

Three Rivers School District Board of Directors met for a regular session, Tuesday, October 21, 2014 at the District Administrative Office, 8550 New Hope Road, Grants Pass, Josephine County, Oregon at 6:00 p.m.

PRESENT: Danny York, Board Chair, Zone II
Kate Dwyer, Member of the Board, Zone I **PRESENT**
Kara Olmo, Member of the Board, Zone III
Ron Crume, Member of the Board, Zone IV
Ron Lengwin, Vice-Chair of the Board, Zone V
David Holmes, Superintendent-Clerk
Dave Valenzuela, Director of K-8 Education & Technology
Stephanie Allen-Hart, Director of Student Services
Debbie Breckner, Director of Human Resources
Casey Alderson, Director of Secondary Ed., Athletics & Alt. Ed.

Also Present: Alberta Heagney, Irene Woods, Renee Hults/Applegate & Williams Principal, Liz Pell, Damian Crowson/Lincoln Savage MS Principal, Keith Haley, Wensdae Davis, Aiyah Geier, Stacey Denton, Gail Brown, Jessie casey, Van Grainger, Daye Stone/Hidden Valley HS Principal, Kaye Paulson, Chris Pendleton, Heather Yount/Fruitdale Elementary Principal, Linda Hugle, Luke Tomlinson, Lisa Cross/District Accountant, Oliver Dunkin, Corrie Dunkin, Nicole Caballerea, Ari Dwyer, Jack Dwyer, Dodie Bullard, Sally Yarbrough, Debbie Yerby, Susan Gustafson, Liz Baum, Linda Kappen, Jamie Ongman/Illinois Valley HS Principal, Patty Dickens-Turk/Hidden Valley HS Assistant Principal, Robin Elliott, Lou Ann Allen, Amanda Wilson, Jim Bunge/Aramark, Carrie Gragg, Brian Hershey/Sodexo, Lois Horan/Woodland Charter School Principal, Erika Fay, Jeannie Buckman, Christie Brawner, Maelagh Baker, Dennis Misner/North Valley HS Principal, Neil Clark, Ella Elliott, Katie Elliott, Elijah Elliott, Sally Clements, Jane Rubio, John Chambers, Jim Kriz, Lindsey Herfrich, Betty McRoberts, Bill Ertel, Ron Ruby, Nicole Rensenbrink, Kari O'Brien, Richard Ziff, Keith Hall, Danielle Schreck, Sid Hobgood/Fleming MS Principal, David Smith, Sharon Fisher, Kevin Marr, Sylvia Marr, Kim DeForest, Dawn Nowak, Joseph Rice, Lise VanBrunt/Fleming MS Assistant Principal, Mark Higgins/Lincoln Savage MS Assistant Principal, Brent Workley/Newbridge Principal, Dale Matthews and Shelly Quick/Recording Secretary. **ALSO PRESENT**

Board Chair Danny York called the meeting to order at 6:05 PM and led the audience in the Pledge of Allegiance. **CALL TO ORDER**

Board Member Olmo made a motion to approve the agenda as presented. Member Lengwin seconded and the motion passed unanimously. **APPROVAL OF AGENDA**

Superintendent Holmes stated this is an opportunity, starting with the board and then the audience, to take 15-30 seconds to say something positive about anything they **SAY SOMETHING POSITIVE**

SAY SOMETHING
POSITIVE

have observed across the district in the nature of teaching and learning. Board Member Crume said thanks to the teachers for the good job that they do and the tough tasks that they have ahead of them. Member Lengwin shared that he was out at the field dedication and Principal Stone did a great job. It was a very nice little ceremony. They will have the first boys soccer game there on Thursday night. Board Chair York said that this group at the meeting is a pretty positive thing to him. Any time you can get the electorate out like this, whether their passion is positive or negative he appreciates them showing up and allowing their voices to be heard. Member Olmo shared an experience of a recent shopping trip to Hidden Valley Market where a young student was out front raising money for the Applegate School Jogathon. The student was not only asking for money but communicating about all of the good things we are doing with the community's support. Member Dwyer shared the Lorna Byrne Lady Vikings are undefeated which is huge for IV and people are really excited. Mr. Holmes thanked Shawn Treen and the TRACT program for the great job they did relocating from the district office to Jerome Prairie. He also shared that the board packet is available online at the District's home page. It is 136 pages of information from across the district. He thanked ever body that contributed to the packet and invited people to read through it. Mr. Crume added that he is happy to see that program at Jerome Prairie and some activity going on at the school. He would love to see on a future board agenda that they could talk about Jerome Prairie and what they could do to move towards reopening that school.

A gentleman shared that representatives from all three district high schools got on the early morning bus and went to Medford to participate in the Mathletes competition. A lady shared that she works for a non-profit in Cave Junction and thanked Mr. Polen (Lorna Byrne Principal) for being so easy going and pleasant to work with. Teacher Kari O'Brien thanked Director Breckner and Ft. Vannoy Principal Kirk Baumann. They just saved their music program for one more year. A lot of parents are working very hard to raise money for this program. She thanked them for making it a board priority this year—to expand the fine arts programs. A lady shared that her nine year old is starting his third year on the violin at Williams Elementary and was thankful for the opportunity at such a young age. A Manzanita teacher was happy that the students were fully playing a song on their recorder on the first day because they have been able to do it for three years—they were already ready to perform. Dale Matthews shared that it is great to see young kids out at stores that are collecting money for their clubs but he is looking forward to them washing cars.

SUPERINTENDENT'S
REPORT

Superintendent Holmes stated that he had spent the last week to ten days in a variety of meetings at the Southern Oregon ESD. A lot of state representatives participated in those meetings and most of the focus has been on the upcoming legislative session and in conjunction with that the state coffers in terms of where we are at, statewide, for the budget coming up and the election that is going to happen in a couple of weeks that will determine a number of those priorities and how that will look for schools and education across the state. It looks like tax collections across the state are well above budgetary levels that they were projecting so there is an off-chance that we might even see a personal kicker come back and if the business kickers end up happening, by law are now directed back to schools instead of back to businesses. School districts across the state may end up with a small amount of funding coming in from those kickers. Some concerns include the full day kindergarten which will be a challenge and something we will have to look at both from a facilities perspective and from a staffing, materials and curriculum perspective. We already do kindergarten, it's a matter of expanding those numbers and doing that on an every day basis. The concern with that at the state level is that the state wants all day kindergarten and if they fund it, in addition to the standard budgetary process is one thing. But if they mandate it and then just want it carved out of whatever funds that might become available throughout the year that's going to be a huge challenge. There is not any exception being made right now for facilities. As you may

have read in the Courier, the concerns that Grants Pass has—we have similar concerns at some of our schools; other schools we are in good shape. We are not out of the woods in terms of where we would house those kids at in some of our elementary schools. He also shared that the PERS piece may end up becoming a small savings to school districts across the state because of investments that have turned in to be pretty favorable. The problem is there is some miscommunication going on in terms of when those dollars would become available. They are not available now or in the next budgetary cycle. It's going to be in the second year of the biennium that those things will be fully realized. There is a big deal that's coming out of Rob Saxton's goals for the coming year and that has to do with a change in ELL (English Language Learner) funding. As constituents and taxpayers, we are going through an election, we are going to have new representatives or some representatives heading off to Salem for this next biennium and right now the proposal is to move about \$65 per student out of the General Fund and allocate those ADM numbers to specific ELL students. All districts will get an enhancement for their ELL populations. We have about 4700 students in the Three Rivers School District and we have 47 ELL students. We will gain about \$11,000 in funding from the weighted allocation and will lose about \$350,000 in general funding. This is a big deal for a lot of the rural school districts in the state if that proposition goes through—that's a huge hole to backfill. Another example of a carve out—where there is an expectation to serve a certain population. They want us to do something and they are not going to pay us to do it. From a budgetary perspective there is a lot of positive prospects coming in to the next year because the state coffers look like they are in as good of shape as they have been in recent history. That should indicate that we will have a favorable K-12 budget. On the other hand there is a number of pretty critical issues coming up that we might want to talk about again at the board level and future meetings to find a way to send a political message, if nothing else, in terms of where we stand on that.

SUPERINTENDENT'S
REPORT

Mr. Holmes said that he felt really good at the beginning of the week as he has been working to schedule all of the principals around goal setting and evaluation process for the year. The reason he feels really good about that is he is now at the end of his fourth month here and it's the first time he has got to look at his position as more of a leadership and a teaching and learning perspective as opposed to a management and contract perspective. In their role as administrators that is something they all value because if they get to talk about and work with students and classrooms and teaching and learning in the buildings and education at it's core as opposed to all of the peripheral support things they work on almost a daily basis that consume their time. He will be doing that in the next couple of weeks and meeting with all of our principals and the directors, setting their goals for the year both professionally and in their buildings. He is really looking forward to it. It's going to be a lot of fun.

Mr. Holmes then provided an update on the construction excise tax (CET). That is a tax that the district receives for new construction in our district. It happens in the county to offset the cost of educating students over the long run. It could be looked at as an impact fee. Those continue to run at double the previous six years level which is very exciting from a perspective of being able to complete the *Long Range Facilities Plan* work that is one of the action items on the list tonight. The second indicator to that is it means our county is starting to heal somewhat and we're seeing a little bit of new construction. We're seeing a little bit of people going back to work. He then shared that all of the board minutes are up to date and linked on the web page.

Board Chair York brought forward the Consent Agenda. Items in the consent agenda will be approved by a single motion unless a member of the Board or the Superintendent requests that an item or items be removed and voted upon separately. Member Dwyer made a motion to approve the Consent Agenda. Member Olmo seconded and the motion passed unanimously.

CONSENT AGENDA

COMMUNITY COMMENTS Board Chair York stated there is a plethora of comment cards this evening and he would like to hold the comments to just two minutes each.

Oliver Duncan shared that he is 13 years old and entering his second year at Woodland Charter School. He expressed many great things about Woodland Charter School that included the great teachers, feeling welcomed and how they help him achieve the best he can be.

John Chambers stated he is on the local alcohol and drug planning committee, appointed by the Commissioner. Last time he was here he said they miss having somebody from Three Rivers on that committee—they would like to have somebody there. He shared that the results of the Oregon Student Wellness survey just came out. Regarding the past thirty day substance abuse—the most used or abused drug is alcohol (30%). The next is marijuana (20%) and then cigarettes (10%). He found it interesting as when he was in school cigarettes were first and then alcohol. One of the most important points about substance abuse prevention is if someone perceives that everyone is doing it then they are more likely to do it. For instance with alcohol there is a 30% use of alcohol—but the perception is that it is 80%. The thing to work on with this is to let kids know that not everybody's doing it—in fact most people don't. That is one of the most effective substance abuse prevention programs there is. Ms. Olmo asked for a link to the report he referenced.

Dale Matthews shared he was at the last meeting when they were talking about a book some people found objectionable. He went to the library in Grants Pass, run by JCLI, on a tip from somebody that said that there was pornography that was easily available on the library's internet. He went with a thumb drive and used Google images and found soft and hard core pornography. He then went to a County Commissioners meeting in the forming of the new library tax and brought this up as he is a three figure donator—and they laughed at him. If you think they might be concerned about what you have to bring up—that would be wrong. Ms. Olmo asked if he was talking about our school or public library? It was the public library but advised them there might be a problem and to check it out for themselves.

Neil Clark thanked Mr. Valenzuela for offering some answers to questions he had about the Smarter Balanced testing. He has been trying to gather information for himself and a group of interested parents so that they can be better informed about a request he plans to make to have somewhere on the board agenda set aside for discussion on the testing itself. The Grants Pass District 7 people have been very helpful—the superintendent and two curriculum advisors sat down with him after going through a number of email exchanges with questions he had about the testing. He got some good answers and looks forward to getting more answers from this district and hopes they can sit down together and discuss the value or not of having this testing program as part of the schools. A question regarding the Site Council—are those positions, the people on those councils, are they elected to those positions or how do they become part of those councils? Also, does every school have a Site Council to look at the materials that are in the classrooms and other things related to the school operation? Mr. York responded that he believes every school has a Site Council and that they are elected. Usually the principal will approach parents that are very involved—his wife was on the Site Council for Jerome Prairie. Mr. Clark asked if there was any opportunity for people who are in the community either as parents or interested persons becoming part of those councils? Mr. Holmes responded that most of those buildings are looking for parents who are interested in serving on those. In fact, they have sent out requests in their newsletters this fall asking for anybody that would like to participate to come meet with the principal. Mr. Clark then added, going back to his original request, can they consider the option of having as part of the agenda, or maybe a whole meeting, attributed to discussing the testing that is going

on in our schools? Mr. York responded that he and Mr. Holmes can talk about it and he will respond to him via email.

COMMUNITY COMMENTS
(CONTINUED)

Liz Baum shared that she has two children in the district—one in high school and the other in first grade. She welcomed the new superintendent and said she had the opportunity to meet with him and discuss a number of issues regarding our district. She found him to be intelligent, a visionary, a great listener and someone who values our teacher, administrators, students and the community. With the support of the board she believes he could do great work for our district. She has been attending meetings and reading the meeting minutes, which are available on the Three Rivers website, and she is disturbed by some of what is being said and proposed causing her to feel the need to speak. Both board members and public comment speakers are urging our new superintendent to represent the values of our community. This community has very diverse values. She and many people she knows who have kids in the district value a diverse education that is inclusive to all students, regardless of race, color, creed, national origin, disability, religion, age, sex, sexual orientation and/or gender identity. Inclusive education means everyone is a valued member of our school community and the curriculum and the attitudes of the board and staff reflect and model that. The values that she hold also do not include banning books because a few people are concerned about it. Books such as *'Percepolis'* are an asset to our kids education. It does have some uncomfortable scenes in it but we should not shield our high schoolers from what goes on in the world. She explained that *Percepolis* is an award-winning book recommended by the Oregon Department of Education that has been translated into about thirty languages and has been made into a feature film. Interestingly enough the only place she knows that the book has been banned is Iran. She then explained the book is about a young girl growing up in Iran with a government that routinely used violence and the threat of violence as well as book banning and other forms of censorship as an intimidation tool. It gives her pause to wonder why this book, out of all the books in this room, was brought forth to this venue. The community she lives in values books like this and does not advocate violating others first amendment rights by banning books. Ms. Baum then stated at the last board meeting she heard that parents do not trust the administration of this district—even likening the administration to Hitler. While she does not see the district and its administrators as perfect, when she has had questions or concerns pertaining to her child's education she has addressed the board, the teachers, the directors, the administrators and even the superintendent directly and felt that her concerns were heard and actions were taken. There already exists a way for community members to impact what goes on in the classroom so she doesn't see the need for the proposed Curriculum Committee. Clearly she values input in our district—and she has always been met with respect and consideration. That being said she opposes a Curriculum Committee as she hears and read about it being proposed. Having committee members sit in our classrooms and reporting back to the board when they hear something they don't like is not her idea of a conducive environment for learning and teaching. This board has voted down the Curriculum Committee in the past and is wasting time going over it again when there already exists a channel for parent involvement. As she understands how school boards are supposed to work it doesn't include micro-managing what happens in the classroom—that's the superintendent's job. The district just spent a lot of money and time in the hiring process of our new superintendent. She hopes the board will give him a chance to do his job. She urged the school board to look past differences, stop wasting time and move forward together to continue creating an inclusive atmosphere of academic excellence.

Jeanine Buckman stated she was here in support of the Woodland Charter School (WCS) renewal. Her family relocated to this area about three years ago a big part of their decision to relocate here was knowing that WCS was available to their children. The school is very important to their family and in line with their family values. The awareness of the environment and nature studies and even having options for bringing their own lunches and organic food is part of the culture of the school and again in line with their family

COMMUNITY COMMENTS
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values. When her kindergarten child was attending District 7 they had trouble with the values being different. They are extremely happy with sharing the school curriculum and the values that her family shares with their school and having some symbiotic relationship there. It's very valued in their family.

Karen Rogers has lived in Williams for 18 years. She raised her grandson who has gone through Williams, Lincoln Savage and now at Hidden Valley. She thanked everybody for helping him so much. She loves our public schools. Recently she heard that there is some negative information out there and some feelings about Common Core math. She is a math tutor in Williams with home school kids and she uses Common Core. She uses various methods. Before that she tutored at RCC, a group of women who went through the whole school system, hated math, were no good at it and hadn't learned anything. She feels like any way that they can get kids to understand math is great. If anyone doesn't like the way Common Core can teach like first graders to subtract one three-digit number from another it's very simple in Common Core. She would be happy to show them how it works if they are against it or think they are.

Elijah Elliott is 14 years old and in his second year at Woodland. He is in the 'Maple' class which is a 7th and 8th grade blend. He shared that Woodland is an amazing school. It has helped him become a very confident, humble and understanding person. He explained how they all have differences but they accept people for who they are and become friends.

Christie Brawner introduced herself as a teacher at Woodland Charter School (WCS) and is in favor of the renewal. She grew up in southern Oregon and arrived back in Oregon the summer of 2011. When she found out that the WCS was looking for a third and fourth grade teacher she was eager to learn more. She met with the founders of the school twice—once for an interview and then again to teach a sample lesson. On both occasions she found herself dazzled both by the commitment and the vision of the parents who started the school, but also by the promise of Waldorf methods to deliver a quality education in an imaginative and artistic way. Over her past two years as a teacher at WCS she has continued to be dazzled and challenged—often both at the same time. She is now studying to be a Waldorf-certified teacher and this has made her a more capable, nurturing and intuitive teacher and an even better and stronger person. Learning a new way of teaching has been a challenge, but also a gift and that has brought her back to practicing the fine arts in a way she hasn't done since she was a student. Teaching the same group of students for multiple years might seem a little difficult without the fresh starts. But in actuality, being able to bond so deeply with one group of students and their families has been absolutely amazing. The relationships that she has forged with her students, their families and her colleagues is the thing she most love about teaching at Woodland. WCS gives her the opportunity to deliver to their students a very high quality form of education, usually only available at a great price and great distance from where we live and this is why she became a teacher. She is proud and fulfilled to be bringing the Waldorf methods to this area and is filled with gratitude that this opportunity existed for her here in Three Rivers School District.

Wensdae Davis shared that she has two children at Woodland Charter School (WCS). Her son will be a graduating eighth grader and he has spent all of his middle school years at WCS. She feels that WCS provides more than just academic achievement. It's preparing students to be leaders with emotional intelligence, self motivation and pride in their accomplishments. They have a *Compassionate Campus* project that pairs middle school students with students in the younger grades and throughout the years the students develop a bond by assisting the students with projects or simply being a friendly face on the playground. The seemingly small acts of kindness and support make a great impact on these middle school students. Since this project has started her son has shown a great interest in patience and helping younger children and meeting all people on their level, regardless of their age. This year he is choosing an interest that he is not proficient in, but would like to learn more. He's going to find a mentor, schedule work sessions and learn a

new skill or trade. The steps to make this happen will take initiative, perseverance and a commitment to one's own learning. These are all skills that he has learned at the time he has been at Woodland. He's in a small group, and like most middle schoolers, they all know each others strengths and weaknesses and they all know just what to say or do to point those out. In all the time she has spent in the classroom, she has seen nothing but positive. Since that she has seen her own son become more responsible for his own actions and he can also notice how to point out the positives in other people. Her son easily passed his reading exam and has an 'exceeds' on his math state exam. She feels he is more than prepared for high school and will present himself as a competent and capable student for the rest of his learning time.

COMMUNITY COMMENTS
(CONTINUED)

Stacy Denton, one of the founders of Woodland Charter School (WCS), a board member and teaches Spanish at the school. She is also the parent of a second grader at WCS. She has been involved with helping to build Woodland for almost six years and so proud of the school they have successfully created through their partnership with Three Rivers School District (TRSD). When they stood before the TRSD Board in 2011 and crafted the terms of their original agreement Woodland was just an idea. They assured the Board that the school would bring in a large contingent of students who weren't being served by TRSD—home school families, and students who resided in TRSD but schooling outside of the district. They provided letters from families who said they would move to the area to attend Woodland. They were also confident that Woodland would attract students from other nearby school districts. Woodland founders described to the TRSD board the strong popular appeal of a Waldorf-methods public charter school and explained Waldorf education to be the fastest growing school movement in the world. So here they stand three years later and glad to say that their Waldorf-methods program at WCS has indeed generated the support that they imagined. They are nearly at full capacity in all of their classes and have a sizeable waiting list for spots at the school. They have built their campus from the ground up installing water, power, septic, parking lots and temporary buildings. In the future they hope to build permanent structures, improve their playground and purchase the property that the district has leased to them. When she stands on the playground at one of their many festivals during the school year she sees happy children, an engaged staff and a strong show of support from parents and community members attending their events. This is a school where families celebrate the changing of the seasons with their Harvest Fair, their Spiral of Light Festival in December and the May Fair. People come together to honor the accomplishments of their students through singing, poetry, dance and play performances. She is so glad to have this educational opportunity for her daughter. She is impressed by her interest in and ability to retell multi-cultural stories, her enthusiasm for drawing and painting, and the fire that is burning inside of her for reading. She thanked the board for their past support of WCS and strongly urged their support for Woodland's charter renewal.

Linda Hogle, retired Three Rivers School District administrator, stated one of things she promised when she retired in 2010 was that she would never again come to a school board meeting. Unfortunately she felt the need to come tonight. The reason for that is that when you build your entire career around a district, and invest in that district, and put your heart and soul into it and see it grow and over the course of her tenure and a lot of other people in the room—they saw TRSD grow from a district that was not well regarded around the state to one that is highly regarded around the state and where our programs were exceptional; other districts were coming to us to find out how to do things better. They did that partly by being work-a-haulics. They all worked way too hard. What gets in the way of that is when professionals—teachers, administrators, classified staff, superintendents—are not permitted to do their jobs. They cannot, as a board, meddle into the decisions of principals, superintendents and teachers on that level. She understands there have been situations where the school board has tried to make coaching decisions at the school level. That is not, in any way, within the arena of school board responsibility. Their responsibility is to set guidelines which is a very key responsibility. It's important

COMMUNITY COMMENTS
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they represent the citizens in doing that. That's what they need to do. Not the nit-picky stuff at the school level. They hired a superintendent. She doesn't know him, but he sounds excellent. She knows that they were 100% in agreement to hire him, so he must be good because she knows that they are not all on the same page on everything else. Therefore, let him do his job. Let him give his principals autonomy. Let him develop the district that the community wants and please do not meddle in those kinds of issues. She has spoken to so many administrators. When she left in 2010 there were 15 principals in the district. One of those principals remains in this district. To lose 14 out of 15 in four short years ought to be a wake up call that something is amiss. She has talked to a lot of those folks after they left and won't violate their confidence, but would say there are some basic problems at this level that must be addressed to hold on to the people. There will always be people to replace them, but they want the good ones, so make them feel comfortable working here.

Joseph Rice wanted to talk about *Percepolis*. He wanted to bring some clarity. He filed a review with the district and from what he understands it should be going through the process. The issue he has with the book—and he wanted to make it clear—he is not supporting banning a book. He's talking about an age-appropriate book. He believes in middle or high school students that have access to this book is inappropriate. He served three tours in Afghanistan. He has witnessed what's described in the book. He watched a student get up and talk about how they want real world experience. If he was to take the cartoon images that are in the book and put his actual photos to it, people would be viably disgusted by it. He does not believe we want to show the current ISIS members beheading people in our classrooms. This book speaks to that and it's bothersome to him. If it is on a shelf in a library where any student can walk up, take it out without the parent knowing about it, read it without any adult supervision, context or guidance about what it means—he has an issue with that. He is a parent. He chooses, as a parent, not to forfeit his parental rights. He chooses to protect the innocence of his daughter as long as he possibly can because he has experience the horrors in the book first hand as an eyewitness. He understands the book is award-winning. He understand it tells a good story if you read it in context. It's not age-appropriate without a supervised setting. That's his concern. When he stands at the podium at the last meeting and the chair stops him from reading passages in the book because it is violent and offensive, that's an issue and that's a problem. We should be able to take any book in the library and get up to the podium and read it freely without concern. As a parent, and the district, and the library, he has no problem if the book stays here. But as a parent, he wants to know about it. He wants a choice that if his daughter is going to be exposed to this he knows about it so he can explain it to her and hold it to her in context.

Keith Hall introduced himself as a one-year resident of Williams and speaking of the renewal for Woodland Charter School (WCS). As a parent of two students in the second and fourth grade he is thrilled with their educational experience. He and his wife are originally from central Florida and moved to the Portland are about eight years ago. They were in search of Waldorf education and living in a location out in the country. They are now in a beautiful place on a piece of land in Williams. They are sinking their roots deep and it is centered around this beautiful school with amazing people. The faculty and staff are beautiful and the students are brilliant on so many different levels. A position as the music teacher opened up and he jumped at the chance and is now the new music teacher at WCS as well. He sees the students just opening up and blossoming. He has seen lots of students in other settings feel like they are alone or closed off, like they are not really part of something. The students at WCS just opening up, knowing that they are part of a team; knowing that they have friends there to support them and that's why he loves this school. He whole-heartedly encouraged the board to renew the WCS charter.

Mia Evans shared that she is 14 years old and this is her third year at WCS. She has been going to Waldorf schools for most of her life and strongly believes it's the way to go. One of the many blessings of getting to go to school there is the sense of family. She knows her teachers personally and enjoys having the same teacher every year. She and her teacher

are very close and she feels comfortable going to her and asking for help. She believes this relationship is vital and a necessity that other schools lack. Another reason she chooses the school is the hands-on projects and awesome classes that no other schools have. She has learned to knit, sew, weave, work with wood, plant at precise times of the year and a privilege most kids don't get. The best part is she gets all of the regular schooling curriculum at the proper time in her developmental levels. She loves the schools and recommends it to others.

COMMUNITY COMMENTS
(CONTINUED)

Bill Ertel stated he is not a student at Woodland Charter School, but the last few minutes he wishes he was! At his age it would really be nice if they had a speaker system, especially when the board is speaking it's a little hard for him to hear. He still has real concerns about Common Core and is trying to be really fair. He used Google for Common Core and there is so much information out there it is overwhelming. He has not read the superintendent's 136 pages but for them that are still on the line about Common Core. It would be nice to have an update, maybe once a quarter, where they are.

Teacher Kari O'Brien shared that she is here to say thank you. They are engaged in collective bargaining right now. They have a lot of teachers and a lot of staff members from the district in attendance tonight because they are so engaged and so interested and so earnest in wanting to come to closure on their bargaining agreement. She thanked the board for their time that they give, for the energy they put in to come to good decisions and just here to say thank you and they appreciate the board. She invited them to come to a meeting.

Corrie Dunkin shared that she was also here on behalf of the WCS renewal. They have children at WCS. One in fourth grade, one in seventh and one in eighth grade. They have come from a private school and transferred to Woodland. They have a special needs daughter who has had developmental delays her entire life from a stroke in utero. Their educational challenges have been challenging. At WCS in a year she has progressed 2-1/2 years in critical thinking skills. All three of her children love Woodland. They are shining and their self-confidence, their desire to learn; they go to bed early so they can read longer. They are really committed to the school and are grateful that the board made the decision to bring this kind of education to a small area and make it accessible to a lot of different people and a really diverse group. They are thankful and hope that they will renew the charter.

Director Breckner passed out a spreadsheet and explained that the last couple of weeks she has been taking a look at preliminary data for September. When we ended the year in June the food service fund came in about \$237,000 not to the good. She has been charged by Mr. Holmes to fix that, which is a daunting task. The September data is very preliminary. Bus schedules are still getting worked out, so kids don't always get breakfast. Lunch schedules are still being adjusted. She does think it's important to look at September last year and September this year to see where we are. She looked at September's enrollment from last year to this year and the district is down 126 students. When you look at the breakfast participation between 2013 and 2014 we served 1740 more breakfasts in September 2014 than we did in 2013. That could be for a couple of reasons. We had one more serving day in September of this year. We also have the five CEP schools which changes how the district is funded. We also served 1298 more lunches this year than we served last year. Served 180 more snacks. At Evergreen's supper program that they provide for the Boys & Girls Club after school, we served nearly 277 more dinners. Those are all encouraging things. In looking at the data, and have shared with the food service staff, that we will not be erasing the debt margin until our hours, labor and benefits are under 50% of the revenue. Right now we are well above that. She and Brian Hershey are meeting with food service staff by attendance area this week and next to let them know that when the quarter comes to a close next Friday she will be adjusting staff hours to get closer to the 50% margin. The good news is the district

FOOD SERVICE UPDATE

FOOD SERVICE
UPDATE (CONTINUED)

is serving more meals than they were serving last September. Ten of the district food service staff volunteered a weekend. Sodexo provided a bus that left from WalMart last weekend and they spent the weekend working with product to learn different ways to make it different for kids. We have a 'Serve Safe' training that we are bringing just to our district staff on November 7th. That will allow us to do more and different kinds of food. She is meeting weekly with Brian Hershey, the Food Service Director and the two district staff that submit all of the paperwork to ODE to review where they are at. They are doing the meal and labor analysis right now and then she and Brian Hershey will be meeting with each building principal over the next two weeks. Ms. Breckner's projection right now is that the district is about \$15,000 in the hole for the first quarter, which comparatively using last year's number we would have been \$58,000 in the hole. It's better, but it's not at all where it needs to be yet. She reminded the board that in order to qualify for the CEP schools, it's not the free and reduced lunch rate that qualified the schools for that program, it's their direct certification rate. The direct certification rate is those families who are already receiving public assistance—either food stamps, welfare, etc. That's why those schools qualified for that program. Right now the cash coming in to the district is less than what we were receiving. However, schools in that program, we are receiving districtwide about \$500 more per month in reimbursement than we were before. That program is showing promise for the district—it's just a little early to know exactly where we are at.

Superintendent Holmes thanked Brian Hershey for all of his hard work. Right now if you walk into a high school for lunch it smells like a good lunch. He's made some great changes. There are some wonderful things going on at the high schools and he has a plan and is working his way down. The high schoolers have the most options for lunch.

INTERDISTRICT
TRANSFER REPORT

Director Allen-Hart provided an update on the interdistrict transfers. There were some very significant changes to the interdistrict transfer policy this past year. She shared that the district went from a reciprocity with districts to each district setting their own criteria for transfers. Medford district decided to close down their transfer borders. Both District 7 and Three Rivers agreed to set caps for students on a transfer. Given all the district went through to get to that process we are in a great place. We have a few openings still—our elementary schools are full. We have some openings at Williams and Applegate; a little bit of space at our middle and high schools. It's been nice with District 7 because they also set caps which has helped us with working through individual student processes. There were fewer denials this year than ever before. It has been nice to have a process that parents understand. Things have slowed down tremendously in her department in terms of transfers—which is atypical. With the update in the bill which acknowledged the hardship situation, which was the biggest concern, situations that truly need a transfer wither in or out—she has been able to honor those. The districts have been able to handle those very positively for students and families.

Mr. York asked if the district was seeing a decrease in transient movement? Ms. Allen-Hart responded that overall there is a settling and less transient. Also the clarification in the process with a clear timeline has been helpful. The districts biggest loss has been at Medford. Last year about 18 students came in from Medford. We were able to grandfather all of those students this year. We did not receive new Medford students.

NETWORK INFRA-
STRUCTURE UPDATE

Director Valenzuela reported on the state of affairs with the district's network infrastructure. Some time last year he and Rob Saunders spoke to the board about instructional technology in the classroom. He did a fantastic job and demonstrated some of the incredible things that are going on that teachers are using to instruct our students and give them some skills that they will take beyond these walls into the workplace, college and where those skills are incredibly necessary. Mr. Valenzuela explained that when you think of technology, you think of something that you touch such as a projector or laptop. We make those things viable in this district through our infrastructure. The things that you can't see—our switches and servers and our pipeline to the outside world is aging. We have

network switches that are in service and have been in service since 1999. The demands of the switches now compared to 1999 isn't even close. We have focused on the interface and we haven't done anything to revitalize our infrastructure. Our servers, where information is stored and then distributed, are ten years old. They run 24/7 every day for ten years. The point is at some point we are going to experience failure. We have—we have lost information at schools and in departments and it's not easy to recover from. He will be coming back to the board in small doses so when it comes time for the board to address it they will have all of the information they need to make decisions around how we support the whole district. We have wireless right now here at Hidden Valley, but have fewer than 35 wireless access points in this school district. Our district is one of the few places around that doesn't have a wireless presence at least in the 6-12 environment—and even at the elementary. We have a lot of work to do and he is interested in working together to get those things done. We have some things in place that really need to be addressed and attention brought to them.

NETWORK INFRASTRUCTURE UPDATE

Principal Lois Horan gave a presentation on the status of Woodland Charter School. She spoke about the Waldorf methods of teaching:

- Arts integrated
- Nature based
- Waldorf methods curriculum
- Teacher loops with student cohort from grades 1-8
- Emphasis on community life through festivals
- Special subjects include:
 - Spanish Language
 - Handwork arts
 - String instruments
 - Choral singing
 - Games & eurythmy
 - Woodworking

WOODLAND CHARTER SCHOOL CHARTER RENEWAL

Ms. Horan reviewed their growth. In year one (2012-2013):

- Opened Woodland Charter School at a rented space in the Gateway Church, Grants Pass
- Administration of the school handled by a team of Charter Council members, under charter school registry
- Three combined classes: 1st/2nd, 3rd/4th, 5th/6th
- 60 students total
- Special subjects: Nature studies, gardening, music, games/movement, Spanish, sign language, handwork arts
- One main lesson teacher was Waldorf trained, two others entered the three year training—all are registered with TSPC
- One special subjects teacher was Waldorf trained, all are registered with TSPC
- Provided extensive professional development in Waldorf education and threefold governance to the Faculty Council and Charter Council
- In January, moved the school to 301 Murphy Creek Road, Grants Pass, with two modular buildings and an office
- Provided Parent Education workshops

Year Two (2013-14):

- Hired an administrator who is both Waldorf trained and a licensed public school principal
- Rented and sited a third classroom building in anticipation of increased enrollment
- Constructed a multi-purpose outdoor building to house the new Woodworking program, provide shade during the day, and as an outdoor classroom/performance stage for teachers

WOODLAND CHARTER
SCHOOL CHARTER
RENEWAL
(CONTINUED)

- Four classes: 1st grade, 2nd/3rd, 4th/5th, 6th/7th
- 100 Students total
- Two fully trained Waldorf Main Lesson teachers, and two Main Lesson Teachers completing the first year of Waldorf training (professional development provided by WCS), all are registered/licensed with TSPC
- Special subjects: Nature studies, Gardening, Games/Movement, Handwork, Spanish Language, Woodworking
- Formed a Parent Council with mission statement, officers elected, mandate determined
- Established afternoon bus service for WCS students
- Established the *Compassionate Campus Program*, which emphasizes and supports mutually empathic and respectful interactions between students, teachers, and parents
- Implemented the Oregon State & Public Waldorf Standards document with the Faculty Council

Year three (July 2014-present)

- Five classes: First grade, second grade, 3rd/4th grade, 5th/6th grade, 7th/8th grade
- 25 students on wait list
- 125 students total enrolled
- Three Main Lesson teachers are Waldorf trained, two are completing the training this year, all are licensed/registered with TSPC
- Special subjects teachers have all received some Waldorf training, all are registered with TSPC
- In anticipation of Smarter Balanced Testing, faculty chose Oregon State Standards homework books for study in grades 3-8, with continued focus on integrating Oregon State Standards & Public Waldorf Standards
- Professional development focused on Diversity Training and integrating Oregon State Standards
- Morning and afternoon busing for Woodland students
- Trial School Lunch program with organic and local options
- After School Enrichment Program with: Science Fun (with Oregon State Standards focus), Cross Country/Track Club, Traveling Chorus, Photography, Alternative Instrument Exploration, Math Support, Language Arts Support
- Expanded driveway and parking area to accommodate 25 new families; new signage at top and bottom of driveway
- Established the Leadership Committee, with representation from the three governing groups: Faculty Council, Charter Council, Parent Council

Future Goals/Plans:

- All Woodland students academically proficient according to public Waldorf and Oregon State Standards
- Add kindergarten to offer families a smooth transition to the first grade experience
- If kindergarten is added, a separate building and play area will have to be added
- Breakfast & lunch offered free daily to all students with organic/local foods
- New classroom building needed in 2015 (need 7 grades classrooms total)
- New office site/main building platform needed in 2016 to accommodate higher enrollment; will need to add special subjects classroom spaces, as well
- Expansion of playground with naturescape offerings
- Leveling of the playing field/set up as soccer field
- Irrigation system in place for the whole property/safety from fires
- Design and create an outdoor kitchen
- Plant trees as per Site Committee plan

- Expand the outdoor basketball court

WOODLAND CHARTER
SCHOOL CHARTER
RENEWAL
(CONTINUED)

Ms. Horan reported on student proficiency—they are a level 3 school at this point. Part of this is because they have very small cohorts that are being tested right now. 12-13 children in each grade. Over 50% of their students that were tested last year were in the first year with WCS. They don't really have a cohort yet that really reflects what their children can do in terms of proficiency. Most students improved their scores but too many remain non-proficient. She explained their plan to improve proficiency:

- Made major changes in master schedule, allowing for more time spent with main lesson teacher for academic skills practice
- Purchased Mathematics and English Language Arts textbooks and homework books that prepare students for Smarter Balanced Testing and that align with Oregon State Standards
- Focus in professional development is on the areas of Waldorf curriculum that align with Oregon State Standards, three times yearly
- Struggling students are identified by October and are invited to a free after school program where their own teacher pre-teaches the upcoming lessons to instill confidence and ensure extra attention in problem areas
- Older students will do SB practice testing throughout the year, and will concurrently buddy with younger students to help them navigate the new format
- After school science enrichment is focused on Oregon State Standards

Ms. Horan then explained the charter renewal needs:

- Addition of Kindergarten as an option, and the funds to build a classroom and separate play area
- In order to meet goals regarding the addition of needed buildings for both Kindergarten and increased grades enrollment, increase ADMw from 80% to 85%

They are already enrolling for the first grade next year and expect to be full. Last year they were full in February. They are expecting another 25 for the first grade and if they decide to do a kindergarten that would be even more students. They are requesting an increase in their ADM pass through from 80% to 85% in order to do that.

Ms. Horan provided the board with a five year operational budget and the narrative for it. She noted that they have been fiscally prudent and that is their continued plan. They don't have enough on the bottom line to do what they need to do in terms of building buildings. Unlike other charter schools which are often given a building in the district—they didn't have a building or land so they had to do everything. A lot of funds went into that the first year. They need another 5% in order to make that happen. Their biggest area of expense is teacher salaries and benefits. Their other big expense is the rent for the buildings and ramps that they have and they are basically throwing money away on rent. They would like to get out of that situation and purchase their own buildings.

Ms. Horan stated that she hopes that the board will consider renewing their charter and they look forward to a continued excellent relationship. She thanked Dave Holmes for meeting with them and visiting the campus. She appreciates his interest in them. She then thanked Dave Valenzuela, Lisa Cross, Debbie Breckner, Stephanie Allen-Hart and Rowdy Bates at First Student.

Board Chair York stated that this is an action item—to renew the Woodland Charter School charter with Three Rivers School District.

Member Lengwin made a motion to renew the charter and increase the ADM pass-

WOODLAND CHARTER
SCHOOL CHARTER
RENEWAL

through from 80-85%. Member Olmo seconded the motion.

Mr. Holmes stated that in terms of approving the actual charter we probably have the cart before the horse as they don't have an official document in front of them that would lay out the actual agreement with the charter and ADM pieces. We would need to work that up and the board would have to have that actual document in front of them to approve. It would then go to the state for approval. He does think, based on what the audience is here to hear, is the intent of the approval of the charter. If the board wanted to take an action on an item to approve the intent to renew their charter—that would be appropriate.

Mr. Crume said that is exactly what he was thinking. He was surprised they were doing it any other way and he was looking for the administrations recommendation and didn't see anything. Mr. Holmes responded that was his fault for listing it as an action item as opposed to a presentation. Mr. Crume said he would much rather vote on it that way. Mr. Crume asked Mr. Lengwin if he was willing to change his motion to approve the charter and not the increase at this point? Mr. Crume thinks they are doing a great job and supports them whole-heartedly, but wants to see the numbers and what it's going to do to our district. He wants to see it on paper.

Ms. Olmo said that's why she started the discussion with Lisa Cross. To make sure that it was a net gain for the district. She is a little bit confused because she heard the motion that she originally seconded, which was to approve the charter renewal with the change from 80% to 85%. Then she heard a recommendation that we should change it to the intent to renew it. Can they still do it with the intent to renew it with the change from 80 to 85%? Mr. Holmes responded that is up to the board. Mr. Crume asked for clarification that this is for the next school year? Mr. Holmes said that is correct. Mr. Crume asked if they couldn't just approve the renewal and then take a look at the increase? He would rather do it that way. He wants to see the numbers. Ms. Olmo responded that she was learning more about it as she was not here when it was originally adopted. Learning how the 80% was actually a minimum and that a lot of districts are able to do more than that. She was trying to figure out what all goes into it and it is complicated and it does look like there's some room there, which is certainly a good sign. Mr. Lengwin changed his motion to an intent to renew the charter without addressing the increase to the ADM. The ADM would be at a later date. Mr. Crume said he was under the impression they would renew the charter and look at the increase separately.

Mr. Holmes stated there are also two other critical pieces they are asking for. They want to include their kindergarten, which is important to note and the term which they are asking for is three years, is also an important consideration. In terms of how they are going to state their motion, those are the three critical pieces that are different from the current charter. They are asking for a three year renewal, they want to add kindergarten and they want the increase in the ADM.

Mr. Valenzuela added that this is the first proposal he has seen. We knew they wanted to renew it and he fully supports what they are doing. He believes it is an awesome school and they are doing amazing things so the renewal is not a question but for him to go look at the charter as it was written originally there are things around a number of issues that they can probably address as a school district to make sure that the interests as a district are protected as well. He recommended that they negotiate the charter and that would be adding kindergarten, looking at the increase and if there are any additional pieces that the district would have that might want to add to that.

Mr. Crume said how about a motion just to renew the charter? They are doing a good job. They have been workable. We have had a good working relationship with them—and then they can review the other two pieces.

Mr. Lengwin said his motion would then be just to renew the charter itself. Mr. York asked if

that was for the three year term or ? Ms. Olmo said she is hearing from the board that there's intent to work with Woodland to get their charter renewed and to make sure that we're renewing the charter in a way that supports the school, the district and the financial interest of both. Do we need a motion that states their intent? Mr. Holmes said they could just table it until the November meeting and give the district thirty days to work with Woodland to put the charter and contract together and get the language in front of them and take action at the November meeting. Mr. Crume said he is looking through the packet and there is no recommendation or any information so he thinks that would be smart. Mr. Lengwin added that it would not interfere with Woodland right now. Mr. York thanked Woodland for their presentation—it was awesome! Ms. Olmo added that it's nice to see and hear something in our district doing so well. Mr. Lengwin removed his motion and Ms. Olmo removed her second. Mr. York stated that it will be tabled until the November meeting, pending further information from all parties. Ms. Horan pointed out that there is a time frame on the charter renewal process—in which you have to respond. She wanted to make sure that the next meeting is enough. Mr. Holmes responded that would be fine.

WOODLAND CHARTER
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RENEWAL (CONTINUED)

Superintendent Holmes stated that it is the same thing he presented at the workshop two weeks ago. Nothing has changed. He is just asking for approval so that he can put the wheels in motion. Member Dwyer made a motion to approve the *Curriculum Review Sequence* as presented by the superintendent. Member Olmo seconded and the motion passed unanimously.

CURRICULUM REVIEW
SEQUENCE

Superintendent Holmes said the list has not changed. It is the next ten critical projects across the district for use of the construction excise tax dollars. Some other things have popped up, but he has not changed them or added them. Member Olmo made a motion to approve the *Long Range Facility Plan*. Member Dwyer seconded and the motion passed unanimously.

LONG RANGE FACILITY
PLAN

Board Chair York stated that in regards to suggested future agenda items they now have the Woodland Charter and Ms. Dwyer is going to be presenting in regards to the House Bill. Ms. Dwyer asked if that was on November 6 or November 18? Mr. York said they are trying to do the presentations at work sessions then they can move right through the action items at regular board meetings. Ms. Olmo said she heard earlier, and she would also like to have an update on Jerome Prairie. A discussion of what is going on over there, especially as it relates to Madrona. Mr. Crume asked if they could put that as an update and maybe get some information as to what it would look like to reopen that school? Ms. Olmo responded a look-back—did they make the right decision and are they moving the district in the right path moving forward.

SUGGESTED FUTURE
AGENDA ITEMS

Mr. Holmes added he would like to make the board aware they need to talk about the all day kindergarten situation and housing of that. They also need to get Ms. Cross engaged on the budget calendar process. The budget calendar was approved in November last year. It doesn't mean they actually have to approve it in November, but they do need to get that working. At the latest that could be a December work session item. Lastly, the board moved the November work session from Tuesday, November 4th to Thursday, November 6th because there was a concern about the 4th being election day and having people be able to come to that work session. He found out later that Thursday the 6th is parent/teacher conference night and that would eliminate all of our teachers and parents from coming. His suggestion was to move it back to the original date as most people still believe that's when it will be held. Mr. Crume said he believes the whole committee was working towards Thursday, November 6th and they agreed as a board they didn't want to have it on election night. He had made plans because that's what they agreed to. Ms. Olmo added that unfortunately she is no longer available on the 4th and Ms. Dwyer was not available on the 4th originally.

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Mr. Crume proposed they keep it on the 6th like they told the committee. He knows they have been actively working towards that date. Mr. Holmes asked what committee? Ms. Olmo said she did not know what he was referring to. Mr. Crume said the people that are working to get that meeting together. Ms. Olmo asked what meeting—the work session? Mr. Crume said they are working on presenting. Ms. Olmo asked if they even had an agenda yet? Mr. York said no—not yet. There's been correspondence about the group that Neil Clark spoke of that would like to present. Ms. Olmo said—Oh, a Common Core meeting. Mr. York responded that it was not a Common Core meeting. Ms. Olmo said—it's Common Core, Smarter Balanced testing? Mr. York said it's a curriculum review committee. Ms. Olmo said if that's the date then we need to have teachers participating. That would be a pretty big disconnect if they didn't have teachers. She didn't realize that was on the agenda for that date. Mr. York said it has been moving towards that date. Mr. Crume said at the work session that's what they agreed it to have it on Thursday, November 6th. That's what they told them. Ms. Olmo remembers having a conversation about when they were moving the work session to, but does not remember specifically talking about any specific program that was going to be there. Certainly if they can't have teachers participate in that level of conversation it would be hugely inappropriate. Mr. York agreed with that. He agreed that everyone needs to be heard and if they do it in a work shop setting—not that they are going to take public comment in the work shop, but people could be there to hear to that they don't have mass hysteria running through the campuses saying they are going to... Mr. Crume said that to his recollection, they could go back and listen to tape, but they had been asked if they could have a meeting dedicated to that and they agreed to that and they agreed to have a public comment period during that work session and they agreed to have it on Thursday, November 6th—and he thinks that is what that group has been working towards. Mr. York said what he is hoping for, as the board chair, is that their work sessions are dedicated to a presentation to the board and that they reserve the public comment period for their regular meetings. He is hoping that Neil Clark is able to formulate an idea that they as a board can digest and whether they approve the forming of the committee or not, just that no action be taken at those work sessions. They hear the presentation, they are allowed to digest and take input from everyone else around them, and then as a community they come together at the regular board meetings and hear from the community and the teachers and the staff and make a decision like that. Mr. Crume agreed with him—that's what he understood too, but he thought he heard Mr. York say something different about not having a public comment period. Mr. York said not at the work sessions. He would like the work sessions to just have a presentation for them as the board. He agreed that it needs to be with the teachers, the administrators and the staff be available to that meeting. Ms. Breckner stated that the way the parent conferences are structured for that week is that Wednesday is a twelve hour day. It's a regular school day for kids and four hours of conferences Wednesday night. Thursday is twelve hours of conferences, so it goes late into the evening for staff and then Friday is a no school day. There would be no teachers or administrators available on the 6th. Mr. York said it's nobody's fault—it's just the way it is so his suggestion would be to move Neil Clark's presentation to a December work shop where they would make a presentation so they can have full participation with everyone there. Mr. Clark said the idea of full participation sounds great. The publicity has been put out to the media and the people that are forming this committee have already set in their minds the 6th of November. He suggested they could make the presentation at that time and then let the board set on it for a while then on the following month make a decision as to whether or not this committee is going to be useful to the district or not. Mr. York understands that, but wants all of the parties that are concerned with it to be able to have full participation, even at the presentation so there are no questions. He wants to be completely clear with everyone what's on the table and who can be there. It's nobody's fault it's parent/teacher conferences—that's just where it's at. He suggested it might give them some more time to fine-tune their presentation. A patron asked if there will be an opportunity for other members of the community to formulate a response? Mr. York responded that would be during the board session. Mr. Clark's group will make a presentation and then he would encourage everyone to be at that presentation and the following board meeting there is an

opportunity for comment. Ms. Olmo said there is obviously a lot going on about what they are planning and who's presenting and who's coming and media that's being alerted and some of the board members have no idea what we are talking about. A patron said "some of the audience members don't know". Ms. Baum said she doesn't know what publicity because she is obviously paying attention as a parent and has not heard about this. Ms. Dwyer said she is concerned that if this issue is going to be addressed, it needs to be addressed in a session with a full public comment period. She understand the intention of having presentations and then action items later, and really supports that when the presentation is something that is coming from our staff or when they have knowledge of what's been going on with those presentations. But if something is being brought new and she is not sure from exactly whom then it seems to her that should happen in a full board session when there is a public comment period. Mr. York asked then she would rather have the presentation and then the discussion and then act on it all in the same meeting? Mr. Crume said that they have already told them that they would give them a day. They have already told them they would allow them to do this. They have already gone out and made plans. If they can't do it on that Thursday, November 6th then let's give them a date that they can have the meeting they told them they'd have and let's have them do their presentation. Ms. Olmo does not remember a board vote saying they are doing this. Mr. Crume added to give them a public comment period in that meeting—what's the big deal? Mr. York said his concern is that they are given all the information and then asked to make the decision. Mr. Crume said they don't have to make the decision—but you can still have a public comment period. Shouldn't they hear from both sides? People that are for it and people that are against it. Mr. York said that's why his thought of doing a public comment period at the board session is that it allows people the time to digest so they are not dealing with raw emotions. Teacher Kari O'Brien asked who is presenting? Mr. Crume responded various community members that have come forth over the last few years asking for some sort of curriculum committee or public committee/involvement. Much like District 7 has, possibly or another model. There have been several community members that have come forth and asked for that over the last couple of years. So 'they' are the community members, the parents, that have expressed interest. Ms. O'Brien asked if it was possible for teachers and administrators and classified staff to all hear that presentation as they would love to hear it. Mr. York said yes—he is not going to do anything without them being able to attend and hear for themselves what is said. A patron asked "What is the scope of this presentation? Is this proposing new curriculum, for example?" Mr. Clark responded that the idea of the committee of parents and other citizens within the community is to review the materials, the methods, the testing, the things that are occurring in our classrooms, so that they as concerned parents and retired educators have a voice as to what is happening in our classrooms. Many of them have had a concern about some of the materials, but they want to know first hand what's going on in the classroom and they feel very strongly that the parent's should have a voice as to what is occurring in the classrooms. A patron in the audience responded that sounds really good, but we are talking about a very few number of parents and citizens. He said he is a retired teacher, he is a parent, he is concerned, but this is the first he has heard of it. You should say "a certain few members of the community" because if you are talking about counting up parents it's going to be a pretty small fraction to be involved. It sound's like a momentous thing that is coming up and he's leery of it and sure wants to be there for the presentation and for time to digest it and so on.

Ms. Olmo stated that as a school board member she is a bit confused because at the last work session they had a presentation by our superintendent that was the *Curriculum Review Sequence* and in that presentation Dave Holmes presented the idea that as they are going through and looking, and reviewing the different curriculum that potentially needed to be revised or updated. Potentially they would reach out, in addition to, members of our district also to people in our community who may have additional knowledge about that subject and ask for their participation in that subject matter as they

SUGGESTED FUTURE
AGENDA ITEMS
(CONTINUED)

SUGGESTED FUTURE
AGENDA ITEMS
(CONTINUED)

review it. She believes that is what they gave unanimous consent on to move forward with tonight. This sounds like something potentially in direct conflict with that. The motion they made and all approved, based on what he presented—she is floored this is coming up. It's taking her by surprise and she's embarrassed. Ms. Dwyer suggested that people review the December 2013 minutes. It sounds to her like this is the same proposal that was defeated in December and she feels like they are going backwards. Mr. Crume said he is not imagining things, he knows what they decided at the last work session and he knows what these people were told—that they were going to have a meeting on Thursday, November 6th, and it was going to be devoted to what a curriculum committee or curriculum council would look like for Three Rivers School District—now your telling him you're not going to give him a meeting? Mr. York responded that he's not saying that he's not imagining that. What he's saying is that in the interest of unifying everything and allowing everyone to be a participant that they move that date so that everyone can participate. Mr. Crume said—perfect—can they pick a date? Can they move forward with this? Mr. York said he doesn't know that he can do that this evening. He should probably talk to a couple of people—Dave Holmes, and see where we are at. Obviously we can do it in the not too distant future. We've never had one before and he doesn't know that they are going to create one and have it fired out of the gun in the matter of a couple of weeks. He just wants to be totally inclusive with everyone and their ability to be there so they can look at the district calendar and if it has to be pushed to the December work session then it will be. Superintendent Holmes asked to make a statement.

Mr. Holmes stated the board hired him as superintendent of this district. You passed his work at this meeting, 5-0 vote, to create a curriculum adoption sequence that will allow community input. It would allow review of content area, specific over a seven year process and would give people in the community and parents an opportunity to be part of that. That has proven to be successful where he came from in practice for many, many years. The proposal to have a group of outside individuals that may or may not be a part of the community, may or may not be parents in our buildings, to come in and sit in our classrooms and view what our teachers are doing, what our principals are doing in buildings is absolutely contrary to everything that is professional about this district. He will not be part of it.

Mr. York responded that he doesn't want somebody showing up on his job telling him how to do what he does. They discussed Site Councils this evening and part of this might be a vehicle to allow people to find out where their energies are best spent. Get involved on campuses. Every one of those kids loves seeing the adult parents there. The adult parents love being there. If this is a way they get people involved, then this is how to get people involved. He doesn't have a problem one with listening to a proposal. He thinks we have some amazing schools in this district. Lincoln Savage is number one in the state! Three in the top twenty! The destination district motto that we're heading for—he wants to engage that and wants that to be a reality. If it means that public comment period, where people come in and express their viewpoints. We can get people involved, we can have you on these councils and you can have a voice. That's what this is for. He doesn't want to come in and cut people's legs off and tell them how to do their job, what they're doing wrong and hope that is not what anyone wants to do. But, if this is a vehicle where we can get people engaged and get people involved in our community, then we are well on our way to that destination district.

Ms. Olmo said what about a presentation from the district to the community about all of the different ways and avenues that concerned parents and community members can participate at our building levels and at our district level—she is not sure what administrator would be best to address that? She would be interested as well.

A gentleman stated that as a parent in the community and someone that really cares about the education of his kids he is concerned that he hears a couple of things going on. One is

that promises are being made by persons unknown to a group of people unknown for a purpose that is unknown to make a presentation to this board to achieve an agenda that is unknown at a time when the parents and staff and teachers of the district cannot be there. He is not opposed to the idea of anyone from the community expressing any idea that they may have, any objections, any problems or any complaints about the way things are being taught. There are processes for that, that don't involve going to the school board. But, if people want to do that, he would personally prefer that there be some daylight shed on who is making the communication to them, how, what it is, who these people are, what their purpose is and how there can be some dialog with them; rather than having a presentation made by this shadowy group that has been promised things by whom—he doesn't know and have it appear on the agenda for the school board with no opportunity other than random input from people showing up that particular night, and just happen to be there and put their cards in with no chance to organize or prepare a response or analyze what's been said. That seems to him like a set-up for a revolution. It seems to him that some daylight shed on this whole process would make everybody feel an awful lot better. The sunshine rule needs to be applied here.

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Mr. Clark explained the purpose of the committee basically is just to find out what's going on and then as a committee after becoming familiar with the schools and contents of the schools, and so on—come back as a committee to the board and say this is what we have experienced; this is what we have seen; and just offer their input as to our opinions, our observations and then allow the board to make the decision as to whether or not they want to accept their proposals or not. It's a way they want to be able to get the parents involved. They have put out the publicity to say come and express your opinion. But, unfortunately we live in an apathetic time. Both parents working and so many activities—they don't have the time, or take the time to take an interest in what's happening in our schools. So it leaves it up to the system, to the state and to the federal organizations and corporations to determine what we are doing in our schools. That's not where it should be. It should be up to us as citizens and as parents, concerned parents, as to what's happening in our schools. That's all they want to do. Take a look and say this is what we perceived; perceptions may be wrong but with those perceptions ask you as a board to make a decision perhaps at some point. That's all they're asking.

Mr. York responded that he doesn't know if they, as a board, are necessarily—he's not equipped to instruct these individuals on teaching and learning. He doesn't see that as being a positive. They are not equipped to come tell him how to do his job. Ms. Breckner added that it would cause some contractual issues as well. Mr. York said the sunshine is awesome and if the sunshine rule says—okay as a committee your contact point would be the superintendent, then that's what that would be. He doesn't know that coming to the board as a committee and just... Ms. Olmo said they are talking about having a community of people that don't have kids in the school going in to our classrooms to question teachers, question children and then come back and report to whomever in the district—She doesn't understand why they are talking about this right now.

Ms. Dwyer commented that she really likes Ms. Olmo's proposal that the district present, at a meeting to the community, the avenues of participation that are available to people and she feels very strongly that they are in excellent hands with their trained, credentialed, people who have job descriptions and accountability and thinks they should let them do their jobs.

Mr. Lengwin said this is confusing because he doesn't really understand where anybody has gotten the idea that people are going to be sitting in classrooms and things like that. Mr. York responded that Neil Clark was talking about observing in classrooms and teachers. Ms. Baum added . . .and reporting back to the board—that's not the board's job as far as she understands it. Mr. Crume said he has heard it that they wanted the ability to look at the textbooks, the curriculum, what was being taught in the classrooms, what

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(CONTINUED)

was being taught on the Smarter Balanced test, what was being taught on sex ed, what was being taught in U.S. History and about our constitution and a lot of it was a big concern about what they have heard about Common Core nationwide. He was under the impression that it was a group of a lot of parents, and grandparents, and concerned community members. He doesn't see what's wrong with that transparency. What is wrong with having a committee? Why does school District 7 have a curriculum committee? Ms. Baum asked if it were parents in this district that are forming this group—or is it community members and parents from another district? She asked about all of the reported publicity as she is not an apathetic parent, she is very present and listening and wondering if it's parents and community members from Three Rivers School District or maybe it's outside the district and that's why she hasn't heard of it? Mr. Clark responded that if they lived in District 7 would that be objectionable? They have about ten or a dozen people that have volunteered their time to do this so far. They include former school board people...

Mr. York stated they are going to take a good long look at this before they do anything drastic. They are not going to do it on the 6th. They would really want to have participation levels high with teachers and staff.

A patron asked if parents would be involved in reviewing curriculum and textbooks in what was passed already tonight? The response was yes.

Ms. Olmo made a motion to adjourn the meeting. Member Dwyer seconded and the motion passed.

RECESS

The board recessed the meeting to Executive Session at 8:30.

EXECUTIVE SESSION

Board Chair York called the meeting into Executive Session under ORS 192.660(2)(d), Collective Bargaining, at 8:45 p.m.

Members Lengwin and Crume were absent.

ADJOURN

The board returned to open session and Board Chair York adjourned the meeting at 9:15 p.m.

Danny York
Chairperson of the Board

David Holmes
Superintendent-Clerk