MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT NO. 4J, LANE COUNTY, OREGON

December 12, 2007

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an Executive Session at 5:15 p.m., a work session at 6:00 p.m., and a regular meeting at 7:00 p.m. on December 12, 2007, 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 December 7, 2007, and published in The Register-Guard on December 10, 2007.

ROLL CALL

BOARD MEMBERS:
Charles Martinez, Jr., Chair
Beth Gerot
Alicia Hays
Jim Torrey
Yvette Webber-Davis

STAFF:
George Russell, Superintendent of Schools and District Clerk
Tom Henry, Deputy Superintendent & Chief Academic Officer
Barbara Bellamy, Chief of Staff and Communications Director
Susan Fahey, Chief Financial Officer
Ted Heid, Director of Labor Relations

MEDIA:
Anne Williams, the Register-Guard

OTHER:
Doug Gallup, Eugene School District Hearings Officer
Gus Martinez-Padilla, Principal, Academy of Arts, North Eugene High School

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) and to consider the expulsion of a minor student, pursuant to ORS 332.061 (1) (a).

WORK SESSION: The Executive Session recessed and the Work Session convened with the above board members present, along with the following:

BOARD MEMBER:
Craig Smith

STAFF:
Yvonne Curtis, Director of Student Achievement
Abby Lane, ELL and Foreign Language Grant Program Coordinator
Conduct a Work Session on English Language Learner Instruction

Superintendent George Russell reviewed plans for the informational work session about English Language Learner (ELL) instruction, which would be followed up December 19 with a discussion delving into questions that might come up during the work session.

Board Chair Charles Martinez thanked Yvonne Curtis, Director of Student Achievement, Abby Lane, ELL and Foreign Language Grant Program Coordinator, and other staff members who put this ELL information together. Dr. Martinez said the board had a work session on the topic previously, but had not had time to engage in discussion about where the district needed to go with the program.

Ms. Curtis said the presentation addressed questions that had come from the community.

Ms. Lane went through a power point presentation about the ELL program that included comparisons of ELL students in Eugene (currently 420 students) and in Springfield. The 4J ethnicity breakdown was 75% Hispanic, 14% Korean and 11% other. She explained that the large Korean population came from Hynix personnel and University of Oregon graduate students. She said the group labeled other included every language in the world. She said ELL learners were diverse not only by language and culture, but by educational background. In designing ELL programs, Ms. Lane said it was necessary to look regionally in the district. For example, she said Sheldon needed more Korean support than North, while North needed more Spanish-speaking support.

Ms. Lane reviewed the four types of ELL students in the district and said 4J was focusing attention on the two groups that needed more support:

- Recent arrivals with negligible English proficiency whose family had immigrated and planned to stay, with inconsistent educational backgrounds and not at grade level academically; and
- Long-term ELL students who began schooling in the U.S., had no academic foundation in their home language, and were struggling academically. She said these students were often taught to read before they understood the language and were always struggling to keep up. She had particular concerns about students in this group, especially in middle school and high school, because the district’s ELL program did not meet their needs but neither did other programs.

Board Member Craig Smith wondered about the number of students in the latter category; Ms. Lane estimated 40. He asked about the distribution in high school regions. She said that was hard to pin down, adding that it was a nebulous number. She said North had about 140 Latino students and she would guess up to 80% of those were long-term English language learners. Ms. Curtis added that some were not in the ELL program.

Dr. Martinez commented about how that added to the complexity of the problem, because some students had one foot in and one foot out of the ELL program, and in some ways they were not being served effectively either by the ELL program or the regular program.

Ms. Lane estimated the struggle started for these kids in the fourth grade. She was looking at other interventions that could help them. She said it was estimated that ELL students had to make 15 months of growth in a 10-month school year to ever catch up with native English speakers.
Ms. Lane showed a slide illustrating the distribution of language proficiency rated by levels 1 through 5 broken down by numbers of elementary and secondary students in each level.

In response to a query from Board Member Jim Torrey, Ms. Lane said there were a number of students who came to the district in middle school who did not perform well on English testing. He asked if they ended up just giving up and Ms. Lane replied, yes.

Mr. Torrey wondered how to reach out to some of those students who had just given up. Ms. Lane said staff had some ideas, and that was part of what they wanted to discuss with the board.

Dr. Martinez said he had been looking at data about immigrant families earlier in the day at his workplace, Oregon Social Learning Center. He said of the hundreds of immigrant families throughout Oregon, the average age at the time of immigration for children was age 8, a very vulnerable age group, however, the range was wide.

In reply to a question from Board Member Yvette Webber-Davis, Ms. Lane said Level 4 denoted early advanced ELL students. She stated that the state said students should be exited from the program at Level 5, yet 4J had many students who wanted to exit at Level 4, especially at the high schools. She explained that ELL as a high school class counted as an elective credit, and the students did not get language arts credit for the class, so students got themselves out of ELL as quickly as they could to meet graduation criteria. Ms. Lane had been talking with high schools to work around this issue because the students still needed support.

Ms. Curtis added that this would be an even bigger problem with the new graduation requirements, because students would need more language arts credits and ELD, and also other core content areas. More rigorous standards would compound problems for ELL students, she said.

Ms. Lane related that some districts handled this through creating sheltered language arts, teaching the content in a little different way to make it understandable for kids, but the state said the students needed to be in an ELD class and a sheltered language arts class, which would mean a lot in the schedule. She explained how ELL students were identified, how they exited the program, program goals and content, and how progress was measured.

Mr. Smith asked what a high school junior who had just arrived and went to ELL for one class period and could not speak English did for the rest of the day. Ms. Lane explained that was the problem; the student would be put in a regular class, trial by fire. In some schools the district offered more support. She said that worked for some international students who wanted to be immersed and had high academic achievement, such as knowing biological concepts in their home language, and just needed to learn the vocabulary, not the concept. The kids the district struggled with were the ones who were learning both the language and all the new skills and concepts.

Dr. Martinez commented that the latter was more common in Spanish-speaking or indigenous students who came from rural areas where access to education often stopped at 3rd grade.

Mr. Torrey wondered how the district encouraged teacher empathy. A lot of staff development, consultation, working in teams and targeting teachers who were skilled at working with ELL students, Ms. Lane responded.
Ms. Lane outlined funding for the program and noted that beginning in 2006, 4J had been spending more for ELL than it received from the state. In response to a question from Mr. Torrey, she said 4J was unique in that regard. She reviewed the ways the program was spending the additional funding, including offering sheltered-content classes taught by teachers trained to present the instruction in a way students understood, something the state wanted the district to do more often.

Ms. Lane went over findings from a state Title III monitor’s visit from the previous year, including what the district had resolved, as well as findings pending resolution. She noted that none of the findings was a surprise, and they had helped her focus.

Dr. Webber-Davis asked to see an example of the sheltered instruction lesson plan.

Board Vice Chair Beth Gerot asked to see something about the way teachers were being trained in sheltered English.

Mr. Torrey wanted to make sure parents understood the significance of what was coming down the road, especially 7th graders who needed to meet a standard in 2012.

Ms. Lane said Carmen Urbina, Parent, Family & Community Coordinator, had worked with targeting and speaking with parents.

Dr. Webber-Davis requested a list of the various languages spoken in 4J.

Superintendent Russell suggested thinking about the implications for ELL if an English-only state law were passed.

Ms. Lane would be very concerned and felt the implications would be severe. She agreed to bring a list next time.

Mr. Torrey thought it would be helpful to know the positive outcomes of allowing people to use their native language.

The board asked for information to be sent prior to the next meeting so there could be more discussion at that time.

The work session was adjourned at 6:55 p.m.

**REGULAR BOARD MEETING:** The Work Session recessed and the regular meeting convened with the above board members present, along with the following:

**STAFF:**
Jon Lauch, Director of Facilities Management
Laurie Moses, Director of High School Services

**STUDENT REPRESENTATIVES:**
Natalie Harrison, Churchill High School
Zach Schneider-Lynch, IHS, All Campuses
Vivek Patel, North Eugene High School
Noah Henry-Darwish, South Eugene High School
Katie Melton, Sheldon High School, absent
CALL TO ORDER, ROLL CALL, AND FLAG SALUTE

Dr. Martinez called the 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.

INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Russell congratulated the Sheldon High School Irish for winning the State 6A Championship in football.

Superintendent Russell asked board members to volunteer to participate in a meeting of local governments and schools about global warming to be held at the University of Oregon on January 31. He noted that each organization would be asked to make a public presentation about what they were doing to address global warming and to discuss possibilities of working together in a private meeting with University of Oregon President Dave Frohnmayer.

Superintendent Russell said he had asked Ms. Curtis to provide insight related to an op-ed piece in the Register Guard about language arts adoption and literacy.

Ms. Curtis related that the article brought up points that were raised throughout the process. She said the goal had been to raise achievement levels for all students K-12. She noted that the programs had been developed using best practices across the country, and the research showed that when all teachers in a school used the same program, achievement for all students improved, because teachers could collaborate, instruction was systematic, and there was more opportunity for enrichment throughout the school.

Mr. Torrey wondered how the program would be reviewed after the first year.

Ms. Curtis said the needs of teachers were the focus now, but the district was also looking at student achievement scores and conducting progress monitoring.

COMMENTS FROM STUDENT REPRESENTATIVES

Natalie Harrison reported that the canned food drive at Churchill High School was going very well, and leadership was also gathering Toys for Tots. Most important, she said, the school was thinking about doing an advisory schedule next year to give an extra 45 minutes for students to get help. Each teacher would be assigned a certain number of students to advise bi-weekly.

Zach Schneider-Lynch, IHS, All Campuses, said the main focus had been sending student delegates to the Landmine Conference in Seattle to learn about fundraising. He said the school was also working on smaller fundraising projects.

Noah Henry-Darwish reported that South Eugene High School would be stuffing a bus with canned goods collected during its food drive and delivering it to Food for Lane County where it would be weighed and the results of the competition with Sheldon and North Eugene would be
announced. He said South Eugene was in the beginning stages of its Mr. Axeman Pageant, and the process for getting contestants had been changed to allow more equal opportunity for anyone to participate. Winter concerts would be held the following week with the orchestra, band and choir.

Vivek Patel related that North Eugene High School had been running out of space for food donations to Project Give. The students planned to load a bus and have it weighed at Sani-Pac, then distribute the food, along with 90 purchased turkeys, to needy families in the North area by car. He reported that OSSA sportsmanship had been going well at basketball games, including announcements about new policies that prohibit taunting the other team made prior to the start of each game and just before the end of each game. Johnny Lake had started a leadership class with some students from each class.

Katie Melton, the Sheldon High School representative, was absent.

 ITEMS RAISED BY THE AUDIENCE

Doug Kelly, Assistant Principal of Churchill High School, said the Arts and Technology Academy at Jefferson now had 47 8th graders and Kennedy Middle School had 160, which meant next year Churchill would have one of the smallest 9th grade classes of all time without some kind of intervention. He said Churchill had devoted almost a decade to innovation and reform. He said years of asking questions and looking at practices had given the school theme-based small learning communities for all 9th and 10th graders and a growing number of 11th and 12th graders in career academies, including Rachel Carson, Human Services, International Studies and Arts and Communication.

Mr. Kelly said Churchill staff believed the school might lose momentum because losing students translated into losing vital programs. He noted that the school was in the 2nd year of a prestigious $770,000 grant for small learning communities. He urged the board to act courageously and boldly to make sure Churchill would remain vibrant. He did not want to make a competition among schools, but wanted to serve all students.

Dan Herbert spoke again about housing patterns and student achievement, noting that since the last meeting, he had talked to several board members, who had asked for more specific, concrete, practical information. He related that several years ago, police had been concerned about crimes in the West University neighborhood and senior city planners noted that a number of the crimes occurred in unpaved alleys. He reported that crime in the area had diminished since alleys in the neighborhood were paved in the summer of 2006. He shared a diagram of essential elements he had gleaned from this situation.

Cynthia Sainz, Assistant Principal at Churchill High School, said since she had been in 4J, equity and closing the achievement gap had dominated reform efforts. She strongly supported managing high school enrollment to ensure diverse, equitable schools that were most likely to meet the needs of all students and address the achievement gap. She believed Churchill represented such a school, noting that the school currently offered two of the Think Tank’s recommendations: Career academies and small learning communities, programs that had taken years to develop. She said the school’s reform efforts continued to be hampered by 4J’s school choice policies, adding that allowing schools with higher concentrations of low-income and minority students not reflective of the school’s community created an undue strain on the school and the staff and made the district’s goal of closing the achievement gap even more remote. She urged timely board action to stabilize Churchill’s student population.
Dennis Biggerstaff, Churchill High School Principal, noting that most of the administrators from the district’s southwest region were at the meeting, said the district’s southwest region was characterized by geographic, economic and ethnic diversity. He considered that diversity a strength and believed students attending the region’s schools benefited from that plurality as they prepared for citizenship in a democratic society. During the Shaping 4J’s Future transition period, he said board support might be needed to make sure the region’s schools remained healthy and strong at each level. He stressed that changes in any school in the region affected all. He reiterated that the administrators believed the academic programs they offered were strong and innovative, offering exceptional opportunities for students.

Joe Alsup, Principal of Crest Drive Elementary School, a neighborhood school, spoke in support of the Churchill region, specifically for the small schools. He said Crest Drive had 235 students, with a capacity of 250, and was the only expanding elementary school in the region, expecting to reach capacity next year. However, he noted, 250 was not the magic number being discussed for elementary schools. He felt that sticking to a higher number and closing one of the premier schools in the district that was needed to attract families and students to feed into Churchill High School seemed shortsighted. He noted that the school plans were designed for expansion, and with construction of two pods of three classrooms each, anchored with a cafeteria/auditorium with a staging area for dramatic arts, he felt confident the school would grow to 320 within a few years, because the attractiveness of Crest’s programs was well known. He pointed out a two-year curriculum in environmental science written by staff that was unique in the field and writing test scores that ranked #3 in the state out of 437 schools.

Tom Helferdy, 4510 Manzanita, spoke on behalf of the organization Save Civic Stadium, stating that the organization would support any group that wanted to purchase the property from the school district and keep the Eugene Emeralds there. He said his organization, which would soon become a non-profit, would support a private capital drive to renovate the stadium. He noted that citizens really loved the stadium, and he urged the board to keep it open to minor league baseball.

COMMENTS FROM EMPLOYEE GROUPS

Annie Muscovic, spoke in favor of continuing health benefits for guest teachers. She related that in her four years substituting in 4J, she had rarely taught outside the district, primarily because of the health benefits offered by 4J. In March 2006, her youngest son, 16, had a series of seizures which was finally diagnosed as a brain tumor. He had had two surgeries to remove the tumor, which had been successful. She said without health insurance, the medical costs would have been overwhelming. She noted that only 40 guest teachers qualified for the insurance and many less took advantage of it, but most agreed it was an important benefit.

Mary Koritnik, a full-time Spanish teacher at Cal Young Middle School, stressed that the services of guest teachers were invaluable. She said teachers wanted the substitutes to be well and healthy, and continuing their health benefits was very important.

Paula Chambers, a long-time substitute teacher, shared that she had been diagnosed with breast cancer in 2000, and without health insurance, she would be totally bankrupt. She urged the board to continue offering health benefits for substitutes.

Paul Duchin and Merri Steele, Co-Presidents of the Eugene Education Association (EEA), wanted to talk about diversity training and the EAST bargaining unit. Mr. Duchin said EEA had reached the point, with the superintendent’s gentle persuasion, of having more diversity
trainings scheduled than it could possibly do. He said the group had contacted the National Education Association about getting more people trained as trainers.

Ms. Steele shared that EEA was in the process of getting training in the Cares Curriculum, which could be used as a follow-up to diversity training, then it would train members as trainers to go out into the schools.

Mr. Duchin noted that the superintendent was recommending a 5% salary increase for 4J administrators, in addition to cost-of-living compensation. He said that was more than five times the amount of the total insurance package for EAST. He stressed the importance of the insurance to EAST members.

Ms. Steele pointed out that there were days when 4J could not cover for teachers who were out. She said the market for substitute teachers in the area was highly competitive, and the health insurance benefits were an important draw.

ITEMS FOR INFORMATION

Receive a Report on North Eugene High School Small Schools Initiative

Campus Principal Laurie Henry and Small School Principals, Sally Huling, Gus Martinez and Kay Graham, gave a presentation on the Small Schools Initiative at North Eugene High School, using a power point presentation. Ms. Henry said the reform had been initiated to close the student achievement gap. The group highlighted improvements in test scores and student withdrawal rates since last year.

Acknowledge an Award

Kim Ketterer, Instructional Technology Coordinator, was recognized for receiving the Apple Distinguished Educator Award for excellence and leadership. This achievement is awarded to a select group of educators in the world who have demonstrated an identified expertise in educational technology leadership. Bob Lewis, Apple Regional Manager, was present to honor Ms. Ketterer with the award. Following the award presentation, a brief overview of instructional technology in the district was shared by Marilyn Williams, teacher on special assignment for instructional technology.

Receive a Report on the Market Study for Non-Building Administrators

Ted Heid, Director of Labor Relations, reviewed the results of a market survey for non-building administrators. The district financial policy for employee compensation states that “compensation of employees will be competitive with that of comparable public and private sector employers in the relevant recruiting or market areas.” This policy was applied two years ago when the district’s market survey of building administrator positions resulted in a one pay grade salary increase for these administrator positions. At that time, a commitment was made to conduct a market compensation survey for the remaining administrator, professional and supervisor positions represented by the Eugene Administrators Association (4JA). The commitment included a statement that any market adjustments would be implemented effective July 1, 2006. The survey took considerably longer than originally expected. Of these approximately 45 positions, the district’s total annual compensation was found to be below average for seventeen positions. The amount below the market average of comparable positions ranged from -5.4% to -16.1%. These below average market positions include
professionals and managers responsible for the district’s many computer systems, communications, and some department operations supervisors and managers.

The superintendent said he would move these positions up one pay grade on the 4JA salary schedule which is a 5% salary increase. Market adjustments would be in addition to any annual cost of living compensation increase agreed to with 4JA.

**Receive an Update on Civic Stadium and Proposal to Remove the Chimney**

Jon Lauch, Director of Facilities Management, noted that his update was broken up into several areas, mostly resulting from external factors in the community and not resulting from any board action to dispose of the property. He said there seemed to be a misconception in the community that the district was moving toward demolishing the stadium or selling the property.

Mr. Lauch reviewed several unrelated items, including the current status of the historic nomination, land use and marketing analysis, evaluation of the stadium for university and minor league baseball and the proposed demolition of the unreinforced chimney due to earthquake safety concerns.

**Historic Preservation**

The State Advisory Committee on Historic Preservation reviewed and approved the nomination of Civic Stadium to the National Register of Historic Places on October 16, 2007. The preparer of the nomination was asked to make a number of technical corrections to the nomination by November 26, 2007. Once the comments were addressed, the nomination would be forwarded to the National Register for processing. The State anticipated that Civic Stadium could then be listed on the National Register of Historic Places in early 2008.

**Land Use and Marketing Analysis**

John Brown of Evans, Elder & Brown, Inc. had completed a land use and marketing analysis of the property, at the request of the district. Based upon the current Metro Plan zoning designation of medium density residential, Mr. Brown suggested that an asking price of $4,750,000 would be appropriate if the property were to be marketed today. Based upon current land values and a 7-8 percent rate of return, Mr. Brown suggested that annual revenue in excess of $300,000 would be appropriate for a ground lease arrangement.

**Stadium Facility/Field Evaluation**

The Eugene Chamber of Commerce had funded a high level review of what it would take to renovate the facility to meet the needs of university and/or minor league baseball. The review was conducted by PIVOT Architecture and Roberts Construction. Mr. Lauch noted that the Minor League Association had found a number of deficiencies in addition to the structure itself.

**University of Oregon Baseball**

The University of Oregon had committed to having a facility ready for the spring 2009 baseball season. The university recently indicated that it did not intend to incur land acquisition costs and suggested that existing property owned by the university would meet their needs.

**Chimney**

The chimney at Civic Stadium had been identified as a potential hazard with regard to instability and potential collapse during a moderate seismic event. Somehow, this chimney was overlooked when the district removed or modified other similar chimneys that were identified in a comprehensive seismic evaluation of district facilities conducted in the mid-1990s. Facilities
Management staff recommended that the chimney now be removed to eliminate the hazard before the upcoming high school baseball season, at a cost of about $4,000.

Mr. Smith asked what limitations on use might result if the stadium were listed on the National Registry of Historic Places. Mr. Lauch said any change in use or physical changes to the structure would become a land use issue and would have to be evaluated to ensure historic consistency. In reply to another question from Mr. Smith, Mr. Lauch said demolition would require a 15 to 18 month process.

Mr. Smith commented that the historic status designation would have a significant impact on the value. Mr. Lauch agreed, noting that Mr. Brown’s analysis included potential demolition cost for change of use.

Mr. Torrey wondered how the district fared financially in its relationship with the Ems. Mr. Lauch said the Ems paid about $69,000 a year, and the ball team was responsible for all maintenance. He noted that Mr. Brown had asked whether that was an adequate rate of return based on the property’s value.

In reply to Mr. Torrey, Mr. Lauch said the Ems’ lease required them only to keep the facility operational, but did not require investing in things like roof replacement, repaving the parking lot or taking care of maintenance for the district’s use. The field is the varsity home baseball field for South Eugene High School.

Mr. Smith wondered if there was still time if the district wanted to do something, such as demolish the facility, before restrictions took place. Mr. Lauch said there would be no legal restrictions, but there could be some political backlash.

Board Member Alicia Hays commented that the district could also make improvements to the stadium so it was inclusive to the whole community and bring it up to code so everyone could enjoy it.

Mr. Torrey wanted to know what the district could do to the facility if historic preservation criteria were applied. Mr. Lauch said any improvements would need to preserve the character and appearance of the original structure.

Mr. Lauch stressed that removing the chimney now would not be a move toward progressive demolition of the stadium.

Dr. Martinez felt the discussion was important because of how much stake there was in the community regarding the stadium’s future. Observing that last year when the courts determined who had ownership of the property, there had been a community perception that the school board put it on the sales block. He stressed that recent discussions had not changed its status in any way, even though the district had a stake in what happened to the property. Dr. Martinez reiterated that demolishing the chimney would be done strictly for safety purposes.

Ms. Hays asked what would be done with the bricks if the chimney were demolished.

Dr. Martinez suggested that if there was community interest in preserving the bricks, the issue would need to be clarified because there would be substantial extra cost in doing that.
ITEMS FOR ACTION AT THIS MEETING

Approve Supplemental Budget #1

Susan Fahey, Chief Financial Officer, noted that all the Supplemental Budget #1 information was in the board packet.

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 is scheduled to adopt a supplemental budget at tonight’s meeting. Transactions are proposed to reappropriate beginning working capital, recognize 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 is included in the board packet.

General Fund

Reappropriation of Beginning Working Capital
Specific projects budgeted in 2006-07 were not completed by the end of the fiscal year. Additionally, revenue was received late in the fiscal year which was not anticipated. Staff proposes to reappropriate unspent 2006-07 funds in this supplemental budget.

The following transactions are proposed to recognize the increase in Working Capital:

Resources (Increased Working Capital) - $ 779,360

Requirements:

a. Implementation of School Choice Strategies - $548,025
   In 2005-06, $1.25 million per year for two years was allocated to implement the board’s short-term School Choice strategies. Initiatives include creating academies at five neighborhood elementary schools and one K-8 school, adding student support services at the district’s seven highest poverty schools, reviewing district alternative schools, and examining the feasibility of implementing longer term strategies. The balance of funds appropriated in 2006-07 is carried over to continue the provision of services under this plan.

b. High Cost Disability Payment Adjustment - $165,000
   In May, the district received an adjustment for its 2005-06 high cost disability payment. These funds will be placed in the contingency account for special education expenditures bringing the total contingency available for this purpose to $665,000.

c. Funds to Promote Equity - $43,941
   District policy directs that 10% of contributions in excess of $10,000 made to schools to fund additional staffing be reserved as “equity funds”. These funds are allocated by the superintendent on projects to improve equity throughout the district. This amount represents four years worth of contributions.
d. **Actuarial Study - $15,000**
   The Governmental Accounting Standards Board requires that the district contract for a biennial actuarial study as part of the independent audit. The first study will occur this fiscal year, not in 2006-07, as originally budgeted.

e. **Cadre Revenue - $6,897**
   This transaction reappropriates Cadre program revenue and allocates the total for Cadre program activities.

f. **Classified Professional Education Program Funds - $497**
   According to the district’s 2006-07 contract with OSEA, unspent professional education program funds are eligible for reappropriation.

**Total Requirements**

$ 779,360

**Recognition of New Revenue - $302,691**

The following proposed transactions recognize new revenue and appropriate a like amount:

a. **State Reimbursement for Bus Video Cameras - $299,233**
   In 2005-06, the board approved a contract to purchase video cameras for district buses. The cameras were installed in 2006-07. This recognizes the 70% state reimbursement for these costs that will be received this fiscal year and appropriates the funds to Transportation.

b. **Donations for Family Information Packets - $3,458**
   This transaction recognizes revenue donated to support new family information packets and appropriates the funds to the Superintendent’s Office.

**Requests from Contingency Account - $247,720**

The 2007-08 Contingency Budget totals $8,483,000. The total represents 1) $2,683,000, reflecting slightly less than the board target of 2% of operating expenses due to actions taken by the budget committee and board prior to approval and adoption of the 2007-08 budget; 2) $2,800,000 in State School Improvement Fund monies approved by the Legislature after the Proposed 2007-08 Budget was presented; and 3) $3,000,000 to implement bargaining agreements. A resolution authorizing a transfer from Contingency for the last two items will be prepared after all employee agreements have been implemented.

Requests for transfers from Contingency represent the provision of additional staff to support higher than projected enrollment, increased costs related to the mentor teacher program, and support for medically fragile students.

The requests for transfers follow:

a. **Staff Additions Related to Enrollment - $209,720**
   Willagillespie Elementary School’s student enrollment is 44 over the 2007-08 projection, mainly due to increases in the Willamette Gardens apartment complex occupancy rate. To serve these additional students, the district added 1.0 FTE licensed classroom and .5 FTE special education staff.
To adequately serve the district’s English Language Learner student population, .95 FTE licensed staff was added.

b. Mentor Teacher Program - $20,000
Due to a greater number of new teachers than anticipated this school year, the mentor teacher program costs exceeded budget authority.

c. Student Medical Assistance - $18,000
The district is required to monitor diabetic students during the school day to ensure that insulin is properly administered. A contractor has been hired to fulfill this requirement.

If these requests are approved, the balance in the Contingency account would be $8,235,280.

Federal, State and Local Grants Fund

Reconciliation of Beginning Working Capital - $281,443
When the 2007-08 budget was prepared, staff anticipated that the proceeds from the City Levy would be spent by the end of the 2006-07 fiscal year, however, the above amount was not. Staff proposes appropriating these funds as follows:

a. Support for Extra-Curricular Activities - $104,040
Certain expenditures that were budgeted in the City Levy Fund in 2006-07 were inadvertently omitted from the 2007-08 budget. This will correct that oversight.

b. Contingency - $177,403
The balance of the 2006-07 carryover would be moved to the contingency account.

Recognition of New Revenue - $100,000
Staff projects that an additional $100,000 of prior years’ City Levy taxes will be collected in 2007-08 and proposes adding those funds to the Contingency account.

Insurance Reserve Fund

Reappropriation of Beginning Working Capital - $341,000
This transaction will cover Wellness Clinic Remodel costs that were anticipated to be expended in 2006-07.

Motion: Mr. Smith moved, seconded by Ms. Gerot, to approve the superintendent’s recommendation to adopt the supplemental budget resolution as presented.

Vote: The board voted 6:0 in favor of the motion.

CONSENT GROUP – ITEMS FOR ACTION

Award a Sole-Source Contract for the Supply and Installation of an HVAC Control System at Sheldon High School

In approximately December of 2003, in response to a competitive bidding process, the board awarded Clima Tech a contract for HVAC control systems for the four new schools funded by the 2002 capital improvement bond. On February 23, 2005, pursuant to Board Policy DJC, the board approved an exemption permitting the sole source procurement of HVAC control
systems, where needed, from the firm, Clima Tech, for remaining projects funded by the 2002 capital improvement bond. A new control system for Sheldon High School was specifically mentioned as a potential project.

Staff has negotiated a proposed contract with Clima Tech, based on unit pricing for control points and other system components, similar to previous projects (Churchill High School was most recently completed).

**Motion:** Ms. Hays, seconded by Mr. Smith, moved to accept the superintendent’s recommendation to award a contract with Clima Tech for the new HVAC control system at Sheldon High School in the amount of $579,036.

**Vote:** The board voted 6:0 in favor of the motion.

**ITEMS FOR ACTION AT A FUTURE MEETING**

**Adopt the 2007-08 and 2008-09 Superintendent’s Goal Statement and Establish the Criteria for the 2007-08 Annual Evaluation**

Superintendent Russell reviewed the proposed two-year goals he had developed to implement the board’s goals. He noted that the goals in the board packet were a draft that had been seen only by a handful of staff, and the superintendent’s cabinet would review the goals the following day.

Dr. Martinez observed that the superintendent had termed a couple of things ambitious and asked for more areas where he might be pushing the envelope.

Superintendent Russell said one was qualitative, for example, increasing the number of students taking and passing advanced courses, particularly in a time when enrollment in high schools was declining. Another one could be relocating alternative schools by the end of the 2009-10 school year, partly because it tied into other decisions that would have to be made around *Shaping 4J’s Future*.

The superintendent said it would be a challenge to develop a method for reviewing cost-effectiveness, and more of a challenge to implement it, especially if it required more resources to find efficiencies. He noted the ongoing challenge of recruiting and retaining a diverse staff, at a time when there had not been much progress with encouraging students of color to enter education. He quoted a newspaper article that said the district was still on a direct path of having students of color taught by a predominantly white female staff. He said the district would need to look at alternative ways to encourage people to go into teaching.

Mr. Torrey thought one of the biggest challenges would be for the district to live within its means. He said when things were added, others would need to be subtracted, and he advocated instituting a process to get there.

Superintendent Russell said it was a difficult discipline to live with, especially when the district had been able to add programs without having to subtract. He had been working with a group through United Way, which included Jim Carlson and Susan Ban, on a task called Aligning for Impact. He said most organizations were struggling with being continually called upon to address issues and add programs and all at some point would have to figure out when to say no.
Dr. Martinez observed that it tied into a program evaluation model, because decision-making had to come back to evaluating seed initiatives to see if they were producing the effects they were designed to produce.

Superintendent Russell invited board members to send him thoughts by email.

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

Mr. Torrey asked whether the district would be affected by the legal decision that came down about half-day kindergartners who also paid to be full-day kindergartners. Mr. Henry said the kindergartners in the ruling were those who were taught all day and half the salary of the teacher was paid for through fundraising, while the district’s were paid through Title I funds. He was awaiting more information from legal counsel.

Ms. Hays had heard the Cal Young Jazz Band play at Holiday Market and was quite impressed.

Ms. Gerot had looked through the program for Bonds and Ballots and encouraged other directors to look at it and let staff know if they are interested in attending.

Dr. Martinez asked board members and the listening public to pay attention to the board calendar for the next three months, and to look at the public process for *Shaping 4J’s Future*.

**ADJOURN**

Dr. Martinez adjourned the meeting at 8:35 p.m.

____________________________  ______________________________
George Russell               Charles Martinez, Jr.
District Clerk               Board Chair

(Recorded by Susan Wulfekuhler)

**Attachments to Official Minutes:**

1. 2007-08 Supplemental Budget #1 Transaction Summary
2. Resolution No. 1 – Adopting a Supplemental Budget and Making Appropriations for the 2007-08 Fiscal Year
3. Draft Superintendent’s Goals for 2007-08 and 2008-09