

WORK SESSION MINUTES

15/A Work Session of the Lane County School District No. 19 Board of Education was held on February 27, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education Work Session to order in the Board Room at the District Administration Center at 4:06 pm.

Attendance

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

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Michael Henry, Jenna McCulley, Brian Megert, Kevin Ricker, Judy Bowden, Anne Goff, Tim Stephens, Linda Henry, Whitney McKinley, Hanalei Rozen, Susan Coleman, Kate Lode, Mary Harwood, Jonathan Light, Greg James, Laura Pavlat, Kim Donaght and Alisha Roemeling of *The Register Guard*.

2. WELCOME

Chair DeHaven welcomed the Board to the meeting. She noted the Board was scheduled to hold a Business Meeting at 6:30 pm.

3. INSTRUCTIONAL COACH UPDATE

David Collins, Assistant Superintendent, shared information regarding the additional full time equivalent (FTE) allocated by buildings for instructional Teachers on Special Assignment (TOSAs) and coaches. Buildings went through a process to identify how they would use the additional FTE at the building site.

He introduced Curriculum Coordinator Whitney McKinley. Ms. McKinley directed Board members to a handout entitled *SPS Coaching Model—2016-2017 School Year—Springfield Public School*, which supported the PowerPoint presentation she planned to offer today. She introduced Susan Coleman, who supported the District's middle school coaches, and Kate Lode, who supported the District's elementary school coaches. They would offer an update related to the instructional model the District had been supporting at many of the sites.

Dr. Hernandez arrived at 4:10 pm.

Ms. Coleman reviewed the Middle School Coaching Model which contained three essential components: District Vision, Principal Collaboration and Coaches. There were three coaches across four buildings: Katie Corwin (.5 FTE at Thurston Middle School (TMS)); Jeff Nicholson (.5 FTE at Agnes Stewart Middle School (AGMS)); and Ben Muir (.5 FTE at Hamlin Middle School). Ms. Coleman provided support for coaches by: coordinating weekly training and collaborating sessions for coaches; meeting weekly with Secondary Director Kevin Ricker; meeting monthly with each principal and coach; and meeting monthly with each individual coach. She reviewed the monthly Training and Support Focus and Schedule for Year Zero, the Calendar of Support for weekly meetings with coaches, monthly principal meetings, buildings meetings, and individual coach meetings. She also reviewed the Example of Work undertaken by the

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coaches in September and October, in which coaches learned how systems worked, and learned about a specific system, Teaming and Collaboration. Additionally, she reviewed the Example of Work that would occur in November through the next school year, in which principals, Ms. Coleman and coaches would develop and implement a plan for providing Teaming and Collaboration Professional Development to all staff with the goal of improving effectiveness so that teams were efficiently working toward improving teaching and learning, and ultimately, outcomes for all students.

Ms. Lode reviewed the Elementary Coaching Model. She said the SPS Elementary Coaching Model Focus 2016-2017 would consist of developing the Coaching Model; 21st century curriculum; and Enhance Multi-Tiered Systems of Support (MTSS). The six elementary coaches across six building were: Marisa Silver (.5 at Maple Elementary School); Sara Blackwell (.5 at Two Rivers Dos Ríos Elementary School); Amy Haley (.5 at Riverbend Elementary School); Crissy Buck (.5 at Riverbend Elementary School); Josh Metzger (.5 at Mt Vernon Elementary School); and Gail Ochsner (.5 at Douglas Gardens Elementary School). Ms. Lode provided support for coaches by coordinating building visits with each individual coach; developing and facilitating monthly professional learning with principals and coaches; and providing monthly training and collaboration sessions for coaches.

Ms. Lode explained the purpose of instructional coaching in Year Zero was to provide a non-evaluative support position for teachers in effective instructional strategies to insure quality, fidelity and consistency of multi-tered systems of supports and instruction to improve student achievement, through trust, knowledge and skills.

Ms. Lode said trust was established through the following:

- Classroom visits
- Being visible
- School team participation
- Collaboration
- School community events and activities
- Providing professional development.

Ms. Lode stated knowledge was acquired through the following:

- MTSS
- Big 5 areas of reading
- Scaffolding and differentiation
- General instructional strategies
- Instructional planning
- Data analysis.

Ms. Lode added skills were acquired through the following:

- Coaching language
- Coaching cycle
- Conduction observations
- Providing constructive feedback
- Co-facilitating
- Co-leading.

Ms. Lode reviewed the training and support focus and schedule for Year Zero, which consisted of focusing on Year Zero Framework in September and October; alignment of school-wide planning and MTSS in November and December; building literacy instruction and facilitation of

Leadership skills in January through March; and Coaching Model Development and system evaluation in April and May. She noted elementary coaching would continue with ongoing embedded support at the buildings.

Kevin Ricker, Director of Secondary Education, explained the high schools were using a model similar to the elementary and middle school models, except there was a half-time building embedded coach at each high school. Josh Jordan and Jennifer Rogers supported the high school coaches. He noted system work was occurring across the District, with the elementary and middle schools working to align their systems. The high schools were also working to align their systems, which was a significant effort because of the size of the schools. When the systems were aligned across each building, coaches would work to align the systems kindergarten through 12th grade. Mr. Ricker emphasized the importance of the Board providing the coaches sufficient resources to enable them to support the staff in the buildings.

Ms. McKinley thanked the Board for providing them an opportunity to share the SPS Coaching Model with them. She noted staff would continue to review and refine this model, so that it would support all of the District's students and teachers.

In response to Ms. Adams, Mr. Collins said six elementary schools selected to have instructional coaches and six elementary schools decided to have behavior/instructional coaches/TOSAs. The District was attempting to support buildings as they identified their needs. As the District moved through the three-year program, the District hoped to have instructional coaches at all buildings. Some of the schools were challenged because they had the behavioral elements they were trying to work with. As additional resources became available, the schools would be able to solve more of their behavioral challenges.

Dr. Rieke-Smith emphasized the importance of honoring the desire of teachers and principals to have maximum flexibility. As the District moved forward with implementing coaching, it was important to start with those teachers who were most eager to do so, and allow them to work out the "bugs" at their schools. As the participating schools saw increased growth and progress, other schools would be eager to bring the new programs to their schools.

Ms. DeHaven commended Ms. McKinley, Ms. Coleman and Ms. Lode for their work in establishing the coaching model in District schools. In response to Ms. DeHaven, Ms. McKinley said all buildings in the District looked at their achievement data and intended outcomes when evaluating success in their buildings. This year's goals were related to training the coaches. However, when the program was fully in place, the District would set goals directly related to student achievement data.

Mr. Collins added the District had worked with level leadership groups which were representative of all buildings, and included teachers and administrators. The level directors had intentionally been discussing data sets from attendance to graduation rates to easyCBM data which were the benchmarks for literacy and the State assessments. The District was currently discussing how it should function with the data set, after which it would transition to specific data sets that would work best for each building as indicators for student outcomes and success.

Ms. DeHaven said it would be beneficial to have benchmarks by which to measure success for future efforts.

Dr. Hernandez noted Mr. Collins had addressed some equity/diversity/disability issues, but he wanted to see written documentation on how they would be addressed.

Mr. Collins said when staff talked about MTSS, they were deliberately talking about core students as well as sub-populations, which included all students, including special education (SPED) populations by ethnicity, by gender and by grade level.

Dr. Hernandez asked Mr. Collins to provide a breakdown of information to the Board on all subgroups, so that it would stay in front of everyone who was involved and concerned.

Mr. Ricker shared an update for the Board about the Outdoor School. He distributed the following document: *Outdoor School Summary* and *SPRINGFIELD PUBLIC SCHOOLS—Instruction Department—Request for Outdoor School Funds*. He explained there had not been much guidance provided regarding Ballot Measure (BM) 99. The Board had given each middle school in the District \$7,625 to use for Outdoor School this year. The District developed a process this year to provide all of the middle schools an opportunity to access the Outdoor funds the Board provided. He directed Board members to the *Outdoor School Summary* which provided information on how the middle schools were using those funds for their schools. He said he had been approached by Willamalane Park and Recreation District (WPRD) to partner with the District to offer the program. It was exciting that *all* District kids would be able to participate in the program, regardless of what school they attended.

Mr. Collins noted Mr. Ricker had been asked to be part of the State work group to create the Outdoor School program in collaboration with Oregon State University (OSU) and Team Springfield.

Brett Yancey, Chief Operations Officer shared an update for the Board about the 2017-18 budget. The District had finished enrollment forecasting, provided teacher/student ratio data, and brought forth information that would enable the District to build the budget. Every item in this year's budget had been rolled forward from the 2016-2017 budget, with the exception of the Silke Field repair, which was completed. Assumptions had been included for the Public Employees Retirement System (PERS) increase and a four percent minimum ending fund balance (EFB) had been maintained. At the State level, the co-chairs' budget included a reduction of approximately \$4 million and the Governor's budget included a reduction of approximately \$2.4 million for Springfield Public Schools in the first year of the biennium. The District had a lengthy budget process which would take time. Staff was meeting with schools and gathering information that would be presented to the Budget Committee in March. Staff were committed to supporting the Board's values related to the District's strategic plan. He noted staff had been advised by the State that BM 98, which established the career and technical education (CTE) programs across the state, was supplemental, not supplanted, and that funding was outside the General Fund (GF) formula. Thus, the District would receive CTE funding as a grant, rather than in a competitive process. Dr. Rieke-Smith noted the rules for CTE had recently been adopted by the State Board of Education.

Mr. Bishoff suggested that the District consider establishing a BM 98 Oversight Committee to help the District determine what schools needed to implement BM 98 for the District.

Dr. Rieke-Smith said the District had to address these issues: CTE, college and career readiness, chronic absenteeism/preventing drop out leading to higher graduation rates. The District had to look at the work it was currently doing and where there were synergies between those issues that it could leverage. It appreciated the help of the Board in ensuring the data accurately reflected the needs of the District. The State Superintendents discussed the expectation at a recent meeting that

districts were working closely and could demonstrate within their plans that they were working closing with their Chambers of Commerce and local governments.

4. 2016-2017 CALENDAR MODIFICATION

David Collins directed Board members to a document which contained information for two options for modifying the current school year calendar to make up the six snow days.

- Option A would extend instructional time at the end of the year by four days (providing no further days were lost). This action would add June 16, 19, 20 and 21 as student contact days and June 22 as a teacher workday. Any subsequent missed days would be added on a one-for-one basis to both student contact and teacher workdays from those dates forward.
- Option B would extend March 17 and May 26 as regular student contact days and instructional time at the end of the year by one day (providing no further days were lost). This action would add June 16 as a student contact day, and additionally, June 19, 20, 21 and 22 as staff (certified and classified) workdays. Additionally, the District would submit a state waiver to access 14 hours waived instruction time. Any subsequent missed days would be added on a one-for-one basis to both student contact and staff workdays from those dates forward.

In response to Ms. DeHaven, Mr. Collins confirmed that both Option A and Option B met the District's obligations under the teachers' contract.

Ms. Adams expressed dismay that adding days to the spring term would not actually make up for the classroom time lost during the fall term, and there was no reason for the District not to take advantage of the hours the State said the District could write off. She said the graduation date should be moved out if the school days were moved out. The Board had heard that some staff, who were not teachers, had not been paid for the days there was no school. She suggested the employees should be paid if the money had been budgeted. She wanted the Board to look at future graduation dates and suggested June 9 or June 10 may not be the best graduation dates if the District needed to make up classroom time.

Mr. Yancey said classified and certified employees were paid from different funding streams and it was more complicated for classified employees. The cost for classified employees was approximately \$95,000 per day, with the cost for school based employees being approximately \$55,000 to \$60,000 per day. Nutrition Services was more complicated because the Board had always held Nutrition Services to the standard of not being supported by the general fund. The District would lose \$16,500 per day in revenue or \$66,000 for four missed days of not being reimbursed for meals. This would likely result in Mr. Yancey asking the Board for authorization to transfer money from the general fund to Nutrition Services to support that action. Transportation costs were approximately \$15,000 per day and direct transportation revenue that the District would not receive would be approximately \$60,000. Total revenue lost was approximately \$125,000 to \$130,000.

Mr. Collins added the District would have to extend the school year further if there were additional school cancellation days.

Ms. DeHaven was concerned that the school year would be extended almost two weeks. It was challenging to see the benefit to extending the time during the spring term. She questioned whether meaningful content and instruction would occur.

Mr. Yancey noted kids would be in school until June 22 at the Eugene 4J School District. He added it would be challenging for day care for kids in Springfield for parents who lived in Springfield and worked in Eugene if SPS did not extend the school year.

Mr. Bishoff asserted it would be meaningful for lower income parents who depended on the school to provide food and a safe place for kids to go while parents were at work.

Ms. DeHaven did not feel that the Board would impact the school year by not adding the lost days, since parents already knew when the original final day would be. Kids had already lost the school days leading up to final exams for the fall term.

Mr. Bishoff felt an obligation to make up the days.

Dr. Rieke-Smith said 15 other districts in the Lane County were facing the same challenge and were struggling with how to manage it.

Mr. Collins noted other districts in the state had eight or nine weather related lost days. The schools were at the whim of changing weather patterns. The District was talking with leadership throughout the District around schedules and potential future calendars that could provide more flexible schedule adjustments.

Ms. DeHaven asked if the District could encounter substitute teacher resources for the last week for extending days. She added the District may want to consider a longer first semester to enable the District to deal with weather related closures.

Dr. Rieke-Smith noted the superintendents wanted to have conversations related to curriculum maps, particularly at the high school level, that could be more flexible.

Mr. Collins was working with the high schools to align their standards for year-end finals and other issues. He reviewed the various alternatives the District had considered.

Mr. Collins said there were 10 or 15 early release days in the District's bargaining agreement with the teachers that were used for professional development days. Staff had looked at all options before deciding on proposing Options A and B.

Dr. Hernandez asserted the District needed to take action to recapture the lost days.

Ms. Boyst stated she had spoken to parents who had questioned why the District would not give up the ½ days. She asked if there were options where students could come to school to receive sack lunches and have a safe place to stay.

Mr. Yancey said school needed to be open in order for there to be a valid nutrition services program. He noted the Food for Lane County summer food program did not start until July. Some employees were able to use vacation days for the lost snow days, and some employees received negative paychecks after they paid for insurance and other costs.

5. DUAL LANGUAGE UPDATE

Board member Dr. Emilio Hernandez was part of the Dual Language Workgroup. He shared an update for the Board about the progress the group was making regarding the Dual Language program at Guy Lee Elementary School. He said the group was preparing a proposal that would be distributed to Board members for a presentation at a future Board meeting. He asked that the

Board hold a work session on March 13, 2017, prior to the regular Board meeting. He said people in the group were interested in continuing their work.

Mr. Collins thanked Dr. Hernandez for representing the Board on the Dual Language Workgroup. He looked forward to hearing the final recommendation from the group.

Ms. McCulley said she was impressed with the group that came together and she was encouraged by how much they had accomplished.

Mr. Collins said there would be a district and building support structure for the Dual Language program.

Mr. Bishoff said the Dual Language program was important for the District and for his kids.

Ms. Boyst said it was important for the District to get information about the program out into the community.

Dr. Hernandez thanked Suzy Price, Dave Collins and Jenna McCulley for their support with moving the program forward.

Mr. Collins thanked Guy Lee Elementary School Principal Amber Mitchell for her efforts in providing support to students and their families through this process.

Ms. Adams and Dr. Rieke-Smith thanked Dr. Hernandez for his work on the program.

The Board took a short break.

6. LOBBY UPDATE

Board member Erik Bishoff shared his experience in Salem on February 20, 2017 for Lobby day in support of Measure 98. He thanked Mr. Ricker and Ms. McCulley for attending the event with him. He met with Senator Courtney's staff, who said they were feeling more pressure than they had ever felt in the past and were dedicated to balancing the budget and finding more revenue. He met with Senator Manning, who was a real ally to education. Senator Manning was ready to talk about testing reform and was pro-Head Start. Mr. Bishoff also met with Representative John Lively and Senator Lee Beyer, who were District allies. He also met with Representative Nancy Nathanson who had interesting stories to tell. She told about parents she had met, one of whom was from Arkansas and one of whom was from New York. Both of those parents said they would have moved to Washington if they had known the state of school funding in Oregon. Mr. Bishoff also met with Representative Tina Kotek, who listened carefully to people's personal stories. Mr. Bishoff said several people advocated for education at the recent co-chairs town hall meeting at Lane Community College (LCC). He encouraged everyone to attend the Oregon School Board Association (OSBA) lobbying day on March 13, 2017 in Salem.

Dr. Rieke-Smith thanked Mr. Collins and Springfield High School Principal José da Silva for testifying before the State Board of Education last week on BM 98. She noted Springfield Public Schools was recognized by the State Board of Education for the work it was doing on CTE. She directed Board members to an editorial from today's Register Guard entitled *Don't short-change CTE—Legislature should fund Measure 98 programs*.

7. IMMIGRATION STATUS

Superintendent Sue Rieke-Smith directed Board members to a packet of information related to Undocumented Students, Sanctuary Schools and Immigration Enforcement. She noted Jollee

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Patterson had provided the information to superintendents at the February 24, 2017 meeting of state school superintendents. She shared the information with Board members and presented information on the next steps the District was taking relative to a coherent response related to current immigration concerns being observed nationally. She reviewed the Executive Summary which provided information related to enforcement actions by federal agencies, schools, student rights, and recommendations for the District. Dr. Rieke-Smith reviewed a document entitled *What's a school to do? Undocumented students, sanctuary districts and ICE enforcement*—by Jollee Patterson—Miller Nash Graham & Dunn, LLP, Attorneys at Law.

Mr. Collins said the District was currently working with community partners in Lane County. Twelve District staff would attend a training related to empowering immigrant families this week. Staff would be provided information they could share with families if families came forward with questions. This was an example of differentiating between student advocacy and the political perspective, and how the District would support the District's position, student needs, and family needs.

Dr. Rieke-Smith said District staff would be trained on how to respond if there was an Immigration and Customs Enforcement (ICE) visit to a District site. District Administrators and the Springfield Association of Administrators and Confidentials were scheduled to hold a monthly meeting on March 6, 2017. They would participate in a hands-on-scenario training in which they would work through several scenarios. The District was in the process of developing a flow chart related to who District staff should contact if ICE agents visited schools.

Dr. Rieke-Smith noted over 1,000 students had been absent one day recently, some of whom were absent over concerns of Latino students about repercussions they may encounter. The Equity Cadre had taken ownership of the District's work related to equity issues. It was important for students to feel safe in school. She noted the District had followed Dr. Hernandez's recommendation that Springfield Public Schools (SPS) take the Beaverton School District's statement related to where SPS stood. SPS included its own elements in the statement, so that it would accurately reflect what SPS was doing, the District partnerships and policies. She directed Board members to the document entitled *A resolution in support of all students and their families*, which is a draft of a final resolution staff would bring to the Board at a future meeting. It was important for the District to allow staff to help solve a problem and take ownership of it, move it forward and then bring a policy forward to the Board for approval. She said the new policy would be brought to the Board for a first reading on March 13, 2017.

8. BOARD OPERATING AGREEMENTS

Community Engagement Officer Jenna McCulley shared a new version of Board Operating Agreements for the Board to review which was developed in response to work the Board did last year. She encouraged Board members to review the document in preparation for a discussion at a future Board meeting.

9. NEXT MEETING: March 13, 2017, 7:00 pm Business Meeting

10. ADJOURNMENT

With no other business, Ms. De Haven adjourned the meeting at 6:37 pm.

(Minutes recorded by Linda Henry)

BUSINESS MEETING MINUTES

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on February 27, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 6:38 pm and led the Pledge of Allegiance.

Attendance

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

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Michael Henry, Jenna McCulley, Brian Megert, Kevin Ricker, Judy Bowden, Anne Goff, Tim Stephens, Linda Henry, Trena Jayne, Kim Donaghe, Chris Reiersgaard, Laura Scrapps, Greg James, Chad Towe and Alisha Roemeling of *The Register Guard*.

2. PUBLIC COMMENTS

Tim Stephens, Chapter President of the Oregon School Employees Association (OSEA), said OSEA believed the District had an obligation to the District's students, staff and parents to promote Calendar Option A, which provided the best support and instruction for students. Option A provided students with four days of meals and instruction and would mean no loss of revenue for the District. Many of the District's less than 12-month hourly staff used their two personal leave days to enable them to receive full checks for the months of the snow days. Option A would provide the District reimbursement for loss of instructional revenue that it would otherwise request from the Board as reimbursement if Option B was chosen. Option A would leave the State's 14 hour waiver in place should any other inclement weather occur this year. OSEA felt it would be prudent to not access these hours if not necessary. OSEA felt Option B did not have the best interests of the community and the student based support staff in mind.

Georgia Kurks said she had kids at TRDR. She addressed the White Supremacist leaflets that were distributed at the Chifin Native Youth Center, adjacent to the school. She understood parents would be informed about the incident, and the information would be posted on social media to provide for widespread discussion in the community. She had not seen any information about the incident.

Dr. Rieke-Smith said Ms. McCulley would be available after tonight's meeting to talk with Ms. Kurks.

Anna Chorlton said she had the same issue as Ms. Kurks and was also concerned that it had not been addressed. She had learned about the racist hate flyers through friends. It was upsetting and disconcerting that she had not learned about it from the District or the Board, and she wanted assurance that it would not be swept under the rug or ignored. She had monitored local hate groups for several years with other local groups and as an individual. It was very disturbing to learn that the person community members thought was responsible for distributing the racist hate flyers lived across the street from TRDR. She wanted the Board, the District and the community to address this in the near future. She would connect with Ms. McCulley.

3. CONSENT AGENDA

A. Board Policy, First Read

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

- EEBA District Vehicles

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

4. ACTION ITEMS

A. 2016-17 Calendar Modification Option A, Resolution #16-17.039

Each year, in accordance with board policy IC/ICA, Springfield Public Schools developed a school calendar balancing a commitment to a complete academic year that adhered to state requirements regarding student instructional minutes as well as honoring all collective bargaining agreements outlined in the association contracts. This calendar included the equivalent of two days of instructional time beyond state minimums should inclement weather, or other unforeseen event, create cause for students to be out of school allowing the district to still meet all obligations without making adjustments to the end of the school year.

Due to the unusual winter weather that the region had seen, without adjustment, student instructional time would fall below the state minimums and the time would need to be made up to continue to adhere to association contracts and state instructional time requirements. The District proposed that the approved academic calendar, Option A, be amended to extend instructional time at the end of the year by four days (providing no further days were lost). This action would add June 16, 19, 20 and 21 as student contract days and June 22 as a teacher work day. Any subsequent missed days would be added on a one-for-one basis to both student contact and teacher workdays from those dates forward.

Option A Modified Calendar recovered four (4) student contact days and four staff work days.

David Collins recommended the Board of Directors approve the proposed amendment to the current academic calendar, Options A or B, in adherence with policy IC/ICA extending the school year as outlined.

MOTION: Mr. Bishoff moved, Dr. Hernandez seconded, for approval of Calendar Modification Option A.

Mr. Bishoff noted the Board had discussed this issue during the Work Session held earlier today. He noted this was a tough decision for him. As he reviewed the two options, he felt one could potentially harm and one inconvenienced people. He hoped the District could extend the school year to accommodate some people who needed the District's support the most.

Ms. Adams felt the delay in addressing the lost school days limited the District's options in managing the problem.

Dr. Hernandez had faith in the District's teachers that they would use those days appropriately and students who needed extra time would benefit. The issue was not only about graduating seniors, but many other students who could benefit from that time in school.

Motion carried 4-1, with Ms. Adams, Mr. Bishoff, Ms. Boyst, and Dr. Hernandez voting in favor of the motion and Ms. DeHaven voting against the motion.

Ms. Adams felt the District needed to look at how school districts in North Dakota dealt with snow days.

Dr. Rieke-Smith said school districts that were located in states that received large amounts of snow, were equipped to plow roads and get things under control. The District was able to mitigate the number of days schools were closed after the last ice and snow event because of the partnership the District had with the City of Springfield, and was able to open schools on days when neighboring districts were not able to open the schools. She noted the City of Springfield was having conversations about how it could be better prepared moving forward after reviewing weather data that had been collected.

Ms. Adams said the District needed to look at its calendar in relation to graduation and when seniors expected to finish their classes. Some adjustment was needed so that seniors received the full benefit of the number of days required for graduation.

Mr. Collins said seniors often spent fewer hours in class because they had already met their graduation requirements.

B. 2016-17 Calendar Modification Option B, Resolution #16-17.040

Due to the unusual winter weather that the region had seen, without adjustment student instructional time would fall below the state minimums and as per policy the time would need to be made up to continue to adhere to association contracts, and state instructional time requirements, the District proposed that the approved academic calendar, Option B, be amended to extend March 17 and May 26 as regular student contact days and instructional time at the end of the year by one day (providing no further days are lost). This action would add June 16, as student contact days and June 19,20,21 and 22 as a staff (certified and classified) work days. Additionally, the District would submit a state waiver to access 14 hours waived instruction time. Any subsequent missed days would be added on a one-for-one basis to both student contact and staff work days from those dates forward.

Option B Modified Calendar recovered two (2) student contact days and four staff workdays.

David Collins recommended the Board of Directors approve the proposed amendment to the current academic calendar, Options A or B, in adherence with policy IC/ICA extending the school year as outlined.

MOTION: Ms. DeHaven moved, Ms. Adams seconded, for approval of Calendar Modification Option B. Motion failed, 1-4, with Ms. DeHaven voting in favor of the motion and Ms. Adams, Mr. Bishoff, Ms. Boyst, and Dr. Hernandez voting against the motion.

C. Mandatory Prequalification for Certain Public Improvement Contracts, Resolution #16-17.041

Mr. Yancey said the District was in process of beginning the renovation of the Administration Building located at 640 A Street in downtown Springfield. This project was a technically complex project with tight timelines and difficult anticipated coordination of trades. Additionally, the complexity of this project required potential contractors have the capacity to carry insurance levels adequate for coverage and be a large enough contractor to have the resources in place to meet timelines.

WHEREAS, the Springfield Public School Board of Education also acts as the local contract review board;

WHEREAS, ORS 279C.430 empowers a local contract review board to authorize mandatory prequalification for certain public improvement contracts, consistent with the prequalification process outlined in ORS 279C.430 and OAR 137-049-0220, as amended from time to time;

WHEREAS, mandatory prequalification offers the greatest benefit to the District on technically complex projects and on projects with a contract value of \$1 million or more;

BE IT RESOLVED that the Springfield Public School Board of Education, acting as the local contract review board authorizes, but does not require, mandatory prequalification for public improvement projects that are considered technically complex or have an expected contract value of \$1 million or more, consistent with the prequalification process outlined in ORS 279C.430 and OAR 137-049-0220, as amended from time to time.

IN WITNESS THEREOF, in accordance with Springfield Public Schools, as board members, we have hereunto set our hands and caused the official signatures of the school district of the City of Springfield, State of Oregon, to be affixed this 27th day of February, 2017.

MOTION: Ms. Adams moved, Mr. Bishoff seconded, for approval of the motion. The motion carried 5-0.

D. Pre-Qualification of General Contractors for Public Bidding on the Replacement Admin Bldg Renovation Project, Resolution #16-17.042

Mr. Yancey said this Request for Qualifications (RFQ) was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network (ORPIN). Four (4) potential general contractors attended the non-mandatory pre-qualification conference and job walk held on January 20, 2017. Seven (7) responses were received to this RFQ.

The purpose of this Request for Qualifications (RFQ) was to pre-select highly qualified General Contractors to participate in bidding on this project which was on a tight timeline and required excellent demonstrated past performance.

The original solicitation documents were developed by District staff, in cooperation with gLAs Architects. Board Member Erik Bishoff reviewed the procurement files.

Brett Yancey recommended that the Board of Directors approve the release of the Replacement Administration Building Renovation Project Manuals and Drawings to the following Pre-Qualified General Contractors for public bidding:

- Chambers Construction, Eugene, OR
- Essex General Construction, Eugene, OR
- GBC Construction, Corvallis, OR
- Inline Commercial Construction, Aloha, OR

MOTION: Ms. Boyst moved, Ms. Adams seconded, for approval of the motion. The motion carried 5-0.

In response to Ms. Adams, Mr. Yancey said staff would bring a plan for decommissioning the current Administration Building back to the Board for approval.

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5. NEXT MEETING

Ms. DeHaven said the next meeting was set for March 13, 2017.

6. ADJOURNMENT

With no other business, Chair DeHaven adjourned the meeting at 7:00 pm.

(Minutes recorded by Linda Henry)