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

March 17, 2010

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 6 p.m., a regular board meeting at 7 p.m., followed by another executive session on March 17, 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 March 12, 2010, and published in The Register-Guard on March 15, 2010.

ROLL CALL

BOARD MEMBERS:
Craig Smith, Chair
Jennifer Geller
Beth Gerot
Jim Torrey
Mary Walston

STAFF:
George Russell, Superintendent of Schools and District Clerk
Barbara Bellamy, Chief of Staff and Communications Director
Carl Hermanns, Assistant Superintendent/Chief Academic Officer
Laurie Moses, Director of Secondary Education
Sara Cramer, Director of Elementary Education
Larry Sullivan, Director or Educational Support Services
Eric Anderson, Roosevelt Middle School Principal
Kerri Sage, TAG Coordinator

OTHER:
Ellen Wischnowski, Complainant (and family)
Anne Williams, Register-Guard

EXECUTIVE SESSION: Under provisions of ORS 192.610 – 192.690, Open Meeting Laws, the Board of Directors conducted an Executive Session for the following purpose: To consider complaints or charges brought against a public officer, employee, staff member, or individual agent, pursuant to ORS 192.660 (2) (b).

REGULAR BOARD MEETING: The executive session recessed and the regular meeting convened with the above board members and staff present along with the following:

ROLL CALL

BOARD MEMBERS:
Alicia Hays, Vice Chair
Anne Marie Levis

STAFF:
Susan Fahey, Chief Financial Officer
Celia Feres-Johnson, Director of Human Resources
Christine Nesbit, Associate Director of Human Resources
Jon Lauch, Director of Facilities Management
Rick Sherman, Director of Nutrition Services
Janis Swan, Federal Programs Coordinator
Marna Knoer, Roosevelt Middle School
Denise Gudger, Consultant
Laurene Larson, South Eugene High School
Tia Holliday, North Eugene High School
Brad New, Secondary Education Administrator

STUDENT REPRESENTATIVES:
Yuki Partridge, North Eugene High School
Linda Gai, International High School, All Campuses

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

MEDIA:
KRVM

CALL TO ORDER AND FLAG SALUTE

Board Chair Craig Smith called the regular meeting of the School District 4J Board of Directors to order 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 welcomed Joel Iboa to the meeting. He said Mr. Iboa had served as a student representative to the board in 2008-09. He related that Mr. Iboa was now a student at the University of Oregon and he had seen him at the Latino Youth Conference, sponsored by the Movimiento Estudiantil Chicano de Aztlan (MEChA). Superintendent Russell noted that Mr. Iboa would be part of a presentation later in the agenda.

Superintendent Russell reminded the board of the third annual Close the Achievement Gap African-American Parent and Family Conference, in which the three local school districts were participating in partnership with the NAACP and Lane Community College. He said the conference would be held at LCC.

Additionally, Superintendent Russell wanted to commend River Road/El Camino del Rio Elementary School for being recognized as one of the 2010 celebrated Student Success Champions. He and a couple of the board members had attended the ceremony at which State School Superintendent Susan Castillo had recognized the school. He extended congratulations to Principal Paco Furlan and his staff, as well as parents and students for their work in achieving this recognition.
Superintendent Russell introduced Rick Sherman, Director of Nutrition Services. Mr. Sherman presented the board with a check for $2,000 for a scholarship, donated by Sodexo.

COMMENTS BY STUDENT REPRESENTATIVES

Mr. Smith noted that Hannah Rosenberg, Sheldon High School representative, was not able to attend because of a tennis team obligation.

Linda Gai, International High Schools, stated that the International Baccalaureate (IB) tests were coming up in May and they were holding Saturday morning review sessions to provide extra time to study for it. She noted that March 19 was the school choice deadline. She asked that anyone in the listening audience who had someone in their family who wished to enroll in IHS keep this deadline in mind.

Yuki Partridge, North Eugene High School, reported that the Speech and Debate team had competed March 12 in a tournament and several seniors had qualified for the nationals, which were scheduled for April. She stated that the Mr. North contestants had the opportunity on March 10 to work behind the counter at an ice cream parlor for a Children’s Miracle Network benefit. They had also gone to the Neo-Natal Intensive Care Unit (NICU) at RiverBend Hospital to see where the money would be going. She related that the Mr. North dance had been held on March 12 and it was successful. She noted that one candidate had been a two pound, two ounce baby who had been helped in the NICU. She said the IHS principal at NEHS had been diagnosed with breast cancer and had undergone surgery and, in solidarity with her, the entire school wore pink, calling it a Pink Out. They had a Pink Out picture taken in the gym that they intended to send to her along with well wishes for her speedy recovery.

ITEMS RAISED BY THE AUDIENCE

Mr. Smith opened the floor for public comment and outlined guidelines for testimony.

Greg Giesy, representing the Friendly Area Neighborhood (FAN) board, invited the school board members to attend their April 22 meeting. He stated that it was important for the public to see and talk with the board. He complained about the survey regarding Civic Stadium. He felt the time period it had been available was too short. He believed more people would have participated if there had been more lead time.

Joe R. Blakely said he had written letters to the editor in support of saving Civic Stadium. He had been surprised by the number of calls of support he had received and it led him to believe there was a groundswell of public support for the stadium. He felt Civic Stadium represented a success story. He stated that when it had been built in 1938 it had represented the best efforts of the entire community and a project that helped Eugene come out of the depression. He recounted the history of the baseball teams that had played in the stadium up to the most recent minor league team, the Eugene Emeralds. He said Natalie Perrin, a University of Oregon architectural student, had succeeded in convincing local, state, and national preservationists to add the stadium to the National Register for Historic Places. He related that a Spencer Butte Middle School 6th grader had also given a spirited defense for saving Civic Stadium. He likened the group Save Civic Stadium (SCS) to a giant killer. He stated that historic stadiums were being bulldozed all over the country and SCS had forged ahead. He declared that demolishing Civic Stadium and selling the property was not the answer to saving Eugene’s schools. He believed the groundswell of public support for saving the stadium could mean that its possible demolition could be the worst blunder the school board would ever make.
Nancy Ellen Locke, member of FAN, noted she was a descendent of a local pioneer family. She declared that Civic Stadium was a piece of Eugene history and to sell it would only provide the district with one-time money. She wanted to save the stadium for posterity. She was concerned about the stewardship involved in how the school district was treating the property. She wanted it to be saved for the children and grandchildren of the community.

COMMENTS BY EMPLOYEE GROUPS

Merri Steele, Eugene Education Association Co-President (EEA), discussed the seminar series they had just completed and provided the board with copies of the materials. She said they presented the seminars every year, in coordination with the district, with many presenters including Superintendent Russell. She stated that the seminars were conducted in coordination with the University of Oregon and it was possible to receive college credit for them. She also wanted to share that EEA had just completed seminars on cultural awareness and closing the achievement gap, which had also been well-attended.

Paul Duchin, EEA Co-President, conveyed the request of the EEA that the board reinstate the physical education positions and the stability funding that were being proposed to be cut from the budget. He said the stability funding was used to mitigate a lot of the vagaries that happened in school populations. The EEA believed there was money to support those two programs. Mr. Duchin found it most distressing that PE teachers were being asked to train classroom teachers to teach PE so that when the PE instructors were gone, the instruction could continue.

ITEMS FOR INFORMATION

Receive a Report on Credit Based on Proficiency Pilot Program

In 2007, the Eugene School District, in cooperation with the Eugene Education Association, approved a pilot program to offer Credit Based on Proficiency (CBOP) learning opportunities for students in our high schools. A CBOP Advisory Board was charged with overseeing the pilot and each high school was able to have as many as ten students per semester earning credit through the CBOP model. Student work in the program was, as follows:

- It was focused on rigorous new learning experiences proposed by the student and aligned with state, national, and/or college and industry standards.
- It was guided by teacher mentors in their school with assistance from community mentors.
- Work had to be relevant to the student’s Education Plan and Profile.
- The work had to culminate in a student demonstration of learning.

At the meeting, after a brief introduction by Denise Gudger, Consultant, students from South and North Eugene High Schools gave a presentation highlighting their CBOP learning experiences. Ms. Gudger noted that the program had served 40 students and 27 teachers had been a part of the CBOP experience.

CBOP coordinator Laurene Larson, South Eugene High School (SEHS), shared that serving on the design committee had been exciting for her. Initially they had been concerned that they could not get ten students, but this had not proven to be a problem. She believed it to be a beautiful way for kids to demonstrate, based on standards from the Oregon Department of Education (ODE) website, and design their curriculum. She introduced Caitlin Hennessy.
Ms. Hennessy said she was a junior at SEHS who focused her CBOP on classical guitar. She called it fantastic to be able to pursue her interest within the organized context of a project for credit. She credited the program with encouraging her to take her music more seriously. She was meeting benchmarks for the ODE high school level for arts. She said CBOP had allowed her to work with great community musicians. She discussed some of the techniques she had been working on, which she demonstrated by playing a piece called Unruhe by the 19th century composer, Johann Kaspar Mertz. Ms. Hennessy received a round of applause for her performance.

Tia Holliday, North Eugene High School (NEHS), introduced Manny Guendulay, Media Specialist for the school, who served as the teacher for the CBOP students involved in the project. She also introduced Tom Cervenak, a graphic artist who worked as a guest teacher and who served as an artist mentor. She introduced two students, out of the crew of four who had worked on the project, Dallas Thornton and Ashley Keller. She noted that they were juniors, but had done their project in their sophomore year.

Mr. Guendulay said when they had received the request to produce the district’s 2009-10 budget document it presented the opportunity to share some of the work they did in the small school, the Academy of the Arts. He showed slides of some of the artwork they had put into it.

Ms. Thornton related that when they had been approached to do this work she had been skeptical because she was not certain of the Photoshop technology. Through the experience, her interest in pursuing graphic arts was solidified. She stated that the process had been the first time she had to work for someone and under a deadline. It had been a positive learning experience.

Ms. Keller discussed the work and how it had transpired. She had also found the experience to be rewarding.

Mr. Cervenak added that he had also enjoyed the experience. He said it had been great to pass on what he knew.

Mr. Guendulay was glad that they could do the job and shared his excitement to do it again. He wanted the program to provide the opportunity to show the students what it was like to be a professional artist working for an art firm.

The art students received a round of applause.

At the conclusion, Laurie Moses, Director of Secondary Education, wrapped up with information regarding CBOP learning practices from around the state of Oregon. She said they were finishing a three-year pilot program. She noted that Brad New, Secondary Education Administrator, was present and he had led some proficiency-based practices in alternative education for the district. She also noted that Janis Swan, Federal Programs Coordinator, was present and she had led the algebra assessment work. She stated that they had at least three ways of doing the proficiency-based practices in Eugene. She related that she was a member of the Proficiency Project Policy Panel, a 24-member group tasked with providing policy guidance for taking proficiency practices across the state of Oregon. She said they met throughout the year, visited sites, and talked with numerous teachers and students regarding proficiency-based learning. She had been particularly impressed by the excitement that
students expressed. She shared some quotes from students who spoke about CBOP that demonstrated their focus, excitement, and progress. She was eager to see the pilot go forward.

Board Member Beth Gerot said she supported proficiency-based learning. She was excited to give students the opportunity to demonstrate what they knew in a significant way. She noted that she served on the Quality Education Commission (QEC) and one thing the commission was looking at incorporating into the quality education model was proficiency-based. She related that Vickie Fleming, Redmond School District Superintendent, had given a presentation that talked about the proficiency-based work that was happening in Redmond. She thought that in the model that would go to the legislature in the next session, they would see some narrative on this type of program. She said there was some upfront cost in providing the rubrics for the program, the IEPs and in support for students that were having a difficult time. She said Superintendent Fleming’s key point was that it was not an overlay of what they were currently doing, but a whole philosophical shift in the way the district provided education to students.

Board Member Mary Walston stated that she was the board representative for CBOP and enjoyed working with that group. She had been particularly impressed with two projects, one focused on Latin and another focused on Arabic.

Board Member Anne Marie Levis thanked everyone for the presentation. She enjoyed the guitar performance. She noted that she made her living in advertising and she was inspired by the work the second group of presenters had done.

Superintendent Russell thanked everyone for taking their time to provide the presentation.

Board Vice Chair Alicia Hays arrived.

Receive a Report on the Shaping 4J’s Future Differentiated Staffing Recommendation

In March, 2008, the board adopted a Shaping 4J’s Future recommendation that would differentiate resource allocations based on student characteristics such as Free and Reduced Meal eligibility, English Language Learners (ELL), and Special Education enrollment. Schools serving a higher percentage of these students would receive more staffing. The recommendation was to be implemented in 2009-10; however, due to budget constraints, implementation was delayed. The current board goal sought to implement this recommendation by June, 2012.

For several years, the district allocated resources that had been differentiated based on student characteristics. In 2002-03, the board authorized approximately $300,000 to address equity issues at the six elementary, two middle, and two high schools with the highest Free and Reduced Meal qualifications and minority populations. The 2010-11 model uses achievement gap population instead of minority population in the calculation. In 2003-04, the board authorized literacy funds to be distributed to schools based on state school funding formula characteristics – ELL, foster and poverty, and students with Individualized Education Plans (IEPs). The 2010-11 literacy allocation was $1 million. Both of the allocations could be used to purchase additional staffing.

Instruction and Finance staff worked to begin implementing differentiated staffing allocations for the coming year. The 2010-11 staffing allocations distributed this month included 11.30 Full Time Equivalent (FTE) licensed staff and 20.9 FTE classified staff, based upon free and reduced meal eligibility.
Superintendent Russell asked Susan Fahey, Chief Financial Officer, and Carl Hermanns, Assistant Superintendent/Chief Academic Officer, to speak about it.

Ms. Fahey said the district had been differentiating resources over the past several years, but not through the staffing ratio. She recapped the staff report. She stated that 18 months earlier, an ad hoc committee had been established to differentiate staffing based on a number of characteristics. This was captured in a draft 2009-10 Differentiated Scenario: Enrollment, Student Characteristic, Student Achievement, Assessment, Promising Practices, which she highlighted. She said they had found that without additional resources it would be difficult to provide anything but a minimal benefit to schools with high need without decimating staffing to other schools.

Ms. Fahey stated that the committee had picked the work back up in November. She reviewed the Differentiated Staffing Using Repurposed 9.6 FTE Stability Staffing document. She said this looked at the factors and asked how resources could be allocated to provide the most benefit to students. They had taken the top six elementary, the top three middle, and the top two high schools with the weight based on the IEPs, ELL learners, and free and reduced lunch program numbers, as before, plus a factor for mobility. She related that they had tried to figure out the number per level and under the scenario, the schools receiving the staffing had 54 percent of the kids in the achievement gap. Since the stability staffing was on the budgetary chopping block, the committee had to look for another source.

Continuing, Ms. Fahey said Finance and Instruction looked at many different scenarios to allocate some differentiated staff for 2010-2011 and one of the main factors to determine student success was socio-economic status. She reviewed the 2010-11 Staffing Based on Free and Reduced Meal Eligibility document.

Mr. Hermanns said they could not keep chipping away at line items. He recalled that Ms. Hays had suggested that they think about what the district should build rather than what it should cut. He stressed that this effort had been to try to help schools with higher needs to help with success. He stated that in the next year they intended to start in the summer to look at ways to innovate the way around this so that they could identify clearly the priorities and fund them directly in a way that helped all students be successful. He hoped that they would find ways to include the kinds of things that kids need. He said they needed to consider how to keep the arts vital in schools and how to keep physical education while boosting achievement. He wanted to enlist the help of the principals and teachers to find the best ways to accomplish this.

**Receive an Update on the Intergovernmental Agreement Between the City of Coburg and the District**

In June, 2009, the district entered into an agreement with the City of Coburg for the 2009-10 school year. The agreement had the potential to be extended for two additional years at the sole option and discretion of the district.

The purpose of the agreement was to allow the City of Coburg to share some of the costs of maintaining the school and its grounds in return for allowing Coburg residents the opportunity to use the school as a public place. The city agreed to make payments of $10,000 in 2009-10, $20,000 in 2010-11, and $30,000 in 2011-12, contingent upon the school remaining open in the corresponding year. The Intergovernmental Agreement (IGA) also included a good faith clause.
that the city would increase each of the above amounts up to $5,000, subject to the city’s ability to raise funds.

Ms. Fahey summarized the staff report. She noted that the City of Coburg had been billed and paid $10,000 for 2009-10, and the district intends to bill for the 2011-12 payment of $20,000 in July.

Mr. Smith said he had requested that this item be brought back before the board annually and this was why they were hearing the report.

Receive a Report on the Civic Stadium Community Meeting and Web Comment Form

The district conducted a community meeting on February 25, 2010, at South Eugene High School to present information about the proposal to sell the Civic Stadium property and adjoining north lots and to answer questions and gather input. In addition to recording comments at the meeting, an online comment form was posted on the district web site for one week (February 25 - March 5). The web form was publicized through the community meeting, news media, and email messages to the district’s Civic Stadium interested parties list, neighborhood leaders, and a key communicator list.

Approximately 60 people attended the community meeting and, of them, approximately 20 offered comments which were included in the board packet. The web comment form had 776 entries, with about 740 responding to all six questions. The web comment report was also included in the board packet and a link to the full report, including all individual comments, was posted on the district web site. Staff intended to email the comments to the board so all responses could be viewed.

Ms. Bellamy stated that staff had also met with the Jefferson/Westside Neighbors on March 9 and they had met with members of the Save Civic Stadium (SCS) group, City Councilor George Brown, and representatives of other neighborhoods. She acknowledged the invitation from the Friendly Area Neighborhood group to come to its April 22 meeting, indicating that staff would respond and the board should let staff know if they wanted to attend. She said the comments on Civic Stadium were included in the board packet. She also noted that one concern that had been newly expressed was the possibility of SEHS losing the opportunity to utilize the ball field.

Ms. Bellamy stated that the Survey Monkey software was used and it was unclear whether a representative sampling of the community’s views was received. She highlighted the questions that were on the questionnaire and the answers that were submitted on the Civic Stadium Community Input Form and the Summary of Open-Ended Responses document. She stated that district staff continued to work with the SCS group and with Jon Lauch, Director of Facilities, and his staff.

Ms. Gerot said the district had documented the cost to renovate the stadium and the cost of improvements to SEHS, but she had been asked what the costs of demolition would be and did not know the answer. Mr. Lauch replied that he would get that information as the district had gotten an estimate a few years earlier.

Ms. Levis asked if there was a way to sort Survey Monkey responses so that they knew if they were receiving more than one response from the same person. Ms. Bellamy replied that she had sorted the responses by the IP address and there were some duplicates, but she had not seen large numbers concentrated from an address.
Ms. Levis asked if the background material requests were being met. Mr. Lauch replied that 90 to 95 percent of them had been met.

Ms. Walston found it interesting that 84 percent indicated that it was very important or extremely important that the community benefit from the proposed use, but when looking at the written responses there seemed to be 180 degrees difference, as those respondents indicated they did not want affordable housing, commercial/residential use, something that would generate property taxes, or a governmental organization to be there.

Mr. Smith recalled that the YMCA had been in discussion with the district in 1979 about purchasing its current site. He said the YMCA had rented the land prior to that.

Board Member Jennifer Geller said her impression was that the district had received a high number of responses compared to past surveys. Ms. Bellamy affirmed that it was high. She attributed this to using a different interested parties list. She noted that the budget survey was sent out to a parent list, which did not seem to be appropriate to use for this particular survey.

ITEMS FOR ACTION AT THIS MEETING

Approve K-8 Mathematics Instructional Materials Adoption for the 2010-2016 Adoption Cycle

Background
The district follows the Oregon Department of Education state instructional materials adoption schedule. Due to the district’s financial situation, the K-8 Mathematics Adoption scheduled for 2008-2009 was postponed for one year; the adoption of 2009-12 mathematics materials was postponed for a projected two years.

At the time the K-8 adoption was postponed, the K-5 and 6-8 Mathematics Instructional Materials Adoption Committees were deadlocked due to the committees’ perceptions that the state adopted materials were unbalanced: That is, the curriculums were either too concept-development oriented, or too process oriented.

This year the district is proposing to go forward with the K-8 adoption. To address the concerns of last year’s adoption committees, an adoption committee consisting of teams of teachers from each grade level, K through 8, worked with district staff to create a curriculum that provides an effective balance in mathematics concept development and process development, and that aligns to state and district standards. For grades K-5, practice materials from the enVisions curriculum is integrated with the Investigations curriculum. For grades 6-8, Prentice Hall Middle Grade Mathematics has been integrated with the Connected Math Project material. Recommendations from the adoption committee have been vetted by the Instructional Policy Council and the Instructional Leadership Team. District staff has worked with Pearson Publishing to custom-publish this curriculum.

Discussion
1. **Rationale**: OAKS data indicates that many 4J students are struggling with mathematics. For example, between 60% and 70% of our American Indian, Black and Latino students were not meeting or exceeding math achievement standards as measured by the 2009 OAKS assessment. Teachers are also struggling with inadequate mathematics curriculum materials that are not aligned to standards. This lack of appropriate materials has resulted in frustration among many of our classroom teachers, and in increased workload for our
teachers due to the need to create their own materials. In order to better meet the needs of our students and teachers, our curriculum teams have developed a curriculum that combines concept-building and practice materials and will support teachers to more effectively teach concepts in depth and better prepare our students to meet grade-level benchmarks and the new graduation requirements.

2. **Options and Alternatives**: The other option at this time is to not adopt. A decision not to adopt would put the district a second year behind the adoption cycle, thereby pushing back other adoptions as well, and would leave teachers and students without an adequate mathematics curriculum.

3. **Budget/Resource Implications**: District staff estimates a total cost for implementation of approximately $1.5 million. This includes costs for purchasing all materials, and professional development throughout the first year of implementation.

   Due to the severe budget constraints the district is currently facing, there is concern about allocating this money for curriculum rather than for mitigating staffing reductions.

4. **Board and Superintendent Goals**: This adoption directly addresses the board and superintendent goal to increase achievement for all students and close the achievement gap. The proposed curriculum materials include resources for teaching, re-teaching, enriching, and scaffolding to help support all students.

**Recommendation**: The superintendent recommended the adoption of K-8 Mathematics Instructional Materials for the 2010-2016 Adoption Cycle:

- For K-5, Charlemange: Independent Adoption of Pearson *Cheneliere Mathematiques*.

Mr. Hermanns recapped the background information.

In response to a question from Mr. Smith, Mr. Hermanns stated that the curriculum being used was a pilot program. He said there was no curriculum at present that melded the two approaches together.

Janis Swan, Federal Programs Coordinator, stated that, prior to the proposed math adoption, teachers in the district had engaged in a pilot program for the new math curriculum. She said this was what had moved them to decide to recommend adoption of the new curriculum.

Mr. Smith asked if the curriculum was in a book. Marna Knoer, Roosevelt Middle School Mathematics Instructor, stated that both the *Investigations* and other materials came in individual units. She said the response was that the weaknesses of the one approach were matched by the strengths of the other.

In response to a follow-up question from Mr. Smith, Ms. Knoer said she felt the two approaches melded together well.

Ms. Walston asked what the ongoing costs would be. Mr. Hermanns replied that professional development was included in the cost and there should not be ongoing costs.
Ms. Hays related that the board had heard feedback that there was concern that the curriculum might not flow if they put curricula together from two different places. Mr. Hermanns responded that he did not think this was the case. He said they had teacher teams at every grade level work with the curricula to ensure that it was aligned, coherent, and that it flowed from grade to grade.

Ms. Hays asked what they perceived the biggest concerns or disappointments regarding the new curriculum to be for teachers. Ms. Knoer replied that she did not think there would be any disappointment. She thought teachers would be very happy not to have to create their own materials and lesson plans. She noted that she had been teaching math for 37 years and there had not been a year where she had not had to create huge piles of curriculum on her own. She added that teachers might be frustrated with the level of math that they would have to know compared to the past.

Ms. Hays asked what the biggest pushback would be from teachers for this math adoption. Ms. Knoer responded that there would be a few teachers that did not want to do something different from what they had ever done before; they would want to stay in their comfort zone. She said the standards had to change; the district would be doing a disservice to its students if changes were not made.

Ms. Hays wanted to ensure that the math curriculum would not be purchased and then end up on a shelf because it did not work for people. Ms. Swan agreed that this would be disappointing, but she thought the professional development that the district intended to provide to teachers on the curriculum would help them see how it would help students.

Mr. Hermanns said teachers’ real concern was how the professional development would occur and this was why they ensured that this development was included in the budget for the curriculum. He stated that Ms. Swan planned to meet with the 70 math teacher-leaders to talk specifically about it and to determine what kind of professional development would be most effective.

Board Member Jim Torrey understood that the federal government was bringing forward standards and the state was responding to those standards. He asked if the curriculum would be on top of those new standards. Ms. Knoer replied that Lane ESD had unveiled the new standards on the preceding evening. She said they had gone through them carefully to determine what had changed. She related that she had found a couple of things that were out of alignment and she had, for instance, moved a chapter from 7th grade to 6th grade. She added that they found that the Oregon standards were slightly higher than the federal standards. She felt the district was in a really good place.

In response to a follow-up question from Mr. Torrey, Ms. Knoer stated that the teacher materials for grades K-5 would be located in a binder, and each page would correspond with days of lessons. She said grades K-2 would have workbooks and grades 3-5 would have some material workbooks and a hardcover book as well and in middle school, the students would have textbooks.

Mr. Torrey had talked to elementary school teachers about what they thought about this and he had consistently heard that the new math curriculum would make it easier for them. He believed the curriculum would be effective and efficient.
MOTION: Ms. Gerot, seconded by Ms. Levis, moved to adopt the following K-8 Mathematics Instructional Materials for the 2010-2016 Adoption Cycle:

- For K-5, Charlemagne: Independent Adoption of Pearson *Cheneliere Mathematiques*.

Ms. Geller acknowledged that the Budget Committee meeting held earlier in the week had been difficult. She said it was important to understand that the money being used to adopt the curriculum was in an account for one-time expenditures. She had also heard a lot of positive feedback from teachers regarding the curriculum. She underscored that it was not just about having the students meet standards and score well on achievement tests; it was about giving them the skills that they needed in math.

Ms. Levis recalled the testimony heard at the Budget Committee from a man who supported the adoption. She had encountered this person after the meeting and he had shared with her that he considered the math curriculum adoption to be a good investment. She concurred.

VOTE: The motion passed unanimously; 7:0.

CONSENT GROUP – ITEMS FOR ACTION

**Award District-Wide 2-Way Radio Communication Services Contract**

Background:
The district has utilized a 2-way communication system for a number of years. A solicitation in the form of a Request for Proposal (RFP) was issued on January 21, 2010.

Proposals to provide District-Wide 2-Way Radio Communication Services were received on February 18, 2010. Proposals were solicited from all known local communications firms including Day Wireless, Mycom, Silke Communications, Smart Wireless, and Springfield Radio. Additionally, Nextel and BearCom, both from the Portland area, received the RFP. A single response was received from Silke Communications.

Facilities staff reviewed and evaluated the proposal. The result of the review was that Silke Communications, Inc. was determined to fully meet the requirements of the district.

1. **Rationale**: The district currently utilizes approximately 340 hand-held radios and 100 vehicular radios (transportation) and 4 base stations. The two-way radio communications system is critical to the daily operations of the district and is an integral part of the district’s emergency response system.

2. **Options and Alternatives**: Many alternative options were considered in the past, but none offer the reliability and programming flexibility for a wide variety of talk-groups, including district-wide notification capability. Staff was available at the meeting to discuss the history and/or range of available options, if the board desired.

3. **Budget/Resource Implications**: The projected annual costs for the radio services was approximately $45,700 with the following breakdown by department and school level:
Transportation, $10,164; Facilities, $8,400; Ed Center and Emergency Team, $5,292; High Schools, $8,652; Middle Schools, $4,704; and Elementary Schools, $8,484. For safety reasons and emergency response protocols, $9,408 of the total would be funded through Risk Management.

4. **Board and Superintendent Goals**: The radio service contract is considered a cost of operations and would not have a direct connection to board and superintendent goals. There would be no measurable impact to the improvement of student achievement or closing the achievement gap. Indirectly, efficient communications and providing a safe environment for teaching and learning could have a positive effect on students’ educational experiences and could make a difference in student lives.

**Recommendation**: The superintendent recommended contracting with Silke Communications, Inc. for one (1) year beginning March 18, 2010, with four (4) possible one (1) year extensions.

**Accept the Audit Report from Grove, Mueller and Swank, PC for the Fiscal Year 2008-09**

The firm of Grove, Mueller and Swank, PC, completed the annual audit in accordance with Oregon Revised Statutes (ORS). The district’s Financial Policy committee, of which Mr. Jim Torrey is a member, reviewed the Comprehensive Annual Financial Report, the KRVM-FM Radio of Lane County School District 4J Financial Statement, the report to management, and the staff response to the management report. Copies of these documents were included in the March 3, board packet. Copies of the report to management and the staff response to the management report were also included in this meeting’s board packet.

As part of a memorandum of agreement between the district and the Eugene Education Association completed May 13, 2009, the parties agreed that, “The district will report annually to the board the amount by which the actual costs to employ licensed personnel fell short of, or exceeded, the projected costs. This report will be provided at a board meeting scheduled in the spring, and will be noted in the summary of the audit report.” The projected amount was $50,230,820 and the actual expenditures were $50,044,849, which fell short of the projected amount by $185,971 or .37%.

The superintendent recommended acceptance of the audit report for fiscal year 2008-2009.

**Approve Grant Application: Middle School Mentor Program**

Staff from the Instruction Department submitted a grant application to the Chambers Family Foundation for $35,903. This project provides extended support to the Eugene Middle School Mentor Project which currently serves 185 at-risk students at all eight 4J middle schools. Mentors have lunch with students weekly and give personal attention, support, and encouragement in an effort to increase self-esteem, school attendance and academic performance. The program is currently supported by a federal grant which ends in August 2010. The new project would provide support for two school coordinators to serve two of the schools for the 2010-11 school year.

The superintendent recommended approval of the grant application. A copy of the grant description form was provided in the board packet.
Approve Board Meeting Minutes

The superintendent recommended approval of the minutes from the February 17, 2010, regular board meeting. A copy of the minutes was included in the board packet.

MOTION: Mr. Torrey, seconded by Ms. Levis, moved to approve the consent items.
VOTE: The motion passed unanimously and the consent items were approved; 7:0.

ITEMS FOR ACTION AT A FUTURE MEETING

Vote on Oregon School Boards Association Board of Directors Vacancy

Recent resignations and constitutional changes have created three vacancies on the Oregon School Boards Association (OSBA) board of directors: Region 6, position 6 – Lane County (constitutional changes now allow an additional representative in Region 6 due to Beth Gerot’s position as OSBA president); Region 10, position 11 – Marion County; and Region 11, position 13 – Polk & Yamhill Counties. Although the constitution gives the OSBA board the authority to fill the vacancies, the board would like to involve regional members in selecting their representative. A special election will be held in Regions 6, 10, and 11 to fill those vacancies.

Nominations for these vacancies were open from January 15 - February 26, 2010. Voting in the 2010 special election opened on March 8 and was slated to run through April 16, 2010, with newly elected representatives taking office on April 30, 2010. Each member board will have one vote in the regional elections for members of the board of directors.

Copies of the nomination form, candidate questionnaire, and candidate personal/professional resume for Laurie Adams, the Region 6 candidate, were included in the board packet. The vote is planned for the board meeting scheduled for April 7.

Ms. Bellamy noted that Ms. Adams was the only candidate running for the position.

Ms. Gerot stated that Ms. Adams had served on the Springfield School Board for a number of years and had served as the Legislative Policy Committee representative from Region 6 in the past. She felt Ms. Adams’ understanding of issues facing school boards was significant.

Approve a Resolution Supporting State Ballot Measure 68

Ballot Measure 68 is a state measure that will be on the May 18, 2010 election ballot. The measure would revise the Oregon Constitution to grant authority for the state to issue bonds and use the revenue to assist school districts in paying for capital costs, such as construction, remodeling, repairing, furnishing and equipping school district facilities. The measure was placed on the ballot by action of the 2009 Legislature, which approved House Joint Resolution 13 (HJR 13).

Board leadership requested that the board consider a resolution supporting Measure 68. A draft resolution prepared by the Oregon School Boards Association was distributed to board members at the meeting. A copy of the House Joint Resolution was included in the board packet.

Ms. Bellamy stated that the Ballot Measure would broaden the district’s ability to use General Obligation (GO) bonds for capital expenditures. She said the measure would also allow the
state to issue GO bonds itself to create a funding pool to help school districts match up to the maximum of local GO bonds. She related that Ms. Gerot had requested the board consider a resolution in support of Ballot Measure 68.

Ms. Gerot added that this had been an issue that the OSBA had worked hard on.

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

Ms. Levis commented regarding the Budget Committee meeting, that there was not much good about the budget but she had been heartened by Mr. Hermanns’ comment that the district needed to innovate its way out of the situation and could not keep cutting things. She reported that the Eugene Education Fund had a committee meeting earlier in the day to discuss the celebration they had planned for the fall. She also noted that she had arrived a little late to the evening’s first Executive Session because she had attended her 1st grade son’s play at Fox Hollow Elementary School. The play had been performed in French.

Ms. Walston said she had visited Madison Middle School on March 8. She noted that it was the only middle school that had a fully equipped shop, complete with a shop teacher who had all his fingers. She had then gone to Monroe Middle School and spent time with Principal Peter Tromba. She had learned a lot about the monitoring and the interventions they used at the school. She had visited McCornack Elementary School and read to a 1st grade class and she had also attended a Charter School Council and a Graduation Committee meeting. She remarked that Kerry Delf, Communications Coordinator, had written a great piece informing high school and middle school parents of the changing graduation requirements. Additionally, she had visited Edison Elementary School on March 15. She added her wish for North Eugene High School Principal Sally Huling to have a speedy recovery.

Ms. Gerot reported that she had attended the award presentation at the River Road/El Camino del Rio Elementary School. She said she had watched that school over the years and was impressed by the incredible work they are doing. She related that the 4th graders had given speeches at the ceremony that were awe inspiring. She had attended the Superintendent’s Student Advisory Council meeting earlier in the day. She appreciated that the board was receiving minutes from those meetings because it was important for them to hear the student voice. She had found it interesting to look at the survey. She had been struck by some of the misalignment between what students and parents had to say. She also had attended the Latino Student Conference at the University of Oregon. She related that there had been approximately 200 students from the district, out of about 600 in attendance. She noted that she had seen Mr. Iboa there as he had served as one of the organizers. She said Mr. Iboa had spoken about the positive influence that the conference had on him as a high school student. Carmen Urbina, Parent, Community, and Diversity Coordinator for the district, had introduced her to seven young women who attended Kelly Middle School who were doing work to counter some of the racist remarks made at the school and trying to raise the students’ consciousness in an effort to change the culture there.

Ms. Gerot reported on a Quality Education Commission meeting she had attended earlier in the week at which they had talked about proficiency-based learning and incorporating that into the model. She said they had heard a report from Margie Lowe, Higher Education Policy Advisor from the Governor’s office, regarding the 16 states that had received *Race to the Top* dollars. Ms. Lowe had said there was an emphasis in those states on tying teacher and principal evaluations to student performance and the Oregon application had not emphasized this. She stated that Ms. Lowe and staff were putting together the summaries of successful states and
they were looking at the next steps for Oregon. She indicated that some staff from ODE planned to come and speak about it, because there would be a second round of funding for which Oregon could conceivably change its application. She added that because there were 16 successful states and there were not 16 grants, the chances of gaining funding were slim. She noted that Ms. Lowe had also talked about President Obama’s proposal regarding the present direction for education. She thought that one of the more distressing things they had discussed was that the money was being distributed through grant applications instead of through a formula.

**ADJOURN**

Mr. Smith adjourned the regular meeting of the school board at 8:49 p.m.

_____________________________   _____________________________
George Russell     Craig Smith
Superintendent     Board Chair

(Recorded by Ruth Atcherson)

Following the adjournment of the regular board meeting, the board reconvened in executive session.

**EXECUTIVE SESSION**

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

Ms. Hays did not sit at the table or participate in the conversation during the executive session.

**Attachments to Official Minutes:**
1. Differentiated Staffing Materials
2. Civic Stadium Community Meeting Report and Web Public Input Report
3. 2008-09 Financial Audit Materials
4. Grant Application Form: Middle School Mentor Program
5. Sample Measure 68 Resolution and House Joint Resolution 13 Testimony