

MINUTES

Special 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 6:05 p.m. in the Construction Management Center, 1435 SW 35th Street, Corvallis. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Nell O'Malley, Chair O'Malley (via phone from Portugal beginning at 7:10 p.m. for the Inavale K-8 discussion and vote) Kari Rieck, Vice Chair Helen Higgins Blake Rodman Matt Donohue Donna Keim Sara Gelser</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dawn Tarzian, Superintendent Jim Hogeboom, Assistant Superintendent Mary McKay, Student Services Director Fred Wright, Auxiliary Services Director Fred Kane, Corvallis Public Schools Foundation Julie Catala, Executive Assistant</p> <p><u>PRINCIAPLS PRESENT</u> Denise Gorthy, Jefferson Elementary Mike Strowbridge, Franklin K-8 Patty Pearson, Adams Elementary Tonja Freeman, Hoover Elementary Bryan Traylor, Mt. View Elementary Gerry Kosanovic, Wilson Elementary</p>
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Vice Chair Rieck led the group in the pledge of allegiance.

III. TESTIMONY

Elizabeth Jordan, 26029 SW Inavale Way, Corvallis, stated that she represents the future generation of Inavale students as her oldest child is three years old and she has another one on the way. They bought their farm partially based upon the excellent reputation of

Inavale. They live within walking distance of the school and hope to become a partner with the school providing educational opportunities regarding fiber animal breeding and care. Both she and her husband have trained at the doctoral level in this area. She believes hands-on experiences and lots of science and math is very important to children regardless of the career they choose. She predicted that if Inavale closes and open enrollment is limited, that they might not enroll their kids in Corvallis schools or even in public education. Four-year private or public higher education will be costly when their children reach that level. If they did not have a master plan their kids would have huge debt or the family's retirement plan would be wiped out. She questioned why the District does not have a master plan to deal with its budget deficit instead of this apparent piecemeal approach.

Devon Buckles and Nicholas Gribskov, Inavale students, presented a petition signed by all of the students they could reach, 81. (Filed in Section V of the Official 2005-06 Board Minutes by date.) They spoke to the small size of the school helping them out, positive affects after transferring there from a middle school, and that students stated they would attend Philomath schools if Inavale were to close, even though it is not close to their home.

Lori Hendershott, 900 SE Centerpointe Drive, #A204, Corvallis, reported that her daughter has been so successful at Inavale and she does not know what they will do if Inavale closes. That would disrupt a whole core of friendships, which is part of growing and learning and building relationships and it will be a big downfall to her education. She hopes the Board considers their decision wisely.

Wendy Williams, 2550 NW Monterey Drive, Corvallis, reflected that this seems to be happening so fast and suggested that leads credence that there must have been a plan all along. She said she has heard the Board is the "what" and the superintendent is the "how" and the "what" tells the "how" how to do it but that she has never heard the "why" or "what is next." If this will be Inavale's last hour, please show the staff and parents and children a little respect and at least tell us why and what is next.

Bill Richardson, 24550 Ervin Road, Philomath, read from the "Executive Summary" of "Inavale School: The Rural Treasure or Corvallis 509J" a publication compiled by Payton L. James-Amberg on behalf of the parents of the Inavale PTO. He stated that he wanted to make sure that the entire report is included in the record of tonight's decision along with data drawn from the Program and Resource Review (PR2) Committee and what was provided in Bill Patton's document. (See citizen provided items filed in Section V by date and PR2 Information filed as Supplemental Item #VII-7 in the Official 2005-06 Board Minutes.) He said the data tells a different story than what the superintendent included in her recommendation. These documents show that closing Inavale is not the District's best financial or educational decision. Keeping Inavale open would go against the superintendent's recommendation and that that would be difficult. I think it would be more difficult to ignore the cumulative almost year-long effort by citizen volunteers, Inavale parents, and Board members that produced the PR2 data and

information that appears in the Rural Treasure document. This decision is yours; please choose wisely.

Anita Grunder, 31459 Peterson Road, Philomath, stated that most of the Board had decided against Inavale in advance. She questioned that since there is no budget crisis projected, could not the District take a brighter outlook versus a feeding frenzy on the body of Inavale. She suggested that other schools will take their side because they will gain. She asserted that OSU Research partnership grants would provide more funding than the District would save by closing Inavale and that they need to believe that they will get more research money. She stated that the District is missing the boat on what it could leverage from one of the biggest research institutions in the northwest in their own backyard. She asked that the Board think hard before they take the path that will not build off of the program already begun at Inavale that will lead to increased human resources and money for all of the community's students.

Mary Jo Foley, student, Corvallis, stated she is a former Inavale student who attended for 9 years. She felt very prepared for high school because of it, comparing assignments and grades received to her colleagues. She stated that Inavale instilled in her a strong work ethic and integrity. She noted that teachers could name all of her siblings and knew what was going on in her life and that classmates were more like brothers and sisters. She asserted that if Inavale is closed, the Board will be doing a serious injustice to future students in Corvallis. She concluded by saying that she is a better student, citizen and friend and that her future is brighter because she is a graduate of Inavale K-8 School.

Becky Levien and Denise Saunders, 1755 NW Hillcrest Drive and 1765 Alta Vista, Corvallis, respectively, addressed the Board together, requesting that the Board redraw the secondary boundary that intersects their neighborhood in a zig-zag pattern, suggesting that a straight run up Circle Boulevard would be preferable and more straightforward. They identified the area in question on a map. They cited that most students attend Linus Pauling Middle School (LPMS) and Corvallis High School (CHS) as opposed to Cheldelin Middle School and Crescent Valley High School anyway so changing the boundary would not increase enrollment at the more southern schools. They strongly supported keeping Jefferson Elementary kids together to attend LPMS and CHS and stated that they chose the neighborhood in part because their children could walk/bike to school.

Jennifer Parke, 3107 NW Firwood Place, Corvallis, stated that she has three children enrolled in District schools and she urged the Board to grandfather in sibling attendance at families chosen schools. She named advantages of having all students in a family attending the same school as well as disadvantages if they did not: transportation ease (all going to one location and older siblings could drive), sense of bonding, familiarity with school and teachers, sports competition against/with siblings, and split from peer group. She asked that the Board find alternative ways to reconcile the imbalance in numbers between schools.

Denise Cardinali, 6017 SW Grand Oak, Corvallis, spoke to the need to adjust the District's open enrollment policy, but not to eliminate. She sees the need for a policy and administrative regulations that is more flexible than an exception but not open enrollment, one that strikes a balance, bringing schools out of the marketing mode. She asserted that there are problems with eliminating choice such as the housing market or socio-economic status dictating attendance areas. Further, dual-immersion schools may need the diversity provided by transfers to enhance the blended educational experience. She suggested that magnet schools might need increased bussing. As she has sat through three years of budget hearings she understands that providing bussing in a truly open enrollment way to every student is extreme and not a reality that can be expected. She asked that the District strive to keep some choices as long as it is able to fund all with the full spectrum of basic supports such as principals and behavior, reading, and special education support. She ended by relating that Adams parents are concerned about Adams Elementary being over capacity and not knowing of a plan to address. She would be happy to hear suggestions. She related how kindergarten class sizes were affected by transfers and noted that fact was not just unique to Adams Elementary. She suggested grade level be a consideration in granting transfers and that lotteries be held centrally at the district office. At the secondary level, she suggested perhaps a 2:1 ratio of transfers to bring them into alignment, providing an avenue wherein the balancing of student body size would not totally be on the backs of incoming students.

Josie Gribskov, 2530 NW Hayes, Corvallis, stated she was an Inavale parent and spoke to the need for Inavale School to remain open. She referred to it as the last option for some students including her own. She avowed that Inavale provides a developmentally appropriate program for middle schoolers that is not available in the other middle schools. The current model at the other middle schools – moving from class to class to class – does not work for all students, such as those with ADHD or those that need to form a relationship with their teachers. That is hard to do with large class sizes. She asserted that Inavale is an economically efficient school. As a student teacher she was shocked when she brought home 190 essays to review and thought, how the heck can I do this? She sees teacher/student and student/student relationships in small classes as a lifeline for some and concluded that the school structure is not a one-size fits all, that it is necessary to have the Inavale option.

Brandi Dayton, 2885 SE Aldrin, Corvallis, spoke to the inclusive atmosphere she has found at Inavale as opposed to her son's experience at Lincoln Elementary. She said if Inavale closes she will likely home or private school him. She also related that though her son was released from Lincoln to attend Inavale her kindergarten was not, lowering their kindergarten enrollment by one.

Scott Barker, 205 NE Rennie, Corvallis, stated he was an Oregon State University student in science and math education and spent three months at Inavale, learning quite a bit. The whole school won him over and the community has a lot invested in the school. He reflected that the Inavale experience will affect him in his future teaching as well as the futures of students attending.

Vice Chair Rieck exercised her prerogative as chair and altered the agenda to address Inavale K-8 after School Board Policy JC so that Chair O'Malley could join the Inavale portion of the meeting by phone as scheduled.

IV. POLICY JC – SCHOOL ATTENDANCE AREAS - SECOND READING

MOTION #49: Director Higgins moved, Director Rodman seconded, to approve Policy JC – School Attendance Areas as presented. (See Supplemental Item #XII-17 in the Official 2005-06 Board Minutes.)

Director Rodman thanked the Policy Committee for listening closely to his concerns and stated that it really matters to him that some initial language was removed that had transfers as an exception. The policy as written tonight gives the superintendent a great deal of leeway to protect equity at schools but allows the greatest amount of movement between them. He does not feel the District has the resources for all schools to look the same and do the same thing, they will all provide a good sound basic education, but if the District wants specialized programs at certain schools, it needs to have the ability to provide that. Director Gelser endorsed his comments and also thanked the Committee for listening to a minority of the board, being sensitive and flexible in creating a policy that will work.

Director Donohue also praised the Committee for its work and great job of synthesizing input but wanted to again raise the issue of equality of access. He noted that the District cannot financially support bussing for all students to support an open transfer policy but, as raised by the Equity Committee, some students have access to the resources to utilize the transfer policy because they can provide transportation. He feels it is the Board's and District's responsibility to integrate into the policy that there is an access problem.

Director Donohue proposed an amendment to the motion that the policy include: "The Board and the District administration are responsible for making reasonable efforts to provide and maintain the resources necessary to minimize barriers that may prevent students from having practical access to the District transfer policy."

He believes this amendment addresses concerns he has heard from the Board regarding access and the District's economic situation.

Board discussion regarding the proposed amendment evoked the following comments:

- Would like to see the amendment in writing and have more time to consider it
- Not ready to vote on it tonight
- Is there some other way to meet the objective besides the policy statement?
- Leave it out of the policy.
- Agrees in principle, but needs time and in writing
- It is difficult to agree putting into policy when the District does not have the resources for classrooms. I am more dedicated to providing resources to teachers and classes than for transportation. While I would like to be able to talk about

opening up transportation so students can move freely, right now the District is not in a position to do that.

- Including the amendment would direct the District to seek out resources and alternatives and solutions.
- Like that it does not use the word transportation. It could be good information, etc.
- Does not feel his language would get at what he is wanting (transportation).
- Believes the goal of equity is good but not if it requires additional expenditures.
- Concerned about the unintended consequence of the language, worried that parents will ask not only to transfer their child but also that they want the District to provide transportation.
- How do you define “reasonable effort?”

Superintendent Tarzian stated that they had struggled to find words that were suitable for implementation. She added that currently, the District does allow students to catch buses to non-neighborhood schools and have even received criticism about how that depletes a neighborhood of District money.

Director Donohue explained that “reasonable effort” is a legal term that appears in Oregon Revised Statutes and administrative policy. It is an effort that one can make within economic confines and circumstances to bring about a result. If the district cannot do it, it cannot.

Director Donohue was open to approving the policy and sharing his language for possible approval at a later time. Vice Chair Rieck offered to take the request back to the Policy Committee to see how it might impact other policies and if it could be integrated into the transportation policies.

Director Donohue withdrew his amendment as it was agreed to be addressed at a later date.

The motion to approve Policy JC – School Attendance Areas as presented was unanimously approved, 6-0.

Superintendent Tarzian updated the board on the work of the open enrollment Administrative Rules related to Policy JC – School Attendance Areas:

- She has been receiving excellent input from the community and she is working on investigating the kindergarten circumstances with elementary principals.
- She has been in contact with the private school directors of Ashbrook Independent and Zion Lutheran to assess their students’ transition needs.
- She clarified that the District is not proposing elimination of open enrollment. She informed that the related Administrative Regulations, written in 1998, have always contained the provision that a cap could be set on the number of students that can transfer. She has proposed a 7% difference at the secondary level. As the District will lose another 600 students in the next 10 years, that number will shift. The goal is to balance the programs. Through the work of PR2 she came to

recognize that there is a couple of ways to address declining enrollment. One is to close schools. At the secondary level, if the District had one high school and one middle school, the issue of which school a child attended would become moot as would open enrollment. Dramatic shifts in enrollment changes the culture of the district so she has recommended an alternative. At the middle school level, 7% is about the current differential between the two schools. She predicted that the District should be able to admit transferred siblings and stay within the 7% range, though it will mean some potential friendships would be split. The high schools are currently at a 10% difference in enrollment resulting in an approximate \$800,000 difference in funding. She is entertaining reaching the 7% difference over time to allow families to stay together. The first draft of the proposed administrative regulations is in progress.

Vice Chair Rieck called break at 7:20 p.m. and reconvened at 7:25 p.m. when Chair O'Malley joined the meeting by phone.

V. INAVALE

A. BOARD MEMBER REFLECTIONS

Each board member reflected what they had been hearing and experiencing over the past several months.

Without exception, members reported the many hours they spent reading and responding to hundreds of e-mails, speaking to parents and co-workers, attending meetings such as the government Comment Corners at the library and Inavale parent and staff meetings and open house, reading information from the PR2 Committee and Inavale's PTO rebuttal. Members also looked into state and federal budget forecasts, attended Inavale planning meeting with then Superintendent Ford, reviewed literature about grants, partnerships and school size, saw the school in action, talked with the State Department Of Education, read Oregon Revised Statutes and Oregon Administrative Rules to see if there was a way to obtain rural schools money, viewed a distributed video, were members of the Program and Resource Review Committee, and tried to come up with options.

Directors commented:

- There is not any public policy decision on the local level that is harder than the consideration of closing a school; these discussions are by far the worst part of being on the school board. It is taken seriously.
- The superintendent is the person hired to know and understand this district better than everyone else; her recommendation carries a lot of weight
- When a district underutilizes buildings, it spends more per student on overhead than it would with larger schools of 350-400 students, perhaps more than on teachers and materials
- Expressed appreciation for level of support and engagement that the board and superintendent have received by both Inavale parents and the community.

- Proud and saddened that Board is addressing this situation
- Felt has fully listened to all perspectives and views, they have all been heard and weighed. Can look all of you in the eye, comfortable with decision.
- Corvallis (school district) is in desperate times. The Board and District cannot find \$1.5, \$3.2, \$5.something million and more without some very significant changes to the way it educates.
- Any decision the Board makes will be celebrated by some and scorned by others.
- Did not take anyone's word and would not trust my judgment unless could be articulated, the numbers and positions shown to me. Questioned both the assertions of the Inavale parents and the superintendent's recommendation.
- Amazed at depth of knowledge and commitment, both at District and school levels.
- Convinced that the superintendent does have a long term vision for this District and it involves improved level of education for all of our students.
- Know the impact our decision will have on the community, regardless of whether we leave the school open or close it.
- Extremely impressed with families and students of the school, their level of communication, constructive conversations, respect and the kindness shown even at heated meetings
- Balancing the needs of all the District's students, along with the short-term and long-term view of resources and programs does not lead to easy or quick solutions.
- Hard to cast a vote that would keep putting Inavale back in this place.
- There is nothing wrong with Inavale. This is not a conversation about whether this is an exceptional place – this is a conversation about whether Oregon is an exceptional state, we are exceptional in our disregard for funding of public education. Encourage joining with others to fix this problem. It is Inavale today and other schools another day. It is a survival. We have unstable school funding. It is frustrating.
- Someone asked why we have no plan. It is because we have unstable public school funding. Our kids deserve better and it will take all of us working together.
- Believes Inavale is a model school and have had to balance personal impression.
- While the value of small schools is compelling, it is not an extreme.
- Regarding place-based program – It has become increasingly clear that other place-based options are happening throughout 509J – i.e. Jefferson's Wildlife Steward program
- There was an aggressive and well-thought-out proposal that Jim Ford published that gave great hope. We have learned since then specifics about our budget shortfall timeline and the under utilization of our schools that will continue to contract as far as the eye can see. Jim Ford stated that if enrollment fell below 200 Inavale should begin its own dismantling program. Enrollment is below 200. This is not a time when we can be betting on a brighter future. Need to produce the greatest good for the greatest number.

- Thank you, Inavale community, for the time you have spent with all the Board members to help us understand what you see, what your school does and what you are doing.
- Believed when this conversation began that it was the Board's and District's responsibility to provide a rural neighborhood school.
- PR2 talked about capacity, projected enrollment and budget shortfall. Capacity will be an issue for many years until we have sufficient funding to provide the quality of education that all of us want for our children. It will be a struggle.
- It has been expressed that the District needs to plan for its future. We have a plan but we do not have an opportunity to invest funds and hope they grow. We need to invest in our children every year.

B. MOTION

MOTION #50: Chair O'Malley moved, Director Higgins seconded, to close Inavale K-8 School in June 2006.

C. DISCUSSION

Director Donohue reflected that he came to this issue with a genuinely open mind and wanted to base his decision on supported facts. Though he appreciates the value of a small school, having attended one himself, he is convinced the District is in an education crisis, that without radical reconfigurations it will not be able to provide the level of education its students need to remain competitive. If steps are not taken now, the District will suffer later when it might be too expensive. He stated that Superintendent Tarzian does have a vision for the District of what needs to be done. He feels that, unfortunately, this will not be the last decision of this type the District will be facing. He said it is disappointing and depressing, but it is the inescapable conclusion. He apologized for having to make the decision but stated he would take responsibility for it because he believes it will make the District stronger and more flexible.

Director Keim directed her initial comments to Inavale K-8 parents. She surmised that their students do exceptionally well because they are involved, which will be true wherever they go to school. She related that Harding Elementary parents had made differences in the new schools they attended as did those coming from the closed middle schools and Fairplay Elementary. She added that they had started a wonderful pilot science program at Inavale K-8 and that she would like to see them use their passion to help another school continue with that. To keep Inavale open would mean more cuts to other schools that are struggling. The Board is accountable to use every penny wisely for the entire District. If we do not close schools, we cut teachers and have larger class sizes. She concluded by stating she believes the District's middle schools do an exceptional job helping students through that developmental process, but acknowledged the need for K-8 programs and reflected that this has not been an easy decision.

Director Gelser related that she had been asked by a number of constituents why the District was in this position and what would happen next. She questioned herself as to what steps had been taken to this point to address the budget shortfall. She reviewed that in the five years since she has been on the Board three schools have been closed, class sizes have increased, course offerings have been reduced, programs eliminated, teachers, classified staff and administrators have been laid off, seven school days during one year were cut, salaries were held flat for employees for several years, and last year benefits were reduced. None of those things and not this thing alone will meet the budget shortfalls but some of those reductions will have to come in changes in our programs, in reconfigurations of our district. She acknowledged the losses that would be experienced if the vote is to close Inavale. The District will be losing a real opportunity in place-based education and access to grants. Through this process experiences will be lost, relationships and friendships that are important to a lot of kids. These are very real losses. But it comes back to that part of balancing the real needs and losses across the entire district of over 5,000 children who also have real needs and losses. It is her hope that if the vote is to close Inavale that a plan will soon be created, including what the redrawn boundaries will be, and that Inavale families and staff will be a part of the process.

Chair O'Malley stated she had already expressed her views earlier in the meeting.

Director Rodman stated that he believed the reason this decision is being faced here tonight, contemplating the closure of one of the District's outstanding schools, is that we are a District with shrinking revenue and enrollment. The vote is about better utilizing our schools, ways of doing more with less, not about the quality of the school. He said he understands the anger and frustrations. He related that Superintendent Tarzian said she believes, given the fiscal outlook, that the District cannot continue to operate a school of 220 students, Inavale's current capacity, let alone a school with less. Operating fewer buildings provides more funds for instruction, which is critical. He acknowledged that he is going against the advice of many people, including Anne Schuster and Bill Patton, whom he respects and considers friends. He said he will vote in favor of the superintendent's recommendation.

Director Higgins expressed that she does not see the closure of Inavale as having anything to do with good or bad programs, it comes down to a building that can hold 220 students and moving forward is not something the District can continue to sustain. She stated that she had replied to Oregon Representative Brian Boquist that the District will continue to have to make reductions, trying not to further compromise the education of its 6,700 students, in addition to the past school closures. She asked all to join her and the Board to get their voices heard in Salem around better ways to fund public education in Oregon.

Vice Chair Rieck noted that she had mentioned earlier that she felt it was responsible to fund rural schools and to ensure that kids have a community school. She also noted that the District has been facing many devastating cuts since Measure 5 and that there is no end in sight. Unfortunately, the District is in a position where it can no longer afford to

run the schools it wants. The Board and District have to look at how the District can run more efficiently. She said the decision is not about Inavale or any particular school in the District; it is a decision reflecting how the District is being forced to operate. It is the first step in a long road of difficult decisions. She added that she joins Director Higgins in asking the public to help the District and Board find a solution to better fund public education. The District needs to invest in all the children's future. She will be supporting Superintendent Tarzian's recommendation with a very, very heavy heart.

D. VOTE

The motion was unanimously approved.

E. NEXT STEPS – STAFF AND STUDENTS

Superintendent Tarzian highlighted her recommendations to assist in the transition:

- Detailed information is to be placed on the District and Inavale K-8 School website beginning the following afternoon.
- She asked that District staff support Inavale's K-8 staff as they work with students and parents for what will most likely be a difficult day tomorrow.
- She recommended that Assistant Superintendent Jim Hogeboom provide on-site support, including counseling, at the school tomorrow; that Human Resources Director Jeanne Holmes provide support to Inavale K-8 lead teacher Lori Greenfield.
- Student Services Director Mary McKay will contact special education students at Inavale to discuss special placement of their children.
- Executive team members will contact each Inavale family regarding their wishes for placement next year. She asked that Inavale boundaried families be granted special consideration for lotteries, etc., including Franklin K-8's.
- She recommends that a committee be established to seek input on the decisions that need to be addressed regarding boundary changes.
- Auxiliary Services Director Fred Wright will design a bus route for 2006-07 that will take into consideration the length of the bus ride and the age of the child.
- The Leadership Team (all school principals and vice principals) has voiced interest and support in meeting with Inavale staff to hear about their instructional program, the research projects students and staff are involved in and the grant commitments that have been made.
- Interest has been expressed in moving teams of teachers to new schools to allow their program to continue at a new district school. Human Resources Director Jeanne Holmes will communicate and develop a fair placement process for those who have been affected.
- She will continue to meet with Oregon State University President Ed Ray regarding partnerships that have been structured through the work of many Inavale parents, express a continued commitment to those partnerships, and discuss possible creative uses of the Inavale building.

She expressed her hope that key Inavale parents might stay involved in planning for the creative use of that facility. She stated that Inavale parents and grandparents have much to offer the District. She stated that the Inavale staff has always been committed first to its children and that they will continue to put students first beginning as early as tomorrow morning. Other schools will open their hearts to the students of the Inavale community.

Superintendent Tarzian acknowledged the Board, sharing that they have listened to every concern, read every communication, taken every opportunity to meet with parents, staff, and community members. They have challenged her to make sure her thinking is based on sound reasoning and good data. They have worked to understand the school program issues, district finances and enrollment forecast. This is work that has followed on the heels of an intense nine-month committee process that has assessed District facilities, resources, and enrollment. It is with appreciation of their leadership that this District will continue to work to align schools and District programs to available resources. Through the Comprehensive Improvement Plan Committee, the District can preserve the very best of the District's offerings, encourage innovation and creativity, and prepare the community's children for steps they will take after graduation.

Chair O'Malley expressed her thanks to the Inavale K-8 community, fellow Board members, Superintendent Tarzian, and staff, acknowledging that this was hard for all. She thanked Executive Assistant to the Superintendent Catala and Director Higgins for their assistance in making this phone connection a reality.

VI. ADJOURNMENT

Being no further business the meeting adjourned at 8:20 p.m.

Kari Rieck, Chair*

Dawn Tarzian, Superintendent

*Chair at the time the minutes were submitted for adoption.

Prepared by: Julie Catala and Jolene Shute

Edited by: Jolene Shute

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