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

January 6, 2010

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. on January 6, 2010, at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media, posted in the Education Center, and published in The Register-Guard on January 4, 2010.

ROLL CALL

BOARD MEMBERS:
Craig Smith, Chair
Alicia Hays, Vice Chair
Jennifer Geller
Beth Gerot
Anne Marie Levis
Jim Torrey
Mary Walston

STAFF:
George Russell, Superintendent of Schools and District Clerk
Susan Fahey, Chief Financial Officer
Celia Feres-Johnson, Director of Human Resources
Carl Hermanns, Assistant Superintendent/Chief Academic Officer
Jon Lauch, Director of Facilities Management
Laurie Moses, Director of Secondary Education
Sara Cramer, Director of Elementary Education
Caroline Passerotti, Financial Analysis Manager
Janis Swan, Federal Programs Coordinator
Brad New, Secondary Services Administrator
KC Clark, Educational Support Services Administrator
Jerry Henderson, Department of Teaching and Learning
Denise Gudger, Facilitator, Graduation Requirements Implementation Task Force

STUDENT REPRESENTATIVES:
Linda Gai, International High School, all campuses
Hannah Rosenberg, Sheldon High School
Sasha Johnson-Freyd, South Eugene High School

OTHERS
Paul Duchin, Eugene Education Association Co-President
Merri Steele, Eugene Education Association Co-President

MEDIA:
KRVM
WORK SESSION ON GRADUATION REQUIREMENTS

Board Chair Craig Smith called the work session of the School District 4J Board of Directors to order at 5:30 p.m.

Director of Secondary Education Laurie Moses reviewed changes to the requirements that students must meet to graduate from high school that are being phased in by the State of Oregon. She said many 4J staff and site council members had found Tony Wagner’s book “The Global Achievement Gap” helpful in understanding the responsibility of schools in response to a changing world. She drew the board’s attention to a December 2009 memorandum from Instructional Services that outlined the changes in graduation requirements and implementation timing. She said the changes would occur in four areas: The number of credits required; a more personalized educational experience; essential skills proficiency; and proficiency based on demonstration. She introduced Denise Gudger, facilitator of the Graduation Requirements Implementation Task Force, to discuss efforts underway in response to the new requirements.

Ms. Gudger gave an overview of educational reform, beginning in 1991 with certificates of initial and advanced mastery (CIM and CAM), many elements of which were embedded in the new requirements. She said in 2008-09, the district’s Graduation Requirements Committee developed six goal areas for graduation requirements implementation:

- Engage students and families
- Immediate assistance to the Class of 2012
- Interventions and alternative assessments
- Curriculum
- Professional development
- Achievement gap and equity

Ms. Gudger stated that the Task Force was formed to address the K-12 system and develop action plans that would engage it in understanding and embracing the new graduation requirements. She said Bette Shoemaker, an expert in literacy and K-12 reading, would be working with middle and high school teachers and administrators to examine the best practices around reading, writing, listening and speaking (WRESL). She said a WRESL task force would be formed to advise systems groups on helping teachers offer instruction in language arts. She said a memorandum from Bette Shoemaker was included in the board packet and outlined the charge of the task force.

Board Member Jim Torrey asked at what point parents were informed about a student’s lack of progress and engaged in improving performance. Ms. Gudger said intervention strategies would need to be developed for the elementary level and there were many good models available. She said a summer bridge program between elementary and middle school was an option. She said resources were needed to address all aspects of implementing the new requirements.

Board Member Jennifer Geller asked if local performance assessments for grades 3 through 8 were already in place. Ms. Gudger replied that the preparatory assessments associated with CIM were still in place and consistent with the new requirements.

In response to question from Mr. Smith, Ms. Moses said that if students did not meet the requirements, they did not graduate from high school. She said that other members of the task
force would present information about how the district planned to respond to that issue. She said it was clear that students needed more time, either during or outside of the school day, to learn in order to meet graduation requirements.

Mr. Smith asked if problems were anticipated with identifying enough career-related learning experience opportunities for all students. Ms. Gudger said the district had been creative in establishing those opportunities and the career coordinators at schools had not expressed any concerns.

Board Vice Chair Alicia Hays encouraged a close working relationship between the WRESL task force and the 4J Equity Committee to assure their respective efforts were complementary.

Hannah Rosenberg, Sheldon High School, commented that the higher graduation standards would not present major difficulties for her peers, but was concerned that they would be challenging for other groups. She questioned how the achievement gap could be closed when the standards were being raised. She asked how proficiency would be determined.

Ms. Gudger said that reading and writing would be assessed by the Oregon Assessment of Knowledge and Skills (OAKS) test, but as an alternative, reading and writing work samples could be used to demonstrate proficiency, although those had to be scored using the State’s scoring guide.

Janis Swan, Federal Programs Coordinator, highlighted the new graduation requirements for math:

- Increase credits from two to three.
- Essential skills – require proficiency in applying math in a variety of settings.
- All mathematics credits be Algebra I and above.

Ms. Swan said the task force’s efforts were focused on leadership and professional development, intervention, and curriculum and assessments. She was working with principals at the secondary level to develop a shared sense of vision and commitment in order to best support teachers and students through best practices, re-examining thinking around equity and learning for all and addressing intervention. She said a math teacher leadership group with representation from all elementary and middle schools had been established to work on a variety of strategies and professional development. She said the concept of “detracking” meant that the goal was to serve all students in their grade level content area, with support and intervention when necessary. She said that tracking practices tended to predetermine how far students progressed in math curriculum. Detracking would require resources to adequately support students so they could be successful. Ms. Moses added that detracking also meant changing beliefs about students’ capabilities because tracking was based on the premise that some students were not capable of learning at a high level.

Ms. Hays expressed concern about having adequate resources to provide that support to students. Mr. Torrey agreed that supporting all students was the heart of the equity issue.

Ms. Swan said that a commitment to seeing all students graduate knowing how to read, use math, write and think critically meant the district must do the work, regardless of State requirements. She said the district had been strategic with interventions and two years ago provided resources at the middle and high school levels to allow teachers to provide additional support to students who were struggling with math courses. She described a variety of
interventions that had been implemented at schools and indicated that they had resulted in more students being successful at the Algebra I level. She said the capacity of those interventions should be expanded if additional resources were available.

Board Member Beth Gerot asked how implementation would be monitored at the building level. Ms. Moses said that Ms. Swan was visiting each school and discussing with staff how funds were being spent and then reviewing data and tracking student performance.

Brad New, Secondary Services Administrator, distributed a document entitled “The New Face of the High School Diploma.” He explained the calculation of the cohort graduation rate and the positive outcomes in addition to the standard four-year diploma, including continuing enrollment, GED, modified diploma, extended diploma, and alternative credential. He reviewed District Administrative Rule I4410.01 – Individualized Graduation Plans, which was effective for the class of 2013 and would affect International High School students. A program to allow seniors in the three alternative high schools to continue into Lane Community College as 5th year seniors in a career pathway was in the planning stages and would be implemented in the fall of 2011.

In response to a question from Mr. Smith, Mr. New said the district supported 5th year students until they were awarded a diploma, similar to the financial arrangements with alternative students and GED students on career paths. He said the district did not experience any financial loss from those programs. He used a flow chart to illustrate the movement of students enrolled in alternative education programs through the system. He said that personalized learning requirements for the Oregon Diploma included the following components:

- Education plan and profile.
- Career-related learning experiences.
- Extended application.
- Career-related learning standards.

Mr. New noted that standard course codes had been established for high schools and that had greatly reduced the amount of time counselors spent tracking activities, maximizing the time they had available for students.

KC Clark, Educational Support Services Administrator, stated that while the district had no formal policy regarding modified diplomas until 2006-07, that practice had been in place at the building level, but not standardized across schools. A modified diploma was not limited to special education students; it was available to all students. As part of graduation requirements, the district began to standardize the modified diploma by identifying eligibility criteria and completion requirements. She said the State now required districts to offer a modified diploma and 4J’s earlier work was consistent with the State’s mandate. She said the extended diploma targeted special education students with severe disabilities and there were new State requirements for how credits were obtained. She said while the modified diploma did not count toward the district’s cohort graduation rate, it did represent a rigorous education and positive outcome for students.

Mr. Smith adjourned the Work Session.
CALL TO ORDER AND FLAG SALUTE

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

AGENDA REVIEW

There were no changes to the agenda.

INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent George Russell reported on a recent public debate on Measures 66 and 67 and noted there would be a January 9 town hall meeting on the subject. He said there were different perspectives on the measures and their implications for schools. He noted that a paper representing the Chamber of Commerce’s viewpoint on the ballot measures was included with the board packet.

COMMENTS BY STUDENT REPRESENTATIVES

Linda Gai, International High School, said that international baccalaureate (IB) deadlines were approaching for juniors and seniors. She said IB was accepted for college credit at universities throughout the world. She thanked the Eugene Education Fund for sponsoring the 9th grade Pan African Conference.

Sasha Johnson-Freyd, South Eugene High School, reported that the student body president was removed from office for cheating on a test again. She said it was a sad situation, but one that would give student government an opportunity to determine how it would address such issues in the future.

Hannah Rosenberg, Sheldon High School, reported that 9th, 10th and 11th grade students attended advisor classes to obtain the results of their OAKS testing and seniors received their transcripts. She said students and staff were preparing for the Martin Luther King, Jr. assembly on January 15 and the annual Mr. Irish pageant, a fundraiser for the Children’s Miracle Network, was underway.

ITEMS RAISED BY THE AUDIENCE

Mr. Smith stated that speakers would have three minutes each. He said speakers could offer objective comments or criticism about district operations, but the board would not hear complaints about individual district personnel. There was a process in place for filing a complaint against an individual through the superintendent’s office.

Julia Bowlin, parent of a Churchill High School student, cited a letter from Superintendent Russell regarding allowing the previous dance team coach to return and help with the new coach’s transition. She said that had not occurred because the returning coach, Jan Phaigh, was presented with a contract that was unacceptable and she refused to sign it. She characterized the contract as “vindictive” and said Ms. Phaigh was once again removed from the team. She said the dance team now had no accredited coach and was unable to compete as promised. She said some dance team members wanted to resign and parents were asking for a full refund of the fees they had paid.
Shirley Southworth, parent of a Churchill High School student, stated that her daughter was a freshman and this had been her first experience with the dance team. She enjoyed the program and was very upset over the unfortunate coaching situation. She felt that Ms. Phaigh did not deserve the treatment she was receiving as she had been an excellent coach. She said the situation was very hurtful to dance team members and she did not understand why Churchill did not support its dance team or consider it a sport as other schools did. She asked that Ms. Phaigh be reinstated as coach.

Jan Phaigh, former Churchill High School dance team coach, distributed copies of the contract she had been asked to sign and said she had not been able to negotiate any modifications. She did not feel the district had the best interests of the students in mind. She invested 16 years in the dance program and took it to a 2008 state championship. She said the dance team had benefitted many students and kept them in school and away from negative activities. She said the contract offered to her was ridiculous and humiliating and she could not sign on the advice of her attorney.

Wayne Southworth, parent of a Churchill High School student, said his daughter struggled in school and the dance team had encouraged her academic performance. Her grades had improved significantly during her participation in the dance program, but were declining since problems with coaching and competition had arisen.

Dennis Dover, a graduate of North Eugene High School and parent of 4J students, said he had been involved in the construction industry for 33 years and is a member of several building trade councils in the state, representing 60,000 building tradesmen and women. He said economic conditions were worsened by the fact that the few construction projects underway were being done by out-of-area contractors and workers. He asked the board to consider adopting Building Oregon Responsibly (BOR) language in all construction contracts. Mr. Dover distributed copies of the BOR mission statement and asked the board to support local workers on district projects.

Ellen Wojahn, Ridgeline Montessori School co-founder, thanked the district for its support and guidance over the years. She regarded the opportunity to participate in 4J’s educational mission as an honor and trust. She encouraged the board to approve the school's rechartering application.

Martha Collins, The Village School administrator, commended the efforts of teachers, parents, students and staff as the school celebrated its 10th year. She thanked the district and board for their support. She said the school had received an overall rating of outstanding on the Oregon State Report Card. She described the school’s diverse student population, which comes from across the district and beyond, and student activities. She asked the board to approve rechartering of The Village School.

Kevin Hornbuckle, parent of a district 7th grader, read a math problem from 3rd grade that he felt encouraged students to include unknown variables, which he compared to the federal Race to the Top education initiative. He said Race to the Top was about privatization and agreed with the position of the Eugene Education Association that the district was being asked to agree to something when all of the parameters were not known. He asked the board to schedule a meeting at which Race to the Top was the only topic on the agenda so the public could become better informed about the initiative.
COMMENTS BY EMPLOYEE GROUPS

Merri Steele, Eugene Education Association (EEA) Co-President, thanked board members for participating in phone banking efforts to pass Measure 66 and Measure 67. She invited them to also participate in canvassing, which would begin on January 9, 2010.

Paul Duchin, EEA Co-President, thanked the district for helping to sponsor the Martin Luther King, Jr. celebration on January 18. He said an article in The Register-Guard on the Race to the Top initiative did not fully convey EEA’s concerns and he read the following statement for the record:

“Compounded by an incredibly short timeline and after a lengthy and comprehensive discussion of Oregon’s Race to the Top grant application, the Eugene Education Association executive board has decided that EEA will not sign off on the grant application. While EEA supports a number of the concepts included in the proposal, funding schools in this competitive manner runs contrary to EEA’s core beliefs. In particular, addressing achievement gaps in this competitive format is difficult to fathom and inherently unfair. EEA firmly believes all districts should receive appropriate resources earmarked to eliminate the achievement gaps. Lastly, our ‘word’ is extremely important to us. Signing a document that we would consider elements of a proposal in good faith when that wasn’t really possible is not a place we are willing to go. As always, EEA is willing to sit with the district at the bargaining table to consider proposals that will prepare all of our students to successfully enter the workforce or to continue in higher education.”

ITEMS FOR INFORMATION

Receive a Report on the District’s Workforce Diversity Plan

Celia Feres-Johnson, Director of Human Resources, stated that the District Workforce Diversity Plan resulted from the board’s commitment to employment nondiscrimination. She said implementation included minority recruitment and establishing hiring and retention goals to promote a diverse workforce. Diversity requires all students to understand and respect differences in race, culture, religion, gender, abilities and socioeconomic factors, but is also about diversity of thought, values and perspectives.

Dr. Feres-Johnson said in 2008 the board established a goal to increase the representation of minority teachers to 10 percent of licensed staff. The district has achieved that goal and minority teachers currently comprise over 10 percent, despite some of the fiscal constraints the district has faced in the past two years. She said Human Resources facilitated achieving the goal by making changes in the application and selection processes of employees from under-represented groups. An employee retention program is being developed as data is gathered from exit interviews and a workplace climate inventory tool and an employee focus group will provide support to administrators, supervisors and staff to create a diversity-friendly environment. She said the district will continue to support the Teacher Pathways Program, an initiative that provides access to qualified bilingual, bicultural members of the community. The program is a collaborative partnership among Bethel, 4J and Springfield school districts, Lane ESD, Lane Community College, Northwest Christian University, Pacific University and the University of Oregon. The district hired two program graduates during the past year.
In conclusion, Dr. Feres-Johnson said the district would continue to recruit highly qualified teachers from as large and diverse a pool of applicants as possible.

Mr. Torrey asked how the current percentage of minority teachers compared to last year as a result of reductions in staff. Dr. Feres-Johnson said a small number of minority teachers were lost but the board's generosity in allowing additional funding to preserve some of the FTEs allowed the retention of some teachers that might have been laid off.

Ms. Geller said the Equity Committee had raised the issue of a 4J hiring cycle that was later than other districts. She asked if that had implications for recruiting and hiring minority teachers. Dr. Feres-Johnson replied that the staffing process was a factor, but HR had expanded its diversity pool by beginning recruitment for hard-to-fill positions in February.

**ITEMS FOR ACTION AT THIS MEETING**

**Authorize the Board Chair and Superintendent to Sign a Memorandum of Understanding for Oregon’s Race to the Top Grant Application**

Governor Ted Kulongoski and State Superintendent Susan Castillo invited school districts to participate in Oregon's application for a federal Race to the Top grant. If awarded, the grant could bring $60-$175 million to help Oregon school districts with education improvement efforts.

Districts that wish to participate in the grant application and thereby receive Race to the Top grant funds, if awarded, must submit a Memorandum of Understanding and Preliminary Scope of Work to the Oregon Department of Education by January 8. If Oregon is awarded a grant, the state and the participating districts will have 90 days to develop more detailed plans and performance targets based on the Preliminary Scope of Work.

All Race to the Top grant applications must address four key areas in order to be considered:

1. Adopting standards and assessments that prepare students for success in college and the workplace.
2. Recruiting, rewarding and retaining effective teachers and principals.
3. Building data systems that measure student success and inform teachers and principals how they can improve their practices.
4. Turning around the state's lowest-performing schools.

The Governor's letter, a description of core recommendations guiding Oregon's Race to the Top application, the Memorandum of Understanding (MOU), and Preliminary Scope of Work form were included in the board packet.

Superintendent Russell recommended that the board authorize the board chair and superintendent to sign a memorandum of understanding for Oregon’s Race to the Top Grant application. He said the board had also encouraged the board chair and superintendent to collaborate with the district’s teachers’ union to obtain their support and participation in the MOU and the Preliminary Scope of Work, but the Eugene Education Association decided not to sign. He was disappointed, but understood the association’s concern and would continue to work with EEA as more information about the state’s application became available. He said with the potential for the state to receive as much as $170 million if the grant was funded, the district could not afford to decline to participate.
MOTION: Mr. Torrey, seconded by Board Member Anne Marie Levis, moved to authorize the superintendent and board chair to sign the Memorandum of Understanding for the Oregon Race to the Top grant application.

Mr. Torrey believed that everyone wanted the best for Oregon’s students and the grant application did not preclude achieving that goal. He hoped the board would support the state’s application.

Ms. Geller commented there was some flexibility in implementing the grant and the MOU was an agreement to collaborate on renewing the focus on core issues, which the district was already doing. She said the grant was an effort to address the chronic underfunding of education in Oregon and the board should be ready to assertively and aggressively seek funds to help expand efforts that were already in place.

Ms. Gerot shared some of EEA’s concerns about the unknown aspects of the grant, but she had been assured by those involved in developing the grant that there would be considerable flexibility in implementation at the district level. She hoped the state’s application would be bold enough to gain support at the federal level.

Mr. Smith said it was important to have clarification in writing that the district could decide to opt out of the program once more details were available.

VOTE: The motion passed unanimously; 7:0.

Conduct a Public Hearing on the Renewal of the Public Charter School Contracts with Ridgeline Montessori Public Charter School and The Village School

In October 2009, Ridgeline Montessori Public Charter School and The Village School submitted letters requesting that the district renew their charter school contracts. In accordance with ORS Chapter 338.065(4) and Board Policy LBE - Public Charter Schools, the board was scheduled to conduct a public hearing and receive the superintendent's proposed findings and actions on these renewal requests at its January 6 meeting.

Eugene School District 4J began its sponsorship of Ridgeline Montessori Public Charter School and The Village School on July 1, 2000, and extended the charter contracts for an additional five years as of July 1, 2005. Renewal contracts expire June 30, 2010.

In each year of the district's sponsorship, district staff conducted site visits, reviewed school improvement plans and provided annual reviews to the district board. Annual review documents have included summaries of student performance and assessment, updates on program modifications, evaluations of financial stability, and suggestions for program improvement. In compliance with the charter contract renewal process outlined in board policy, both charter schools submitted requests for renewal and comprehensive program appraisals. Members of the district charter school team, which include representatives from Instructional Services, Educational Support Services and Financial Services, assessed their appraisals. In addition, they and a board representative conducted site visits to discuss issues and questions with charter school board members, administration and staff. The district team presented their findings and recommendations to the superintendent.
The following materials were included in the board packet:

- The superintendent’s proposed findings and actions, accepting the public charter school renewal applications, for Ridgeline Montessori Public Charter School and The Village School.
- Renewal request letters from each charter school.
- Charter School Contract Renewal information matrixes for each charter school, plus related attachments.
- ORS Chapter 338 – Public Charter Schools.

Caroline Passerotti, Financial Analysis Manager, said the district’s charter school team had determined that both schools had performed favorably in relation to their current contracts, were in compliance with applicable laws and were fiscally stable. Based on that determination the superintendent was recommending renewal of both charters for another five years.

Ms. Passerotti noted that each charter school had requested a renewal of longer than five years because they felt the longer commitment from the district would be advantageous as they pursued financing for permanent facilities. She said staff felt that a five-year period was most beneficial for effective oversight, but hoped that contract negotiations could include an opportunity for the district to consider a longer-term commitment in the future if facility financing was obtained.

Mr. Smith opened the public hearing and called for testimony. There was no one wishing to speak and the public hearing was closed.

ITEMS FOR ACTION AT A FUTURE MEETING

Approve Renewal of the Public Charter School Contracts with Ridgeline Montessori Public Charter School and The Village School

Superintendent Russell said the board was scheduled to take action on the matter at its January 13 meeting and he would recommend approval of the renewal of charter school contracts with the Ridgeline Montessori School and The Village School.

Approve Supplemental Budget #1

According to Oregon Local Budget Law, the school district can amend its budget by 1) transferring spending authority within a specific fund or from the General Fund to another fund; or 2) changing spending authority by adoption of a supplemental budget.

Proposed Supplemental Budget Transactions

Ms. Passerotti said the supplemental budget recognized and appropriated a higher than anticipated beginning fund balance of $155,000, new revenue of $5.6 million in additional state school funding not anticipated when the budget was developed, and contingency transfers.
An overview of the transactions is presented below, and a list of specific transactions was included in the board packet.

**General Fund**

**Re-appropriation of Beginning Fund Balance**
Specific projects budgeted in 2008-09 were not completed by the end of the fiscal year. Staff proposes to re-appropriate unspent 2008-09 budget authority in this supplemental budget.

The following transactions are proposed to recognize the increase in the Beginning Fund Balance:

**Resources (Increased Beginning Fund Balance) - $154,673**

**Requirements:**

a. **Carry-over of Academy and Literacy Funding - $141,589**
Unspent 2008-09 “academy” and literacy funds totaling $194,818 are re-appropriated for use by Instructional Services to address instructional priorities. Higher than budgeted beginning fund balances will be used to fund $141,589 of the carry-over. The balance will be funded from Contingency, as noted below. Funds will be used for the development and implementation of district-wide equity initiatives.

b. **Classified Professional Education Program (PEP) Funds - $9,741**
According to the district’s 2008-09 contract with OSEA, unspent professional education program funds are eligible for re-appropriation.

c. **Cadre Revenue - $3,343**
This transaction re-appropriates Cadre program revenue and allocates the total for Cadre program activities.

**Recognition of New Revenue - $5,718,712**
The following proposed transactions recognize new revenue and appropriate the same amount:

a. **State School Fund Grant - $5,600,000**
In developing its 2009-10 general fund budget, the district assumed a $5.6 billion state budget for K-12 education for the 2009-11 biennium. On June 25, 2009, the legislature overrode the governor’s veto and passed a $5.8 billion K-12 base budget with an additional $200 million to be automatically appropriated from state reserves if the economy performs as anticipated. Forty-nine percent was designated for distribution in 2009-10. District staff estimates state funding in 2009-10 to exceed budgeted amounts by $5.6 million. At budget adoption, the district board designated funds received in excess of budget to 1) restore the Contingency to the 2% Board Policy target ($700,000), 2) reinstate a transfer to the PERS reserve ($1.0 million), 3) minimize layoffs and scheduling issues for licensed staff (up to $500,000), and place any remaining funds in reserve. This supplemental budget action appropriates funds for these uses and adds the remaining $3,400,000 to district reserves.

b. **State Reimbursement for Additional Mid-day Special Needs Bus Routes - $50,691**
Five special needs mid-day bus routes have been added in response to a significant increase in the need for mid-day bus service for special needs programs that begin or end in the middle of the day. This transaction recognizes state reimbursement of 70 percent of labor and supply expenditures and appropriates revenues for related expenditures.
c. State Reimbursement for Transportation of Homeless Students - $27,825
The Transportation Department works directly with the district’s Homeless Liaison to provide transportation to students who have become homeless and have temporary housing elsewhere, so they can continue to attend the same school. The number of homeless students receiving this transportation at any one time has grown significantly in the past two years. This transaction recognizes state reimbursement of 70 percent of expenditures and appropriates revenues for related expenditures.

d. State reimbursement for Additional Bus Route for River Road/Howard “Super Boundary” - $19,297
River Road/Camino del Rio and Howard Elementary Schools now have a “super boundary” that includes attendance areas for both schools and requires additional busing to the two schools. This new route transports students between the two original attendance boundaries. The transaction recognizes state reimbursement of 70 percent of expenditures and appropriates revenues for related expenditures.

e. State Reimbursement for Transportation Expenditures for H1N1 Preparedness - $20,899
In anticipation of potentially high employee absenteeism due to possible outbreak of the H1N1 virus, the Transportation Department hired and trained additional substitute bus drivers and trained existing staff on additional routes. The transaction recognizes state reimbursement of 70 percent of expenditures and appropriates revenues for related expenditures.

Requests from Contingency Account - $919,696
The 2009-10 Contingency was budgeted at $2,138,000 or 1.5% of general fund operating expenditures to support unanticipated general fund expenditures. This supplemental budget includes a transaction (above) to restore the Contingency to the Board Target of 2% of general fund operating expenditures, with the appropriation of an additional $700,000 in State School Fund proceeds. With board approval, the new total will be $2,838,000.

The requests for transfers include the following:

a. Educational Support Services Tuition and Related Service Contracts - $565,300
Because of a reduction in resolution funding from Lane ESD, increased tuition rates charged by alternative education providers and an increase in the number of students being served, additional budget authority is being requested by Educational Support Services.

b. Increased Utility Costs - $60,000
Funds are re-appropriated to pay for an increase in garbage service rates and usage ($40,000) and a 25% increase in wastewater rates ($20,000).

c. Staff Additions Related to Enrollment - $28,086
In the year of its transition to the site of the Arts & Technology Academy, Family School enrollment came in 16 students higher than projected in the 1st through the 5th grades. This transaction provides .32 FTE licensed staff to serve these additional students.

d. Middle School Track Coaches - $59,360
Funding for two 0.05 FTE licensed staff increments for each middle school is being added to correct a budgeting error.
e. Special Education Opportunities Review - $50,000  
The District Management Council (DMC) is conducting a Special Education Opportunities Review to identify appropriate strategies for increasing both service delivery effectiveness and cost effectiveness in serving students with special needs.

f. On-load a Portion of Compensation for Director of Elementary Instruction - $38,844  
In the past, half of the compensation for the Director of Elementary Instruction has been paid for with proceeds of the district’s Title II grant. This year, the state has rejected that level of support. This transaction shifts 25% of the funding for the compensation package back to the general fund.

g. Computer Re-imaging Project - $14,000  
Funding will pay for Technology Support Specialists to re-image up to 500 school-based computers which were not functioning properly.

h. Carry-over of Academy and Literacy Funding - $53,229  
Unspent 2008-09 “academy” and literacy funds totaling $194,818 are re-appropriated for use by Instructional Services to address instructional priorities. Higher than budgeted beginning fund balances will be used to fund $142,589 of the carry-over. The balance will be funded from Contingency. Funds will be used for the development and implementation of district-wide equity initiatives.

i. Portion of Transportation Expenditures Not Reimbursable by the State - $50,877  
This represents the 30% non-reimbursable portion of expenditures related to transportation items b., c., d., and e. in the Recognition of New Revenue section.

If all requests are approved, the balance in the Contingency account to support general fund activities would be $1,918,304.

COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hays thanked those who spoke during public comments and commended members of a Boy Scout troop who attended the meeting to earn their merit badges.

Ms. Levis reported on her first Equity Committee meeting and looked forward to discussing some of the issues during the board’s retreat. She announced that the Eugene Education Fund had raised about $100,000 more than last year.

Ms. Geller encouraged all school supporters to attend the January 9 town hall meeting on Measure 66 and Measure 67. She said it was an opportunity to engage stakeholders in discussions of fair and adequate funding for education. She urged the public to review materials prepared by the legislature’s Revenue Office that provided objective information on the two measures.

Mr. Torrey thanked staff for the information on graduation requirements presented during the work session. He hoped some of that information would be available during the board’s retreat.

Mr. Smith commented that if the ballot measures do not pass, it was unlikely that the legislature would be able to find an alternative solution in the February 2010 session.
ADJOURNAL

Mr. Smith adjourned the meeting at 8:05 p.m.

________________________________________________________________________
George Russell                        Craig Smith
Superintendent                        Board Chair

(Recorded by Lynn Taylor)

Attachments to Official Minutes:
1. Graduation Requirement Materials
2. District Workforce Diversity Plan
3. Race to the Top Grant Memorandum of Understanding and Related Materials
3. Ridgeline Montessori Public Charter School and The Village School Renewal Materials