathematical problem-solving; and • Scientific inquiry? • Does the district offer a student who is on an IEP or 504 Plan and the student's IEP Team determines that the nature of the student's disability prevents the student from demonstrating proficiency in an Essential Skill, assessment option for the student to use that an appropriate replacement assessment that addresses the Essential Skill in a format that is consistent with: <ul style="list-style-type: none"> -The student's instructional plan; and -The state assessment criteria adopted by the State Board of Education? 	 X X X X X		Board Policy IL District 6-9 Assessments Work Samples Mastery in Motion (MIM) DIBELS Easy-CBMs MIM Assessment Work Samples Data Warehouse Mastery in Motion

OAR	Compliance Indicators	Yes	No	Documentation
581-22-0807	<u>Standardization</u> <ul style="list-style-type: none"> Does the school district provide acceptable educational opportunities for all Oregon students who reside in the district regardless of where they live in the district? Does the school district cooperate with procedures to verify compliance with state standards, to collect information about schools, to identify exemplary performance, and to promote school improvement? Does the school district comply with methods of verifying compliance and identifying practices or conditions needing improvement including: <ul style="list-style-type: none"> Assurances of the district school board designated chief administrative officer? Review of district materials through Department of Education desk audit? On-site review of practices or conditions? Other methods selected by the Superintendent of Public Instruction? 	X		<p>The district has a copy of the previous standardization visit report on file. The district has on file a copy of any Division 22 complaints filed with ODE. The district completes all web survey reports and other state reports as requested. The district has on file State Report Cards, School Profiles and the CIP.</p> <p>The district completes and returns on an annual basis State Standards Assurance form and participates in visits or surveys as requested. SPS Continuous Systems Improvement Management Review Team</p> <p>The district has copies of previous letters of compliance on file.</p>
581-22-1020	<u>State Goals for Elementary and Secondary Education</u> <ul style="list-style-type: none"> Has the district implemented the seven goals for Oregon's K-12 educational system? <ul style="list-style-type: none"> To insure that all students regardless of linguistic background, culture, race, gender, capability or geographic location have access to a quality education in a safe, motivating environment. To provide an environment that motivates students to pursue serious scholarship and to have experience in applying knowledge and skills and demonstrating achievement. To encourage parental and community involvement. To provide Oregon students the skills necessary to pursue learning throughout their lives in an ever-changing world. To develop in Oregon students the core ethical values that our diverse society shares and holds important. To equip Oregon students with the academic and career skills and information necessary to pursue the future of their choice through a program of rigorous academic preparation and career readiness. To prepare students for successful transitions to the next phase of their educational development. 	X		<p>Board Policy IA/IAA IG, AD, AE Curriculum Documents, IA/IAA, IG Board Policies, JA/JAA, JB, JBA</p> <p>District Philosophy Continuous Improvement Plan Goals. Board Policies KC, KK, IFCA, CFA School Improvement Plans S-QEM</p> <p>Springfield Quality Education Model</p> <p>Board Policies JF, JFA, JFC, JG Board Policy LGA District Course Syllabi School Profiles Continuous Systems Improvement Management Review Team Education Plan and Profile Mastery in Motion</p>

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1130	<u>Diploma Requirements</u> <ul style="list-style-type: none"> Does the district school board award diplomas to all students who fulfill all school district requirements and all state requirements as described in 581-22-1130 (2) to (10) and in district school board policies? Does the school district award an alternative document to a student who has met some but not all of the graduation requirements? Does the district have course syllabi written for courses in grades 9 through 12? <ul style="list-style-type: none"> Are the syllabi available to students, staff, parents, and the district school board as well as other interested individuals? Does the district require students to demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-22-0615? Has the district developed a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance? Does the district award a modified diploma to those students who have demonstrated the inability to meet the full set of academic content standards as described in OAR 581-22-1134? 	X		Policies IKF & IKFA, <i>H.S. Course Catalog, Administrative Guidelines Requirements for Graduation and Course Syllabi</i> . Currently 23 credits are required for graduation from Springfield schools. Beginning with the class of 2010, 24 credits will be required for graduation
		X		A high school completion document is offered through the district's alternative education programs to students who may not otherwise be able to graduate with their cohort. The alternative document requires completion of 23 courses in the core academic areas. 24 credits beginning with the class of 2010.
		X		The district's course syllabus is available on the district's websites to staff as well as parents, school board and other interested individuals.
		X		OSAT test scores Summit in assessment in development. Mastery in Motion
		X		
		X		
581-22-1131	<u>Credit Options</u> <ul style="list-style-type: none"> Does the district grant credit for work satisfactorily completed in any district school, including an alternative program defined in ORS 336.615 and 336.625? Does the district grant credit for work satisfactorily completed in a GED preparation course of study? 	X		Springfield Public School's Administrative Guidelines Educational Requirements for Graduation.
		X		Springfield Public School's Administrative Guidelines Educational Requirements for Graduation.

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1134	<u>Modified Diploma</u> <ul style="list-style-type: none"> Does the district school board award a modified diploma to students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations but who fulfill all state requirements as described in this rule and all applicable local school district requirements as described in district school board policies? Does the district have school teams that determine if a student will work toward obtaining a regular diploma, modified diploma or alternative certificate? Does the district notify students and their parents or guardians of the availability of the modified diploma in the fifth grade and ensure that parents or guardians are involved in the decision to pursue a modified diploma for a student? Does the district review modified diploma information with parents or guardians on an annual basis after the student completes the 8th grade? Does the school district develop an education plan and build an education profile as provided under OAR 581-22-1130? Does the district inform the student and parent or guardian of the student if the courses in grades 9-12 have been modified for an individual student? Does the district provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma? 	X		Board Policy IKF
		X		Director of Secondary Education, Director of Special Programs and Principal of Alternative Education
		X		The district notifies parents by letter
		X		Administrative Regulation JEDA-AR
		X		Administrative Regulation JEDA-AR
		X		Administrative Regulation JEDA-AR
		X		Administrative Regulation JEDA-AR
581-22-1135	<u>Alternative Certificate</u> <ul style="list-style-type: none"> Does the district make an alternative certificate available to students as an alternative for students who do not obtain the regular high school diploma or modified diploma? Does the school board define criteria for an alternative certificate and award an alternative certificate to those students who have met the criteria requirements as described in school board policies? Does the district offer students receiving an alternative certificate the option of participating in the high school graduation ceremony with the members of their class receiving a regular high school diploma? 	X		Board Policy IKGA, AKFB
		X		
		X		At parent request.
581-22-1140	<u>Equal Educational Opportunities</u> <ul style="list-style-type: none"> Has the district board adopted written policies and does the district have plans and programs that assure equality of opportunity for all student as described in OAR 581-21-045 & 046? Has the district adopted a policy prohibiting harassment, intimidation or bullying and prohibiting cyberbullying? 	X		Board Policy AC, AD/AE, JB, JBA, JED Student Responsibilities and Rights Handbook District's English Language Learners Handbook District's Co-Curricular Handbook Springfield Quality Education Model (S-QEM)

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1210	<u>District Curriculum</u> <ul style="list-style-type: none"> • Does school district provide a planned K-12 instructional program? • Does the K-12 instructional program include: COMMON CURRICULUM GOALS and academic content standards for English, Mathematics, Science, Social Studies, Arts, Second Languages, Health Education and Physical Education? • Does the district offer additional COMMON CURRICULUM GOALS for Technology? • Does the district provide ESSENTIAL LEARNING SKILLS and CAREER-RELATED LEARNING STANDARDS, as contained in THE COMMON CURRICULUM GOALS and ACADEMIC CONTENT STANDARDS? • Career Education which may include career or technical education? • Does the school district provide instruction in other areas identified in Chapter 581, Division 22 of the Oregon Administrative Rules? <ul style="list-style-type: none"> • Infectious diseases including AIDS/HIV and Hepatitis B? • Prevention education in drugs and alcohol, • Emergency plans and safety programs. ▪ Does the district provide instruction in compliance with requirements set forth in ORS Chapter 336, Conduct of Schools Generally? 	X		Board Policies IA/IAA, IG Course Syllabi Course Catalogs, Course Syllabi
		X		Course Syllabi
		X		Career Education Plan K-12 High School Plans – Mastery in Motion
		X		HIV/AIDS Curriculum Course Syllabi Second Steps Program Positive Behavior Support District Emergency Handbook Saftey Committee Meeting Minutes Board Policies IG, IKF - Graduation Requirements High School Course Catalogs
581-22-1310	<u>Identification of Academically Talented and Intellectually Gifted Students</u> <ul style="list-style-type: none"> • Has the district adopted policies and procedures for identifying talented and gifted students as defined in ORS 343.395 (7) (a) and (b)? • Has the district made an effort to identify students from ethnic minorities, students with disabilities, students who are culturally different or economically disadvantaged? • Is the identification made by a team, using more than one test, measure or score? • Does the district collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students. • Does the district have policies and procedures to identify students who demonstrate the potential to score at the 97th percentile on an appropriate nationally standardized test? • Does the district have additional policies and procedures to identify students under ORS 343.395 (7)(c), (d) & (e)? 	X		Board Policy IGBB, IGBBA <i>TAG Handbook</i>
		X		TAG Handbook describes screening and identification process.
		X		Student TAG file contains identification documents and student learning plans, TAG Handbook
		X		Student TAG file contains records of identification process.
		X		Board Policy IGBB
				OSAT test results sorted by percentile and sent to school assessment coordinators. Additional students K-12 screened by Oregon assessment scores. Parent or teacher recommendation for identification screening.

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1320	<u>Rights of Parents of Talented and Intellectually Gifted Students</u> <ul style="list-style-type: none"> Does the district inform parents at the time of TAG identification of the programs and services available? Does the district give parents an opportunity to discuss the programs and services available to their child? Does the district advise parents of their right to withdraw their child from TAG programs and services? Does the district inform parents of their right to file a complaint under OAR 581-22-1940? 	X		<i>TAG Handbook</i> describes processes and provides sample forms. Student Learning Plans Student Learning Plans Form 125A - TAG Testing. This form contains parent rights information. Board Policy IGBBA
581-22-1330	<u>Programs and Services for Talented and Gifted Students</u> <ul style="list-style-type: none"> Does the district have a written plan for TAG programs and services? Does TAG instruction address the student's level and rate of learning? 	X		<i>TAG Handbook</i> <i>Student Learning Plans</i>
581-22-1340	<u>Special Education for Children with Disabilities</u> <ul style="list-style-type: none"> Does the district provide an educational program for all resident children with a disability who are eligible under ORS Chapter 343, carried out in accordance with all applicable Oregon Administrative Rules? 	X		Board Policy IGBAJ Special Education Policies and Procedures are submitted to ODE.

581-22-1350	<p><u>Alternative Education Programs</u></p> <ul style="list-style-type: none"> • In accordance with ORS 336.615-336.665, does the district have policies and procedures for the approval and at least annual evaluation of public and private alternative programs or schools that receive public funds? X • Does the contract between the district and a public alternative education program state that the program must comply with all state statutes, rules and federal law applicable to public schools? X • Does the district before contracting with or distributing public funds to a private alternative program ensure all of the required steps have been taken? X • Does the contract between the district and a private alternative education program state that non-compliance with a rule or statute will result in the termination of the contract, and suspension or revocation of registration by ODE will terminate the district's contract with the private alternative program and that the private alternative education program's annual statement of expenditures is reviewed in the district's evaluation? X • Does the district have policies and procedures in place to approve placing a student in district approved public alternative education programs and district approved private alternative education programs? X • Does the district have policies and procedures in place for students, parents or guardians of students residing in the district to request the establishment of alternative education programs with the district? X • Does the district have policies and procedures in place for notification of students, parents, or guardians of students of: <ul style="list-style-type: none"> • The law regarding alternative education programs; • The availability of existing alternative education programs; and • The procedures to request the establishment of new alternative education programs. • Does the district have policies and procedures in place for the purposes of making claims for state school funds? X • Does the district include opportunities for participation by educators, community members, and parents or guardians in the development of policies and procedures under this rule? X • Does the district have policies and procedures in place to ensure that data for each student in public or private alternative programs are included in district reporting as required by ODE? X 			<p>The district on an annual basis evaluates and approves each alternative education program it operates, participates in or contracts with to provide services to students.</p> <p>Annual report to the School Board</p> <p>Annual report to the School Board</p> <p>Board Policy IGBHC, IGBHA, IGBHB, JGEA District expulsion procedures. Learning Services Center</p> <p>Board Policy JGBHA, IGBHB, JGBHC Alternative Education Service Providers Application for Services to Pregnant and/or Parenting Students.</p> <p>Application for Contracted Services for Alternative Education Programs.</p> <p>Board Policy JGBHA, IGBHB, JGBHC Student Responsibility & Rights Handbook</p> <p>SPS Graduation Requirements Handbook</p> <p>Alternative Education Coordinating Council SPS Graduation Requirements Handbook</p>
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OAR	Compliance Indicators	Yes	No	Documentation
581-22-1364	<u>Expanded Options – Requirements for Oregon Public School Districts</u> <ul style="list-style-type: none"> Does the district adhere to all Expanded Option Requirements? 	X		Board Policy IGBHE
581-22-1365	<u>Expanded Options – Annual Notice</u> <ul style="list-style-type: none"> Prior to February 1 of each year, does the district notify all high school students and the students’ parents or guardians of the expanded Options Program? <ul style="list-style-type: none"> Does the district ensure that all at-risk students and their parents are notified about the Expanded Options program? Does the district identify high school students who have dropped out of school and provide those students with information about the Expanded Options Program? 	X X X		Letters are mailed to all high school students. Copies are kept on file. Letters are mailed to all students who leave school. Copies are kept on file. Letters are mailed to all students listed on the Early Leavers Report.
581-22-1366	<u>Expanded Options - Annual Credit Hour Cap</u> <ul style="list-style-type: none"> Does the district limit the number of quarter credit hours awarded at high school as designated under the Expanded Options Program? Does the district establish caps separately for each high school? 	X	X	Credit hours are limited by district rule.
581-22-1368	<u>Expanded Options – State School Fund, Expenditures, Request for Waiver</u> <ul style="list-style-type: none"> Is an eligible student enrolled in an eligible post-secondary course at an eligible post-secondary institution considered a resident pupil of the student’s school district for purposes of calculation of the State School Fund grant under ORS 327.006 to 327.122 and 327.731? When needed, will the school district negotiate a financial agreement with any eligible post-secondary institution that accepts a student for enrollment in an eligible post-secondary course for the payment of actual tuition, fees and other required instructional costs associated with the enrollment of the student in eligible post-secondary courses? Has the district requested a waiver from the Superintendent of Public Instruction or the superintendent’s designee? 	X X		Board Policy LGA

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1420	<u>Emergency Plans and Safety Programs</u> <ul style="list-style-type: none"> Does the district have a comprehensive safety program for all employees and students? Does the program include plans for responding to emergency situations? Does the program provide general safety, basic emergency and accident procedures for students in each lab, shop and studio? Does the program require the use of all necessary safety devices and provide instruction for their use? Does the program provide an accident prevention inservice for all employees by conducted periodically and documented? Does the program provide assurance that each student has received appropriate safety instruction? Does the program require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends? 	X		<p>Information contained in <i>Administrative Guide to Crisis Response</i> and documents distributed to administrators and appropriate staff. District annual weather memo distributed to principals in November.</p> <p>A District's Emergency Procedures Manual Is provided to each administrator.</p> <p>Records maintained in the Risk Management Office.</p>
581-22-1430	<u>Asbestos Management Plans</u> <ul style="list-style-type: none"> Does the district have Asbestos Management Plans for all facilities it owns or leases? 	X		<p><i>Asbestos Management Plans</i> are available for reference in each building and are routinely reviewed and updated by maintenance personnel</p>
581-22-1440	<u>Human Sexuality Education</u> <ul style="list-style-type: none"> Does the school district teach an age-appropriate plan of instruction focusing on human sexuality education, HIV/AIDS and sexually transmitted disease prevention. Does the plan provide for instruction on HIV/AIDS and sexually transmitted disease, at least annually, for all students' grades 6-8 and at least twice during grades 9-12? Was the plan of instruction developed cooperatively with parents, teachers, administrators, health department staff, other community representatives and representatives from the medical community? Does the school district's school board approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective education strategies? 	X		<p>Board Policies IGAEA, IG, IGBHD Course Syllabi Board Policy IA/IAA</p> <p>SPS Course Syllabus</p> <p>Board Policy IA/IAA</p>

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1510	<u>Comprehensive Guidance and Counseling</u> <ul style="list-style-type: none"> • Does the district provide a coordinated comprehensive guidance and counseling program to support the academic, career, personal/social, and community involvement development of each and every student? • Does the district provide a comprehensive guidance and counseling program that serves students K through 12, based upon the Oregon Department of Education’s “Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade”? • Does the district maintain a licensed staff and promote effective guidance practices consistent with the district’s expected comprehensive guidance and counseling program outcomes? 	X		Board Policy IJ Information contained in the <i>Guidance and Counseling Plan</i>
581-22-1512	<u>Child Development Specialist Program</u> <ul style="list-style-type: none"> • Does the district have an elementary (K-8) school Child Development Specialist program? 	X		Board Policy IJ
581-22-1520	<u>Media Programs</u> <ul style="list-style-type: none"> • Has the district adopted program goals for media instruction at all grade levels? <ul style="list-style-type: none"> ▪ Do appropriate instructional materials, facilities, equipment and services support the district goals through a media center at each school site, which are supervised by appropriate certificated personnel? ▪ Are there certificated personnel whose responsibility it is to develop, implement, maintain, supervise and evaluate the media program? • Does each school provide instruction in: <ol style="list-style-type: none"> 1. Locating and retrieving print and non-print media? 2. Using media to record and express ideas and knowledge? • Listening to, viewing, interpreting and analyzing media materials? • What does the district use to determine the assignment of certificated media and other staff using? 	X		Board Policy IIBD <i>Media Curriculum Matrix</i> Board Policy IIBD, IIBG Copyright Handbook, 2003
		X		School administrators evaluate media specialist at their building.
		X		Certified Media Specialists are assigned to the district; District Professional Technical/Media Coordinator oversees the program in conjunction with the Curriculum Department.
		X		Staffing Minimums established at district; appropriate personnel of K-12 media programs assigned to schools.

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1530	<u>Auxiliary Services</u> <ul style="list-style-type: none"> Does pupil transportation comply with all applicable Oregon Revised Statutes and Oregon Administrative Rules? If the district operates a reimbursed student food service program, does the program comply with the State Board of Education and State Health Division rules? Does the district maintain buildings and grounds in accordance with all applicable Oregon Revised Statutes and Oregon Administrative Rules? Does the district provide physical facilities which are appropriate to instructional and support program activities? Does the district provide furniture, equipment and materials which are appropriate to instructional and support program activities? 	X		Board Policy EEAC, EEACA, EEACB, EEACC, EEACD, EEACDE <i>Transportation Manual, Student Transportation Procedures, Student Responsibilities and Rights, student behavior</i>
		X		Board Policy EFAA, EFAB, EFAC, EFAL,
		X		Board Policy EB, EBA, EBAA, FECCA Maintenance Survey Summary Maintenance Matrix
		X		Work Order Tracking System Board Policy EB, EBA, EBAA
		X		Board Policy DJ, DJC, DJCB
581-22-1610	<u>Operating Policies and Procedures</u> <ul style="list-style-type: none"> Does the district keep copies of operating policies, procedures and rules adopted pursuant to ORS 332.107 and is the information available upon request? Does the district use a process of management planning in the areas of staffing, instruction, facility maintenance and construction? Does the district maintain and make available upon request evidence that the district complies with the standards? Does the district report to the community on its status regarding to compliance with the state standards? 	X		<i>Board Policy Book</i> <i>Administrative Procedures Manual</i> <i>Policies & procedures are also available on the district web site.</i>
		X		<i>Staffing Documents</i>
		X		Board Policy AB, BF, CHA <i>Maintenance Matrix</i> <i>CIP Documents</i> Board Policy CM
		X		<i>Annual Assurance Form</i>
		X		<i>Board Minutes</i> The district reports the status regarding compliance in January of each year.
581-22-1620	<u>Required Instructional Time</u> <ul style="list-style-type: none"> Does the district annually adopt a school calendar that provides students at each grade level the following minimum number of instructional hours? <ul style="list-style-type: none"> K 405 hours 1-3 810 hours 4-8 900 hours 9-12 990 hours 	X		District Calendar Building Schedules K: 471 1-3: 927 4-5: 936 6-8 966 9-12 1043
581-22-1622	<u>Independent Adoptions</u> Has the district, upon prior notice to the State Board of Education, adopted independently materials for use in place of or in addition to those adopted by the Board?	X		In 2007 - K-5 Houghton Mifflin Reading, 2008

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1630	<u>Daily Class Size</u> <ul style="list-style-type: none"> Does the district maintain class size and teacher assignments that promote effective educational practices consistent with the outcomes expected of each instructional program? 	X		Board Policy AD/AE (District Philosophy and Goals) SEA Contract--Workload Allocation Staffing Allocation Documents
581-22-1640	<u>Instructional Materials</u> <ul style="list-style-type: none"> Does the district, following the adoption cycle set by the Department of Education, select and make available to students appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS) using a process for selecting and adopting that includes opportunities for citizen and parent involvement? Does the district process identify whether the district coordinates with NIMAS when purchasing print materials? 	X		Board Policy II/IIA, IIAA, IIAD School Board Meeting Minutes, which shows our district's alignment with the State on textbook adoption. School Board Meeting Minutes where adoptions are approved. District Purchase orders which show quantity of books ordered for the district. <i>Curriculum Development & Coordination Guidelines</i> <i>Admin. Guidelines for Recommending Selection and Purchase of Textbooks & Supplementary Material</i>
581-22-1650	<u>Postponement of Purchase of State-Adopted Instructional Materials</u> <ul style="list-style-type: none"> Does the district follow state guidelines when seeking postponement of the purchase of state adopted instructional materials which include: <ul style="list-style-type: none"> The reason for seeking postponement, The subjects or categories for which postponement is sought. The projected dates for purchase & implementation of new instructional materials, which shall not be later than one year from the beginning of the school year following the state adoption. Identification of the instructional materials to be used during the postponement. Assurance that the postponement will not delay future purchases in other subject areas. Local school board approval of the application and the date of such approval. 	X		Board Policy II/IIA, IIAA, IIAD <i>Curriculum Development & Coordination Guidelines</i> <i>Admin. Guidelines for Recommending Selection and Purchase of Textbooks & Supplementary Material</i> At this time, the district has not requested postponement of State adopted instructional materials.
581-22-1660	<u>Records and Reports</u> <ul style="list-style-type: none"> Does the district provide all records and reports required by the Oregon Department of Education? Has the district developed a method to determine the purpose for which student activity funds may be obtained and used, and the role of students in managing and expending student activity funds? Does the district maintain education records according to the provisions of OARs 581-021-0210 through 581-021-0440? Does the district cooperate with their education service district pursuant to the requirements and review schedule as set out in OAR 581-024-228 and ORS 334.125(9)? 	X X X X		Board Policy IGDF, IGDE, IGDG Information found in the <i>Administrative Guide for Student Accounts, , Student Activity/Student Body Funds, Manual of Accounting Procedures (Elementary & Secondary), Student Accounting Manual</i> Board Policy JO, JOA, JOB Administrative Procedure JO-AR School Board minutes of adopting ESD Resolutions are furnished to Lane Educational School District for their reports on an annual basis.

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1661	<u>Report on Physical Education Data</u> <ul style="list-style-type: none"> Does the district report to the Department of Education annually: <ul style="list-style-type: none"> -The number of minutes of physical education provided to students in K-8 each week of the school year? -The physical capacity of public schools to provide students in K-5 with at least 150 minutes of physical education during each school week and provide students in grades 6-8 with at least 225 minutes of physical education during each school week? -The additional facilities required by public schools to provide physical education to students for the minimum number of minutes? 	X		The district reports this information on a yearly basis through state reporting collections.
581-22-1670	<u>Individual Student Assessment, Recordkeeping and Reporting</u> <ul style="list-style-type: none"> Does the district require teachers to assess and record each student's progress in all subject areas including the Academic Content Standards? Does the district assist teachers in adapting instruction and curriculum to meet the needs and learning rates of students in attaining the goals of the subject area? Is progress toward completion of graduation requirements reported annually to parents of students in grades 9-12? Is progress in each subject area reported at least annually to parents of students in grades K-12? Does the district maintain student records under the student's legal name or establish a cross-reference system to locate the student's records by use of the student's legal name? 	X X X X		Talented and Gifted Board Policy IK, IKAB District K-5 Report Card Assessments 6-9 Reading Assessments Staff Development & Curriculum Development Programs, Curriculum Specialists and Special Education, Syllabi Transcript letters sent to parents each summer High School Completer statistics are reported to the school board annually. Board Policy IKAB; Report cards and conferences Board Policies JO, JOA, JOB Administrative Procedure JO-AR
581-22-1680	<u>Interscholastic Activity Organizations</u> <ul style="list-style-type: none"> Does the district allow only those organizations approved by the State Board of Education to administer interscholastic activities within the district? 	X		Board Policy IGDJ Administrative Guidelines for Activities and Athletics.
581-22-1710	<u>Personnel</u> <ul style="list-style-type: none"> Do teachers, specialists, and administrators hold valid Oregon licenses and assigned in accordance with the individual license district policies, program goals and applicable statutes and administrative rules? Does the district follow applicable Oregon Administrative Rules regarding the employment of educational assistants? 	X X		State Report to TSPC Board Policy GD/GDA Each job description requires a high school diploma or equivalent.

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1720	<u>Personnel Policies</u> <ul style="list-style-type: none"> • Has the district adopted and implemented personnel policies that address: <ul style="list-style-type: none"> • Affirmative action? • Staff development? • Equal employment opportunity? • Evaluation procedures? • Employee communication system? • Releasing to TSPC, another district or any person upon request the disciplinary records of an employee or former school employee if the employee was convicted of one or more of the list of crimes addressed in ORS 342.143? • Does the district have evaluation procedures required in section (1) of the rule, which include: <ul style="list-style-type: none"> • Job descriptions and performance standards • Pre-evaluation interview? • Evaluation based on written criteria which include performance goals? • Post-evaluation interview? • Results of the evaluation discussed with the teacher? • A written program of assistance? • Are personnel policies accessible to any school employee? • Has notice of public access to personnel policies been published this year? • Are all employees responsible for funds, fees or cash collections bonded in compliance with Oregon Revised Statutes and Oregon Administrative Rules? • Does the district give each employee that is not required to have a teaching certificate an individual written notice of reasonable assurance of continued employment as required by ORS 332.554? 	X		Board Policy GBA Board Policy GCL Board Policy GBA Board Policy GCN, GDM Board Policy GBD, IIBGA
		X		Located in libraries or faculty room and administrator's offices. Public access is available on the Internet
		X		Reasonable assurance notices are sent on an annual basis during the month of May.
581-22-1730	<u>Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, and School Nurses</u> <ul style="list-style-type: none"> ▪ Does the district comply with the requirements of subject individuals as defined in and in compliance with OAR 581-021-0500. 	X		Board Policies GCDA/GDDA Board Policy refers to employees with "direct, unsupervised contact with students" Administrative Procedure GCDA/GDDA-AR
581-22-1910	<u>Exemptions</u> <ul style="list-style-type: none"> • Does the district have procedures for excusing students from a state required program or learning activity to accommodate a student's handicaps or religious beliefs? 	X		Board Policies IGBHD, IGBA, IGBAE, JEFB, JHCCA, IK, Special Education Handbook Administrative Guidelines Educational Requirements for Graduation.
581-22-1920	<u>Waivers</u> <ul style="list-style-type: none"> • Does the school district understand and comply with guidelines for petitioning the State Superintendent of Public Instruction for waivers of specific standards (excluding ORS, which may not be waived)? • Does the school district understand and comply with the guidelines for petitioning the Educational Flexibility Partnership demonstration Act waiver? 	X		
		X		

OAR	Compliance Indicators	Yes	No	Documentation
581-22-1941	<u>Complaint Procedure</u> <ul style="list-style-type: none"> • Does the district have a process to promptly resolve complaints from persons living in the district or any parents or guardians of children attending school in the district? • Has the school district received a Standard Complaint, which alleges a violation of standards of the Oregon Administrative Rules in Chapter 581, Division 22? 	X	X	Board Policy KL, KLB, and KLD. Administrative Procedure KL-AR, KLB-AR, KLD-AR and Article XIX in the Teacher's Collective Bargaining Agreement.