

MINUTES

17/ A work session was held on May 11, 2009 in the First Floor Conference Room of the District Administration Center to discuss the District's Math Initiative. Chair Nancy Bigley called the work session to order at 4:30 p.m.

Board members present included Chair Bigley, Garry Weber, Jonathan Light, Laurie Adams and Al King. Others identified in attendance included Nancy Golden, Rob Hess, Sara Ticer, Matt Coleman, Pete Norman, Erica Pifer, Rob Hess, Judy Svoboda, Karen Lewis, Judy Burton, Brooke Wagner, Cathy Paine, Jeff DeFranco, Tom Lindly, Andy Dey, Carl Swan, and Kevin Wright.

- **Math Initiative**

Sara Ticer reported that tonight's work session would be a shorter presentation with more time to dialogue about the Math Initiative. Key recommendations would be revisited and two instructional models presented, she said.

Recommendation A, Mr. Norman presented, was Core Standards Matter, that effort should be made to immediately begin to incorporate K-8, 2007 State of Oregon Mathematics Core Content Standards. Basically each grade had three main topics to be covered, with five to eight subtopics, which was an approximate 50% decrease in numbers of testable topics from before, giving teachers time to go deeper into subject matter with a possibility of mastery rather than being rushed and having less success.

Recommendation B, presented by Ms. Pifer, was Core Instruction and Intervention Matters. The RtI model would be used to intervene with individual support for each student. She noted that when texts were adopted to support the initiative, it was important to look at the weaknesses of the chosen texts so that they could be supplemented effectively.

Recommendation C was Teaching with a Balanced Approach Matters, Mr. Norman continued. A three-legged approach was important to find a balance of conceptual understanding, computation and procedural fluency and problem-solving skills. Professional development was important for this balance, which would include sharing instructional strategies with other teachers, as well as adopting curriculum that developed all three attributes.

Responding to a question by Mr. Light about whether current Oaks testing lent itself to identifying weaknesses of the curriculum, Mr. Norman said that the testing was not sufficient for these identifications, but that collaboration with a variety of teachers was the best strategy in this area. The new textbooks were written with the intent of the balanced approach, he added.

Recommendation D was that a Balance of Strategies Matters, pointing out that math instruction must be both teacher-directed and student-centered and address the needs of all students. Again, teacher collaboration could well address these issues, Ms. Pifer said.

It was noted that there were close to fifty math teachers in the district at the secondary level, and that every elementary teacher taught math. Mr. King wondered what the oversight process was for implementing the models. Dr. Hess explained that much work had been done with principals around instructional leadership. Dr. Coleman added that Professional Learning Communities (PLCs) had formed, where teachers came together to share their experiences and support in order to assess how things were working. Ms. Ticer said that some common assessments still needed to be put in place. Reading assessment was coming along well, she said, and more work was needed with the math model.

For Recommendation E, that Student Effort Matters, Mr. Norman noted research had been done at Stanford with 7<sup>th</sup> graders, where students were encouraged to believe they could do the work and then had much greater math success. It was more an internal attitude that teachers needed to develop, he said, to help students understand that their efforts would bring results, and that old arguments did not apply, such as if their parents were not good at math, they would not be good at it either. Ms. Ticer added that teachers also needed a variety of strategies to help different students.

Recommendation F stated that What Teachers Know Matters, Ms. Pifer said. This meant that teachers needed good math skills, with understanding about how the steps at one level built skills for the next level. With very specific focal points at each grade level, teachers would have more manageable tasks of providing necessary skills. Professional development was important for this step, she said.

Dr. Coleman introduced Recommendations G and H – Time Matters and Preparation Matters – noting that an adequate amount of time needed to be dedicated daily to math to bring proficiency in the Oregon Core Standards, and that all students needed to have an authentic Algebra course in Grade 8.

Mr. King wondered if reading and math were both emphasized, what would be subtracted from the curriculum. Ms. Ticer said a creative outlook was necessary, where sometimes different disciplines were integrated. Writing was a third strong emphasis in the district, she said, and could be integrated with other subjects. Sometimes subjects would be cycled, so that social studies would run for six weeks, followed by a science unit, etc. She was convinced that the teachers were doing a great job at providing the basics in all subjects, while emphasizing reading, writing and math.

Dr. Hess remarked that the texts requested for adoption organized the materials according to testing that would occur, so that teacher time was used with maximum efficiency. Providing the teachers with the best materials was an important strategy, he said. Dr. Coleman added that when instruction became focal point driven, and collaboration and intervention strategies were implemented, these shifts created opportunities for tailoring instruction to the broad range of student needs. Where the curriculum had been piloted at Briggs Middle School in grade 6, trends were excitingly positive, he said. And at the high school level, he added, in one situation two teachers shared sixty students and core outcomes, with groupings of students shifting as needs of individual students changed.

Mr. Weber thought that time could be freed up by identifying what no longer needed to be taught. Dr. Hess responded that it was true, that teachers were being asked to identify what did not work so that ineffective methods could be dropped and more efficiency established.

Mr. King found it hard to believe that at the outset classroom time efficiency would be attained through an intervention model, although he could understand the reality of early success in math creating higher achievement later.

Kevin Wright from Thurston Middle School responded that this request was not just about resources, but was a philosophical approach to mathematics that had not been seen before. At the current pace and approach that the district was using with mathematics, students were not achieving the goal of being prepared to attend four year universities by graduation time, he said. At Thurston Middle School, he noted, kids were being pulled out for intervention, addressing issues of skill deficiencies and also enriching and advancing students who needed extra support. He explained that kids who a year ago were not meeting state standards were now meeting or exceeding those standards as a result of intervention strategies.

Brooke Wagner, Briggs Middle School Principal, said that in her building a non-traditional schedule was used, and nothing had needed to be given up. They had even more elective choices, she said. They had 112

minutes of core curriculum time that could have a varying balance of math and science on a daily basis. If a big science lab experiment was happening, the time could be extended that day to accommodate the project, and on another day math time could be extended. Time could also be designed creatively for individual student needs with flex time available.

Dr. Hess said that with the intervention model, it was possible to be far more responsive to student needs. Dr. Coleman added that math proficiency played a huge role in science proficiency. If a student had low math skills, there was little chance he/she could become proficient in science. Dr. Coleman argued that a focus on developing math skills in middle school would create better math and science accomplishment at the high school level. He pointed out that better assessment systems needed to be built based on what was most important for students to learn, and they needed to be output-driven models.

Looking at statewide assessment data, Dr. Coleman showed how Briggs Middle School students who had been receiving the piloted new math program had exceeded the other middle schools. He guessed that the number of students taking algebra in 8<sup>th</sup> grade would double because of this model. It was too early, he said, to say definitely that the success was a direct result of the new model, but the data would continue to be tracked. Both the advanced learners and slower learners were making great progress.

Kevin Wright argued that with the new textbooks and curriculum it was possible for teachers to accomplish great math success with about one-tenth the effort it would currently take.

Principal Andy Dey said the state test was a very broad, nondiagnostic instrument, but that the way they taught math now at Agnes Stewart, using focal points and pulling resources in from everywhere, it was possible to assess individual students from the way they performed.

Ms. Adams asked how the Math Initiative would be affected if the math adoption for middle school was not approved. Ms. Pifer responded that it could be done, but it would be much, much more difficult without the new texts. Resources would need to be pulled from all different directions, and it meant a ton of copies being made, so that photocopying would become a more major expenditure in order to supplement the current texts.

Ms. Ticer added that for the RtI prevention/ intervention model it was important to have a common core curriculum that was aligned with the model in order to be able to assess progress and needs. The biggest concern from the math adoption committee was the time spent by teachers trying to find supplemental resources to fill the needs, Dr. Coleman said. Dr. Hess noted as well that middle school teachers were not math experts, which were found more at the high school level, making it more important to have a coherent math program at the middle school level.

Mr. Weber said he would vote in favor of the adoption, and noted that board concerns were primarily additional time that would be required for math instruction and the money. He wondered what further recommendations would be forthcoming for elementary and high school math.

Ms. Pifer responded said that if the middle school program was strong, she expected the high school texts would be able to last a couple of years. As a high school math teacher, she would much prefer seeing the middle school purchase being made now. The high school math standards were not yet completed, she added.

Ms. Adams said she supported the Math Initiative for the middle schools wholeheartedly. The alternative for the money, she said, would be three additional teachers, and wondered what good those teachers would be without the curriculum resources.

Mr. Weber asked if the current elementary curriculum could effectively prepare students for the middle school curriculum proposed for adoption. Ms. Ticer responded that the elementary curriculum was aligned

with the 2002 standards. It was possible that another adoption for elementary schools would be needed soon. She added that it was good that the new standards would be good for fourteen years. Mr. Weber said he would support the current middle school adoption and could not speak to support of an elementary level adoption at this time.

Mr. King expressed concern about the cost of the adoption. Chair Bigley clarified that the request was for \$165,000. Dr. Coleman said that a lot of professional development money had been spent already in the past two years getting the middle schools to this point, so that most of the preliminary work had been front-loaded. He expected that there would be no more than \$20,000 needed for professional development specific to this adoption. Mr. King noted that he would have liked to have this information earlier on.

Mr. Weber noted that without the text adoption the forward movement towards the core standards would continue, just at a slower pace. Mr. Light added that the next few years might continue to provide a poor fiscal climate, and he was concerned that focusing only on reading and math could not create well-educated kids.

Ms. Adams felt it was essential to provide these important tools for the middle school program, in order to continue on the path to necessary achievement for graduation and college prep. Chair Bigley appreciated all the work that had been done, and noted that the push on literacy that had been made in the district was bringing results, and that she supported this adoption wholeheartedly, despite budgetary hardships.

Dr. Hess clarified that the money for this adoption had been saved from the current year's budget, and so would not be a drain on the next year's budget.

Chair Bigley adjourned the work session at 5:55 p.m. with the note that the discussion would be continued at the following board meeting.

### **TEACHER OF THE YEAR RECEPTION**

A reception was held in the boardroom beginning at 6:00 p.m. in recognition of the district's Teacher of the Year nominees. The nominees included:

Sara Snowden, Agnes Stewart Middle  
Timothy Moran, Community Transition Pgrm  
Ruth Simon, Douglas Gardens  
Joe Kasik, Maple Elementary  
Tricia Berg, Moffitt Elementary  
Connie Opsal, Moffitt Elementary  
Tama Rowan, Mt. Vernon  
Karen Babcock, Page Elementary  
Oleta Fountain, Ridgeview Elementary  
Karen Perkins, Springfield High  
Lynn Lary, Technology & Instruction

Greg Crawford, Hamlin Middle  
Ben Muir, Hamlin Middle  
Bob Helm, Literacy Support  
Helen Federico-Kwong, Thurston Elementary  
Katie Stiles, Thurston Elementary  
Brikena Haxhiraj, Thurston Middle  
Justin Starck, Thurston High  
Lisa Gibson, Yolanda Elementary  
Nicki Gorham, Yolanda Elementary  
Nancy Bray, English Language Learners

Nancy Bray, English Language Learners teacher, was named as the 2009 Springfield Teacher of the Year, as well as received the teacher ACE Award for Springfield Public Schools at a reception held on May 5, 2009 at the Hult Center.

In addition, Superintendent Nancy Golden was recognized for the Distinguished Library Service Award for School Administrators 2009, by the Oregon Association of School Librarians (OASL).

Each of the nominees received a recognition certificate. Board members, staff, family, friends and coworkers were invited to congratulate the Teacher of the Year nominees, and to enjoy cake and punch during a recognition reception.

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on May 11, 2009.

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

The Springfield Board of Education meeting was called to order in the boardroom of the District Administration Center at 7:10 p.m. by Chair Nancy Bigley and was followed by the Pledge of Allegiance.

#### **Attendance**

Board members in attendance included Laurie Adams, Al King, Jonathan Light, and Garry Weber. Chair Nancy Bigley was excused from the meeting. Others identified in attendance included Nancy Golden, Marshall Curry, Kyle Barley, Cassidy Peterson, Logan Lewis, Torii Phillips, Julia Spencer, Alisha Whitehurst, Sal Echeverria, Brett Yancey, Rob Hess, Dawn Strong, Sara Ticer, Matt Coleman, Jeff DeFranco, Judy Burton, Keith Hollenbeck, Tom Lindly, Yvonne Atteberry, Judy & John Svoboda, Sue McNair, Sheryl Ott, Lesa Haley, Bobbi Phillips, Hanalei Rozen, Jay Carter, Jeff Butler, Rosalynn Jaeger, Cathy Paine, Jarred Umenhofer, Emily Scherer, Sam Scherer, Terry Scherer, Van Pham, Matt Harwood, Mary Harwood, Taylor LaPrairie, Danielle LaPrairie, Tayia LaPrairie, Rachel Zmolek, Donna Zmolek, Chamelle & Travis Mackenzie, Debie Spencer, and Craig Murphy from the *Springfield Times*.

Before proceeding with the rest of the agenda, Chair Bigley took a moment to explain that a celebration had just occurred for the Teacher of the Year nominees. She also noted the past two weeks had been busy, partly because of remembering two community members who had passed away, one being Councilman John Woodrow, and another being DeWayne Cantrall, a track and history teacher from Thurston High School. A moment of silence was spent in memory of these two great gentlemen.

### **2. 2009 Magna Award Grand Prize Winner**

Board Chair Nancy Bigley introduced Eugene 4J Board Member Beth Gerot and thanked her for representing Springfield Public Schools at the Annual National School Boards Association conference held in April 2009. Ms. Gerot accepted the 2009 Magna Grand Prize Award on behalf of the SPS Board Members, who did not attend the conference this year due to budget constraints. Ms. Gerot noted it was a prestigious award and she was honored to accept the award on behalf of the SPS Board. Springfield Public Schools was one of three finalists for the award, she said, and Springfield should be proud of its great work around literacy.

Mr. DeFranco said that the 2009 Magna Award publication had gone out to school districts across the nation, and also there had been an article in the *American School Board Journal* that was worth seeing regarding these awards. There was also an article in the *Register Guard* and last Thursday in the *Springfield Times*. He explained that Gift of Literacy was a program in its fourth year now designed to engage students in reading at a young age, with a key mission being to put books into homes, city libraries and schools. Partnerships between the school board, the community, elementary schools, TEAM Springfield, Rotary Clubs and other sponsors made it possible. The \$4,000 cash prize, he noted, would help ensure the program could continue during difficult financial times.

### **3. STUDENT RECOGNITION**

#### **• Spelling Contest Winners**

Paul Weill explained that each year the District hosted a spelling contest, beginning at the elementary, middle school and high school levels, with champions from the schools competing at the district level, and then district champions competing in a countywide competition on May 20. He noted that spelling contests did not occur in Spanish-speaking countries where the language was phonetically pure. For English, he said, almost

60% of the words required visual memory to learn to spell. The students who excelled in spelling, he continued, had excellent visual memory skills and were most likely very good readers.

Mr. Weill introduced the three winning students and recognized them for their accomplishments.

- Elementary Winner: Alexander Van Dorn, Mt. Vernon
- Middle School Winner: Taylor LaPrairie, Hamlin
- High School Winner: Jazlyn Taylor, Thurston High

- **Battle of the Books Winners**

Mr. Weill introduced students from Page Elementary who had won the state championship this year in Battle of the Books. District champions had already been recognized, he said.

Rosalynn Jaeger introduced the elementary winners and some of their parents from Page Elementary School: Eden Anderson, Hunter Hayes, Emily Scherer, Sam Scherer, with alternate Brooks Alston. She noted that Karen Babcock had coached the children, run all the Battle of the Books programs beginning last year, and that the students had won the competition two years in a row.

- **Brain Bowl Winners**

Advisor Nelson Farrier introduced the 6<sup>th</sup> Grade winning team from Hamlin Middle School: Jarred Umenhofer, Van Pham, Connor MacKenzie, Matt Harwood and Adam Camacho.

Principal Carl School introduced Austin Dillon, who represented the 7<sup>th</sup> Grade winning team from Thurston Middle School. Others on the team included Andrew Kronser, Sam Westerfield, Coby Barrier, Tyler Dschaak, Alex Youngbauer, and alternate Tyler Dschaak. Advisor Nancy O'Neal was unable to attend.

Advisor Sue Dickman introduced Rachel Zmolek, representing the 8<sup>th</sup> Grade winning team from Agnes Stewart Middle School. Others on the team included Matt May, Bret Day, AJ Baker, Samantha Martin, and alternate Jacob Hill.

#### **4. Student Board Representatives**

Jeff DeFranco recognized the Student Board Representatives for their service on the board this year. This was the first year there were eight student representatives, two from each of the four high schools, he noted. Mr. DeFranco thanked the students for their service and presented each of them with a Springfield Public Schools portfolio with their name, school name and the year inscribed on the inside. He asked each student to tell what they would be doing the next school year.

Julia Spencer said that because she was a sophomore, she would be back in school next year.

Torii Phillips had plans to attend Lane Community College for a year or two, and to continue later to work towards a degree in Fine Arts with a minor in Psychology.

Sal Echeverria reported he would maybe go to college next year, possibly to study forestry. He said that being a student representative had pushed him to speak publicly for the first time.

Alisha Whitehurst said she planned to go to college with a goal of becoming a medical assistant, and that because of her experience as a student representative, she was not afraid to speak in front of people now.

Logan Lewis reported he would attend BYU next year. He was not sure yet what his major would be, but would let it unfold. He loved all the cake that had been served at the board meetings this year, and commented that he had learned it was not necessary to be a big politician to have influence in the community.

Cassidy Peterson shared that she planned to study at the University of Oregon to pursue a career in sports marketing.

Kyle Barley also planned to attend the University of Oregon next year and did not yet know what his major would be. He said he had enjoyed seeing what happened at board meetings and reported especially loving Karen Lewis's cookies.

Marshall Curry said he would attend Willamette University and play football next year, and hoped to major in either chemistry or political science. He might also intern at the State Capitol since it was across the street from the university, he said. He had especially enjoyed some of the guest speakers at board meetings and Karen Lewis's cookies as well.

Chair Bigley thanked the student representatives for all they had contributed to the year's meetings, and said that board members would be present at graduation ceremonies.

## **5. Work Session Summary**

Garry Weber reported about the earlier work session, explaining that this had been a continuation of an earlier work session about a math initiative to help align with the Oregon Core Standards. One of the key strategies of this new initiative was to go deeper into a lesser number of math concepts than before. He said the board would consider later in tonight's meeting the purchase of new math texts for middle schools.

## **6. PUBLIC COMMENTS**

Chair Bigley called for public comment.

Yvonne Atteberry, Maple Elementary Family Center Coordinator, reported that at a PTA meeting this afternoon a discussion about next year's school calendar elicited information from parents that Fridays were easier to coordinate for parents than Wednesdays. They much preferred having Fridays be impacted rather than the late start/ early release strategy. She said that parents needed to hear more about the new calendar shift in order to have real clarity.

Hanalei Rozen, volunteer at Brattain Elementary School, passed out edible plants to board members to try, including chives, kale flowers and sage. She explained that she had a dream for all schools to have gardens, and that she would volunteer to head a task force to lead such a project. She felt that gardening offered an outstanding opportunity for students to work together, be responsible, and find ways to grow together. Ms. Adams responded that she agreed with the concept of utilizing school property for community gardens, and had brought the idea forward at an earlier board meeting.

## **7. CONSENT AGENDA**

### **A. April 27, 2009 Board Minutes**

### **B. Personnel Action, Resolution #08-09.056**

#### **Change of Contract Status**

Darlene Wood

#### **Leave of Absence**

Tracy Bousselot

#### **Retirement**

Mark Bray

Mary Murphy

### **C. Financial Statement**

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

## **8. ACTION ITEMS**

### **A. Revised 2009-2010 Academic Calendar, Resolution #08-09.057**

Rob Hess and Matt Coleman recommended that the Board of Directors approve the revised 2009-2010 Academic Calendar as presented.

Dr. Coleman noted that a very different shift in proposals was now being offered and passed around a document showing survey data regarding the proposal. Results showed 384 people had participated in the survey, responding to talking points as well as general response to the calendar. The three biggest concerns were 1) scheduling for special events during four-day weeks, 2) impact on Special Ed services and 3) general impact on the larger community.

In talks with Willamalane, Dr. Coleman said, it was learned they would be willing to offer programs on days that school was closed, and would be using a sliding scale fee schedule. There were possibilities of pursuing different kinds of grants, and of using education assistants who were highly trained.

Mr. Weber expressed a concern that he had previously expressed, that Friday was a distracting day for teacher collaboration. He would appreciate some ongoing feedback about how Fridays worked.

Mr. King said he could not discern on the calendar which Fridays were half days and which were full days. Also he wondered if the actual school year was longer than previous years, even though there were less class hours. Dr. Hess reminded Mr. King that Labor Day was later next year, so that there was a later start; the school year would not be longer than previous years. Dr. Coleman explained that some Fridays would be half days for some schools and full days for others, because of semester and trimester schedules. The days were identified on the staffing calendar.

Ms. Adams mentioned that it was important for the community to understand that cuts in funding were causing cuts in instruction and staff time.

Marshall Curry expressed his strong belief that students needed to be in the school buildings on Fridays, whether it was for class instruction or extra-curricular activities. He felt it was important for students to be in the school building five days a week. Dr. Coleman said he would print off the talking points so that the benefits of setting the calendar this way could be clear.

Chair Bigley realized the meeting was out of order, and called for a recommendation on this issue.

**Motion:** Ms. Adams, seconded by Mr. Light, moved for approval. The motion passed unanimously, 5:0.

### **B. Middle School Math Basal Adoption, Resolution #08-09.058**

Rob Hess recommended that the Board of Directors approve the request for use in the middle school math program:

- *Oregon Focus on Math 6: Stage 1 Mathematics Set: McCaw, Shannon, et. Al., SMCurriculum, 2008*
- *Oregon Focus on Math 7: Stage 2 Mathematics Set McCaw, Shannon, et. Al., SMCurriculum, 2008*
- *Oregon Focus on Math 8: Stage 3 Mathematics Set McCaw, Shannon, et. Al., SMCurriculum, 2008*

for use in the middle school math program.

Dr. Hess explained that middle school teachers and principals had been meeting and working on improving math instruction for the past two years, and the curriculum department strongly supports this selection of texts, believing them to be the best opportunity at the most reasonable cost to improve math instruction at the secondary level. The texts most closely aligned with Oregon's new math standards, he said, and would put the district in the best position to meet the increased standards at high school level.

**Motion:** Mr. Weber, seconded by Ms. Adams, moved for approval.

Ms. Adams felt that the need for new math texts was not a surprise, and was absolutely necessary. She noted that money had been held aside in the current year's budget for the texts for middle school, and that probably in a couple more years new texts would be necessary for elementary and high school levels. This was one of the most important tools that could be offered to the teachers, and the board would be remiss to deny them, she said.

Mr. Weber agreed that the \$165,000 was available for the middle school texts, and that he would vote in favor of the adoption. He was comfortable approving this adoption, with no promise for upcoming texts for elementary or high school adoptions in the coming year.

Chair Bigley remarked that she was grateful for all the work done on this issue, especially after seeing the math scores for the past year and understanding where they needed to be to align with the new state standards.

Dr. Coleman commented that this adoption proposal followed two years of professional development work around the core standards, so that the bulk of the work was already completed for this adoption.

The motion passed unanimously, 5:0.

## **9. REPORTS AND DISCUSSION**

### **A. Student Communication**

Julia Spencer reported for the Academy of Arts and Academics (A3) that they would have their school play performance this weekend, Friday and Saturday, and the following week on Thursday, Friday and Saturday, all performances being at the Wildish Theater.

Torii Phillips reported that A3 was having a garage sale on Saturday, May 16, and that donations could be dropped off on Friday. Senior Review was coming up soon, she said, where students would each give 20 minute presentations of their accomplishments for the year and a 10 minute question and answer session. Board members were welcome to sign up as judges for the event, she said. If all seniors graduated, there would be eighteen presentations, she noted. She would be presenting her AP literature class, her visual arts media classes, and her civics class, along with an overview of what she had learned and the legacy she would be leaving. Art History finals were coming up in about a week. She also mentioned that she had a teaching job at A3 next year while she took college classes. She would offer an independent studies class called "Mastering Your Art," consisting of three major art pieces.

Logan Lewis reported for Thurston High that their musical presentation had opened the past weekend and would continue the coming weekend. On Friday a dodge ball tournament would be held, he said, which was always a lot of fun. A memorial for their track coach, Mr. Cantrall, had been held in their gym. It was a wonderful remembrance of him, Logan said.

Cassidy Peterson reported that their prom had been held two weekends earlier and that ticket sales totaled about \$8,000, with a profit of about \$3,200. ASB elections would be held over U-Tube this week, she said, with voting in the courtyard on Friday. The next week would be class elections, Ms. Peterson concluded.

Kyle Barley reported for Springfield High ASB elections would be held this week as well, with speeches slated to be given Wednesday at lunch. Class elections would follow the next week. Prom would be held the coming Saturday at LCC's Event Center with a masquerade theme. Track districts would be held this Wednesday at 2:30 p.m. and Friday at 3:00 p.m. at Silke Field.

Marshall Curry reported that on Thursday the school band would be going to State championships, and would be performing at 11:30. A concert would be held on May 19 at 7:30 p.m., followed three days later by a trip to Disneyland where they would march in their new uniforms. On May 29 at 7:00 p.m. would be held their jazz mariachi concert in the cafeteria. An orchestra concert would also be held on May 12 at 7:30 p.m., he said. And then graduation would follow on June 5 at 7:00 p.m.

Marshall said that earlier today a guest speaker had talked to the Photo Club about his personal experience of driving under the influence, and that he wanted to convince seniors to not drink on Prom night. Wednesday, May 27 at 5:30 p.m. the Rowdy Rough boys' volleyball game would be held, and at 7:30 p.m. the Powder Puff game would happen, at Silke. On May 28 the Relay for Life team would have a pizza night at Roaring Rapids, he said. He noted that a strip of land near the bus lane was being planned to become a garden area, possibly a community garden.

#### **B. Nutrition Services Update**

Brett Yancey reported that a report had been handed out at the beginning of the meeting. The breakfast program at the elementary level had not changed significantly, but at the middle school level there was a 19.3% decrease in participation this year, which was cause for concern. Participation of students receiving free meals was down by 24.2%, which was hard to understand in difficult economic times. For the high school level, breakfast participation this year was up about 8% per day.

Ms. Adams noted that high school breakfast numbers were extremely low, with only about 5% of the students participating in breakfast. Mr. Yancey said this was true, and that they typically arrived at school just when school was ready to start. Mr. King wondered at what number serving breakfast at high school was a viable option, to which Mr. Yancey responded that it might not be efficient to serve breakfast at the high schools and that more figures would be coming soon.

In response to a question from Mr. Weber, Mr. Yancey said that when the middle school breakfasts were looked at specific to each school, that Agnes Stewart and Briggs were significantly down this year, although all four schools were down. Mr. King suggested sending this data, with a cover letter, to L-COG to see if they had data that would be helpful in comparing Springfield with other districts. This would help determine if the problem was specific to the district. Mr. Yancey agreed this would be a good strategy.

Generally for lunch participation, elementary enrollment was down a little bit, with reduced price lunches having a significant drop of 12.2%. In middle school the reduced category was up by 11%, with total participation down by 4.5%. And for high schools, an average decrease of 10.3% with significant drops for reduced price and paid lunches.

Ms. Adams was concerned about the dropping participation numbers, especially since the change in the food service program this past year was anticipated to increase participation as well as food

quality. Mr. Yancey assured her that everyone shared her concern, and that a concerted effort was being made to discover what the problems were. Ms. Adams also questioned whether the food quality at A3 and Gateways was being addressed. Mr. Yancey responded that soups and sandwiches were now being offered each day. There were challenges with the Memorial Building, he said, with the preparation and cooking facility being inadequate for the district's needs. Other options were being considered, he said, and next year some revisions would be made, such as bringing in some hot entrees.

Mr. King felt the district had a responsibility to deliver food to the students at the two downtown schools, and suggested consideration of hiring a catering service.

Mr. Yancey noted that food prices had risen approximately 20% this school year, with reimbursement for meals lagging behind actual costs. There was more work to do in assessing meals per labor hour and making adjustments. Mr. Weber wondered if the ODE recommendations were unrealistic. Generally the district program was running well, according to ODE, Mr. Yancey noted. A year-end student survey about the meals service was being produced, he said, and information received from the survey would be shared with the board when it was completed.

Prices would need to increase, Mr. Yancey continued, so he would be bringing that issue to the board soon, along with information on average charges from around the county and the state. Federal officials were considering eliminating reduced price fees, he noted. Mr. Weber commented that it would be important to know how the decreased usage that increased prices would bring could be offset.

Chair Bigley asked how often bids were solicited from dairy and produce providers, to which Mr. Yancey responded that it was done annually.

Mr. Yancey remarked that when costs were significantly increasing and participation decreasing, that it was obvious that modifications needed to be made. Different options would be considered, he said, after assessments were completed.

Chair Bigley suggested putting a blurb on the district and school websites and in school newsletters asking families to give feedback about whether or not their children participate in the school meals program, and if not, why.

### **C. Response to Intervention (RtI) and Community Model Update**

Rob Hess reported that a lot of work had been done this year on this new model, and that some details were available in the board packet. It would be a multiple year implementation, he said, building on current focuses on math, literacy and behavior while adding support and intervention for individual students. In the past few months work had moved forward with developing the RtI Handbook, staff training by experts from the Tigard School District, and an application to join the Oregon Department of Education's RtI Network.

Dr. Hess commented that the main shift with the new model was from district labeling to student needs. It was a way of thinking and operating that maximized all resources at a time that resources were diminishing. The main goal was for success for all staff and every student. Services would be very flexible, with the ability to shift as needs changed, he said. RtI was the "what" and Community Model was the "how" of this new program.

### **D. New School Construction Update**

Jeff DeFranco provided a few highlights, commenting that finishing touches were being made now in the schools, such as wood trim, doors, and white boards up in classrooms. Gyms had been painted, basketball hoops were up, and wood flooring was arriving today, he said. The full service, state of the art kitchens were completed now, with Maple Elementary having all its equipment installed. Staff were excited about the beautiful kitchen facility, and the fact that through their windows they could see the children on the playground.

The greatest emphasis now, he said, was the week of June 5-12, when staff would be moved out, and salvaging and recycling would be done. For the playground equipment, Mr. DeFranco said that the final design was being worked out, and that details would be brought to the board on June 8. The chosen equipment was geared towards active play, rather than a lot of tubes and hiding holes, and would be similar to the equipment at the Jasper Meadows Park near Willamalane. The final cost for the electronic reader boards came in at \$12,000 under budget, so savings were realized, he said.

#### **E. Board Communication**

Mr. King reported that he had gotten married yesterday.

Ms. Adams reported that she had attended the memorial service for John Woodrow. She also mentioned that she would not be running again for the OSBA legislative committee she had been serving on, so that the position would be open in case any other board members wished to run. She felt she could use her time better in lobbying with the Department of Education.

Chair Bigley thanked the Eugene Chamber and the Springfield Chamber for putting on the ACE Awards, which she thought was a really cool event. She was inspired by the stories of the people who were winners. It was remarkable that the event was initiated by the community, she said.

Mr. Weber had attended the Camp Creek volunteer reception, where the attendance filled the gym.

#### **F. Superintendent Communication**

Superintendent Golden reported that because her evaluation would be happening in the executive session following this meeting, she would keep her communications short. She reported that on Saturday the first electric car race was sponsored by the district, which was very impressive. The students actually built their own cars and raced for an hour, she said. She had attended *Urinetown* on Saturday night, which was a great show. It was about the struggle of people in times of poverty who had to pay to use restrooms and had no money to do that, and about their revolution and rising up to get equal rights. It was goofy in between, she said, but did address civil rights in a great way.

Dr. Golden commented that she had just received word from Mr. DeFranco that the district had received a 21<sup>st</sup> Century After School grant for next year. The application had been for \$500,000, and \$259,000 was granted. It was a multi-year grant, but it was not apparent yet whether the figure was for one year or multiple years. It did mean that some after school programs would be possible next year. Mr. DeFranco noted that the grant was for four elementary schools, two middle schools and some district level coordination.

### **10. OTHER BUSINESS**

Chair Bigley brought up graduation dates at the various high schools:

Gateways on June 4 at 5:30 and 7:00 p.m. at the same time as a budget meeting. Chair Bigley and Mr. Light would attend the 5:30 Night School graduation and Ms. Adams, Mr. Weber and Mr. King would attend the 7:00 p.m. high school graduation.

Springfield High School graduation, June 5 at 7:00 p.m. at Silke Field would be attended by Mr. Weber, Ms. Adams, and Chair Bigley.

Thurston High School graduation, June 6 at 1:00 p.m. at the Hult Center would be attended by Chair Bigley, Mr. Light, and Mr. King.

A3 High School graduation at 5:00 p.m. at the Wildish Theater would be attended by Mr. Light, Chair Bigley, Ms. Adams and Mr. King.

Chair Bigley also invited the entire board to the Gift of Literacy event on May 28. Mr. DeFranco explained that any of the board members could sign up for volunteer positions. Superintendent Golden had agreed to be an ambassador for a few special guests. He noted that the forum where books were handed out was an exciting event. Mr. Weber and Ms. Adams would attend, but not as volunteers.

Budget meetings would be happening on Thursdays, May 14, 21, and 28, and June 4.

#### **11. NEXT MEETING**

Chair Bigley announced that the next regular board meeting would be held on June 8, 2009 at 7:00 p.m.

#### **12. ADJOURNMENT**

With no other business, Chair Bigley adjourned the meeting at 9:45 p.m.

#### **Executive Session**

Immediately after the Board Meeting, board members met in Executive Session (Non-Public) under ORS 192.660(2)(i) Superintendent Evaluation. Chair Bigley called the Executive Session to order at 9:51 p.m. Those present included Nancy Bigley, Al King, Garry Weber, Laurie Adams, Nancy Golden, Dawn Strong, Jeff DeFranco, Rob Hess, and Karen Lewis. Jonathan Light was not able to attend the executive session.

The Executive Session was adjourned at 10:44 p.m.

*(Minutes Recorded by Judy Burton)*