

Three Rivers School District Board of Directors met for a regular session, Tuesday, December 17, 2013 at the District Administrative Office, 8550 New Hope Road, Grants Pass, Josephine County, Oregon at 6:00 p.m.

**PRESENT:**                      Ron Crume, Chairperson of the Board, Zone IV  
   Kate Dwyer, Member of the Board, Zone I                      PRESENT  
   Danny York, Member of the Board, Zone II  
   Ron Lengwin, Vice-Chair of the Board, Zone V  
   Patricia Adams, Superintendent-Clerk  
   Debbie Breckner, Director of Human Resources and Athletics  
   David Marshall, Director of Support Services  
   Dave Valenzuela, Director of K-12 Education and Technology  
   Stephanie Allen-Hart, Director of Student Services

**ABSENT:**                      Kara Olmo, Member of the Board, Zone III                      ABSENT

**Also Present:**                      Dave Marks, Rachael George/Lorna Byrne MS Principal, Chuck  
   Simpkins, Ruth Kingsland/The Daily Courier, Mark Higgins/  
   Lincoln Savage MS Assistant Principal, Jim Bunge/Aramark                      ALSO PRESENT  
   Custodial Manager, Jann Taylor/Alternative Education Director,  
   Sharon Fisher, Kim DeForest, Linda McClanahan/North Valley  
   HS Assistant Principal, Cindy Drought/OSEA Field Rep, Dodie  
   Bullard/OSEA President, Kevin Marr and Shelly Quick/  
   Recording Secretary.

Board Chair Ron Crume called the meeting to order at 6:05 PM and led the audience in the Pledge of Allegiance. He then announced that the agenda would be amended to add action item 6A—Licensed Contract, presented by Debbie Breckner.                      CALL TO ORDER

Superintendent Patricia Adams reported on instructional days. The schools were closed for six days. One day was a parent conference day. The state allows fourteen hours of emergency school closure which equals three days of student contact time. The district will be monitoring the instructional minutes and hope for full school days for January and February. She recommended that we don't jump to adding school days back just yet, but revisit this again at the January 21<sup>st</sup> board meeting. We can then look at the calendar, specifically the week of June 9<sup>th</sup>, and there is room in that week if we need to restore some school days.                      SUPERINTENDENT'S REPORT

Superintendent Adams then addressed a document she handed out from the Oregon Association of Water Utilities (OAWU). In summary, she wanted the board to know that we have a wastewater treatment plant at Fleming and it has exceeded it's years. The district will be looking at keeping it in compliance and meet DEQ standards. We are looking at significant repairs, if not a new wastewater treatment plant. We will prepare as we enter the budgeting process of how it will be financed. Robert Horban is taking the lead role, working with Ron Crume as a board representative and Director Debbie Breckner is involved due to the insurance aspects. It is recommended that the district involve engineers and get a plan in place on how to manage this treatment plant so that it doesn't fail on us.

SUPERINTENDENT'S REPORT (CONTINUED)	<p>Board Chair Crume added that they have met and have some good ideas. Robert Horban is doing a great job. He then asked if we would be discussing snow routes?</p> <p>Superintendent Adams responded that she met with First Student, along with Robert Horban, David Marshall and Debbie Breckner to debrief the week out of school and what could be done to improve and learn from it. They agreed the need to identify and communicate snow routes and artery roads, so that students can get to the road and have school. The timeline is that Rowdy will identify them to her by January 7 and Director Breckner will prepare a communication plan. The number one praise was communication.</p>
FINANCIAL REPORTS	<p>District Accountant Lisa Cross reported that on the cash status report all of the Federal grants have been approved so we can now claim on them. The ending fund balance is holding steady at \$690,000. An update to the State School Fund formula change that is happening because of House Bill 2098. It changes the way the poverty calculation is made. This is helpful for smaller districts and according to their estimates the district should actually about \$136,000 more next year due to the change in the calculation.</p>
LICENSED CONTRACT	<p>Director Breckner stated the district has reached a tentative agreement with our licensed association regarding the financial reopener for the contract for 2013-14 school year that we began bargaining back in April. The agreement that was reached represents:</p> <ul style="list-style-type: none"><li>• 5 day reduction</li><li>• \$50/month increase in the insurance cap which will raise it from \$900 to \$950. This is the first insurance increase for the licensed association since 2008. It still remains to be one of the lowest insurance caps in the state.</li></ul> <p>Director Breckner recommend the board approve the agreement with one caveat—that the Association provides verification of ratification by the close of business on Friday, December 20.</p> <p>Member York made a motion to accept the agreement. Member Lengwin seconded and the motion passed unanimously.</p>
CONSENT AGENDA	<p>Member York made a motion to approve the Consent Agenda as presented. Member Lengwin seconded and the motion passed unanimously.</p>
COMMUNITY COMMENTS	<p>Chuck Simpkins—Stated he knows of several organizations 'out in the wings' waiting for the district to decide what to do with Jerome Prairie. He has spoken with Director Marshall a couple of times and looks forward to the presentation tonight. There are people wanting that space if it is available to rent, to lease or to buy. He expressed interest in finding out where the district is at with the property.</p> <p>Superintendent Adams responded that there should be some discussion among the board tonight that will help decide to lease it, sell it, rent it or use it as another educational site.</p> <p>Dave Marks—Stated that the question has come up about the Common Core and someone had asked what do the teachers think? On behalf of the Association he responded that it is a curriculum change. What he thinks is really successful with the Common Core is that we have a really large transient population. When kids move, it gets very chaotic. There is also research that says that people who move districts are the kids that are not graduating. In general, as the Association, they have no major complaints. They do have concerns with how the Common Core is being measured with Smarter Balance. It is now part of their evaluation.</p> <p>Board Chair Crume responded that he pays a lot of attention to what is going on around</p>

the country and looks very hard for arguments in support of Common Core and they seem to be few and far between. The comments seem plentiful against it. But he (Dave Marks) talks about the Common Core curriculum whereas Directors and administrators say that it is not curriculum—it is only state standards. The research he has done says quite the contrary—that it is in fact curriculum. That seems to be the big debate and argument. He believes that it is curriculum that is being forced down our throats and would like to say that he would like every teacher in the district to know that there is an open line of communication with the Board. They would like to hear from every teacher about their thoughts, concerns and feelings about the Common Core curriculum. He would like them to not feel oppressed or that their job is in jeopardy by talking to the Board.

COMMUNITY  
COMMENTS

There was further discussion on a possible survey to get feedback from the teachers on the Common Core.

Member Dwyer added she is eager to open more communication with teachers. But would like to hear not just about this particular issue, but what their larger priorities are.

Superintendent Adams stated that Director Marshall is going to illustrate the cost to bring Jerome Prairie to a facility that would serve alternative education programs. Jann Taylor and her team have toured the facility and have met with Director Marshall and recognize that the Jerome Prairie site is not conducive to have a district alternative program and they will be working toward building an alternative program that are site-based at Illinois Valley, Hidden Valley and North Valley. They would rather see the money spent on staffing rather than on a facility.

JEROME PRAIRIE  
RECOMMENDATION

Director Marshall reported that there are three major issues with Jerome Prairie. There are still regular recurring costs (utilities and vandalism). He then reviewed issues with the building that included items such as the boiler and estimated costs to restore the building to where it could be used again for something such as an alternative program. The total estimated costs equaled \$227,500 at a minimum. He personally does not want to see the property sit for five years subject to constant vandalism.

Member York stated that he has a hard time with the fact that up until the end of school last year the building operated as it is with 180 kids in it. Paving the drop off area is not a necessary expense, the school has operated without it. People he knows love the school and hate the drive over Stringer Gap to take their kids to school now.

Director Marshall explained that what they saw last week were some failures of schools because no preventative maintenance has ever been done in the school district. Some of the expenses listed could not be done and it would be okay—but at some time there is a possibility of catastrophic failure. We would not have spent the \$217,500 the first year, but could anticipate spending something like that in the next 2-3 years if the building was occupied.

Member Lengwin asked how many people have approached about using the building? Director Marshall responded that he had been contacted by Mr. Simpkins. He is the only one.

Director Valenzuela stated they were going to share information regarding the graduation requirements of Three Rivers School District (TRSD) and how they compare to other districts around the state. TRSD currently requires our students to have 27 credits when they graduate from high school. The State of Oregon requires student to have 24 credits. Traditionally we have required more credits of our students than what the state has required. Our standard high school student that shows up every day, goes to classes and gets good grades can earn 30 credits when they are done with school. Grants Pass

GRADUATED  
REQUIREMENTS

## GRADUATION REQUIREMENTS (CONTINUED)

students have the potential to earn 28 and are required to have 24 to graduate. In 2009 we required fewer credits than we do now. Our board policy IKF has a historical chart about when we have changed our requirements. Director Valenzuela reviewed some of the history. In the coming months we will be discussing things about our schedules and how many credits students could potentially earn when the schedule changes is talked about.

Director Breckner addressed the subject of graduation rates. Is there a relationship between the number of credits the district requires and our graduation rate? Are we doing everything we can to set our students up to be successful? That is an ongoing conversation at the director level and with the high school principals. As a board, when they are looking at considering policy changes or making changes it is important they understand where we are at and how the credits get earned so that they can make good decisions.

Director Allen-Hart explained the current differences are elective credits. We have the same requirements for math and Language Arts.

Board Chair Crume expressed his big concern is that with what's going on nationally and from the State he has a sense that with the Common Core we are sliding backwards. By lowering the credits it worries him that maybe we would be sliding back even more.

Director Breckner explained the difference in the ability to earn credits in a trimester versus semester system. Historically with TRSD we have required students to achieve more than the bare minimum for their diploma. The reason for the 27 credit requirement is due to the trimester system. All high school principals are analyzing their schedules. More information will be provided around the first of February.

## BOARD POLICIES JFCF AND GBNA

Board Chair Crume made a motion that the board reconsider the approval of the policies approved on the November 19th board agenda—item 12B—policies 1 through 9. Member York seconded.

Member Dwyer stated she is not sure what policies they are referring to. Mr. Crume responded that there was a whole list of them. It was all of them, there were some that he doesn't have a problem with but some that he is concerned about. The complaint procedures and complaint forms—all of it.

Board Chair Crume called for a vote and Member Dwyer asked him to re-state the motion. Mr. Crume stated his motion was to reconsider the approval of the policies on the November 19<sup>th</sup> board agenda. He stated he has another motion that will follow after the approval or disapproval.

Board Chair Crume again called for a vote and the motion passed unanimously. He then stated that with that in mind he presented a second motion to repeal the vote of the November 19<sup>th</sup> meeting approving policies Items 12-B 1 through 9 on the agenda. His suggestion will be that they revisit the policies at the next workshop in January and go through them one by one and talk about them. There were some things that were struck out and new language that was added in and he expressed numerous concerns about it.

Superintendent Adams asked the Board that if they repeal the policies they have approved then they would have no policies in those areas.

Mr. Crume responded they would be repealing the changes—the additions and deletions that were made—the changes. So his intent is that their policies previous to the November 19<sup>th</sup> board meeting would stay in effect.

Board Secretary Quick responded that two of the policies are new so they are in effect in the schools right now—the Employee Identification Badge and the Fundraising. So we would have to notify the schools that they are no longer policies. Mr. Crume responded that he is not concerned with those two items. Ms. Quick suggested the board identify exactly which policies for the record.

BOARD POLICIES  
JFCF AND GBNA

Board Chair Crume changed his motion to agenda items 2 through 9. His motion was then to repeal the vote of the November 19<sup>th</sup> meeting approving policies items 12B—2 through 9 of the agenda. He would like the policies previous to that to stay in place. Member York seconded and the motion passed unanimously. *{For the record these policies included: KGB—Public Conduct on District Property; KL—Public Complaints; KL-AR—Public Complaint Procedure; JFCF—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence-Student; JFCF-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Complaint Procedures-Student; GBNA—Hazing/Harassment/Intimidation/Bullying/Menacing-Staff; GBNA-AR—Hazing/Harassment/Intimidation/Bullying/Menacing Complaint Procedures-Staff}.*

Superintendent Adams stated that this could be on the schedule for the January 7 work session. There are already other items scheduled that could be moved around. Greg McKenzie is coming to talk about the superintendent search, which will take about an hour; and transportation has been doing research gathering of information on cost savings and they will have prepared to present that research to the board on January 7<sup>th</sup>. She is also starting the budgeting process and that work session also included working with them on setting budget priorities and a budget timeline.

Board Chair Crume responded that they definitely want to hear about the superintendent search and would think that some discussion in regards to these policies should probably take place and it may take a while—the work session may go a bit later or take a couple of meetings to get it done. He asked that they be put on that agenda.

District Accountant Lisa Cross added that it is necessary to keep the transportation item on the January 7 agenda as they have an opportunity at the state level to make a possible change and would need board approval to move forward.

Member Dwyer asked to have some discussion soon regarding StudentVue and ParentVue. Director Valenzuela gave an update as to the status and the full functionality of those programs.

Board Chair Crume explained that they felt the need to have a curriculum committee made up of community members—parents, grandparents and community members—to oversee the curriculum; have a chance to review and approve or disapprove books that are being used, content, curriculum. There have been some suggestions and some ideas but would hope there would be a long list of volunteers who would want to be on that curriculum committee and let them decide on how they want to structure it. They need to discuss how to get those parents on, how many there is going to be and maybe the board would approve who would be on the curriculum committee. He would like to keep it as transparent as they can and get parents involved.

CURRICULUM  
COMMITTEE

Superintendent Adams asked for Director Valenzuela to inform the board what it does look like in this district to help the board with the discussion. If they know what is going on now it will help them formulate what they would like to see. Mr. Crume responded by telling Director Valenzuela he appreciates everything he does and this is no reflection; this is just trying to help build a bridge and fill a gap, involve the community.

Director Valenzuela reported that in board policy there are several pieces that keep the community involved in our curriculum selection, adoption and implementation. The biggest

CURRICULUM  
COMMITTEE  
(CONTINUED)

policy is IFCA, which speaks to 21<sup>st</sup> Century Councils, which are referred to Site Councils in our district. Every school is required to have a Site Council which is made up of equal parts parents, certified staff, classified staff and the principal. The Site Council meetings are not as formal as the board meetings, but they are public meetings. People can come and speak and weigh-in and the parent representatives are much like board members where other parents can come to them and can express concerns they have and those parents bring them to Site Council meetings. They hold Site Council meetings every month at a minimum, based on our policy, we have 78 Site Councils active in the district. They meet every month and talk about School Improvement Plans, current curriculum offerings and strategies to meet the goals of their School Improvement Plans. We also have a policy IIA that we will be tapping into in the winter months, around February and March. A policy that talks about the structure of a committee when we adopt new materials. This year is an English/Language Arts adoption in the State of Oregon and we are currently asking for samples of different curriculum that is available and that is on the State adoption list. They will be sending it out to schools for teacher input and ultimately will bring a recommendation back to the board as to what they believe should be adopted as curriculum. It will go from there to the budget process. That committee is comprised of a primary, intermediate, middle school and a high school teacher from every attendance area and folks from his office. Policy IIAA addresses library materials selection. The major adoption of library materials is approved by the board. Augmentation of library materials (the new books that are bought each year) is in control of the librarians. There is a Library Manager at every school in the district and they meet face-to-face a minimum of three times a year. There is a Library Coordinator, who is also a teacher at Illinois Valley High School, who meets with them as well. These are the three major areas that touch on curriculum—a lot of policy that the district has will speak to curriculum and how curriculum is implemented and brought in to the district and done away with when it is no longer applicable. These three things address how people can really get involved in the curriculum process. There is also a Southern Oregon Curriculum Council which meets at the ESD once a month and it is comprised of curriculum directors and superintendents from all over the Southern Oregon region.

Mr. Crume asked in regards to the 78 people that were involved in the Site Councils—is it specifically for curriculum? Mr. Valenzuela responded that Site Councils are primarily for curriculum, but they also talk about their School Improvement Plan and the curriculum that supports it—but also deal with other school ideas, such as new playground equipment.

Mr. Crume responded that he has had several conversations with superintendent Adams and she told him it is unusual to not have a curriculum council or curriculum committee in a district. Superintendent Adams stated it would be unusual, actually unlawful, for a district not to have the Site Councils. They may cover playground equipment, but the reality is that the law states school councils are for curriculum and for school improvement. In districts she had been in there have been curriculum committees that include textbook adoption, K-12 literacy and K-12 mathematics and then explained the importance of regular textbook adoption. We have not had a textbook adoption in 8-12 years. We have been off-cycle of curriculum evaluation and curriculum committees because we have not adopted a textbook. Curriculum councils and advisory committees are very common in every school district and it usually is about a specific content area of the adoption so that it rotates every year.

Mr. Crume stated that in response to his concerns—he would like to think we don't have any of these problems that he is so concerned with in Three Rivers School District but unfortunately that is not the case by the number of e-mails, phone calls and text messages that he has received—and letters. Text messages showing community members children's homework. His concern with the homework that his kids have brought home. There is a big concern in the community. If we don't do anything we are making a big mistake.

Member Dwyer asked Mr. Crume to share some of those communications with the other board members as she is not aware of them? He responded that he would—he has gotten

letters and emails in response to the Common Core curriculum. He has text messages of math homework from second, third and fourth graders that he looks at and it makes no sense. Not to mention the National news and what we are seeing about Common Core and the complete uproar in the United States of America in regards to Common Core. He thinks it is important that the board does something. He thinks it's responsible on the board's part to do something to have more eyes and ears on this situation to make our schools the best they can be.

CURRICULUM  
COMMITTEE  
(CONTINUED)

Superintendent Adams asked Board Chair Crume if he was looking for a censorship committee or a curriculum committee? He responded that what he views as a curriculum committee is a group of parents and community members that will look over are books, are curriculum and what are kids are being taught. Maybe they can sit in the classrooms and listen? If you give a group a title they will be more inclined to respond and to take action. The things that he hears in the media in response to what some states are being directed to teach in regards to the Constitution, The Gettysburg Address, many things—not just math.

Member Dwyer stated that she has always been and will remain a big supporter of communication with parents and parent involvement. She is also concerned that we have people developing and determining curriculum who have credentials—that we have hired for that reason. She wants to be sure that we have teachers teaching and directors directing. She is okay with input but doesn't want to have a committee making educational decisions that they might not be qualified to make.

Mr. Crume stated he would envision that the purpose of the curriculum committee would be to watch over, look and see, and bring any concerns that they have to the board. He believes right now across the county there is a big concern with teachers, even in our own community. There seems to be an oppression with the teachers. He believes the board needs to hear about it. It's not that they are going to make a decision on what is or is not taught. We are inviting them to look and be a voice. Ms. Dwyer responded that they need to be careful what authority. Mr. Crume stated the board could decide that. He sees the committee as being very transparent. In the Common Core meeting that we had a couple of weeks ago, he had one of the books with him, "The National Education Sexuality Standards". We have not adopted that book—but it is coming. There is a whole agenda of the dates they are planning on implementing that stuff. We have a Governor in the State of Oregon that has signed three executive orders to make himself the Superintendent of Schools in Oregon. His goal, openly, in an article in February 2011 is to do away with elected school boards.

Member Dwyer responded that she met with Nancy Golden (Governor's office) on Friday and discussed school priorities and curriculum. She asked her about those standards and Nancy Golden is not aware of the standards that Mr. Crume had—she hasn't seen them. Mr. Crume printed them from the internet and they are all part of the standards package. There is an agenda with the dates of the projected implementation of all the different things.

Member Dwyer responded that it's good to have a committee, and fine to have people have input. It's a fine line and they need to be careful to not delegate away powers of the people who have skill sets that have caused us to hire them to do their jobs and not to erode their ability to do their jobs.

Member York explained his concern would be that after something such as the curriculum change that is coming, we are teaching kids what to learn not how to learn. He would rather have a kid that knows how to research, how to find things, then have someone who just knows the question that's going to be asked, these are the four answers, and this is the right answer.

CURRICULUM  
COMMITTEE  
(CONTINUED)

Superintendent Adams recognized the concern about voice and communication in the area of what is taught and agreed there isn't a better voice than that of the teachers. She reiterated the desire for them to come forward so that the board can listen to them. She recommended a survey to get the teachers involved and use it as an opportunity to hear their voice about what would be the purpose of a curriculum committee. She explained her previous experience with curriculum committees has been with the involvement of teachers, specific to their area of teaching. The curriculum committee is not a random group of individuals who do not have the credentials, background or experience—or the college education to speak to how and what we teach kids. If there is a desire to have a curriculum committee, there needs to be parameters so that we know we are listening to experience. Until there is a voice of all of the people involved she doesn't see how they can establish a curriculum committee.

Board Chair Crume asked Superintendent Adams if she was proposing having another meeting on Common Core? She responded no—she's not. She is suggesting that they listen to their teachers and what they would they would like to see in the areas of curriculum support for the school district.

Teacher Kim DeForest clarified that the standards that are the Common Core were adopted individually by states. The curriculum that we use are the resources that help them meet those standards. Common Core is not a curriculum—it is a standards.

Board Chair Crume responded that it seems to be a big debate. It is called the Common Core state standards, but there are so many different variables and ways to interpret what is actually coming down the road. Many other teachers have told him that they are given the materials to meet the state standards.

Ms. DeForest explained that they are creating it themselves. They don't have a current adoption for Language Arts. It is two different things. People are tossing around the terms interchangeably and that is what needs to be corrected.

Director Valenzuela added that in many cases we are using the same curriculum that we used when we had content state standards—just at a different time of year, different grade level. The curriculum, in a lot of ways, hasn't changed. The standards have changed that piece, but we are using the same curriculum because we haven't adopted in so long. Our teachers are working tirelessly to figure out how to use the material in a new way.

Hidden Valley Principal Daye Stone stated that he is new to the district and has been around the state in other school districts—no one is doing what we are doing and means that in a positive way. They are moving towards where we are at with common assessments.. The resources are being created by our local people. They are not being created by any textbook adoption, because we haven't had any. Our work as a staff in creating assessments, without curriculum being a part of the conversation, is light years ahead of most school districts. The resources of what it takes to effectively teach those standards is what he is hearing the concern about, but teachers are creating the resources themselves. This isn't coming from the Governor or from Washington D.C.—it is local people that are teaching to these standards based on collaborative work that the district has spend thousands of money on creating. He thinks that is a very positive thing—having teachers working with teachers and creating that model. Other districts around the state are taking notice and moving that direction as well with proficiency.

Board Chair Crume responded that if what he is saying is true, that's great and he's happy with that. Where is all of the concern coming from? Why was the board room filled with people that were concerned about what is going on with Three Rivers School District? If what he is saying is the case, what would a committee made up of our community members that are taking a good hard look—his hope is that they report to the board and say they are



perfectly happy—but where are the pictures coming from that are getting texted to them? He has concerns with his third graders math homework. He doesn't see what the problem is with some transparency—to have one more group that stands by and says everything is going great and they are 100% behind everything. There seems to be a concern because the phone calls are coming his way.

CURRICULUM  
COMMITTEE  
(CONTINUED)

Member Dwyer stated she would really like to see some of those communications. She does not get to find out what people are concerned about. Mr. Crume said he would forward them to her.

Director Breckner reminded the board that the delivery of instruction and the assignment by the teacher is protected by the collective bargaining agreement. So if you were to have the committee come back and say the teacher can't teach it that way, or the teacher needs to give a different assignment—a caution that she doesn't believe we can do that. As they are thinking about that committee and what they want it to look like, and what they want the expectations around it to be, be aware there is an academic freedom clause in the collective bargaining agreement that they cannot, as a board, violate.

Board Chair Crume responded that he does not have an agenda and does not know exactly what it would look like. He has heard concerns from his community members that we need that and he agrees. With that he would like to make a motion.

Member Dwyer expressed concern that this is premature because she is not opposed to a committee, per se—but thinks it is premature if they have not had communication with our teachers in a clear process that reveals to them what it is they would be asking for. If they go to create a committee, and ask people to serve on that committee, they don't actually know what it is they are asking them to do until they have had that conversation with their teachers. She suggested that they officially convene the communication process with our teachers before they were to design what they would like a committee to look like.

Member York added that in an effort to be transparent with the public they don't want to hamstring the instructors that we already have.

Board Chair Crume agreed but does not feel that they are premature—he feels like they are late and that it needs to happen. He then made a motion to move forward with putting together a curriculum committee for Three Rivers School District. He has no idea what it would look like right now, but wants to move forward with it and bring it to the table for discussion at future meetings.

Member Dwyer explained that at this time she can't be in favor of that until she gets communication from teachers that would then guide her in the process of developing the priorities for a committee.

Member York stated that in listening to Mr. Stone, those are the groups that they really need to be in touch with. Budgetarily are we able to meet their expectations? Is there anything they can do as a group to assist them? They are already in place and doing the work for the district right now.

The board then discussed where they are hearing complaints from. Members Lengwin and York shared it is mostly from the elementary math level. Member Dwyer shared she is not hearing complaints about Common Core—she has heard concerns from teachers more in regards to current teacher/student ratios. They were also more concerned about the switch to the Smarter Balance assessment and what that was going to mean for them being evaluated about things they couldn't really control. They could be so much more effective as a teacher with smaller class sizes.

CURRICULUM  
COMMITTEE  
(CONTINUED)

Board Chair Crume stated that there are three board members that say they have received complaints that there are concerns out there. There is a motion on the table to move forward with putting a curriculum committee together in Three Rivers School District. He asked for a second. Member Lengwin seconded the motion, but asked for discussion. He would like to hear from the teachers before they do anything. Mr. Crume responded that he has no idea what this would look like—maybe it would be made up of strictly teachers; maybe it would be made up of retired teachers, or maybe a mix.

Superintendent Adams asked the directors if they have received any complaints. Director Breckner responded she has not. Nor has she had a principal call as they typically would if there were concerns expressed at the school level.

MOTION FAILED

Board Chair Crume responded that all of the complaints are revolving around the elementary school level. They have all heard complaints and had a room full of people that were very, very concerned and people coming forward saying they would like to be on the curriculum committee. There is a motion and a second and they need to take a vote and move on. Mr. Crume called for a vote and the motion failed 2-2 (Members York and Dwyer opposing).

Member Dwyer made a motion that they begin a process of collecting comments and data from our teachers and administrators about what their concerns are with Common Core, in particular, and district issues in general so that they have an opportunity to bring their concerns to the board's attention. The motion was restated to include community members. Board Chair Crume responded that they need to listen to the people that have complained to them. Member Dwyer stated there are people with expertise in our district that can advise the board about which tools they feel are most effective and cost-effective and will reach people. Member Lengwin stated that the board did a survey four years ago. It was a general census.

Board Chair Crume stated his concern in this is curriculum. Member Dwyer responded that is a valid concern, but would also like it to be open to hear what people's priority concerns are. There may be people that have concerns about standards and curriculum but we find that it's there tenth concern—and there may be other in which that it's there most pressing issue. We need to get a view of what that really looks like in our community and in our schools.

Superintendent Adams stated that she would be happy to meet with the directors in researching a survey and bringing it back to the board and see if it gathers the information they are interested in. Mr. Crume responded that he would like to have another meeting on the curriculum and Common Core. Member Dwyer feels a survey is a better way to go so that teachers can respond without having to drive to the district office to attend a meeting.

Teacher Sharon Fisher stated that most of the comments they are getting are from Envision math. Maybe there should be a meeting on Envision math and the elementary teachers can give their opinion. She explained how the new Envision math compares to the older style of learning math.

MOTION PASSED

Member York seconded the motion to pursue actively gathering feedback and information. Board Chair Crume called for a vote and the motion passed 4-0.

PLANNED COURSE  
STATEMENT

Director Valenzuela stated the recently North Valley High School Principal Dennis Misner applied for and received a grant. He sent teacher Blair Starkey to 'Project Lead the Way' conference at Oregon Institute of Technology. A lot of resources were given to him at this professional development. The "Intro to Principles of Engineering" course is a direct reflection of that training and those resources being brought into the district to North Valley High School. Mr. Starkey is working in conjunction with the entire math and science

departments on marrying the two subject matters to the 'Principles of Engineering'. Mr. Starkey has an advanced math background as well as a background in architecture engineering and is a very skilled artist. He will incorporate all of those skills into this class. There is primarily a lot of applied math including algebra I, geometry and algebra II. Looks to be an exciting course and recommends the board approve the planned course statement.

PLANNED COURSE  
STATEMENT

Board Chair Crume stated that he was excited about this project and made a motion to approve the "Intro to Principles of Engineering" planned course statement. Member Dwyer seconded and the motion passed unanimously.

MOTION PASSED

Director Allen-Hart brought forward eleven special education policies for the first reading:

- IGBA Students with Disabilities
- IGBA-AR Students with Disabilities-Child Identification Procedures
- IGBAB/JO Education Records/Students with Disabilities
- IGBAB/JO-AR Education Records/Records of Students with Disabilities Management
- IGBAF Special Education - Individualized Education Program (IEP) \*NEW\*
- IGBAG-AR Special Education-Procedural Safeguards
- IGBAH Special Education-Evaluation Procedures
- IGBAJ Special Education - Free Appropriate Public Education (FAPE)
- IGBAJ-AR Special Education - Free Appropriate Public Education (FAPE)
- JGAB Use of Restraint and Seclusion
- JGAB-AR Use of Restraint and Seclusion

POLICIES—FIRST  
READING

There are minimal changes, mostly language regarding public charters. In the last policy which is the restraint and seclusion policy, updates are coming from the state level which defines very clearly if and when we need to restrain or seclude a student and how that is done.

Member York expressed concern over the words that were stricken in policy JGAB in regards to a student harming himself or causing damage to district property. It is Ms. Allen-Hart's belief that the replacement language is broader and covers their concern. The language is also very specific based on special education law and C.P.I. training.

Board Chair Crume moved on to suggested agenda items and mentioned snow routes and curriculum committee; StudentVue and ParentVue were discussed but it seems Director Valenzuela answered most of the questions. Member Dwyer suggested policy language around supporting kids using those tools.

FUTURE MEETINGS

Adjourn at 8:10 PM

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Ron Crume  
Chairperson of the Board

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Patricia Adams  
Superintendent-Clerk