

MINUTES

11/ A work session on Response to Intervention (RtI) was held on February 9, 2009 in the First Floor Conference Room of the District Administration Center. Chair Nancy Bigley called the work session to order at 5:00 p.m.

Board members present included Chair Bigley, Laurie Adams, Al King, Jonathan Light and Garry Weber. Others identified in attendance included Nancy Golden, Rob Hess, Sara Ticer, Shari Furtwangler, Jim Keegan, Dave Collins, Sara Lewenberg, Melinda Miller, Cindy Nees, Cathy Paine, Sudy Svoboda, Karen Lewis, Nicole Nakahama, Sara Lindsley, Shelley Nurre, Amy Batson, Lacey Macdonald, Teresa Browning, Ruth Simon, Paula Ellister, Marietta Van Eekeren, Brian Jordan, Cheri Westerkamp, Jeff DeFranco, Yvonne Atteberry, Greg James, and Judy Burton.

Rob Hess introduced the principals who would be presenting at the meeting:

Shari Furtwangler, Thurston Elementary
Dave Collins, Douglas Gardens Elementary
Jim Keegan, Mt. Vernon Elementary
Sara Lewenberg, Guy Lee Elementary

RtI: Designing and implementing continuous improvement – What it looks like in a school.

Thurston Elementary School

Shari Furtwangler, Principal, introduced Cheri Westerkamp and Brian Jordan, who both taught kindergarten classes in the mornings and Intervention (RtI) in the afternoons.

Ms. Furtwangler explained that she was a former Special Education teacher and that last year Thurston Elementary had begun some special work with kindergartners in different ways. One teacher was given an extended day to offer a kinder-plus program for seven of the most strategic kindergarten students with reading intervention. Also last year they had implemented small group reading instruction in kindergarten. Results by the end of the year were amazing, she stated.

In January of that year several teachers, including Mr. Jordan, attended a conference in Sacramento where Mr. Jordan learned that in California it was illegal for kindergarten teachers to teach more than one section per day. He asked Ms. Furtwangler if Thurston could implement such a program, so that in the mornings kindergarten classes would be taught and the afternoons could be used for teaching intervention. This program had then been implemented.

Ms. Furtwangler presented some data showing the progress of student learning with the new program. The data showed the most strategic, critical students in a red zone, those who still struggle, but have some skills, in a yellow zone, those at benchmark levels in a green zone, and those above benchmark in a blue zone. Benchmark testing with Easy CBM was done in the fall and again in the winter. Data showed significant improvement by the winter at all grade levels. She remarked that it was a lot of work for the teachers involved, but that they were all very excited about the results.

Mr. Jordan reiterated that they were very happy with the results they were getting. His biggest frustration before RtI in teaching kindergarten was that the teaching day was very short, and with two sessions, he felt he was running kids through a treadmill. By increasing the school day by 50 minutes, much more was accomplished, he noted. Not only did they now have consistent reading groups, but also math groups, which

he had thought impossible for kinders. Their schedule was 8:30-12:00 for the morning kindergarten session, half an hour for lunch, and then afternoon intervention groups with kids in the yellow zone from grades 1-3. They have had great success in helping the students move from the yellow to green zones.

In the afternoon, they also spent time collaborating with their resource teacher, who was having great success with red zone students, passing them on to the yellow zone groups. Many of the students, he noted, would eventually graduate out to regular classes. He said the staff had a philosophy now that said, "If you have a heartbeat and a warm body, you can teach reading." The music teacher, health aide, counselor and others were all helping now to teach reading. With reading times scheduled the same in kindergarten and grades 1 and 2, students could progress to higher reading classes as they were ready.

Ms. Westerkamp added that funding was the biggest challenge they had when they decided they wanted to try the intervention model. She noted that Ms. Furtwangler had figured out how to find the FTE to make it work. Finding appropriate curriculum was another challenge and further expense. They spent the afternoons of several weeks writing grant applications, and eventually received support for phonics and other programs that were needed. Different classes were offered throughout the grade levels to help with reading fluency, comprehension, and other reading elements. On late start days the staff spent time in collaboration with each other, analyzing testing and how to move students to different teachers as they needed to. An aide had been trained on Easy CBM progress monitoring, and every two weeks she progress-monitored all kids in the intervention groups, and helped to position them in the appropriate groups. She remarked that conversations among the staff now were about how to meet the particular needs of the kids.

Superintendent Golden commented that she had heard some important points from the presenters: first, that they used intervention before identification (and that identification might never need to happen); second, the staff felt empowered to find the resources they needed; third, that a big component was being data-driven with flexible grouping and fluidity; and lastly, needs of the higher learners were being met by moving them to higher grade levels or creating new groups in their own grade level for reading.

Mr. Jordan said they had decided early on that Easy CBM would be their baseline, and though it was tough at first for some teachers to give their students over to the intervention groups, everyone now was seeing great success. Ms. Furtwangler pointed out that with heavy intervention in the early grades, by the time students reached 5th grade, very few would remain in the red or yellow zones.

It was clarified for Mr. Weber that blue and green zone students were taught by regular teachers in small groups in their classrooms, and that for kindergarten students, the extended day was seen as the main reason for improvement. Regarding how they were able to manipulate the FTE to make this program work, Ms. Furtwangler noted that 5th grade classes could have been made smaller by a few students rather than having the intervention program, but all staff agreed that serving 135 students with the specific interventions they needed was much more valuable.

When new students came into the school, within a day or two they could have their Easy CBM evaluation and be plugged into any necessary intervention. New ELL students with strong needs could be bused out somewhere else for intervention, she continued. Dr. Hess added that state law required that someone with ELL certification needed to work with ELL students who had strong needs. He reiterated that a new student would be tested and then evaluated by the intervention team to determine how best to meet their needs. Young ELL students were often pulled out for ELL intervention in their own school.

Douglas Gardens Elementary School

Dave Collins, Principal, introduced his support specialists: Ruth Simon, Lacey Macdonald, Amy Batson and Teresa Browning. He presented data showing an increase in enrollment over the past five years of 85 students, while special education identification decreased from 12 to 9% and the ELL population increased

from 3-6%. Reading scores for students meeting and exceeding standards had increased each of the past five years, from 78% in 2004-05 to 85% in the 2007-08 year. Numbers of students meeting or exceeding in OAKS testing had increased from 132 in 2004 to 190 meeting or exceeding last year. Percentages of ELL students meeting or exceeding had increased during the same period from 29% to 73%. With Special Education students, percentages had increased from 32% to 52% in the same time period.

Critical elements in the building of this program were infrastructure, team building, scheduling, collaboration time for students, and technology, Mr. Collins explained. Over the five years new elements were added each year, including math support for all grades. In terms of funding, he explained they had Title resources for one intervention position, their Special Ed specialist provided RtI model intervention services outside her regular case load of students, another position providing math intervention was supported partly through Title and partly through General funds, and another person volunteered time outside her regular teaching hours to help with literacy support and planning.

Ms. Simon said she worked exclusively with kids in red or yellow zones in grades 1-5, with another person offering two sessions of kinder-plus, morning and afternoon, with their plus time occurring midday. She explained that since they were a Title school, they had core instruction by the classroom teacher, Title instruction in small groups by the Title staff, and then her intervention work, giving them a triple dose of reading instruction. For fluency, she said, they used a program called *Read Naturally* on the computer, and she had received a grant this year for *Score Four*, another fluency program using CD players. For decoding and phonics, they used a program called *Phonics for Reading* and another called *SIPPS*. For comprehension they were using a program called *Comprehension Toolkit*.

Ms. Macdonald shared that the best thing she had seen in the classroom had been the “third dose,” or third opportunity for special help, being given to students who greatly needed adult attention, which they received in a variety of ways. She was excited to see the improvement in their test scores, both in math and reading, just from the fall to winter this year. She noted that she taught math groups for both yellow and red zone students at the kindergarten level and also grade 3-5 levels. She felt the program was working great, with the numbers of groups dwindling as students moved back into core instruction. With the kindergarteners, nearly three-fourths of the classroom had been identified at the beginning of the year, largely because many had not attended preschool, and now only about ten students received intervention support.

Ms. Browning said she had been at Douglas Gardens for three years, and that she worked with all the intervention students in first and second grades, approximately fifty students. She found it very exciting to see the kids move forward with the extra support. She had the support of two full-time assistants, she noted.

Mr. Weber expressed that his greatest concern with RtI was the green and blue zones of students because of the increase in core class sizes, and that he wondered if their needs were being met as well as before the intervention programs started. It was clarified that since students were pulled out of the classroom for intervention, the core class sizes actually were often smaller. As well, Mr. Collins noted, the Title program provided small group support for high end students as well as the lower end students.

Ms. Ticer added that the intervention model offered increased possibilities for differentiating, in order to meet individual needs of the students. In response to a question from Ms. Adams about the numbers of students being identified with special needs lowering from 17% to 12%, Mr. Collins said there could be an exception to lowering the maintenance of effort because of the percentages. He added that their goal was not to lower the percentage, but to do what was right for the kids, and that sometimes there was a tendency to over-identify kids because of lack of intervention. So often, he noted, kids improved with the intervention and did not need to be labeled or identified. Ms. Ticer added that there was only more money received for numbers of students identified up to 11%, so that no extra funds were received for those over the 11% mark and it was advantageous to get the numbers down closer to 11%.

The Community Model: Supporting teachers and students to meet the needs of ALL – What it looks like in a school.

Mt. Vernon Elementary School

Jim Keegan, Principal, quoted Dr. Hess by saying, “If RtI is what we do, community is how we do it.” The key, he mentioned, was teaming, and the community model was all about responding to the needs of the kids. At Mt. Vernon, out of 535 students, eight students were identified on the Asperger/ Autism spectrum. The old model sent kids out of the school, which he did not think was good for the kids or their families. As well, they had a large number of kids whom had been received because of severe behavioral needs, he continued, and there was a classroom at the school for kids with emotional difficulties.

Nicole Nakayama, school psychologist, explained that traditionally children with significant needs associated with autism spectrum disorder would be placed in a district program, while those with less significant needs would receive limited services at their home school, typically 40 minutes/ week. In the spring of 2007 Mt. Vernon School learned they would be receiving many more of these students, some with significant needs. It was not possible to place all these students in existing programs, and it was desired to keep them at Mt. Vernon using Riverbend’s model of having an educational assistant support these students in their classes throughout the school day.

Ms. Nakayama believed the reasons for Mt. Vernon’s success were largely the elements of RtI and the community model. She noted that staff had long embraced the idea of “our students” – that all students belonged to the school community and would be served as best possible. Another important resource at Mt. Vernon was a strong, collaborative team, she continued. Plans moved forward quickly that spring of 2007 to solidify strategies and educate all staff around them, she said. As well, professional development training was provided for all staff, including certified and classified staff.

Shelley Nurre, behavior specialist, presented an overview of how the community model was working for students with autism or behavior challenges. In the past these students typically had been shipped out to the “silos.” A large range of needs existed among these students, she explained, necessitating individual assessment and intervention, which required ongoing flexibility. A main strategy, she mused, was to capitalize on the student’s strengths, especially those with autism. If they had buy-in through making choices, their intervention was more successful.

Ms. Nurre noted that Mt. Vernon staff were viewing the community model as a continuum. She presented an illustration of this continuum, detailing a variety of levels of support, from pulling students out of class for intervention with high needs students for one-on-one or small group instruction, to one-on-one and small group instruction within the regular classroom.

Ms. Lindsley stressed that students could have different types of intervention for different times and needs of the day, including help with reading, math and behavior. Assessing each student as an individual was key, as well as helping them be as independent as possible. All staff received multiple training sessions to understand the needs of individual students, and specific strategies were worked out for recess and the lunchroom.

It was noted that work was being done now to determine how to better communicate changes in student needs to the staff. Another important piece for success was buy-in by the classroom teachers, to allow the flow in and out of the classroom by support staff. Flexibility was a definite key for success, with staff being able to move from room to room to help with immediate needs.

Ms. Miller, who had 28 grade 4 students, including an autistic student named Jacob, shared that she had been worried at the beginning of the school year about meeting Jacob’s needs. She soon learned that she had a

huge support system, including specialists, EA's and other students who helped him throughout the day. She noted that the interactions between the other students with Jacob was very enriching in both directions.

Paula Ellister, Jacob's mother, shared that Jacob's needs changed from day to day, and she was immensely grateful for the tremendous support Jacob was receiving. She said that even the principal would sometimes pull Jacob out of class, if he was feeling agitated, and take him into his office to play some classical music.

Mr. Light said it sounded as though this strategy for Jacob would offer him much better opportunities for growth and adaptation to his world than being isolated with children who had similar challenges. His mother said Jacob was much more comfortable attending his neighborhood school with his siblings. It was also noted that more progress was seen with the children when they got out of small groups into a broader spectrum of students.

Guy Lee Elementary School

Sara Lewenberg, Principal, reported that they had Positive Behavior Support (PBS), both on the school and classroom levels. She noted they had special education support as well as regular education classrooms, and also students who did not fit either model. At the current time, she said, they had 24 students in self-contained ALC classrooms – some learning disabled, some with emotional issues, some with autism, some mainstream kids with special needs. As well, she continued, they had approximately 20% ELL students, a number of homeless students, and some who were suffering with mental illness or came from homes with mental illness.

Ms. Lewenberg said that when she first came to Guy Lee the school had a full inclusion program where everything was done within the classroom. That had evolved over the years to where now all self-contained classroom students were in regular education classrooms for part of the day. Now there were small groups situated all over the building. As well, the school had 1.5 FTE English Language Development teachers, a Family Resource Center to support families, and a story time for preschoolers each week. She explained that Room 21 was their re-entry zone, staffed currently from 11 a.m. each day, where kids could go or be sent when they needed emotional or physical or homework support.

Marietta Van Eekeren, Autism Resource Specialist, commented that she worked with occupational therapists who had helped her develop a Motor Room where physical activities were available, using such things as balls, swings, mats, and trampolines. Ms. Van Eekeren, together with EA's and other resource staff, worked together to make sure the resource room was always staffed for physical resources, as well as academic and social groups. She noted that they used such programs as *How Does Your Engine Run*, popular social skills programs, and an anxiety-stress program where kids identified where they were on a stress scale.

Ms. Lewenberg added that the special resource staff worked out very individualized plans, which changed as needed, to meet student needs. Records were kept of how the students responded to different types of intervention. Room 14 was also a break area, she mentioned, with areas for calming down and redirection. Often working on a computer for short times helped a stressed student to calm down. Their ALC self-contained classes, she said, would be discontinued next year as student support would occur more in the classroom. An RtI model was being used currently for reading, and soon math and behavior would be included as well. The staff were hopeful that lines between special ed and regular ed would continue to blur as the community model took over.

Mr. Light asked what the differences were between RtI and the community model. Ms. Ticer responded that RtI was a way of thinking about how to provide instruction along a continuum for individual kids, through identification of needs as they progressed, and adapting intervention strategies as they were needed. The community model, she explained, was more about breaking down barriers through specialized programs. Students with special needs, such as autism or emotional disturbance, would be placed in specific

environments to receive needed support. This model also included, she added, keeping students in their home school rather than busing them to special schools.

Mr. Weber expressed his strong feeling that it was important to support the students in the red and yellow zones so that they had the opportunity to graduate, and that it was also important to make sure that this was not done at the expense of the students in the blue and green zones. Dr. Hess agreed, and said that when a school was using RtI at its full level, students of all levels would receive the individualized support they needed.

Dr. Hess concluded by saying it was a five-year journey to institute these programs in the district. RtI was how students were prepared, and the community model was how the program was implemented. Each school had its particular needs for support. The key, he said, was moving forward slowly and steadily.

REGULAR BOARD MEETING

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on February 9, 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, Sal Echeverria, Julia Spencer, Torii Phillips, Marshall Curry, Kyle Barley, Dawn Strong, Jeff DeFranco, Karen Lewis, Tom Lindly, Keith Hollenbeck, Matt Coleman, Sara Ticer, Judy & John Svoboda, Yvonne Atteberry, Judy Burton, Ed Mendelssohn, Bill Medford, Sheryl Ott, Julie Collins, Terry & Daniel Benge, Gloria Griffith, Chris Reiersgaard, Pete Warren, and Victoria Stephens of the *Springfield Times*.

2. WORK SESSION SUMMARY

Jonathan Light summarized the earlier work session on Response to Intervention (RtI) and community-based instruction models. He explained that four elementary schools had reported to the board on their experiences with these models: Thurston and Douglas Gardens were working with the RtI model and Mt. Vernon and Guy Lee were using the community-based model. Presentations were made by principals, teachers and one parent, illuminating the board on how these strategies were being implemented.

3. PUBLIC COMMENTS

Chair Bigley called for public comment.

Gloria Griffith, Coordinator of the Family Resource Center for the district since 1996, presented a brochure to the board showing the ten Title schools with family centers. She noted that at the Brattain House the district supported a district-wide Family Resource Center. This week, she noted, was a celebration of the county-wide Family Resource Center program. She invited board members to visit any of the Family Resource Centers this week, and expressed her gratitude for their program, especially with the current downturn in the economy.

Bill Medford, former board member, gave a written comment, "Another meeting, so get this one done!"

4. CONSENT AGENDA

A. January 26, 2009 Board Minutes

B. Personnel Action, Resolution #08-09.030

Dawn Strong recommended that the Board of Directors approve the personnel action for licensed employees as reflected in Resolution #08-09.030 as listed below:

LEAVE OF ABSENCE

James Mattiace

CONTRACT RENEWALS

Anna Alden
Christi Barker
Linda Bennett
Joanne Broh
Sue Burden-Dickman
Amity Cleary-Evans
Jeffrey Fuller
Robin Furrer
Jennifer Harris
Joyce Hurley
Vicki Jefferson
Robert Kempf
Sharon Kimelblot
Nathan Klarr
Dulcie Kneen
Darlene Linahan
Dana Mahoney
Rebecca Medley
Mary Murphy
Susan Oakley
William Odegaard
Scott Olds
Carrie Patterson
Catherine Raleigh
Jeanne Rose
Chad Schacht
Teresa Scherer
Clifford Schutte
Sara Snowden
Audrey Stepp
Patricia Stolp
Erin Whitlock
Mary Lou Bradley
Ellen Clancy
Kateri Davis
Linda Erickson
Mikell Harshbarger
Joseph Hass
Stephen Jones
Lisa Keener
Irene Leighton
Kathleen McCumsey
Michael Moffitt

Jean Neven
Angela Newson
Brandon Parks
Jason Ray
Laura Scruggs
Charles Smith
Elly Steinbaugh
Jean Van Moorlehem
Joanne Allen
Cynthia Burger
Paul Cesmat
Kimberlee Chapman
Craig Conway
Keslie Down
Ellen Edmunson
Nelson Farrier
Trena Jayne
Denise Keown
Jennifer Mays
Susan McCumsey
Barbara Moore
Joshua Nice
Debra Ritchey
Frank Sprouse
Stacey Torres
Gregory Van Schloten-Crawford
Jane Walsh
Karen Bodeen
Diane Chaffee
Brady Cottle
Jil Dickison
Jason Dixon
Mark Ferry
Kristin Guiley
Gregory Howells
Diane Mattison-Nottage
Lindy Prickel
Wendy Sanders
Kathleen Weaver
Kirsten Woodward
Patrick Allender
Patricia Baker
Cynthia Bonar
Lionel Clemons
Angela Copeland
Jason Corwin
Kathleen Corwin

James Ellis
Jonathan Gault
Jaime Rae Johnson
Keith Keener
Rhiannon Kerr
Sharon Bettelyoun
Nancy O'Neal
Ralph Prindel
Jo Ann Sedlak
Troy Thorsby
Brian Watson
Carl Witzig

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

5. FIRST READING

A. Elementary School Boundary Change, First Reading

Rob Hess recommended that the Board of Directors review as a first reading the adjusted elementary boundary for Douglas Gardens and Riverbend attendance areas as presented by the administration. He noted that only two comments had been received, neither negative, in reply to the letters that had been mailed out. Meetings would soon be happening at the schools, and data from those would be brought to the next board meeting, he concluded.

B. 2009-2010 Academic Calendar

Rob Hess recommended that the Board of Directors review as a first reading the 2009-2010 Academic Calendar as presented. A couple of changes he noted were that collaboration days would be every other Wednesday rather than the first and third Wednesdays, as this past year. The calendar would return to the board in one month, he said.

Mr. King mentioned that budget issues might impact the calendar, so that it might be best to note a disclaimer clause for the calendar, something like, "Subject to budget." Dr. Hess responded that a lot of planning went on considering school vacation dates, etc., so that it was important to get the calendar published early, and he liked the idea of including a disclaimer.

6. ACTION ITEMS

A. Maple/Thurston Elementary Schools Asbestos Abatement Projects, Resolution #08-09.31

Jeff DeFranco recommended that the Board of Directors award hazardous materials abatement projects to Professional Minority Group, Inc. of Eagle Creek, Oregon for the amounts indicated below:

Maple Elementary School	Alternative Bid Package A	\$62,000.00
Thurston Elementary School	<u>Alternative Bid Package B</u>	<u>\$83,000.00</u>
	Grand Total Abatement Projects	\$145,000.00

Motion: Mr. King, seconded by Ms. Adams, moved to accept Resolution #08-09.031 as presented. The motion passed unanimously, 5:0.

Responding to a question about what had been budgeted for asbestos abatement, it was noted that \$500,000 had been budgeted, so this bid was very favorable. It was noted as well that this company had a great reputation, with feedback from both Eugene 4J School District and the City of Portland.

Mr. DeFranco remarked that items still highly desired in the new school construction were new playground equipment and electronic reader boards at both schools. He said that news would be brought to the March 9 board meeting for the board's input concerning direction on what extras might be included.

Mr. Weber asked if there were any other items that might still show up with savings on these construction projects. Mr. DeFranco said this was the last big item, though there were some bond basic projects that would go out to bid in the summer that could provide some savings.

B. Property Line Adjustment (EmX), Resolution #08-09.032

Jeff DeFranco recommended that the Board of Directors approve the sale of the identified property on the west side of the Hamlin/Moffitt site to the Lane Transit District for the offer of \$84,300.

Motion: Mr. Light, seconded by Mr. King, moved to accept Resolution #08-09.032 as presented. The motion passed unanimously, 5:0.

Mr. King urged a different intent with the proceeds, that the administration be given the flexibility to use the proceeds for General Fund spending if necessary. Ms. Adams disagreed. Mr. DeFranco noted the recommendation only asked for approval of the sale of the property, so that the board would have time to decide later about use of the proceeds. In addition, he said, there would be a work session on February 23 to discuss long-term district property issues, at which time this issue could be brought up.

In terms of the impact of the current recommendation, Mr. DeFranco described the LTD EmX expansion which required widening of Pioneer Parkway. LTD wanted to purchase an approximately 19,000 square foot piece of the district's property going from Centennial to Pioneer Parkway. LTD would provide district standard fencing and a guardrail to allay concern about the road coming close to the district's running track. Also some landscaping with new trees would be provided by LTD, with all improvements expected to exceed \$50,000.

There would continue to be a pedestrian right-of-way, next to the EmX lane, both located in the center of the traffic zone, he said. There would also still be a vegetation zone between the fence and the new lane, and on the school side of the fence there would be some native bio-grass and a strip of maple trees.

C. Out-of-State Trip, Thurston High School Band, Resolution #08-09.033

Matt Coleman recommended that the Board approve Thurston High School's Band students' request to travel to Honolulu, Hawaii, provided the group successfully fundraise all needed monies. Dates of the trip would be Tuesday, April 21, through Monday, April 27, 2009.

Motion: Ms. Adams, seconded by Mr. King, moved to accept Resolution #08-09.033 as presented. The motion passed unanimously, 4:0, with Mr. Light abstaining from the vote.

Ms. Adams commented that she would vote for approval, but noted she would like to see trips requested that contained more substance than this one appeared to have. Dr. Coleman responded that this trip was connected to the University of Hawaii and there was specific instructional intent. They had a travel day, then a concert on the 2nd day, a show on the 3rd day and performances and a concert on the 4th day.

Mr. Light declared a personal conflict of interest and noted he would not vote on this issue. However, he wanted to express his opinion that he saw in this plan two performances and instructional content through the University of Hawaii, where they would learn about Hawaiian culture, including Hawaiian music. He felt this trip was substantially more educational and performance-based than the previous trip, and he did not see it as extravagant.

Dr. Coleman noted that these events were planned at least a year in advance, and he would like to see these trips come forward to the board much earlier in the process, in order to tease out some or all issues that might be important before many of the plans were set in place.

D. Out-of-State Trip, Springfield High School Varsity Cheer, Resolution #08-09.034

Matt Coleman recommended that the Board approve Springfield High School's Varsity Cheerleading students' request to travel to Anaheim, California, provided the group successfully fundraise all needed monies. Dates of the trip would be Thursday, March 26 through Tuesday, March 31, 2009.

Mr. Light noted that it would be good to have a more detailed itinerary for this trip.

Motion: Ms. Adams, seconded by Mr. Weber, moved to accept Resolution #08-09.034 as presented. The motion passed unanimously, 5:0.

Laurie Adams wasn't feeling well and left the meeting at 7:46 p.m.

7. REPORTS AND DISCUSSION

A. Student Communication

• Thurston High

Logan Lewis reported on several recent events. On January 31 they had Big and Buff, which was a great success, with ten teams involved and a lot of fun. About \$400 was earned from this event. The Winter Bash happened the previous Saturday, with a cowboy theme and line dancing.

Cassidy Peterson reported that the previous Friday they had a Black History assembly where members of the community shared their experiences with racism and how they dealt with it. They also had nominated their Mr. THS contestants, with a theme of The Men of Disney, and their pageant would be April 11, she announced.

• Gateways High School

Sal Echeverria reported that the next day, February 10, juniors and seniors would attend the Career Fair at the Lane County Fairgrounds, and on Wednesday, February 11, there would be a recognition assembly at 11:25 in the school gym. On Friday, February 13, there would be a Valentine's Feast from noon to 1:00 p.m., also in the gym, he concluded.

• Springfield High School

Marshall Curry reported that on Tuesday, February 10, the boys' basketball team would play Churchill at Springfield at 7:00 p.m., and the girls would play at Churchill at the same time. On Friday and Saturday, he said, there were all-day wrestling matches, also at Springfield High. On Saturday, February 14, the school cheerleaders would be at an all-day state competition in Portland. Thursday through Saturday, February 12-14, the student peer production of *The Odd Couple* would be presented at 7:30 p.m. in the smaller theater. As well, he noted, they had nominated contestants for the Mr. SHS/Miss Miller pageant which would take place on April 25. This Wednesday, February 11, he concluded, the neonatal intensive care unit visit was scheduled at the hospital for the contestants, which would be an opportunity to see what the money raised would go towards.

Kyle Barley reported on the ASB clothing drive. He noted one thing that students had been working on for a couple of weeks was a big teacher appreciation luncheon for April. He commented that he had been working on a proposal to get single-period lunches again for Springfield High School because the split lunch schedule was hurting clubs, making it more difficult to find meeting times. When club members had different lunch periods, he said, they could not find a common meeting time. The only other time for clubs to meet was at Late Start, which happened only twice per month, and then students could attend only one club. He felt there was not a problem with lunch flow with a single lunch period, which was different now than earlier in the year because there were fewer students in school this time of year.

• Academy of Arts and Academics

Torii Phillips reported that the time for their graduation had needed to be moved later in the day, to 5:00 p.m. because some parents had students in other schools and needed to avoid time conflicts. She also commented that plans for the mural to be created on the side of their building were beginning in an afternoon mural art class. The process was difficult, she noted, because the students were all opinionated.

Julia Spencer reported that the past Saturday, February 7, the school's acting class attended the regional acting festival, and one of the groups would be going to the state competition.

B. New Schools Construction Report

Jeff DeFranco reported that he anticipated a presentation to the board for resolution on February 23 about the FF&E, specifically the furniture contract. They were looking to award classroom fixtures and furnishings to Virco. More information would be available at the February 23 board meeting. He noted that a number of goals were identified at the beginning of this process, that the selected furniture should be functional, ergonomic, accessible, durable and serviceable, as well as mobile and flexible for changes over time. He felt a good job had been done with balancing instructional needs with long-term strength and replaceability.

Another milestone, he stated, was getting the agreement for design and project management for the Thurston Elementary School Bile Shelter grant approved, with an accelerated schedule that would go out to bid in May, 2009. The anticipated cost, he said, would be \$120-140,000, it would be grant-funded, and there might be some small savings there, depending on what happened with the looming stimulus package.

Mr. DeFranco showed photos of progress being made at the two elementary schools, with columns for the play structures, the stage connecting the commons to the gymnasium, interior stairs being in place, and partial roofing work. He noted that at this point the Phase 2, September 1 completion date was intact. June 19 would be the true Phase I substantial completion date, which was a slight change. At A3, he showed, the clear storey was really lighting up the building. The mural on the west side, he reminded the board, was being done through a grant from the Oregon Community Fund, which had paid for paint and a guest artist who was working with the students. The value of the mural, he said, was about \$15,000, which would help offset some of the required public improvement project work.

C. Student Performance Report

Assistant Superintendent Rob Hess provided an update on the annual School Improvement Goals. He explained that a new format was planned for use by students and school teams to view and analyze their data and to create yearly goals. As schools implemented the RtI system, he continued, they came up with formative measures which were performed on a regular basis to make instructional decisions. The data described subgroups for each school as well as data for race, poverty and other levels. He noted that this data would relieve the need to use the state report card formulas, which were difficult to use. This was the raw data that would go through formulas to come up with ratings, he added. In late June or early July some preliminary reports would be available, after which there was about a month for them to be checked for accuracy.

D. Board Communications

Mr. Weber offered thanks for the Springfield High tee shirts that board members had received, which were said to be for board appreciation. He also mentioned having visited Mt. Vernon Elementary School to look at their community model, with an added bonus being attendance of an assembly spotlighting Reptile Man, with his snakes and lizards. He recommended the assembly for those who had never seen it.

E. Superintendent Communication

Superintendent Golden reported she had just heard that that the virtual schools bill would be heard at 1:00 p.m. the coming Friday, February 13, and that she had been asked to testify. She noted that Mr. King would probably want to attend, as well as the other two superintendents who had worked hard on the bill. Since there were five or six virtual school proposals around, she thought that some who had been involved would be asked to work together in a committee to produce one cohesive bill. She felt this would be easily achieved.

She presented some photos of board members attending an OSBA conference where an award was received for training that had been completed.

Superintendent Golden remarked that in the current difficult financial times, teachers were spending extra time looking for grants. She noted that Patrick Allender and Bob Helm, two literary coaches, were going to work with students to preview good pieces of literature that the students would rank. In return for this work, \$70,000 worth of books would be received for school libraries. She appreciated their innovative efforts in these tough times.

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 23, 2009 at 7:00 p.m.

10. ADJOURNMENT

With no other business, Chair Bigley adjourned the meeting at 8:15 p.m.

(Minutes recorded by Judy Burton)