

**MINUTES OF MEETING  
BOARD OF EDUCATION  
SCOTTSBLUFF PUBLIC SCHOOLS**

A regular meeting of the Board of Education, in the School District of Scottsbluff, in the County of Scotts Bluff, in the State of Nebraska, at 7:00 p.m., on Monday, November 5, 2007, with the following members present: Bob Kinsey, Mark Lang, Kim Magana, Megan Massey, Michael Shedd and Paul Snyder. Notice of the meeting was given by publication of the time and place thereof in the Star-Herald on November 1, 2007.

President Kinsey called the meeting to order at 7:00 p.m.

**Motion to adopt the consent agenda items as follows: adopt agenda; approve the minutes of October 4, 2007-Special Meeting, October 8, 2007-Public Hearing/Regular Meeting; and expenditures in the amount of \$2,500,900.46, as presented, passed with a motion by Michael Shedd and a second by Kim Magana. Yes: Shedd, Magana, Kinsey, Lang, Massey, Snyder; No: None; Motion carried.**

The Board recognized Patricia Sulu, Senior High School Spanish Instructor, who was one of 38 world language teachers in Nebraska recognized for their outstanding contributions to students and the State International Language Association. The Nebraska Department of Education and the Nebraska International Languages Association recognized teachers who exceeded professional expectations above and beyond the classroom. The awards were given to teachers who exemplify superior qualities with their dedication to students, outreach to the community and continual efforts for improvement. The four STAR areas, Study, Travel, Achievement, and Recognition represent continued professional development, efforts to learn outside the classroom, striving to excel and showing leadership in organizations. Patricia Sulu invited the Board and the public to the Culture Fair at the Senior High on Wednesday and Thursday, November 7-8 in the Auditorium from 9:00 a.m. – 3:00 p.m.

Al Herbel, Save BMS Representative, reported on the Sustainable Schools Summit he attended on October 19, 2007 in Fort Collins, Colorado. He noted there was a need to know what makes a Leadership in Energy and Environmental Design (LEED) certified system. Mr. Herbel noted Poudre School District (PSD) in Fort Collins was the first in the nation to build a LEED school; of the 49 LEED schools in the nation PSD has 27 of them; and quoted Corky Bradley, RB & B Architects, Inc. "when a building is built to code, it is the worst built building allowed by law". Mr. Herbel noted site, water, energy, materials, and indoor air quality are what make a LEED certified system. Site, native plants-shade trees; building orientation to the sun (E/W axis); BMS shade trees are in place, xeric landscaping can tie whole concept together; BMS is facing south, direct lighting advantages. Water, Fossil Ridge saves \$11,500 annually (vs. comparable non-LEED smaller schools); drainage from runoffs (building, lots) into pond to water City park and two school yards; BMS can adopt xeric landscape, capture parking lot runoff to water school yard, use low-flow sink and toilet systems; and outdoor classroom to

facilitate learning. Energy, PSD saves 60% from day lighting design; Fossil Ridge energy costs \$.42 per sq. ft., saved \$86,000 compared to slightly larger school built in 1994 (cost of 2 teachers); BMS has a near perfect design to remodel for day lighting advantages; RBB Inc. has LEED certified 2-schools built in 1908 and 1910. Materials, LEED certified materials from cleaning supplies, floors and finishes, to materials in countertops, etc.; 75% diverted from landfill in construction; drywall recycled as soil amenities; and majority of materials were local or regional supplied. Indoor air quality, LEED design incorporated whole system, provided 3 air exchanges per hour; and LEED equipment certified for sustainability by independent third party. Mr. Herbel stated Poudre School District builds and operates their LEED schools on limited budgets, built more economically than non-LEED certified schools, schools were built under budget, consistently operate 30% more efficiently than most non-LEED schools, and LEED accredited professional architects working for PSD provide the experience with dozens of schools built, to build economically, PSD system success is a result of collaboration of LEED AP architects and engineers, school personnel from teachers to administrators to maintenance, and others from the very beginning, from the partnership at Fossil Ridge they have a living resource that teaches the next generation of the significance of environmental stewardship and how it can be achieved.

Mrs. Massey questioned how many of the 27 LEED buildings in Colorado were new versus remodeled and if LEED had an opinion as to whether it was easier to build new or remodel? Mr. Herbel stated that the majority of the buildings were new with the exceptions of the 1908 and 1910 which were remodeled and they were told that to be LEED certified they can remodel an existing structure and have it meet the LEED certification easier than they can build a new building. Mrs. Magana stated this wasn't quite true, noting she was visiting with an architect and noted she specifically asked about the BMS building and he informed her it would be very difficult to make an 86 year old building LEED certified and is much easier to do with a new building. Mr. Herbel stated he was told was that in order to get the building certified it was easier on an old building than a new one simple from the standpoint that you don't have to have everything to be rebuilt since you have the shell that you can start with and easier to get the credits for it, noting credits are just a small part of LEED certification. Mr. Herbel noted he wasn't looking for the credits but looking for what that school can do and anytime you can save 30% operating costs, increase the student scores because of the way the building built or remodeled, and increase the health and well-being of the employees are things that need to be considered in addition to the savings for taxpayers. Again Mr. Herbel reiterated it was his understanding that it was easier to make a building LEED using an old building from the standpoint of credits. Mrs. Magana pointed out the Poudre remodel project was a 38 million dollar bond just for the high school. President Kinsey stated he would be interested if Mr. Herbel could find out what certification was received for the older building remodels and noted he has been researching the website and found that it was much easier to address if you are building from ground up since there would be some influence on what type of waste water, landscaping, site orientation if you started from scratch; therefore would be interested in seeing what standards Poudre School District was able to meet because from what he has researched some of the standards are practical but then again some are pretty big

mountains to climb to able to achieve when you are not starting from scratch. Mr. Herbel stated he was trying to get Mr. Corky Bradley to present "Building LEED for Schools" symposium scheduled for March 8<sup>th</sup> from 7:30 a.m.-12:00 noon.

Lonnie O'Bryan stated he asked the project manager and architect at Poudre School District, "how many school buildings they tear down versus building new schools" and they stated, "almost none". The range of what the school boards wanted and what the community wanted ranged from energy efficient schools to LEED certified schools and noted that some of the schools do not want to mess with the paper work to obtain the LEED certification.

Andrew McKay, student representative, questioned if anyone had any statistics on the affects of grades or test averages. Mr. Herbel noted the affects of a LEED building generally based on the national statistics increase the test scores from 2%-4%; therefore a major influence on grades which is simply due to indoor air quality, lighting available, the ability to see outside which all play a part in a better environment. President Kinsey stated it was not specifically LEED buildings but a known fact that over the last 15 years or so that if work or study in a healthy environment everyone performs better.

Andrew McKay, Student Representative, reported on the following student activities: fall sports have concluded with the with the exception of volleyball and noted cross country took 4<sup>th</sup> at state and tennis had two individuals, Trent Keller and Brent Nagaki, who were runner-up in doubles for their division; Math Club competition at UNL will be Thursday, November 8th; SHS Swing Choir received 1<sup>st</sup> and SHS band received Superior ratings at the "Best in the West" competition; and noted Mr. Nighswonger provide Andrew with a tour of the SHS construction projects which was going very well with out much disruption. There was no SEA report.

Dr. Shedd had the opportunity to attend the performances of the Swing Choir at the "Best in the West" competition and congratulated the students and Mr. Ronne for a great performance and challenged Mr. Ronne to take the Swing Choirs to Colorado and perform.

Dr. Shedd reported the Curriculum/Technology Committee met on October 31st and had a presentation from WNCC to establish a Career Academy which is a program that will provide students with an interest in getting a head start on certification of CNA, etc. They talked about 6 different general career fields and at this point the long-range goal is to try to establish a Career Academy for each of these but the first project they will work on is for health career area where students will be able to get a good start on their college associate degree. The plan is for the implementation of the Career Academy next fall and noted official approval will come back to the Board for consideration in the spring. Also, grading was discussed regarding what constitutes an "A", "B", "C" and "D" and the affects it would have on academic eligibility and competitive issues. Dr. Shedd stated the curriculum and technology committee has discussed in the past going to a standards based grading system. This new grading system wouldn't be key to numbers

and performance on tests, but understanding content based on standards. If a student masters a standard, they pass. The grade would then be determined by the number of standards the student has mastered. Dr. Shedd said Mr. Aaberg had a nice presentation on standards based grading. Dr. Shedd did not have any recommendation for the board at this time, because changing the grading system without changing what it means and the culture of the grade wouldn't make sense. If the board was to make a change to the grading system, they should change to a standards based grading system instead of just changing the numerical scale.

Mrs. Magana reported that the committee also discussed positive behavior support, and looking at incorporating it into classrooms for behavioral problems. The committee is still working on it.

Mr. Kinsey asked if they would use the state standards to determine the standards for the standards based grading system. Mr. Aaberg told the board standard based grading is based on objectives. He is using this type of system in one of his Algebra II classes right now. Mr. Aaberg is still using the old percentage model, but incorporating the standards based grading. The problem is how do schools present the standards based system to a college. Mr. Aaberg said to fight for the standards based system is to be on the front end of a tidal wave, because that's where the grading system is going. All the experts in the field are pushing for standards based grading.

Dr. Shedd told the board that to switch to standards based grading would require an overhaul of the whole approach, what a grade point average would mean in the context of a standards based system. Dr. Shedd said they would have to figure out how to figure a GPA for colleges. From the educational stand point, Dr. Shedd told the board he believed it was better to say that a student passed 100% of his standards, then he got a 92. What does 92% mean? By saying a student passed his standards means he understands all of the concepts. Mr. Aaberg said that in his Algebra II class he can show kids who is passing what standards, and one week he had 17 of 28 kids coming in to retake parts of a test. A student doesn't know what a 63% on a test means, but if they come in and see what standards they missed they can retake the test. Dr. Shedd said that the standards based grading is better in feedback, but how you get to the system and translate it to the next level would be a challenge.

For the facilities committee, Mr. Lang reported to the board that the middle school band needed instruments. Mr. Knapper put the request out for bid, and it was under the state limit for the amount needed for board approval. The bid will probably be awarded to a local company that was a few \$100 more. Mr. Lang also reported there were a couple of vehicles, the mini van and Crown Victoria, that were going to be put out for a state bid. The committee also reviewed CIR formulas. Mr. Kinsey told the board that for the vehicles, the state of Nebraska puts out a bid every year for vehicles and they will probably use that list to purchase vehicles. The state bids tend to be lower than local bids.

Mindy Burbach, Communications Specialist, reported there was a media lunch on Thursday, November 8<sup>th</sup>. The topic for the media lunch was the state of the schools report released by the state.

Bill Knapper, Director of Business Services, provided information about bonding and what it would take to service a bond issue. Mr. Knapper also talked to the board about developing a project budget for a future bond issue. Because of current projects underway, the cash on hand is diminishing. Mr. Knapper told the board they will not have the flexibility they had before of having cash on hand to cover some of the extra costs that might come up. Other costs to take into consideration are furniture, fixtures and equipment for a renovated building.

Mr. Knapper also reported that the auditor has come and left and they did not find any discrepancies.

Someone from the audience thanked the board for arranging the bus trip and tour to Lexington Middle School. Mr. Kinsey commented that it was a good trip, and everybody learned a lot from the trip. Dr. Reynolds said the trip to Lexington allowed different groups on the bus to hold conversations at different times. He commented that any time you have a chance to do that, it makes it a positive experience.

Dr. Reynolds reported that Mrs. Massey would be out of town for the media lunch, so if any other board members would like to attend, they would be welcome to do so.

Sandy Porter, Director of Curriculum/Technology, gave the board a preview of the State of the School report for Scottsbluff Public Schools. Scottsbluff Schools have more students qualifying for free/reduced lunch than the state average. The mobility rate for Scottsbluff Public School is also higher than the state average. The district percentage of English Language Learners was lower than the state average. The number of special education students was also lower than the state average. The fourth grade reading assessment portfolios that the district created last year were 'Exemplary', and students meeting the reading standards were 'Exemplary'. The fourth grade math assessment qualities were 'Exemplary', and the students meeting the math standards were 'Exemplary'. The assessment quality for eighth grade reading was 'Exemplary', and eighth grade students meeting reading standards were 'Exemplary'. The eighth grade math assessment qualities were 'Exemplary', and the students meeting the math standards were 'Exemplary'.

Mrs. Porter told the board that standards are measured at fourth, eighth, and eleventh grades. The state does assess per standard. She also reported that standards based assessments are not new, but standards based report cards at the high school would be new.

In eleventh grade reading, the assessment quality was 'Very Good', and students meeting the standards were 'Very Good'. In math, eleventh grade assessment quality was 'Exemplary', and students meeting math standards were 'Very Good'. Mrs. Porter

told the board she expected the reading standards to be 'Exemplary'. Mr. Kinsey asked Mrs. Porter to talk more about assessment quality and what that meant. She explained that the district creates their assessment portfolio and sends it in. Each assessment then has to pass through 6 quality criteria (match to standards, opportunity to learn, assessments free from bias, assessments are at the appropriate level, consistency of scoring, and mastery levels are appropriately set.) Mr. Snyder asked what other rating categories there were. Mrs. Porter responded that there are six: 'Needs Improvement,' 'Not Met,' 'Met,' 'Good,' 'Very Good,' and 'Exemplary.' This is the criteria for making adequate yearly progress (AYP).

Mr. Kinsey asked the public if they had any question about the district's characteristics. He then explained that this all had to do with 'No Child Left Behind.'

Mrs. Porter reported on the reading assessments for the district. The previous year (2005-2006), 4<sup>th</sup> grade 73.38% of students proficient in reading, last year 97.11% were proficient. In 8<sup>th</sup> grade, 69.73% the previous year, and last year 91.04%. In 12<sup>th</sup> grade, 66.86% the previous year, and last year 80.66% in reading. In math, 4<sup>th</sup> was 72% the previous year, last year 97.91%. Eighth graders the previous year 67.21%, last year 96.11%. Twelfth grade, 69.45% the previous year, and 75.84% in 2006-2007. In state-wide writing, the district also saw some significant jumps. Mrs. Porter said the state-wide writing assessment is the closest thing to a state wide test. Every fourth, eighth and eleventh grader takes the test. The protocol is the same for every student in every district. In 2005-2006, our 74.19% of our fourth graders were proficient. Last year 83.05% of fourth graders were proficient. In eighth grade, 70.19% were proficient in 2005-2006, last year, 87.94% were proficient. At the high school level, 93.46% were proficient in 2005-2006, and 92.47% in 2006-2007.

Someone from the audience asked Mrs. Porter that if she thought in four years, the eleventh graders would be in the same spot the eighth graders are now? Mrs. Porter responded that by 2013, according to 'No Child Left Behind,' the district needs to have 100%. Mrs. Massey added that Mrs. Porter has done an excellent job. Last year when the results came out, Dr. Reynolds and Mrs. Porter said, "This is not acceptable. We are going to do better, and we will do better." Mrs. Porter met with teachers and the staff re-did the way they tested students, they changed the assessments, and the teachers embraced the new system. Mrs. Massey said that because of Mrs. Porter's leadership, and the teacher's cooperation, it has been successful. She applauded Mrs. Porter and the rest of the staff for doing a wonderful job, and making students successful. Mrs. Porter responded that teachers are appreciative of the process. The teachers have taken leadership roles and embraced the process. Dr. Reynolds agreed with Mrs. Massey. He told the board that Mrs. Porter led the charge on improving our assessments, and he thinks it will continue. Mrs. Massey said it was neat to see the staff excited about it.

Mrs. Porter then reported on the federal accountability requirements. Dr. Shedd asked what groups were above the next round of cut points. Mrs. Porter said that 4<sup>th</sup> and 8<sup>th</sup> would meet, 12<sup>th</sup> would be close.

On student groups for AYP, Mrs. Porter reported that all of our students met the requirements in 4<sup>th</sup> grade. At the middle school level, the only group not met was free and reduced lunch students in reading. At the high school level, the only group that received a not met was the free and reduced lunch students. Mrs. Porter said these results gave the district a focus on what groups need help. Dr. Shedd asked how many years the middle school had a not met. Mr. Mason told the board this was the third year. Dr. Shedd asked what kind of implications this had on the middle school. Mrs. Porter responded that since the middle school is not a title building, meaning they don't receive title funds, there are no implications against the districts. She told the board that it does give them a goal and a focus. The school will set up a pyramid of interventions to address this issue. Dr. Shedd that clearly the movement of the district is in the right direction, he was just concerned about losing funding. Mrs. Porter said that since the high school and middle school don't receive federal funds, we don't need to worry about losing funding. Mrs. Magana said that the district is working on improving and kudos to the staff. She added that AYP is not perfect, but she was glad there is something to shoot for. Before AYP, Mrs. Magana said that status quo was 'okay', and you can't ever be satisfied with where we are, the district needs to improve, and it's a continual process. Mr. Kinsey added that a long time ago, if you were a student under the free and reduced, you were written off. Now a student can get the help they need. Dr. Shedd asked where the results could be found. Mrs. Burbach responded that the link to the Nebraska Department of Education's website could be found on the district's homepage ([www.sbbs.net](http://www.sbbs.net)). She told the board that there, people could select different districts and look at results. Mr. Kinsey added that people are always trying to compare school districts, and it's hard to do that when the assessments are not alike. Nebraska is unique because schools have a different way of assessing students. He said that our district uses this as a tool to help teachers instruct better. Mr. Kinsey added that everybody is doing a good job.

Andrew McKay asked how the process was changed. Mrs. Porter responded that two years ago, students were assessed only once at the end of the year. Last year, the district created the assessments; the students took the assessments at the point of instruction. Students that did not meet the assessments were re-taught and then reassessed. Mrs. Porter said this takes place all across the state of Nebraska.

In other reports, Mr. Ibero, band instructor for Scottsbluff High School, told the board about an upcoming band trip. The group will travel to Omaha on Wednesday, May 28, and return on Friday, May 30<sup>th</sup>. During the trip, the band will do a clinic with a collegiate band director or high school band director. The students would also have an opportunity to attend a performance, a Royals baseball game, the Henry Doorly Zoo, SAC Museum, and a possible tour of Memorial Stadium. Mr. Ibero said it would be a good opportunity for the students to see some things here in the state. Dr. Shedd asked how many students participated in the last band trip to Minnesota two years ago. Mr. Ibero responded that about 67% attended. His goal was that 75-80% would go this year. Mrs. Massey thanked Mr. Ibero for organizing the trip. She was impressed with how well the band was doing.

In new business, the board reviewed the NASB delegate assembly material.

President Kinsey read future meetings and dates.

**Motion to adjourn the meeting at 8:19 p.m. passed with a motion by Megan Massey and a second by Kim Magana. Yes: Massey, Magana, Shedd, Lang, Snyder, Kinsey; No: None; Motion carried.**

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Katherine A. Reyes, Board Secretary  
Board of Education