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

January 13, 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 13, 2010, 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 January 8, 2010, and published in The Register-Guard on January 11, 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
Barbara Bellamy, Chief of Staff and Communications Director
Susan Fahey, Chief Financial Officer
Celia Feres-Johnson, Director of Human Resources
Carl Hermanns, Assistant Superintendent/Chief Academic Officer
Laurie Moses, Director of Secondary Education
Sara Cramer, Director of Elementary Education
Caroline Passerotti, Financial Analysis Manager
Jeremy Cohen, Eugene CADRE
Laurie Rockwood, Eugene CADRE
Karen Apgar, Eugene CADRE
Josh Reckord, Eugene CADRE
Juan Cuadros, Buena Vista/Meadowlark Principal

STUDENT REPRESENTATIVES:
Linda Gai, International High School, all campuses
Yuki Partridge, North Eugene High School
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

Board Chair Craig Smith called the work session of the School District 4J Board of Directors to order.

Conduct a Work Session on the Role of Site Councils in Site-Based Decision-Making

Introduction

Superintendent George Russell stated that the work session was in response to the board’s desire to learn more about site-based decision-making and especially the role of site councils in the process. He introduced Josh Reckord and Karen Apgar, members of CADRE. He noted that CADRE had been in existence since 1974. Mr. Reckord and Ms. Apgar provided the agenda for the work session.

Description of CADRE

Mr. Smith ascertained that Board Member Anne Marie Levis, Board Member Beth Gerot, Superintendent Russell, and he had served on site councils.

Ms. Apgar stated that CADRE had started with a University of Oregon research project in 1971. She explained that the goal was to increase the capacity of the district to run smoothly by training district employees to be skilled in all organizational development concepts. She related that CADRE had been involved in site councils because the site councils asked them for help to become better functioning organizations. She said they also had worked with church groups, family resource centers, as well as other districts.

History of Site-Based Decision Making in 4J in the Past 40 Years

Mr. Reckord said they intended to provide some background on site councils and provide an activity to help the board better understand what site council decision-making was about and the domains that were involved. He related that in the late 1960s, several interesting trends had emerged, one of which was that various federal title monies were given with the expectation that decision-making would be happening at a more local level. He said the district had begun to use staff members in different ways at that time and they created schools that had pods, or grade level teams. He explained that in some cases the decision-making started following this paradigm and in some cases schools reorganized. He noted that the first parent council had met and organized the Corridor School 38 years ago and two years later, in 1974, magnet schools began to be organized, all of them including a component of a parent council or school council. He stated that IHS had started in the mid-1980s and had included a school council, preceding the state law.

Mr. Reckord stated that the assumptions that drove this were that people would support what they were involved in creating. Another assumption was that it would be more efficient to make decisions at that level. He said in preparing for the presentation, they had come across something written in 1994 by the Oregon School Study Council. He related that the district was cited repeatedly in the document about site-based decision-making.
Review of State Laws and District Guidelines for Site Councils

Ms. Apgar reviewed Oregon Administrative Rule (OAR) 581-020-0130, which provided the legal basis for 21st Century Schools Council establishment and responsibilities, and the Lane County School District No. 4J Guidelines – Site-Based Decision-Making, copies of which were included in the board packet. She related that the OAR considered the duties of the site councils to include developing plans for staff’s professional growth, improving the school’s instructional program, developing implementation of programs under the 21st Century Act, and vetting any grant proposals that went toward professional development. She said the law intended the site councils to include licensed staff, classified staff, parents, and the building administrator, and then the site council could decide whether it would be appropriate to include other members. She underscored that all site councils were subject to the open meeting law. She stated that the district’s guidelines specified that half of the members of the site council had to be licensed staff.

Mr. Smith asked who selected the parent representatives. Ms. Apgar replied that the schools decided how the selection was made. Mr. Reckord added that some schools had stronger parent groups and in others, the principal had to solicit parents because there was not enough interest. He said it was sometimes challenging to get appropriate membership that represented stakeholders and to ensure that people were heard.

Ms. Apgar pointed out that the law said the process was supposed to be defined by the local school board.

Board Member Jim Torrey said he understood that active classroom teachers would make up the majority of a site council and that the classified employees would have one representative. He asked where the balance would be found between the parent group and the employee group. Mr. Reckord replied that it was a balance agreed upon by the site council. He agreed that it was a reasonable concern. He related that in his experience, many site councils had worked to get more parents involved. He stressed that the behavior of the site council should be cooperative and collaborative, so that they could build something together.

Mr. Smith shared that it had been his experience, too, that it could be a challenge to find parents who would be on the site council. He attributed this, in part, to the timing of the meetings in that they were often held in the afternoons before many people were done working.

Mr. Torrey asked if site councils currently approved professional development. Ms. Apgar responded that she could only speak for Sheldon High School in that regard and the site council there did approve professional development.

Mr. Reckord said the real growth and understanding lay in how they would gather input from people and how they would help the faculty to build a recommendation, though the decision rested with the site council. He related that they worked a lot with site councils in building agreements and the use of consensus forced the issue of building something that everyone could live with.

Mr. Torrey wondered why meetings could not be held in the evening. Board Member Jennifer Geller surmised that it could be a contract issue.
Ms. Geller stated she understood from her conversations with parents that there were a lot of things that site councils discussed that seemed to fit within the charges assigned to them under the OAR.

She had observed that one of the biggest things the site councils undertook was how to spend funds raised by parent groups for the schools.

Ms. Apgar commented that there were some things that site councils talked about that they might not be responsible for making the final decision on. She noted that the site councils that were less than ideally functional often had stumbling blocks around understanding who was responsible for a decision versus who would be responsible for providing information or recommendations. She cited the school improvement plan as one such issue. She explained that it could be designed and proposed by staff, but the site council officially approved it. She had worked with buildings to help staff give input to the school improvement plan and at least half of the staff were shocked that the site council was responsible for it. She stated that unless the lines of responsibility for decisions and information were clearly spelled out, it could cause a lot of problems.

Mr. Reckord shared an example of work CADRE had done with a site council at Camas Ridge Elementary School. He said one of the jobs of the site council was to help be very clear about decision-making – how it worked, where input was, what a recommendation looked like, and who would be making the decision.

Ms. Gerot asked if it was possible to apply for waivers of the OAR. Mr. Reckord replied that if a school decided it would run a completely different site council, this would be a matter of governance.

Ms. Gerot had noted the OAR suggested, under the duties of a site council, that the site council would come into the discussion about centralization versus decentralization. She thought they could decide that professional development needed to be determined by the board rather than by individual site councils.

Board Member Mary Walston recalled that she had been involved in the original project at the University of Oregon and CADRE in 1971. She observed that 4J specified that the majority of a site council be comprised of classroom teachers, but the OAR indicated that neither parents nor teachers should make up a minority. She found this to be contradictory. She also wondered whether the OAR would trump the school district policy.

Ms. Apgar thought the OAR would trump district policy. She suspected that the second paragraph, which directed that one-half of the site council should be teachers, was in line with the OAR.

Superintendent Russell said the site council could decide that as a stakeholder group either the teachers or parents could veto a decision of the group.

Ms. Walston commented that it seemed paradoxical that there were site councils and local control, while at the same time they were experiencing the federalization of the education system through the No Child Left Behind Act. She also wondered if they were missing opportunities to involve certain parents.
Mr. Reckord observed that for as long as there had been site councils, they had wrestled with how to get everyone at the table.

Ms. Levis remarked that it seemed that there were as many different site councils as there were different schools. She recalled that when she served on a site council it had felt like they were working as a team to create what was best for the school. She also thought that many things would fall into gray areas when it came to the decision-making process.

Mr. Torrey commented that Eugene had neighborhood groups all over the city and then had a Neighborhood Leadership Council, made up of chairs of all of the groups that became like a second electoral body. He questioned how the parent representatives on a site council reached out to their peers to bring their voice to it. Mr. Reckord responded with examples. He related that the parents on the site council for Kelly Middle School had designed the process around the school improvement plan so that it looped back to the parent organization. He thought that had worked well. He cited another school, at which the process had not worked well because the parents were perceived as having created a closed structure that did not allow anyone else to access it.

Ms. Gerot recalled that at one time there had been a “super” site council that met periodically that had been made up of representatives from each of the schools.

Mr. Reckord said in 1992, before Ballot Measure 5 passed, there had been offsite site council trainings that lasted three days.

Board Vice Chair Alicia Hays wondered how, without such a thing as a “super” site council, the councils would gain a district perspective.

Superintendent Russell said they were trying to get more systemic and working to get the site councils’ goals to align with the board’s goals.

**Decision Making Activity**

Mr. Reckord provided everyone with a *School Site Council Decision-Making Study Sheet*. He asked the board to review the topics, such as teacher assignment and staff restructuring due to cutbacks, and indicate who should be in charge of the decision from a list of five: Administration; site council; faculty; individual teachers; and parents. The board spent approximately five minutes on the exercise.

Ms. Levis asked if there was a way to create more consistency between the councils to bring everyone up to the level of the best of the councils. Ms. Apgar replied that training would help those councils that were struggling.

Superintendent Russell noted that the last time the board policies on site councils had been revised had been in 1997. He thought the board could help by changing or increasing the specificity of the guidelines.

Ms. Geller commented that there were some site councils that operated at a high level.

Ms. Apgar noted that there were some additional district guidelines in the administrative handbook all principals and vice principals received that specified things such as that a site council could make the determination as to whether or not an elementary school should have a
music teacher, but that the council would not be able to give input on who that music teacher should be.

Mr. Torrey said he would like to see something from the board that would be closer to must/shall answers that would ensure that the site councils understood what the hierarchy of the rules was. He was concerned about the 100% consensus rule. From his perspective, this was utopian. He also felt that it would be a challenge to empower people to be meaningfully heard. He did not sense that the public/parent group felt it had the freedom to say what they thought.

Mr. Reckord commented that this was their challenge. Ms. Apgar added that they did work on building trust.

Ms. Gerot remarked that she had served on five different site councils. She had not experienced any lack of willingness on the part of parents to participate. She felt that the key to that was the principal in the school and his or her support for having the parent voice in the room.

Ms. Walston asked if site councils were asked to address controversial issues, such as the one the board recently heard about from Churchill High School parents. Mr. Reckord responded that he believed they heard about them. He remarked that in some circumstances, if it was known that a question would not require site council input or a recommendation from the council, it could become an issue of using the site council’s time well.

Ms. Apgar asked Laurie Rockwood and Jeremy Cohen, both CADRE members, to introduce themselves, which they did.

Mr. Cohen related that he was also a member of the Kennedy Middle School site council. He related that the site council had experienced some rocky times. He said the process for adding or removing members had not been clear. He stated that the site council was now very focused on the school improvement plan, which he felt was a result of having another member of CADRE on the council who was a highly skilled moderator.

Ms. Apgar remarked that this also pointed to the importance of having ongoing training available for site councils.

Board members shared the results of the written exercise.

Ms. Hays asked if the site councils had input from students. Mr. Reckord replied that some did and some did not.

Mr. Torrey asked if the agenda for the site council was typically generated by the superintendent. Mr. Reckord related that he was attending a meeting of a site council on the following day at which the convener would be a parent. He noted that the next meeting of that site council would be convened by a teacher. He had been working and coaching with the parent. He said the parent had sent out a letter about 10 days before the meeting seeking agenda items and the parent would be responsible for building the agenda. He stated that the principal had responded with items he needed to discuss. He underscored that this was how CADRE would coach the councils to create an agenda.

Mr. Cohen related that Superintendent Russell had come to one of his site council meetings to present the superintendent’s goals. He said the council also had middle-level goals and they
were going out to teacher work teams during one of the staff development times. He stated that they would work on the goals and then the site council would review, revise, and improve on them.

Ms. Levis said she wanted to help bolster the site councils. She felt they were a critical piece of the school system. She commented that she would like to find anything the board could do to help bolster some of the site councils.

The work session adjourned at 7 p.m.

CALL TO ORDER AND FLAG SALUTE

Board Chair Craig Smith called the regular meeting of the School District 4J Board of Directors to order at 7:05 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 reiterated his thanks to the CADRE representatives for their informative presentation on site-based decision-making.

Superintendent Russell reminded board members that they are invited to attend some of the superintendent student advisory council meetings. He noted that one had been held on the previous day. He reported that the meeting had included some debriefing on the new graduation requirements. He said some felt it was a good way to go and others wanted to know why the state board was adding credit requirements. He related that some expressed concern that it might push out more students. He characterized the discussion as energetic, adding that the students had asked that Laurie Moses, Director of Secondary Education, and Brad New, Secondary Education Administrator, provide a presentation on the new requirements. They had also discussed the new math requirements and their feelings about algebra at the 8th grade level. He noted that the students’ opinions varied from questioning the need for algebra before high school to wondering why students could not take algebra in 7th grade. He related that some students felt that there was too much emphasis on athletics at their schools, to the detriment of other extracurricular activities. He said the students are open to having others attend the sessions, although some concern was expressed that having too many adults present could overwhelm the voices of the young people.

Board Appreciation Recognition

Superintendent Russell read a statement issued by Governor Ted Kulongoski proclaiming School Board Appreciation Month. He congratulated the board and expressed his appreciation for the work that they do.

COMMENTS BY STUDENT REPRESENTATIVES

Hannah Rosenberg, Sheldon High School, reported that the Sheldon Theater was creating a play called The Follies, a variety show for the public, and it was scheduled to play January 21,
22, and 23. She related that the Sheldon Ski/Snowboard Club planned an outing to Willamette Pass for January 16. She stated that the Mr. Irish competitors planned a basketball game with the Mr. Axeman contestants on January 23 at South Eugene High School, with proceeds going to the Children’s Miracle Network.

Sasha Johnson-Freyd, South Eugene High School, stated that the school was facing a constitutional crisis having to do with the vacancy of the Student Body President. She related that two courses of action had been proposed because the constitution did not contain successor language: To either rapidly amend the constitution to include successor language or to hold an election. She said they were concerned because amending the constitution was an involved process, but a larger concern lay in the pedagogical implications of changing the constitution when it was convenient for them.

Yuki Partridge, North Eugene High School, related that the IHS seniors had just finished presenting their senior projects to teacher panels and IHS juniors. She said it had been an exciting event for seniors and had directed many of them to be better focused for college. She reported that the Mr. North event was underway, with 14 senior boys, 11 senior girls, and 10 junior shadows. She said North planned to hold its second blood drive of the year and staff and students over the age of 16 could donate blood on campus. She stated that the swimming season, with over 60 swimmers this year, and the basketball season were underway. She noted that the annual Martin Luther King assembly was scheduled for the following day, organized by the Associated Student Body. She said it would include student speakers, Superintendent Russell, the jazz band, a video, and the Brown Sisters from Portland. She also related that the annual Future First Citizen was scheduled for the following week and scholar and International Baccalaureate Diploma candidate Lisa Hiura would represent North. She said juniors would be visiting college campuses during the next month.

Linda Gai, International High School, reported that the IHS parent group was reading Travel as a Political Act by Rick Steves. She said it was a memoir and it described how travel could help people better understand the interconnectedness of the world. She related that the student literary magazine Swan Song planned to host two writing workshops. She stated that they planned to invite a professional story writer to help out. She noted that they also had a song writing workshop in the works.

Ms. Hays related that Jenna Careccia had called her to let her know she would not be able to attend the meeting. She said Ms. Careccia had asked her to relate that the most recent big event for Churchill High School had been the Martin Luther King Day celebration.

ITEMS RAISED BY THE AUDIENCE

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

Joy Koenig, speaking on behalf of the teachers at Buena Vista Elementary School, said they anticipated the vote on a kindergarten at the school with great hope. She stated that opening a kindergarten would be doing the right thing, but tabling it would be putting off the inevitable. She asked that the board please grant stability funding for Buena Vista and Meadowlark Elementary Schools.
COMMENTS BY EMPLOYEE GROUPS

Mr. Smith observed that no members of employee groups were present because they were busy making calls on behalf of Ballot Measures 66 and 67.

ITEMS FOR ACTION AT THIS MEETING

Approve 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 conducted a public hearing and received the superintendent’s proposed findings and actions on these renewal requests at the 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 has conducted site visits, reviewed school improvements 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 have 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, have assessed their appraisals. In addition, they and a board representative have conducted site visits to discuss issues and questions with charter school board members, administration and staff. The district team has presented their findings and recommendations to the superintendent.

At the board’s present meeting, action is scheduled on the superintendent’s recommendation that the board approve renewal of the Public Charter School contracts for Ridgeline Montessori Public Charter School and The Village School for an additional five (5) years under the terms and conditions stated in the review and evaluation report.

Copies of the superintendent’s proposed findings and actions, accepting the public charter school renewal applications, for Ridgeline Montessori Public Charter School and The Village School were included in the board packet.

The January 6 board packet contained the proposed findings and actions as well as the following information:

- 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.
Superintendent Russell stated that Caroline Passerotti, Financial Analysis Manager, had provided a presentation on the issue at the previous meeting. He reiterated his support for the recommendation.

Ms. Walston commended the staff team, noting they had done a great job. She stated that she had visited Ridgeline and The Village School and she thought they had been very responsive and worked well together.

**MOTION:** Ms. Gerot, seconded by Ms. Walston, moved to approve renewal of the public charter school contracts with Ridgeline Montessori Public Charter School and The Village School.

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

**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**

The board was scheduled to adopt a supplemental budget at its January 13, 2010 meeting. Transactions were proposed to recognize and appropriate revenue not anticipated at the time the budget was developed and transfer spending authority among appropriations in the same fund 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 proposed to re-appropriate unspent 2008-09 budget authority in this supplemental budget.

The following transactions were 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 reappropriated 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.

A copy of Resolution No. 1 - Adopting a Supplemental Budget and Making Appropriations for the 2009-10 Fiscal Year was included in the board packet. The superintendent recommended approval of Supplemental Budget #1.

**MOTION:** Ms. Hays, seconded by Ms. Levis, moved to approve Resolution No. 1, a resolution to adopt a Supplemental Budget and make appropriations for the 2009-10 Fiscal Year.

Ms. Geller commented that she felt that every time they were in a situation in which they had to cut money it was confusing to the public when the district had money coming in that it did not expect. She wanted to provide some context. She underscored that the district had budgeted conservatively knowing that any additional revenue was likely to be referred to the voters. She said the district had to cut \$4 million and would have to cut more if the ballot measures did not pass.

Ms. Passerotti clarified that there were three pieces of the Supplemental Budget:
- Reappropriation of unspent funds from 2008-09 that were allocated to projects that were ongoing;
- The recognition and appropriation of new revenue – the funds that were coming in from the State School Fund were going into the reserve, but there was other revenue coming in, relating to transportation routes that brought in 70 percent reimbursement;
- Funding for contingency items.

She noted that the contingency requests were evaluated by staff at the superintendent's level to ensure that they represented legitimate requests for things that were really needed.

Mr. Smith pointed out that the proposed budget had to be completed before the allocation from the state was fully known during the legislative years. Ms. Passerotti concurred, adding that the supplemental budget was a way of reconciling the changes in the budget. She noted that they would not know until May, even if the ballot measures passed, whether the money in the State Reserves would be made available.

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

**Approve the Addition of a Kindergarten Program at Buena Vista Elementary School**

Buena Vista is the only elementary school in the district that does not offer a kindergarten program. It is also the only one of the language immersion schools that does not have kindergarten.

Buena Vista adopted the full immersion program in the 2005-06 school year. Research indicates that the earlier language acquisition can begin, the stronger the bond to the language. When students can enter the school at the onset of their education, they can be included earlier in all aspects of the school culture, such as school assemblies, celebrations, activities and the
building of school traditions. The Buena Vista kindergarteners would attend the same facility as their older siblings, and the parents who transport them to and from school would benefit.

During the Alternative School Review Committee’s visits to the other two language immersions schools in the district (both of which have kindergartens), the educational advantage, in terms of language development, for children who begin a language immersion program in kindergarten, became clearly apparent. Looking at this information as well as evidence gathered through discussions with the staffs and families of both Buena Vista and Meadowlark, the Alternative School Review Committee Revised Report dated February 2007, page 11 stated: “Additionally, we believe that both Buena Vista’s program and the district’s educational program would be further enhanced by adding a kindergarten at Buena Vista.” The Review Committee believed that the lack of a kindergarten at Buena Vista disadvantaged both Meadowlark and Buena Vista. Meadowlark struggles with the loss of significant numbers of their kindergarten students who attend kindergarten at Meadowlark, their neighborhood school, but then transfer to Buena Vista at first grade. Adding the kindergarten to Buena Vista would help mitigate this current situation.

The principal and the staff of Buena Vista support the addition of kindergarten at Buena Vista. The Meadowlark staff supports the Buena Vista kindergarten but with concerns on the impact it will have on Meadowlark. The site council for Buena Vista Elementary supports the addition of the kindergarten. The Meadowlark site council supports the addition but with concerns. Their reservations are: The impact on facilities, such as playground, parking, and scheduling with specialists, music and P.E. The Meadowlark staff and the Meadowlark Parent Organization also share these concerns regarding the impact on facilities and on enrollment and staffing of Meadowlark’s kindergarten. Principal Juan Cuadros processed with both staffs and both parent groups to address all the above issues. Meadowlark and Buena Vista Elementary understand that the double modular classrooms are to be used to “solve site crunch issues, and it is a site module, not exclusive to either school.” Therefore, space is available for the Buena Vista kindergarten. Furthermore, both staffs know that a kindergarten is what is best for kids entering the language immersion program.

There have been concerns expressed that there is not space available at the facility to house both programs with kindergarten through fifth grade. At the present time, the Meadowlark Spanish teacher uses this space, but the grant that funds this program will not be available next year.

The Instructional Leadership Team (ILT) reviewed the Buena Vista kindergarten proposal. Before this meeting, Principal Cuadros presented the proposal of adding a kindergarten at Buena Vista to the other elementary principals and they gave their consent. In addition, he met with the Sheldon region principals and they too gave their approval of Buena Vista having a kindergarten.

If the addition of a kindergarten at Buena Vista is approved, the staffing for the kindergarten will come from the elementary staffing allocation. This will reduce kindergarten enrollment and staffing at other elementary schools, primarily Meadowlark and other Sheldon region schools. The school will handle the purchase of needed curriculum and furniture. The Buena Vista Parent Organization will financially support these efforts.

It should be noted that this recommendation differs from the superintendent’s recommendation as part of Shaping 4J’s Future. The superintendent’s recommendation then was that while he supported the addition of kindergarten at Buena Vista, kindergarten should only be added after establishing Buena Vista as a standalone school or moving it to a non-neighborhood school site.
However, subsequent decisions have made it clear that such a decision is farther off than originally intended, and that the current space will allow for Buena Vista kindergarten without having to provide additional facilities. Therefore, the superintendent’s recommendation is predicated upon the expectation and understanding that the Buena Vista kindergarten will be accommodated within the existing facility and other resources available to the Meadowlark/Buena Vista site.

In response to the concerns raised last month by Meadowlark parents and staff, the superintendent has recommended that the board consider, as part of the 2010-11 budget process, a proposal to provide some transition staffing for Meadowlark to help mitigate the first-year impact on the neighborhood school. The superintendent also planned to ask the Instruction Department leadership to work with the two schools to identify ways to work through any remaining issues and smooth the transition.

The superintendent recommended approval of the addition of a kindergarten program at Buena Vista Elementary School and that the board direct staff to develop a one-year-only transition staffing proposal for Meadowlark, to be considered during the 2010-11 budget process.

 Superintendent Russell invited Buena Vista Principal Juan Cuadros and Director of Elementary Education Sara Cramer to the table.

Ms. Cramer shared that she had been very impressed by the work that Principal Cuadros had done, given that it was a challenge for any administrator with two buildings that in some cases could have competing interests. She declared that he had done an admirable job of balancing both schools. She related that she had visited the two modulars, which were full-sized classrooms. She noted that the Foreign Language Assistance Program (FLAP) grants were not available to the district schools because the federal government had decided to go back and fund its unfunded grants applied for during the fiscal year 2009. She stated that Principal Cuadros had come up with some ideas using Rosetta Stone and other programs to help the Meadowlark students continue their work with Spanish language. She added that Principal Cuadros had held multiple meetings with parents, staff and individuals. She felt he had sought as much input as humanly possible.

Principal Cuadros commented that it was difficult to advocate for one side when it could impact the other side. He did want to advocate for opening a kindergarten at the Buena Vista Elementary School. He also wanted to address the impact the addition of a kindergarten would have on the schools in that it would create a double whammy on the kindergarten and first grade classes at Meadowlark. He asked that the board consider providing some stability funding for Meadowlark for two years. He acknowledged that the present proposal included stability funding for one year.

Ms. Hays asked how many students from the current Meadowlark kindergarten went on to attend first grade at Buena Vista. Ms. Cramer replied that the total transfers for the current year, for all grades, had been 51 students. She added that the annual average they had seen for transfers into the first grade had been 14 to 15 students.

Ms. Geller asked them to elaborate on their plans for transitional staffing. Principal Cuadros responded that when they looked at their staffing in the spring and the numbers, in terms of the entering students for the coming school year, they would consider how to mitigate the blended classrooms.
Superintendent Russell acknowledged that it was true that additional staffing would come from Meadowlark, the reality was that having a kindergarten at Buena Vista would also draw students from other neighborhood schools. He had to take a system-wide look and had to consider that if they put staffing to remediate the impact at Meadowlark, they could be called upon to help mitigate the impact at other schools. He said the reason he was willing to support a kindergarten at Buena Vista was because he did not have a good option to offer the board that would put the school in a separate location with its own kindergarten. Furthermore, he did not foresee being able to do so in the near term. As for providing stability funding for two years, he was not certain enough of what the budget would look like for the next year. He added that if the ballot measures did not pass, he would not be able to recommend transitional staffing for Meadowlark at all. Instead, he would probably find himself in the position of having to recommend reduced staffing in all of the district’s schools. He would recommended that the board approve the addition of a kindergarten program at Buena Vista Elementary School and that the board direct staff to develop a one-year only transition staffing proposal to be considered as part of the budget process.

**MOTION:** Ms. Walston, seconded by Ms. Geller, moved to approve the addition of a kindergarten program at Buena Vista Elementary School and to direct staff to develop a one-year only transition staffing proposal to be considered as part of the school district’s budget process.

Ms. Levis asked how the superintendent intended to answer other principals when they asked for transitional staffing. Superintendent Russell replied that he would tell them that it was a one-year transitional program and that Meadowlark Elementary School was the school that would be most impacted.

Mr. Torrey indicated his support for the motion. He said approval of the motion, as made, would not preclude the ability of the staff and principal of Meadowlark to come back next year and ask for a one-year extension of the transitional staffing. He underscored that his support for the motion should not indicate an unwillingness to listen to further requests in the following year.

Ms. Hays expressed concern for the two schools. She related that the people involved knew that it was not ideal to have both schools housed together. She wanted to ensure that the parents at the school understood that the transitional staffing would be a budget proposal at this point. She did not want them to feel like the rug had been pulled out from under them. She was not optimistic about the funding situation. She noted that her son had been in a blended kindergarten and gone on to Buena Vista and it had been a positive experience.

Mr. Torrey noted that even if the Budget Committee deleted the funding, the budget would still come before the board and the board could adjust it at that time.

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

Ms. Levis thanked the parents and teachers of Meadowlark and Buena Vista for all of their work.

Principal Cuadros thanked the board for their time and input.

Mr. Smith noted that Superintendent Russell had advocated for years for not having co-located schools. He stated that this situation supported that position.
CONSENT GROUP – ITEMS FOR ACTION

Approve Grant Application: Arts & Technology Academy Wind Turbine

Staff from the Arts & Technology Academy submitted a grant application to EWEB for $18,870.17. This project is a continuation and extension of a project launched last year through grants provided by EWEB, JS Alternator and Supply, 4J Schools and Tim Walter. Last year, 7th and 8th grade TAG students collaborated with a business partner to study and create a presentation about the VAWT design they chose to study. They presented their data at the Intel Northwest Science fair and the Central Western Oregon Science Expo following the development, design, construction and installation of the turbine. This year, the new science teacher plans to teach a complete nine-week course on alternative energy with the wind turbine being the centerpiece of this class intended for any and all ATA 7th and 8th graders.

The superintendent recommended approval of the grant application.

MOTION: Mr. Torrey, seconded by Ms. Hays, moved to approve the consent item.
VOTE: The motion passed unanimously; 7:0.

ITEMS FOR ACTION AT A FUTURE MEETING

Consider the 2010-11 Lane Education Service District Local Service Plan

As required by House Bill 3184, Lane Education Service District (Lane ESD) has developed a Local Service Plan. The process in developing this plan included analysis of all resolutions/core services with the 16 component districts. Through this process component districts had the opportunity to gain knowledge, share and discuss their needs and provide recommendations for the local service plan.

The Local Service Plan contains all services mandated by law. These services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies. This plan includes services for:
1. Students with special needs
2. School improvement
3. Technology
4. Administrative and support
5. Additional services

The superintendent will recommend adoption of the 2010-11 Lane ESD Local Service Plan.

Superintendent Russell stated that every year the board is asked to approve the service plan. He said Lane ESD was required to spell out the way they planned to spend the funding and 95 percent of it has to go to support services to local school districts. He explained that this is what the plan submitted to the board served to outline. He noted that Lane ESD will also suffer from the budget cuts in the same way local districts do and this will mean less money will be provided to the district. He supports the plan. He felt the Lane ESD board has done a good job of trying to balance the needs of the larger districts and the impacts to the very small districts, particularly if there is not a more equitable approach to how the money is directed. He related that the board had taken the position some time earlier that the district would be willing to give up a little
in order to ensure that some of the smaller school districts had the services that they needed. He said the plan reflected this.

In response to a question from Ms. Walston, Superintendent Russell explained that some of the flex dollars were used for purchasing services from Lane ESD. He said, as an example, that the district bought some psychology services with some of its flex dollars, but most of the ESD budget went for services related to special education. He underscored that it is still more cost effective to purchase such services from Lane ESD than it would be to provide the services within the district.

Ms. Walston asked if resolution funds were part of the planning. Superintendent Russell responded that 90 or 95 percent of their funds were required to be identified as resolution funds by the state.

COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Levis thanked the parents and teachers that came out in support of Meadowlark and Buena Vista Elementary Schools. She appreciated that language acquisition needed to start earlier in order for students to go into full immersion schools. She said she would be visiting the schools on January 28.

Ms. Gerot reported that she attended her first Oregon School Boards Association (OSBA) meeting as president over the past weekend. She said there had never been a plan for the year put out by a president and it seemed to her that one was needed. She related that her focus is on what the qualities were of effective school boards that could improve student achievement. She stated that they had spent a good portion of the morning on January 8 reaffirming working agreements. She noted that there were three new OSBA board members and the exercise had been a good one. She said the new members were reading *The Essential School Board* book and they intended to discuss it at the April meeting. She said they were also looking into giving them professional development around the use of data. She related that they would be looking at the equity issue for the June meeting and they planned to institute a board self-evaluation in September.

Continuing, Ms. Gerot stated that once the OSBA Board affirms the working agreements, they will be posted on the OSBA web site as a model for boards across the state to use. She added that with the change in the constitution that had happened in the fall, the region would be getting a new board member. She said the board members would receive an email from her summarizing the OSBA meeting. She looked forward to the year ahead. She felt that she was working with a great board that was moving away from operations and more toward boardmanship.

Ms. Gerot stated that she chaired the Quality of Education Cost Panel and they had been looking at their charge for the year. She said there were three new commissioners who were yet to be confirmed by the senate, one of whom was Peter Tromba, the principal of Monroe Middle School. She had attended the Quality of Education Commission meeting earlier in the day and they talked about the Best Practices Panel. She said they had held a couple of meetings and were focusing on course-taking sequencing in mathematics and trying to determine whether it was course-taking or past experience that had the greatest impact on students meeting benchmarks and standards in math at the 10th grade level. She felt that good
things would come out of it that would likely be incorporated into the report the commission would be making to the legislature in January.

Ms. Walston had attended the Charter School Council meeting on the previous day. She related that they had discussed the budget. She said her Mondays were now free and she had begun visiting schools. She had gone to Crest Elementary and in two weeks she planned to visit Adams, Corridor, and Coburg Elementary Schools. She added that she looked forward to the retreat, noting her appreciation for the information sessions the board had held to date. She concluded by reminding everyone to vote.

Ms. Geller related that she had attended a town hall, as did Superintendent Russell. She said the conversation had been mostly civil. She commented that the event had raised a couple of points for her. She observed that certain things were repeated over and over and then people started to believe them. She said people would say there was a certain amount of money in the state budget without understanding that most of it was dedicated and that the ballot measures were specific to the general fund. She also heard it repeated that state governments had been held harmless during the recession. She said the teachers that were laid off and the teachers who had agreed to give up paid days of work would find that an interesting observation. She stressed that the revenue measures were to minimize cuts, but there were cuts in addition to those revenue measures.

Mr. Torrey complimented Superintendent Russell and staff for the work session on site councils. He found it very informative. He asked for a copy of a good school improvement plan that had gone through a site council process so that he could see what it looked like. Superintendent Russell agreed to provide him with one.

ADJOURN

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

_____________________________   _____________________________
George Russell     Craig Smith
Superintendent     Board Chair

(Recorded by Ruth Atcherson)

Attachments to Official Minutes:
1. Ridgeline Montessori Public Charter School and The Village School Renewal Materials
2. Resolution No. 1 – Adopting a Supplemental Budget and Making Appropriations for the 2009-10 Fiscal Year
3. Grant Application Form: Arts & Technology Academy Wind Turbine