The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, had a regular meeting at 7 p.m. on November 19, 2008, at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on November 14, 2008, and published in The Register-Guard on November 17, 2008.

ROLL CALL

BOARD MEMBERS:
Charles Martinez, Jr., Chair
Yvette Webber-Davis, Vice Chair
Eric Forrest
Beth Gerot
Alicia Hays
Craig Smith
Jim Torrey

STAFF:
George Russell, Superintendent of Schools and District Clerk
Barbara Bellamy, Chief of Staff and Communications Director
Yvonne Curtis, Director of Student Achievement
Susan Fahey, Chief Financial Officer
Tom Henry, Deputy Superintendent and Chief Academic Officer
Kay Mehas, Director of School Services
Paco Furlan, Principal, River Road/Camino del Rio Elementary School
Kim Finch, Principal, Howard Elementary School

STUDENT REPRESENTATIVES:
Lizzy Monroe, South Eugene High School
Linda Gai, IHS, All Campuses
Joe Kammerer, North Eugene High School
Joel Iboa, Sheldon High School

MEDIA:
KRVM

CALL TO ORDER, ROLL CALL, AND FLAG SALUTE

Board Chair Charles Martinez called the meeting of the School District 4J Board of Directors to order at 7:00 p.m. and led those present in the Pledge of Allegiance.

AGENDA REVIEW

There were no changes to the agenda.
INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent George Russell noted that the audience was full of guests and welcomed everyone. He mentioned recent word from Oregon’s governor cautioning that K-12 education would be impacted by anticipated budget cuts, and that school improvement funding for the current school year might be withheld. He noted decreases forecast for funding from $150 per student to about $103 per student, with total cuts for this year being $80 million. Superintendent Russell stressed that funding would be affected not only this school year, but also in the next biennium. He said he had asked district staff to start considering ways to curtail spending in various areas for the current year with the intent of avoiding more severe shortfalls for the next year.

Susan Fahey, Chief Financial Officer, noted that as Superintendent Russell mentioned, forecast numbers had continued to change. She said the $103 per student figure translated to a $2.1 million revenue reduction for the district for the current fiscal year. Interest income was also projected to be less than projected last spring so that the revenue reduction would be expected to be greater still. She indicated that Superintendent Russell’s staff and Finance staff would meet to determine how best to absorb this revenue reduction with the least impact for students, and would provide a complete financial forecast at the December 15, 2008 Budget Committee meeting.

COMMENTS BY STUDENT REPRESENTATIVES

North Eugene High School representative Joe Kammerer reported the school had received funding for a literary magazine called That, which would be created in a class meeting once a week, and also for Saturday School. He noted that seniors were working hard on their senior projects, the oral portions scheduled to be presented on the last day of the semester. Lastly he reported that an ODE math research grant had been received which would be used by math, CTE and science teachers to help students with math understanding.

Eugene International High School representative Linda Gai reported on several upcoming events at the school.

South Eugene High School representative Lizzy Monroe reported that class representatives to student government had been looking ahead at scheduled events for the year and planning new events where there were gaps in the schedules.

Sheldon High School representative Joel Iboa reported that the school was organizing a canned food drive with South Eugene High School.

ITEMS RAISED BY THE AUDIENCE

Austine Chin raised several concerns. She stated that on February 5, 2008 a Sheldon High School student brought a gun onto the school campus, for which she was told he had been expelled from school, although she could find no record of the expulsion. She remarked that this was the second gun on campus in two years. Secondly, she wondered why the smoking crowd at Sheldon was allowed to block the sidewalk in front of the school so that all other students had to step into the street to go around them as they entered or left the campus. She said she had expressed this concern 6 times in 11 weeks since school started, and had been assured there was agreement it was a dangerous situation, though nothing had changed. Her third concern was that on September 8, 2008 she attended a freshman parent event. Through a message from a freshman counselor she understood that Sheldon students received less
education than other students in the state of Oregon. She wondered if this was due to overcrowding or understaffing.

**Jennefer Harper** stated she was an educator and a parent, with a first grader at Family School and a kindergarten student at Arts and Technology Academy. She wished to show her support for the addition of a kindergarten class to Family School. She felt that each elementary school needed to have a kindergarten class, and that both afternoon classes and full-time classes should be offered to help with family and individual needs. She said that because her kindergarten child had only three hours of school each day, she had to pay $300 per month for after school care.

**Christina Howard** said she was a parent of a first grader at Adams Elementary. As Co-President of the PTA, she was bringing the PTA’s response to the 4J School Board’s charge regarding the school’s vision. She said what was already occurring in the school was a comprehensive neighborhood program with mutual respect and great parent involvement, and that the community had expanded to include preschool parents and prospective preschool parents helping to create the vision. Ms. Howard reported that through these talks, a greatly improved cooperation now existed between parents and staff about what could be expected at the school. She expressed gratitude for the small school atmosphere and the opportunities available for children who needed extra attention. She described the approach agreed upon by the community for the school as sustainable practices, respect for the environment and respect for each other, and that these principles were outlined in the report submitted to the board.

**Nancy Willard** noted she was a parent of a high school junior student, and that she was a former teacher. Her oldest child attended Adams Elementary as a young student and she had just been able to move her youngest child there. She expressed her belief that teachers and parents at Adams Elementary had always been excellent, though district decisions impacting the school had been problematic. She wondered how the children from Adams, Crest and Chavez schools would integrate with children from ATA, who had laptop computers every day, when the other students in the Jefferson region had not had them. She felt that students would feel like outsiders or afterthoughts. Ms. Willard asked that the district leadership would meet with parents of the three schools and explain how their children would be welcomed into this new environment.

**Blake Hutchins**, father of two daughters, spoke in support of a kindergarten program at Family School. His older daughter had transitioned into Family School in 3rd grade, and he hoped that his younger daughter could enter kindergarten at Family School and be able to continue there.

**Tiffany Hutchins**, Blake’s wife, mother of two daughters, and teacher at Spencer Butte, added her support for a kindergarten program at Family School. She felt this would help both families and school administrators as numbers of kindergarten students at Chavez had been growing too large. Families would benefit greatly if their children could continue through the whole elementary program at one school.

**Julie Ament**, parent of two children, a 6th grader and a 3rd grader, also spoke in favor of a kindergarten program at Family School. She felt it was very important for children to be able to continue from kindergarten into first grade with the same students.

**Brenda Monroe**, a 4th and 5th grade teacher at Family School, expressed her view that a kindergarten program was important for families and school administrators as it would offer a comprehensive program from kindergarten through the 8th grade.
COMMENTS BY EMPLOYEE GROUPS

There were no comments by employee groups.

ITEMS FOR INFORMATION

Receive a Report on Adams Elementary School Planning Group’s Program Planning, Findings and Recommendations

Superintendent Russell explained that in March, 2008, the board had recommended that program alteration options be explored.

Yvonne Curtis, Director of Student Achievement, thanked the board for the opportunity to make the presentation, and expressed her appreciation for the work of Pamela Irvine, Principal of Adams Elementary School, Becky Shepard, facilitator of the process, and the Adams Planning Group. Ms. Curtis noted the group had created a vision for the school that was explained in a document in the board’s meeting packet, along with the group’s findings and recommendations. She explained that the planning group, composed of the Site Council plus three additional members representing preschool parents in the region, had held four meetings. The group had studied the data from past surveys, studied the parameters set by the district, developed a program vision for Adams, and created findings and recommendations.

Ms. Curtis remarked that members of the team would present a report on how Adams Elementary School was doing now and their vision for the future. She stated that the combination of veterans in all stakeholder groups together with newer voices had created a remarkable combination of experience and possibility. She invited Pamela Irvine and members of the planning group to share their vision.

Principal Irvine shared that the group had determined that a strong neighborhood school was wanted, and not a language immersion or an alternative school format. She emphasized that throughout her four years as principal of the school, she could say that every child was welcomed. She described Adams as a richly diverse school—students with disabilities, students of different races and cultures—and that there was a shared belief in social justice. Other attributes of the school included a strong environmental awareness and high academic achievement. She said 5th graders at Adams had scored 4th out of 27 schools in math and science.

Principal Irvine continued that the school believed in peaceful interaction and had a peer mediation program where students received many hours of training for conflict resolution. As a green school, Adams was working on attaining a merit level in sustainable living, which would make them the only school in the district at that level. In a visual presentation of “The Learning Tree” she described the roots of the tree as the stakeholders - a friendly neighborhood with many master gardeners, craftsmen, and people associated with the University of Oregon, as well as very active parents and school staff. The trunk of the tree, she explained, included the student learning goals, with a philosophy of interconnectedness of all life, high academic skills, core knowledge, equality, diversity, and community service. The branches of the tree represented guiding principles of sustainability (including a wheelchair accessible garden, solar initiatives and native plantings), a multicultural/global focus, a sense of being a neighborhood center, and the ability to meet the needs of diverse learners.

Ashley Oakes, first grade teacher, commented that she had begun teaching at Adams the fall of the previous year, and had been warmly welcomed and mentored by the entire school staff.
She remarked that many family members regularly visited the classroom, more than she had ever seen at other schools. She said that from a survey given out to all families, many suggestions were offered and had been heard and honored. She characterized Adams as a friendly neighborhood school with a focus on sustainability and ecological awareness.

Jerry Wainwright, father of a 1st grader and a preschooler, described the process he and his wife had undergone to choose a school for their children. They wanted first of all a neighborhood school with strong academics and a relatively diverse student population. He and his wife found Adams to have created a positive and respectful atmosphere, and said they were happy to be involved in the school process. He lauded the staff as being outstandingly caring, and the process of working in the planning group as being inspirational.

Julia Olson, a parent of a preschooler, said she had become involved last spring with other preschooler parents who were concerned about news that Adams might become a site for a Chinese language immersion program. The parents all wanted instead a neighborhood school. She felt the principal and staff at Adams to be excellent, and warmly embracing of all who entered the school. She mentioned a few programs and projects, including the school garden and an initiative for a solar program. Another program was a farms and school program, where local fresh produce would be brought into the school, as well as a native habitat project to bring biodiversity to the campus, a rainwater harvest project, outdoor art projects and a strong sustainability program. She said that grants were being pursued to help support their special programs.

Board Member Eric Forrest expressed his appreciation for the efforts being made to create the friendly neighborhood school atmosphere at Adams Elementary School and the focus the group had found.

Dr. Martinez commented on the boundary recommendations that were currently at issue, remarking that board members were experiencing challenges brought forward regarding changing numbers of enrollment. He wondered how the planning group felt about these recommendations.

Principal Irvine responded that the group felt okay with the boundary changes, especially in the sense that having students live long distances from a neighborhood school did not strengthen the school.

**Receive a Report on River Road/Howard Proposal**

Yvonne Curtis acknowledged the leadership of Paco Furlan, Principal of River Road and Camino del Rio, and Kim Finch, Principal of Howard, and their collaborative work on this project.

Principal Furlan reminded the board and audience that in the spring of 2008, River Road Elementary and Howard Elementary Schools had been charged with the task of collaborating to create two strong immersion programs for the north region of the city. The goals were to create a dual language immersion program for native Spanish speaking students to learn in English and for native English speaking students to learn in Spanish at River Road Elementary and to expand the cutting-edge technology immersion program at Howard Elementary.

Principal Furlan reported further that the schools had been charged four years ago to close the achievement gap, increase student achievement for all students, and attract more neighborhood students back to their school. He said that student achievement was currently higher than ever at the two schools, as was student enrollment. He noted the board had also directed Abby
Lane, Director of ELL Services, to research dual immersion, and that Ms. Lane had been working with the team throughout the year.

Principal Furlan acknowledged the hard work of the schools’ staff, who he said had done amazing work, to simultaneously teach students with great challenges and also work to create two cutting-edge programs. He also recognized the teams of two teachers each from the two schools who had met with Mr. Furlan and Ms. Finch many times to help envision the programs. He noted that this was the fifteenth time they had done this presentation, having presented it before for the north regional team, for the River Road parent group, for the Howard parent group, for superintendent’s staff, and others.

In terms of research and data, Mr. Furlan presented graphs showing comparable or better achievement in reading and math by two dual language schools—Atkinson Elementary in Portland and Garfield Elementary in Corvallis—compared with achievement at the two 4J schools. He noted the schools were similar in demographics, all being title schools, and that the immersion programs had been very successful because of teaching literacy in the students’ home language, with Spanish-speaking students transferring to English in the 3rd grade. Mr. Furlan said that besides academic skills, students received cultural awareness and second language skills in dual immersion programs.

He said the goal was to have 50% native English-speaking students and 50% native Spanish-speaking students, creating a true dual language Spanish immersion program, although it was possible that in the beginning the mix might be 30%/70%. Language majority and minority students would be grouped together, so that the two cultural groups would not be separated, with core academic instruction offered in both languages.

Principal Finch noted there were students in the Howard area who would benefit by the language immersion program, making it apparent that the two schools needed to work together. This was being accomplished by combining both schools into one school with very large boundaries and with two premier programs. Hopefully, all students would eventually experience both programs.

The program at Howard, she said, being the technology immersion program, continued to be a leader in the nation for technology integration at the elementary level, recently being selected to participate in the Apple Distinguished Elementary School Award. The program had grown since its beginning in 2006 to its current status, where every student had a laptop computer and every classroom had an electronic SmartBoard. She noted that staff had received over 100 hours of professional development and the program contained a large variety of special materials available to staff and students.

Principal Finch explained that the current proposal being put forward contained two catchments zones with transportation for all families within the River Road and Howard Elementary boundaries. She remarked that the offset daily start and end times for each school and close proximity of the schools made the transportation issue workable. Now families could choose between the two programs rather than being forced into one by virtue of where they lived. The proposed project would start with K-1 students the next year, each family having a choice of programs with native Spanish-speaking students receiving priority to attend the language immersion program. She said that between the two schools cooperative ways could be found to support family choices.

Principal Finch continued, noting that the proposed program would occur with a 5-year phase-in. She said there had been conversations in the north region, looking at middle and high school
levels to possibly be included in similar programs in the future. She stressed that future dropout rates and mobility issues were being strongly considered within this program which was being developed for the two schools with the highest poverty rates, and that with a growing number of Spanish-speaking students moving into the Eugene area, there was a great need for the language immersion model. She requested the board’s support for these two immersion programs.

Board Member Jim Torrey spoke in strong favor of the proposed programs.

Board Member Craig Smith asked if pre-kindergarten families had been surveyed to explore their interests. Principal Furlan responded that a number of parent surveys had been conducted, finding a great interest to be a focus on Spanish language instruction. He also noted they had worked with Spanish-speaking staff to elicit their ideas. He said that families were participating more strongly than ever before, and were very supportive of the program.

Board Vice Chair Yvette Webber-Davis asked what would happen for middle schools, whether there would be some carry-over to that level. Principal Finch responded that from the beginning there had been conversations and joint research with staff from Kelly and da Vinci Middle Schools and that high schools were also discussing options for the high school level.

Dr. Martinez expressed enthusiasm for the creative and collaborative efforts of the immersion programs. He noted some concern about the potential for unintentional consequences such as segregation between the two schools, about placement of special ed students, and about mobility and transfer students. He mentioned his son’s placement in a Spanish immersion program in the 3rd grade and the challenges it had brought for the family. He appreciated the information presented by Principal Furlan showing the success rates for other language immersion programs, adding that he also found it of utmost importance to continue paying attention to continuity issues with middle and high school programs.

Principal Furlan responded that at conferences and schools their staff had visited, similar numbers of special ed students had been in those programs. He said they were very much dedicated to maintaining the regional cognitive learning center program at River Road and that it could become a model for the school district and a great option for students who qualified for such a program, especially Spanish-speaking students. About transfer students, Principal Furlan said it did present a challenge, but they had talked about providing Spanish and English language learner support teachers to help with these problems. Principal Finch added that though these challenges existed, she felt the trust and cooperation that had built between the various staff members and schools would be adequate to deal with the challenges.

Dr. Martinez mentioned the need for marketing information to be clear describing the unique distinctions of the different programs.

Superintendent Russell clarified that the presentation tonight was for information, that he would be bringing specific recommendations to the board in early December and a vote would take place at the later December meeting.

**Receive an Update on the Transfer Limits for Middle and High Schools and the School Boundary Review**

Superintendent Russell noted that at the October 29 work session some additional thoughts had been identified. He noted that in his view the existing approved recommendations would need to be modified in order to include new direction on these issues.
Tom Henry, Deputy Superintendent and Chief Academic Officer, explained that the current recommendations about transfer limits stated that each high school could accept up to 7.5% of students residing in another region, but no school could accept transfers that would result in a student enrollment exceeding 1500, with middle schools limited to 5% transfer students and 600 student enrollment. He reported current estimates for the 2009-2010 school year showing South Eugene at 1500 and Sheldon at 1572 without any transfer students, so that sibling transfers would not be allowed. He also outlined a transition plan from current to recommended limits. For middle schools, Roosevelt was the one school which was estimated to exceed recommended limits.

Superintendent Russell said that if there were an inclination to change the recommendations on transfer limits, the time was now as the decision would need to be made in December. Dr. Martinez asked that board members clarify and express their thoughts regarding any potential changes to the recommendations so that the issue could be brought up as a future agenda item.

Barb Bellamy, Chief of Staff and Communications Director, reported that one adjustment to the boundary change proposal had been made and the proposal should be ready to send out in the next week. She reminded the board there were five options that had been presented on October 29, 2008, one of which had been split into two options, so there were now six options on the table. The option that had split was Area #4, with the new Area #4 being shifted from River Road to Edison Elementary and the new Area #5 would shift to Adams Elementary.

Ms. Bellamy said it was hoped that by Monday, November 21, 2008, the proposal information would be available on the district website and sent out to families. A letter going out to families would explain the proposed shifts and would include a postcard to mail back to the district detailing whether they support or oppose the boundary changes, whether they would keep their children in the same school or if they would shift to the new neighborhood school, what the timing of the changes should be, and if it would be important for the district to continue to provide transportation for them. She said that six meetings would occur in early December, at middle and high schools in all but the Sheldon region.

Mr. Henry commented that he had not incorporated students involved in potential boundary changes in the enrollment estimates because decisions about boundaries were yet to be made. He noted that most of the impact would be in the south region and would again reduce the numbers of transfer students that could be taken.

ITEMS FOR ACTION AT THIS MEETING

Approve a Revision to the Student Rights and Responsibilities Handbook Regarding Education Records

The Oregon Department of Education has directed the district to revise our annual notice of rights of students and parents related to education records. The purpose of the revision is to include the criteria that the district uses to determine who constitutes a school official with a legitimate educational interest to examine personally identifiable student records without the consent of the student or parent. The revision also includes the criteria that the district uses to determine what constitutes a legitimate educational interest.

Although the board does not approve the annual notice that is provided to parents each year with the school calendar and handbook, the board does approve the education records section
of the Student Rights and Responsibilities Handbook. The Handbook is published periodically and approved by the board under the provisions of Board Policy JFC, Standard for Student Conduct and Discipline. Policy JFC states: "School District 4J shall provide students a learning climate in which rights and responsibilities are equally protected and emphasized, in accordance with ORS 339.240. The board has prepared reasonable written rules of student conduct and discipline that shall include, but not necessarily be limited to, the following topics," which includes education records.

The Oregon Department of Education rejected the first draft of proposed changes to the records language. The proposed changes were resubmitted on October 20, 2008. On October 23, 2008, The Oregon Department of Education approved the draft of proposed changes to the records language and the timeline for implementation. This text covers the release of student records, without consent of the parent or student, to school board members during an executive session to consider the expulsion of a student or to examine confidential medical records. Additional revisions were suggested by legal counsel to better align the text with state administrative rules.

Mr. Henry explained the purpose of the change was to include criteria used by the district to determine who was considered as school officials to be able to review student records. Further, he said, the revision clarified what constituted a legitimate educational record. The revision would be included in the Student Rights and Responsibilities Handbook and also in the district calendar so the information would be clear to parents.

A copy of the revised Education Records criteria and procedures and timeline for implementation was included in the board packet. The superintendent recommended approval of the revised Education Records language, as proposed.

**MOTION:** Board Member Beth Gerot, seconded by Mr. Forrest, moved to approve the Revision to the Student Rights and Responsibilities Handbook Regarding Education Records.

**VOTE:** The motion passed unanimously; 7-0.

**CONSENT GROUP – ITEMS FOR ACTION**

**Approve Grant Application: Eugene Courage and Renewal for School Leaders Grant**

Staff from the Instruction Department submitted a $15,000 grant application which has been approved by the Rainwater Charitable Funds and the Angell Foundation through the Center for Courage and Renewal. The project involves school leaders from the Eugene area, predominately from School District 4J, participating in a Courage and Renewal Sampler Retreat in March 2009. Additionally, up to 25 school leaders will participate in a five-session retreat series beginning in April 2009 and ending in June of 2010.

The superintendent recommended approval of the grant application.

**Approve Award of Master Retainer Contracts for Professional Services for Civil Engineering, Electrical Engineering, and Architectural Services**

In June of 2002 the board approved master retainer agreements with several architectural, engineering and other consulting firms. Those agreements have expired, and the district must renew the list in order to have consultants on retainer to do the design of projects left in the current construction bond. This arrangement allows the district to assign professional
consulting work on miscellaneous projects to firms with pre-approved master retainer agreements. Typical projects include parking lot upgrades, fire alarm replacements, security upgrades, remodels, egress lighting improvements and electrical upgrades.

The consultants were solicited through the Request for Proposal process. The proposals of each discipline were rated by two facilities staff members and ranked by best scores. The recommendations were approved by the Facilities Director and the CIP Manager.

The superintendent recommended award of master retainer contracts to the following firms:

**Electrical Engineering:**
Seven firms submitted proposals, three firms recommended: Balzhiser & Hubbard Engineers, Systems West Engineers and SOLARC Architecture & Engineering, Inc.

**Civil Engineering:**
Twelve firms submitted proposals, six firms recommended: Balzhiser & Hubbard Engineers, KPFF Consulting Engineers, Branch Engineering, Roberts Consulting & Engineering, Weber Elliot Engineers and Harter Houf Peterson Righellis.

**Architecture:**
Sixteen firms submitted proposals, nine firms recommended: gLAs Architectural, PIVOT Architecture, Berry Architects, RSA Architects, Gerald McDonnell Architects, Nagao/Hanson Architects, DOWA, LA Kersh Architects and Rowell Brokaw Architects

**Approve Board Meeting Minutes**

The superintendent recommended approval of the minutes from the October 1, 2008 regular board meeting.

**Approve Personnel Items**

The superintendent recommended approval of the personnel items included in the board packet. These cover employment, resignations, and other routine personnel matters. The board may adjourn to executive session for matters dealing with employment if it desires to do so. ORS 192.660 (2) (a).

**MOTION:** Dr. Webber-Davis, seconded by Mr. Smith, moved to approve the consent items.

**VOTE:** The motion passed unanimously; 7-0.

**ITEMS FOR ACTION AT A FUTURE MEETING**

**Adopt the 2008-09 and 2009-10 Superintendent’s Goal Statement and Establish the Criteria for the 2008-09 Annual Evaluation**

Superintendent Russell noted that each fall the board and superintendent agreed on a set of annual goals which, along with the superintendent’s job description and contract, were the criteria used in the annual evaluation of the superintendent. He outlined his goals as superintendent, as related to the key result strategies set forth in the current board goals.
His first goal, he explained, was to increase achievement for all students and close the achievement gap, 1) by establishing standards in 2009-10 outlining the knowledge and essential skills students need to master by the end of grades 5 and 8 in order to be on track to earn an Oregon diploma; 2) by assessing the resources needed to support students who were not on track to graduate and developing a budget proposal in spring 2010 for implementation in 2010-11; 3) by increasing the percentage of 4J students meeting the OAKS benchmarks in reading and math by 2.5 percentage points by spring 2010 and increasing the percentage of African American and Hispanic students meeting OAKS benchmarks in reading and math by 5 percentage points to narrow the achievement gaps by spring 2010; and 4) by developing incremental targets to increase the graduation rate for Hispanic students using the new graduation formula and implementing targeted intervention strategies starting in 2009-10.

For the second goal regarding stewardship of district resources, Superintendent Russell outlined his plans to 1) develop budget contingencies by February, 2009, to respond to potential funding reductions caused by the current economic downturn, present to the board by December 2009 the district’s plan to implement accepted recommendations from the OSBA/Chalkboard business audit, and by November 2009 to update the district’s technology and facilities plans and identify funding strategies including a recommended timeline for the next bond measure; 2) by November 2009, complete the district’s workforce diversity plan, and increase the percentage of minority teachers to 7% of licensed staff for the 2009-10 school year; 3) implement enrollment and transfer limits for middle and high schools for the 2009-10 school year, implement parent and community input on boundary changes and development implementation strategy by February 2009, by April 2009 recommend to the Budget Committee a differentiated staffing ratio for the 2009-10 school year, by February 2009 present recommendations to the board regarding possible Harris-Eastside consolidation, Coburg intergovernmental agreement, River Road-Howard cluster program and middle school alternative program review, and report on Adams program plan to the board.

For the third goal, regarding stakeholder engagement, he outlined his goals as 1) providing to the board an analysis of election results and identifying future implications for district funding measures, 2) facilitating opportunities for district leadership to interact with local legislators regarding district priorities and school funding prior to and during the 2009 legislative session, and 3) expanding communications and outreach with stakeholder groups whose voices were not typically represented through community organizations and traditional public input processes.

He noted that interaction with local legislators regarding funding priorities might be much more important than it was thought when these goals were created because of current economic problems. He asked that board members email or call him with any thoughts or concerns regarding these goals, noting he was currently spending much time working on understanding the implications of new state and local budget forecasts.

Responding to a question from Mr. Smith regarding local option revenues declining as property values declined, Ms. Fahey said the collection rate had been looked at and that assessed value for local options for this year came in approximately as projected, although there was anticipation of a decrease in collection rate, with an exact figure not yet known.

In answer to a question by Dr. Webber-Davis about the governor’s talking about slowing down the graduation requirement implementation across the state, Superintendent Russell remarked that the governor had earlier budgeted approximately $20 million for implementation of new graduation requirements, but that the plan had been put on hold because of budget shortfalls.
Dr. Martinez added that the governor also said that districts should be prepared to move forward as soon as resources became available.

Mr. Torrey commented that he understood the revenue impact due to the declining value of real estate would probably not be much of an impact because the market values would not drop sufficiently to cause a big impact. He did think, however, that with a company like Hynix where equipment was a major element in value, that there would be an impact. He suggested contacting the Tax Assessor’s office to ask if there was expected to be a negative impact because of reduced value of homes, noting that even if there were not a big impact from property values declining, there would still most likely be problems with collections in the short run. Ms. Fahey said she had been in contact with the Assessor’s office for this year’s information and her reports reflected that information.

Approve the Addition of a Kindergarten Program to Family School

The parents and staff of Family School Alternative School have proposed the addition of a kindergarten program beginning in the fall of 2009. The addition of kindergarten would coincide with Family School’s move to the Jefferson building, which it will share with the K-8 Arts and Technology Academy.

In considering this proposal, staff examined the impact of the addition of a kindergarten program at Family School on other nearby elementary schools, and it has been determined that it would not have a significant impact on the other schools. The pattern over the past three years indicates that the more serious impact has occurred when the co-located neighborhood school loses its kindergarten students to Family School at first grade. This is consistent with findings in the elementary alternative school review report.

The Instructional Leadership Team (ILT) reviewed the proposal and supports the addition of a kindergarten program to Family School. It was also discussed with the elementary principals, the Churchill region principals, the region’s K-12 Learning Community, and ATA, all of whom support the proposal.

There will be no additional costs, except the addition of a .5 kindergarten teacher for the first year; in subsequent years, staffing will be allocated per the usual staffing ratios. The superintendent will recommend the addition of kindergarten to Family School.

Kay Mehas, Director of School Services, asked that the board vote to approve addition of the Family School kindergarten program.

Vote on Oregon School Boards Association Officers and Resolutions

The 2009 Oregon School Boards Association (OSBA) Board-Elect nominated the following candidates for the open officer positions:

- Secretary/Treasurer – Dave Krumbein and Bobbie Regan
- Vice President – Scott Pillar
- President-Elect – Beth Gerot

Officers will be elected by member boards with each board casting one vote for each office. Larger sized districts have more than one vote under the new governance model for votes on resolutions, legislative policies and priorities, constitutional amendments and officers. School District 4J has two votes based on the weighted formula. Officers serve one-year terms.
President and past-president positions are filled automatically by the current president-elect and president respectively.

The OSBA Board and Legislative Policy Committee have referred the following three resolutions to member boards for voting:

- Resolution 1 amends the constitution to make housekeeping changes in the language so that everything falls in line with the governance changes approved by members last November.
- Resolution 2 amends the OSBA constitution to guide the board’s access to the endowment fund created when the OSBA Health Insurance Trust was terminated. It defines rules for accessing the endowment principal.
- Resolution 3 is to adopt the 2009 OSBA Legislative Policies and Priorities that the Legislative Policy Committee has been developing over the past few months.

The board will vote on the OSBA officers and resolutions at the December 3 board meeting. Ms. Bellamy explained that at the next board meeting the board would cast two votes for three officer positions as well as three resolutions. She said that according to OSBA guidelines, the two votes could be cast together or separately.

Ms. Gerot mentioned there were two candidates for Secretary-Treasurer and that she had brought information from the conference to share with those board members who had not attended the conference.

**COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Board Member Alicia Hays reported she had attended the annual OSBA Conference and that she found the governor’s report to be frightening.

Board Member Jim Torrey reported attending an instructional committee meeting, and he found the instructional intervention progress model to be exceptional. He hoped that additional resources could be found to help schools without sufficient funds to do this work.

Ms. Gerot reported hearing a panel discussion with practitioners and policymakers sponsored by OPB and the Chalkboard Project on “The Future of Teaching in Oregon.” At the OSBA conference, she found disturbing the governor’s statement that the September revenue forecast was probably going to be the high water mark for the school year.

Dr. Webber-Davis reported attending some very informative sessions at the OSBA Conference. She also attended a meeting in Portland earlier in the day on leadership enhancement, where she said representatives were present from the Eugene Education Association, that Yvonne Curtis had very capably represented the district on a statewide panel, that several 4J principals from elementary through high school levels were there, and that the instructional leadership team members led by Tom Henry and others were also there.

Dr. Martinez reported also having attended a portion of the OSBA conference, and feeling somewhat reassured because of the high level of transparency from the state providing necessary budgetary information.
ADJOURN

Dr. Martinez adjourned the regular meeting at 9:30 p.m.

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George Russell     Charles Martinez, Jr.
District Clerk     Board Chair

(Recorded by Judy Burton)

Attachments to Official Minutes:
1. Adams Elementary School Planning Group’s Program Planning, Findings and Recommendations
2. River Road/El Camino del Rio and Howard Presentation
3. Transfer Limits and Middle School/High School Enrollment Estimates
4. Revised Education Records Criteria and Procedures
5. Grant Application Description Form: Eugene Courage and Renewal for School Leaders Grant
6. Personnel Action Items
7. Draft Superintendent’s Goals for 2008-09 and 2009-10