

MINUTES

3/ Executive Session

An Executive Session (Non-Public) was held in Room 215 of the district Administration Center. Chair Bigley called the Executive Session to order at 6:32 p.m. to consider matters under ORS 192.660(2)(e) Real Estate. Those in attendance included Nancy Bigley, Laurie Adams, Jonathan Light, Garry Weber, Nancy Golden, Brett Yancey, Rob Hess, and Karen Lewis.

The Executive Session was adjourned at 6:53 p.m.

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 Laurie Adams, Nancy Bigley, Jonathan Light, and Garry Weber. Others identified in attendance included Nancy Golden, Marshall Curry, Kyle Barley, Cassidy Peterson, Logan Lewis, Brett Yancey, Sara Ticer, Matt Coleman, Dawn Strong, Karen Lewis, Tom Lindly, Judy & John Svoboda, Sheryl Cramer, Amy Stephens, Chris Reiersgaard, Yvonne Atteberry, Chris Mitchell, Kevin Wright, Jim Crist, Any Dey, Zehra Greenleaf, Marion Malcolm, Sheryl Ott, Lesa Haley, Ed Mendelssohn, Mark Molina, Gary Cole, Bobbi & Ellie Phillips, William Lewis, Laura Pavlat, Joan Bolls, Alison Covey, Paul Weill, Maria Morey, Laura Jessen, and Judy Burton.

2. RECOGNITION

A. Student Board Introduction

Chair Bigley introduced student board representatives for the 2008-2009 School Year:

Representing Thurston High School: Logan Lewis and Cassidy Peterson

Representing Springfield High School: Marshall Curry and Kyle Barley

B. New Administrator Introductions

Superintendent Nancy Golden introduced the following administrators new to their positions for the 2008-2009 School Year: Human Resources Director Dawn Strong, Director of Elementary Education Sara Ticer, and Director of Secondary Education Matt Coleman. Superintendent Golden noted that they had been working together now as a Leadership Team since July, and she felt greatly heartened by how quickly they had developed shared values and working agreements.

Human Resources Director Dawn Strong introduced the following administrators new to their positions for the 2008-2009 School Year:

Gary Cole, assistant Nutrition Services supervisor

Bobbi Phillips, Nutrition Services supervisor

Lesla Haley, assistant principal Thurston High

Andy Dey, principal Agnes Stewart Middle

Jim Crist, principal Ridgeview Elementary

Kevin Wright, assistant principal Thurston Middle

Chris Mitchell, assistant principal Springfield Middle

Sheryl Cramer, Confidential Specialist Business Operations

Amy Stephens, Confidential Specialist Curriculum & Instruction

Bobbi Phillips introduced her daughter, Ellie, who taste-tests many of the recipes for the district.

C. Certificate of Achievement for Excellence in Financial Reporting

Chair Bigley presented Brett Yancey, Director of Business Operations, with a Certificate of Achievement for Excellence in Financial Reporting plaque from the Government Finance Officers Association. The Certificate of Achievement is the highest form of recognition in governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government and its management. Mr. Yancey acknowledged Alison Covey, Joan Bolls, Laura Pavlat, Will Lewis, and Sheryl Cramer, giving them much of the credit for putting the report together.

3. PRESENTATION

District curriculum coordinator Paul Weill introduced his PowerPoint presentation of district accomplishments for staff development titled *What Parents Know and What Research Confirms*. He described professional development as the continuing education of staff, which can occur in such forms as University classes, workshops, conferences, observing other teachers, receiving coaching, and reading of journal articles. He acknowledged that some teachers were more inspiring or effective than others. Mr. Weill presented research showing that student achievement was affected greatly by teacher expertise (42%) and to a lesser degree by parents' education (24%), levels of poverty (15%), home language (11%), and school/class size (8%). Further research showed that highly effective teachers had a much larger impact on student learning than less effective teachers. He concluded that the district's teachers needed to be supported in every way possible for their success.

Mr. Weill then introduced the District's Professional Development Model, with the Springfield Quality Education Model as its base. He noted that at the district level consideration was given to improving teacher performance through professional development funds and grants. This year the district had implemented a New Teacher Support Network where new teachers could enroll in a 3-year induction program for increased support. He continued that each school assessed its particular needs, while individual teachers were supported by stipends for training, two paid days for staff training, and assignment of mentor teachers. He emphasized that there were two ways teaching could be improved: through voluntary professional development and through supervision and evaluation.

In response to a question by Jonathan Light, Mr. Weill clarified that the mentor teacher program was basically used for new teachers, but that a teacher new to the district could also request a mentor. The New Teacher Support Network would support and evaluate teachers until they had completed three successful years. He added that some second-year teachers had also joined this new program.

Mr. Weill delineated some of the formats and types of professional development offered by Springfield School District: professional development days, many workshops presented largely by in-house teachers, late starts, substitute release time, after school trainings, learning teams, teaching cadres, coaching by expert teachers, the New Teacher Support Network, a teaching and learning book club, and collaboration with SEA. He demonstrated how staff development had increased over the past years. In conclusion Mr. Weill stressed the importance of continued focus on staff development as a number one effort to support student learning, and on making the job of teaching a true profession.

Garry Weber asked if this report was compiled because of state requirements. Mr. Weill responded that much of the report was generated a few years ago to determine what could be done to elevate staff support. He said that on an annual basis workshops were evaluated by teachers, and that every other year teachers were surveyed about topics they felt were important and formats in which they would prefer to learn those topics. That information, plus local, state and national priorities and test results determined the eventual choices for staff development offerings.

Garry Weber said he felt the presentation was superior, and hoped this presentation would be shared on local, state and even national levels. Mr. Weill responded that many people had been involved in the creation of the program and that there was still a long ways to go for perfecting it.

Laurie Adams expressed appreciation for the School Board having been included in those needing staff development since board members had sometimes been criticized for attending conferences. Mr. Weill responded that training for all levels of staff increased quality of the organization.

Jonathan Light questioned if staff development was also offered to classified team members. Mr. Weill responded that staff development was offered to classified staff, but at a lesser level than to certified staff. Mr. Light appreciated the high level of the presentation, and expressed hope that there could be a way to communicate this information to potential new hires. He doubted that most districts offered this level of professional development.

4. PUBLIC COMMENTS

Chair Bigley called for public comment.

Rob Castleberry stated he had been a resident of the school district for 27 years and that his children had graduated from Springfield High School. He strongly urged the Board to vote to oppose ballot Measure 58, in order to support all the young people in the district.

Mark Molina said he had lived in the school district for 13 years. He described his personal experience as a Mexican American growing up in the United States and being denied use of his own language in school. He felt the poor and ignorant remained poor and ignorant when education in Spanish was denied. He asked the Board to oppose Measure 58 in order to provide equal opportunity for education, learning, hope, new beginnings for community families, and hope for a better future.

Zehra Greenleaf, a 17-year teacher in Springfield, also expressed a desire for the Board to oppose Measure 58. She expressed gratitude for teaching in a school district that supported Spanish literacy. She felt that students succeeded even better when they were able to progress in their home language.

Elda Golvain, a bilingual EA at Springfield High School, asserted that Measure 58 would limit English language learning for high school students to two years, which she felt was not enough. She said that from her observation, at least four years of ELL was needed, beginning in middle school.

Michael Williams said he had lived in Springfield only three years, coming from Eugene. He said that in Eugene he routinely heard only English spoken and that he appreciated hearing other languages in Springfield. Mr. Williams expressed his wish that his neighbors and their children learn to speak English well in order to gain access to opportunities available in this country. He acknowledged the positive reputation the Springfield School Board had developed, and felt sure the Board would do the right thing.

Marion Malcolm, Coordinator for Springfield Alliance for Equity and Respect (SAfER), invited attendees to an event called The Human Rights Harvest on September 21st, which was greatly supported by the School District. This event's purpose was to raise community awareness of problems of poverty. She reminded those listening that a majority of students in the Springfield Public Schools received free or reduced lunches, and that job layoffs in the community had been escalating. Another purpose of the gathering was to create partnerships for increasing services for families in need. Ms. Malcolm acknowledged Chair Bigley's generous offer to make soup for the event. She further urged the Board to oppose Measure 58 because the funding came from an out-of-state source and would impose a one-size-fits-all mandate that did not fit the reality of local students. She continued that the measure was contrary to the mission statement of the school district, to assure the success and graduation of all students.

There was a request to change the order of the agenda in order to vote on Ballot Measure 58. Since there were no objections, order of business was moved up to #7. C.

7. REPORTS AND DISCUSSION

C. Board Communication

• Ballot Measure 58 Resolution

Motion: Laurie Adams moved that the Board oppose Ballot Measure 58. Jonathan Light seconded the motion. Ms. Adams read the resolution into the record.

Statewide Prohibition of Teaching Public School Students in Language other than English for More than 1-2 Years

WHEREAS, Ballot Measure 58 and its resulting ballot measure would establish a statewide policy that English is the “language of opportunity” and mandate that non-English speaking students shall be immersed in English so they can be mainstreamed as quickly as possible; and

WHEREAS, Ballot Measure 58 proposes to place non-English speaking students in English immersion classes for state-specified, limited time periods based on grade level (a maximum of 1 year for K-4 students; 1.5 years for grades 5-8; and 2 years for grades 9-12); and

WHEREAS, this measure and its impact is not consistent with nationally-recognized best practices for serving non-English speaking students; and

WHEREAS, current, district-specified courses being taught to assist non-English speaking students who are unable to benefit from classes taught in English would effectively be eliminated,

NOW, THEREFORE, BE IT RESOLVED that the Springfield School District Board of Directors strongly opposes Ballot Measure 58 because it severely reduces our authority and ability to meet the unique needs of our students who must learn English – while also learning academic skills.

Dated this 8th day of September 2008.

Laurie Adams then asked if the student representatives had any comments about this resolution, and if other board members could speak about how the resolution fits with best practices. Marshall Curry said he agreed with the comments made by board members. Logan Lewis agreed with the comments expressed by the community, especially regarding continuation of a program that addressed individual student needs.

Paul Weill identified himself as the administrator for the ELL program in the district. He explained that research on best practices around the country showed that those students had the best success who were able to learn English in an ELL program while still attending other classes. This was especially the case for middle and high school students, who would eventually fail their other classes if they did not receive the necessary English language training. In addition, Mr. Weill reported that research showed students who maintained their native language learned English four times faster, as it was easier to transfer literacy skills from one language to another. If young students were not literate in their native language, learning English was even more difficult.

Garry Weber asked about current best practices in the US regarding immersion classes.

Paul Weill responded that immersion classes meant classes would be presented only in English. Measure 58 would require students to have immersion classes after only one year of English language instruction, without further support from ELL staff. Mr. Weber asked if there was a hybrid program that included

some of each type of learning. Mr. Weill responded that the new student program in the Springfield district offered special help at the secondary level, where a student at Hamlin Middle School or Springfield High School received three or four periods per day of English language instruction the first year, followed the second year by one period per day. He summarized that the program took students through ELL to full immersion.

Jonathan Light asked if there was data indicating success for learning a language with immersion for one year for K-4 and 1.5 years for grades 5-8. Mr. Weill responded that most research showed that 5-8 years were required to learn a second language fluently, with the federal No Child Left Behind program saying it took five years. Measure 58 would cut the time to two years for secondary and one year for elementary students. He noted that learning conversational English took a shorter time than learning academic English. He said that at the secondary level, the increased academic English was much more difficult to read and write.

Mr. Light asked if there were any evidence that if resources were unlimited, the time for learning the language could be accelerated, or if the longer time frame was actually necessary for success. Mr. Weill answered that he did not know of such research. His own opinion was that additional resources might possibly accelerate the time somewhat, but that a good deal of time was needed to learn English. He added that in his opinion one year in elementary and two years in secondary school was too short a time. Mr. Light expressed surprise that the authors of Measure 58 felt they knew better than local educators what was needed for success in learning English.

Superintendent Golden pointed out how restrictive the language of Measure 58 was, and how it detracted from local control. She said that effective learning also depended on life conditions, such as loss of a parent or homelessness. After five years of studying Spanish herself, she remarked that she would still find it very difficult to learn in Spanish.

Jonathan Light added that even if most students could learn in a shorter time frame, it would be detrimental to expect it of all students. Laurie Adams said she felt useless at foreign languages, understood language learning to be very difficult, and she saw this measure as being too restrictive.

Garry Weber asked if a student in elementary school were exited from ELL, could they be reinstated in the program in middle school. Mr. Weill responded that if a student was struggling and could not pass the language proficiency exam, the student could be reinstated to ELL. With Measure 58, a student could not be reinstated after the limited training.

Garry Weber said that he was opposed to Measure 58, though he was not satisfied with the Board's resolution as it was written, so that he would abstain from voting. He opposed the measure because local authority would be limited. He was unsatisfied with the resolution because the assumption given was that the district-specified courses would be eliminated, which he felt to be untrue. He wondered if enough research had been done regarding immersion learning. Mr. Weber felt uncertain that all the community had been represented. He would prefer that best practices on immersion be more thoroughly researched. He related a story of a student who had no English spoken at home who entered an immersion program at Centennial School. The school community eventually taught English to the whole family, and they all became bilingual.

Al King noted that Measure 58's author, Bill Sizemore, was a person known to work with others to present a barrage of ballot measures that would consume funds that might otherwise be used by their political opponents. He found it despicable to use Spanish-speaking students as pawns in such a ploy. Further he felt the school district could be put in a bind with this measure if students became unable to pass No Child Left Behind standards, causing the schools to fail.

Laurie Adams asked if the resolution would be passed with only four signatures, or if Mr. Weber would sign it. Mr. Weber said that in keeping with Board precedent, the vote would go with Board majority. Chair Bigley called the vote, which passed with a majority vote of 4:0, with Mr. Weber abstaining.

Later in the meeting Laurie Adams apologized to Garry Weber for putting him on the spot regarding his vote. Mr. Weber responded that he felt the term "Board precedent" should not be used because any member should be able to omit their name. He noted that the Board had moved forward in the past with five signatures and four yes votes. His concern was that his signature did not reflect his abstaining. Mr. Weber added that whenever possible, he felt it important to have first and second readings to avoid the Reports turning to Action Items without proper notice to the community.

Al King stated he had thought the resolution would be an agenda item. He was surprised that the process was so informal and felt it should have been an agenda item.

Garry Weber said that to be consistent with Mr. King's previous positions, it would have been an agenda item, but not an action item.

Mr. King responded that he thought it would be an agenda item, to become an action item.

Mr. Weber said if he had another chance to respond to the resolution, he would just ask for some language change in order to find it acceptable.

Laurie Adams clarified the precedent to be that when the Board has a majority vote for something, the entire Board would stand behind it.

Mr. Weber felt it would be clear and true to state the Board's decision as, "The Board decided to take opposition to Measure 58."

5. CONSENT AGENDA

A. July 28, 2008 Special Board Minutes

B. August 11, 2008 Board Minutes

C. TEAM Springfield July 28, 2008 Joint Elected Officials Minutes

D. Personnel Action, Resolution #08-09.008

Dawn Strong recommended that the Board of Directors approve the personnel action for licensed employees as reflected in Resolution #08-09.008 as listed below:

New Hires

Matthew Adams	Grace Golden	Matthew Labounty	Leah Taylor
Joan Cesmat	Angela Gonzalez	Martin McDowell	Elizabeth Weldy
Melissa Cronk	David King	Ryan Michel	Michelle Williams
Chad Durfee	Hayley Krupicka	Bryon Parra	

Leave of Absence

Lyndsey Arnold

Change of Contract Status

Carol Granados Nancy Bray

Retirements

Nancy Bray

E. Back to School Update

Motion to accept: Mr. Light, seconded by Mr. Weber. The motion passed unanimously, 5:0.

6. ACTION ITEMS

A. Nutrition Services Supplies, Resolution #08-09.009

Brett Yancey recommended that the Board of Directors approve the purchase of foodservice supplies from the following vendors for the anticipated amounts indicated:

Foodservices of America, Portland, OR	360,000.00
McDonald Wholesale Company, Eugene, OR	<u>240,000.00</u>
TOTAL ANTICIPATED AWARD	\$600,000.00

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

The motion passed unanimously, 5:0.

B. Nutrition Services Fresh Produce Products, Resolution #08-09.010

Brett Yancey recommended that the Board of Directors award the fresh produce products contract to Emerald Fruit & Produce of Eugene for an estimated amount of \$115,626.00. He noted the emphasis on local farm-to-school products.

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

Mr. Yancey noted that this was a first step in working towards offering healthier food to students, using fresher and more organic products.

The motion passed unanimously, 5:0.

C. Oregon School Boards Election, Resolution #08-09.011

Nancy Golden recommended that the Springfield Board of Directors vote for Beth Gerot to represent Region 6 on the OSBA Board of Directors and direct the superintendent or designee to submit this vote at OSBA's E-Voting Center no later than midnight on September 30, 2008.

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

The motion passed unanimously, 5:0.

7. REPORTS AND DISCUSSION

A. Summer School Update

Matt Coleman, Director of Secondary Education, and Sara Ticer, Director of Elementary Education, provided an overview of the summer programs offered to Springfield students.

Sara Ticer reported that from six summer school programs at the elementary level, one program served special education students in an extended school year program, held at Mt. Vernon. A migrant education program was held at Page for Springfield and Eugene students. She noted that Board Members had received written information regarding funding, grade levels served, schedule of classes, and attendance.

Ms. Ticer continued that in the other four classes, students had small-group instruction and focused on literacy, skill-building and some math. Students were identified based on assessments in May, and were pre- and post-tested. Transportation was provided. Centennial School served grades 1-4 for three weeks in July, and was Title funded. Douglas Gardens served grades 1-3 for three weeks in July. Two other programs, offered at Guy Lee and Moffitt, served pre-K and outgoing K students, following concepts of Jump Start. All students were offered the pre-K program at registration time. This program ran for two

weeks just before school started. The program for outgoing K students targeted students identified as needing extra support. Both principals reported these programs as successful.

Matt Coleman reported the secondary programs had served approximately 170 students at all five sites. The programs focused on students who needed extra support in English and math. Thurston High School hosted all the high school students. At the high school level 78% of the students were juniors and seniors, basically recovering missing credits. Others used summer classes to accelerate their educations by taking classes that would free up time during the regular school year for participation in extra programs. A Freshman Focus program targeted incoming students needing extra support with literacy and math. Dr. Coleman emphasized the need to think more about summer school offerings as an extended school year opportunity, rather than as a credit recovery model.

Garry Weber asked about attendance in the Freshman Focus program. Dr. Coleman said approximately 40 had attended from Thurston and 5-10 from Springfield. He noted his opinion that summer school offered a much needed extension of the regular school year, providing a running start for some students and extension needed for others. He suggested an alternative to summer school running for four weeks in mid-summer, where two weeks could be added to the end of the school year and two weeks at the beginning of the following school year.

Sara Ticer added that much more could be done with summer school programs for the elementary level. This summer only four schools had participated.

B. Student Communication

Thurston High School: Logan Lewis and Cassidy Peterson

Springfield High School: Marshall Curry and Kyle Barley

Marshall Curry remarked jokingly that he was sure students would not be happy with extended school years. He reported Springfield High started this year with a Freshman Day, which went very well. He said the school year had started off smoothly, and there were no events to report yet.

Superintendent Golden asked Al King to respond about where the Board's resolution on Measure 58 would go next.

Al King responded that the Board had made an advocacy statement for the District primarily for the understanding of school staff and the larger community. He said that the ballot measure would continue through to the election process.

Cassidy Peterson reported that Thurston High had a dance on Saturday with 423 students attending, raising about \$1300. She said they had won their first two football games.

Logan Lewis added that Thurston High had also had what they call frosh cruise, where freshmen were welcomed. They presented skits on high school rules, and played games and taught class cheers, which was a lot of fun. Logan noted that he had three friends who attended summer school. One had been credit deficient for graduation, a second was able to take classes to lighten his next year's class load, and the third was credit deficient for starting her senior year, so was able to make it up over the summer.

Jonathan Light welcomed the student representatives, noting that he had taken part in their leadership training and found them to be an outstanding group.

Laurie Adams reported that the Political Action Committee supporting Willamalane After-School Activities Measure 20-138 would be bringing a resolution to the Board at the next meeting. She also

reported speaking to a first-year student at the University of Oregon who had 23 AP credits to bring to college, nearly two quarters' credits. Ms. Adams further noted her feeling that staff had handled the shooting near Riverbend Elementary and consequent event at Page Elementary very well. Lastly she shared that she will be going to Salem on Saturday, September 13, to attend the Legislative Policy Committee meeting.

Al King commented on Superintendent Golden's back to school address, saying that he felt employees really appreciated the opportunity to attend. He wanted to bring attention to the great turnout and press coverage and what that means to the prestige of the district. Mr. King reported that he had been co-chairing the Lane Community College bond measure's endorsement committee. He had brought forward a resolution and some information about the bond measure. He said he had requested that this be on tonight's agenda, and was surprised it was not on the agenda.

Garry Weber requested that Chair Bigley consider allowing Mr. King's item to be heard and possibly acted upon.

Motion: Laurie Adams, second by Garry Weber, moved to approve the Lane Community College 2008 Bond Endorsement Resolution as follows:

Lane Community College 2008 Bond Endorsement Resolution

WHEREAS, Lane Community College is important to recent and future graduates and current Springfield School District students; and

WHEREAS, Lane Community College plays a critical role in stimulating Lane County's economy; and

WHEREAS, Lane Community College has demonstrated strong budget stewardship during several years of budget challenges; and

WHEREAS, the bond measure will result in maintaining essentially the same tax level due to the retirement of the 1995 bond debt.

The Springfield School Board endorses Ballot Measure 20-142 this November general election.

The motion was carried: 5-0.

Al King gave an overview of the bond measure, noting that the LCC budget had experienced major challenges for a long time. He reported that the bond measure would provide the nursing program with updated facilities, allowing the training of twice the number of current students and improved teaching equipment and tools. In terms of fiscal stewardship, LCC's 1995 bond would be paid off by the time the new bond would take effect, so that the tax rate would remain the same.

Garry Weber said he had served on a panel at LCC during their last attempt at passing a bond, and affirmed that the bond's passing was very important. He noted that PeaceHealth had needed to look out of state for new nurses because too few nurses were being trained in Oregon. He added that LCC was a partner in the College Now program, making it very important for the Board to support LCC.

Al King noted that Springfield School District supplied the majority of LCC's students, a further reason to support LCC.

Jonathan Light expressed support for the bond measure. He noted that legislators needed to be influenced to better fund community colleges.

Laurie Adams asked what was hoped to be raised by this bond. Al King responded that it was approximately \$83 million.

Chair Bigley called the vote, which passed unanimously 5:0.

Laurie Adams noted that taxes for this bond measure for an average home in the Springfield District would be approximately \$26/ year.

D. Superintendent Communication

• Booster Club

Superintendent Nancy Golden noted that a number of high school parents were present at the meeting. She introduced high school parent volunteer Laura Jessen and Maria Morey from Brattain Elementary who had been signing up new Booster members. Laura explained that Booster money was raised through membership fees, concessions and merchandise sales, and was used for scholarships, uniforms and equipment, music and drama. She said membership fees were \$8, with benefits including discounts on admission to games, free popcorn at each game, and food credits at the concession stands.

• City/ District Boundaries Alignment Update

Superintendent Golden continued with an update on the boundary discussion. She said that with Brett Yancey's leadership, together with Will Lewis, a comprehensive picture of what would be happening in terms of enrollments was being created. The superintendent continued that once the information had been compiled, the meeting which the Board had requested would be set. At the time of that meeting, she said, it would be important to hear from the Board what should be done next, possibly identifying the steps and costs associated with moving forward as well as roles of those involved. Ms. Adams remembered the Board's intention to wait until the beginning of the new year for that meeting.

• Online Schools

Superintendent Golden noted that looking at boundaries was bringing up other issues, one of which was identifying what circumstances in the school district were causing loss of resources. One important issue, she felt, was the new online schools. She reported that last year the district was already giving about \$50,000 to other online schools. She felt it important that online classes be made available to students if students found them helpful.

She noted a related issue where Al King suggested that the State offer online classes that would be open to all school districts and would be in alignment with their other courses. She hoped that this issue would be discussed further and moved forward into the legislative session.

She explained another issue regarding electronic testing and how much the computers were dominated by the OAKS testing, which limited the amount of instructional technology offered.

Marshall Curry said that one of his teammates had used online courses for recuperating missing credits.

Garry Weber asked if students were interested in online classes.

Marshall Curry responded that he felt students would be interested in online classes for the same reasons they were interested in summer school classes.

Al King offered a follow-up report on an earlier task force which had worked on technology/ computers in schools. Although there was no money involved with the task force, all task force issues in the legislature were forwarded to the Ways and Means Committee. Rather than going to the Chair of the

Ways and Means Committee, and to avoid legislation, the group talked with Susan Castillo, who had the power needed to authorize the task force. A meeting will be held October 1.

Garry Weber asked if other districts had similar concerns about technology and online classes. Superintendent Golden responded that since Marcola had an online program, Eugene Superintendent George Russell had shared that maybe Springfield should start their own program. Now, she said, many companies offer comprehensive online programs, so that there would be much less work to develop a program.

Laurie Adams added that OSBA had been talking about online classes and how they were controlled. She mentioned that Scio, a small district that had approximately 700 actual students, was receiving tuition for thousands of online students. So the Legislative Policy Committee discussed not allowing districts to be funded for a disproportionate number of online students. For example, if a district had 700 students, they could possibly have 350 online students.

Mr. King suggested that school districts often did not have sufficient funds to provide resources such as specialist teachers, so that the possibility of receiving tuition for online students would provide greatly increased revenue for their district.

Jonathan Light said he could see the importance of the State taking action on this issue to prevent the problems that would eventually occur.

Superintendent Golden said that for Marcola, 50% of their students must come from their district, so at the same as starting their online school, they started a College Now charter school where students got College Now credits, mainly online. Because all the students taking part in this charter school program were considered students in Marcola District, a much larger district student population was able to be generated. She felt this was an admirable innovation for Marcola, and expressed appreciation for Al King's involvement at the state level so that efforts throughout the state could be coordinated.

• Charter Schools

Superintendent Golden reported that the State of Oregon had just received a \$9.5 million grant to expand charter schools. Oregon was one of only five schools to receive this grant. The explicit reason for the grant was to expand the charter school options in the state. She felt it important for the Board to take a serious look at how to become involved at the forefront of this program. In response to a question from Garry Weber about when these funds would be available, she responded that she would check on it.

• Listening Groups

Superintendent Golden handed out information gathered at the All Administrators' Inservice on August 21, when board members sat in on Listening Groups with the administrators where they shared ideas about, What is the most important thing the district can do to achieve the vision of *Every Student a Graduate Prepared for a Bright and Successful Future*. She explained that this data would be forwarded, with other data from listening groups, to the Board's winter goal setting meeting. This data would then be available in the future if the District decided to add new goals.

Laurie Adams wondered how others felt about the listening groups, especially the participants.

Superintendent Golden said the first next step she would suggest would be to go to Salem and learn how useful listening groups had been there. She understood that listening groups were useful when key issues were being addressed.

Garry Weber found it interesting in Salem that issues were presented for listening when no money was being requested. He would be in favor of listening groups in similar situations, when no high stakes were at issue. He remembered feeling an expectation that if a group was going to listen, then they would respond in some way to what they had heard.

Superintendent Golden remarked that it was important to be very clear what the process entailed. She continued that the Board would be setting goals in January, and would want to be listening to the larger community at different times beforehand to gather lots of data to inform the Board for goal setting.

• **November 10th Work Session**

Superintendent Golden announced a work session around a construction excise tax, to assess interest in such a project.

8. OTHER BUSINESS

Laurie Adams mentioned that Karl Von der Ehe was present at the meeting, a teacher from Agnes Stewart Middle School. She explained that Karl had gone to school with her own son, and had come back to the district to teach. Superintendent Golden remarked that Karl was a very effective teacher.

9. NEXT MEETING

Chair Bigley announced that the next regular board meeting would be held on September 22, 2008 at 7:00 p.m.

10. ADJOURNMENT

With no other business, Chair Bigley adjourned the meeting at 9:24 p.m.

(Minutes recorded by Judy Burton)