

**COOS BAY PUBLIC SCHOOLS  
BOARD OF DIRECTORS**  
MILNER CREST EDUCATION CENTER  
1255 HEMLOCK AVE., COOS BAY, OR 97420  
March 11, 2013

**REGULAR BOARD MEETING AGENDA**

**5:30 PM**     **EXECUTIVE SESSION** - based on ORS 192.660(2)(a) To consider the employment of a public officer, employee, staff member or individual agent, ORS 192.660(2)(d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations, ORS 192.660(2)(h) To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed and ORS 192.660(2)(i) To review and evaluate the performance of the chief executive officer of a public body.

**6:00 PM**     **REGULAR OPEN SESSION**— Pledge of Allegiance and Welcome

**1.     APPROVE AGENDA**

**2.     CONSENT AGENDA**

- A. \*Approve Minutes of February 11, 2013, Regular School Board Meeting
- B. \*Approve Minutes of February 25, 2013, Special School Board Meeting
- C. \*\*Approve Licensed Staff Contract Renewals and Extension for 2013-2014

**3.     SPECIAL PRESENTATIONS**

- A. \*\*Annual Audit Report – Rob Wall of *Wall & Wall PC CPA's*
- B. Coos Bay Schools Community Outreach Update – Arianne Lyons

**4.     PUBLIC INPUT**

Speakers may offer objective criticism of school operations and programs, but the board will not hear personal complaints concerning school personnel nor against any person connected with the school system. The chairman will direct the visitor to the appropriate means for board consideration and disposition of legitimate complaints involving individuals. (Board Policy BDDH)

**5.     BUILDING AND STAFF PRESENTATIONS**

- A. HLC Student Update: Shayla Cummings
- B. MHS Student Update: Brittany Cooper
- C. MHS Animal Shelter Drive
- D. CBEA Business: Lynda Sanders
- E. OSEA Business: Teri Jones
- F. Highlighted School – Marshfield High School

**6.     DISTRICT STAFF PRESENTATIONS**

- A. Superintendent Granger
  - 1. Licensed and Administrator Evaluation Process
  - 2. \*All Day Kindergarten
- B. Business Manager, Rod Danielson
  - 1. \*Financial Report

**7. BOARD ITEMS**

- A. Board Activity Report
- B. \*\*Report on Superintendent's Evaluation – Adrian DeLeon
- C. School Board Committee Reports
  - I. Classified Bargaining Committee
- D. Budget Committee Openings Position I. Closes March 31, 2013
- E. Expiring Board Positions 1, 2, 5, 6 and 7. Filing Deadline March 21, 2013
- F. Designate Board Representative to MHS Senior Award Dessert, May 22<sup>nd</sup> and Board Speaker to MHS Graduation, June 8<sup>th</sup>
- G. \*\*2013-2014 School Schedule

**8. ACTION ITEMS TO CONSIDER**

- A. 2013-14 School Schedule Decision
- B. Approve Superintendent Compensation for 2013-14
- C. Approve Planning for All Day Kindergarten

**9. ADJOURN MEETING**

**CALENDAR**

<b>Date</b>	<b>Event</b>
3/4 - 3/8	Classified Employees Appreciation Week
3/25 – 3/29	Spring Break – No School
4/5	Grading Day
4/8	Regular School Board Meeting, 6:00 PM @ Milner Crest Education Center
4/27	Sunset Preparedness Fair @ Sunset School

Visit the District's Webpage at <http://www.cbd9.net>

COOS BAY PUBLIC SCHOOLS  
COOS BAY, OREGON

February 11, 2013

## **REGULAR SCHOOL BOARD MEETING**

The Board of Directors of Coos Bay Public Schools met on February 11, 2013, in the Community Room at Milner Crest Education Center, 1255 Hemlock Ave., Coos Bay, Oregon, for a Regular School Board Meeting. Chair James Martin called the meeting to order at 6:04 PM and invited the Board and guests to recite the Pledge of Allegiance to begin the meeting.

Board Members Present:	James Martin, Chair	Rocky Place
	Adrian DeLeon	Jill Christiana
	Charlene Moore	Mary Fields
	Sam Aley, after Oath of Office	
Board Member Absent:	None	

Others present included Superintendent Granger, Peggy Ahlgrim, Rod Danielson, Candace McGowne, David Dorsey, Hope Onusic, Jessica Skinner, Ariann Lyons, Lynda Sanders, Sandy Reiber, Linda Vickrey, Karla Delgado, Michelle Inskeep, Mary Margaret Stockert, Lisa Waddington, Teri Harris Jones, Ann Marineau, Justin Stranzl, Lisa DeSalvio, Arlene Roblan, April Harsh, Bill Harsh, Ralph Cullen, Cathy Danielson, Scott Granger, Nicole Ault, Jodi Putman, Greg Mulkey, Joel Smallwood, Jerry Kirkeby, Ralph Beesley, and Gordon Young of Channel 14.

### **1. APPROVE AGENDA**

Rocky Place made the motion, Adrian DeLeon seconded, to approve the Agenda. The motion passed unanimously.

### **2. REVIEW SCHOOL BOARD MEMBER APPLICATIONS**

Samuel Aley gave the Board a brief history of himself and his education.

### **3. APPOINT SCHOOL BOARD MEMBER FOR POSITION #2 AND ADMINISTER**

**OATH OF OFFICE:** Charlene Moore made the motion, Jill Christiana to approve Samuel Aley for Board Position #2. The motion passed unanimously

### **4. CONSENT AGENDA**

- A. Approve Minutes of January 14, 2013, Regular School Board Meeting
- B. Approve Minutes of January 28, 2013, Special School Board Meeting
- C. Approve Temporary Hire – Jillian Wightman – Sunset School 4<sup>th</sup> Grade

Adrian DeLeon made the motion, Rocky Place seconded, to approve the Consent Agenda. The motion passed unanimously.

### **5. SPECIAL PRESENTATIONS**

- A. Annual Audit Report: Rob Wall is unable to attend so the report will be deferred to the March meeting.
- B. Coos Bay Schools Community Outreach Update: Ariann Lyons and Justin Stranzl gave the Board an update on the process of the Community Outreach Project. The vision of the group is “Provide Excellent Community Schools”. The next step is to develop the

draft communications plan and calendar of events which is scheduled for February 13<sup>th</sup>. James Martin and Rocky Place invited the public to join the group to invest in the community.

## **6. PUBLIC INPUT**

- A. Cathy Danielson: Cathy encouraged the Board to consider one size doesn't fit all and to consider a different schedule for MHS.
- B. Sandy Reiber: Sandy reported that staff would like the Board to consider a 5 day week with professional development on early release.
- C. Rick Cooper: Rick believes the district needs to go back to 5 days. There is a loss of students because the district went to 4 day weeks and it's a longer day for students and staff. From a parent view, he believes the district needs to go to a 5 day week.
- D. Ralph Cullen: Ralph asked the Board consider pick-up times in the schedule and what the impact a 5 day week would have on the Watershed Program.

## **7. BUILDING AND STAFF PRESENTATIONS**

- A. HLC Student Update: There was no report.
- B. MHS Student Update: Brittany Cooper updated the Board on MHS sports and activities. Highlights include Mr. MHS Sweetheart Ball, Knowledge Bowl is undefeated, Rachel's Challenge will be giving valentines, the girls swim team took 1<sup>st</sup> in district and some qualified for state, on the wrestling team, 2 qualified for state, both boys and girls home basketball games will be on Tuesday.
- C. Highlighted Schools – Blossom Gulch and Madison Elementary Schools: Arlene Roblan and Linda Vickrey presented Blossom Gulch and Madison's answers to the 4 driving questions. Rocky Place shared his appreciation for the two schools presenting together and was impressed with their work with kindergarten through 3<sup>rd</sup> graders, emphasizing the importance of what they do.
- D. CBEA Business: Lynda Sanders stated there will be a small team for negotiations. Regarding education funding, she encouraged the community to communicate with state legislators on the importance of education funding. The new evaluation procedure is being worked on. Training will be necessary for staff and administrators to implement the new procedures. In honor of Classified Appreciation Week in March, Lynda thanked the classified staff for all they do. Read Across America will be in March and March 1<sup>st</sup> will be Dr. Seuss Night. She invited the Board to visit classrooms at all the schools. James Martin stated the district team is ready to begin bargaining. He would like to start as soon as possible.
- E. OSEA Business: Teri Jones asked the Board to check with the schools about visiting and reading to the students during Read Across America Week. OSEA negotiations began last week. Financial scenarios were shared and she hopeful the amicable atmosphere will continue. She would like to see classified staff included in staff meetings, Professional Learning Communities (PLC's) and Professional Development (PD).

## **8. DISTRICT STAFF PRESENTATIONS**

- A. Superintendent Granger: She thanked Cathy Danielson for letting the Talented And Gifted (TAG) program use her classroom for the Kitchen Science Night. It was a great night for all who attended and the classroom was perfect for the event.
  - I. Achievement Compact: Superintendent Granger reviewed the Achievement Compact. The vision is that the achievement compact will be designed to close the opportunity gap while moving all students forward in achievement. The next meeting

- is Wednesday, February 13<sup>th</sup> at 4:00 PM in the Community Room at Milner Crest. James Martin thanked the committee for their work and feels it is powerful vision statement for success of the district.
2. Sunset Preparedness Fair: Superintendent Granger announced the next Sunset Preparedness Fair will be on April 27, 2013, and she invited the Board and public to attend.
  3. Licensed And Administrator Evaluation Process: Superintendent Granger and Lynda Sanders are collaborating on leading the committee in the process of developing the licensed evaluations. A model has been chosen and is in the process of being customized for Coos Bay. She is also working with the administrators on writing the evaluation process for them.
  4. All Day Kindergarten: Superintendent Granger has been exploring the possibility of all-day kindergarten for next school year. This would be an educational strategy for early intervention. In terms of state funding, the state will begin funding all-day kindergarten as a full day student in the 2015-16 school year. There is a new state kindergarten readiness assessment that will be administered to all kindergarten students throughout the state beginning in 2013-14.
- B. Business Manager, Rod Danielson: Rod reviewed the financial report as of January 31, 2013.
- C. Special Programs Director, Lisa DeSalvio: Lisa reviewed the Graduation Report information and explained the difference in the 4-year and 5-year graduation/completer rates.

## 9. **BOARD ITEMS**

- A. Board Activity Report: Activities included SHAK, Facilities Focus Group, Classified negotiations, Superintendent Evaluation Committee, Lighthouse Project, SAT meeting, book talks, school visit, Board work session, Evaluation Committee, Board calendar work session, inventoried digital cameras, Family Science Night, PD Committee, Licensed Evaluation Committee, and weekly check in with Superintendent Granger.
- B. Committee Reports
1. Superintendent Evaluation Committee: Adrian reported that the committee met to review the data of the Board evaluations of Superintendent Granger. The Board and Superintendent have received the information and a summary of the evaluation will be reported at the March Board meeting.
  2. Classified Bargaining Committee: James Martin reported that the district committee has met with OSEA for a pre-negotiations meeting. The next meeting will be February 21<sup>st</sup>.
- C. Budget Committee Openings, Position 1: James Martin announced that Budget Committee Position #1 is open. Anyone interested in being on the Budget Committee is asked to go to [www.cbd9.net](http://www.cbd9.net) for more information.
- D. Expiring Board Positions 1, 2, 5, 6 & 7: James Martin announced that Positions 1, 2, 5, 6 and 7 will be up for election in the May Special Election. Anyone interested in serving on the School Board is asked to go to [www.cbd9.net](http://www.cbd9.net) for more information.
- E. Lighthouse Project Update: James Martin reported the Board met for 2 days and he shared 2 meaningful quotes from the training.

“Coming together to select a student learning goal in an academic area is often very hard work.... Part of the problem is that a district wants everyone to be satisfied, so it ends up with five or six goals. I’ve seen as many as 11 goals in a school improvement plan. As a result, it is impossible to achieve any of them. One

powerful student learning goal is sufficient if everyone is working diligently on it and looking carefully at student performance.” Emily Calhoun

“The exercise of authority requires reciprocity of accountability and capacity: If the formal authority of my role requires that I hold you accountable for some action or outcome, then I have an equal and complementary responsibility to assure that you have the capacity to do what I am asking you to do....My authority to require you to do something you might not otherwise do depends on my capacity to create the opportunity for you to learn how to do it, and to educate me on the process of learning how to do it so that I become better at enabling you to do it the next time.” Richard Elmore

The administrators and instructional coaches were included in the Friday portion of the training.

- F. 2013-2014 School Calendar: The Board would like to look at the constraints of the different calendars and budget out the cost of the different schedules. The next work session will be February 25, 2013.

## **10. ACTION ITEMS TO CONSIDER**

- A. Resolution #2013-9 Resolution Adjusting Appropriations: Rocky Place made the motion, Sam Aley seconded, to adopt Resolution #2013-9 Resolution Adjusting Appropriations. The motion passed unanimously.
- B. Resolution #2013-10 – Declare March 4-8, 2013 as Classified Employees Week: Jill Christiana made the motion, Charlene Moore seconded, to proclaim March 4 – 8, 2013 as Classified Employees Week. The motion passed unanimously. James Martin read the proclamation.
- C. Budget Calendar: Rocky Place made the motion, Mary Fields seconded, to accept the Budget Calendar. The motion passed unanimously.
- D. Audit Report: This will be tabled to next month.
- E. SCESD 2013-2014 Local Service Plan: Adrian DeLeon made the motion, Charlene Moore seconded, to approve the SCESD 2013-2014 Local Service Plan. The motion passed unanimously.
- F. Achievement Compact: Charlene Moore made the motion, Adrian DeLeon seconded, to receive the draft report of the Achievement Compact. The motion passed unanimously.

## **11. ADJOURN MEETING**

James Martin adjourned the meeting to Executive Session at 8:57 PM.

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James Martin  
Board Chair

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Peggy Ahlgrim  
Board Secretary

COOS BAY PUBLIC SCHOOLS  
COOS BAY, OREGON

February 25, 2013

### **SPECIAL SCHOOL BOARD MEETING**

The Board of Directors of Coos Bay Public Schools met on February 25, 2013, in the Community Room at Milner Crest Education Center, 1255 Hemlock Ave., Coos Bay, Oregon, for a Special School Board Meeting. Chair James Martin called the meeting to order at 6:00 PM and invited the Board and guests to recite the Pledge of Allegiance to begin the meeting.

Board Members Present:	James Martin	Charlene Moore
	Adrian DeLeon	Jill Christiana
	Rocky Place	Mary Fields
	Sam Aley	

Board Members Absent:                      None

Others present included Superintendent Granger, Peggy Ahlgrim, Rod Danielson, Candace McGowne, Lynda Sanders, Travis Howard, Cindy George, Hope Onusic, Melia Jasso, Teri Harris Jones, Sheena Johnson, Linda Vickrey, Jason Goodson, Lisa DeSalvio, Chad Putman, Ralph Mohr, Dale Inskeep, Joel Smallwood, Lauren Chan, Diana Spillman, Ralph Beesley, Karen Ashcraft, Becky Crane, Jessica Bee, Bryan Trendell, Dale Inskeep, Nicole Ault, Ann Marineau, Bill Burgher and Thomas Moriarty of *The World*.

#### **1. APPROVE AGENDA**

Rocky Place made the motion, Adrian DeLeon seconded, to approve the Agenda. The motion passed unanimously.

#### **2. ACTION ITEM**

Sam Aley made the motion, Rocky Place seconded, to have zero slots open for open enrollment. The motion passed unanimously.

#### **3. 2013-2014 CALENDAR WORK SESSION**

A. **Schedule Goals:** James Martin started the discussion on the calendar schedule by asking the Board to come to a consensus on what it hopes to achieve. The goals included best fit, student success based on measures including grades & scores, attendance, adequate time for Professional Learning Communities (PLC), promote community confidence in our schools and consistency. He also reviewed results of his meeting with MHS students and the survey was given to them.

B. **Data:** Chad Putman, Student Improvement Coordinator, shared the PLC's & interventions are at the tipping point to be able to see the intended outcomes. Interventions need to be targeted to all students (school-wide), not just the low students. He stated that staff need time to work out the interventions and he believes we are getting there. Superintendent Granger was asked what school-wide interventions would look like at the high school and she explained various options on how it could be put in place. When asked where the district was with curriculum alignment she explained school-wide interventions are beginning to be set up at 3 of the 4 schools.

- C. **Budget Effects:** Business Manager Rod Danielson reported on the financial impact of going to the 4 day week and the financial impacts of going back to the 5 day week.

In the five years preceding the move to the 4 day week enrollment dropped by an average of 56 students per year. Comparing the loss in 2012 to the five year average you could deduce that the district lost between 90 - 130 students as a result of the schedule change. The loss of students equates to a loss of State school funding of between \$585,000 and \$845,000. On the plus side, substitute costs decreased \$46,000 from the previous year and leave days decreased by 1,100 days which included a drop of 54% in professional leave. Transportation costs fell by approximately \$134,000.

Going back to the 5 day week we would probably see substitute costs increase by an average of 15% - 20%. Transportation will also increase by the same 15% - 20%. Utilities and cost of custodial supplies will also increase.

When asked what the impact of the 4 day week was on the Maintenance Department, Joel Smallwood explained the custodial staff has been using the 5<sup>th</sup> day of the week as a catch-up day. Expectations of the maintenance staff will need to be recalibrated if the district returns to a 5 school day week. The supply line item in the budget will also need to be adjusted. Currently the maintenance staff uses the 5<sup>th</sup> day for major repairs in the classroom.

- D. **Superintendent's Recommendation:** Superintendent Granger thanked the Board for this evaluation process since it has given her the opportunity to know the district better and to know what is and is not in place for the PLC's and school wide intervention vision. Based on what is best for student achievement, Superintendent Granger recommends the best course for our schools is to stay on the course the district is currently on which is the 4 school day week. Superintendent Granger drew the Board's attention to her handouts "Driving Questions" which highlighted what the strategy is and how to evaluate it along with comments. She also reviewed Activities, whether they were research based, evaluation of the activity and comments. PLC/PD days were compared between 2011-2012 and 2012-2013 and shared what still needs to be accomplished this year and next.

When asked if implementing formative assessments was the reason for the success instead of the 4 day school week, Superintendent Granger explained that the formative assessments are created during the PLC/PD day as well as planning the interventions which the 4 day school week allows time for. It's difficult to accomplish everything necessary in an early release day. James Martin asked Superintendent Granger if the model at Millicoma can be transferred to the other schools. The model is based on the 4 driving questions: What do we want all students to know and be able to do? How will we know if they have learned it? What will we do if they haven't learned it? What will we do if they already know it? How that looks at each school may be very different yet there are applications in this system to every grade level. Examples were given for how interventions could be used at Marshfield High School.



When asked about how early release had been used in the past, Dale Inskeep explained staff felt rushed to get to the training and transitioning from classes to the training site was difficult.

E. **Discussion:** James Martin asked the Board members to share their thoughts.

**Mary Fields:** She believes students need consistency and regular instruction time. She can't figure out why there is a different use of PLC time at the different levels. Superintendent Granger would like all the schools to advance at the same rate but explained that schools started at difference places.

**Charlene Moore:** She believes more work is needed in the K-3 & MHS schools for PLC's. Superintendent Granger explained that Chad Putman and the Learning Coaches are working with MHS to develop course sequences that create a team to work together. Specialists (special education teachers, speech therapist, etc.) will be working with the staff during PLC time.

**Sam Aley:** Since his recent appointment to the Board, the majority of what he has read and heard from the community has been in support of the 5 day week. He asked how you mitigate the 3 day weekend to help students get back into groove of learning when they return to school on Monday. How are 5 day school districts doing Response To Intervention (RTI) style interventions successfully, and could we emulate them? To Superintendent Granger's knowledge, there isn't another district in the state utilizing the PLC's like Coos Bay. The district isn't doing a RTI model like other schools. Coos Bay is focused on improving instruction where RTI is designed to add more instruction. The current schedule allows time to look at and analyze data, create an action plan, put the students into interventions and plan out interventions, look at instructional strategies, collaborate with other teachers, etc.

**Jill Christiana:** She believes the time on Friday's is working and it's hard to evaluate after 2 years. It has laid the groundwork to get Coos Bay where it wants to be.

**Adrian DeLeon** He reminded the Board that the whole purpose of discussion is to choose what is best for our students. The district has been on the calendar 1 ½ years, as long as some of the Board members have been on the Board and the Superintendent has been at Coos Bay. There have been a lot of recent changes in the district that are still settling down. Everyone is working very hard and putting the pieces in place. If all the systems were in place, it would be easier to return to a 5 day week. It will be hard to be in the process of developing the systems and going to the 5 day week at the same time. The Board will be deciding on a schedule based on what's going to work best for our students.

**Rocky Place:** He stated that the past year and a half hasn't been lost time or work. PLC's are what has grown out of that time and he believes it can happen on the 5 day schedule. Living within your income can compare with working within your time allotted. Community support is also important. He feels the 5 day week will meet the needs of everyone involved.

**James Martin:** He believes the schedule needs to include the PLC's collaborative commitment. He is in the middle weighing what is best for community versus the

students. James has heard from Millicoma and Sunset staff and sees what they are doing with the Friday time and how they are utilizing the longer school days yet is concerned about feedback from two schools who are concerned that the 4 day week is not the best fit for their schools. He asked Superintendent Granger how she will get all the staff on board. There needs to be a unified understanding of what the expectation is at all levels and time will be spent making sure is done. There will be PLC time for administrators to help them be the instructional leaders in the buildings. Data will be used to determine success, not opinions. Whether Coos Bay uses a 4 day or 5 day school week, we are headed the right direction.

James Martin asked Superintendent Granger to consider what if Millicoma and Sunset were on a 4 day schedule and the rest of the schools were on a 5 day schedule.

Since the majority of support was for either Schedule 2 or 3, Schedules 1, 4 & 5 will be dropped from consideration.

For the next meeting, the Board requested sample schedules for each of the schools. The Board thanked everyone who expressed their opinions.

**4. ADJOURN THE MEETING**

James Martin adjourned the meeting at 8:25 PM.

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James Martin  
Board Chair

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Peggy Ahlgrim  
Board Secretary

## AMSD Calendar

**MARCH 8, 2007**

**Board of Directors Meeting, 7 a.m.**

**TIES Building, St. Paul**

Guest speakers: Rep. Mindy Greiling, Chair of the House K-12 Finance Division and Sen. Terry Bonoff, Vice-Chair of the Senate E-12 Finance Division

**MARCH 22, 2007**

**Legislative Committee Meeting, 7 a.m.**

**TIES Building, St. Paul**

**APRIL 12, 2007**

**Executive Committee Meeting, 7 a.m.**

**TIES Building, St. Paul**

**APRIL 19, 2007**

**Board of Directors Meeting, 7 a.m.**

**TIES Building, St. Paul**

## AMSD's Mission

*To advocate for state education policy that enables metropolitan school districts to improve student learning.*



**Association of  
Metropolitan School Districts**



As members of the 2007-08 kindergarten class, these students can participate in Richfield's Dual Language Immersion Program, scheduled for implementation in the fall. About half of the program participants will be students whose first language is Spanish and the other half will be students whose first language is English. The goal is for program participants to become bilingual and bi-literate in both English and Spanish, perform at or above grade level, and develop positive cross-cultural attitudes and behaviors.

## Richfield Public Schools to offer Dual Language Immersion Program

Parents registering their children for kindergarten in the Richfield Public Schools will have an exciting new program option. Beginning in 2007-08, Richfield will become the first suburban district in Minnesota to establish a Dual Language Immersion Program (DLI), also referred to as a "two-way immersion" program. Implementation will begin with kindergarten and one grade will be added each year thereafter, through grade five.

The Richfield DLI Program will focus on English and Spanish. About half of the program participants will be

*(Continued on page 3)*

## From the Chair

To no great surprise, the February budget forecast showed virtually no change from the November forecast. Nonetheless, many people had held out hope that the forecast would show a bigger surplus and an easier path to adequately funding public education. It is clear that the Legislature must significantly improve on the Governor's budget proposal for E-12 education. A January survey showed that AMSD districts would be facing a cumulative budget shortfall of \$58 million under the Governor's proposed budget.

Indeed, the newspapers are littered with stories of districts throughout the metro with plans to close schools, lay off teachers, cut activities as well as other "creative" solutions such as increasing walking distance by students to cut down on transportation costs and eliminating substitute janitors. These cuts come at the same time policymakers are placing increased expectations on our schools. Dozens of bills containing new mandates

*(Continued on page 4)*

# All-day kindergarten students reap ongoing benefits

## *Multi-year study conducted in Burnsville reinforces previous studies*

The Burnsville-Eagan-Savage School District recently released data collected during the latest stage of its multi-year study of the impact of all-day kindergarten on student achievement. The results reinforce the conclusion of multiple previous studies of all-day programs – that students enrolled in all-day kindergarten programs reap ongoing benefits in their academic careers. At the same time, the results do not suggest that kindergarten instruction, no matter the length of contact time, promises to eliminate the achievement differential between majority and minority students, clearly observable in the kindergarten data.

The Burnsville Schools initiated the all-day kindergarten study with students enrolled in the 2003-4 school year, providing universal-access all-day kindergarten services to students of appropriate age. These students, called the “universal all-day cohort” in the study, are today third graders. Of the 813 students in the universal all-day cohort, 539 students remain enrolled in the district, providing the data for the multi-year study.

In the budget process for the 2004-5 school year, the district was not able to maintain funding for continued universal-access all-day kindergarten, and families chose between fee-based all-day kindergarten, or half-day kindergarten at no cost. The tests employed to measure student progress are the Gates-MacGinitie Reading Tests (“Gates”) and the Iowa Test of Basic Skills, as well as teacher surveys in the district and in another control district. While the truncation of the universal cohort reduces the quantity of data available, the District’s study continues to yield provocative results.

### All-day kindergarten works.

Students in the universal all-day cohort exhibited considerable growth during the kindergarten year, in measures ranging from recognition of letters and sounds to mastery in counting. Teachers reported that their instruction could be more individualized in the all-day setting, and that content could be visited in more detail.

These students started first grade with an average Gates test score of 55.93 (61<sup>st</sup> percentile), and climbed to 65.46 (77<sup>th</sup> percentile) by the spring, representing a statistically significant shift. Had these students progressed at a

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*These students started first grade with an average Gates test score of 55.93 (61<sup>st</sup> percentile), and climbed to 65.46 (77<sup>th</sup> percentile) by the spring, representing a statistically significant shift. Had these students progressed at a rate equal to the national average, they would have remained at the 61<sup>st</sup> percentile level.*

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rate equal to the national average, they would have remained at the 61<sup>st</sup> percentile level. In the second grade, the universal all-day cohort continued to perform between 61.6-61.8, indicating sustained achievement above the national average. In the fall of 2006, at the outset of third grade, the 539 students still in the universal all-day cohort in the Burnsville district scored 55.61 on the Gates test, indicating a potential dilution of the effects previously observed.

Students of color, those eligible for free and reduced lunch and English language learners all showed improved achievement that mirrored the success of the universal all-day cohort as a whole. However, while improving, the achievement levels of these students did not rise at rates aggressive enough to close the persistent achievement gap. For example, the difference in Gates scores for students eligible and not eligible for free and reduced lunch remained flat between fall of first grade and fall of third grade. The gap between white students and Hispanic students, who scored the lowest in the cohort, increased slightly during the same period. A comparable dynamic applied for the English language learners.

Students enrolled in the fee-based all-day kindergarten in the 2004-5 school year exhibited comparable benefits as in the universal all-day cohort, as well as comparable differences in achievement associated with race and poverty. The half-day kindergarten student scores reveal improvement, but at reduced levels that are statistically significant. Of note, the universal full-day cohort scores in second grade were significantly higher than the fee-based full-day students enrolled in kindergarten the following year (average scores of 61.82 versus 56.35).

*(Continued on page 4)*

# Program aims to foster multilingualism, cultural learning

(Continued from Page 1)

students whose first language is Spanish and the other half will be students whose first language is English.

DLI programs are rigorous. The goal of DLI programs is *two-way* immersion, so that participants will become bilingual and bi-literate, are able to perform at or above grade level across all content areas in both languages, and to develop positive cross-cultural attitudes and behaviors.

The DLI program grew out of a feasibility study funded by an Innovative Programs Grant from the Minnesota Department of Education (MDE). Dr. Tara Fortune, immersion projects coordinator at the University of Minnesota's Center for Advanced Research on Language Acquisition, has served as a resource to the DLI study committee.

Addressing the Richfield Board of Education, Dr. Fortune observed that, with Latino students making up about a third of Richfield's elementary enrollment, "Richfield is incredibly well-positioned to sponsor this program." She also highlighted DLI program benefits based on research that shows "phenomenally impressive results."

- The DLI program is a response to national interest in multilingualism. Participants in dual language immersion programs develop a high level of second language proficiency and are well positioned to study a third or fourth language in the future.
- DLI programs strengthen intercultural awareness and help build cross cultural connections. Dr. Fortune stated, "It shows great respect to say, 'I want to learn about your language and culture.'"
- Research suggests that DLI program participants perform as well as or better than their same language, non-immersion peers on standardized tests taken in English.
- DLI is the most effective program model for Latino English Language Learners in the development of academic English skills. In addition, participating language minority students are more



**Dr. Tara Fortune, immersion projects coordinator at the University of Minnesota's Center for Advanced Research on Language Acquisition, told the Richfield school board, "Richfield is incredibly well-positioned" to sponsor a Spanish/English DLI Program.**

likely to graduate from high school and go on to post-secondary education.

- Participants in DLI programs tend to like school, feel good about themselves, and experience academic success.
- DLI programs attract and hold families in public schools.

Parent input through surveys, informational meetings and written communications reflects strong interest in the program.

One parent wrote, "Providing opportunities to become truly bilingual is one way to effectively prepare our children for the multi-cultural, international opportunities that will exist in their lifetimes."

A second parent, who interprets for the deaf, emphasized that learning another language helps us "connect, relate and make a difference with each other."

A third parent commented, "The thing that interests me the most is the idea that she will be learning more than ever from her classmates."

Other parents concluded that the DLI Program will provide a "quality learning experience" that will "raise the quality of our schools, attract new families and keep existing families."

For more information, go to [www.rschoolday.com/rps/CIT](http://www.rschoolday.com/rps/CIT) and click on the Dual Language Immersion tab on the left, or contact DLI Coordinator Luis Versalles at 612-798-6028.

*This month's member spotlight was submitted by Richfield Public Schools Superintendent Barbara Devlin.*

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*"Providing opportunities to become truly bilingual is one way to effectively prepare our children for the multi-cultural, international opportunities that will exist in their lifetimes."*

**Richfield Public Schools Parent**

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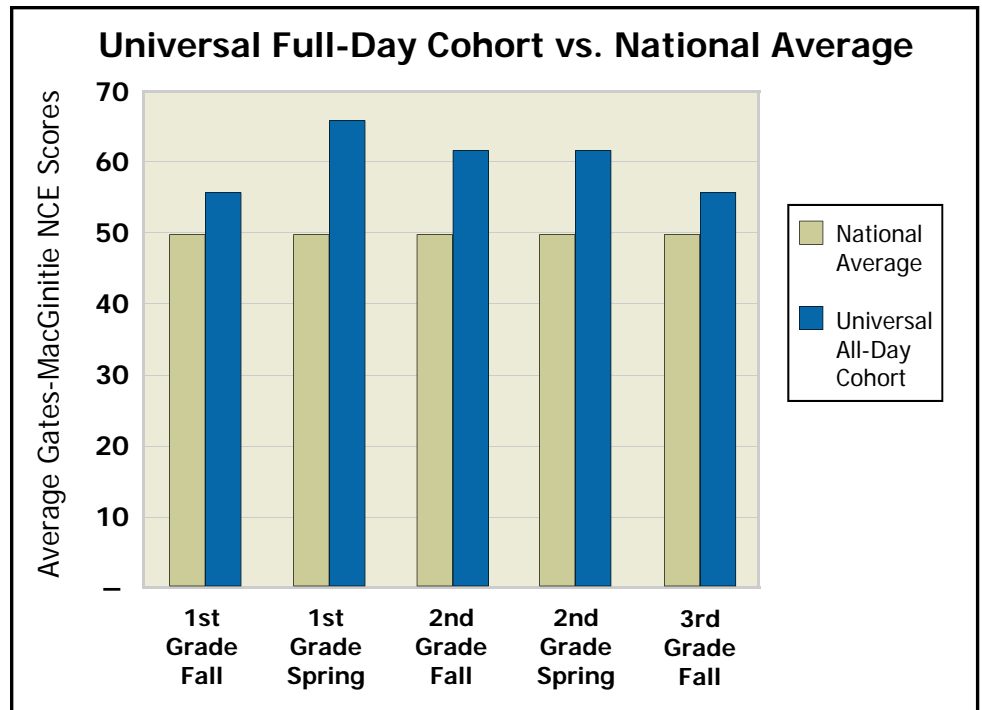
# Study shows benefits of all-day kindergarten are quantifiable

(Continued from Page 2)

## Dilution of full-day kindergarten cohorts impacts achievement.

The impact of mobility is noted in the latest iteration of the Burnsville study, but is difficult to quantify. Over 42 percent of the students who joined the universal all-day kindergarten cohort in first or second grade are eligible for free and reduced lunch, creating a significant increase in the at-risk student population within the cohort.

If relatively few students in a first- or second-grade classroom participated in an all-day kindergarten program, the benefits observed in the study are likely to diminish. First- and second-grade teachers in the study's comparison district expressed much less confidence in the changes that an all-day kindergarten program had inspired in their students – and most also observed that they had only one or two students who had been enrolled in full-day kindergarten. The results appear to indicate that if a “critical mass” of students with all-day kindergarten experience is enrolled together in a first- or second-grade classroom, the benefits of such a program are more sustainable.



All-day kindergarten is the subject of much discussion at the Legislature this session, and the Burnsville study represents two key messages for policy makers. First, the benefits of all-day kindergarten are real and quantifiable, and they can be maintained by encouraging the broadest participation in all-day kindergarten possible. Second, the results highlight the difficulty of addressing the achievement gap in the classroom alone, and call for a broad policy approach to giving every student a strong start.

## Budget forecast offers little hope for fully funding MN education

(Continued from Page 1)

for our schools have been introduced even though federal and state policymakers have not shown the political will to fund existing programs.

More importantly, though, are the long-term effects of these cuts. If we are to compete in a global economy, Minnesota cannot afford to short-change our students when it comes to education. We cannot expect districts to provide the same level of education, much less a ramped up effort, without the funding to do so.

As the legislative session kicks into high gear, concerned citizens must once again take a stand and demand adequate funding for our schools. Our future depends on it.

**AMSD Members:** Bloomington, Brooklyn Center, Burnsville, Chaska, East Metro Integration District 6067, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Intermediate District 917 (Associate Member), Inver Grove Heights, Mahtomedi, Minneapolis, MSU Mankato Center for Engaged Leadership (Associate Member), Minnetonka, Mounds View, North St. Paul/Maplewood/Oakdale, Orono, Richfield, Robbinsdale, Roseville, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Louis Park, St. Paul, Wayzata, West Metro Education Program, and West St. Paul

*Fact:*

*All Children Benefit from  
High-Quality Full-Day  
Kindergarten Programs*

Research shows the importance of full-day kindergarten programs. Yet, those programs are not currently available to about 40 percent of kindergarten-aged children nationwide. As a result, many of our young learners begin first grade several steps behind their peers. Full-day kindergarten helps make sure that students build the strong base of learning they will need to succeed throughout school and life.

**How do we know that full-day kindergarten is a successful strategy for closing achievement gaps and encouraging student success?**

*Full-day kindergarten:*

#### **Increases Student Achievement**

Longitudinal data demonstrate that children in full-day kindergarten classes show greater reading and mathematics achievement gains than those in half-day classes. (Walston and West)

Full-day kindergarten can produce long-term educational gains, especially for low-income and minority students. (Education Commission of the States)

In full-day kindergarten classrooms, teachers have more time to get to know kids and identify and address their learning challenges early—saving money and resources over the long term and increasing the odds that children will be successful later in school. (Center for Evaluation and Education Policy)

## *Full-day kindergarten also:*

### **Results in Healthier, Happier Children**

Full-day kindergarten offers social, emotional *and* intellectual benefits to kindergarteners, giving them more time to focus and reflect on activities, and transition between them.

(National Institute for Early Education Research)

Research shows that 5-year-olds are more than ready for a longer school day—and do better in a setting that allows them time to learn and explore activities in depth.

### **Is Cost Effective**

Investments in quality early childhood programs generate returns of 3-to-1 or even higher, which translates to \$3 saved for every \$1 invested. An early investment in children's social, emotional and intellectual skills means lower grade retention and dropout rates for students later in life. (Economic Policy Institute and Committee for Economic Development)

### **Better Prepares Students for First Grade**

Full-day kindergarten provides a bridge between prekindergarten programs and more structured learning in first grade. (Education Commission of the States)

### **Is Preferred by Teachers and Parents**

Teachers prefer full-day kindergarten. Teachers cite several benefits of having additional time to work with young students. (Early Childhood Research Quarterly)

Parents prefer full-day kindergarten. In a 2000 study, 100 percent of full-day parents and 72 percent of half-day parents noted that, if given the opportunity again, they would have chosen full-day kindergarten for their child. (National Center for Educational Statistics)



COOS COUNTY PUBLIC SCHOOL DISTRICT #9  
Statement of Revenues, Expenditures and Changes in Fund Balances  
For the Fiscal Year Ending June, 30 2013  
Period Ending February 28, 2013

	General	Special Rev.	Debt Service	Capitol Projects	Total
<b>Revenues</b>					
Local Sources	6,795,264	125,033		44,029	6,964,326
Intermediate Sources	80,453	31,152			111,606
State Sources	11,514,775	242,887	540,214		12,297,877
Federal Sources	735,246	1,283,318			2,018,565
Other Sources		58,991			58,991
<b>Total Revenues</b>	<b>19,125,739</b>	<b>1,741,382</b>	<b>540,214</b>	<b>44,029</b>	<b>21,451,365</b>
<b>Expenditures</b>					
Instruction	7,347,878	1,112,373	81		8,460,332
Support Services	7,037,762	598,830		113,815	7,750,407
Community Services		656,773			656,773
Facilities & Construction				52,922	52,922
Debt Service	57,904		301,041		358,944
<b>Total Expenditures</b>	<b>14,443,544</b>	<b>2,367,976</b>	<b>301,121</b>	<b>166,737</b>	<b>17,279,379</b>
Excess of Revenues over/under expenditures	4,682,195	(626,594)	239,093	(122,708)	4,171,986
<b>Other Financing Sources</b>					
Operating Transfers In	0	0	0	115,000	115,000
<b>Operating Transfers Out</b>	<b>115,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115,000</b>
<b>Total Other Financing Sources</b>	<b>(115,000)</b>	<b>0</b>	<b>0</b>	<b>115,000</b>	<b>0</b>
<b>Net Change in Fund Balances</b>					
Fund Balances - Beginning of Year	1,593,542	967,303	145,579	379,507	3,085,931
<b>Fund Balances</b>	<b>6,160,737</b>	<b>340,709</b>	<b>384,672</b>	<b>371,799</b>	<b>7,257,917</b>

# COOS BAY SCHOOL DISTRICT #9

General Fund Year Beginning July 1, 2012 Ending June 30, 2013

Statement of Revenues, Expenditures and Fund Equity

2/28/2013

<u>Revenues</u>	<u>Budget</u>	<u>Actual</u>	<u>Percent</u>
1000 - Local Sources	\$ 7,671,200	\$ 6,795,264	89%
2000 - Intermediate Sources	\$ 121,000	\$ 80,453	66%
3000 - State Sources	\$ 15,720,134	\$ 11,514,775	73%
4000 - Federal Sources	\$ -	\$ 735,246	
5000 - Other Sources	\$ 38,000.00	\$ -	
5400 - Beginning Fund Balance	\$ 1,200,000	\$ 1,593,542	133%
Total Revenue	\$ 24,750,334	\$ 20,719,281	84%

<u>Expenditures</u>			
100 - Salaries	\$ 11,019,095	\$ 6,721,137	61%
200 - Payroll Costs	\$ 7,453,438	\$ 4,359,962	58%
300 - Purchased Services	\$ 4,222,510	\$ 2,453,654	58%
400 - Supplies	\$ 1,087,907	\$ 597,601	55%
500 - Capital Purchases	\$ 20,800	\$ 19,866	96%
600 - Other, Dues, Prin & Int, Insurance	\$ 411,399	\$ 291,325	71%
700 - Transfers	\$ 115,200	\$ 115,000	100%
800 - Contingency/Planned Reserve	\$ 412,585		0%
Total Expenditures	\$ 24,742,934	\$ 14,558,544	59%

Fund Equity January 31, 2013 \$ 6,160,737

**F100 - GENERAL FUND**  
SUMMARY OF EXPENDITURES BY OBJECT  
2/28/2013

	Budget	Expenditures	Balance	% Expended
111 SALARIES, CERTIFIED	\$6,415,539	\$3,759,101	\$2,656,438	58.6%
112 SALARIES, CLASSIFIED	\$2,591,171	\$1,641,949	\$949,222	63.4%
113 SALARIES, CERTIFIED ADMIN	\$753,177	\$517,202	\$235,975	68.7%
114 SALARIES, NON-CERTIFIED ADMIN	\$269,722	\$192,439	\$77,283	71.3%
116 EARLY RETIREMENT	\$249,408	\$171,912	\$77,496	68.9%
121 SALARIES, CERTIFIED SUBS	\$270,400	\$160,443	\$109,957	59.3%
122 SALARIES, NON-CERTIFIED SUBS	\$73,895	\$48,968	\$24,927	66.3%
133 SALARIES, CURRICULUM DEV.	\$52,500	\$17,803	\$34,697	33.9%
134 SALARIES, EXTRA DUTY	\$222,360	\$127,272	\$95,088	57.2%
135 TRAVEL ALLOWANCE	\$20,460	\$12,098	\$8,362	59.1%
136 TRANSFER STIPEND	\$0	\$8,200	(\$8,200)	
137 DUTIES - ACTIVITIES/ATHLETICS	\$14,686	\$10,672	\$4,014	72.7%
138 STUDENT WORKERS	\$16,000	\$14,371	\$1,630	89.8%
139 MISC TIMECARDS	\$69,777	\$38,709	\$31,068	55.5%
<b>Total Salary</b>	<b>\$11,019,095</b>	<b>\$6,721,137</b>	<b>\$4,297,958</b>	<b>61.0%</b>

21x PERS	\$2,716,125	\$1,587,182	\$1,128,943	58.4%
220 SOCIAL SECURITY	\$840,874	\$493,272	\$347,602	58.7%
231 WORKERS' COMP	\$98,984	\$62,665	\$36,319	63.3%
232 UNEMPLOYMENT	\$54,323	\$0	\$54,323	0.0%
242 EMPLOYEE INSURANCE	\$3,657,132	\$2,170,486	\$1,486,646	59.3%
243 TUITION FEES	\$86,000	\$46,356	\$39,644	53.9%
<b>Total Fringes</b>	<b>\$7,453,438</b>	<b>\$4,359,962</b>	<b>\$3,093,476</b>	<b>58.5%</b>

310 INSTRUCTION SERVICES, Prof	\$641,935	\$271,786	\$370,149	42.3%
322 REPAIR AND MAINTENANCE	\$286,010	\$221,276	\$64,734	77.4%
324 RENTALS/LEASES	\$143,650	\$99,466	\$44,184	69.2%
325 ELECTRICITY	\$431,000	\$284,471	\$146,529	66.0%
326 FUEL	\$83,600	\$53,770	\$29,830	64.3%
327 WATER & SEWER	\$68,100	\$40,263	\$27,837	59.1%
328 GARBAGE	\$78,880	\$37,453	\$41,427	47.5%
329 OTHER PROPERTY SERVICES	\$10,471	\$7,381	\$3,090	70.5%
331 STUDENT TRANSPORT., REIMBURS.	\$1,587,004	\$952,435	\$634,569	60.0%
332 STUDENT TRANSPORT., NON-REIM.	\$50,000	\$34,378	\$15,622	68.8%
341 TRAVEL IN DISTRICT	\$7,300	\$3,904	\$3,396	53.5%
342 TRAVEL - OUT OF DISTRICT	\$48,039	\$31,672	\$16,367	65.9%
305 COMMUNICATIONS	\$6,800	\$290	\$6,510	4.3%
351 TELEPHONE	\$92,820	\$55,860	\$36,960	60.2%
353 POSTAGE	\$41,000	\$18,111	\$22,889	44.2%
354 ADVERTISING	\$7,100	\$1,369	\$5,731	19.3%
355 PRINTING SVC.	\$3,000	\$1,116	\$1,884	37.2%
359 OTHER COMMUNICATION SVCS	\$117,400	\$23,249	\$94,151	19.8%
360 CHARTER SCHOOL PAYMENTS	\$361,500	\$241,920	\$119,580	66.9%
380 PROF. SERVICE - NON-INSTRUCT.	\$8,851	\$8,399	\$452	94.9%
381 AUDIT	\$23,000	\$15,350	\$7,650	66.7%
382 LEGAL	\$17,000	\$15,489	\$1,511	91.1%
383 ARCHITECT/ENGINEERING SERVICE	\$1,600	\$1,140	\$460	71.2%
384 BOARD NEGOTIATIONS	\$20,000	\$1,009	\$18,991	5.0%
386 DATA PROCESSING	\$82,950	\$24,291	\$58,659	29.3%
390 OTHER PROFESSIONAL SERVICE	\$3,500	\$7,806	(\$4,306)	223.0%
<b>Total Service</b>	<b>\$4,222,510</b>	<b>\$2,453,654</b>	<b>\$1,768,856</b>	<b>58.1%</b>

**F100 - GENERAL FUND**  
SUMMARY OF EXPENDITURES BY OBJECT  
2/28/2013

		Budget	Expenditures	Balance	% Expended
410	SUPPLIES	\$292,370	\$164,727	\$127,643	56.3%
412	CUSTODIAL SUPPLIES	\$80,000	\$47,424	\$32,576	59.3%
413	MAINTENANCE SUPPLIES	\$70,000	\$34,231	\$35,769	48.9%
414	SUPPLIES FOR GROUNDS	\$14,000	\$4,485	\$9,515	32.0%
416	TRANSPORTATION/SHOP SUPPLIES	\$3,300	\$931	\$2,369	28.2%
417	GAS/OIL/LUBRICANTS	\$325,001	\$160,717	\$164,284	49.5%
42x	TEXTBOOKS	\$60,759	\$23,493	\$37,266	38.7%
430	LIBRARY BOOKS	\$26,777	\$14,559	\$12,218	54.4%
440	PERIODICALS	\$4,001	\$2,987	\$1,014	74.7%
460	NON-CONSUMABLE SUPPLIES	\$84,727	\$23,614	\$61,113	27.9%
470	SOFTWARE	84,972.00	\$89,065	(\$4,093)	104.8%
480	COMPUTER HARWARE - NOT CAPITAL	42,000.00	31,368.85	\$10,631	74.7%
	<b>Total Supplies</b>	<b>\$1,087,907</b>	<b>\$597,601</b>	<b>\$490,306</b>	<b>54.9%</b>
540	EQUIPMENT	\$20,800	\$19,866	\$934	0.0%
	<b>Total Capital Outlay</b>	<b>\$20,800</b>	<b>\$19,866</b>	<b>\$934</b>	<b>95.5%</b>
610	PRINCIPAL	\$132,703	\$40,798	\$91,905	30.7%
620	INTEREST	\$36,075	\$17,105	\$18,970	47.4%
640	DUES AND FEES	\$43,421	\$37,642	\$5,779	86.7%
650	INSURANCE & JUDGMENTS	\$193,600	\$190,033	\$3,567	98.2%
670	TAXES	\$5,600	\$5,747	(\$147)	102.6%
710	FUND MODIFICATIONS	\$115,200	\$115,000	\$200	99.8%
810	PLANNED RESERVE	\$412,585	\$0	\$412,585	0.0%
	<b>Total Other</b>	<b>\$939,184</b>	<b>\$406,325</b>	<b>\$532,859</b>	<b>43.3%</b>
	<b>Total</b>	<b>\$24,742,934</b>	<b>\$14,558,544</b>	<b>\$10,184,390</b>	<b>58.8%</b>