MINUTES OF THE WORK SESSION AND REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

March 4, 2009

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m., followed by a regular board meeting at 7 p.m., and an executive session on March 4, 2009, 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 February 27, 2009, and published in The Register-Guard on March 2, 2009.

ROLL CALL

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

STAFF:
George Russell, Superintendent of Schools and District Clerk
Tom Henry, Deputy Superintendent and Chief Academic Officer
Barbara Bellamy, Chief of Staff and Communications Director
Laurie Moses, Director of High School Services
Susan Fahey, Chief Financial Officer
Carl Hermanns, Assistant Superintendent/Chief Operating Officer
Yvonne Curtis, Director of Student Achievement
Celia Feres-Johnson, Director of Human Resources
Arbrella Luvert, Special Assistant to Superintendent
Kay Mehas, Director of School Services
Chad Williams, Director of Food Service
Larry Sullivan, Director of Educational Support Services
Janis Swan, Federal Programs Coordinator
Kasey White, Human Services Coordinator
Wally Bryant, Harris and Eastside Principal
Maxine Proskurowski, Nurse
Jim Conaghan, Assessment and Testing Coordinator
Kim Sullivan, Harris Elementary Special Education
Carmen Urbina, Family/Parent and Community Coordinator

STUDENT REPRESENTATIVES:
Linda Gai, International High School
Lizzy Monroe, South Eugene High School
Jennifer Kerfoot, North Eugene High School

MEDIA:
KRVM
WORK SESSION WITH THE EQUITY COMMITTEE

Board Chair Charles Martinez called the work session to order. He thanked the Equity Committee members for their service to the district. He said the work session was intended to provide an interactive format for discussing the equity data. He noted that the board would continue to discuss equity challenges at its upcoming retreat.

Director of Student Achievement Yvonne Curtis used a series of charts and graphs to provide an overview of demographic data and the results of reading and math assessments at elementary, middle and high school levels. She said reading scores at the elementary level were significantly higher than the state and gains were made with Hispanic and African-American students. Gains were less significant at the middle school level and achievement of African-American students had dropped, prompting monitoring of individual progress in order to intervene and support students. She said high school reading scores continued to be higher than the state, Hispanic students continued to gain, but there was a drop with African-American and Native American students. She indicated that strategies had been modified to address the poor reading scores for Limited English Proficient (LEP) students.

Ms. Curtis reviewed math scores, which were also higher than the state. At the middle level, scores were up slightly for Hispanic students and African-American students’ scores dipped below the state average. She said as with reading scores, the achievement gap continued to increase up through grade levels.

Regarding graduation rates, Ms. Curtis said the trend over four years was up and rates for African-American and Native American students were high compared to the state average.

In response to a question from Board Member Craig Smith, Jim Conaghan, Assessment and Testing Coordinator, explained that graduation rates were currently calculated by dividing the number of regular diplomas and GEDs that were awarded by the number of dropouts for a one-year snapshot. He said the state was moving toward a four-year cohort method, which would provide more accurate data.

Ms. Curtis reviewed harassment, discrimination and intimidation data and noted that often bullying and harassing behavior was covert and not reported; the data likely underestimated the number of actual incidents. She said a better way to study the problem was to obtain survey data and the district was developing that methodology. She said suspension rates were dropping slightly, but it remained a concern that African-American students were being suspended at twice the rate of other students. She was pleased that great progress had been made around the issue of expulsions due to the use of alternative disciplinary strategies.
Board Member Jim Torrey asked if the disparities between teacher, administrator and student ethnicity were improving with new hires. Director of Human Resources Celia Feres-Johnson said statistics had improved and the district was actively employing recruitment strategies to continue that trend.

Dr. Martinez observed that there was a potential impact on the diversity of the work force if economic conditions resulted in employees being laid off as the most vulnerable would be the new hires.

Continuing, Ms. Curtis said identification of talented and gifted (TAG) students had improved through the use of assessments to screen students, instead of relying on parent or teacher referrals, and a focus on special populations. She said percentages continued to grow in special education as a result of declining enrollments, but the actual population of students in the district remained flat. The district was experiencing some disproportionality and that was a continuing concern.

In response to a question from Mr. Torrey, Director of Educational Support Services Larry Sullivan said the disproportionality could be a result of past assessment practices, lack of appropriate instructional interventions and beliefs around instruction.

Dr. Martinez observed that disproportionality meant a student’s race/ethnicity was highly predictive of being identified for special education and that was an enormous problem.

Board Vice Chair Yvette Webber-Davis commented that the spectrum of disabilities in each category was vast and wanted to know the specific learning disabilities by race/ethnicity. Mr. Sullivan said about 80 percent of learning disabilities were reading-related.

Dr. Webber-Davis asked if there was a connection between special education populations and the reading assessment results. Mr. Sullivan said the logical connection was that students identified with a reading disability would not perform as well on standardized assessment. He said with the right interventions and instructions those students could be remediated to reach a level of performance that met state standards.

Ms. Curtis identified the following strategies to improving achievement:

- Align curriculum to standards.
- Use data to monitor individual student progress, inform instructional decisions and design interventions.
- Ensure that all students have access to high standards and the general education curriculum.
- Provide professional development on best practices for core instruction and equitable learning environments.
- Differentiate resources and support to create successful outcomes for all students.

Equity Committee Chair Marshall Peter thanked the board for meeting jointly with the Equity Committee. He said uneven progress toward closing the achievement gap was discouraging, particularly for African-American, Latino and Native American students at the middle and high school levels. He said the disparity in performance could not be allowed to continue. He said it continued to be difficult to make sense out of harassment and discrimination data. Harassment continued based on socioeconomic, race and ethnicity at levels that caused great concern and
many students who are gay, lesbian, bi-sexual, transgender and questioning (GLBTQ) found middle and high schools very difficult with subtle and overt acts of discrimination. He said the Equity Committee had formed a GLBTQ subcommittee and would bring forward recommendations in the future. The committee had four key questions to serve as the focal point for discussion:

• How can we build in monitoring and accountability at the individual student level and then differentially allocate resources in ways that expand and balance opportunities for struggling students?
• How can we best maintain and expand school-based efforts to close the opportunity gap as we struggle with severe budget cuts?
• Are there improvement activities and policy decisions that are not negotiable at the building level? What is the appropriate balance between centralized and site-based decision making?
• How do we ensure that site-based staffing decisions are well aligned with our equity goals, including retaining staff with specific skill sets pertaining to high priority instructional goals (e.g., bilingual/bicultural staff, technology initiatives, cultural competence)?

Mr. Torrey asked how the district identified reading traits in K-3 students and whether it was done consistently with those children being followed through middle school. Mr. Sullivan said in the past the criteria for identifying students related to their failure to meet standards over a period of time and the growing discrepancy between their performance and that of other students. Over the past three years, the district had been changing that model to include more comprehensive assessment, instruction and intervention strategies. He said as a result, intervention could begin much earlier and he predicted that consequently, fewer students would be identified with learning disabilities in the future.

Mr. Torrey asked if it was a mistake to allow site councils to make decisions regarding the use of resources when they lacked expertise in the areas just described by Mr. Sullivan. Ms. Curtis said site councils looked at data to set the goals around which plans were developed and funds and staffing were allocated. She said the district’s improved data provided the capacity to track students through 9th grade and she did not see site councils interfering in systemic direction for instruction and intervention practices.

Dr. Martinez remarked that a central focus targeting recognized gaps also created tension at the site. He said there was some concern that creating a coherent and tight instructional frame limited the capacity of teachers in classrooms to be innovative and creative and that was a major challenge related to equity.

Board Member Alicia Hays said in order for the district to be successful it would have to resolve that challenge and ensure that all students had access to resources that met their needs. She said it was important to engage the community in that discussion and share the responsibility.

In response to a question from Mr. Smith, Ms. Curtis said it was very helpful when the board directed a systemic adoption of the language arts curriculum and there were sufficient resources to support every teacher. She said the difficulty with math was that the last adoption included many different programs, there was not a systemic approach and resources to support teachers were inadequate. She said a new adoption would address those shortcomings.
Mr. Torrey asked if site councils pushed back on issues. Tom Henry, Deputy Superintendent and Chief Academic Officer, responded that site councils did not push back; they just did not implement something with which they disagreed. He said if the district felt there were best practices that should be implemented, those should be made non-negotiable.

Ms. Hays commented that the district was at a point where it would need to determine whether a decision was site-based or district-wide and she felt it was necessary to begin to shift to a more systemic approach. She felt that was an issue that the board needed to address.

Board Member Beth Gerot expressed concern about maintaining and expanding school-based efforts while struggling with severe budget cuts. She felt it was the board’s responsibility when making budget decisions to focus on what was most important for the district to maintain among many competing interests and what could be relinquished.

Dr. Webber-Davis stated she was concerned with the potential conflict between centralization of accountability and a more site-based approach that followed and addressed the needs of individual students. She thought the district needed to make a shift with respect to accountability by providing buildings with raw data and asking them to identify problems and specifically how they should be addressed, then implement that plan and report on the results. She hoped that tracking would not be seen as an opportunity to “get rid of the problem students” that a teacher might not want to deal with by some type of grouping of those students.

Dr. Webber-Davis said another area of worry was the potential impact on students and families of declining economic conditions and what that might mean at the individual level when teachers and administrators were confronted with students who had never had problems, but now suddenly did or existing problems were exacerbated.

Mr. Peter replied that the Equity Committee did not want to support anything that would lead to students being pushed aside and the issues raised by Dr. Webber-Davis were important ones. The committee hoped to see buildings taking on accountability for students who were not succeeding and viewing those as opportunities at the building level to lift those students up. He said the committee was very concerned that difficult budget decisions facing the district would not result in an increase in the achievement gap. He said it might be necessary to work harder for some students with fewer resources at the expense of students who had historically had more. He understood there were complex bargaining issues involved, but hoped that the district could work with the union to try to maintain diversity in the work force to the maximum extent possible.

Dr. Martinez said during a recent planning meeting, the issue of student-level accountability was raised. He said it was important to focus on tracking individual student progress, but there was also a natural risk that the actual accountability would become the student’s.

Jane Waite, Equity Committee member, encouraged the board to consider that individual students could be given an infinite amount of support, but changing the learning environment was a critical part of a two-pronged effort.

Carl Hermanns, Assistant Superintendent/Chief Operating Officer, said that discussions now addressed the opportunity gap, rather than the achievement gap. He said there were two concurrent efforts that needed to occur: The ability to measure individual student growth over time and at the same time, conduct an examination of the conditions of learning. He said if a
child was struggling, the questions should focus on the conditions of learning and not what was wrong with the child. He felt the district was well positioned to move forward with both efforts.

Regarding accountability, Mr. Torrey asked how the board would be able to determine the accountability of schools for implementing best practices. He said the board was about to make budget decisions and needed the courage to find ways to retain new, young and diverse teachers.

Mr. Smith remarked that accountability should be focused at the teacher level, building level and board level and that should be reported to the public. He said along with professional development to encourage change, the pressure of public accountability was necessary to promote change.

Board Member Eric Forrest asked for the Equity Committee’s opinion about the board’s goals, particularly with respect to the achievement gap. Mr. Peter viewed the board’s goals, especially setting specific numerical goals, as a very positive statement and an inventory of the district’s readiness to make meaningful, positive change and counted the board as an asset.

Mr. Forrest did not want the board to lose sight of its goals and the need to provide the resources and empowerment to achieve those goals. He did not feel capable of directing sites about how to attain those goals and hoped that the district would continue to follow its plan.

Ms. Curtis said the instructional intervention/progress monitoring model at the elementary level could achieve what the board wanted. Monitoring students was not about tracking and the model taught teachers and administrators how to look at students and examine the learning environment and intervention strategies. She said even the most resistant buildings had provided positive feedback about how beneficial the model was. She hoped that the resources would be available to move forward and implement the model at the middle and high school levels.

Dr. Martinez and Superintendent Russell thanked the Equity Committee for its work on behalf of students, the district and the community.

Dr. Martinez adjourned the work session at 7:05 p.m.

CALL TO ORDER AND FLAG SALUTE

Dr. Martinez called the regular meeting of the School District 4J Board of Directors to order at 7:10 p.m. and led those present in the Pledge of Allegiance.

AGENDA REVIEW

There were no adjustments to the agenda.

INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent George Russell welcomed representatives from Harris, Eastside and Adams elementary schools. He referred to the March 9 Budget Committee meeting and the difficult
decisions the board and the district would face. He felt it was important to provide schools with information as soon as it was available to assist with planning for next year, including information on staffing ratios. He said the committee’s discussion was informative and helped place in context and convey the complexities of the issues the district was addressing, like equity and an instructional agenda for improving achievement for all students.

COMMENTS BY STUDENT REPRESENTATIVES

International High School representative Linda Gai reported that IHS students were raising funds for KIVA International, which gave micro-loans to low income and impoverished individuals around the world to begin small businesses. She reminded parents and students that there were two weeks left before the school choice lottery and IHS admission was open to any student.

North Eugene High School representative Jennifer Kerfoot said all small schools were attending a writing workshop to increase success in the upcoming benchmark tests. The Mr. North game against Willamette High School was a great success and Mr. North was also strategizing to support the Children’s Miracle Network and 4J health clinics. She said as a result of recent incidents at North, students were talking with community and school leaders and teachers to assess concerns, opinions and feelings while looking to the future to create a more equitable and inclusive school environment. She said discussions on how to combat racism before incidents occurred would continue and include work with the site council. She felt that the negative incidents at North had opened a gateway of opportunity to change the way racism was approached in schools and the community and find preventative measures.

South Eugene High School representative Lizzy Monroe reported there was a pep assembly the previous week and Mr. Axeman events continued. National Honor Society students were working to support Project Homeless Connect efforts.

ITEMS RAISED BY THE AUDIENCE

Henry Luvert, NAACP chapter president, spoke about the incident at North Eugene High School, but emphasized that it was not just a North Eugene issue. He hoped that the community would not wait until the next incident to react because students were facing racism at every school and administrators were not culturally competent or capable of helping them. He said there was no mechanism for students of color to ask for assistance that they felt they had no right to complain, including in lower grades. He noted the board’s earlier discussion of the achievement gap and said in some instances students did not even want to come to school because they did not feel they were part of the school or its process. He said if a student did not like coming to school, he or she was not able to participate to the same level as other students and it was important to recognize and acknowledge that fact. He said it was difficult for white educators to understand that when they were not part of the minority issue. He hoped there would be conversations around race at every level to prevent similar incidents in the future.

Ethen Perkins, Adams Elementary School parent, reported on activities at Adams as it continued to become a greener school. He said a grant application had been submitted to the city for a handicapped accessible school garden and a grant application had gone to EWEB for
solar panels. He encouraged board members and the public to vote for Adams as the 4J school to receive the solar panel on the EWEB site by becoming a green rate payer.

**Kathryn Owens**, parent of North Eugene students, said the incident at North Eugene was not a new one. She is the parent of bi-racial children who have been battling racism since middle school. She felt that district and school administration did not handle incidents well and hoped there could be a zero tolerance policy established within the school system at all grade levels. She described an incident involving her daughter in which she was subjected to racism and received disciplinary action along with the other student. She said incidents continued and urged the board to adopt policies to prevent those problems.

**Cassandra Duke**, parent of a North Eugene student, described her son’s involvement in the recent incident involving an attack on students by parents who had come to the campus. She said her son was a straight-A student and involved in school sports. She was conveying a message from him that school administrators did not respond when students of color reported incidents of racism and eventually students stopped making reports. She felt that the parents who were involved in the attack on students should be punished.

Dr. Martinez thanked those who spoke about the North Eugene High School incident, which was very painful for the school and the community. He agreed that the district needed to deal with racism in a very direct way on behalf of students and families.

**COMMENTS BY EMPLOYEE GROUPS**

There were no comments.

**ITEMS FOR INFORMATION**

**Classified School Employee Appreciation Recognition**

Superintendent Russell read a proclamation by Governor Kulongoski designating March 2-6 as Classified School Employee Week. He encouraged all members of the community to join in recognizing the dedication and hard work of the district’s classified employees.

**Receive Information on Services to 4J Homeless Students and Free/Reduced Program**

Federal Programs Coordinator Janis Swan provided an overview of the district’s services to homeless families and children. She introduced Maxine Proskurowski and Kasey White who provide services and were attending the meeting to respond to questions. She said there were three primary goals:

- Identify and enroll homeless students as quickly as possible.
- Eliminate barriers to getting to school and accessing a quality education.
- Reduce school mobility and transfer issues that occurred with homelessness.

Ms. Swan described services to the homeless, including enrolling students referred through the local shelter system, arranging for bus services and passes, providing staff development to help district employees understand the issues and laws related to homelessness and collaborating
with social services to assist students and families. She said health services were provided and staff acted as a liaison to homeless Latino families. She said partnerships with agencies such as First Place Family Center, Looking Glass New Roads, North Eugene Retirement Association and Feed the Children, as well as churches, business and individuals through the community greatly expanded the services and support available to homeless students. Over the past three to four years, between 600 and 700 students had been identified and served; currently the program was serving 31 percent more students than last year and county-wide the number of homeless had risen by 27 percent.

Ms. Proskurowski commented that there were many reasons for homelessness, but recently she has seen many more students who were at risk of becoming homeless because their parents had lost jobs or work hours.

Ms. White agreed and said she was also receiving many more inquiries about services this year. She has seen an increasing number of unaccompanied youth and the program focuses on trying to prevent school mobility because every move meant they lost ground on their education. She said the local shelter system was over-taxed and the waiting list was currently up to 12 weeks for the primary family shelter. She said creative approaches and new partnerships were being implemented to try to meet the demand for services.

Ms. Proskurowski shared the annual report card from Children First, which indicated Oregon’s youth development and education grade was C-, child welfare was D+ and the overall grade was D. She said the organization was committed to working with others to nurture hope and opportunity for every Oregon child. She said homeless children were the most vulnerable students in schools.

Director of Food Service Chad Williams reported that as of the end of February 2009, the total free/reduced percentage was 36.84 percent, which represented an increase over last year’s figure of 33.56 percent. He expected to reach 40 percent by June. He said most of the increase occurred in the free category and highlighted recent outreach efforts to target families that might be struggling financially or had recently lost a job. He said some of those families might be unaware of the free/reduced program because they had not needed assistance before.

Mr. Torrey asked if efforts were being made to help school health clinics reach out to uninsured students. Ms. Proskurowski that was occurring and in the case of North Eugene High School, 110 more students without insurance had been seen from September to December 2008 than in the previous year. She said the clinic at Churchill High School had formed an alliance with the federal and county governments and the nurse practitioner was seeing 18 to 24 patients per day.

Mr. Torrey asked if it was possible to establish the same alliance at other schools. Ms. Proskurowski replied that it was a lengthy process and likely to take several years.

In response to a request from Dr. Webber-Davis, Ms. Proskurowski said mental health therapists, nurses and nurse practitioners allowed clinics to treat a wide range of problems. A network of 88 physicians volunteered for specialist care when a child needed treatment that was beyond a clinic’s capacity. She said immunizations were also provided.

Ms. Hays asked if there was a decline in free/reduced program participation at the high school level. Mr. Williams said high school participation was always lower and the rates were 43
percent for elementary schools, 41 percent for middle schools and 28 percent for high schools. He said that represented an increase at the high school level, which was 25.9 percent last year.

Ms. Hays asked if the stigma of participating in the free/reduced program was a problem in high schools. Mr. Williams agreed that was a challenge and there had been a number of efforts to make the lunch program more attractive to students.

Ms. White responded to a question from Dr. Webber-Davis by describing outreach efforts to students and families beyond those who were in the shelter system. She said the federal definition of homelessness was quite broad and included families who were sharing living space due to economic hardship or living in hotels, motel, vehicles or any other non-permanent living situation.

Mr. Smith asked about the educational challenges associated with homelessness. Ms. White said they included missing school time, tracking special education plans when students came from another district or state and lack of a permanent address, documentation and transportation.

Mr. Torrey observed that many families had not signed up for the Oregon Health Plan and hoped that the district could encourage them to do so to reduce the pressure on school clinics and provide better health care.

**Receive a Legislative Report**

Barbara Bellamy, Chief of Staff and Communications Director, stated that the legislature was currently working to rebalance the state’s budget. She said even though federal stimulus funds would be used to help schools avoid early closures, the district would have to spend another $1.6 million in reserves in order to complete its school year. She said legislative leaders were preparing to address a $3.3 billion shortfall in the FY 2009-11 biennium. She said a recent breakfast meeting with Senator Floyd Prozanski confirmed the continuation of the downward revenue trend and the need for sacrifices across the board. She said unemployment was expected to rise through 2009, with a possible turn around in spring 2010. Key revenue initiatives would include adjustments to the top tiers of corporate and income taxes, a beer tax and restructuring the kicker; the latter would require a public vote. Delaying implementation of some Measure 50 elements was also being considered.

Ms. Bellamy said March 2 was the deadline for requesting bills to be drafted; the slate of bills to be considered this session would be available in about a week. She noted a potential complication with the federal stimulus package. She said if federal stimulus dollars for education were not considered part of the State School Fund formula revenue, then the limit on the local option could be triggered, preventing the district from collecting up to $1 million in revenue. She said addressing that potential impact would be the subject of discussions with legislators.
ITEMS FOR ACTION AT THIS MEETING

Approve Superintendent’s Recommendation Regarding Harris/Eastside Merger

Superintendent Russell observed it had been almost a year since the board had directed Harris and Eastside to develop a school consolidation plan for its consideration. He said based on conversations, he felt they were dedicated to making the consolidation successful, recognizing there was much work yet to be done, however, many things had already been accomplished, including beginning to think as a single school rather than two separate entities. He was convinced that those involved were well on the path to becoming one school and one community.

Superintendent Russell recommended that the board approve the consolidation of Harris and Eastside, but noted that since the board’s direction a year ago, the state’s financial environment had changed considerably. The district was preparing to make budget reductions of some magnitude and should it be necessary to close schools in the future, the newly merged school might be considered for closure just as any other elementary school in the district. He still had some questions about the level of resources the school would need to move ahead and had cautioned staff that those might not be forthcoming under the district’s current financial situation.

Harris and Eastside Principal Wally Bryant fully supported the superintendent’s recommendation and agreed that the merged school should not be treated any differently than other schools in the district.

Mr. Smith understood there were a number of new teachers at Harris/Eastside and asked how the staffing ratio was likely to be affected by budget cuts. Superintendent Russell replied that there were ten new employees, but not all were licensed and some were temporary, replacing staff on leave. He said the consequences of budget cuts could be significant for Harris/Eastside and all other elementary schools.

Mr. Bryant stated that the teachers were new to the building, but not new to teaching. He said it was understood that the temporary positions might not be retained after the current school year.

**MOTION:** Mr. Torrey, seconded by Mr. Forrest, moved to approve Superintendent Russell’s recommendation regarding the Harris/Eastside merger.

**VOTE:** The motion passed unanimously, 7:0.

CONSENT GROUP – ITEMS FOR ACTION

Approve Board Minutes for January 7, 2009 and January 14, 2009 Regular Board Meetings

The superintendent recommended approval of the minutes from the January 7, 2009, and January 14, 2009, Regular Board meetings. Copies of the minutes were included in the board packet.

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.
MOTION: Ms. Gerot, seconded by Mr. Smith, moved to approve the consent items.
VOTE: The motion passed unanimously, 7:0.

COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey expressed concern with the continuation of public safety officers in the high schools. He asked if there had been discussions with the city regarding that. Superintendent Russell said there had been conversations with the city manager and the mayor, both of whom indicated no changes in the current assignment of officers to the high schools were being considered.

Mr. Forrest stressed the seriousness of issues confronting the district. He said these are somber financial times and he wished everyone the best in making the difficult decisions that were ahead.

Ms. Gerot commented that the projected budget shortfall was more than twice the shortfall the district faced in early 2000.

Ms. Hays reminded everyone that Project Homeless Connect was scheduled for March 6 at the Lane County Fairgrounds. She thanked the Equity Committee for an informative discussion and looked forward to working with them in the future.

Mr. Smith commended the local legislative delegation for the work they were doing and being so available to discuss issues of concern to the community.

Dr. Webber-Davis thanked Budget Committee members and finance staff for their work and the information provided to the board, the Equity Committee for the valuable work session and Ms. Swan, Ms. Proskurowski, Ms. White and Mr. Williams for the homeless program and free/reduced lunch presentation.

Dr. Martinez commented that in hard economic times it was the most vulnerable in the community who suffered first. He appreciated the discussions of equity data and homelessness. They would help the district focus on what was important to vulnerable communities as it moved forward with budget deliberations.

ADJOURN

Dr. Martinez adjourned the regular board meeting at 8:25 p.m.

_____________________________   _____________________________
George Russell           Charles Martinez, Jr.
District Clerk           Board Chair

(Recorded by Lynn Taylor)

Attachments to Official Minutes:
1. Equity Committee Presentation and Remarks from Committee Chair
2. Classified School Employee Week Proclamation
3. Overview of District Homeless Students and Families
4. Personnel Action Items
Following the adjournment of the regular board meeting, the board reconvened in executive session.

**EXECUTIVE SESSION:** Under provisions of ORS 192.610 – 192.690, Open Meeting Laws, the Board of Directors conducted an Executive Session for the following purpose: To conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant to ORS 192.660 (2) (d).