BOARD OF EDUCATION
May 7, 2007
Administration Center Boardroom
525 Mill Street
Springfield, OR  97477

5:30 p.m. Worksession: Food Services
7:00 p.m. Board Meeting

AGENDA

1. Call Meeting to Order and Flag Salute

2. Recognition: Springfield Education Day Proclamation

3. Work Session Summary

4. Public Comments
   (Maximum time 20 minutes: Speakers will be limited to 3 minutes and may not yield their time to other speakers.)

5. Consent Agenda
   A. April 23, 2007 Board Minutes
   B. Personnel Action, Resolution #06-07.061 Roger Jordan
   C. Financial Statement Brett Yancey

6. Action Items
   A. THS Stadium Bleacher Project, Res. #06-07.062 Brett Yancey
   B. SHS/THS Track Resurfacing Projects, Res. #06-07.063 Brett Yancey
   C. Alternative Education Program Appvl., Res. #06-07.064 Rob Hess

7. Presentation: Student Advisory Group

8. Reports and Discussion
   A. Student Communication
   B. Bond Update Bond Team
   C. Graduation Req. Implementation & Progress Rob Hess
   D. Board Communication
   E. Superintendent Communication

9. Other Business

10. Next Board Meeting: May 21, 2007, 7:00 p.m.

11. Adjournment

   Executive Session (Non-Public) immediately following under ORS 192.660 (2)(d) Labor Negotiations and under ORS 192.660 (2)(i) Superintendent Review and Evaluation

In accordance with ORS 192.630, Springfield School Board meeting facilities are accessible to persons with disabilities, and with sufficient notice, to hearing impaired individuals. (Please note: All proceedings will be recorded.)
A work session was held beginning at 4:33 p.m. to discuss 9th Grade Transition. The meeting was held in the first floor conference room of the district Administration Center. Board members present included Garry Weber, Laurie Adams, Al King, Jonathan Light, and Bill Medford. Others identified in attendance included Nancy Golden, Bruce Smolnisky, Brett Yancey, Steve Barrett, Rob Hess, Karen Lewis, Bernie Burson, Ed Mendelsohn, Chris Reiersgaard, Ron Fountain, Doug Hennessey, Corinna Falkenstein, Michelle Burt, Andy Dey, Roger Jordan, Keith Hollenbeck, Jeff DeFranco, Brett Yancey, Tom Lindly, and Lottie Duey.

WORK SESSION: 9th Grade Transition
Chris Reiersgaard provided some background about transition to Springfield High School (SHS), reporting that two years ago, 45 percent of freshmen had one or more Fs on their transcripts. Last year, just 29 percent had Fs. He introduced Ron Fountain and intern Doug Hennessey, who have been working on a transition project. Mr. Hennessey described the process he used to develop a questionnaire to be used with ninth graders and another one to be sent home to parents. He started in October seeing 122 students, then in January winnowed the group to 62 – those who had two or fewer Fs. Of those, ten now have passing grades. Mr. Hennessey met with each student on a regular basis and asked specific questions about time spent on homework and parental involvement, among others. He passed around sample questionnaires to the commissioners.

Mr. Hennessey noted that the process was very time- and labor-intensive and required repeated contact with students. He also observed that both students and parents in the cohort were reluctant to talk to teachers. He sent a letter to parents with recommendations about how to monitor their child’s homework, and said that next year’s program would include more time with parents.

Mr. Reiersgaard pointed out that next year’s Freshman Focus program would have each teacher focusing attention on eight students. Mr. Fountain said the information about parents’ reluctance to communicate with teachers had been shared at a faculty meeting.

Ms. Adams wondered if the focus should shift to seventh or eighth grade students. Mr. Hennessey said he spent one day a week at Springfield Middle School, where he would go through eighth-graders’ notebooks and planners and help them get a sense of what it takes to be organized. In response to a question from Mr. Weber, Mr. Hennessey said ninth grade was not too late for intervention, but agreed that it would be better to start in seventh or eighth grade. He said that in high school, students felt that if they did not like or were not doing well in a class, they had the option to not attend.

Speaking to a question from Mr. Light about changes in students’ study habits, Mr. Hennessey said the process gave them a sense of focus and the realization that choosing between television and homework would make a difference. Mr. Fountain said even some older students did not realize the connection between organizational skills, school credits, and how their future would be affected. He said the information needed to be stressed repeatedly.

Corinna Falkenstein and Michelle Burt, University of Oregon graduate students, described a project they developed for SHS to ease transition to high school. Ms. Falkenstein said their work was similar in some ways to Mr. Hennessey’s, but there were differences. Their program was initially open to all freshman students; if a parent was interested, they would receive a screening questionnaire. If a parent said his/her child needed help, that student met the eligibility requirement for the program.
The resulting 25 students were divided into two groups, one that participated in the program and the other acting as a control group. The counselors met with the students for about five sessions, in which they focused on school success and choices, friendships, health behaviors, etc. Of the students who participated in the program, all have gone from having at least one D or F their first semester to having all passing grades. Of the control group, some have dropped out or transferred to alternative schools, and many have increased negative behaviors.

The team concluded that freshmen benefit from regular meetings and learning success skills. They reiterated the point made by Mr. Hennessey and Mr. Fountain that students in their groups had difficulty connecting their behavior with school results. Ms. Falkenstein added that parents had been very receptive to the program.

Ms. Burt said a unique part of their program was the initial comprehensive assessment of students, including information from students, parents, teachers and school records. They discussed the resulting profiles with each student, and highlighted what students said they were interested in, using that as a “hook” to keep them engaged with the program. She said that parents were pleased about being contacted.

Ed Mendelssohn briefly described the transition program at Thurston High School, which was not based on counseling but used the staff at large. The Freshman Transition PLC (Professional Learning Community) program was created at the end of last year with a goal of achieving 100 percent graduation. Mr. Mendelssohn introduced Andy Dey, who he described as the “point guy” for the program.

Mr. Dey provided the board members with a handout describing many aspects of the PLC, including the Freshman Academic Support and Tutoring (FAST) program (funded by Springfield Quality Education Model monies), the PLC Goals document, placement tools, and a transition risk checklist. The handout also contained information about 9th Grade Academic Support Nights, 8th Grade Curriculum and Open House nights, the Middle School Visitation program, and the Thurston Summer Academy. Mr. Dey emphasized that program engagement was 50 percent with the students and 50 percent with the parents. Another program goal was to minimize schedule changes and other institutional barriers that could interfere with student success.

Data was not immediately available about the school’s dropout rate or “survivability” rate. Mr. Mendelssohn said he would provide the board members with the relevant information.

Ms. Adams said the board wanted to see the dropout rate improve; she asked Mr. Mendelssohn what it would take to make that happen. Mr. Mendelssohn replied that they needed another counselor, someone dedicated to managing and analyzing the data, who could prescribe interventions and reach out to 8th grade families. He noted that Mr. Dey was doing as much as he could, but there was more to be done.

Regarding the question of whether earlier intervention would be more beneficial, Mr. Dey cited the statistics that students transferring from 5th to 6th grade had a dip in academic functioning. They picked back up in 7th grade, and 99 percent of students – even the best – had a dip in academic functioning in their 9th grade year. He said it would be very helpful to gather data on district students from 4th through 10th grade to see how various risk factors affected their performance. (Most available data was from large urban school districts.)

Ms. Adams pointed out that while money was always an issue, keeping a large number of students in school could provide enough funds to pay for another counselor. Mr. Mendelssohn said a 100 percent graduation rate would provide significant additional funds. Mr. Light said he would like to see the “start and stop” numbers for both schools. He also liked the idea of reaching down to the 5th grade level to assess risk. Mr. Mendelssohn said it was a matter of preparing students for what to expect. Mr. Weber said one of the dominant themes at the recent National School Boards conference was transition, dropout rates, and reaching back to earlier middle school.
Mr. Weber thanked the presenters and adjourned the work session at 5:25 p.m.

A reception was held at 5:30 p.m. in recognition of the many volunteers throughout the school district representing parents and community members. The volunteers donate endless hours to volunteer programs such as SMART, OASIS, PTA, Booster Clubs, room parents and classroom helpers throughout Springfield Public Schools. Family members, friends, district staff and community members enjoyed a reception in honor of the following volunteers:

**Elementary Schools**
- Rebekah Waldorf, Brattain Elementary;
- Stacey Cordell, Mohawk Elementary;
- Terria Way, Camp Creek Elementary;
- Carolyn Thompson, Mount Vernon Elementary;
- Terrisa Cook, Centennial Elementary;
- Jonnie Helfrich, Page Elementary;
- Jan Schladaad, Douglas Gardens Elementary;
- Natalie Anctil, Ridgeview Elementary;
- Jim Drews, Goshen School;
- Penney Binford, Riverbend Elementary;
- Erica Ware, Guy Lee Elementary;
- Carol Strong, Thurston Elementary;
- Hunter's family, Maple Elementary;
- Lora Journey, Walterville School;
- David Brackett, Moffitt Elementary;
- Sherri Johnston, Yolanda Elementary;

**Middle Schools**
- Floribella Rivera, Agnes Stewart Middle School;
- Laura Salerno, Hamlin Middle School;
- Sherri Phillips, Briggs Middle School;
- Kelly Fithen, Thurston Middle School

**High Schools**
- Jan Horton, Springfield High School;
- Jana Corris, Academy of Arts and Academics
- Patty Daletas, Thurston High School;

**SMART Reading Program**
- Ann Barnes, Brattain;
- Marilynn Woods, Maple;
- Kirk Kneeland, Centennal;
- Pamela Owen, Moffitt;
- Gay Hayes, Douglas Gardens;
- Jim Williams, Mount Vernon;
- Timm Dotson, Guy Lee;
- Peg Burdge, Riverbend.

1. **CALL MEETING TO ORDER AND FLAG SALUTE**
The meeting was called to order in the boardroom of the Administration Center at 7:00 p.m. by Board Chair Garry Weber and was followed by the Pledge of Allegiance.

**Attendance**
Ms. Adams proposed changing the agenda to switch the order of comments under “9. Public Comments” so that General Comments would follow Children’s Choice Montessori Charter School Comments. The members agreed.

2. PRESENTATION: THURSTON ELEMENTARY BATTLE OF THE BOOKS
Thurston Elementary Principal Shari Furtwangler described the “Battle of the Books” program and expressed the hope that it would become a district-wide event. In the program, teams of four students read 15 books per team and were prepared to answer questions about the books’ content. The four schools represented were Yolanda, Thurston, Guy Lee, and Moffitt. Ms. Furtwangler pointed out that each building held a “Battle of the Books” and the teams present this evening were the winners in their buildings. Yolanda students present included: Erik Grassauer, Nalin Sayvongsa, Lexxy Smith, B.J. Barnes, and Pam Mealy. Thurston students presented included: Matt Selby, Kevin Hagel, Brent Hill, and Chris Teigen. Guy Lee students present included: Nicholas Wiersma, McKenzie LeClair, and Shea Binder. Moffitt students present included: Raymond Rodriguez, Gabriel Edmonds, Marissa Love, Talysha Contreras, and Noah Eckerdt.

Board members asked questions and teams competed to be the first to provide the answer, which in all cases would be the title of one of the books. If the answer was incorrect, another team would have a chance to answer.

Board members asked a total of 25 questions (five each). The teams acquitted themselves well and received a hearty round of applause from the audience. Yolanda Elementary won the battle with the highest total points. Ms. Furtwangler noted that all participants would receive certificates. She added that a statewide “Battle of the Books” was being planned for next year and it was a great incentive to get students to read.

PRESENTATION: CABIN FEVER
Paul Weill began by noting that two Springfield middle schools were having “Battles of the Books,” and other schools were considering it for next year. He said the genesis of the Cabin Fever program was a Lane Education Service District (ESD) grant to find better ways to teach U.S. history. It was thought that looking at local history and relating it to U.S. history would be beneficial.

Patty Sage said the group was comprised of teachers from Springfield, Crow/Applegate/Lorane and Fern Ridge, including Randy Gill, Goshen School; Heather Klym, Riverbend Elementary; Carrie Poole, Page Elementary; Helen Quade, Moffitt Elementary; Patty Sage, Guy Lee, Georgann Squire, Crow Elementary; Marian French, Fern Ridge Middle; Mary Larsen, Goshen School; Audrey Stepp, Agnes Stewart Middle; John Lovdokken, Springfield High; Janet Nelson, Gateways Learning Center; and Marsha Sundquist, Thurston Middle.

Ms. Sage described the proposed project, which began with John Lovdokken’s suggestion that there be a cabin in Springfield similar to the Eugene Skinner cabin. The group proposed to build a replica of a pioneer log cabin, specifically, a dwelling lived in by the Masterson family in 1850 on the Dorris Ranch property, where they had a homestead. The replica would be sited at Dorris Ranch and would be used in their Living History project. The cabin/exhibit would be a gift to Willamalane.

Mr. Lovdokken, assisted by his son, displayed a 1:12 scale model of the cabin, noting that the plans were drawn by a Springfield High School student, Dylan Howe, as his senior project. He said the finished cabin would measure 12 feet by 16 feet (180 square feet), adding that the Masterson family had eight people living in that amount of space.

In response to a question from Mr. Weber about the grant, Ms. Sage said the twelve participants pooled their individual grants of $2000 each and had $500 that was to go to a local history organization. Many of the materials will be donated, so that there will be funds available for the permit process. The cabin would not be
a completely accurate replica, as there would be some alterations to allow handicap access. Ms. Sage described a number of projects and activities surrounding the cabin that would aid children in understanding history.

Chair Weber commended the group on their teamwork and for the many hours they had donated.

3. RECOGNITION: TEACHER APPRECIATION PROCLAMATION
Board member Jonathan Light read the following resolution in recognition of Teacher Appreciation Week, May 7-11, 2007:

WHEREAS, today’s teachers mold our future citizens through their guidance and education, and

WHEREAS, today’s teachers encounter students of widely differing backgrounds and abilities, and

WHEREAS, our society expects public education to provide quality education services to all children, no matter what their backgrounds or abilities, and

WHEREAS, our country's future depends, in large measure, upon the education our youth receive today, and

WHEREAS, teachers spend countless hours outside their classrooms preparing lessons, evaluating progress, counseling and coaching students and performing community service, and

WHEREAS, our community recognizes that its teachers are providing quality education services to our children,

NOW, THEREFORE, BE IT PROCLAIMED THAT the Springfield Board of Education designates the week of May 7-11, 2007, as Teacher Appreciation Week in this community, and

BE IT FURTHER PROCLAIMED THAT the Springfield Board of Education calls on the community to join with it in personally expressing appreciation to our teachers for a job well done.

Dated this 23rd day of April 2007.

Judy Svoboda, Springfield Education Association President, accepted the proclamation on behalf of all Springfield teachers.

4. BOARD WORK SESSION SUMMARY
Chair Weber announced that the planned Executive Session would be postponed.

Board member Laurie Adams told those present that one of the Board’s concerns was the transition of students from 8th grade into 9th grade. She briefly described the presentations that had been made in the work session. She said the board was impressed with what they heard, adding that they were especially concerned with keeping students in school. Mr. Weber noted that they also discussed looking for earlier opportunities to prepare students for the increasing demands of schoolwork.

5. CONSENT AGENDA
Motion: Ms. Adams, seconded by Mr. Light, moved to approve the Consent Agenda, as presented:
A. April 9, 2007 Board Minutes
B. January 20, 2007 TEAM Springfield Minutes
C. Personnel Action, Resolution #06-07.055

Roger Jordan recommended that the Board of Directors approve the personnel action for licensed employees as reflected in Resolution #06-07.055 as listed below:
Change in Contract Status
Andria Martin
Charlene Renné

Resignations
Kathleen Morgan

Retirements
Jean Ledyard

The motion passed unanimously, 5:0.

6. PUBLIC COMMENTS: ACADEMY OF TEACHING & LEARNING
Kenneth Raymen, Springfield, said the reasons given by the Board for denying the ATL charter school proposal were varied, sufficient, and emphatic. He said there was no “groundswell of support” for the school. He quoted Anne Williams’ article in the Register-Guard which described the potential benefits of the charter school. He listed each, and provided rebuttals. He welcomed other citizens to join him in testifying against the ATL charter school when the expected appeal was heard by the State Board of Education.

7. ATL CHARTER SCHOOL APPEAL, RESOLUTION #06-07.056
Bruce Smolnisky provided an overview of the process the Board Members and Leadership Team used to evaluate the charter school Academy of Teaching and Learning application, and an overview of the appeal process.

Superintendent Golden recommended that the Board of Directors deny the appeal of the Academy of Teaching and Learning Charter School application.

Motion: Ms. Adams moved, Mr. Medford seconded, for approval of the resolution to deny the Academy of Teaching and Learning Charter School application.

Ms. Adams asked that the report be attached to their denial. Board members asked that their comments from the January 8 meeting about their reasons for denying the charter school proposal also be attached to the denial.

The motion carried unanimously, 5:0.

8. PRESENTATION: CHILDREN’S CHOICE MONTESSORI CHARTER SCHOOL PROPOSAL
Carla McQuillan, Executive Director of Main Street Montessori Association, said the group had three schools in the Eugene-Springfield area, including the Children’s Choice school. She described the mission for the school, which was to provide an education option of Montessori in the community, which she said was not better, but different, being a multi-sensory, hands-on education.

Ms. McQuillan said the 51 students currently in the school come from 12 elementary schools in the district. In the coming year, they expect about 96 students, with 24 in each grade level, which would only be a couple of students from each grade level in each school. She said this would not be enough of a dent to eliminate any teaching positions.

Ms. McQuillan demonstrated a variety of educational materials used in the Montessori program, and noted that the addendum of the application had a clarified and detailed description of Montessori materials. Other points included:
- The school had mixed age groups: 3-6, 6-9 and 9-12, with older students mentoring the younger ones;
- Regarding concerns about the ability to expand the current facility, there was plenty of acreage and the Springfield Planning Department said it could be easily done;
- The preschool would be moved off the current site to acreage on 5th Street;
- The preschool would be made into a separate legal entity so there would be no commingling of funds between it and the charter school;
Montessori promotes “peace education” and other aspects of character education, studying “everyday heroes” and people who contribute to the community.

Speaking to a question from Mr. Weber, Ms. McQuillan said the other Montessori charter projects in Oregon included Ridgeline in Eugene and Alameda in Portland, and she thought there was a Native American school as well.

• PUBLIC COMMENTS

Joanna Kamppi Kjeldgaard, Springfield, spoke on behalf of her two daughters, who attend Children’s Choice. The eight-year-old suffers from Attention Deficit Disorder (ADD). After conferring with the child’s pediatrician, her Montessori teacher, and her grandparents (both retired teachers), it was decided that the best thing would be to keep her in the Children’s Choice school, where she is excelling. Ms. Kjeldgaard said her five-year-old could read, and that both children were respectful, caring and mannerly.

Anna Linkenback, Springfield, has two children who attend Children’s Choice. Her seven-year-old daughter is advanced academically but not emotionally, and has health issues. The school allows her to be with children her own age and still operate at a higher level. Ms. Linkenback’s son has learned grace and courtesy lessons, e.g., learning to use words instead of hitting. She wanted the board members to know that the alternative learning methods used by Montessori had been very successful with her children, and hoped the charter would allow that to continue.

Katrina Thompson, Springfield, spoke in support of the Children’s Choice school. She said her son excelled at the Montessori school, and “came out of his shell.” She said her daughter, who had speech and language difficulties, was having difficulty in the public school, although she liked it. Her doctor recommended the Montessori program and its hands-on learning concepts. Ms. Thompson said her daughter “blossomed” in that environment and loves going to school. Ms. Thompson made several other positive comments about the Children’s Choice school and hoped the board would support the charter proposal.

• PUBLIC HEARING DATE

Chair Weber set a public hearing date of Wednesday, May 2, 2007, at 7:00 p.m. Mr. Smolnisky said the vote could then take place at the May 21 board meeting.

The meeting was recessed from 8:25 to 8:38 p.m.

9. PUBLIC COMMENTS (General)

Trisha Barnes, Springfield, said she was a very nice person but was “pushed against the wall” and angry because the Talented and Gifted (TAG) program in Springfield was underfunded, so her son (a TAG student) did not have the proper education he deserved under state law. She referenced a document she had provided to the board members that listed her suggestions for funds that could be diverted to a TAG program and that questioned some per diem expenditures for board trips. She asked the board to respond. Chair Weber explained that the Public Comment time was her opportunity to provide input, but was not a dialogue.

B. J. Barnes, Springfield, said he was a TAG participant. He said he did not know that when he signed up for TAG he would end up being asked to grade other students’ papers. He said he did not have a problem with helping, but that he had “all but blown through” all his schoolwork. He said he wanted to be challenged now and then, and suggested there be a TAG teacher, wholly devoted to helping TAG students.

10. ACTION ITEMS

A. 2007-2008 Board Meeting Schedule, Resolution #06-07.057
Superintendent Golden recommended that the Board of Directors approve the 2007-2008 Board Meeting Schedule as presented below:
Board meetings will be held the second & fourth Monday of each month beginning at 7:00 p.m. unless otherwise noted. Meeting dates are subject to change. Only one meeting is scheduled for the months of August, November, December, and March.

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<th>Dates</th>
<th>Locations</th>
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<td>No July Meeting</td>
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<td>August 13</td>
<td>Admin Center</td>
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<td>September 10</td>
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<td>June 23</td>
<td>Admin Center</td>
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All meetings at the Administration Center, 525 Mill Street, will be held in the Boardroom.

Motion: Mr. Light moved, Mr. Medford seconded, for approval. The motion carried unanimously, 5:0.

B. Board Policies, Section G, Resolution #06-07.058

Steve Barrett recommended that the Board of Directors approve the following board policies:

- GA – Personnel Policy Goals
- GAA – Personnel: Definitions
- GAB – Job Descriptions
- GAC – Personnel Directory
- GB – General Personnel Policies
- GBA – Equal Employment Opportunity
- GBC – Staff Ethics
- GBD – Board-Staff Communications
- GBE – Staff Health and Safety
- GBE – Communicable Disease
- GBEBA – Staff – HIV, AIDS and HBV Control – HIV, AIDS, HBV
- GBEBC/JHCCC/EBBAA – Infection
- GBEC – Drug-Free Workplace
- GBED – Medical Examinations/Drug Testing
- GBEDA – Drug and Alcohol Testing – Transportation Personnel
- GBF – Staff Participation in Community Activities
- GBH/JECAC – Staff/Student/Parent Relations
- GBI – Gifts and Solicitations
- GBK/JFCG/KGC – Tobacco-Free Environment
- GBL – Personnel Records
- GBLA – Disclosure of Information
- GBM – Staff Complaints
- GBNAA/JFCFA – Cyberbullying
- GBO – Guidance, Discipline, Suspension and Dismissal of Personnel
- GC – Employment of Staff
- GCBAB – Professional Staff Salary Schedule Advancement
- GCBC/GDBC – Associated Payroll Costs
- GCBCA/GDBCA – Continuation Coverage Health Benefits
- GCBDA/GDBDA – Family Medical Leave
- GCBDB/GDBDB – Early Return to Work
- GCC – Recruitment of Licensed Staff
- GCCB – Employment of Staff
- GCDA/GDDA – Criminal Records Checks/Fingerprinting
- GCEA – Substitute Teachers
- GCL – Staff Development – Licensed
- GCN/GDN – Evaluation of Staff
- GCPC/GDB – Criminal Records
- GCQA/GDQA – Nonschool Employment
- GCQAB – Private Tutoring for Pay
- GCQB – Research
C. Middle School & High School English & Language Arts Basal Adoption, Resolution #06-07.059  
Bruce Smolnisky recommended that the Board of Directors approve the request for:  
Middle School  
High School  
• Glencoe Literature: Reading with Purpose; Wilhelm, Jeffrey D., et al., Glencoe/McGraw Hill Companies, 2007  
for basal use in the Middle School and High School English and Language Arts programs.  
Motion: Mr. Medford moved, Mr. Light seconded, for approval.  
The motion carried unanimously, 5:0.  

D. Contingency Transfer, Resolution #06-07.060  
Mr. Yancey recommended that the Board of Directors for Springfield Public Schools transfer budget appropriations for the 2006-2007 fiscal year within the funds listed below:  

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<th>Code</th>
<th>Amount</th>
<th>Purpose</th>
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<tr>
<td>100-6110</td>
<td>$39,000</td>
<td>Contingency</td>
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<tr>
<td>100-4150</td>
<td>$39,000</td>
<td>Facilities Acquisition and Construction</td>
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Mr. Yancey clarified that the funds were for a design contract for a new elevator at Springfield High School; the total cost for the new elevator, estimated to be about $300,000, would depend on the design.  
Motion: Mr. Medford moved, Mr. Light seconded, for approval.  
The motion carried unanimously, 5:0.  

11. REPORTS AND DISCUSSION  
A. Student Communication  
Thurston High student board representative Lance Heisler reported that the school had had another Challenge Day, which he said helped to “break down walls” and allowed students to meet others they would not ordinarily come in contact with. Spring sports were underway. The talent show raised some money, but there was no auction as there was no one to run it. The Thurston/Springfield dance would be held on the upcoming weekend at the Recreation Center. It was hoped that the joint activity would foster positive feelings between the two schools. Part of the campus beautification project included placing little signs with upbeat messages around the campus. The Mr. THS event was a lot of fun and raised $23,235 with nine competitors. The English Language Learner (ELL) program had been underway for a month, with several students participating at Hamlin Middle School.
Springfield High student board representative Adam Koekkoek said the previous Friday was a Day of Caring, which featured several beautification projects. This was part of the Spring Week activities which featured dress-up days and dunk tanks, among other things. The prom was scheduled for the Saturday after next. Mr. Koekkoek reported that he had been dethroned as Mr. SHS, but that the event had raised $7,000 for the Children’s Miracle Network.

B. Grants Process Update
Jeff DeFranco provided the members with handout materials about the new Competitive Grant Development Process and Resource Guide, which was developed over the past year with assistance from retired City Manager Mike Kelly. Needs identified included an articulated process, a resource guide for grant writers, more support for those doing grant writing and searching out grants, and a single point of contact for coordination.

Mr. DeFranco explained the three tiers of the grant application process: Less than $5,000 (site-based); more than $5,000 but less than $75,000; and more than $75,000. He stepped the members through the forms related to each tier and what detailed information was required for each. It was hoped that the new process would “get people thinking about grants before the eleventh hour,” and would help catch human resources, budget or technical issues at an early stage.

Mr. DeFranco said the program would also include twice-yearly grants training and a resource area that would include a list of grants available, boilerplate information common to all grant requests, an archive of previous grants, and information on the intranet.

Mr. DeFranco said he would continue to oversee grant development, and other staff would continue in their current grant-related roles. A request has been submitted for a .75 FTE Grants Secretary to support ongoing grant development and monitoring. Mr. DeFranco described a number of current grant applications that were aligned with district priorities.

Mr. King said he would encourage another tier category: $500,000 or more, which would be considered “strategic” and should have superintendent input and approval early on. For very large grants, he suggested that those working on the grant could have their regular duties covered by someone else so they could devote their time to the grant process.

Mr. Light lauded the new program, noting that it was “long overdue.” In response to a question from Mr. Weber, Mr. DeFranco said other districts had been asked if they had something similar. Six wrote back to say they did not, but wanted to see Springfield’s when it was completed. TEAM Springfield had also asked for a copy.

C. Bond Update
Steve Barrett reminded the board that the second ed spec process would take place the next day and would feature high-performance schools as the theme. He also drew members’ attention to copies of the computer presentation by Mahlum Architects and a document entitled “Vision Development” that was the resulted of a brainstorming session. He said that on Wednesday they would be looking at classroom configurations at Ridgeview and Mount Vernon and invited members to attend.

Mr. Barrett introduced Bill Hirsch from Millstead Associates. Mr. Hirsch said he had appreciated the participation of the board members he had worked with, then referenced the report that all members received. He said he would submit such reports every month. Speaking to a question from Mr. Weber, Mr. Hirsch said he was comfortable with the timeline given, noting that while it was aggressive, there was a little “float” to allow for slippages.

April 23, 2007
Page 10 of 11
D. Board Communication
Ms. Adams and Mr. Medford deferred their remarks to the next meeting.

Mr. Light said last week’s ed spec meeting was good and was well attended. Some would have liked more notice, but there were many good ideas propounded, and a good dialogue. Mr. King remarked that public input was useful to generating new ideas. He added that the attendees were “a good representation” of the community.

Mr. Light said he attended a 4J board meeting the previous week, which made him glad to be in Springfield. One of the members who had recently returned from the National School Boards Association (NSBA) conference said he wanted to include more music and arts in the 4J curriculum.

Mr. Light said that the Oregon House Education Committee had approve HB 2214 to establish the quality education model as the official policy of the state, with full funding by the 2013-15 biennium. He said this would dramatically improve the per-student funding. He was also excited about the bill that would eliminate the double majority.

Mr. Light reported that he attended the Pleasant Hill Jazz Festival on Saturday. His goal was for Springfield to be there next year.

Mr. Weber said the NSBA conference was very good, and Springfield presented their quality education model as a model for community engagement. The presentation received a lot of positive feedback. Some of the themes that came up would be brought up during the board’s summer planning.

Mr. Weber reported that he had attended the Young Life auction and was impressed to see several Springfield and Thurston high school students involved in the community. He added that he was one of the judges for the Mr. SHS and Ms. Miller contest.

Mr. Weber referenced a letter received last week from the Government Finance Officers Association saying that the district’s annual financial report (audit) qualified for a Certificate of Achievement for Excellence in Financial Reporting. He congratulated staff on their exemplary efforts.

E. Superintendent Communication
Superintendent Nancy Golden reported that she was also a judge for the Mr. SHS and Ms. Miller contests, and complimented the students on their costumes. She found it very interesting to have the boys’ and girls’ contests together.

12. OTHER BUSINESS
There was no other business.

13. NEXT BOARD MEETING
Mr. Weber announced that the next regular board meeting would be held on May 7, 2007, at 7:00 p.m.

14. ADJOURNMENT
With no other business, the meeting was adjourned at 9:38 p.m.
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 change in leaves, resignations, retirements, new hires and change of contract status 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. Roger Jordan 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:

- Leaves
- Resignations
- Retirements
- New Hires
- Change of Contract Status

SUBMITTED BY:       RECOMMENDED BY:
Roger S. Jordan       Nancy L. Golden
Director of Human Resources     Superintendent
<table>
<thead>
<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>THERESA BEACH</td>
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<td>PERSONAL LEAVE</td>
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<td>7</td>
<td>JESSE GRASSETH</td>
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<td>LAURIE GLAZENER</td>
<td>ADMINISTRATION</td>
<td>CONTRACT TEACHER</td>
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</table>
2006-2007 REVENUE/EXPENDITURE REPORT  
As April 30, 2007  
**Please see attached Report**

GENERAL FUND

Revenue
• A majority of our Property taxes have been received in the amount of $17.3 million. We are estimating the District will collect approximately 1% additional property taxes than originally anticipated due to a slightly higher collection rate than anticipated.
• The District’s most significant portion of revenue received at this time is our scheduled Basic School Support payments. The current projections are based on updated estimates from the Dept. of Education for 2006-07, as well as a reconciliation from 2005-06. The District gained an additional $953,000 from the 2005-06 fiscal year, but decreased 2006-07 by ($478,000) resulting in a net gain of approximately $475,000. This estimate also includes the assumption that the District will receive additional funding for 265 adms above the IEP 11% cap.
• The District has received approximately 108% of the Common School Fund allocation estimated.
• The District has received approximately 128% of the County School Fund allocation estimated.
• Federal Forest Fees were received and exceeded original budget estimates by approximately $200,000.
• Additionally, the District’s (audited) ending fund balance was $10,617,183, slightly lower than originally anticipated.

Expenditures
• Salaries amounts are based upon actual staff allocations budgeted, with an assumption that the approximately 98% of the budgeted allotment will be expended. This is estimated using historical data as well.
• Benefit amounts are based upon actual staff allocations budgeted along with budgeted salaries. Assumptions for PERS savings from the bonding program, the scheduled debt service payments and an assessment to the Voluntary Early Retirement Fund.
• The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and projected to be fully expended. This is consistent with the District’s experience in 2005-06 and prior years
• Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2005-06 budget was adopted.

Note: For the 2006-2007 budget year current estimate of ending fund balance is $6,933,029. Included in this number is the audited ending fund balance from the 2005-2006 fiscal year ($10,617,183). The estimated ending fund balance is based upon expenditure patterns similar to the 2005-2006 fiscal year, along with contingency (estimated at $400,000).

Brett Yancey will be present to address any questions that may arise.

Submitted by:      Reviewed by:

Brett M. Yancey      Nancy Golden
Director of Budget & Finance    Superintendent
### SPRINGFIELD SCHOOL DISTRICT 19
### 2006-2007 REVENUE/EXPENDITURE FORECAST
### as of 4/30/07

#### REVENUES:

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<td>as % of</td>
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<td>04/30/07</td>
<td>05-06</td>
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<td>Property taxes - prior years</td>
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<td>70,948,650</td>
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#### EXPENDITURES:

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<td><strong>Total appropriations</strong></td>
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<td>54,051,598</td>
<td>26,905,010</td>
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<td>04/30/07</td>
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<td>05-06</td>
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<td><strong>Total resources</strong></td>
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<td>(9,564,024)</td>
<td>7,333,029</td>
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<td>Less: contingency</td>
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<td>0</td>
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<td>16,897,053</td>
<td>(9,564,024)</td>
<td>6,933,029</td>
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RELEVANT DATA:

This bid was advertised in the Register Guard and the Daily Journal of Commerce. Five potential contractors attended the mandatory pre-bid conference and job walk on April 12, 2007. One (1) bid meeting the requirements was received.

This bid provides for the installation of stadium bleachers at Thurston High School. Site work will commence on May 28, 2007 and be substantially complete by September 15, 2007 in time for commencement of the forthcoming football season. Work will be provided under a single general construction contract. Funding for this project is being provided through Bond proceeds.

The original solicitation document and specifications were developed by District staff with input from Thurston High School staff.

Board Member Jonathan Light reviewed the procurement file. Steve Barrett and Brett Yancey will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award of the Thurston High School Stadium Bleacher Project Base Bid plus alternates #1 and #4 to McKenzie Commercial Contractors, Inc. of Eugene, OR for a total not to exceed $671,540.00.

SUBMITTED BY: Brett Yancey Director of Budget & Finance

RECOMMENDED BY: Nancy Golden Superintendent
SPRINGFIELD HIGH SCHOOL AND
THURSTON HIGH SCHOOL TRACK RE-SURFACING PROJECTS

RELEVANT DATA:

This purchase reflects pricing associated with an existing Umatilla-Morrow Educational Service District joint cooperative agreement for track and court surfacing. Pursuant to ORS Chapter 279A.205, a contracting agency may participate in, sponsor, conduct, or administer a joint cooperative procurement for the procurement of any goods, services or public improvement.

Tracks have been evaluated and a determination has been made that the Silke Field track requires removal, disposal, and replacement of the entire track surface. The Thurston High School track requires removal and disposal of the existing surface, as well as petro matting and providing a 2” asphalt overlay, and installation of the track surface. Both proposed track renovations provide an upgraded Atlas L3000 Nike Grind surface and include resurfacing of high jump pits and pole vault/long jump runways. These projects are being Funded through Bond proceeds.

Board Member Jonathan Light reviewed the procurement file. Steve Barrett and Brett Yancey will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors award the resurfacing the Springfield High School and Thurston High School tracks based on the Umatilla-Morrow ESD joint cooperative agreement to Atlas Track & Tennis of Tualatin, OR for the amounts listed below:

Springfield High School Track Resurfacing Project $97,373.16
Thurston High School Track Resurfacing Project $148,050.80
Grand Total Atlas Track Resurfacing Projects $245,423.96

SUBMITTED BY:        RECOMMENDED BY:
Brett Yancey            Nancy Golden
Director of Budget & Finance  Superintendent
ALTERNATIVE EDUCATION PROGRAM APPROVAL

RELEVANT DATA:

In accordance with ORS 336.631(3) and Board Policy IGBHA, the district must annually evaluate and approve each alternative education program it operates, participates in or contracts with to provide services to students. During **2006-2007** Springfield School District #19 operated programs within the district and contracted with Board approved contractors to provide educational services to district students.

The programs were evaluated on several criteria. The primary factors examined were the type of service provided, the age and number of students enrolled and maintained in the program, the ability of each program to address the educational and other pre-identified needs of the students enrolled. A site visit component is also included as a part of the annual evaluation process.

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

**Alternative Education Coordinating Council (AECC)**

The purpose of the **Alternative Education Coordinating Council (AECC)** is to oversee the Alternative Education program, review proposals for new alternative programs including district proposals as well as those from outside contractors. The Council is comprised of parents, teachers, counselors and administrators. The Council evaluates programs and explores potential need for additional alternative education options. They then make recommendations to the Director of Education and the Leadership Team.

**Learning Services Center**

The Learning Services Center (LSC) located at Gateways Learning Center serves as an intake, assessment and placement center for students interested in the district’s alternative options. The LSC addresses the district’s responsibility under ORS 336.631 (2) to “determine whether the proposed placement best serves the student’s educational needs and interests within the district and state academic standards.” At the LSC, students and their parents are interviewed; student’s records and self-assessment are reviewed. The Counseling staff discusses program options that best address the student’s educational needs with students and their parents. The LSC acts as a clearinghouse for referrals from all district counselors, administrators, parents and staff in order to provide consistency in assessment and placement, working to match students with programs where they will be most successful.

Springfield School District’s alternative education programs currently consist of Gateways Learning Center, six (6) in-district programs and seven (7) contracted providers. New this year are alternative programs at Springfield and Thurston High Schools and a program for all district sixth graders housed at Hamlin Middle School.
In-District Alternative High School

- **Gateways Learning Center**: Located at 665 Main Street, Gateways Learning Center serves grades 10th-12th. Gateways operates under the direction of the alternative education administrator. In the 2006-07 school year the day session converted from two half-day sessions to a full-day program. The previously separate Young Parent program was integrated with GLC. Prenatal and parenting classes continue to be provided to the districts young parents along with tutorial services during the period immediately preceding and following delivery. The services of the Child Development Center located on the Springfield High School campus, continues to provide childcare services. To accommodate this expansion GLC is utilizing a portion of the Memorial Building. The evening program at Gateways remains unchanged.

In-district Alternative Programs

- **Gateways Learning Center 6th Grade Program**: New in the 2006-07 school year, this program was started at the request of the middle schools. Increasing the services to district 6th graders with the addition of a program targeting specific areas of social skill building and study skills. This program is seen as preventive for students who might otherwise not be successful at the secondary level. This program is located in one classroom at Hamlin Middle School. Students access this program through referral at their middle school. The program operates in collaboration between the building Principal and the Learning Service Center staff. In 2007-08, this program may also serve some 7th graders.

- **Gateways Learning Center 7-9 Program**: The Gateways Learning Center program has served students grades 7, 8, and 9. This program is located in two classrooms in Springfield Middle School. Students accessed this program through referral at their middle and/or high school. The program operates in collaboration with the building Principal and the Learning Services center staff. For Fall 2007-08, this program will serve seventh (7th) and eighth (8th) graders only. Ninth (9th) graders will be served at their respective high schools.

- **Gateway Annex for Tutored & Expelled Youth Program (GATES)**: Located in the Memorial Building provides services to youth expelled from district schools. Additional support services such as counseling and case management for special education students is provided by staff currently assigned to other district alternative education programs. The program will offer services to both middle and high school age students. In addition, tutorial services are provided at this site. This program operates under the direction of the alternative education administrator.

- **Young Parent Program**: This program continues to attract and retain students seeking services because they are pregnant or parenting. The program day includes the delivery of the state required components of nutrition and child development. In that period immediately preceding and following the delivery of their child tutorial services are provided in the student’s home. Students may enroll in Springfield High School for additional classes. This program was integrated with the Gateways Learning Center high school in the 2006-07 school year. This program operates under the direction of the alternative education administrator.

- **Alt. Ed Options within district high schools**: This year both Springfield and Thurston High School provided alternative education services for students. The goal of these programs is to retain students in a regular high school setting by providing prevention and intervention services in addition to academic options for students. In 2007-08 these programs will increase the focus on services to ninth (9th) graders. They may also provide services to other grade levels.
Access to & Services of Alternative Education

A student’s participation in alternative education programs is voluntary. In addition to completing required coursework aligned with the state educational standards, student may choose to prepare for the GED exam through the GED Option program. Each of the alternative programs provides students the opportunity to participate in service-learning and work-based activities as an integrated part of the curriculum.

Our future plans for Alternative Education include:

• Focusing on services to district 9th graders in the form of transition programs, dropout prevention and alternative education offerings at both SHS & THS.
• Continuing to provide services in the Learning Services Center to match student needs with the appropriate alternative or regular education programs.
• Contracting with outside agencies to provide alternative programs for selected groups of students to address instructional and related needs that are not currently available from existing programs and providers.
• Strengthening of transition support from alternative placement(s) back to regular middle or high school programs.

RECOMMENDATION:

It is recommended that the board approve the following in-district programs and private contractors for alternative education services for the 2007-2008 academic year.

☐ In-district Programs
  • Gateways Learning Center
  • Gateways Learning Center / SMS
  • Gateways 6th Grade Program / HMS
  • Gateways Annex for Tutored & Expelled Youth (GATES)
  • In-school alternative programs at SHS & THS

☐ Contracted Service Providers
  • Creative Minds School
  • Wellsprings-Friends School (ages 13-19)
  • Northwest Youth Corps OutDoor School (ages 14-21)
  • Looking Glass: Riverfront School & Career Center (ages 14-21)
  • Lane Metro Youth Corps (ages 14-19)
  • Department of Youth Services: MLK School (Court School) (ages 11-19)
  • Lane Community College (GED Prep only) (ages 16-19)

SUBMITTED BY: Bruce Smolnisky
Director of Education

RECOMMENDED BY: Nancy Golden
Superintendent

Sheryl Ott
Alternative Education Services
Creative Minds Alternative School, 1115 Pearl Street, Eugene
Program is designed for middle school/high school students who are not succeeding in the regular school setting. One-to-one and small group tutoring concept is used for teaching academic skills. Social skills and community service are also stressed in the program.

Target Group: Students in grade 6-10 that are not functioning well in the middle school/ high school setting.

Lane Community College - Main Campus 4000 East 30th Avenue, Eugene OR 97405-0460
GED Prep/Testing available. Also a “testing only” option is available for students who feel they are prepared.

Target Group: 16-19 year-old students who would benefit from an off-campus program.

Lane Metro Youth Corps (Riverfront School & Career Center) – 1475 Franklin Blvd., Eugene, OR 97403
Program provides a hands-on approach to learning. Small group setting. Students will combine classroom academics with experience in a variety service projects in the community. Program’s focus is natural resources.

Target Group: 14-19 year olds, particularly those who are not currently attending school and would benefit from a hands-on program.

Northwest Youth Corps OutDoor School - 2621 Augusta Street, Eugene (old Laurel Hill Elementary)
Program combines classroom work with field experience. Students spend approximately half of their time in the classroom on course work and half of their time in service projects such as trail and/or wetland restoration. Field projects are designed to provide service learning and an extension of their classroom experiences. Traditional and Adult Basic Education Diplomas can be earned.

Target Group: 14-21 year olds particularly those who are not currently attending school.

Riverfront School & Career Center – 1475 Franklin Blvd., Eugene OR 97403
Program provides educational assessment, basic skills instruction, GED preparation and completion, completion of a high school diploma, completion of Adult Education Diploma, vocational assessment, career exploration, pre-employment training (paid & non-paid), work experience, hands-on training in electronics, manufacturing, culinary arts, health occupations, natural resources, teen parent program and special education program services. Full day and 1/2-day options are available.

Target Group: 14-21 year olds, particularly those who are not currently attending school and would have a difficult time completing their diploma on schedule.

Student Training and Employment Program – STEP (Riverfront School and Career Center)
Program provides hands-on work experience in the community with classroom instruction for a full day school program. Students attend 3 classes in the mornings and spend afternoons at local agencies or businesses.

Target Group: 14-21 year olds, particularly those who are severely credit deficient and/or who need a full day program

Wellsprings-Friends School - 3590 W 18th Ave, Eugene OR 97402
Program provides students the opportunity to participate in small group setting. Individualized programs developed cooperatively with teachers, parents and students.

Target Group: 13-19 year olds (grades 9-12), all academic abilities, particularly those who are not experiencing success in a traditional school setting.