

MINUTES

Regular Meeting of the

BOARD OF DIRECTORS

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

NOTE: THESE MINUTES ARE UNADOPTED; THEY ARE SCHEDULED FOR ADOPTION BY THE BOARD AT ITS 11/6/06 MEETING.

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 7:02 p.m. in the Construction Management Center, 1435 SW 35th Street, Corvallis, Oregon. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Nell O'Malley, Chair Kari Rieck, Vice Chair Helen Higgins Blake Rodman Matt Donohue Donna Keim Sara Gelser</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Lynn Hector, Corvallis High School</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dawn Tarzian, Superintendent Jim Hogeboom, Assistant Superintendent Kathy Rodeman, Business Services Director Mary McKay, Student Services Director Jeanne Holmes, Human Resources Director Fred Kane, Corvallis Public Schools Foundation Director</p> <p><u>PRINCIPALS PRESENT</u> Dawn Corliss, Cheldelin Middle School Mike Strowbridge, Franklin K-8 Jay Conroy, Corvallis High School Gerry Kosanovic, Wilson Elementary</p>
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair O'Malley led the group in the pledge of allegiance.

III. COMMITTEE/BOARD MEMBER ITEMS

A. GENERAL

Director Rodman reported that he is now the Board's representative to the Corvallis Public Schools

Foundation. He offered to provide its monthly newsletter to members which outlines the Foundation's activities, past and present, and its priorities. Foundation Director Kane is looking into the relationship between the Foundation and the parent-teacher organizations, considering holding a training workshop at the beginning of the year, and researching the efficiency of enabling donors to name their recipients. He has created a preliminary list of District needs with which to align donations. He is seeking information from other districts around the state as to how they conduct their fundraising for possible applications to this district.

Director Higgins, the Board representative to the joint district and private party lawsuit against the State of Oregon regarding under-funding education, reported that the suit was in a hold process as the State had asked for 30 days. She added that Oregon Public Broadcasting came down last week and recorded a piece. They were interested in the PR2 (Program and Resource Review) Committee tools as Portland is also closing schools. He interviewed students and teachers. She believes it will be played on Wednesday and archived.

B. STUDENT/STAFF HIGHLIGHTS

Director Keim reported that she had enjoyed Corvallis High School's (CHS) Mr. Spartan pageant and its attention to efficiency. She also valued the teacher appreciation event last night.

Director Donohue appreciated the time that Crescent Valley (CV) High School staff and students spent with him during his visit last Friday. He reported that it was a real eye-opener to experience their commitment and the school's deep computer needs. He noted that one takes for granted that computers can run the software.

Director Rodman reported that he and Director Keim had attended Franklin K-8's Middle Ages days and saw a good display of what they had been working on the past month. He and Director Rieck also had compliments for Lincoln Elementary's Pacific Rim displays.

IV. STUDENT REPRESENTATIVES

A. STUDENT REPORT

Corvallis High School Student Representative Lynn Hector stated that student elections were held last week and she introduced her successor Zachary Allen. He has already attended a leadership conference in Eugene.

B. CERTIFICATES OF APPRECIATION

Ms. Hector received a certificate of appreciation from Chair O'Malley and Superintendent Tarzian for

her participation. Crescent Valley High School Student Representative Brayden Moore, who was unable to attend, will receive a like certificate. He is participating in the Mr. CV pageant. The time and place for the pageant were announced.

V. SUPERINTENDENT'S REPORT

No report this evening.

VI. PUBLIC TESTIMONY – PART 1

Hong Liner, 3213 NW Harrison, Corvallis, thanked the Board and the superintendent for all their work and for providing a variety of opportunities for public comment. She stated that she has had children in school for four years and has attended many PR2 meetings. She stated that she has worked as a planner in the past and hopes she can provide some insight. She suggested they build a fact-based decision-making process that would inspire confidence and the support of the community. She related that the May 1 meeting was very confusing and hard to follow even though she had some information from the PR2 Committee. She offered that for communication purposes and to address such a large, diverse and complex issue that the following information should be presented:

- The Purpose for Change - The Franklin K-8 relocation should either be described as an update to the CHS Master Plan or to the District's Long-Range Facilities Master Plan (LRFMP). This would encourage a more diverse audience to attend.
- Decision-making Framework and Criteria – What are the key strategic District objectives, over-arching vision, and values? She does not have a sense of what those are.

She is going to e-mail the Board her comments.

Chair O'Malley exercised her prerogative and asked to hear from staff members at this time who wished to address the Board. She then returned to citizen public testimony.

VII. STAFF PARTICIPATION

Sandra Reitmeier-Coolen stated that she has been involved in teaching elementary music in this District for 15 years as well as having her own children in attendance during the same time. She currently floats between three schools as a full-time music teacher. She sees the music program greatly eroding and teachers burning out. She sees as a desperate need giving some of the District's saved money back to students in the form of quality programs now. Itinerant teachers cannot adequately handle more than two schools. Moving all of Franklin to Wilson would create a need for modulars, displacement of Wilson students, and another overcrowded school situation. She worries about having a music room in which to teach. A stable place is needed to store quickly accessible ready-to-go music resources and

provide an established atmosphere to learn. She feels CHS needs to be finished but first and foremost the goal should be to provide the best quality programs to the District's students. She asks that in this time of great challenge and change that schools and personnel act courageously and with flexibility. She thanked the Board for their heart-felt listening and all the energy that they put into the schools. (See Section V of the Official 2005-06 Board Minutes.)

James Wickman, Linus Pauling Middle School, acknowledged how difficult reconfiguration is having been through consolidation himself. When choosing among the scenarios, he looked at minimizing disruptions and honoring Franklin as well as other schools. He endorses moving Franklin K-5 to combine with Wilson Elementary and moving Franklin 6-8 to Cheldelin Middle School as core knowledge schools within a school and distributed written documentation of his thoughts, including pros and cons of such a move. (See Section V of the Official 2005-06 Board Minutes.) This scenario would address a wide variety of goals the District has in mind:

- Save \$250,000 a year due to closure of Franklin
- Keep current K-5 and 6-8 Franklin students together
- Build Wilson's enrollment
- Eventually boost Cheldelin MS and CV HS populations to provide a better balance against their counterparts, Linus Pauling MS and CHS
- Keep the core knowledge program in-tact
- Give every school an attendance area in the future
- Balance the SES (socio-economic status) at Wilson Elementary
- Provide the ability to complete CHS Master Plan

A K-8 experience would be available at Lincoln. The District would then have two middle schools, two high schools, one K-8 and core-knowledge available at K-5 and 6-8 levels. The negative is that Franklin is broken up. In addressing the scenario of closing Cheldelin Middle School leaving Linus Pauling the only middle school he said there was a lot of angst in the community about the size of the middle school when Linus Pauling Middle School was being built. A commitment was made to design the building with a school-within-a-school concept in mind to provide a smaller school feeling. Linus Pauling is now at 715 students. Closing Cheldelin would make Linus Pauling a very large school. By default, the students who stay at Linus Pauling would be those whose parents did not pull them out to participate in the proposed baccalaureate program, the core knowledge program, or the K-8 school. They would be kids who had no transportation. Likely the school would be highly impacted with poverty, not a situation one would choose.

VIII. PUBLIC TESTIMONY – PART 2

Pat Brown, stated he has been a Franklin K-8 student for 1.5 years. He recognizes it to be a very good educational program. He advocated scenarios such as Scenarios 1A, 1C, and 4 that do not decrease access to Franklin but allow it to remain as is or grow, that would minimize displacement of students and the overcrowding of other schools. He feels moving Franklin students to Cheldelin Middle

School would reduce accessibility to most students. He stated that there is enough money to remodel the seismically safe portion of the Harding site which has sufficient space for the entire Franklin program.

David Blatt, 4343 NW Silverbelle, Corvallis, noted the difference between seeking a new home for Franklin K-8 as opposed to other schools in the past. He stated that in this situation the District is considering moving Franklin for goals other than to save money; it is to complete CHS and find a permanent home for Franklin. As such, he sees the need to move as not urgent, allowing the time to ask the question of whether to balance the District through equity or resources. If one chooses equity, as a chance to enhance the educational ability for all students, he suggests that Franklin meets that need as it is open to all students in the District as a K-8 community which has achieved outstanding educational results. He feels the best scenario would be to find more room to get as many students into Franklin as possible and feels others agree as evidenced by its long waiting list. He suggests maintaining Franklin in its current location, expanding the elementary from one to two classes per grade as the Franklin middle school is currently. He distributed his one page plan. (See Section V of the Official 2005-06 Board Minutes.) He agrees with the Board that enrollment needs to be stabilized, boundaries changed and socio-economic status balanced while allowing all students to attend achieving schools. If Franklin's boundaries are designated to be the entire district, then attempts to equalize could be obtained by having equal numbers of students attend from every neighborhood. Mr. Blatt had to end his oration due to time being called.

Marcus Beck, 228 NW 31st, Corvallis, stated he was a graduate of Franklin, had a graduate internship there to obtain his teaching certificate, and had a daughter in 2nd grade. He supports Scenarios 1C and 1D that sees Franklin remaining at its current location for the short-term and moving to Harding for the long-term. He stated that there is a condition that what a thing most commonly appears to be, it is and related it to the phenomenon called Occam's razor. He sees the scenarios as having a strong leaning towards a split move to Wilson/Cheldelin. He expressed his hope that the Board gives long hard thought to the scenarios.

Michael Kim, 5555 NW Wintercreek Drive, Corvallis, Franklin parent, stated she would focus on two items. She would like the District to focus on the opportunity to accelerate some of the bond projects of Phase II and not use elementary school capacity as determining criteria. The PR2 Committee did extensive work and determined that most of the excess capacity is at the high school and middle school levels. In addition, the District has already closed one elementary school this year so she would like to see what opportunities there are in achieving the originally intended goals from Phase II. Secondly, asks that the Board remains flexible in considering how much of the CHS sports complex should be completed with the money. The total estimate was \$913,000 but if the District were to postpone building either the softball complex or the practice fields each one of those would save \$150,000, or both for \$300,000. That money could be used to help Franklin find a permanent home that is acceptable to the District. The fields could then be built as desired with Phase II bond money.

Lisa Brown, 3009 NW Van Buren, Corvallis, stated that she had two sons in 4th and 6th grades, one of which attends Adams, the other Franklin. She wanted to make two points:

- The educational cost of disruption is not zero: There is a delay of full-speed academic progress when students move, even when a family moves or moves are undertaken from one level to the next.
- Time is needed to make cohesive program decisions. If decisions are made in a patch-work manner they may not result in a cohesive program. If solutions are sub-optimal, the District may run costs of un-doing later on. If temporary decisions are needed to solve temporary problems, she urged the Board to do so. Then they can develop permanent decisions when have consensus on long-term priorities and a cohesive strategy.

Lisbeth Meunier, Deer Run, Corvallis, stated that she graduated from a Danish high school and that she could speak four languages quite well. She has a 7th grader at Franklin and she is disappointed that her son is not receiving the education she did 30 years ago. She says one has to support and reward the very best schools in the District. She said it is not what is easy to do, but the right thing to do. She concluded that students would not be competing against other Franklin and Linus Pauling students, but the world.

Andrea Pawlowski, 3515 NE Canterbury, Corvallis, stated she was a Wilson Elementary School parent and knows how valuable core knowledge is. She stated that Wilson cannot possibly accommodate the K-5 students from Franklin. It would displace current core knowledge students at Wilson who might then be subject to a non-core knowledge curriculum. Moving two schools is more disruptive than moving one and so she suggested as the best solution that Franklin finds another home without disrupting other schools.

Gary Corgan, 1564 NW Jonquil Place, Corvallis, stated that he is a Franklin parent and he is impressed with all the work the Board has done so far. He is in favor of completing the CHS sports facilities, but at a later time. He suggested the Board show fiscal conservation by not using all the bond money as it looks like they are spending it just because it exists. He understands there will be an operating levy in the future. He believes it will be valuable to keep Franklin in its current location while determining its future.

Lisa Herder, 3021 NW Angelica Drive, Corvallis, stated that she has 4 children in the District, one each at Wilson Elementary, Cheldelin Middle, CV High, and Corvallis High. She said that 2 out of the 3 scenarios will impact at least one of her children. She thanked the Board for not including Harding as one of the scenarios. She voted for the bond as it did not include Harding. She feels using Harding could cause a huge backlash and she agrees with Business Services Director Rodeman that doing so could involve litigation. She speculated that if it was CHS's football field that was in limbo the community would probably not be having this discussion as there would be no question that it should be on site. This leads her to ask the question about what message is being sent about other sports. She advocates finishing the CHS Master Plan. She knows that Franklin K-8 is a wonderful school and it is

a hard decision. A possible scenario of moving Franklin to Cheldelin would provide room for growth, allowing doubling of the elementary grades. She feels Cheldelin's layout would allow for a nice separation. She added that holding 6th graders back in the elementary schools might help fill the elementary capacity and take the load off of the middle schools, especially if Lincoln Elementary does not become a K-8.

Aruna Kumar, 6935 NW Concord, Corvallis, stated that she has a kindergartner enrolled at Franklin, an added impetus for her attendance. She disagrees with the assistant superintendent's statement that there are no easy answers. She said it is difficult but not complex. Though nothing would lead to an elegant solution, she would ask that specific criteria be identified such as those listed at bottom of page 1 of her handout, which she read. (See Section V of the Official 2005-06 Board Minutes.) She offered the example of India teachers as described in the 3rd paragraph that resulted in poor decisions based on money alone.

B.K. Hamar, 6935 NW Concord, Corvallis, thanked the Board for the opportunity to provide feedback on so many things. He added that as the Board is not paid some lofty sum to perform their job he very much appreciates them. He called attention to the handout he provided. (See Section V of the Official 2005-06 Board Minutes.) He spoke to his concern for higher education students around the world, the majority of which will be led by parts of the old Soviet Union, China, India and the United States. He said the Internet and demographics will have a profound effect on how we and our children as adults will live. He noted that there is such causality from that that universities are trying to grapple with. He said a complex problem is having students in China and Monaco trying to take a distance learning class at Oregon State University not having met the professor or having encountered anybody wanting a degree. The problems the Board is trying to deal with are not complex. He said he could probably not provide the best scenario for the District's dilemma as he does not know the objectives, values, and visions of the Board and District. If he did, he could use that framework and apply it. He stated that the costs of learning and the richness of education are tradeoffs of each other. He expressed that the District appears trying to solve their dilemmas with spreadsheets and he noted that an included solver gives the lowest possible cost, regardless of complexity of scenario. He asked that the Board provide underlying objectives and values with which to make tradeoffs. He asked what legacy would be left five years from now, what would they like to read in the Gazette-Times:

- District very successful because of low cost and SES equality,
- District very successful because of academic excellence,
- District has achieved academic excellence because it balanced cost, valued community region, valued involvement, and made sure that needs of 21st century are met.

In the absence of guiding values and principals he stated that the District needs to take a holistic approach when considering the scenarios.

Pavel Kornilovich, 2876 NW Audene Drive, Corvallis, a Franklin parent, spoke to the choice of relocating Franklin K-8 so that tennis courts could be built at CHS. He asserted that the tennis courts would only be used for six months by the tennis team and that Franklin is a widely liked program. Since

last Monday he has been observing the use of the CV tennis courts twice a day and has found that more often than not they are empty. The highest use he has seen is four of the eight courts, 14% average usage on a good weather day. He has heard that the CHS courts need to be built because they were promised in Phase I, inferring that Franklin needs to move. He suggested that moving Franklin to the Harding site would not cause disruption to others and current private and home schooled students could more easily attend. It would allow Franklin to grow, increasing adjustments in the SES levels. He expressed that the only problem seems to be money. The move to Harding, per documents distributed last Monday, would be \$1.7 million, with half due to seismic concerns. The shortfall could be easily found at the expense of some other projects. CHS wrap up costs of \$900,000, which is Phase II, could wait. He stated that when staff went from 7 to 3 scenarios, one criteria used was minimizing disruption, which should carry a lot of weight. He asked the Board to take that into consideration.

Franklin Parent Representatives: Bill Wettengel, 2748 NW Rolling Green, Corvallis; Eric Sandoval, 4534 NW Elmwood Drive, Corvallis; Bill Bogley, 3316 NW Firwood Drive, Corvallis; and Lisa Corrigan, 703 NW 30th Street, Corvallis, reviewed their preferences for the future of Franklin K-8 as expressed in their written document endorsed with 254 parent and staff signatures, which they will continue to collect. (See Section V of the Official 2005-06 Board Minutes.) They stated that they tried to find a win/win situation for Franklin and the District. Their preferred option is Scenario 1C, their second 1A, and their third, Scenario 4, assuming funds are not available. If funds were, this option would be preferred. They noted there is a wide diversity of opinions at Franklin but no one supports displacing even one student. They have looked into Senate Bills 2, 3, 4, and 5 for possible seismic upgrade funding for Harding available in July 2008. They noted that the Harding neighborhood has a wide diversity towards Chintimini Park and OSU student housing. Modularity would be needed for music, art, drama, technology, and possibly the library. Access could be had in 15 months and utilizing this building would eliminate capacity in the District by razing Franklin and preserving space at Wilson Elementary. They want to continue to work with the Board and for what is good for the district as a whole.

Gail Bartlett, 1245 NW Beca Avenue, Corvallis, parent of 2 Franklin students stated that she works for the Oregon University System Chancellor's office where she has managed bond proceeds for seven universities. She spoke to her belief that the District's bond funds could be used on the Harding facility, depending on the wording in the legal document at the time the bonds were approved and issued. She read from her one page handout. (See Section V of the Official 2005-06 Board Minutes.)

Lenore Wood, 869 NW 23rd Street, Corvallis, stated that she has had 4 students at Franklin and has one now at CHS. She commended tonight's speakers on being well-educated on the options. She would like to know what the Board's vision is and what they are weighing. She expressed her view that it is not just a cost factor but the preservation of a program. For her, Option 1C is way up on the list; 1A would certainly be acceptable. She feels immediate changes are not needed and noted that the tennis teams use Oregon State University now. She expressed that to split the program into K-5 and 6-8 totally defeats the purpose of core knowledge. Putting students in teacher roles (mentoring other

students) is important. She questioned that if Franklin were to move to Cheldelin, how would the District balance out who attends the core knowledge program at Cheldelin and who ends up at Linus Pauling Middle School. Harding is using 12 classrooms right now. Franklin could use those now; other decisions could be made later.

Keta Tom, 2650 NE Asbahr, Corvallis, spoke to the discrepancy she feels exists in using free and reduced lunch statistics to determine socio-economic status of students. She noted that not all buildings include pre-schools as does Lincoln Elementary, additionally skewing the results. (See Section V of the Official 2005-06 Board Minutes.) She endorsed the opinion that Franklin K-8 does not want to displace other students. She stated that when Franklin was formed it was promised to be able to expand if it were successful and brought in students from home and private schools. It is successful. She asserted that it has violated the lottery twice: once by setting aside seats for low-income students and once by giving Inavale students priority over low-income students. She said the promise has been forgotten. Their curriculum exceeds state standards and there are enough applications to fill two grades at each level.

Chair O'Malley called a break at 8:30 p.m. The meeting resumed at 8:43 p.m.

IX. DISCUSSION REGARDING FRANKLIN SCHOOL LOCATION AND CHS MASTER PLAN COMPLETION - POSSIBLE NARROWING OF SCENARIOS

(See Supplemental Items #VII-31 and VII-32 in the Official 2005-06 Minutes for referenced scenarios.)

A. INTRODUCTION

Chair O'Malley named dates the Board would take public testimony again before its vote in June regarding the future of Franklin K-8.

In light of comments that the Board and District areas not operating with any criteria, Chair O'Malley announced that the District had adopted three primary goals in October 2005 that they still operate from:

1. Learning for All
2. Aligned Systems
3. Collaborative and Innovative Culture

She announced these were on the District website. They continue to talk about their values and criteria and do not just operate from a dollars and cents viewpoint.

Superintendent Tarzian asked continued support of administrators in their current tough positions in this time of change.

Franklin K-8 Principal Mike Strowbridge provided the Board the ideal situation for housing a core knowledge school:

- General features of elementary building
- Sufficient hall width for lockers
- Varied counter heights with restrooms for older and younger students
- Gym
- Stage
- Fenced play area
- Covered play area for inclement weather
- Library for media computer lab center
- Walking/bicycle location
- Modified bus route to enhance accessibility

He stated that he knows that the Franklin community feels the spotlight and he thanked them for the respect they have shown the Board.

B. EXECUTIVE STAFF PRESENTATIONS

Human Resources Director Jeanne Holmes reviewed the agenda executive staff would use to address last week's meeting questions, requests for additional information, and the analysis of a requested scenario. Executive staff then made their related presentations.

1. GUIDING PRINCIPALS

Assistant Superintendent Hogeboom provided the guiding principles used as he read from "District Staff Guiding Principles for Franklin Scenarios, May 8, 2006." (See Supplemental Item #VII-33 in the Official 2005-06 Board Minutes.)

2. K-8's

Human Resources Director Jeanne Holmes orally addressed the dynamic of a K-8 school versus a middle school. In her research she was looking for a balance or possible tipping point that makes one the choice over the other. In searching through the Oregon school directory she did not find as many K-8's as she had expected. She was able to connect with four of the eight comparator districts and found that most K-8's were formed due to logistics; rural locations wanted to keep students with siblings longer before being bussed into town. One case was due to needing sufficient numbers to keep the school viable; another began as dual language and continued. One was to satisfy parent desire to not attend middle school and said they would like to create more now. Most had boundaries. None had thoughts about the dynamics as their situation had more to do with needs than a desire to have a good mix.

3. SCENARIO "T" ANALYSIS

Business Services Director Kathy Rodeman reviewed the Board-requested Scenario "T," from the original PR2 listing, providing pros and cons. (Scenario "T" creates buildings of K-6, one 9th grade heavy 7-9, one 10-12, with K-8's, one being dual-language. See Supplemental Item #VII-33 in the Official 2005-06 Board Minutes.)

4. ANALYSIS OF CLOSING FRANKLIN K-8

Student Services Director Mary McKay reviewed the Board-requested scenario of closing Franklin K-8, pros and cons. (See Supplemental Item #VII-33 in the Official 2005-06 Board Minutes.)

5. CHS TENNIS COURTS

Auxiliary Services Director Fred Wright reminded those in attendance that the CHS Master Site Plan does not just include tennis courts. It also includes softball and soccer fields and parking for the community and high school as shown in a diagram he provided last week. (See Supplemental Item #VII-29 in the Official 2005-06 Board Minutes.) He noted that the location of the initial four tennis courts could be moved eastward to be adjacent to the batting cages as opposed to its more westerly, currently playground location, if the Franklin building remains. That would require adjustment to Taylor Field. He has shown the plan to the principal, athletic director and baseball coach, who want additional information. American Legion is a partner that has to be included in the discussion. As far as locating tennis courts at other sites, that would require that physical education classes and tennis teams move offsite for use. Linus Pauling Middle School, Westland Middle School, and other sites could be considered for conceptual locations.

6. ADJUSTMENTS TO ENROLLMENT PROJECTIONS?: ADAIR NEW HOUSING AND PRE-SCHOOL AS ENROLLMENT PREDICTORS

Business Services Director Kathy Rodeman reported that she had contacted several sources to check for reasons that the District's enrollment projections might need adjustment. She checked with David Dodson, a former city planner; Jim Minyard, land use planner for Philomath and Adair City Manger; and local preschools. Mr. Dodson reported that both the city and county rely on Portland State University, the source the District used. The county uses 20-year projections and moves those around within the county. None of those projections address age or race that is handled by census. Mr. Minyard sees the same type of person moving in as has in the past; quite a few empty nesters and some families. He does not know where the population will come from for his expected 700-house development. Of the nine pre-schools contacts, two have unusually large waiting lists; the others are much the same as previous years or down, not indicative of a great wave of incoming kindergartners. In conclusion, she stated that in this 10-year period she expects to see the same numbers that she has been predicting.

7. TAG-ESL-IEP POPULATION BY SCHOOL WITH FREE-REDUCED LUNCH PERCENTAGES

Per Ms. McKay's request, Ms. Rodeman drew the Board's attention to the last page of information in the packet "TAG-ESL-IEP Population by School with Free-Reduced Lunch Percentages." (See Supplemental Item #VII-33 in the Official 2005-06 Board Minutes.)

8. IMPACT OF CREATING FRANKLIN K-8 BOUNDARY AT ELEMENTARY LEVELS

Increasing to two classes per grade at Franklin K-8 with a boundary would pull students from other elementaries reported Human Resources Director Jeanne Holmes. Four modulars would be needed. If a boundary were created now, then later when the Franklin K-8 program moved, the boundaried students would move twice.

9. DISTRICT CAPACITY BY LEVEL – REFRESHER

Business Services Director Kathy Rodeman narrated a PowerPoint presentation as a way to provide a refresher on the Program and Resources Review Committee findings of capacity by level. The PowerPoint reflected Inavale K-8's closure and Lincoln Elementary's reconfiguration to a K-8. (See Supplemental Item #VII-34 in the Official 2005-06 Minutes.) She confirmed the K-8 Utilization bar on the "Expand Franklin on Site" slide should reflect 103% as the text states. The supporting numbers can also be found in the distributed spreadsheet. (See Supplemental Item #VII-35 in the Official 2005-06 Board Minutes.)

10. FRANKLIN EXPANSION CAUSE ANOTHER ELEMENTARY SCHOOL CLOSURE?

Ms. Rodeman explained that this question is difficult. If expand Franklin then would be making room for 175 K-5 students. The next smallest elementary school in the District, Wilson, is expecting 311 students next year. Through transfer policy, closure of Inavale and other decisions the District has increased the populations at the remaining schools, thereby providing less room to close one additional school. So, she would think that the District would not want to do that as it would remove the cushion for any unusual enrollment growth. So, by itself, a Franklin expansion would not lead to an elementary school closure.

11. CLOSING COMMENTS

Ms. Holmes announced that informative letters had been sent to parents, including a Spanish version. Staff input was requested on Friday as well as on the District website. Assistant Superintendent Hogeboom provided a Wilson School map depicting where two classes each of K-5, nine classrooms to accommodate 6-8 students, and four specialized (music, art, etc.) classrooms could be located

utilizing two double-wide modulars added to the premises. (See Supplemental Item #VII-36 in the Official 2005-06 Board Minutes.)

C. BOARD QUESTIONS AND STAFF ANSWERS

Q: RE: Guiding Principles. Have ideal size for elementary and high school. Is there one for middle school? (Vice Chair Rieck)

A: Most say 600-900, but Quality Education Model says 500. (Assistant Superintendent Hogeboom)

Q: Why do elementary students request transfers from Wilson Elementary core knowledge to Franklin K-8 core knowledge? (Director Gelser)

A: It is likely due to the K-8 aspect, though would have to look at the transfer requests. (Franklin K-8 Principal Strowbridge)

Q: If the District were to have increased revenue enabling smaller class sizes, thus incurring the need for more classrooms, would schools be able to accommodate, and how would that specifically apply to the scenario of Franklin students moving to Wilson? (Director Gelser)

A: Schools that are closer to capacity would need modulars if the District got a windfall to have smaller class sizes. Wilson would need nine to ten if Franklin students were in their population and a windfall was realized. The superintendent will provide recommendations for class sizes during the budget hearings. Elementary class sizes have been addressed as they have been cushioned in several ways in the budget. (Ms. Rodeman)

Q: Would a reduction of students at some elementary schools reduce their ability to offer their current programs? (Director Donohue)

A: If a school drops below 300 it is very difficult for the principal to balance the budget, to not have too many blends across too many grades. Comparative data from March 2005 shows that two elementary schools might need attention for review if the same number of students transferred from their attendance area to Franklin as have currently to fill the added classrooms at Franklin K-5: Wilson and Lincoln (Ms. Rodeman)

Q: What percentage of the 175 student increase in Franklin K-5 (one more K-5 class at each level, about 29 students average per class) might be filled from outside the District? (Director Rodman)

A: Last year's lottery had 43 student applications from outside the District (Franklin K-8 Principal Strowbridge) If the lottery gave priority to home and private schoolers, it would encourage patrons to leave public education and home or private school their students to achieve a better place in the lottery, something the District does not likely want to encourage. (Ms. Rodeman)

Q: If Franklin were expanded to two classes per grade instead of one currently, would it help

buffer smaller schools against exodus if Franklin class sizes were held to the District average of 26.7 as opposed to the 29 it appears to be now? (Director Gelser)

A: That is a possibility though Franklin class sizes are near the District average now with kindergarten very near the average, first grade a little below, and the upper grades above. (Ms. Rodeman)

Q: How is the number of slots determined for the Franklin K-8 lottery? Could it be limited? One would hope the District could support an elementary school at the planning capacity of 25 students per class as that was what was adopted. (Director Gelser)

A: It might be difficult for the principal to staff the school that way. Some of the staff time supports lunch room, playground and library supervision. Slightly larger class sizes help support education assistants for this and other areas such as reading support. Mr. Blatt, who addressed the Board earlier, had an interesting idea of taking a proportionate number of students from each boundary area. Advertising smaller class sizes at Franklin than the rest would be a concern due to equity. Franklin parents stated that having a single grade class was important and knowing the class size along with K-8 core knowledge. Other schools have to accommodate whatever comes through their door which is not usually nice neat packages of 25 students per grade level. Principal Strowbridge tries to ensure that he is always at or slightly above the District class size average so as not to let it become an equity issue. (Ms. Rodeman)

D. SCENARIO FEEDBACK AND OPPORTUNITY FOR NEW SCENARIO SUGGESTIONS

Ms. Holmes announced that the Board could narrow the list of staff recommended scenarios by naming those they wished to consider, examining those more closely, and letting those remain that four or more members endorsed as a possibility. Director Donohue expressed his expectation that they would informally name those that they could not endorse. Director Rodman added that he would have a hard time endorsing a scenario that the executive staff did not support. Vice Chair Rieck voiced that there is still the possibility for creative scenarios to come forth and that the opportunity for that to occur should be available as a list might not be inclusive. She suggested looking at all seven of the presented scenarios, recommended and non-recommended. Director Rodman questioned how more scenarios could be added: if a Board member or two suggests one, is that enough?

Members in turn then named which of the Recommended Scenarios 1-3 they would choose to eliminate from consideration at this time.

In response to Director Donohue questioning whether it was too much to have staff perform a more in-depth analysis of the supported scenarios, Superintendent Tarzian expressed her appreciation of his respect for the work. She said that many people have worked a lot on this. It is not an easy problem to solve. She was curious to know if there are other options the Board would consider. It would be worth the time to explore.

Director Gelser suggested considering the Franklin boundary as the whole District with transportation provided and consideration of a window of time so that an assessment of a possible seismic dollars grant could be undertaken as an opportunity to explore a permanent home for Franklin.

Director Keim expressed that “Scenario 2: Move Franklin K-8 to Cheldelin” retains a K-8, a community desire, and allows CHS bond dollar obligations to be completed.

Members then offered new scenarios, some that they relayed as suggestions of the community, which Ms. Holmes recorded:

- Move Franklin K-8 to Harding (PR2 Scenario O) (Scenario 4, on the Non-Recommended List, suggested by community members)
- Close Franklin K-8 (suggested by community members)
- Move Jefferson Elementary to Harding site as a neighborhood school and Franklin K-8 to Jefferson so have a K-8 in the north, eliminating some of the elementary attendance area overlapping in the current Jefferson area
- Move Franklin K-8 to Western View site temporarily so as not to disrupt anyone

Members in turn then named whether they would choose to eliminate Scenario 4 or the “Close Franklin K-8” suggested scenario.

After the Board named which of the Recommended or new scenario suggestions they would remove from consideration at this time, no one wished to eliminate “Scenario 1A: Franklin K-8 remains at current site and configuration” and everyone wished to eliminate the “Close Franklin” Scenario. Five of the six members wished to eliminate “Scenario 2: Move Franklin K-8 to Cheldelin.” The remaining scenarios (1B, 1C, 3, 4) were all split with three to four members each suggesting they be eliminated from consideration. As this was not a vote but rather a chance to hear each member’s views at this time, all the scenarios remained as options and the community could continue to provide feedback on all of them or others.

Director Rodman expressed his concern of asking staff to analyze these suggestions from individual Board members prior to the next meeting.

Director Higgins voiced her concern that the Board may be rushing big decisions when the financial crisis is not expected until 2009.

X. CONSOLIDATED ACTION

Vice Chair Rieck asked that Item B.3. “Amendment #2 to the Intergovernmental Agreement with the City of Corvallis for the Operation of the Osborn Aquatic Center” be held for discussion.

MOTION #66: Director Rieck moved, Director Keim seconded, to approve the Consolidated Action items with the exception of B. 3. Amendment #2 to the Intergovernmental Agreement with the City of Corvallis for the Operation of the Osborn Aquatic Center.

The motion passed unanimously.

A. APPROVAL OF MINUTES

1. AMENDMENT TO MAY 2, 2005 MINUTES

The typographical error correction was approved as presented, inserting “DJ Architecture” in the place of “DF Architecture.”

2. DECEMBER 5, 2005

The minutes were approved as presented.

B. SUPPORT SERVICES ITEMS

1. LICENSED PERSONNEL RECOMMENDATIONS

The Board approved the recommendations. (Filed as Supplemental Item #IV-41 in the Official 2005-06 Board Minutes.)

2. AGREEMENT WITH CITY OF CORVALLIS FOR FIRE AND LIFE SAFETY INSPECTIONS

The Board approved the renewal agreement as presented. (Filed as Supplemental Item #I-36 in the Official 2005-06 Board Minutes.)

3. AMENDMENT #2 TO THE INTERGOVERNMENTAL AGREEMENT WITH THE CITY OF CORVALLIS FOR THE OPERATION OF THE OSBORN AQUATIC CENTER

Held for discussion: Auxiliary Services Director Fred Wright introduced Corvallis Parks and Recreation Director Karen Emery, who attended to answer Board questions regarding the altered fee structure in the Agreement: Alteration of the contract verbage to allow the City of Corvallis to “charge fees as approved by the Corvallis City Council which may include an out of City fee.” (See Supplemental Item #IV-37 in the Official 2005-06 Board Minutes.)

Concern continued to be raised as was done at a previous meeting (April 10) regarding increased charges to patrons who live within the school district and contributed to the aquatic center’s construction but who live outside of the City limits and who would experience the increased aquatic center use fee as such. Vice Chair Rieck questioned whether a three-tiered fee structure could be initiated for residents who live:

- 1) Within District and City limits,
- 2) Within District and outside City limits, and
- 3) Outside of District and outside of City limits.

Ms. Emery reported that the idea had surfaced but it had been determined that it would not be worth it in practice. She explained that it is difficult enough with a two-tiered system. Most employees are high school students. She noted that swim lessons and day passes would not have an additional fee. Some members felt the \$100 difference for a yearly individual pass for those in category “2” over those in category “1” was asking a lot. It was noted that the District receives some free and reduced cost use for school classes and swim team. Ms. Emery responded that the City is supporting the aquatic center 100%. Residents pay taxes and usage fees. She reported that most Parks and Recreation fees are 25% more for out-of-city residents than within. She stated that it is a continual struggle to keep the aquatic center’s doors open. She concluded by stating that she would not take the three-tiered suggestion to the city council as it did not have staff support.

Chair O'Malley apologized for addressing the item so late in the evening stating that she did not think the item would get to this scrutiny and suggested postponing.

MOTION #67: Chair O'Malley moved to table Item B. 3. "Amendment #2 to the Intergovernmental Agreement with the City of Corvallis for the Operation of the Osborn Aquatic Center" for future consideration.

The motion died for lack of a second.

MOTION #68: Director Rodman moved, Chair O'Malley seconded, to vote on Item B.3. "Amendment #2 to the Intergovernmental Agreement with the City of Corvallis for the Operation of the Osborn Aquatic Center."

The motion passed unanimously.

MOTION #69: Director Gelser moved, Director Rieck seconded, to reject Item B.3. "Amendment #2 to the Intergovernmental Agreement with the City of Corvallis for the Operation of the Osborn Aquatic Center." Directors Gelser and Rieck voted for the motion; all others voted in opposition.

The motion failed by a vote of 2-5.

MOTION #70: Director Donohue moved, Director Rodman seconded, to approve Item B.3. "Amendment #2 to the Intergovernmental Agreement with the City of Corvallis for the Operation of the Osborn Aquatic Center." Director Rieck offered an amendment to the motion that the Agreement would include the specific amount, a fee structure, which would be asked of the people of the school district (outside of the city limits) so that it is not changeable at another time. Director Higgins seconded the amendment.

All Board members voted in favor of the amendment except Director Donohue who questioned a point for clarity, whether a "fee structure" was to be included or a "percentage" increase.

A short discourse ensued regarding the perceived difference between a "fee structure" as being a fixed dollar amount versus a "percentage increase." Ms. Karen Emery, Parks and Recreation Director for the City of Corvallis, confirmed that the city council sets the increased fee percentage for out-of-city patrons using City services. It is now at 25%. This Agreement does not include any parameters for the City altering that percentage and she recommended including language that the increased fee for out-of-city patrons using Osborn would not exceed 25% over in-City fees unless the increase was brought back to the District for approval. The amendment was re-voted upon with the understanding that the additional language in the amendment would refer to a "percentage" increase for out-of-City patrons versus a specified "fee structure."

The amendment then passed unanimously.

MOTION #71: Director Donohue moved, Director Higgins seconded, to approve Item B.3.

“Amendment #2 to the Intergovernmental Agreement with the City of Corvallis for the Operation of the Osborn Aquatic Center” with the stipulation that the Agreement would include that the out-of-City use fee would be expressed as a percentage.

Directors Gelser and Rieck voted in opposition to the motion; all others voted in favor.

The motion passed by a vote of 5-2.

4. AGREEMENT WITH LINN BENTON LINCOLN EDUCATION SERVICE DISTRICT (LBL ESD) FOR AUGMENTATIVE COMMUNICATION SERVICES

The Board approved this agreement as presented in which the LBL ESD provides appropriately certified teachers for students needing Augmentative Communication. (See Supplemental Item #IV-38 in the Official 2005-06 Board Minutes.)

5. APPROVAL OF GRANT APPLICATION – CORVALLIS EVEN START

The Board approved this grant application which enables the Even Start program, in existence at Lincoln for five years, to continue at Lincoln Elementary with only in-kind costs to the District. The Even Start program provides family literacy services to parents and their children. (See Supplemental Item #VIII-1 in the Official 2005-06 Board Minutes.)

XI. CONSOLIDATED INFORMATION

A. CORRESPONDENCE

Filed in Section V of the Official 2005-06 Board Minutes.

B. INSTRUCTIONAL SERVICES ITEMS - INTERDISTRICT TRANSFER INFORMATION

The Board received information on 8 interdistrict transfers.

C. SUPPORT SERVICES ITEMS

1. NON-LICENSED PERSONNEL INFORMATION

(Filed as Supplemental Item #IV-42 in the Official 2005-06 Board Minutes.)

2. UNAUDITED FINANCIAL STATEMENTS

The Board received the unaudited statements of revenues, expenditures, and fund balances for the various funds of the District for the period ending March 31, 2006. (Filed as Supplemental Item #X-32 in the Official 2005-06 Board Minutes.)

3. CHECK REGISTER

The detailed check distribution ledger is on file in the Business Services Office and is available for information during business hours. (Filed as Supplemental Item #X-33 in the Official 2005-06 Board Minutes.)

4. BOARD POLICY GBK/JFCG/KGC – TOBACCO-FREE ENVIRONMENT –REVISION – FIRST READING

The Board received the proposed changes to this policy which are in response to OAR 581-021-0110 which expands the restriction of tobacco at any location under the jurisdiction of a public school or public charter school. Since the new rule applies to all students, staff, and visitors at all times, the same policy was revised or created for three different sections of Board policy—Personnel, Students, and Community Relations. Updates have also been proposed to the current Board Policy JFCH—Use of Tobacco, Alcohol, or Drugs.

5. BOARD POLICY JFCG/GBK/KGC – TOBACCO-FREE ENVIRONMENT – NEW – FIRST READING

The Board received the proposed policy which is in response to OAR 581-021-0110 which expands the restriction of tobacco at any location under the jurisdiction of a public school or public charter school. Since the new rule applies to all students, staff, and visitors at all times, the same policy was revised or created for three different sections of Board policy—Personnel, Students, and Community Relations. Updates have also been proposed to the current Board Policy JFCH—Use of Tobacco, Alcohol, or Drugs.

6. BOARD POLICY KGC/GBK/JFCG – TOBACCO-FREE ENVIRONMENT – REVISION – FIRST READING

The Board received the proposed changes to this policy which are in response to OAR 581-021-0110 which expands the restriction of tobacco at any location under the jurisdiction of a public school or public charter school. Since the new rule applies to all students, staff, and visitors at all times, the same policy was revised or created for three different sections of Board policy—Personnel, Students, and Community Relations. Updates have also been proposed to the current Board Policy JFCH—Use of Tobacco, Alcohol, or Drugs.

7. BOARD POLICY JFCH – USE OF TOBACCO, ALCOHOL, OR DRUGS – REVISION – FIRST READING

The Board received the proposed changes to this policy which are in response to OAR 581-021-0110

which expands the restriction of tobacco at any location under the jurisdiction of a public school or public charter school. Since the new rule applies to all students, staff, and visitors at all times, the same policy was revised or created for three different sections of Board policy—Personnel, Students, and Community Relations and to current Board Policy JFCH—Use of Tobacco, Alcohol, or Drugs.

8. BOARD POLICY INDB – FLAG DISPLAYS AND SALUTES – REVISION – FIRST READING

The Board received the proposed change to this policy which clarifies that a person not participating in the flag salute may stand or sit while maintaining a respectful silence.

9. BOARD POLICY INI – ANIMAL DISSECTION – NEW – FIRST READING

The Board received the proposed policy created in response to Oregon Senate Bill 383 (Chapter 460) which allows students to opt out of animal dissection exercises. The student's parent may also refuse to allow the student to participate in the dissection exercise. Alternative activities to the dissection exercise must be provided to allow the student to demonstrate competency in coursework.

10. ADMINISTRATIVE REGULATION JC-AR—SCHOOL ATTENDANCE AREAS/TRANSFERS
(FORMERLY KNOWN AS OPEN ENROLLMENT/SCHOOL ATTENDANCE AREAS) – REVISION

The Board received the newly clarified Administrative Regulation—JC-AR—School Attendance Areas/Transfers that had previously been updated to address the growing concerns about the impact of district transfer (open enrollment) guidelines on several schools and on the district as a whole.

11. BOARD POLICY JECB – ADMISSION OF NONRESIDENT STUDENTS – REVISION – FIRST READING

The Board received the proposed policy changes which reflect a legislative amendment, House Bill 3075. If a juvenile court determines that it is in the student's best interest, HB 3075 directs that a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student is responsible for the transportation costs.

12. ADMINISTRATIVE REGULATION JHFE-AR – REPORTING OF SUSPECTED CHILD ABUSE –
REVISION

The Board received this revised Administrative Regulation. The 2005 Oregon State Legislature passed Senate Bill 755, which deals with school employees who are suspected of child abuse. SB755 requires the posting in each school building of the name and contact information for the person designated by the district to receive reports of suspected child abuse by school employees and the procedures the person will follow upon receipt of a report. The notice for posting included in this administrative regulation JHFE-AR—Reporting of Suspected Child Abuse has been revised to further clarify the procedures that will take place after a report is made.

In addition, a repetitive paragraph under Reporting requirements on page two has been deleted. After reporting to the local office of Oregon Department of Human Services, Community Human Services, or to a law enforcement agency within the county, the district employee should also immediately inform his/her supervisor, building principal, or superintendent.

13. ADMINISTRATIVE REGULATION JO-AR – EDUCATION RECORDS MANAGEMENT – REVISION

The Board received this revised Administrative Regulation. Administrative regulation JO-AR—Education Records Management—has been amended because HB 3075 requires a transfer of records for students in substitute care programs to take place within five days of a request from another district.

14. BOARD POLICY KAB – PARENTAL RIGHTS – NEW – FIRST READING

The Board received the proposed policy. The No Child Left Behind Act of 2001 (NCLBA) modified certain provisions of the Pupil Privacy Rights Act (PPRA). One of those changes involved the requirement that schools obtain prior written consent from parents before minors could be included as participants in surveys funded by the U.S. Department of Education (ED) that solicits information related to specific types of information as listed in the proposed policy KAB—Parental Rights.

For those surveys not funded by ED, schools must give parents an opportunity to opt out their children from participating in surveys that solicit information related to the eight protected areas under PPRA as listed in the proposed policy.

15. ADMINISTRATIVE REGULATION KAB-AR – PARENTAL RIGHTS – NEW

The Board received this new Administrative Regulation. The No Child Left Behind Act of 2001 (NCLBA) modified certain provisions of the Pupil Privacy Rights Act (PPRA). One of those changes involved the requirement that schools obtain prior written consent from parents before minors could be included as participants in surveys funded by the U.S. Department of Education (ED) that solicits information related to specific types of information as listed in the proposed policy KAB—Parental Rights.

For those surveys not funded by ED, schools must give parents an opportunity to opt out their children from participating in surveys that solicit information related to the eight protected areas under PPRA as listed in the proposed policy.

16. ADMINISTRATIVE REGULATION LBE-AR – PUBLIC CHARTER SCHOOLS – REVISION

The Board received this revised Administrative Regulation. Two pieces of legislation require changes to the administrative regulation for public charter schools. The first change is required by SB 1072, which created the Oregon Virtual School District. A paragraph was added to Section IV “Terms of the Charter Agreement” to reflect the new requirement for charter schools offering online courses, that at least 50 percent of its students must live in the district in which the public charter school is located.

The second change is required by HB 3174, which established a process for the renewal of public charter school contracts. A new section was added entitled “Charter School Renewal.” This outlines

the process established by this new legislation, requiring the board of the charter school to submit a renewal request at least 180 days before the charter's expiration.

XII. OTHER DISTRICT BUSINESS

There was no other District business.

XIII. EXECUTIVE SESSION

The Board did not meet in executive session this evening.

XIV. ADJOURNMENT

Being no further business, Chair O'Malley adjourned the meeting at 10:43 p.m.

Kari Rieck, Chair*

Dawn Tarzian, Superintendent

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

Prepared by Jolene Shute

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