

MINUTES

Regular Meeting of the

BOARD OF DIRECTORS

Corvallis School District 509J
 1555 SW 35th Street
 Corvallis, OR, 97333

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 7:00 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, Oregon. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Kari Rieck, Chair Donna Keim, Vice Chair Blake Rodman Matt Donohue Helen Higgins Nell O'Malley Anne Schuster	Dawn Tarzian, Superintendent Jim Hogeboom, Assistant Superintendent Jeanne Holmes, Human Resources Director Brook MacNamara, Student Services Director Julie Catala, Executive Assistant to the Superintendent
	<u>STUDENT REPRESENTATIVES PRESENT</u> Zach Allen, Corvallis High School

II. PLEDGE OF ALLEGIANCE

Chair Rieck led the group in the pledge of allegiance.

III. AWARD PRESENTATION BY OREGON SCHOOL BOARDS ASSOCIATION

Betsy Miller-Jones of the Oregon School Boards Association (OSBA) presented the board with the Outstanding Board Achievement Award from the OSBA Leadership Institute. The award goes to school boards whose members have committed to learning as much as possible about the complex responsibilities of serving their students and communities as school board members. Corvallis School Board members studied ethics, board roles and responsibilities, effective leadership, public meetings and records law, and collective bargaining in Leadership Institute classes, workshops and meetings. Ms. Miller-Jones explained that along with the framed award, the board will receive a free three-hour training from OSBA. She concluded her remarks by saying that OSBA wanted to recognize the extra effort undertaken by board members, who serve as volunteer leaders of their school districts in today's complicated world.

Chair Rieck said board members look forward to continuing to enhance their leadership skills.

IV. ECONOMIC VITALITY PARTNERSHIP DEVELOPMENT PLAN PRESENTATION

Mysty Rusk and Mike Corwin, representing the Corvallis-Benton County Economic Vitality Partnership (EVP), were called upon to address the board regarding the Economic Development Plan (EDP) for Corvallis and Benton County, which the board had copies of at their places. (Filed as Supplemental Item #VII-29 in the Official 2006-07 Board Minutes.)

Before beginning the presentation, Ms. Rusk took a moment to recognize the tough decisions Superintendent Tarzian has been making, which sometimes resulted in negative comments in the local media. Ms. Rusk said that she appreciates the leadership shown by Superintendent Tarzian and the person that she is.

Ms. Rusk also honored the life and work of Adams Elementary School custodian Leonard King, who died unexpectedly early this morning. Ms. Rusk shared examples of how Mr. King touched the lives of not only her children but all the students he came in contact with each day. She said he was a real gift and a special kind of hero, and that he taught the children service, community and graciousness.

Mr. Corwin referenced the district's visioning process brochure, noting its resemblance to the process undertaken by the EVP. He said the process helped achieve consensus and having a rallying document for economic development in the area.

Ms. Rusk said the process started about five years ago when a group of organizations came together with the common cause of having the business community speak with one voice. About two years ago, the group pulled together a list of all of the strategic plans around economic development specifically for Benton County. The result of the work over the last two years is the EDP, that is favorable to business interests but in line with community values. She said the plan has been accepted by the City of Corvallis, Benton County, and the Corvallis-Benton Chamber Coalition. She said the request of the Corvallis school board is acceptance of the document to help move the work forward.

Ms. Rusk said there were four specific areas that the group was able to focus on: retention of existing businesses; recruiting of targeted new businesses; human and physical infrastructure, which includes education at all levels, and; sustainability. There are over 150 strategies in those focus areas and a priority list was created of the top 49 that will be tackled in the first five years. She said there are over 30 partners and Corvallis School District is listed in the plan in the places that make sense.

Mr. Corwin drew the board's attention to two strategies and said he would like the board to consider how to make the most of them:

9.1 – Collaborate with Oregon State University (OSU), through OSU Inc., Open Source Lab, Austin Entrepreneurship Program and Extension to include non-OSU students, community members, high school and Linn-Benton Community College (LBCC) students in business programs as done in SMILE (Science and Math Investigative Learning Experiences Program) and Saturday Academy models.

9.4 – Work with the Education Executive Team and Pathways Initiative to identify cost-appropriate opportunities for bringing vocational education programs into local high schools and colleges. Training programs should focus on imparting skills most desired by local employers and include “competency based” education practices that help students plan a path for their future.

Mr. Corwin said he would like the school board to see where else in the plan the district can contribute or play a role. He pointed out that the EDP is a “living document” and the district, through its seat on the EVP, has a voice in changing it as needed in order to most effectively provide the infrastructure that helps economic development overall.

Director O'Malley expressed appreciation for the broad and deep scope of the plan, adding that some of the language in strategy 9.4, referenced above, is very much what the district is already doing. She said it would be nice if the language were aligned, especially as the district gets the visioning process going and updates the District Improvement Plan.

Chair Rieck explained the process the board uses for action items – hearing about an item at one business meeting and taking action on it at the following business meeting – and explained that Director Higgins will bring the request for acceptance of the EDP to the March board meeting.

In response to a question from Vice Chair Keim about whether there are other groups the district could meet with as part of its visioning process, Ms. Rusk said the district's human resources director, Jeanne Holmes, did a visioning process with the Corvallis-Benton Chamber Coalition's (CBCC) Government Affairs Committee, which has broad representation from community leaders. She added that she is hoping to have a visioning process with the CBCC's board.

Mr. Corwin said one of the challenges is maintaining momentum after the plan gets underway; one of EVP's main goals will be to celebrate the successes.

Superintendent Tarzian said she will be contacting Ms. Rusk about sending the district's on-line visioning survey to the CBCC's email list (approximately 700 people). She added that for the last year and a half, she and the superintendents of Albany and Philomath, the presidents of LBCC and OSU, and the Dean of the OSU College of Education, have been meeting to plan a pre-K-20 initiative – the idea of a seamless transition between school, community college, and university. She said she is intrigued about having the business complexion in that conversation. She said she's very excited about the potential of building on the district's current career education curriculum, which would be greatly improved, especially at the elementary level, if

there were some comprehensive way of listing specifics, such as getting individuals into schools, and helping kids start to think about their futures.

The board thanked Ms. Rusk and Mr. Corwin for their presentation.

V. COMMITTEE/BOARD MEMBER ITEMS

OSU Sabbatical Program – Director O’Malley drew the board’s attention to a document she provided regarding a new sabbatical program at OSU. (Filed as Supplemental Item #VII-30 in the Official 2006-07 Board Minutes.) One Corvallis School District teacher would be selected for the opportunity for the 2007-08 school year; s/he would remain a 509J employee but would report to OSU for the sabbatical period.

The teacher would work full-time as a faculty member in the College of Education in duties that may include: teaching undergraduate and/or graduate education courses; supervising part-time and/or full-time student teachers; developing cooperating teacher support networks and mentor programs; developing K-12 related grants; developing cultural literacy curricula for preservice and inservice programs; participating in College of Education and/or other OSU committees, as appropriate. The teacher would choose the area of interest. Upon completion of the sabbatical assignment, the candidate will be required to return to the Corvallis School District for a minimum of one year. Once the teacher returns to 509J, s/he will be expected to share what was gained with other district staff.

Director O’Malley said this opportunity arose from a conversation with a Hoover Elementary School teacher about the decline in professional development opportunities as a result of the passage of Measure 5; Director O’Malley and the teacher came up with this program. Director O’Malley said that although the opportunity is available to only one teacher next year, there is hope to grow the program to offer it to more teachers and other districts. She said this item will come to the board in March for action as an inter-governmental agreement.

Director O’Malley, responding to a question from Director Schuster, said the opportunity is open to any K-12 educator. She said there are needs for all levels of educators; who is selected will depend on the best match that can be attained.

Superintendent Tarzian expressed deep appreciation for this opportunity and the individuals who have invested a lot of time in trying to find the resources to make this work. She said it’s a creative project pointed at all the right things. She said she appreciates the support of the university to bring practitioners into the conversation and the work that they’re doing, adding that it’s a fine example of what makes it so special to work in this community.

Director O’Malley said the selection process will be very thorough and the selection committee will include representation from the human resources departments of the OSU College of Education and the Corvallis School District.

Joint Work Session with Albany and Philomath School Districts – Chair Rieck reported on a successful meeting between the three school districts, which was attended by State Representatives Sara Gelser and Andy Olson, and State Senator Frank Morse on January 31. She said that from that meeting, consensus was reached that the districts will continue to work collaboratively to share information.

Visioning Process – Vice Chair Keim said she has enjoyed facilitating the various visioning processes in the community. She referred to an event with a parent-teacher organization, which resulted in the realization by the members that even though they work very closely together they have many different visions of what education should look like. It made them appreciate how difficult it will be to get consensus on this issue.

Internet Safety – Director Schuster reported that she attended an Internet Safety presentation given to parents and teachers. She opined that since the presenter was so powerful, he should give that presentation directly to students as a way to reach them more directly.

Civic Engagement Conference – Director Schuster reported that she attended a Civic Engagement conference last week in Salem. She said she learned a lot about service-learning and how we can attempt to engage our youth in becoming interested and more aware of politics.

Ladysmith Black Mambazo – Director Schuster said she attended this fabulous event, which was sold out. She said all the tech-theater students were working, and that teachers, parents, and community members were there as well, making it feel like a microcosm of Corvallis.

VI. STUDENT REPRESENTATIVES

Zach Allen, Corvallis High School (CHS) student representative, reported that tomorrow night are the boys and girls basketball games between Crescent Valley High School (CVHS) and CHS. He also reported that this coming weekend the CHS choir is backing up performer Neil Gladstone in a couple of his songs during his performance in the theater at CHS.

VII. SUPERINTENDENT'S REPORT

In Memory of Leonard King – Superintendent Tarzian recognized the loss of Adams Elementary School custodian Leonard King, a valued member of the Corvallis School District family. She said that after learning of Mr. King's death today at 5:00 a.m., the district's specially-trained Crisis Response Team responded to assist Adams staff, who did a courageous job working through their own grief to support their students. Superintendent Tarzian acknowledged central office staff who assisted as well, covering playground duty throughout the day to allow Adams staff to have some retreat time together. She said a counselor was working with some kids who were particularly impacted by the loss; he helped the kids recognize that what caused them to care about Mr. King so much was his willingness to help other people and to always be there to help people. Those students decided that the best way to remember Mr. King is to be like him and help other people. Superintendent Tarzian said that Mr. King also had the same good

relationships when he worked at CVHS. She noted that Mr. King had stepped forward to run the custodial substitute recruitment for the district; it will be very difficult to find someone who could do it as well as he did.

Moody's Rating Upgrade – Superintendent Tarzian said the district's rating has been upgraded from A2 to A1, the highest rating a school district of our size can achieve. The rating change is based on our financial condition, which includes: adequate reserves; consistent management and board actions to address state shortfalls, and; strong community support in the passage of the local option levy. This will allow us to save our taxpayers tremendous money on future bond initiatives. She said Business Services Director Kathy Rodeman asked her to remind the board that they recently gave approval for the refinancing on those bonds; we will be going out with \$60 million of advance refund bonds, which will have a direct impact on how long our taxpayers will be paying back the bonds.

Collaboration With the City of Corvallis – Superintendent Tarzian referred to a joint subcommittee that is working on potential partnership opportunities, noting that one of the key goals of the City is a sustainability initiative. She said next year the district will seek and dedicate one of our AmeriCorps workers to the issue of sustainability, probably assigning that person to work closely with CVHS teacher Peg Cornell, which will help her get her students out across the community and into different schools to build interest and support for that initiative. Superintendent Tarzian said she will be meeting with City employees so she can get a better understanding of their sustainability goals; she is also very interested in helping raise their awareness of what our students are already doing in the community, specifically around this initiative and others in keeping with our service-learning commitment.

Discussions With OSU About Rural Schools Initiative – Superintendent Tarzian said she spoke recently with Scott Reed, Dean and Director of Extension at OSU, and John Cassady, OSU's Vice President for Research, about the recent closure of our rural school. She said there is a lot of discussion going on about rural Oregon and the closures of schools in small isolated communities. Of equal concern is what Corvallis was confronted with: being an urban community that had to close its more rural school; that is happening across the state and there aren't any resources to support keeping those schools open. She said she will engage in a conversation about the possibility of creating a model for urban or suburban communities to keep their rural schools working toward the goals of extension and environmental education that wouldn't cost as much as keeping the school open. She said she's excited about the conversation although she knows OSU doesn't have much more money than the district, and possibly has less right now.

Vision Process – Superintendent Tarzian said she is hoping more people will complete the on-line survey, which will be sent to all staff and many others, including, hopefully, the list Ms. Rusk referred to earlier in the meeting. Superintendent Tarzian encouraged board members to distribute brochures about the process and to keep spreading the word about it.

Superintendent Tarzian said she and Director Schuster conducted a visioning event at CHS, in Colleen Works' American Government class. Superintendent Tarzian said the students, who are 12th graders, said our schools don't do an adequate job of teaching geography; graduates don't

know the world well enough to follow the news and know where countries are. They also told her that schools wait too long (until students are juniors or seniors) to teach history in the context of current events. They feel that teaching world religions would help students better understand world conflict right now.

Director O'Malley said teachers statewide are afraid of saying the wrong thing, of promoting religion. Excluding discussion of religion in a historical context doesn't make sense. She said so many teachers are so frightened to even bring it up that they do nothing.

VIII. STAFF PARTICIPATION

No staff spoke.

IX. PUBLIC TESTIMONY

No community members spoke.

X. SPECIAL REPORTS

A. RESPONSE TO INTERVENTION

Assistant Superintendent Jim Hogeboom, Student Services Director Brook MacNamara, Hoover Elementary School Principal Tonja Everest, and Mt. View Elementary School Principal Bryan Traylor presented information about Response to Intervention (RTI).

Before beginning the presentation, Mr. Hogeboom described the staff development that has been going on this year, adding that staff development is incredibly valuable. He touched on upcoming training for administrators that is designed to help principals spend two days a week in classrooms; Albany will join the training and will split the cost.

Mr. Hogeboom said RTI is a systematic way to make sure that all kids are meeting our standards, and it is predicated on having a core curriculum in place. He gave an example using reading standards: approximately 80% of students will meet standards using the curriculum; for the other 20%, staff puts systems in place to give the students assessments and monitor their progress to make sure that we intervene and help raise achievement.

Mr. Hogeboom explained that the district got a state grant last year, one of only five districts chosen to implement RTI. He said a Title IA school (Mt. View Elementary) and a non-Title IA school (Hoover Elementary) were chosen for the pilot, because Title IA schools have resources that non-Title IA schools don't, and the district wanted to make sure the program would work well at both schools. Mr. Hogeboom touched on the training involved and said that Principals Everest and Traylor have been exceptional instructional leaders, doing so much in working with data and leading teachers. He said all our principals are the best instructional leaders around.

Ms. MacNamara said this is one of the most exciting initiatives she's been involved in because research-based instruction is being used to inform us about how to intervene early with children who might be struggling in literacy. RTI identifies the 20% of students who are at the greatest risk of failure and provides targeted, intensive interventions. RTI is not special education; it is a general education model to serve all children. It affects special education kids in that the new IDEA (Individuals with Disabilities Education Act) allows for RTI, saying that if a child has gone through the process of intervention within the regular school setting and with the interventions and they're showing substantially lower achievement at a substantially lower rate than their peers, they can then be referred to special education to see if they have a learning disability. So staff won't have to then use the discrepancy model. This is good for kids because the discrepancy model looks at the discrepancy between a child's IQ and academic performance, which means staff has to wait for a two-year discrepancy. With RTI, staff can see that discrepancy fairly early and can see by the data that a child isn't moving like his/her peers even with the intensive services.

Ms. MacNamara referred to the intensive training that will be provided to teams from the other six elementary schools, just like what was provided to the pilot schools last year. She distributed an agenda outline and the dates of the training, and welcomed board members to attend. Ms. MacNamara pointed out that both Ms. Everest and Mr. Traylor will be sending another team to the RTI training because even though they have a core team that has been trained, they're finding that they now want to send more teachers to get this intensive training.

Ms. MacNamara referred to a copy of a magazine article about RTI, which gives a lot of information about RTI and the research, and talks about RTI in relation to MAP (Measures of Academic Progress) and the relation to special education. Board members received a copy of the article.

Mr. Traylor expressed appreciation for the district-level enthusiasm and support given at the building level. He referred to a handout that board members received, of which the first page was entitled *A Quick Review: Core Principals of RTI*. (Filed as Supplemental Item #VII-31 in the Official 2006-07 Board Minutes.) He touched on the core principals:

- We teach all children (so teachers aren't saying "my students" or "your students").
- It uses a problem solving method. It doesn't just look at the academic progress of the child, it looks at other factors that may play a part, such as attendance, health issues, behavioral issues, etc.
- Monitor student progress to inform instruction.
- Use assessment data to screen and monitor progress. Data is used as a meaningful tool to make decisions about instruction at a new level. The primary tool for data collection is DIBELS (Dynamic Indicators of Basic Early Literacy Skills). It's an excellent tool to get a quick look at children. DIBELS assessments take approximately one minute each and are not intrusive to instruction. The district has brought in a School-Wide Assessment Team (SWAT) made up of retired administrators, to do the assessments in the schools.
- Intervene early utilizing research-based, scientifically validated interventions/and instruction. Putting interventions in place as early as kindergarten, with the reality that

if you intervene early, the gap won't develop and the child will be more successful. Tigard-Tualatin SD has been using this for 10 years and have seen special education referrals drop.

- The model uses a three-tiered approach: classroom (core instruction); supplemental services; intensive services.

Mr. Traylor referred to page two of the handout which shows the traditional Positive Behavior Support (PBS) pyramid model and explained how Positive Behavior Instructional Support (PBIS) follows the same model.

Ms. Everest drew the board's attention to page three of the handout, entitled *PBIS Flow Chart*. She led review of the flow chart and explained what is involved at its various levels. She said when she attends one of the PBIS team meetings she is amazed at how many people are invested in the growth of each student – it's a whole team of people gathering with the teachers; that has sold the teachers on this program.

Ms. Everest referred to page four of the handout, entitled *Model of Intervention (RTI)*, and provided a brief overview of it. She then referred to page four of the handout, explaining the example it contained of an Oral Reading Fluency Progress Graph for an actual class. She drew the board's attention to page five of the handout, discussing the example it contained of a student's Progress Monitoring Graph. She explained the components in reading in order for a child to be successful.

Mr. Traylor explained that DIBELS is like a thermometer; it gives a signal/symptom that something is wrong.

Ms. Everest said that in September 2006, 28% of Hoover students were in the strategic or intensive zone; three months later, only 20% were in that zone.

In response to a question from Director Higgins about how the program will address kids who've already moved out of the elementary level, Mr. Hogeboom said the district will purchase special intervention curriculum, noting that the district is currently evaluating interventions at all levels. He said it will build on the elementary core curriculum. He praised Mysty Rusk for promoting the district's E3 Literacy program, which has resulted in more volunteers in our schools.

Ms. Everest cautioned that even though this is very exciting, there is a long way yet to go. A lot of training is needed for teachers and materials are not cheap. RTI is designed for small groups, so trained people are needed.

Mr. Hogeboom brought up the topic of reading coaches, noting that Anne Griffith is the district's literacy coach and Leigh Santy is the district's ELL coach. Anne Griffith assists teachers in using the data. A lot of the levy money will be used to buy more literacy coaches; a lot of what they'll be doing is supporting RTI and the new Houghton Mifflin program, so teachers will know how to use the programs.

Superintendent Tarzian referred to Director Higgins' question about students who have already left the elementary level, and said the number of periods and credits currently dedicated to remediated reading in ninth grade is profound. It would make a huge difference on what could be offered at that level if we could deliver classes with no need for reading remediation. She touched on concerns she's heard from the community about the growth of TAG kids and said this is not an initiative that limits growth of any of our kids.

Superintendent Tarzian said that this program operates under the principle that all children will achieve the standards; those that aren't achieving will have their learning disability identified and will have a program designed for them. The program solidifies what we want students to learn, so that we have confidence that when students come from all of our schools to sixth grade they have the same knowledge, as well as when students go to ninth grade. Woven through RTI are changes to instructional approaches and time.

The board expressed appreciation for the presentation.

B. BOARD COMMUNICATIONS COMMITTEE COMMUNICATION DEVELOPMENT PLAN

Director Donohue provided an update on the work of the board's communications committee, stating that he and Directors O'Malley and Schuster have been incorporating feedback from the board and staff to draft a plan that will hopefully be presented at the February 26 work session.

Director Donohue said needed discussions include:

- The plan itself.
- The role of the communications committee.
- How to make determinations about what the board produces: deliverables, documents, etc.
- How the board wants to manage the communications that it puts out.

Director Donohue expressed his hope that, after the February 26 work session, the board will approve the plan in the near future so that it can be implemented for upcoming issues that will require a communication strategy. He said he will send the draft plan to the board prior to the February work session, along with the questions the board will need to consider.

C. RESOLUTION NO. 07-0201 – OPPOSE SENATE BILL 426 ESTABLISHING A MANDATORY EMPLOYEE INSURANCE POOL

Senate Bill 426 would impose a mandatory insurance benefit program administered by the state. All public school districts would be expected to participate in this program beginning October 1, 2008. It establishes an Oregon Educators Benefits Board and a separate office to administer the insurance benefit programs. If this bill becomes law, Corvallis School District would lose its ability to choose insurance based on the market, lose its flexibility to tailor dental and vision benefits to provide cost-effective plans, and fall under the control of this state board.

The state currently offers its employees insurance benefits under the Public Employee Benefits Board (PEBB). If premium costs of the proposed pool are compared with those of the existing statewide mandatory health insurance pool for Oregon state employees, it is evident that costs will increase by \$1,088 per year per employee. Because the new pool would be modeled after the PEBB program, cost and benefit comparisons are based on this program. The Oregon School Boards Association estimates that Corvallis costs would increase by \$1,350,544 for the 2007-09 biennium.

Adopting the resolution would give representatives who testify before the legislature the ability to speak on behalf of the full board in opposition to this proposed bill. Otherwise, any testimony would be identified as the personal opinion of the speaker.

MOTION #30: It was moved by Director Rodman and seconded by Director Higgins to approve Resolution No. 07-0201 after changing the word “most” in the first paragraph to the word “many”. (Filed as Supplemental Item #III-11 in the Official 2006-07 Board Minutes.)

The motion was voted on and passed unanimously.

XI. CONSOLIDATED ACTION

MOTION #31: It was moved by Director Rodman and seconded by Director O’Malley to approve the Consolidated Action items. The motion was voted on and passed unanimously.

A. APPROVAL OF MINUTES

The board adopted the minutes of the November 20, 2006, December 4, 2006, December 14, 2006, January 8, 2007, January 17, 2007, and January 22, 2007 meetings as submitted.

Director Higgins asked that the record reflect her appreciation for the speedy production of minutes by Board Secretary Julie Catala.

B. SUPPORT SERVICES ITEMS

1. LICENSED PERSONNEL RECOMMENDATIONS

The board approved the following recommendations:

Recommendation to Hire

- Sandy Grzeskowiak: Math Teacher, 0.17 FTE, Linus Pauling Middle School, 0.17 FTE, Cheldelin Middle School; effective February 5, 2007 (Temporary).
- Lorelei Mathews: Special Education Teacher, 1.0 FTE from 2/3/2007 – 2/19/2007, 0.50 FTE from 2/20/2007 – 6/30/2007, Lincoln Elementary School; effective February 3, 2007 (Temporary).

2. AGREEMENT WITH WILLAMETTE EDUCATION SERVICE DISTRICT (WESD) FOR DEAF AND HARD OF HEARING SERVICES

The board approved this agreement, which provides collaboration with the WESD to support a Corvallis School District student with a significant hearing disability who is attending Salem Heights Elementary in Salem, Oregon. WESD is supporting this student due to the location of the educational placement. (Filed as Supplemental Item #I-22 in the Official 2006-07 Board Minutes.)

3. AGREEMENT WITH LINN BENTON LINCOLN EDUCATION SERVICE DISTRICT (LBL ESD) FOR SEVERE DISABILITIES PROGRAM FUNDING AND RECIPROCAL AGREEMENTS

The board approved this agreement, which provides instruction to school-age children with severe disabilities. LBL ESD will provide supplemental funding and administrative assistance for these services. (Filed as Supplemental Item #I-23 in the Official 2006-07 Board Minutes.)

4. RESOLUTION NO. 07-0202 FOR RESOLUTION SERVICES THROUGH LINN BENTON LINCOLN ESD

The board adopted the resolution. (Filed as Supplemental Item #III-12 in the Official 2006-07 Board Minutes.) Oregon laws require the Linn Benton Lincoln Education Service District to perform certain duties, services, and functions. These services must be approved by a majority of districts that they serve. The resolution adopts the agreements and understandings for regional services for the 2007-09 biennium.

5. BOARD POLICY IGAEA – HIV, AIDS, HBV, AND HCV DISEASE PREVENTION – NEW – SECOND READING

The board approved the policy. (Filed as Supplemental Item #XII-18 in the Official 2006-07 Board Minutes.) The State Board of Education revised its rule governing infectious diseases. In addition to instruction on infectious diseases such as Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), and Hepatitis B Virus (HBV), health education must now also include Hepatitis C Virus (HCV).

This policy was originally submitted in October 2006 for first reading. HIV, HBV, and HCV are viruses which cause AIDS or infectious Hepatitis. In order to be factually correct, the policy was restructured for clarity and emphasis on disease prevention. AIDS and infectious Hepatitis have been identified as two separate diseases.

Due to the significant changes in the original policy submitted, policy IGAEA—HIV, AIDS, HBV, and HCV Disease Prevention was resubmitted for a new first reading in January 2007.

In response to a question from Director Donohue, Mr. Hogeboom said the skill-based teaching strategies listed under the plan of instruction in Policy IGAEA are not listed in order of importance.

6. BOARD POLICY IGBHB – ESTABLISHMENT OF ALTERNATIVE EDUCATION PROGRAMS – REVISED – SECOND READING

The board approved the policy. (Filed as Supplemental Item #XII-19 in the Official 2006-07 Board Minutes.) The legislature passed legislation creating the new “Expanded Options Program,” which offers students 16 years or older in 11th or 12th grade the opportunity to earn concurrent high school and college credits. The minor changes to this policy reflect the availability of this new program.

7. BOARD POLICY IGBHE – EXPANDED OPTIONS PROGRAM – NEW – SECOND READING

The board approved the policy. (Filed as Supplemental Item #XII-20 in the Official 2006-07 Board Minutes.) The legislature passed legislation creating the new “Expanded Options Program,” which offers students 16 years or older in 11th or 12th grade the opportunity to earn concurrent high school and college credits. The legislation requires districts to notify all high school students and their parents about the program, and makes notification to at-risk students a priority. There is a cap on the number of credit hours that may be given to students, depending on the size of the high school. The Expanded Options Program must be offered to students in the 2006-07 school year.

8. BOARD POLICY JFCEB – PERSONAL ELECTRONIC DEVICES – NEW – SECOND READING

The board approved the policy. (Filed as Supplemental Item #XII-21 in the Official 2006-07 Board Minutes.) With the increase of technological changes and systems utilized by students, the use of personal electronic devices has become an increasing problem throughout grades K-12. This policy was drafted in order to help minimize the disruption to the learning environment and school-sponsored activities. Language has also been reviewed for consistency with policy JBNA/JFCFA—Cyberbullying.

Director O’Malley expressed appreciation for the language in the policy that allows flexibility. She said she has witnessed many elementary school children playing rated M video games on personal electronic devices, commenting that they are an expensive nuisance with no way for teachers to monitor how they are being played. Director O’Malley said she would like them excluded from elementary school.

Chair Rieck acknowledged the work of Employee and Community Relations staff member Kerry Richey and Assistant Superintendent Jim Hogeboom to reflect future technologies instead of just cell phones, which is what the language had been.

Director Rodman expressed appreciation for the terminology “may” in terms of the flexibility to grant permission for use of the devices.

9. ADOPTION OF HOUGHTON MIFFLIN READING PROGRAM K–6; ADOPTION OF HOUGHTON MIFFLIN LECTURA (SPANISH) READING PROGRAM K–5 AS THE DISTRICT DUAL IMMERSION READING PROGRAM

(Filed as Supplemental Item #IV-21 in the Official 2006-07 Board Minutes.) The Board approved the adoption of the Houghton Mifflin Reading Program K–6 and the adoption of the Houghton Mifflin Lectura (Spanish) Reading Program K–5 as the district’s dual immersion reading program, after receiving an in-depth presentation on this issue at its January 22, 2007 meeting.

The district has not adopted a reading program district-wide for over 20 years. The need for a complete program that addresses the key components of literacy in a balanced fashion is paramount. A comprehensive reading program that supports instruction of all students across a broad spectrum of abilities and experiences is essential.

The purchase of this program and its use is intended to be in place for the length of the seven-year statewide adoption cycle.

Chair Rieck drew the board’s attention to copies of feedback about the proposed program provided by the public. She asked that Assistant Superintendent Hogeboom take it into consideration for future textbook adoptions.

Director Schuster related concerns that had been expressed to her by a teacher of a blended-grade class about how she’ll implement the program for both grades in her class, and asked what is being done to address that. Chair Rieck responded that implementation and training is more appropriately addressed through instructional staff; the board adopts the curriculum. Superintendent Tarzian concurred that adoption is the board’s responsibility; implementation is the staff’s responsibility, although she is aware of the concern.

Assistant Superintendent Hogeboom, responding to a question from Director Donohue about how the board could adopt a curriculum if it cannot be used in some classrooms, said that any curriculum, even for subjects like math, will have to address various abilities. It will need to be adjusted to the needs of the kids; the answer will be how students are grouped. The curriculum being adopted tonight has built into it above-, at-, and below-grade level and ELL components. There are no magic solutions, but the district’s literacy team will be discussing it at length. Teachers currently address a wide range of abilities in their classes.

District Literacy Coordinator Carrie O’Bryan said Houghton Mifflin has a model for teaching to blended classes. Schools could use that or they could look at scheduling; it depends on how many support staff a building has and how many sections they have. She added that staff will be

obtaining information from other districts. She said some of the piloting classrooms were blended classrooms and that teachers will have access to curriculum for all the grades they teach.

XII. CONSOLIDATED INFORMATION

A. CORRESPONDENCE

(Filed in Section V of the Official 2006-07 Board Minutes.)

B. INSTRUCTIONAL SERVICES ITEMS

No items were submitted for information.

C. SUPPORT SERVICES ITEMS

1. NON-LICENSED PERSONNEL INFORMATION

The board received the following information.

Recommendation to Hire

- Kathy Campbell: Administrative Assistant 1 – LRC, 1.5 hours, Educational Assistant 1, 1.0 hour, Educational Assistant 2, 0.50 hour, Mountain View Elementary School; effective December 22, 2006 (Limited Term).
- Cristi Combe: Educational Assistant 2, 6.0 hours, Educational Assistant 1, 1.0 hour, Garfield Elementary School; effective January 8, 2007 (Limited Term).
- Lucia Lopez: Educational Assistant 1 – Even Start, 4 hours per week, Lincoln Elementary School; effective January 23, 2007 (Limited Term).
- Rozeland Caspino: Educational Assistant 2 – Life Skills, 6.5 hours, Jefferson Elementary School; effective February 6, 2006 (Limited Term).
- Lori Shaw: Educational Assistant 1, 2.0 hours, Hoover Elementary School; effective February 5, 2007 (Temporary).

Termination/Resignation

- Kimberly Cashen: Food Services Assistant, 3.75 hours, Philomath Middle School; effective February 1, 2007 (Resignation).
- Ida Jewer: Educational Assistant 2 – Life Skills, 6.5 hours, Jefferson Elementary School; effective February 9, 2007 (Resignation).
- Deb Provenzano: Food Service Assistant, 4.0 hours, Central Kitchen; effective February 5, 2007 (Termination).

Superintendent's non-licensed-Head Coach, Assistant Coach/Club Advisor recommendations:Assistant Coaches

- Will Boshuizen: Assistant Basketball Coach, Crescent Valley High School; Re-Hire.

2. ACCOUNTS PAYABLE CHECK SUMMARY

SCHOOL YEAR 2006-2007			
DATE	DESCRIPTION	CHECKS WRITTEN	TOTAL AMOUNT
01/08/07	Bond Checks	36	\$ 296,634.10
01/12/07	A/P Checks	124	\$ 922,687.14
01/12/07	A/P Quick Pays	2	\$ 300.00
01/19/07	Reissue of A/P check	1	\$ 7,766.00
Totals	Checks Written: 163		\$ 1,227,387.24

The detailed check distribution ledger is on file in the Business Services Office and is available for information during business hours.

3. UNAUDITED FINANCIAL STATEMENTS – DECEMBER 31, 2006

The Board received the unaudited statements of revenues, expenditures, and fund balances for the various funds of the District for the period ending December 31, 2006. (Filed as Supplemental Item #X-17 in the Official 2006-07 Board Minutes.)

XIII. OTHER DISTRICT BUSINESS

No other district business was discussed.

XIV. EXECUTIVE SESSION

The Board met in Executive Session at 5:15 p.m. under ORS 192.660(2)(d) to conduct deliberations with persons designated by the district to carry on labor negotiations.

XV. ADJOURNMENT

There being no further business before the board, Chair Rieck adjourned the meeting at 8:45 p.m.

Kari Rieck, Chair

Dawn Tarzian, Superintendent

Prepared by: Julie Catala

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