

MINUTES

10/ A work session on Response to Intervention (RtI) and Middle School Schedules was held on January 26, 2009 in the First Floor Conference Room of the District Administration Center. Chair Nancy Bigley called the work session to order at 5:30 p.m.

Board members present included Chair Bigley, Laurie Adams, Al King, and Garry Weber. Jonathan Light was excused from the work session. Others identified in attendance included Nancy Golden, Rob Hess, Brett Yancey, Tom Lindly, Keith Hollenbeck, Sara Ticer, Matt Coleman, Jeff DeFranco, Karen Lewis, Judy Burton, Cathy Paine, Jim Balumas, Dennis Gray, Brooke Marshall, Andy Dey, and Judy Svoboda.

• **Response to Intervention**

Rob Hess remarked that the intention of the Response to Intervention (RtI) framework was to meet the needs of all students. He realized that some confusion existed as to what the RtI model looked like and asked board members to explain what they believed to be true about it. Mr. Weber said that from his reading, the program seemed focused on helping underperforming students, while Ms. Adams felt that intervention also meant targeting the needs of over performing students. She wondered, since it seemed such a huge undertaking, how it would be implemented, noting that some teachers might not fit into the model. Chair Bigley said she was interested to know what the professional development model would look like.

Ms. Ticer commented that approximately 80% of students were successful in the core academic program, with 15% who needed some extra support and 5% who needed more intensive support. The program would support both underachievers and overachievers, she said. Dr. Hess suggested the RtI model helped train teachers to be instructional engineers, so that they constantly observed students to see what adjustments could be made to help them be more successful. He noted that some students who needed more intensive support than this program allowed would still attend self-contained programs for at least portions of each day. Superintendent Golden remarked that severely handicapped children were primarily served through the ESD program.

Dr. Hess responded that some learning disabled students might be able to be served in the core program with some supplementation. He noted that with the current community model, 17% of students were considered to be Special Ed students and were all being treated as if they were in the 5% of the RtI model. With the RtI model, many more students would be served within the core program, with supplemental assistance.

What was being proposed at the middle school level would be similar to the current situation, with different schools focusing in different ways. At the elementary level, the schools would have more autonomy over how to meet the needs of the students who lived in their boundaries, with Special Ed teachers coming to the school sites to work with high needs students. Regular teachers would be equipped with greater skills and support to meet the high and low kids currently in their classrooms. Presently a lot of resources were being siphoned off for Special Ed that could have supported regular education students.

Ms. Ticer explained that instead of looking at a student's IQ and identifying low IQ students as Special Ed and separating them from the more average students, the RtI model would track a student's needs and continue to offer support to help students operate within the core level whenever possible.

Mr. Weber expressed a concern that students who currently received great extra support would receive less support with the RtI model. Dr. Hess responded that he believed the opposite would be true. He said that in the RtI model schools would have a math team, a literacy team and a behavior team, or perhaps just one team of people for a smaller school. These teams would focus on math, literacy and behavior goals and how to

reach those goals. Ideally each school would have an instructional support teacher who had no regular teaching duties, but for now, these support teachers would receive a stipend to support additional duties beyond their regular teaching load, to facilitate the teams. There would also be district level RtI leadership teams who would be responsible for training support teachers in math, literacy and behavior. As well, the RtI leadership would support high and low learning individual students.

Mr. Weber asked if there would then be fewer Special Ed teachers in Special Ed classrooms. Ms. Ticer responded that the number of Special Ed teachers would not likely be lowered, but that they would be used differently. Students would not so often be identified as Special Ed, but would receive more individualized attention. Resources would be shifted, with students being handled more through Regular Ed channels, so that more funds that formerly went to Special Ed would be channeled through the Regular Ed system.

Superintendent Golden remarked that she used to be a director of Special Ed in another school district. She noted that with the current Special Ed model, two new classrooms would be needed to house the high number of Special Ed identified students. Regular Ed programs were being negatively impacted by channeling so much funding through the Special Ed program, that Regular Ed classes had been growing larger, which pushed more fringe students into the Special Ed category. She commented that Bethel School District had also had a very high percentage of identified Special Ed students until they changed models and now the percentage had fallen considerably. Students in the old system would only get help when they were certified, and a vicious circle was created.

In summary, Ms. Ticer described the RtI model as one that focused on targeted, efficient, formal support planning for meeting the instructional needs of kids, using assessment, good teaching and intervention, and providing what they needed, where and when they needed it. She said that RtI was the intervention model being used currently in most districts. Dr. Hess said the best part was that everyone was working on this program together.

Board members asked that more time be set aside in a future work session to focus once again on RtI.

- **Middle School Schedules**

Matt Coleman explained data from a handout showing student discipline trends, comparing trends from 05/06 – 08/09 school years at Briggs with an average of trends from Agnes Stewart, Springfield and Thurston. For out-of-school and in-school suspensions, Briggs was highest at 25% in the 05/06 school year and lowest at 9% in the 08/09 year. For a percentage of student attendance less than 90%, Briggs was highest at 26% in 05/06 and lowest at 16% by 08/09. The third and fourth levels showed dramatically diminishing trends for Briggs with student behavioral referrals over the same years. Staff at Briggs, he noted, were very excited about their success with student behavior, which would be shown to be due to changes in scheduling and with use of the RtI model.

Dr. Coleman noted some of the benefits of the RtI model, that it relied on teamwork and collaboration, were proven to be more cost effective than other models, and instruction and groups were fluid and adaptive depending on student need. Where class scheduling in a traditional middle school model was a series of classes of equal length throughout the day, the RtI model used a block/ flex model with three core instructional blocks of 100 minutes each and a flex time of 45 minutes. In the flex time, teachers offered a range of support in reading and math after assessing the particular needs of both higher and lower achieving students, as well as a large media fair project and a wood shop class. This model was started at Briggs Middle School in the current school year, and was projected to begin at Agnes Stewart the following school year.

Brooke Wagner, principal at Briggs, explained that in this model essentially 120 students were shared by five core teachers. Teams of math/ science specialists and language arts/ social studies specialists shared the whole student population, so that in this model teachers had approximately half the total number of students

than in other models. There was also instructional elective time where students had elective classes with a team of elective teachers, and core teachers had that 90-minute period to collaborate and plan together. The entire group of teachers met together once each week to collaborate on larger planning issues. Ms. Wagner said that elective classes at Briggs included choir, drama, computers, orchestra, band, and art offered at all three grade levels, with 7<sup>th</sup> and 8<sup>th</sup> grades additionally offering home economics and industrial technology.

Dr. Hess noted that research had shown that smaller schools outperformed larger schools because they could naturally operate in a similar model to this one, using flexible grouping and sharing of students among teachers. RtI, he said, brought the concepts of the smaller school setting into the larger setting.

Dr. Coleman presented data showing an acceleration model for math, where at the beginning of the year several math levels were introduced in the first few weeks, and then classes split according to learning abilities, coming back together at certain times.

Ms. Wagner noted that the bonus piece was that the structural change had brought a very positive shift in student attitudes at Briggs. The creative instructional engagement that could happen within that structure, she continued, offered increased achievement levels for students. She noted her staff was very excited to see that 6<sup>th</sup> and 7<sup>th</sup> graders had already met or exceeded benchmarks for reading, which was a huge improvement, and which seemed to come directly from the structural change.

Mr. Weber indicated that the key seemed to be the flextime, which offered extra support time for students. Ms. Wagner added that collaborative time for the teachers was also a key factor. Dr. Hess noted that for the elementary level, there were more resources for the regular students from dispersal of a large part of Special Ed funds, which also increased flex time for them.

Chair Bigley thanked the presenters for their work and said she hoped to find time for another work session on RtI, perhaps in February.

## **REGULAR BOARD MEETING**

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on January 26, 2009.

### **1. CALL MEETING TO ORDER AND FLAG SALUTE**

The Springfield Board of Education meeting was called to order in the boardroom of the Administration Center at 7:00 p.m. by Board Chair Nancy Bigley and was followed by the Pledge of Allegiance.

#### **Attendance**

Board members in attendance included Nancy Bigley, Laurie Adams, Al King, Jonathan Light, and Garry Weber. Others identified in attendance included Nancy Golden, Logan Lewis, Cassidy Peterson, Alisha Whitehurst, Julia Spencer, Torii Phillips, Marshall Curry, Kyle Barley, Brett Yancey, Dawn Strong, Jeff DeFranco, Karen Lewis, Tom Lindly, Keith Hollenbeck, Matt Coleman, Sara Ticer, Judy & John Svoboda, Yvonne Atteberry, Aggie Picard, Judy Burton, Jim Balumas, Sheryl Ott, Rita Weber, Dave Collins, Chris Reiersgaard, Mike Michel, Audrea Shelley, Jim Keegan, Wayne Reposo, Elena Espinoza, Michelle Jensen, and Craig Murphy of the *Springfield Times*.

### **2. RECOGNITION**

#### **• School Board Appreciation Month**

Superintendent Nancy Golden announced that she could not think of a better group to work with than this school board, because of their commitment to children and their willingness to ask hard questions, holding both herself and the Leadership Team accountable to make sure students were learning. She gave a thank-you

card to each board member and noted that she had sent a letter to the Register-Guard about the board that would be published in Thursday's paper.

Jeff DeFranco introduced Bill Spiry, representing the Springfield Education Foundation, who presented board members with 16-month SEF Calendars depicting artwork from students. Mr. Spiry noted that none of the work the SEF did would be possible without the work of the school board.

Springfield Art Teacher Karen Perkins presented board members with little glass kaleidoscope planes. She introduced Shalvin Prasad, a very talented senior student who designed the planes and had helped with the art program in many ways.

Academy of Arts and Academics (A3) Head Teacher Mike Fisher presented student photographic work, which was supervised by Guest Artist, Stephen Speidel. Student artists included Josh Baker, Heaven Goddard, Chris Orr, Johnneylee Rollins, Carlie Corriss and Hannah Broadbent. Jessica Thomas, Internship Coordinator, invited board members to attend the final presentation by her 23 student interns on Wednesday, January 28 at 6:30 p.m. at the Wildish Theater. Mr. Weber noted that the board had a joint meeting with Willamalane at that time, so they were sorry to not be able to attend.

Michelle Jensen, Teacher on Special Assignment for After School Programs, presented a token gift from the children of the after school program.

Mr. DeFranco presented to board members Gift of Literacy framed photographs from last year's event.

Chair Bigley and other board members thanked everyone for the wonderful gifts, reflecting that it was a pleasure and honor to serve on the school board.

### **3. WORK SESSION SUMMARY**

Mr. Weber summarized the earlier work session presented by the Education Leadership Team on a program called Response to Intervention (RtI), noting the board had been reading everything possible about RtI to prepare for tonight's presentation.

### **4. PUBLIC COMMENTS**

Chair Bigley called for public comment.

Yvonne Atteberry and Aggie Picard from Maple Elementary School, reported that a fused glass project was just completed, led by Laura Jackson, Artist in Residence. She said that the 4X4" fused glass tiles, made by 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders with an environmental theme, would be installed at the new school near hand-washing stations in the hallway. She invited the board to visit in May when K-1 students would be making clay plaques.

Mr. DeFranco added that at Thurston Elementary there was a similar art project, with ceramic art tiles created by the students.

### **5. CONSENT AGENDA**

#### **A. December 12, 2009 Board Minutes**

#### **B. Personnel Action, Resolution #08-09.025**

Dawn Strong recommended that the Board of Directors approve the personnel action for licensed employees as reflected in Resolution #08-09.025 as listed below:

#### **CHANGE OF CONTRACT STATUS**

Jonathan Siegle

#### **CONTRACT RENEWALS**

Sara Blackwell

Roseann Coe

Mary Dronzek

Bruce Farah  
Sandra Farber  
Carol Holbrook  
Deborah Knapp  
Mitchele Kunshier  
Michael McGraw  
Susan Mondon  
Steffanie Peters  
Kathleen Reed  
Larry Tracey  
Rita Weber  
Katie Stocks  
Jane Broisma  
Janet Buerstatte  
Wayne Burke  
Kristin Foster  
Marianne Hartz-Madsen  
Kimberly Hernandez  
Jeremy Hugo  
Marilyn King  
Stephanie Kingman  
Barbara Lang  
Tresa Lively  
Keith Mabus  
Laura Madsen  
John Mosby  
Eileen Orsini  
Steffany Schmitt  
Sheena Schroeder  
Kathy Smith  
Debbie Weirich  
Kathleen Whittington  
Deanna Badenoch  
Patricia Broughton  
Dorian Buttacavoli  
Jaylene Crawford  
Megan Defferding  
Mick Drath  
Donna Ellickson  
Marjorie Enseki  
Kathryn Frasz

Tracy George  
Jennifer Glazier  
Lacey MacDonald  
Andria Martin  
Amy Page  
Carole Poole  
Deborah Rosenbaum  
Katherine Schlaadt  
Ruth Simon  
Carla Smith  
Janice Tripp  
Ruth Watkins  
Mary Larsen  
Michael Maulding  
Karen Tunnell  
Kathryn Anderson  
Jolene Baron  
Sharie Borneman  
Susan Choppy  
Jill Davidson  
Jean Frantz  
Sheila Garrelts  
Ellen Leinbach  
Erik Lovendahl  
Kimberly Lovendahl  
Judy Moffett  
Sandra Nelson  
Debra Pennicott  
Mark Ripley  
Patty Sage  
Ellen Schlotter  
Laurie Skoog  
Wayne Strong  
Marietta Van Eekeren  
Patsy Younkin  
Theresa Beach  
Karen Coldren  
Kimberly Gallagher  
Zehra Greenleaf  
Lori Hornfelt  
Linda Hunt

Joseph Kasik  
Katherine Kingsbury  
Tracy Lindsey  
Agnes Picard  
Wayne Reposa  
Sheng Saechao  
Amanda Sevits  
Tricia Berg  
Amy Bernatz  
Anne Carlisle  
Mary Chestnut  
Amy Danziger  
Cheryl Dixon  
Rebecca Dopps  
Teri Sue Draggoo  
Deborah Gray  
Kristin Oeming  
Constance Opsal  
Jeanne Richardson  
Leslie Taubenfeld  
Larry Walker  
Laura Weiss  
Regina Wilde  
Diana Cornacchia  
Hillary Galloway  
Holly Reposa  
Kristie Bash  
Tamera Brown  
Rhonda Durfee  
Karen Eeds  
Patricia Gagnon  
Barbara Harris  
Colleen Hunter  
Deanna Jacobson  
Judith Langworthy  
Charles Messinger  
Donna Miller  
Melinda Miller  
Nicole Nakayama  
Cynthia Nees  
Shelley Nurre

Sherrill Olson  
Annette Peters  
Leita Wright  
Dianne Yonker  
Kara Anderson  
Karen Babcock  
Bethany Boardrow  
Susan Burgess  
Holly Graham  
Heidi Hewett  
Susan Lanza  
Allyson Lewellen  
Mitchell Naylor  
Carrie Poole  
Heidi Rice  
Laurel Ross  
Mindy Shank  
Apryl Smith  
Dwight Smith  
Ila Southworth  
Karri Thiele  
Patricia Webster  
Sandra Wilson  
Nina Abbott  
Alice Carter  
Rebecca Crowder  
Sarah Crowl  
Debbie Farr  
Patricia Ferry  
Oleta Fountain  
James Hanson  
Angela Jaros  
Caroline McCornack  
Sarah McKee  
Julie Moore  
Rebecca Overholt  
Barbara Pope  
Michele Reiersgaard  
Erin Richardson

Mary Stein  
Janis Switzer  
Treva Thompson  
Carrie Thorsby  
Martin Weissbarth  
Mary Jane West  
Kathleen Caulley  
Sheri Childers  
Kelley Gayle  
Anne Goff  
Richard Haas  
Darlene Head  
Jovone Kettwig  
Heather Klym  
Teresa Page  
Mavis Poole  
Bryan Reed  
Colette Trotter  
Merilee Truebe  
Belinda Villanueva  
Trudy Waddell  
Denice Ward  
Meegan Ward  
Shelley Wilson  
Darlene Wood  
Kristin Archer  
Kurtis Bonar  
Mark Bray  
Lorene Corgain  
Curtis Crosswhite  
Calli Dean  
Janet Dewey  
Nicole Essman  
Helen Federico  
Dawn Gossler  
Stacia Hagel  
Sarah Johnson  
Brian Jordan  
Terry Lewellen

Carol Martin  
Amber Mitchell  
Sharon Orme  
Vonchi Pimomo-Rippe  
Judith Pinson  
Teena Seckler  
Katie Stiles  
Cheri Westerkamp  
Peter Almeida  
Christine Buck  
Kyle Minney  
Heidi Patterson  
Heidi Pratt  
Marcella Sather  
Sherrie Warthen  
Lois Ancell  
Karen Belshaw  
Sandra Carter  
Jeanette Chabot-Duncan  
Mary Lee Culp  
Christine Evans  
Vicki Ferrenburg  
Lisa Gibson  
Nicki Gorham  
Allyson Hazlehurst  
Chelsa Hugo  
Linda Johnston  
Tawnee Lovell  
Jill Olson  
Amy Paschall  
Kari Vetter  
Catherine Wiebe

**LEAVE OF ABSENCE**

Mary Murphy

**RETIREMENT**

Craig Thorne

**Motion:** Ms. Adams, seconded by Mr. Weber, moved to accept the Consent Agenda. The motion passed unanimously, 5:0.

## **6. ACTION ITEMS**

### **A. Response to Management Letter, Resolution #08-09.026**

Brett Yancey recommended that the Board of Directors accept the Response to Management Letter issued by the District's Auditor for the 2007-2008 fiscal year-end. He noted that all three issues that were outlined at the last meeting were addressed in the report presented in tonight's board packet.

**Motion:** Mr. Weber, seconded by Ms. Adams, moved to accept Resolution #08-09.026 as presented. The motion passed unanimously, 5:0.

### **B. Early School Closure, Maple & Thurston Elementary, Resolution #08-09.027**

Jeff DeFranco recommended that the Board approve the revised calendar for Thurston Elementary and Maple Elementary to end school for students on June 5, 2009. He noted that since the last board meeting, this information had been communicated to parents and administrative staff at the schools, and there had been no feedback received.

**Motion:** Mr. Weber, seconded by Mr. Light, moved to accept Resolution #08-09.027 as presented. The motion passed unanimously, 5:0.

### **C. Out-of-State Trip, Thurston High School Percussion Ensemble, Resolution #08-09.028**

Matt Coleman recommended that the Board approve Thurston High School's Percussion Ensemble's request to travel to Vancouver, Washington to participate in the NWMBC Winter Percussion finals competition. Date of the trip will be Saturday, March 14, 2009.

**Motion:** Ms. Adams, seconded by Mr. Light, moved to accept Resolution #08-09.028 as presented. The motion passed unanimously, 5:0.

### **D. Out-of-State Trip, Thurston High School Varsity Baseball, Resolution #08-09.029**

Matt Coleman recommended that the Board approve Thurston High School's Varsity Baseball team's request to travel to Phoenix, Arizona to participate in tournament competition. Dates of the trip will be March 19 – 29, 2009.

**Motion:** Ms. Adams, seconded by Mr. Light, moved to accept Resolution #08-09.029 as presented. The motion passed unanimously, 5:0.

## **7. REPORTS AND DISCUSSION**

### **A. Student Communication**

#### **• Thurston High**

Logan Lewis reported that Big and Buff is on Saturday, January 31 in the school's auxiliary gym at 7:00 p.m., where junior and senior boys played volleyball.

Cassidy Peterson reported that Saturday, February 7 from 8:00-11:00 p.m., Thurston would have their costume dance, the Winter Bash, with a country western theme.

#### **• Gateways High School**

Alisha Whitehurst reported that a career fair for 11<sup>th</sup> and 12<sup>th</sup> graders would be held on February 10 at the Fairgrounds. At the same time the 10<sup>th</sup> graders would be preparing for the OAKES Writing Test, which would be administered online this year, she said. On February 11 at 11:40 a.m. there would be grade and attendance recognition.

#### **• Springfield High School**

Marshall Curry reported there would be a movie night Wednesday, January 28, in the school auditorium at which coats and blankets for needy families would be collected as entry fees. Also on January 28 at 6:30 p.m.

January 26, 2009

a wrestling match was scheduled between Springfield and Thurston at Springfield. The following Monday, February 2, he added, the girls had a basketball game with Thurston, and on Tuesday, February 3, at Thurston High, the boys had their basketball game.

- **Academy of Arts and Academics**

Torii Phillips reported that the next day, January 27, there would be a J-term dance class presentation in the gym at 6:00 p.m. On Thursday, January 29, she said, all the J-term classes would present their J-term work from 10:00 a.m.-12:00 noon.

## **B. Arts Matter: Salem-Keizer District Visitation**

Jonathan Light shared information about a site visitation to the Salem-Keizer School District in which he and Chair Bigley took part. On Tuesday, January 13, he and Chair Bigley, along with Stacy Swartout-McKee, Springfield vocal director, and Bob Kempf, Agnes Stewart Middle School band director, met with Karl Raschkes, Music and Drama Supervisor at Salem-Keizer, since Salem had a reputation for excellence in their music program. He noted that Salem had 40,000 students with six high schools, 11 middle schools, and 47 elementary schools, with a total of 94 music teachers and 34 drama teachers.

Mr. Raschkes's position included hiring, mentoring, teaching and training, supervision of master teachers, coordination of performances, and decision-making for budget and scheduling. He felt it important that a strong arts program needed centralized decision-making rather than on a site basis and that it was important for teachers to teach within their own specialties. Sometimes this would mean a teacher would teach the same subjects also at the middle school level rather than across specialties.

Mr. Light said that in Salem schools the elementary schedule included music twice each week, choir twice each week, band starting in the 5<sup>th</sup> grade five times per week, orchestra beginning in 4<sup>th</sup> grade three times per week. At the middle school level their bands, orchestras and choirs were ability- or skill-based. Students could start in beginning band in any year. There were three levels for both band and orchestra.

Mr. Light noted they had asked what the district had to give up in order to have the strong music and arts program, to which Mr. Raschkes responded that they had many advanced placement classes, though they had a less extensive offering in industrial arts. There was also a lot of collaborative planning time allotted for teachers within their specializations.

Chair Bigley added that there were curriculum benchmarks in the program for K-12, which she found remarkable. She also noted that it took many years to create such a strong program in the arts.

In response to a question by Mr. Weber regarding supplemental funding, Chair Bigley said they did have some extra resources for things like instruments. Mr. Light said there were strong community alliances, through which the district was able to purchase instruments at good prices, and that community service organizations supported the program.

## **C. OSAA Classification and Districting Committee Update**

Matt Coleman provided updated information on the Oregon School Activities Association (OSAA) classification, commenting that three new proposals had come forward at the last OSAA meeting. He passed out copies of those proposals as well as a hybrid model.

Thurston High School Athletic Director Mike Michel shared that maybe a dozen proposals were actually reported online, coming from different districts and athletic directors, and he guaranteed there would be even more proposals forthcoming. He noted that many of the models were football-driven because a large disparity in size of schools made a bigger difference with football, since players could be hurt more easily if they played teams with bigger players. The hybrid model was based with football in mind, he said.



In the current economy, Mr. Michel continued, money played a big part in the proposals, with the consideration of affordability of travel for the teams. He said that the hybrid model was cost effective, though it would take a lot of effort to make it work for everybody, since different leagues had different problems. He remarked that the Midwestern League was fortunate to be centrally located, so that many leagues found it easy to travel to reach their teams.

Audrea Shelley, Springfield High School Athletic Director, added that it was important for the Midwestern Conference to meet with the Southern Conference athletic directors to make sure they would have agreement about how they would like to proceed.

Dr. Coleman suggested that a draft would be worked up to capture the concerns of the Springfield District that would be brought to the board for confirmation.

#### **D. Financial Statement**

Brett Yancey provided an overview of the 2008-2009 Revenue/Expenditure forecast as of December 31, 2008. He noted that some reductions in expenditures had been made mid-year, particularly in the services, supplies and capital outlay categories, to meet the required reductions announced in early December. What was yet unknown, he said, were any ramifications of forecasts coming up and details of the federal stimulus package currently being worked on. He said it appeared there could be some money for Title IDEA shovel-ready construction projects and some aid to states, though details were not known, and certainly not known for the district level. The estimated Ending Fund Balance, he noted, was still near the 4% mark.

Responding to a question from Mr. Weber regarding the March forecast having any impact on the 08-09 school year, Mr. Yancey said yes, that there could still be impact on the current year's budget.

Superintendent Golden remarked that COSA was advocating that the Rainy Day Fund would need to be used.

#### **E. Elementary School Boundary Change**

Rob Hess and Sara Ticer presented an overview of the proposals to balance enrollment between Riverbend and Douglas Gardens Elementary Schools and the process for sharing information with parents and students at the affected schools.

Ms. Ticer said that Douglas Gardens attendance was projected to be 490 students next year, and that with 485 students this year, all of the school's space had been maximized. The proposal being considered would make an adjustment on the north side of Main between 28<sup>th</sup> and 37<sup>th</sup> streets to shift over to Riverbend Elementary, which was currently under-enrolled. If 100 students moved to Riverbend, it would then be near its capacity of 500 students, she explained.

David Collins, Douglas Gardens Principal, remarked that last year there was a similar boundary change with the middle schools in the same area. Dr. Hess added that the southeastern area was where growth was happening in the district.

In response to a question from Mr. Weber, Dr. Hess and Ms. Strong noted that Riverbend students used to attend Agnes Stewart, but now they were split, with some going to Springfield and others to Agnes Stewart and Briggs. Mr. Weber wondered if the current boundary change proposal helped elementary students stay with their cohorts as they went on to middle school, to which Mr. Collins responded that it would.

Maple Elementary, Dr. Hess added, would eventually be able to handle 50-100 more students, with a further possibility of building Maple out further. He said there was some possibility of federal money earmarked specifically for construction. Mr. DeFranco explained that the real issue for Maple was students coming from the north. He added that expansion was going to happen in south and southeastern Springfield and that a

work session was being planned for the board next month where a long-term vision for the district's undeveloped properties would be presented.

Ms. Ticer commented that students who were currently transferring to other schools might return to Maple Elementary.

Responding to Mr. Light about a time frame for how long the proposed boundary change would keep the school populations resolved, Dr. Hess said the hope was that Riverbend would be brought up to capacity within a few years and that this change would relieve the situation until a new school could be built in that area.

Mr. DeFranco commented on facility planning, that because of the slowdown in the economy and the fact that the urban growth process would require public hearings, and environmental issues and other political issues being addressed, the growth process would be slowed. His sense, from talks with the City of Springfield, was that if the district acquired property in southeast Springfield today and began the facilities planning process, it would be three years before a new school would be opened. He believed that in five years the students would be there needing a new school, so that planning needed to happen very soon.

Mr. Yancey added that although new development was happening near Mt. Vernon elementary, which was already at capacity, even more concerning was growth at Marcola Meadows and Bob Straub.

Ms. Ticer described next steps in this process to be sending out letters the next day to parents informing them of the proposal, setting up a public forum at Douglas Gardens in two weeks, and bringing input back to the board in a month.

#### **F. Collaboration Time**

Rob Hess shared information with board members on how the current collaboration time model was working and how the district could improve the quality of collaboration time for all staff. He noted there was printed information in the board packet, and he showed slides presenting three different views of collaboration time: instructional impact on schools, impact on district services, and impact on community.

The current model, Dr. Hess explained, had little impact on instruction for the secondary schools; however, at the elementary level the impact was higher as some prime learning time was lost for the students with late starts. To lower the impact for the elementary level, the proposed change was to start school at the regular morning time for them and release them early at 1:30, and to continue with a late start for the secondary level at 9:30. It was easier, he noted, to contract with Willamalane for afternoon care than early morning care for the young children.

One possibility was to extend the school year by two days, buying two days of teacher collaboration time, with the cost to the district at approximately \$300,000. This was what Eugene had done, he said. He emphasized that staff preferred to meet often, with weekly meetings being preferred over having two additional days of professional development time. An impact on district services with the split model would be a loss of some collaboration time across grade levels, since the collaboration times would no longer match up.

The impact on the community was difficult to assess at this time, he noted, there would be limited opportunity for limited childcare at 1:30 for elementary kids, but not as extensive as currently existed in the early morning childcare program. People in general had seen the great benefit in having the collaborative time for the teachers, though there was some complexity in working out the details.

Responding to Mr. Weber, who asked about the difference in cost with the various models, Dr. Hess said that needed some work to figure out, considering bus schedules and other issues. Regarding childcare at

Willamalane, students would need to sign up to determine the scope of interest in that possibility. Willamalane's preference in providing childcare would be the split model, as they could more easily staff after school time than early morning.

Mr. Weber and Ms. Adams expressed their support for the split model, with the advantages that had been outlined.

Dr. Hess indicated that when next year's calendar was going to be voted on in about a month, it would be a good time for a decision on the possible change of models for collaboration time. He requested the board to ask others in the community for their ideas and bring them back. Mr. Weber suggested that consideration be given to the possibility of also changing to a once/ week model for collaboration time. Mr. Light said he would want to understand the cost implications for that.

Springfield Education Association President Judy Svoboda reported on a survey of several districts that had split models. From the elementary level, she had heard that the late start model was never a preference, because of problems such as Special Ed teachers not being able to meet at the same time as other teachers. On the secondary level, she had heard that early release was problematic especially for middle school students, as they had nowhere to go between the early release time and after school activities.

### **G. Board Communications**

Laurie Adams noted that for the issue of the athletic redistricting that came up earlier in the meeting, there were no copies of the printed information for the student representatives. She hoped that in the future the students would be included. Since she was absent at the last board meeting, she reported about the earlier work session with the legislators that Senator Morrisette had asked that such a meeting could happen again. She also noted that the TEAM Springfield meeting was a wonderful way to share with community partners, and remarked that Superintendent Golden was an excellent communicator.

Mr. Light commented that the Springfield High School choir's performance at the Oregon Music Educators Conference was outstanding and he commended them for presenting such a positive face for the district at the state level.

Mr. Weber reported that the Chamber of Commerce dinner had been fabulous, and he was proud to be asked to be moderator for this year's Battle of the Books, on March 5. He also mentioned having breakfast with Bill Medford, previous board member, who had given him some ideas.

Chair Bigley mentioned attending the drama presentation of *Hello Dolly* at Briggs Middle School last week, saying it was a great show. She also participated in a Chamber-sponsored event where 5<sup>th</sup> graders from three schools played a game together where they had to make decisions about education, career and family. Finally, she thought the TEAM Springfield meeting was a great opportunity to find out what was happening in the community.

- **Superintendent Communication**

Superintendent Golden reported that progress was being made on the virtual school bill, which Representative Beyer was sponsoring, noting that all the superintendents at the ESD had signed off on the proposal. The superintendents expressed the desire for the program to be administered through the ESD rather than the State because in the past the State had been seen to not use resources for virtual schools as effectively as had been hoped. Next step, she said, a work group would be set up to look at the various proposals in order to come up with a united voice. She mentioned that Rob Hess would report on A3's going to look at a public charter school proposal.

Dr. Hess reported that the State had sponsored a training session on charter schools, attended by 44 people. He noted there were 88 charter schools in the state and that federal channels were pushing the state to do

more. The law did allow for a public school to become a charter school, he said, and encouraged charter schools to be spread out into different areas so that they would be accessible for all families who wanted them.

The advantage of A3 to become a charter school, besides the financial support of approximately \$500,000 - \$600,000 over a few years, would be the ability to market the school beyond the one-to-one trades that were now done with surrounding districts. Charter school law would allow students to transfer in from other schools, as long as there was room in the school. Another advantage would be that money would be available to do professional development around guest artist opportunities. A disadvantage, he noted, was that readers of the proposals were biased towards new schools, so that a proposal would need to emphasize the marketing and professional development aspects. The next step was to present the proposal to the Leadership Team, who would decide whether it would proceed to the board or the superintendent, for signing that the district knew about the proposal. The proposal was due March 19 and awards would be given approximately three weeks later.

Superintendent Golden acknowledged the terrible community tragedy of the past week where an adult and children were lost in an accident. Ms. Strong reported a tremendous response from Moffitt Elementary and others to support the schools and families. She noted that beyond the initial impact of grief, there were other loss issues that arose. The young boy, Jacobi, was still in the hospital, and fundraisers were going on to raise money to support the families. A memorial service for Heather was set for 1:00 p.m. on Sunday, February 1.

#### **8. OTHER BUSINESS**

There was no other business.

#### **9. NEXT MEETING**

Chair Bigley announced that the next regular board meeting would be held on February 9, 2009 at 7:00 p.m.

#### **10. ADJOURNMENT**

With no other business, Chair Bigley adjourned the meeting at 8:55 p.m.

*(Minutes recorded by Judy Burton)*