

for DeCruz

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Dawn Montgomery

interviewed by

Kyle McBroom & Katrina Jaureguizar

Dawn Montgomery= DM

Katrina Jaureguizar= KJ

Kyle McBroom= KM

KM: The first question is, how do you feel this current year's going, just in general ?

DM: With that general of a question it's difficult. Given the numbers, and how it's going with students doing amazing things and projects continuing... it's great, I cant' imagine it going any better. In terms of the political climate, it is the worst time that I've seen in my career. So, you know it's kind of a double-edged thing.

KM: Second question is, so what do you think of the new finals schedule that we set up?

DM: I think it's very difficult for teacher's to be able to give comprehensive finals on the schedule that we have. So, I mean my suggestion to teachers is to look at a different kind of assessment at the end of the semester, umm instead of being comprehensive content, to do some sort of a scale assessment at that point, because it's just way too... there's not enough time. And it's hard for students to take so many tests in such a short period of time.

KM: Do you know exactly why it was changed? I mean we've heard a lot of rumors, but we were just wondering if you knew?

DM: Well, I just know that the superintendent made the decision that... he felt like it was way too much time away from in-class studying for an assessment that he felt was out of date, and the performance assessment is a much better way to assess our students of their skills and we didn't need to have these comprehensive finals, and so he sort of (forced) the issue.

KJ: Do you think that, well wouldn't that fact that the comprehensive final or someone just not like the testing system and they just want to change our testing sysytem or..?

DM: Well, that's a good question and I'm probably not the best person to answer. I'd say it had more to do with the time away from instruction than it had to do with not liking the assessment system.

KM: Umm, what are your feelings on Measure 28 and how it didn't pass, unfortunately.

DM: *sigh* Heh, note the sigh. I think it's just tragic that the state has decided not to... you know it was a band-aid... to stick a band-aid on schools and services for a while while we figure out how to reconfigure our tax structure for schools in Oregon.

Why no finals?

NZ8

KM: Do you think it was umm, the proposal was a step in the right direction, were you just pleased to see that, even though it failed, it failed by just a slight percentage?

DM: Well, I mean that's better than it failing significantly, but it didn't give us the fund. I mean to have us looking at being seventeen days shorter than we were last year is a travesty.

KJ: Are those gonna affect our school, like graduation week, what's that gonna do for seniors and stuff?

DM: No, it won't affect your graduation. What will go in your transcript to your colleges is a note that you know, due to Oregon's budget you know etc etc, the school district will request a waiver from the state to grant graduation credits to our seniors given the problems that we've had and it will all, the information will all go to the colleges and it won't affect, it won't affect your graduation at all. But overall if the problem continues, you're the least affected. The freshman, if they continue to have that many days shortened in their school year, it's all going to happen negatively.

KM: So going off on the idea of Measure 28... ooh, umm, what was the point of that...

KJ: .. We're just looking at the current issues that are going on this....

KM: oh, umm, What are your feelings on the potential of a teacher's strike?

DM: You mean before when we were negotiating...?

KM: Before negotiations and everything, how was that looking like it was going to affect everything overall?

DM: Well, I actually had the pri... well, I don't know if I should call it the privilege, but the job, of working on the negotiating team for the District. And it was the first time I'd ever worked in negotiations so I've learned a lot. And, ummm, I am really grateful that we didn't look at a strike. We already have some really hard feelings in the District, the teachers have really hard feelings about how the district's run and the administration and striking would have made things far worse. So, umm, yes it got close, but it didn't really. I mean, the issues were such that the biggest issues are coming right now, with the new cut days. The teachers are pretty upset about having to look at an extra twelve days and you know we're still looking at a strike, potentially.

KM: Were you surprised to see some of the students get so involved?

DM: No, I'm not. And I think it's great. The bad thing about these political times is it effects your schooling and it effects you and your future. The good thing is, it gets kids involved in their community and what's going on here. And you know, it's gonna be your future and your kids that are going to be affected by what's happening with the state budget issues as well as Hillsboro School District. I think it was a great way for kids to get connected to the community and what's going on and how it affects them, and so I'm not only not surprised, I'm excited that kids have

17 days

impact on students

Strike?

grateful

gotten involved.

KM: So what are your feelings on the earlier start times that have been proposed? Do you see any benefits or drawbacks or...?

DM: Hmm, I think early start is a bad idea, I mean I really agree with the research that says that it's really hard on kids to do early early. I think there's some, you know especially athletes and kids that have jobs etc, that really need to start early, umm and so a zero period works for some students, but for all students to be here at seven thirty, I think it's pretty barbaric. What do you guys think?

KJ: Well, what I think, some of the things I've heard, even some teachers talking about it, is the fact that teachers have kids that need to get to school and if they make those later and ours earlier then they have to be here for us and sometimes they have a little kid at home that can't be home by himself. If I were to be here next year I would not want to, I can barely make it on time fore eight o'clock!

KM: I just don't see any benefits whatsoever. The only benefits I can see from the seven thirty start time is that athletes get started with practice and they get more daylight out of it, and same with any after school activity. That's the only benefit I can see. The whole argument that "Oh you get out earlier and you get more sleep!" that doesn't work cause you're still in school for this x amount of time so you get out and go to bed half an hour earlier and budget for the time it's not gonna be the same.

DM: And that doesn't realistically work.

KJ: And there's the kids who say "Oh we get more homework done", if we've been in school all day we're not gonna come right home and do our homework we're still going to wait until the evening to do it, so either way it's complicating it with our work schedule, it's complicating it with a lot of things, and then athletes will have to have.. practice times will be changed, some athletes currently have morning practice which helps with that, and if kids really care about it they're willing to go to morning practices.

DM: My guess, and I think what you're saying right here about it, is what's heard overwhelmingly by the superintendent and I would be really surprised if they go to early. I think budget-wise they, for transportation, they're probably gonna have to change. I think eight o'clock's pretty darn good, for everybody, but it'll probably be eight thirty. But I haven't heard.

KJ: Most teenagers who have part-time jobs, like Wendy's and I work at the swimming pool, I mean most of the places are pretty aware of the fact that you are a teenager, and if the school's change work's are willing to change it for that. I mean I don't think a later time will affect your job in the afternoon, they'll start a whole new year and change their hours a little bit.

KM: Ok, so now to a different subject. The academic seminar, ummm, the rumor has it that that's going to be quashed as well, is there any truth to that?

start
time

DM: Umm, there's no plan to get rid of it this year and I haven't heard that it will go away next year either. It may change a little in the terms of amount of time, the amount of time might be reduced some. Personally, I think it's really a great way for teachers to collaborate and work together and to do something. It's really for staff development time.

KM: So, I know there's been a lot of, I guess, "controversy", that you've held out about students being unsupervised in the building after 3:15, has... how do I want to phrase this... help me out here..

KJ: Well, I guess he's trying to look at the fact that we really...from the sports perspective or?...

KM: Just every perspective.

KJ: Like the activities going on after school. I guess it's a transportation issue. All the students have questions of "why do we have to leave when..." well, like after school yesterday I was practicing for speech and a couple of our band kids were practicing pit for the play, but pit's not until five, and they were like "we don't have cars". So they were hanging out in the band hall eating their food or whatever.. So I guess the question is why are they putting this strain on their schedule?

DM: It's more of a staff scheduling issue than it is a student issue. Umm, I think we've had more problems this year because of our sheer numbers. You know, I mean we haven't had that many issues with the students being unsupervised after school until this year. We've just had a lot of problems. Students not being supervised and some issues happen. So we're just asking staff to be aware of scheduling issues. Like if you don't have play practice until five o'clock what's the expectation for students? And it's not very realistic that students should have to, should be able to go home and come back at five o'clock. And it's much easier on students to be able to practice right after school. And so that's what we've asked the staff to do, is to be aware and make sure, and if they do need to meet later for something then they need to provide a way for students to be here in a monitored situation.

KM: Liberty. How do you think that it's going to just affect the school as a whole like, ummm, as in numbers, sports teams, academic activities...how do you think opening, if it does open?

DM: Well, first of all, I had a chance to walk through it last Friday and you know all the paint's on the walls and they're starting to lay the carpet and the tile and everything and it's amazing, it's really beautiful. It looks a lot like Century in some ways, but there's some really nice touches with, you know where they put the commons it's kind of right in the middle, and the gym's attached and the auditorium's attached. So, like the central parking, there's not really a north or south end so much like we have it at Century. It's really beautiful. If it opens, we will see a reduction of probably 4-500 students at Century. So, that means we're going from about 2100 to about 1600. Which is a big change. It's good, we need to be smaller. We need to be able to walk through the hallways.

KJ: We were walking through, it's nuts out there! We see why teacher's don't go in the hallways.

Liberty

DM: Yeah, and so it's gonna be really difficult for us if Liberty can't open, if the board decides as a budget reduction to wait a year. So, we're all hoping it does. It will definitely affect activities, it will affect our sports teams, we'll lose kids and teachers.

KJ: That's another thing is that there are so many kids who are just, like mostly sophomores, the freshman I don't seem to see as many complaints from, but the sophomores who have been a part of some of the activities both years are really frustrated because they are being forced to switch schools. Do you see any chance at all of them being able to stay here?

DM: It's actually been moved to the board to make the decision. We were asked as principals to be very strict with the board policy and we were and so there weren't a whole lot of people that were approved move, but I have to agree that particularly for next year's juniors, that has been very hard for some of those kids who have been so connected to particular programs and activities.

KJ: I think, umm, just being a speech member I know one of our member's is having that problem that's just one example, but what about the programs that aren't really going to be started there, or if they are it's going to take a long time, are they gonna look at that you think?

DM: Well, I think they'll try to start as many programs as they can.

KJ: I guess my question's like, do you think the board will look at the fact that some students might not have as much opportunity in a brand new program over there as they would here?

DM: I don't think that's going to be the driving factor. You know, it'd be interesting if they were to open a school, if they could afford to open a school with freshman and sophomores and let the juniors choose. That would be nice. But financially, that's just not feasible. You know, we're too overcrowded to do that, so they don't... if they make exceptions, and think about it from the board's perspective, if you make exceptions because you're gonna be in Forensics next year and you're gonna be an eleventh grader and you know there's a chance well, maybe they won't have a full Forensics team next year so we're gonna let you stay, how many parents and other eleventh graders are you going to have knocking on your door asking for the same. I don't know where they'll end, maybe they'll decide to make some exceptions. That's the difficulty.

KM: I think our last question that we have, maybe second to last I'm not sure, ummm, it's about the CIM and the CAM, my first question is what ever happened to CIM? Because to me as a senior, it kinda seems as if it's dropped off the face of the earth. Because I never hear anything else about it, did it...

DM: No, actually you've probably both passed everything and there's nothing more for you to do, but no juniors and seniors that haven't passed.. What's still in place, and the legislature's still working on this, but what's still in place, is the reading, writing, the math and the science tests, are all still active and expected to be completed.

KJ: I think from our perspective, we just... like we know it's there and everybody realizes they

still have to try and go through and do it and everything, and I know I still have my math one to do, but

DM: You do?

KJ: Yeah, I didn't pass the multiple choice :(

KM: Yeah, I have a science one to do.

DM: Get that done.

KJ: I'm doing it on Wednesday.. Thursday!... But ummm I think what we've noticed is like I know we used to have the meetings all the time to keep us up to date, like we had those CIM meetings during certain activity periods where they were like "Ok, everybody go to your CIM manager and make sure you're passing" and I don't even think they do this for the freshman anymore.

DM: Well, the reason, I mean I like that too, because that gave students a chance to look at their folders. However, teachers decided that they would rather do it with their content area kids. So, what's supposed to be happening, and you know this better than I in lots of ways, would be like for example in your Language Arts classes, your Language Arts teacher's should be sharing what you have left to do because they get regular reports on that so that you're updated and know what has to be done.

KJ: I think that's the thing, we all know it's there and that we have to do it, it's just not obvious to us.

DM: So would you say that not having regular times to look at it, makes it less out of "Hey this is something I have to do"?

KJ: I think it's not necessarily a regular time, I think it's a regular reminder. I guess I don't hear it very much, even for the classes... I mean my math teachers never say anything to me and I have a math one. It's just that I think there needs to be more of a regular reminder...

DM: Are you in math right now?

KJ: Yes... and so I think there should just be something there that says "Hey don't forget that CIM still is there" because maybe some of the freshman and sophomores are like, "well, we don't do stuff as much, so maybe we don't need to worry about it", whereas it actually is there.

KM: See that was my thought process too, I guess that was my question, I mean it's just become less visible to me I guess. I remember freshman and sophomore year there was this big emphasis on CIM and it was like "Oooh, CIM urgent pass your CIM!" And then I became a junior and it just all seemed to stop all at once. And I was just wondering if it was because I was a junior, or if it was just because it just dropped off the face of the earth, but apparently it hasn't.

DM: No, it hasn't and actually, it should be more of an emphasis junior and senior year for those that haven't passed it yet to finish up those pieces. So. It's good information for me too.

KM: Ok, this will be my last question right here. Do you think that, I mean especially with the F.A.M.E. CAM, do you think that's a really beneficial program?

DM: I absolutely do, I think, you know in a lot of ways, CAM is the future of where we need to be going, in terms of giving students a look at a career choice, or potential career choice and giving them lots of experiences and getting them out into the community to see what kinds of.. Do a job shadow, get out and do some service related to that area. Umm, I think that's the best part of what came out of this whole state mandate. And, you know I'm hoping we get to keep lots of that and keep developing it.

KM: Cool

KJ: Great

DM: Are either of you guys in any CAM?

KJ: Not that I'm aware of, so probably not.

KM: I tried to get in the F.A.M.E. CAM, but I took AP 2 instead.

CAM