

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

**October 7, 2009**

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 6 p.m. and a regular board meeting at 7 p.m. on October 7, 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 October 2, 2009, and published in *the Register-Guard* on October 5, 2009.

**ROLL CALL**

**BOARDMEMBERS:**

Craig Smith, Chair  
Beth Gerot, Vice Chair  
Jennifer Geller  
Alicia Hays  
Ann Marie Levis  
Jim Torrey  
Mary Walston

**STAFF:**

George Russell, Superintendent of Schools and District Clerk  
Barbara Bellamy, Chief of Staff and Communications Director  
Laurie Moses, Director of Secondary Services  
Susan Fahey, Chief Financial Officer  
Celia Feres-Johnson, Director of Human Resources  
Jon Lauch, Director of Facilities Management  
Sara Cramer, Director of Elementary Services  
Caroline Passerotti, Financial Analysis Manager  
Brad New, Secondary Education Administrator  
Marna Knoer, Roosevelt Middle School Teacher  
Eliza Drummond, Instructional Analyst and Operations  
Janis Swan, Federal Programs Coordinator

**STUDENT REPRESENTATIVES:**

Linda Gai, International High School, All Campuses  
Sasha Johnson-Freyd, South Eugene High School  
Jenna Careccia, Churchill High School

**MEDIA:**

KRVM

## **BUDGET COMMITTEE APPLICANTS:**

Greg Gardner  
Carla Gary  
Tim Gleason  
Wendy Laing  
Rita Radostitz  
Gary E. Rayor  
Benjamin P. Sappington  
Richard Varner

## **WORK SESSION ON THE DISTRICT'S LAND USE DISPOSITION PROCESS**

Board Chair Craig Smith called the work session of the School District 4J Board of Directors to order at 6:00 p.m. and led those present in the Pledge of Allegiance.

Superintendent George Russell explained the purpose of the work session was to update the board on the land use disposition process. It would offer an opportunity to provide a general background about the process to new members who had not been previously involved in the land use disposition process. He said the board would have a discussion on October 21, 2009 regarding Civic Stadium due to notification received from the Eugene Emeralds that they intended to vacate the stadium. There will be a discussion with the board's land use consultants, Sue and Hugh Prichard, who will provide background information at the October 21 meeting. He introduced Jon Lauch, Director of Facilities Management.

Mr. Lauch directed the board's attention to the following documents which were included in the board packets: School District 4J Property Classification spreadsheet dated April 2009; Board Policy DFD - 4J Real Property Management; Board Policy DFDA - Leases; Board Policy DFDB - Disposition of Property; Board Policy FB - Land Use Decisions; and, Long-Range Facilities Plan. He stated the Long-Range Facilities Plan approved by the board in 2002 established the property classification process and served as a catalyst for board policies on related issues. It identified the first surplus properties and several properties for future review. He offered a PowerPoint presentation that highlighted the relevant board policies.

Responding to a question from Mr. Smith, Mr. Lauch said the sale disposal of property required a minimum of four board meetings, a real estate consultant team analysis, and neighborhood meetings, which would take a minimum of four months.

Barb Bellamy, Chief of Staff and Communications Director, added the sale of the Whiteaker School and Willakenzie School properties took approximately six months from the time the board received a real estate recommendation to when it decided to market the properties.

Mr. Smith opined the board could decide it wanted to sell a property, but defer the sale until market conditions improved.

Mr. Lauch reviewed the properties recently sold:

- Laurel Hill in 2003 - 8 acres, listed at \$825,000, sold for \$655,000, to Northwest Youth Corps.
- Ironwood Lots (3) in 2003 - listed at \$140,000, sold for \$140,000.

- Westmoreland Elementary School in 2004 - sold 3 acres to City of Eugene for \$420,000; and 6 acres with building listed at \$1.3 million, sold for \$1.4 million to Lane Educational Service District (Lane ESD).
- Whiteaker Elementary School in 2004 - listed at \$575,000, sold for \$560,000.
- Willakenzie Elementary School in 2004 - 3 acres sold to City of Eugene for land banking, 5 acres for neighborhood park, conditioned on district removal of the buildings and heating oil clean-up for, \$1.3 million.
- Santa Clara Elementary School in 2007- arson fire destroyed or damaged structures on the site, requiring demolition of the structure; listed originally with buildings at \$1.75 million, sold for \$7.4 million.

Mr. Lauch recalled it had been difficult to establish a listing price for school property at the time of the initial sale because there were not many comparables available in 2003. The process was refined and improved as the real estate team became more experienced.

Ms. Bellamy stated a school closure consolidation replacement committee had been charged with recommending five schools to the board that could be closed and up to eight schools if a bond measure passed allowing construction of new buildings. All of these actions were a result of that planning process.

At the request of Mr. Smith, Mr. Lauch reviewed consolidations which led to some of the closures.

- Laurel Hill was leased to Northwest Youth Corps following a period of closure.
- Westmoreland was a consolidation of Patterson and Westmoreland into what was now Chavez due to declining enrollment on the old Patterson site.
- The closure of Whiteaker was the result of consolidation with River Road due to declining enrollment.
- Willakenzie was a consolidation of Willakenzie and Washington, into what was now Bertha Holt, at the Washington site.
- Santa Clara was closed in 2005, as part of a consolidation with Awbrey Park and Spring Creek, with the Santa Clara students distributed to Awbrey Park and Spring Creek. The student population at Santa Clara had been good, but the facility was not adequate. Although Awbrey Park and Spring Creek were quite full at the time of the consolidation, their enrollments have subsequently eroded.

Mr. Lauch noted there was a reserve property, the Admiral Street site, in the old Santa Clara attendance area that was in close proximity to the residential area. In the event of substantial growth in the area, the district could accommodate a school at that site.

Mr. Lauch reviewed the current surplus properties:

- Bailey Hill, a 5.9 acre site, is fully occupied, and used by the Natives Program, Head Start, Eugene Water and Electric Board (EWEB), and an alternative education program. A modest amount of income is generated. When the school was closed, the students transferred to Twin Oaks and McCornack. Mr. Lauch reviewed the deed restrictions on the property.
- Dunn Elementary School is occupied and in use with the Opportunity Center, Ridgeline Charter School, Direction Services, the Eugene Education Fund, and Lane ESD. A modest amount of income is generated.

- Civic Stadium site is approximately 10 acres consisting of one tax lot zoned R-2 and two tax lots zoned R-1. An extensive environmental clean-up operation and removal of the old fueling station occurred when the bus barn function moved to the former Lane Transit District site at West 7<sup>th</sup> Avenue and Garfield Street.
- Coburg Farm, a 28 acre site, is leased through October 2012 for farm use, although the lease contains exit language that would allow for the lease to be cancelled. It is zoned EFU-40, Exclusive Farm Use/40-Acre Minimum. The conditions preclude siting a school on the site. The assessor's office lists the real market value at approximately \$200,000. The site generates modest revenue.

Mr. Lauch stated Willard School is not a surplus property. It is a 9.9 acre site zoned public lands. One building was recently destroyed by fire.

Concluding his presentation, Mr. Lauch responded to questions from board members.

Board Member Jim Torrey asked if any adjustments to the policies would be helpful to an outside consultant.

Sue Prichard, Real Estate Consultant, stated the board policies had always been clear and consistent with the community's expectations. They were easy to implement and incorporate into marketing materials. She had no recommendations for changes.

Mr. Torrey asked if it was practice to do an independent appraisal or if like properties were considered.

Ms. Prichard said the process consisted of a review of the highest and best uses rather than actual appraisals to reach a realistic number based on market conditions. The district had appraisals done in the past but they were outdated. All of the properties, with the exception of Laurel Hill, were quite desirable and would be well received on the market.

Mr. Lauch added that limited appraisals had been done on district properties in the past, but they had not been the basis for establishing a sale price. He recalled no buyer who had completed appraisals.

Responding to a question from Mr. Torrey, Mr. Lauch said the district had taken property in trade in the past. One specific trade involving the City of Eugene, EWEB, the district and a private developer, occurred which resulted in the district acquiring a site at the corner of Honeywood and Gilham Road.

Responding to a question from Board Member Anne Marie Levis, Mr. Lauch wanted to retain the land value for the Coburg site, and there was no intent to build a school on the site.

In response to questions from Ms. Levis, Mr. Lauch explained the district had built four new schools which replaced six old schools, since the Long-Range Facilities Plan had been approved in 2002. He added Edison School was in the 50-71 year age range.

Ms. Bellamy noted that before the new schools were built, the newest school was McCornack, which was built in 1968.

In response to Board Member Jennifer Geller, Mr. Lauch stated all of the long range projects had been completed. By the end of 2009, the bond revenue would be exhausted.

Ms. Levis asked if any of the analysis work for the second bond had been done.

Mr. Lauch stated the district had an ongoing capital needs list which informed the board of the major capital needs. Specific bond planning for a targeted dollar amount had not been completed and the board had not identified those schools that would be next in line for replacement. Some master planning was done for Roosevelt Middle School several years ago. Some work remained at Willagillespie School, the removal of the old school, which was deferred to the second bond period. The structure was inadequate for habitation and used only for storage.

Mr. Torrey asked if the district should be looking at properties to buy in anticipation of future needs, given the current economic conditions. Mr. Lauch responded there were a couple of areas where additional properties could be acquired adjacent to existing school sites, which would better position the district to replace the schools in the future. Acquisitions would require board action. Although it was a good time to buy, without a bond, the district had limited capital funds to keep existing facilities running. He added that community growth that would generate the need for additional schools was limited because the district was hemmed in by the Bethel and Springfield school districts, and the Ridgeline Charter School. The only place for significant growth may be in the Sheldon region and Coburg. From this perspective, it made sense to hold onto the Coburg Farm parcel.

Mr. Torrey noted that the district should be heavily involved in the land use analysis currently being undertaken by the City of Eugene. Schools in the River Road area, including Howard Elementary School, would not be adequate to handle the district's future needs and there was property in the area the district should be looking at.

Mr. Lauch said acquisition of property contiguous to an existing site in the River Road area would create real opportunity for building a school in the area in the future. Going further offsite would present transportation problems.

Ms. Levis asked if there were properties the board should be considering for disposal, or if those properties should be held onto because the market was down.

Ms. Prichard said there were always buyers looking for good investment opportunities. The price was not the issue as much as the current difficulty in securing financing. While there may still be a lot of interest, financing was taking longer than it used to, and presented obstacles to buyers.

Board Member Alicia Hays asked what the compelling reasons would be for selling excess property, citing high maintenance costs, and other examples. She asked if this was compelling enough to bring back to another board meeting, or if there was sufficient information to enable to board to move forward. She suggested Mr. Lauch could bring forward additional information at the next board meeting, at which time the board would discuss Civic Stadium.

Mr. Lauch added that pending capital costs could be considered as a compelling reason, citing Bailey Hill School as an old building that needed a significant amount of money for upkeep.

Mr. Smith said Civic Stadium would be discussed at the next meeting on October 21.

Mr. Smith adjourned the work session at 6:55 p.m.

## **CALL TO ORDER, ROLL CALL, AND FLAG SALUTE**

Mr. Smith called the meeting of the School District 4J Board of Directors to order at 7:06 p.m. The board had saluted the flag prior to the evening's work session.

## **AGENDA REVIEW**

There were no changes to the agenda.

## **INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT**

Superintendent Russell stated that a number of guests were present to apply for the positions that were open on the Budget Committee.

Superintendent Russell told the board members that their red folders included copies of an announcement from the U.S. Secretary of Education that the final application for the *Race to the Top* would be available in the late fall and a letter from Governor Ted Kulongoski and State School Superintendent Susan Castillo seeking input and feedback as they moved forward in this process. He recommended that board members check the website when they had a chance. He related that Ms. Castillo believes Oregon is in a strong position to compete for the *Race to the Top* dollars.

Superintendent Russell stated that more information appeared to be coming out about the I-3, or innovation grants. He had printed out the draft federal register information which delineated the kinds of things they were looking at and the must-do elements of the grant proposals. He said their website also contained PowerPoint slides that further explained the grants. He related that they were very interested in partnerships, especially those with non-profit agencies. He said they should be thinking about whether there were some partnerships to explore with non-profit agencies and/or higher education. He had also found that they could garner up to a 20% commitment from a private business investor as part of the grant proposal, stating that more would be coming out on this item and it was currently open for comments.

Superintendent Russell announced that October 9 would be an unpaid day of leave for most district staff. He said all schools and offices would be closed and the central office would be open, but only on a limited basis. He stated that this was a result of budget reductions.

## **COMMENTS BY STUDENT REPRESENTATIVES**

**Linda Gai** reported that the International High Schools (IHS) were holding student elections on the following day. She related that they hoped to avoid having it be a popularity contest by having those running write an essay which would be presented anonymously, thus allowing the votes to be based on content and clarity of thought. She said elected students would join the student government on the first Sunday of November for orientation. She related that International Baccalaureate (IB) fees were due on October 16. She explained that the IB was an international standard for education, noting that an IB could provide college credit for universities around the world. She said students were getting back into the swing of things with their IB extended essays, a 4,000 word research paper that made up a significant portion of the total grade.

**Sasha Johnson-Freyd** said the student government at South Eugene High School had been mostly working on social events, including Homecoming. She related that freshmen elections were coming up.

**Jenna Careccia** reported that student government of Churchill High School was also working on its Homecoming, with this year's theme being old Hollywood. She stated that the school's Open House had been held the previous evening and the IHS held a silent auction. She related that the school was in its second year of having an advisory period and it had been challenging to make it mesh between the students and the teachers so that both were doing something they would deem to be worthwhile. She also noted that the road had been renovated in front of the school and some students had been having issues with parents not stopping at the stop sign and blocking the way for students coming into the senior parking lot.

## **ITEMS RAISED BY THE AUDIENCE**

There were no audience members wishing to address the board.

## **COMMENTS BY EMPLOYEE GROUPS**

**Dayna Mitchell**, Vice President of the Eugene Education Association (EEA), reported that EEA was gearing up to address the tax fairness measures that were coming up in the special election on January 26. She said they were working in coalition with the Oregon Education Association (OEA) and Defend Oregon to pass the two measures that would reform Oregon's tax system. She let the board know that they had an open invitation to talk with EEA members about the implications if the measures did not pass. She stated that a representative council meeting was scheduled for December 14, at which every building would have representatives. She felt this would be a great audience for sharing their insights. She said phone banking would begin in November and they were considering undertaking some canvassing. She added that another idea that had been brought up was to canvass by email.

## **ITEMS FOR INFORMATION**

### **Acknowledge an Award**

Superintendent Russell invited Janis Swan, Federal Program Coordinator, and Marna Knoer, Roosevelt Middle School teacher, to the table. He announced that Ms. Knoer had been selected by the Oregon Math Leaders as the State of Oregon's candidate for the Presidential Awards for Excellence in Math and Science. He explained that the award was the highest award that a teacher of math and science could receive. He said she had been honored at the Oregon Mathematics Leaders Conference in August, 2009, by the Oregon Council of Teachers of Mathematics. Her name had been forwarded to the National Science Foundation, which would choose the national award winner later in the year. He said honorees would be invited to Washington, D.C., in the fall of 2010. She was present so that the board could recognize and honor her for her achievement.

Ms. Swan remarked that she could not say enough about Ms. Knoer. She said since 2000, Ms. Knoer had been teaching in the classroom and had done district-wide work in math teaching, though she was only at .17 Full Time Equivalent (FTE) hours for the latter. She related that this small amount of time had created a monumental amount of vision for the district in mathematics.

She said Ms. Knoer had been involved in text book adoptions, as a leader for the Math Teacher Leader groups and the math enthusiast groups, and had served as a teacher and mentor to other teachers. She remarked that she considered Ms. Knoer to be her mentor.

Ms. Swan related that the district was in the process of providing professional development to every 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teacher and specialist in the district around the new core standards. She said there were three sessions offered to every teacher, for which Ms. Knoer was taking the lead. She observed that it was a lot of work as they wanted the sessions to be productive and meaningful and become a resource in the classroom. She stated that Ms. Knoer was also leading the efforts in holding a work sample workshop on the following day for all new teachers and middle and high school teachers that needed and/or wanted support in that area.

Superintendent Russell congratulated Ms. Knoer for her efforts and the honor bestowed upon her.

Ms. Knoer said the district's students were absolutely wonderful. She expressed her pride in being a district teacher and for the support given in the effort to move forward with the new state standards.

Members of the board echoed Superintendent Russell's congratulations and Ms. Knoer received a round of applause.

### **Receive an Update on the Summer Bridge Program**

Laurie Moses, Director of Secondary Services, introduced Brad New, Secondary Services Administrator. She explained that the Summer Bridge Program was held at all four high school campuses and was intended to bring together a small group of 9<sup>th</sup> grade students, both in the summer prior to and during their 9<sup>th</sup> grade year. She said the Summer Bridge had been in place for three years. She related that it was easy for many students to become lost as they transitioned into their high school years. She stated that the research was clear that if students were successful during 9<sup>th</sup> grade, the chances increased that they would actually graduate. She underscored that a student who had experienced 9<sup>th</sup> grade core course failure and a shortage of credits after his or her freshman year was five times less likely to graduate.

Ms. Moses said the Summer Bridge Program was one of the first attempts to approach this work systemically by placing the program in all of the high schools. She credited KC Clark, Special Education Administrator, and Eric Anderson, who was now the Principal of Roosevelt Middle School, for taking significant leadership roles in getting the program going initially. She related that a large group of teachers and administrators of various backgrounds, including special and regular education and ELL from all of the sites had contributed to what the model would look like. They had learned, over three years, how to modify it. She explained that a group of approximately 40 students was served at each site, with the summer component having to do primarily with math and language arts, but there was a component having to do with relationship building and making a connection to the high school. She noted that having the program on each campus helped the students to become familiar with their schools.

Ms. Moses stated that the first component of the program consisted of five half-days per week over a four week period in which students came to campus and were taught by 9<sup>th</sup> grade teachers. She noted that 9<sup>th</sup> grade counselors were involved, as was an administrator and some classified support. She said the second part of the program entailed a small amount of

FTE hours given toward a freshman specialist who then followed these students during the 9<sup>th</sup> grade year.

Continuing, Ms. Moses stated that they had made a proposal to the Budget Committee, which had been accepted, and the budget had been approved. She said in the third year she had begun to try and establish some accountability. She had gone to each of the schools individually, three times a year, and had met with the principal, counselors, and the freshman specialist and had looked at each student's progress. They had reviewed the student's transcript, attendance data, discipline referrals, and credits earned and they had talked about the student, strategies they had used, and what kinds of interventions had been tried and what worked and what had not worked. She noted that some principals had felt a little put on the spot, but ultimately came to like the exercise.

Mr. New offered a retrospective of the Summer Bridge Program. He stated that the program made sense as the premise behind it was that high school was the proving ground and if a student had difficulty in high school, they would likely continue to have difficulty as they continued in life. He said focusing attention on students at that time would give them a springboard for success. He related that they had focused on academically at-risk students and had done outreach to them, with a special emphasis on outreach to minority students and special education students. He stated that the program cost \$100,000 per year per school, approximately \$650 per student.

Mr. New reported that 154 students had completed the program in 2008 and 92% of them had completed 9<sup>th</sup> grade. He said they were trying to set a baseline and improve on it each year. He related that a large number of the students were not doing poorly, but the most telling piece was that 69% had completed their freshman year with six or more credits, which meant they were on track for graduation.

Ms. Moses said the experience had brought up questions about what role middle schools played and how the district could do the work of education in a more connected way between middle and high schools. She stated that they had learned a lot about making connections with families and gave credit to Arbrella Luvert, former 4J administrator, and Carmen Urbina, Parent, Community and Diversity Coordinator, for their efforts in facilitating that process. She believed it was fair to say that the response from teachers, principals, and students had been overwhelmingly positive. She said if 9<sup>th</sup> grade failure in core courses was predictive of dropping out of high school, then serious and determined efforts needed to be made so students could pass those classes. They had learned through the program that some critical elements were needed which she highlighted for board members:

- Some students needed year-long math and language classes;
- Deliberate scheduling – they had learned that someone had to think very carefully about course selection for 9<sup>th</sup> graders;
- Elective options should be reduced or eliminated for some students – staff was exploring how some classes could be engaging and hands-on, while still providing core course credit;
- Students needed to be enrolled in support classes such as study skills;
- A key component of success was that each student had one adult advocate;
- Outreach to parents and students receiving feedback regarding their behavior and/or their success;
- Clear pathways for students to make up incompletes;
- Information about a student's progress had to be passed on to parents;
- Adults needed to take active responsibility for the students' success;

- They needed to ensure they could look at data to make decisions about student progress and placement;
- Partial credits should be looked at for some students;
- Changing schedules when needed early on; and
- Bringing students together so that they had peer support.

She said they continued to feel optimistic about the program.

Mr. Smith asked if staff intended to keep tracking to check graduation rates. Ms. Swan affirmed that they were. She considered the accountability piece to be very important. Mr. New added that, with time, they would be able to pick up new indicators, such as how the students did on the OAKS test in 8<sup>th</sup> grade and then in 10<sup>th</sup> grade. He predicted that this and other data would improve tracking.

Ms. Hays shared her excitement about the work. She related that she had an opportunity to hear about this work at a presentation before United Way, where community partners had come together to discuss it. She noted that her son had been transitioning into 9<sup>th</sup> grade when she had first heard of the program and she knew a number of the students who had participated in it and considered it successful for them.

Superintendent Russell stated he believed that a lot of the things that had been described about the program fit into the criteria that the Secretary's office had for the kinds of things they wanted to see proposed for the I-3 grants. He suggested that it might make a powerful grant proposal.

### **Receive an Enrollment Report**

Eliza Drummond, Instructional Analyst and Operations, reported that overall enrollment was down 225 students, evenly spread at all levels. This decline was projected to continue through 2012, at which time it was predicted to increase again. She noted that Howard and River Road Elementary Schools had experienced increases. She said a focused effort in retaining high school students had increased the number of seniors over what had been projected by 80 students.

Mr. Smith asked how the birth data was regionalized by districts. Ms. Drummond responded that they had received the birth data from the state and then had analyzed it by zip code. She said they had contacted the Lane Council of Governments (LCOG) for a more detailed analysis indicating which of these children were in 4J and which were in the Bethel School District.

Mr. Torrey asked what financial value a drop of 225 students represented to the district. Ms. Drummond replied that the financial effect of the current drop in enrollment would not be experienced until the 2010-11 school year. She said in any given year, the state allocated funding based on the higher of the Average Daily Membership (ADM) from either the current year or the prior year. She explained that this allowed districts to alter the size of their instructional programs thoughtfully as enrollment declined, leveled out, or increased. She stated that assuming that full funding occurred in the next round of state funding, the district expected to receive \$6,500 per ADM and based on this, a 225 student decrease would result in a \$1.4 million drop in state funding. She noted that \$800,000 of this was anticipated and \$600,000 was not. She believed the decline was not in one region or another. She added that she was seeing families having to double up and transient families moving in and out of the district.

Mr. Torrey asked if Ms. Drummond thought the school populations would balance out four years into the future with the changes the board had made regarding school choice. Ms. Drummond responded that she was optimistic that they would be able to equalize populations. She said at present, the population of Sheldon High School had dropped slightly and the populations of Churchill and North Eugene High Schools had remained steady. She believed that the number of students who are in middle school currently and who would go to their neighborhood high schools would continue to level out the populations.

## **CONSENT GROUP – ITEMS FOR ACTION**

### **Approve Nutrition Services' Assessment of Compliance with ORS 336.423, Standards for Food and Beverages Sold in Schools**

ORS 336.423, commonly referred to as House Bill 2650, specifies minimum standards for food and beverage items sold in schools. Standards include restrictions on type of items sold and fat, sugar and caloric content of those items. The standards apply to ala carte items sold in a school during the regular or extended school day when activities are primarily district sponsored. The standards do not apply to items sold at events for which adults are a significant part of the audience, and a different set of standards applies to the United States Department of Agriculture's National School Lunch and Breakfast Programs.

ORS 336.423 (8) requires that each year the school district board shall determine whether the school district is in compliance with the standards required by this statute and report the results of that determination to the Department of Education. A copy of a memorandum from Sodexo stating that Nutrition Services is in compliance with the statute, that schools have been informed about the requirements, and that the Nutrition Services Management team will work with schools when issues are noted was included in the board packet.

The superintendent recommended that Nutrition Services' assessment of compliance with ORS 336.423 be approved. After board approval, district staff will report the results to the Department of Education.

### **Approve Grant Application: Building HVAC Controls**

Staff from the Facilities Department submitted a grant application to the American Recovery and Reinvestment Act (ARRA) for \$411,125. The primary purpose of the project is to upgrade HVAC controls at two district sites - South Eugene High School and the Facilities Department. The current systems have become unreliable and the upgrades are expected to provide energy savings.

The superintendent recommended approval of the grant application. A copy of the grant description form was included in the board packet.

### **Approve Grant Application: Bus Engine Block Heater Controls**

Staff from the Facilities Department submitted a grant application to the American Recovery and Reinvestment Act (ARRA) for \$45,000. The primary purpose of the project is to upgrade the systems currently in place to operate the district's school buses engine block heaters most efficiently.

The superintendent recommended approval of the grant application. A copy of the grant description form was included in the board packet.

#### **Approve Grant Application: Data Center Air Conditioning Upgrade**

Staff from the Facilities Department submitted a grant application to the American Recovery and Reinvestment Act (ARRA) for \$17,615. The primary purpose of the project is to add ductwork and controls to the new air conditioning unit for the district's data center in the Computing and Information Systems Department. The upgrades will save wear and tear on the air conditioning equipment as well as provide savings on utility costs.

The superintendent recommended approval of the grant application. A copy of the grant description form was included in the board packet.

#### **Approve Grant Application: Lighting Retrofit at Ten Buildings**

Staff from the Facilities Department submitted a grant application to SEP and EWEB for a total of \$274,895. The primary purpose of the project is to retrofit lighting in ten district buildings – Churchill, North Eugene, South Eugene, Sheldon, Monroe, Roosevelt, Awbrey Park, River Road, Kelly and ATA. The project will reduce operating costs as a result of energy use reduction, reduced maintenance costs for tube and ballast replacements and provide enhanced use of space for students and community from the improved lighting technology.

The superintendent recommended approval of the grant application. A copy of the grant description form was included in the board packet.

#### **Approve Grant Application: KRVM AM Radio Digital Grant**

Staff from KRVM submitted a grant application to the Corporation for Public Broadcasting (CPB) for a total of \$90,631. The purpose of the project is to transition from the use of analog to digital technology for the provision of public broadcasting services. The CPB grant is of significant value and provides improvement of district facilities with minimum investment.

The superintendent recommended approval of the grant application. A copy of the grant description form was included in the board packet.

**MOTION:** Board Vice Chair Beth Gerot, seconded by Ms. Levis, moved to approve the consent items.

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

### **ITEMS FOR ACTION AT THIS MEETING**

#### **Appoint Budget Committee Members and Set the Date for the First Budget Committee Meeting**

Susan Fahey, Chief Financial Officer, stated that the board would hear from nine candidates applying for two full term Budget Committee positions and one to fulfill the remainder of Board Member Mary Walston's partial term. Ms. Bellamy said they would ask the board to vote for the two people who would be appointed to the full terms and then conduct a second vote for the partial term.

**Greg Gardner** stated that his son is a senior in the Spanish Immersion program at Sheldon High School and his wife is a teacher for the Bethel School District. He is interested in volunteering his time and talent in the community and he feels that the Budget Committee would be a good place to do so. He related that he had been responsible for developing capital budgets in the electric utility business since 1990. He expressed appreciation for the challenges that the cuts that had to be made had presented. He acknowledged that it was difficult to go through the process and then live within those budgets.

Ms. Levis asked Mr. Gardner to elaborate on a portion of his application.

Mr. Gardner said he had just completed studies at Linfield College and, in that work, he had written a paper on *No Child Left Behind* legislation. He considered it to be very important. He related that his experience of being married to a school teacher and having taught apprenticeship for 16 years had given him an understanding of teaching. He acknowledged that the standards the *No Child Left Behind* legislation had set had not been backed with any funding and commented that this troubled him. He thought serving on the Budget Committee would help him develop professionally, wanting to be able to come out of the process and advocate for schools.

**Tim Gleason** said he has a daughter in the 5<sup>th</sup> grade in the district. He has worked at the University of Oregon for 22 years, 14 of which have been spent in administration. He is interested in the position because he feels he should do more in the community. He has come to appreciate the work the district has done, given the current fiscal challenges. He noted that he participated in balancing a budget in public education for the university. He believes he has broad experience, both in the public and private sectors, and he understands the pressures that they face. He feels their challenge lay in finding creative ways to solve the problems that they face. He believes the Budget Committee could play a role in helping to create an environment and structure in which the great teachers in this district could educate the community's children.

Mr. Smith ascertained from Mr. Gleason that he is aware of the time commitment involved in serving on the Budget Committee and is willing to make it.

**Wendy Laing** recalled her application to be appointed to serve out Yvette Webber-Davis' term on the board from the previous week's board meeting. Since then she has thought about all of the different ways she has participated in the district – as a concerned parent, community and school volunteer, and past Budget Committee member. She appreciates the difficulty of the decisions that the district faces. She hopes to continue serving on the Budget Committee. She discussed her experience on the committee and emphasized her commitment to the district's schools and the young people they serve. She believes that everyone should be a stakeholder in the community. She added that she is very sensitive to the decline in revenue, believing in the board's goals to prudently utilize resources.

**Rita Radostitz** grew up in Eugene and is the single mother of two 7<sup>th</sup> graders. She is applying to the committee because of her daughters. She said she is a former lawyer and has a Masters Degree in journalism. She has been fundraising for environmental law worldwide. She was reminded of the core values of the board when she had walked into the room. She believes that they could not achieve excellence without equity and choice. She related her experience as a mother of twins for whom English was not their first language. It had been because of them she had become very involved in their school. She has served on the Parent Council for Edison School and has helped to create the Diversity and Equity Committee there, which had

formulated a three-year plan. She believes that Edison School has become a very different place because of this work. She credited Tom Henry, former Deputy Superintendent, for his help in it. She feels the Budget Committee could use the perspective of someone whose children were at great risk of not making it through the system, not because they did not have support at home but because they had started late.

Ms. Levis said it would be a tough budget year and asked her to speak to her understanding of budgets. Ms. Radostitz replied that as someone who worked in the non-profit sector, she was familiar with constantly battling the budget. She related that the agency she worked for had just lost a number of foundation grants.

**Gary Rayer** provided a brief recap of his background in public service, including four years as a city councilor. He has worked in the private sector all of his life as an engineer. He served on the board of directors of his firm as well as serving as a trustee of the pension funds. He related that they created a Section 125 plan for employees at his firm. He said he would like to see the district become one of the governmental agencies that moved toward a total compensation package as a way of looking at payment. He believes that if medical costs increased, it was a benefit employees received, and if someone received a higher level of pension this was a benefit as well. He does not believe they should be two different pots and then the district would only have to look at the total of the benefits. He questioned why people in the private sector have to shoulder the cost increases while people in the public sector do not seem to have to. He stated that employees could not have blinders on about what their overhead is. He intends to continue to come and speak before the board if he was not appointed, but he encouraged them to bring a diverse viewpoint to the table by appointing him.

**Ben Sappington** thanked the board for the time at the previous meeting they had taken to select a replacement for Dr. Webber-Davis. He believed the board had chosen well in selecting Ms. Walston. He related that he started his banking career in 2006, when the economy was strong. Since then, he has seen businesses fail and the non-profit agencies become more creative and resourceful. He feels this has given him a unique awareness of the different non-profit budgets and the business models that businesses had adopted to help them stay open through these times. He noted that the district would be no different; in order to improve achievement the resources would need to be allocated a little differently. He said engaging the business leaders and community leaders working in non-profits would be key and bringing them to the table would help to ensure that the resources were allocated well. He feels that, though he might not have the years of experience other candidates have, his desire to learn and serve would make him an asset to the committee. He understands that difficult questions would face the committee, such as class sizes, staffing ratios, and possible school closures, and he is ready to engage in those conversations.

Ms. Levis ascertained from Mr. Sappington that he would be available for the Budget Committee meeting times.

**Richard Varner** stated that he is a father of two 4J graduates, both of whom had graduated from IHS with full IBs. He related that he had served on the site council at Santa Clara Elementary School, before it had closed. He said he had a daughter who was physically challenged and he had experience working directly with teachers and administrators on Individual Education Plans (IEPs). He stated that his wife worked in the district's Transportation Department. He noted that one daughter is studying to be a middle school teacher and his son-in-law is a middle and high school band teacher. He said he had become interested in working on the Budget Committee after seeing the impact to his son-in-law of a school district that did

not manage finances well. He explained that after two years of building a band program, his son-in-law had been laid off because the district was \$5 million in the hole. He related that he has worked for 32 years for various public agencies, 18 of which were served at the Eugene Water & Electric Board (EWEB) managing its budget. He underscored that he has been through both tough times and good times there. He said if they asked people there, they would say they considered him the person to call when times became tough. He added that Monday night meeting times worked well for him; he is at a time in life where he has time, both personally and professionally, to give.

Board Member Mary Walston ascertained from Ms. Bellamy that **Gayle Merritt** and **Carla Gary** were also to be considered based on the information included in their application materials, even though they had not made a presentation to the board.

The first round of votes was tallied and the results were, as follows:

- Carla Gary: 2 votes [Hays, Walston]
- Ben Sappington: 1 vote [Torrey]
- Tim Gleason: 5 votes [Hays, Levis, Geller, Gerot, Smith]
- Wendy Laing: 5 votes [Levis, Walston, Geller, Torrey, Smith]
- Rita Radostitz: 1 vote [Gerot]

Tim Gleason and Wendy Laing were appointed to the Budget Committee. Ms. Bellamy asked the board to consider who should be appointed to complete Ms. Walston's unexpired term.

Ms. Levis noted that Carla Gary, Budget Committee applicant, had returned and asked her to speak to her application.

**Carla Gary** said because of her enduring commitment to education, she wants to make sure the funding opportunities are there for every child to succeed. She stated that the achievement gap continues to be an issue that has ramifications for all of the community. She believes that they need to have the courage to say what is best in the bigger picture. She stated that she worked a lot with 4J schools and was happy to hear about the Summer Bridge Program. She wants the district to have the courage to fund those things and when asked how they could go forward in the face of shrinking budgets, to say how they could not.

Ms. Levis noted that it would be a tough year and the Budget Committee would have to make difficult decisions. She asked Ms. Gary to talk about her understanding of budgets and trade-offs.

Ms. Gary said that budgets are not magic and what they could see and what they could do might be two different things. She believes they need the public to have a better understanding of what it actually costs to do things. She also wants to be able to help people see beyond the money to the prospect of what it would look like down the road. She feels that there should be a better job of explaining the realities of budgeting within the money that they have.

Ms. Gerot ascertained from Ms. Gary that she would be available to attend Budget Committee meetings.

Mr. Smith called for a vote on filling Ms. Walston's partial term.

The votes were tallied and the results were, as follows:

- Carla Gary: 7 votes [Hays, Walston, Torrey, Smith, Gerot, Geller, Levis]

Ms. Gary was appointed to fill the term that Ms. Walston had vacated when she was appointed to the board. Mr. Smith thanked everyone who had applied. Ms. Fahey noted that the first budget meeting was proposed to be scheduled for 7 p.m. on November 16.

**MOTION:** Ms. Levis, seconded by Ms. Walston, moved to set the first meeting of the 4J Budget Committee for 7 p.m. on November 16.

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

### **Adopt the Revised Board's and Superintendent's Working Agreements**

Ms. Bellamy presented the revised Board's and Superintendent's Working Agreements. She recalled that the board had reviewed the revisions at the previous meeting and had made no additional changes. She said they had one related item – over the course of the year they wanted to adopt some guidelines around social networking and the use of social networking by individual board members.

Mr. Smith observed that the vote would be the fruition of an effort begun at the school board retreat.

Ms. Walston expressed appreciation for the clarity in the expectations.

**MOTION:** Ms. Gerot, seconded by Ms. Geller, moved to approve the Board's and Superintendent's Working Agreements, as presented.

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

### **ITEMS FOR ACTION AT A FUTURE MEETING**

#### **Adopt the 2009-10 and 2010-11 Superintendent's Goal Statement and Establish the Criteria for the 2009-10 Annual Evaluation**

Superintendent Russell noted that his contract with the board provided for an annual evaluation, based on the goals and objectives that were agreed upon by the board and the superintendent. He said as part of that process, board policy states that the standard criteria and policy directives used in the evaluation be adopted by the board in public meetings no later than January of each year. He proposed that the criteria used in the annual evaluation should consist of the agreements between the board and the superintendent in terms of the goals, the contract, and the description of the position. He noted the changes made to the proposed goals regarding student achievement and an alternative school review of the International High Schools. Superintendent Russell also pointed out that one goal was to develop a plan and to complete the program review for the Small Schools Initiative by October, 2010, and to develop recommendations regarding small school structure, school culture, and district and school policies and practices. He said the small schools grant had been extended twice and was slated to end this year. He noted that the board had interest in having a progress review report and staff hoped to have such a report by the fall of 2010.

Continuing, Superintendent Russell stated that another goal was around the stewardship of district resources, regarding the development of strategy options for achieving the board's sustainable budget goal and the presentation of a proposal to the board and Budget Committee by February 2011. He said the board had engaged in considerable conversation about this goal and they would have to continue to discuss what that would mean. Also in that area, he said there would be a goal of conducting a focused review of special education services in order to identify opportunities to increase student achievement and to optimize cost effective strategies and practices, with a report to be provided to the board in April, 2010. He stated that staff was trying to synchronize this report with the budget cycle. He noted that every year approximately \$500,000 was added to the special education budget.

Superintendent Russell stated that he and his staff intended to review and process the goals further on the following day and hoped to discuss them again at the Board Leadership meeting, planned for October 12. He said the item would be brought for action on October 21.

### **Approve Revisions to Board Policy LBE, Public Charter Schools**

Caroline Passerotti, Financial Analysis Manager, explained that there were two district-sponsored charter schools expected to be entering into a renewal process during the year. She said it would be a good time to update the policy and the district had just received police guidance from the Oregon School Board Association (OSBA). She stated that the policy contained updates to the laws that applied to charter schools and included the requirement that charter schools maintain sound financial systems. She noted that the latter was already in the policy in different language, but staff had wanted to align the language with the statute. She related that they had made some clarifications to reflect the OSBA guidelines, shortened the renewal process timeline, and made minor corrections. She remarked that the biggest change had come from Senate Bill 767, which addressed charter schools.

In response to a question from Ms. Levis, Ms. Passerotti explained that the previous policy did not require that a charter school applying to the district for a charter explain how they would meet the requirements of the *No Child Left Behind* act and how they would provide qualified teachers.

Superintendent Russell asked if this only applied to the licensed teachers the charter schools employed. Celia Feres-Johnson, Director of Human Resources, responded that it would also apply to any instructional assistants.

In response to a follow-up question from Superintendent Russell, Ms. Feres-Johnson said she was not certain how the half of the teachers at charter schools who were not required to have teaching certificates would meet the Highly Qualified (HQ) requirement, but the licensed teachers were required to be highly qualified.

Ms. Geller noted some confusing wording under the heading *Contents of Proposal*, section 4. Ms. Passerotti said she would review the wording.

## COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hays thanked everyone for applying to the Budget Committee. She appreciated that there were so many qualified people willing to share their time and talent with the school district. She reported that earlier in the day she had learned that the Legislative Financial Office (LFO) had asked all people receiving state funds to come back with ideas for a 10% cut in 5% increments.

Superintendent Russell said the Department of Education had also been asked to indicate what this cut would look like.

Ms. Levis also thanked the applicants. She reported that she had visited North Eugene High School's IHS program. She had talked with some of the teachers and had attended several classes. She expressed appreciation for the school visits, adding that she had gained insight in what was out there and what teachers, principals, and students were going through.

Ms. Gerot echoed appreciation for the caliber of the committee applicants. She stated that copies of an article by Rick Lear had been provided to the board. She explained that he had been the keynote speaker at the Oregon Small Schools Initiative meeting that she and Ms. Levis had attended. She also reported that she was serving on the Low Performing Schools Work Team for the *Race to the Top* funds. She related that they had received parameters for the recommendations they would be making to the design team. She said there was a lot of interest in a board component in this and she would be writing something for the committee. She stated that the final proposal was due in mid-December. She was hearing from the Department of Education staff that they felt the district had a good chance for being considered for those funds.

Mr. Torrey hoped that they were not losing sight of the passion for career and technology and the potential of integrating what the district could do to address, from an equity standpoint, the students that were not targeted to go on to a four-year college when looking for federal grants. Given the fact that Lane Community College would make a great partner, he asked if there was enough time to put a meaningful proposal together. Additionally, he wished to add his kudos for the applicants who had opted to ask to serve the district, both at the present meeting and the special meeting held on September 30. He hoped the district would not lose the opportunity to get in touch with the applicants to offer them positions on committees. He believed that the reason there had been more interest in serving on the Budget Committee was because as of the previous year, the committee had become a more integral part of the budgeting process.

Ms. Geller thanked Ms. Moses and her staff for their work on the Summer Bridge Program. She believed that summer was an underutilized time to work with students. She recalled a study she had read that had indicated that reading skills improved for middle and upper income kids and declined for lower income kids over the summer months. She felt this was an area that presented all kinds of opportunities for helping students do better in school. Additionally, she felt that some solutions to the driving and drop off situation at the Yujin Gakuen Elementary School would require people to change their habits and behaviors.

Ms. Walston thanked the applicants for the Budget Committee. She commented that it was too bad there were only three spots open.

Mr. Smith also thanked the applicants. He noted that he had applied to serve on the Budget Committee two or three times and was not appointed. He then ran for office and won a seat on the board.

## Adjourn

Mr. Smith adjourned the meeting at 9:03 p.m.

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George Russell  
Superintendent

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Craig Smith  
Board Chair

*(Recorded by Ruth Atcherson)*

### **Attachments to Official Minutes:**

1. School District 4J Property Classification – April 2090
2. School District 4J Long-Range Facilities Plan – February 27, 2002
3. Memo from Sodexo Confirming Compliance with Statute
4. Grant Application Form: Building HVAC Controls
5. Grant Application Form: Bus Engine Block Heater Controls
6. Grant Application Form: Data Center Air Conditioning Upgrade
7. Grant Application Form: Lighting Retrofit at Ten Buildings
8. Grant Application Form: KRVM AM Radio Digital Grant
9. Final Board's and Superintendent's Working Agreements
10. Draft Superintendent's Goal Statement for 2009-10 and 2010-11
11. Draft Board Policy LBE – Public Charter Schools