

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

March 5, 2008

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:30 p.m. and a regular meeting at 6:00 p.m. on March 5, 2008, 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 3, 2008, and published in *The Register-Guard* on March 4, 2008.

ROLL CALL

BOARD MEMBERS:

Charles Martinez, Jr., Chair
Beth Gerot, Vice Chair
Craig Smith
Eric Forrest
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
Ted Heid, Director of Labor Relations

MEDIA:

Anne Williams, *The 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 conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant to ORS 192.660 (2) (d).

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

STAFF:

Susan Fahey, Chief Financial Manager
Jon Lauch, Director of Facilities Management
Laurie Mose, Director of High School Services
Larry Sullivan, Director of Educational Support Services

STUDENT REPRESENTATIVES:

Vivek Patel, North Eugene High School

MEDIA:
KRVM

CALL TO ORDER, ROLL CALL, AND FLAG SALUTE

Board Chair Charles 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 agenda changes.

INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent George Russell related that he and Dr. Martinez had met recently with City Manager Pro Tem Angel Jones and Acting Assistant City Manager Scott Luell, and one of the main topics had been land use and development issues. The school officials had asked the city to respond to questions, especially regarding areas identified as development areas. He introduced Terri Harding, Senior Planner in the City's Planning Division.

Ms. Harding outlined the history of growth in Eugene in the last 10-15 years, noting that most had been in the Bethel and Santa Clara areas. Looking forward, she said the trend would be filling out the Urban Growth Boundary (UGB). She noted that there was still a lot of land within the UGB available for development. She reviewed relevant city policies, including encouraging development within the UGB with infill compatibility standards and opportunity siting for high-density developments. Within three years, the city would complete a comprehensive assessment, and would come up with strategies if the assessment found a shortage of available land for development.

Mr. Russell asked about the Moon Mountain area, Coburg/North Eugene and Lane Community College basin areas.

Ms. Harding said a lot of houses were being built in the Crescent area north of Beltline, where the school district already had property. She said there was a potential for development of new homes in the Moon Mountain areas, which had recently been annexed by the city. The LCC basin was outside the UGB and the city currently had no plans to bring the area into the city, which would be a multi-year process in any case.

Mr. Russell related that 4J worked with Lane Council of Governments (LCOG) to project the number of children in the district. He asked about prices of housing in the developments.

Ms. Harding did not want to speculate about the prices, but said they were low-density developments. In the Moon Mountain area, 0-14 units per acre were typical. Development in the Crescent area was a mix of condominiums, apartments and single-family dwellings.

COMMENTS FROM STUDENT REPRESENTATIVES

Vivek Patel reported that North Eugene High School had its first playoff game coming up on Friday and invited everyone to attend, noting it would be the last game for a lot of seniors. He said the school was raising money for the Invisible Children of Uganda humanitarian aid project.

ITEMS RAISED BY THE AUDIENCE

Kay Fullerton, 2106 Charnelton Street, whose daughter attended Eastside, said it was an outstanding school. She was uncomfortable advocating closure of any school and wished all could remain open and thrive. She strongly opposed the consolidation of Eastside with Harris and would like to explore more ways Eastside could grow and diversify and offered some ways that might be done. While initially supportive of a consolidation of the two schools, she had come to believe the unique qualities of each would be lost in a merger.

Michael White, a school bus driver in the 4J Transportation Department, OSEA Transportation representative and OSEA Chapter 1 board member, felt it was important to realize the classified employees of the district were an important part of 4J's future. He said OSEA continued to be concerned about the way 4J treated its classified employees and felt they should be treated equally and with respect. He cited the recent market adjustment evaluation given to the school board for review as an example of unfairness in the district's willingness to adjust one level of classified employees and not others working in the same field, such as custodians. He said the recent actions regarding the minimum market adjustment proposed for the Transportation Department and the unequal adjustment proposed for the Custodial Department did not demonstrate respect. The OSEA asked the board to look more closely at what the classified employees did for the district instead of just looking at the figures on a page.

David Saenger, 5188 W. Amazon Drive, whose son attended Eastside and daughter was planning to attend Eastside next year, opposed the consolidation of Eastside and Harris. He cited one fundamental problem that had not been recognized: The consolidation assumed that the Harris district kids would benefit from having an alternative school curriculum. He noted that Eastside's curriculum was unique and worked well for some kids, including his son who had become a different child since attending Eastside. He was concerned that a merger would mean the disappearance of Eastside and its unique program, or the imposition of Eastside's program on Harris.

Siri Dharma Khalsa, 744 E. 37th Avenue, told the success story of her son, who had been easily distractable and had other problems until he left a good neighborhood school to attend Eastside two years before. At Eastside, where all classes were mixed ages, her son had a chance to be creative and excel in a place that was not purely academic. Last week, her son had come home to share the news that he passed the state reading test on the first try, and he and his special education teacher had jumped up and down.

Janell Schoellhorn, 3388 Southview Drive, parent of an Eastside 5th grader, said her biggest concern was keeping Eastside an alternative school and maintaining school choice. She stressed that not everyone learned the same way. She felt Eastside should move to a new location, not be merged with Harris. She said Eastside was a very viable school with fantastic teachers, and its current report card spoke for itself.

Chris Doe, 75 W. 23rd Street, spoke on behalf of diversity and felt the district should have both big schools like Roosevelt and small schools like Coburg to ensure enough variety for kids to find a fit. He spoke strongly against what he saw as a tendency of the school board to make all schools the same. As a parent of an Eastside 3rd grader and a 5th grader, he felt the school's program was excellent and to eliminate it would be a disservice to the community. He urged the board to use highly successful schools as models that could broaden the ability of kids needing supplemental educational services (SES).

Michelle Sunia, 91205 Rustic Court in Coburg, a parent of two boys attending Coburg Elementary, thanked Superintendent Russell on behalf of the Coburg community for listening to their concerns and reconsidering his recommendation to close the school. She reiterated the community's commitment to work with the district to keep the school open and knew it would be on top of the mayor's agenda when she returned home.

Merle Weiner, 1996 Kimberly Drive, an Eastside parent, expressed opposition to the latest recommendation that Harris and Eastside should consolidate. She supported Superintendent Russell's prior recommendation that Eastside continue in its present form and be co-located with another alternative school. As a parent, she said the neighborhood school had failed her child, who was thriving under Eastside's continuous improvement model.

Tamara Torrence, 1845 Villard Street, felt the language regarding the Eastside-Harris consolidation was far too vague. She reviewed three recommendations that had been made regarding Eastside's future since her son entered the school in 2005, which she said bred an atmosphere of anxiety and fear. She said Eastside did not want to go the way of Evergreen.

Joe Thornton, 1980 Columbia, an Eastside parent, said the new recommendation created a shocking irony, coming two years after Eastside was told to welcome more SES students. He said the school had reached out and would be rewarded by closing it. He urged a rational, consistent policy from the board and said Eastside had welcomed the superintendent's initial recommendation to move the school because the community felt it would help increase diversity.

Karen Hansen, 805 E. 43rd Avenue, an Eastside teacher, found Eastside an exciting place for both teachers and students. She asked for a year to co-exist with Harris to cross-pollinate and learn from each other, but not for a merger. She strongly felt the Eastside model needed to endure as an important option for students in Eugene.

Vic Hansen, 805 E. 43rd Avenue, also an Eastside teacher, was looking forward to working with Harris teachers and asked that the schools be allowed to work together in good faith to see what came from that.

Mark Feldman, 2250 Patterson Street, spoke in support of a Mandarin immersion school. He had only begun to flirt with Mandarin recently, he had studied Japanese for many adult years and had worked in Japan and China as a technologist and engineering manager. He noted that in the 1980s when Japanese companies sent people to the United States, their people could read, speak and write English because they had been learning it since grade school. The Japanese soaked up information about technology from the U.S. and took it home. When American employees visited Japan, they could learn little because they did not know Japanese. He said the Chinese economy would overtake ours in about 20 years, about the same time it took for a child to go from kindergarten through college. He felt students who could speak fluent Mandarin would have an edge and noted that Eugene already had a strong group of supporters for a Mandarin immersion school.

Eric Torrence, 1845 Villard Street, stressed the importance of the board's making concrete decisions and providing clear direction for the district. He asked the board to clearly spell out desired outcomes in its decisions. He noted the uncertainty and doubt that had loomed over Eastside after the alternative school review and was concerned by the vague language in the current recommendation about the future of both schools. He urged the board to make tough decisions now to allow parents to plan for their children's futures 3-5 years out.

Heather Morrell, had found the district's meeting with Eastside parents the previous night unhelpful and lacking concrete information. She said people at Eastside were passionate about the school's model of education and were afraid the essence of the school would be destroyed. She was open to the idea of the two schools coming together, if they were given time for a clear vision to emerge. She believed the lack of clarity about the schools' futures would severely impact children.

Patrick Stevens, a parent of three Eastside students, pointed out that in the past three months, there had been three separate options for Eastside's future. He called the latest recommendation a shoot now, ask questions later approach. He felt that Eastside deserved better after 34 years of service to the community.

Eric Van Houten, 75 Grandview Drive, said his daughter, an Eastside 2nd grader, who was shy and quiet, loved Eastside. He was afraid she would get lost in a larger comprehensive school and lose her passion for learning. He urged the board to follow the recommendation laid out in January.

Joe Bussell, 1588 W. 25th Avenue, and his wife had decided to discontinue home schooling and put their two children in Eastside because of its unique program. After visiting all neighborhood schools, their impression had been that it was easy for students to get lost in the crowd. At Eastside, they had been impressed that students were grouped by ability, and that the school practiced the kinds of hands-on learning they had practiced as a family. Whatever the board decided, it was vital for their family that the model of Eastside continued to exist. They did not want the best option for their family lost in a merger.

Kristi Sheerin, parent of an Eastside 1st grader with two following closely behind, had moved to Eugene three years ago from a large metropolitan school district. She chronicled how her son had gone from being a reluctant learner to loving learning through opportunities provided at Eastside for him to learn at his level. She wanted the district to find a stable place for Eastside to grow.

Carol Yahner, an Eastside parent, said it had been challenging in the last couple of months to keep up with the options discussed for Eastside and commented that the issues obviously were not simple. She questioned how an Eastside-Harris consolidation would solve the declining enrollment problem in the region, whether the board would be willing to consider a neighborhood school under the Eastside alternative model, and what would happen if the consolidation plan did not work. Her family had chosen Eastside because of the enthusiastic teachers, the project-based learning environment, and a guiding principle allowing children to learn in a process-oriented rather than content-oriented manner.

Jennifer Barwood, an Eastside parent, said "ditto, ditto, ditto" to what other people had said, especially regarding the district's lack of decisiveness and vagueness. She wanted Eastside, which she called an excellent thriving school, to be an anchor in the South Region. She urged the district to make regional transportation available and welcomed SES diversity.

David Sokoloff, 1430 E. 43rd Avenue, had met with 75 other Eastside parents and two teachers the previous night. He said the majority loved Eastside and wanted it to remain Eastside. He favored moving Eastside to the Harris building and looked forward to Eastside's being an anchor for choice in the South Region. He suggested using a strategy of offering regional transportation and marketing to enhance Eastside's diversity.

Mike Shaver, 2671 Garfield Street, father of a 2-½ year-old adopted from China, felt the best education for his daughter would be in a Chinese immersion program in the 4J district. He said if the options at the time she entered school were the same as they were today, she would attend a private school. He noted that the close-knit Chinese population in Eugene was excited about the opportunity a Chinese immersion program would provide to teach the Mandarin language and Chinese culture. He pointed out that the world economy was closely tied to China, and the U.S. government had deemed Mandarin a critical need foreign language, which was difficult to learn and best begun at an early age.

Craig Gibbons, Finance Director of the City of Coburg, referred to two handouts. He discussed growth in Coburg and partnerships between Coburg and 4J. He said the first handout, with four attachments, touched on all the growth issues for Coburg. The first attachment showed what the city had been doing related to growth since 2001. He said the town was hemmed in by its Urban Growth Boundary, which would prevent Coburg from growing enough to fill the school and could not be expanded until Coburg had a new sewer system. Ground would be broken on a new system this spring. He referred to attachment 3 stating population projections, showing an additional 882 households and noted that an informal survey had found that Coburg had 50 kids under age 12 per 100 households. The final attachment suggested ways Coburg and 4J could partner, such as the city passing a school construction excise tax and developer contributions.

Megan Davis, 2434 Charnelton Street, an Eastside parent, pointed out that the superintendent had changed his recommendation just two days ago, and there had not been time to discuss common ground between Eastside and Harris schools. She suggested postponing the lottery deadline so families would have an opportunity to learn of the expected impacts of a merger of the schools.

Jen Jen Hwang-Shum, 3268 Stoney Ridge Road, principal of Eugene Chinese School, a private weekend school and after-school program at Eastside Alternative School, related that in the last five years, there had been an increasing number of students not of Chinese heritage learning Chinese at her school. As a community college instructor, she had seen an increasing number of high school students enrolling in night classes to learn Chinese. She said there was currently no public school teaching Chinese in K-12 in the Eugene-Springfield area. As a parent of four kids attending 4J and as an educator, she strongly supported a Chinese immersion school. She noted that Chinese was very difficult to learn, and it helped to start as early as possible. She also asked the board to keep Eastside as intact as possible.

Libby Bottero, 2650 University Street, thanked Superintendent Russell for being willing to review and revise his recommendations. She favored an Eastside-Harris merger or co-location. She observed that there was a lot of good will on the Harris side and felt details could be worked out over the next year. Her daughter-in-law was Asian, and she supported a Chinese Mandarin immersion school.

Bill Troyer, 951 Ezra, an Eastside parent, expressed concern about a merger at the 11th hour and what would happen to Eastside's program if Harris and Eastside merged. He thought both schools wanted to keep their programs intact, and asked the board to give the schools more than a year if necessary to work out alternatives.

Tim Jordan, 2588 Harris, the father of four children, two graduates of Eastside and two attending Eastside, urged the district to save the alternative model in the South Region. He observed that children were learning to mentor other children, and he would hate to see that model go away. He did not think co-location worked and wanted to see more diversity at Eastside and to see Harris flourish.

Chris Osterlitz, 1080 East 22nd Avenue, parent of an Eastside 1st grader, noted that Eastside had worked very successfully with his very energetic son. Before putting his son in Eastside, he had been told that many students who had had difficulties in other schools had flourished at Eastside. He wanted it to stay intact and to grow.

Heida Sigurdardottir, 33 East 30th Avenue, parent of four current or former Harris students, thanked Mr. Russell for meeting with parents and teachers at Harris. She felt his new recommendation indicated he had listened and expressed appreciation. She thought the Harris and Eastside communities had time in a year to determine whether a successful merger would be possible.

Amy Harter spoke on behalf of a Chinese immersion group after a meeting of about 30 people the previous night. She noted that they were doing everything they could to show the board, through emails and other communications, how passionate they were about the issue. She said the group wanted to ensure that the Chinese program was not juxtaposed against a Spanish immersion program, and supported all the language immersion programs. The group would like for the Chinese program to be located in the Churchill area and urged the board to put a Chinese immersion program into its plan.

Steve Williamson, 1282 Taft, strongly supported a Chinese immersion school. He felt that beginning such a program would give 4J an opportunity to shine. He noted the growing importance of China in the futures of Americans and felt the program would benefit both students and the community.

Dr. Martinez thanked all the speakers and commented that it was inspiring to hear the passion people felt about their schools.

COMMENTS FROM EMPLOYEE GROUPS

Jill Simmons, chapter president for the Oregon School Employees Association (OSEA), classified employees of the Eugene School District, spoke about market adjustments for bus drivers, entry level custodians, custodial maintenance coordinators and management assistants. She said OSEA and 4J had agreed in the 1980s to do market studies that included a pay equity structure that no other school district had, one that weighted the type of work, the responsibilities of the position, and placed the work on a defined step and grade of the salary schedule. For the most part, she said the system worked well today, with a few exceptions, and pointed out that within the structure was a recognition of a defined ratio value between grades. She said the difference in the grade was the incentive for the individual to move toward promotion and carry additional job tasks and responsibilities that came with a move up.

Ms. Simmons said at any time, market conditions could have a negative effect on the pay equity structure. She noted that the district was now having difficulty hiring bus drivers and custodians because employer groups surrounding 4J had kept better pace with the rising cost of living. In 2003, both OSEA and 4J identified that management assistants in the district were over \$2 per hour out-of-market. In 2006, both identified that entry level custodians and custodial maintenance coordinators were out-of-market. At the same time, she said, the district's Transportation Department brought forward market information on the bus drivers that was independent of the recognized market study being conducted at the time, because the department was reaching a critical state in trying to hire and retain qualified drivers for the district.

Ms. Simmons said the dilemma was that the district had decided to adjust bus drivers and entry level custodians but not custodial maintenance coordinators, which would create several problems, including destruction of pay grades. She expressed OSEA's frustration that the district was not making market adjustments for these employees in as timely a manner as it had for other employee groups, and outlined four things that were needed:

1. Do not tie the joint market study to an independent study.
2. Make grade adjustments on bus drivers.
3. Make grade adjustments on custodian employees.
4. Make adjustments on management assistants.

ITEMS FOR INFORMATION

Classified School Employee Appreciation Recognition

Superintendent Russell read a proclamation from the Governor proclaiming March 3-7, 2008 as Classified School Employee Week, and encouraged all members of our community to join in this observance recognizing the dedication and hard work of the district's classified employees.

ITEMS FOR ACTION AT THIS MEETING

Nominate Beth Gerot as a Candidate for the OSBA Board in Region 6

Barb Bellamy, Chief of Staff and Communications Director, noted that the Oregon School Boards Association had adopted a new governance process at its fall 2007 annual meeting, and candidates for the OSBA Board would now be nominated and elected by geographic region. She said 4J Board Member Beth Gerot, who had previously served on the OSBA Board, was interested in election to a new term representing Lane County, which had been designated as OSBA governance region 6.

MOTION: Board Member Jim Torrey, seconded by Board Member Craig Smith, moved to nominate Ms. Gerot to represent region 6 on the OSBA Board.

VOTE: The motion was approved unanimously; 7:0.

CONSENT GROUP – ITEMS FOR ACTION

Approve Grant Application: Time for Success; North Eugene High School SLC Project

Staff at North Eugene High School submitted a \$1,239,189 grant application (over five years – Year 1: \$290,232) to the U.S. Department of Education. After planning and implementing SLC's

for several years, North Eugene High School has a basic Smaller Learning Community infrastructure in place that now includes three small schools for 9th-11th graders: International High School, Academy of Arts, and School of IDEAS (Invention, Design, Engineering, Arts, and Sciences). Staff support is at 98% and all stakeholders are on board. What is now needed is threefold: 1) Expand SLC's to 12th grade so that every student will be in a small learning community; 2) implement Oregon's new rigorous graduation requirements and higher achievement goals for all students; 3) put in place effective teacher professional development and research-based strategies and student supports so that all students can succeed.

The goals of *Time for Success* are: 1) Personalized learning communities; 2) rigorous curriculum; 3) supports for success for all students; and 4) ongoing professional development, which supports the first three goals. Activities include: Expanding current SLC's so every student will be in an SLC by Fall 2008; a summer bridge program; an advisory program; positive behavior support; an expanded Math Acceleration Center; enhanced science instruction and supports; strengthened career and college guidance; increased number of students in AP/IB and honors courses; inclusion model for special education students; sheltered instruction observation protocol and other supports for English Language Learner students; research-based learning strategies and support for reading and math; increased project-based learning; and, to support all these changes, professional learning communities for all teachers and other professional development to implement the project. Outcomes will be more students meeting state standards and prepared for higher education, fewer dropouts between ninth and twelfth grades, and more students in post-secondary education after graduation.

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

Approve Grant Application: Eugene Alcohol Abuse Prevention Project

Staff in the Instruction Department submitted a \$449,962 grant application to the U.S. Department of Education, Office of Safe and Drug Free Schools. This alcohol abuse prevention project would serve all district middle schools. The objective of the project is to expand and enhance prevention efforts at eight middle schools, with the expected outcome of reducing the number of students involved in binge drinking, increasing the number of students who believe that alcohol abuse is harmful to their health, and increasing the number of students who disapprove of alcohol use for teens.

The project will provide SAMHSA-approved model program Project Northland to all middle school students. System change and capacity building will be assured by training and providing salary support for staff members currently on staff in the schools – a health teacher, counselor, or other teacher – who will remain as a resource after the grant funding is over. In addition, family activities and community components will ensure program success and sustainability.

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

MOTION: Ms. Gerot, seconded by Board Member Eric Forrest, moved to approve the consent items.

VOTE: The motion passed unanimously; 7:0.

ITEMS FOR ACTION AT A FUTURE MEETING

Approve Superintendent's Recommendations for Shaping 4J's Future

Superintendent Russell walked through a summary of his revised recommendations for *Shaping 4J's Future* in a way that contrasted the revision with his original recommendations, using a PowerPoint presentation. At the February 27, 2008 work session, the board had discussed the Superintendent's Report and Recommendations for Shaping 4J's Future - Part II and asked that some additional options be prepared for board consideration.

Superintendent Russell began by reminding the board of its charge when the district began the process two years ago: Review enrollment patterns, school boundaries, alternative school relocation, school closure and consolidation, as well as possible new construction or renovations. He noted that part of setting a strategic direction for 2012 and beyond had been asking what education programs, support services and facilities would be required to support the district's future instructional priorities and to close the achievement gap.

Mr. Russell reiterated that this was not about saving money, but about providing the most effective instructional programs to meet the needs of students in the future. He reviewed the options he had investigated at the board's request:

- Consolidating Harris neighborhood elementary and Eastside alternative elementary schools at the Harris building;
- Moving Buena Vista Spanish immersion school to another site, thereby allowing Meadowlark to continue operating at its current site as a small neighborhood school;
- Retaining Coburg elementary school as a small neighborhood school in the city of Coburg.

Superintendent's Revised Recommendations:

Harris and Eastside:

February 13 Recommendation: Close Harris for 2008-09 and move Eastside in for 2008-09 and French Immersion in 2009-10.

Revised Recommendation: Do not close Harris for 2008-09; move Eastside in to share building for 2008-09 and support discussions that will allow consolidation into one school for 2009-10. Establish parameters to guide discussions.

Superintendent Russell said people had asked what he meant by consolidation. He saw it as broader in possibilities and added that he believed the staffs of both schools could come together. He still believed his initial recommendation was the best one.

French Immersion:

February 13 Recommendation: Move Charlemagne French Immersion to share Harris building with Eastside beginning in 2009-10, and declare Fox Hollow site surplus in 2010.

Revised Recommendation: Do not move French Immersion until 2010, unless Harris building becomes available, and consider other possible locations including remodeled Willard site or Bailey Hill, or a K-8 model located with the new or remodeled Roosevelt Middle School. Declare Fox Hollow site surplus beginning in 2011 or 2012.

Coburg Elementary:

February 13 Recommendation: Close Coburg Elementary school in 2012 and move students to new school at Kinney Loop site, in consolidation with Meadowlark. Send students from new school to Monroe Middle School.

Revised Recommendation: Delay decision on closing Coburg and direct superintendent to develop an IGA with City of Coburg to provide support for Coburg as very small neighborhood school.

Superintendent Russell commented that the revision was significantly tied to the nature of the intergovernmental agreement (IGA), and he still had strong reservations about whether Coburg would grow enough to support a school.

Meadowlark Elementary School:

February 13 Recommendation: Move Meadowlark students to new school at Kinney Loop site in 2011 in consolidation with Coburg. Send students from new school to Monroe Middle School.

Revised Recommendation: Retain Meadowlark at current site as small neighborhood school and move Buena Vista to new school at Kinney Loop site in 2012 as stand alone alternative school.

Adams Elementary School:

February 13 Recommendation: Explore and implement program alteration options, including consideration of a Spanish dual immersion program in concert with an ELL cluster program or another language immersion.

Revised Recommendation: Explore and implement program alteration options, which might include consideration of a Spanish dual immersion program in concert with an LL cluster program or a **Chinese** language immersion.

Superintendent Russell noted that he would organize the recommendations for the March 19 meeting by region at the board's request. Other issues cutting across regions included boundary adjustments, transportation, implementation of differentiated staffing and limitations on transfers as part of enrollment management. He noted other opportunities for public comment before the March 19 decision.

Mr. Torrey said the previous night at Meadowlark, someone commented about the inability to acquire modular facilities in a timely fashion. He inquired whether it would be possible to get the structural requirements of a modular facility so that local builders could do the construction work and save time.

Superintendent Russell said parents at Meadowlark/Buena Vista had asked if co-location would continue until 2012, how the schools would cope with current overcrowding and continue to grow. The superintendent said he had stated that the time frame for getting modulars for the coming school year had passed.

Jon Lauch, Director of Facilities Management, said the primary manufacturer 4J had acquired modulars from in the past had a contract with a Hillsboro company for direct procurement without a solicitation process. When the district contacted them a couple of weeks ago, the company said it would need to get in line within a week to be able to get a modular by the beginning of school. He said there might be options from other manufacturers, but the district would need to go through a solicitation process.

After some discussion, Mr. Lauch said it would be possible to take an alternate approach, and whatever the board decided, the staff would make a valiant effort to achieve.

Mr. Smith asked whether the schools were growing because they had more neighborhood kids or transfers in. Tom Henry, Deputy Superintendent and Chief Academic Officer, said a lot of the growth had been from kids in the neighborhood, but some would come from transfers.

Mr. Smith observed that the district would be spending money on modular classrooms to accommodate transfer students on an interim basis.

Mr. Forrest noted that was how 4J was set up, as choice as one leg of a triangle. He felt 47 kids out of a 245 total to be fairly normal. He thought the district would be talking out of both sides of its mouth if it encouraged schools to grow to 300, but did not include a way to do that until 2012-13.

Mr. Smith said capital needs would be driven by decisions involving schools, and he felt capital decisions should be more strategic.

Mr. Torrey said one parent had talked about having a Spanish immersion school in the River Road/Howard area, with its heavy Latino population, and there seemed to be interest from others as well. He wondered about moving Buena Vista to the River Road area to reduce the population in a new school.

The superintendent said the board had indicated it wanted to leave Buena Vista in the Sheldon district and to keep a balance of alternatives in the regions.

Board Member Alicia Hays said she had heard from parents, teachers and the principal at Meadowlark and Buena Vista that something needed to be done now about overcrowding. She did not think the district could continue the co-location until 2013 without alleviating the pressure.

Superintendent Russell said it was an interesting conundrum and listed options, such as adding onto Meadowlark or putting in modulares for four years, when 240 students from Buena Vista would be pulled. He noted that people at Meadowlark opposed continuing a co-location with Buena Vista.

Mr. Henry said Buena Vista had 240 students, 196 of whom lived in the boundary, and there were 335 kids in the attendance boundary.

Board Member Yvette Webber-Davis asked whether Buena Vista at the Kinney Loop site could remain the same size, or if the district would look to grow the program. Superintendent Russell said the proposal included adding a kindergarten, but there had not been discussion about class expansion, because adding students there would take away from somewhere else, and historically from the Sheldon region.

Mr. Gerot clarified that she had heard a strong commitment by staff from both Eastside and Harris to discuss consolidation, and that an outcome would not be co-location. Superintendent Russell concurred.

Ms. Gerot was curious why the superintendent waited until the year after next to begin enrollment management at the middle and high school level. The superintendent said staffing had already been completed.

Ms. Gerot wondered why the superintendent had only recommended regional transportation for alternative schools and not neighborhood schools. Mr. Russell listed scope and cost as the biggest factors, along with recommendations in Action and Options to get more kids into alternative schools. He noted that regional transportation for alternative schools could be prohibitive.

Mr. Lauch was not sure how regional transportation for neighborhood schools could be modeled to predict costs. He said the costs district-wide would be about \$240,000 a year and would require 18 additional routes and 19 buses, and the district had no place to put that many buses.

Ms. Gerot assumed kids already attending a school would be grandfathered in when boundaries were changed. The superintendent said that had generally been the policy.

Mr. Forrest said he was having a hard time with the recommendation regarding Eastside and Harris, because it did not address the overall enrollment decline in the south region, which he termed the elephant in the room not being dealt with. He said he did not have an answer.

Dr. Martinez agreed with the spirit of Mr. Forrest's concern and thought it should be up front for the work session next week. He noted public concerns about the nitty gritty of the conversations between Harris and Eastside and the lack of clarity about what was at stake if the consolidation failed. He felt that was a serious unknown.

Mr. Russell said putting on constraints could inhibit good-faith participation, and listed some options.

Mr. Smith said it was clear the district was shrinking and things were changing. He saw Eastside as moving away from diversity, and this as an opportunity for the school to accelerate diversity.

In response to a question from Mr. Torrey, Mr. Russell said a facilitator would be used in the process.

Dr. Martinez felt it was important for the district to put resources in place that encouraged open discussion and trust. He wanted reassurance that the staffs were committed to the process.

Members discussed concerns about making decisions so close to the school choice deadline. Mr. Henry outlined what the district had told people who had questions.

Dr. Martinez questioned the shift in bonding for Kinney Loop and what would happen around Meadowlark and Buena Vista if voters did not approve the bond issue.

Ms. Gerot noted that merging Howard and River Road would create a megaschool, and she wondered about adjusting the boundaries, and what that would do to North Eugene High School.

The superintendent did not know the answer and thought any time schools were closed or merged, the district needed to comprehensively review boundaries and impacts.

Mr. Forrest questioned combining Howard and River Road, because looking at the data he did not see those schools losing much outside the North area, and one of the nice parts of being a neighborhood school was that people could get there more easily.

Mr. Smith needed clarity about the Chinese immersion program and thought the district should say a decision would or would not be on the agenda in the next couple of months.

Board members had more they wanted to discuss and decided to have a work session the following Saturday, March 8, from 8-11 a.m., in addition to the work session scheduled on March 12.

Request for Annexation of the Kinney Loop Property (Staff: Jon Lauch)

As part of the *Shaping 4J's Future* process, the superintendent recommended that consideration be given to including a new school in the next capital bond measure to be built on the Kinney Loop property. The board has asked staff to provide a time line for property development and school construction in order to determine when a school could be ready for occupancy.

Mr. Lauch said nothing was impossible, but the district faced two years worth of land use process, including annexation to the City of Eugene and zone changes, before it could begin construction. He said moving into a new school in 2011 would not be impossible if everything fell into place, but there would be a huge potential for failure. He noted that two construction seasons would be necessary to complete a school.

Mr. Lauch said the district would need to start now for 2012. He cited two unknowns, the availability of utilities on the site, which now had none, and the number of site reviews that would be required.

Mr. Torrey commented that he did not see a down side to moving ahead with annexation of the property.

At the next meeting, the superintendent would recommend requesting annexation of the Kinney Loop property into the City of Eugene in order to move the property forward in the planning process so that it is closer to a point that the property can be developed.

COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Hays noted that Harris Elementary School's newsletter in the board packet contained a page saying the school complied with Senate Bill 379, Sen. Vicki Walker's bill around child abuse reporting and education. The article contained statistics saying 94.6% of child abuse and neglect was committed by family members, and of that number, 43.9% were mothers, 29.5% were fathers, and stepfathers accounted for 4.5%; others accounted for 5.1%. It piqued her interest, because the information was not true. She went to the Domestic Violence Council and asked for the source of the data, which had come from a pamphlet the school district had passed out in support of the Senate bill. She said this was not helpful, because the statistics were being used incorrectly, because they measured allegations of abuse, not proven abuse. She was concerned that the school district was saying mothers were committing an amount of child abuse and neglect that was untrue. She was frustrated that there had been numerous attempts to change the pamphlet, and the consultant hired by the district had not paid attention.

ADJOURN

Dr. Martinez adjourned the meeting at 9:30 p.m.

George Russell
District Clerk

Charles Martinez, Jr.
Board Chair

(Recorded by Susan Wulfekuhler)

Attachments to Official Minutes:

1. Grant Application: Time for Success; North Eugene High School SLC Project
2. Grant Application: Eugene Alcohol Abuse Prevention Project
3. Summary of Superintendent's Revised Recommendations for Shaping 4J's Future – March 3, 2008