The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m., followed by a regular meeting at 7 p.m., and an executive session following the regular meeting on April 2, 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 28, 2008, and published in The Register-Guard on March 31, 2008.

ROLL CALL

BOARD MEMBERS:
Charles Martinez, Jr., Chair
Beth Gerot
Craig Smith (by telephone)
Alicia Hays
Jim Torrey
Eric Forrest, Absent
Yvette Webber-Davis, Absent

STAFF:
George Russell, Superintendent of Schools and District Clerk
Tom Henry, Deputy Superintendent & Chief Academic Officer
Barbara Bellamy, Chief of Staff and Communications Director
Jon Lauch, Director of Facilities Management
Laurie Moses, Director of High School Services
Yvonne Curtis, Director of Student Achievement
Susan Fahey, Chief Financial Officer
Carmen Urbina, Parent, Family and Community Coordinator
Ted Heid, Director of Labor Relations
Larry Sullivan, Director of Educational Support Services
Wally Bryant, Associate Director of Human Resources
Jim Conaghan, Research and Assessment Coordinator
Nancy Johnson, Safe and Drug Free School Curriculum Coordinator
Jim Hart, PEP Grant Coordinator

MEDIA:
KRVM

WORK SESSION: Conduct a Work Session with the Equity Committee

Board Member Craig Smith participated in the work session via speakerphone.

The board was joined by Tom Henry, Deputy Superintendent and Chief Academic Officer, who introduced Yvonne Curtis, Director of Student Achievement, and Jim Conaghan, Research and Assessment Coordinator.

Board Chair Charles Martinez welcomed Equity Committee members present.
Ms. Curtis acknowledged general disappointment about the lack of trend data, but emphasized it was on the “up” and significant gains were being made. She suggested that the advantage of having only one year of data was that it gave the district the ability to start with a new baseline to track the considerable work still to come.

Board Member Jim Torrey arrived.

Mr. Conaghan provided a PowerPoint presentation entitled, Eugene School District 4J Equity Committee School Board Presentation. Copies of the presentation were provided to board members and are a part of the public record of the meeting. The presentation provided comparative data on reading and math State assessment results for student ethnic groups as well as reading and math results regarding economically disadvantaged, special education, LEP (Limited English Proficiency), and all students for 2006-2007; and graduation and drop out rates by ethnicity for 2004-2006. Bruce Stiller, School Psychologist, continued the presentation by reviewing data on harassment, discrimination, and bullying incidents between the years 2003-2007; data on suspensions and expulsions by ethnicity and by gender; and data on the basis for harassment and discrimination reports. Mr. Conaghan provided data on teacher, building administrator, and student ethnicity for 2007-2008; data on talented and gifted ethnic students for 2005-2007; special education percentages by ethnicity for 2006-2007; and data on categories of eligibility by ethnicity for special education students and special education student numbers for 2007. Ms. Curtis concluded the presentation by highlighting some “promising projects.”

Board members asked questions clarifying the data presented.

Dr. Martinez suggested that the statistics on drop-outs underreported those who really dropped out, and when included in the equation here the data tended to over-emphasize success.

Dr. Martinez suggested that rather than using the phrase “under-performing,” the board use “lower scores” because he thought the former phrase conveyed more than intended.

Responding to a question from Mr. Torrey regarding when the district would develop a strategy that assured fifth grade students could meet the standards in the twelfth grade, and how the district should identify proficiency given the results the board was seeing today, Ms. Curtis discussed what the district was currently doing by noting new graduation requirements and the new process of articulating for K-12 monthly discussions of how to ensure the students can meet the new requirements. She said staff was very supportive of the effort.

Equity Committee members present introduced themselves. They included Bruce Stiller, Michael Carrigan, Andy Gottesman, Arbrella Luvert, and Yvonne Stubbs.

Marshall Peter, Equity Committee Chair, distributed copies of the committee roster and his remarks. He emphasized that his remarks were his own and did not represent the committee members, although he thought most would agree with him. He said the committee had a very productive year and he was encouraged by the quality of its members. He acknowledged that while the committee did not fully understand why progress remained so elusive, it was committed to ensuring that all students have good outcomes and positive educational experiences. He stressed that the committee’s focus was on children, and asked the board to consider a student whose future depended on the opportunities that he or she received while attending Eugene schools. He said students who were falling behind academically, suspended, or bullied or harassed depended on adults like us to do the right thing. He urged the board to see hopeful faces rather than numbers.
Mr. Peter expressed frustration over the lack of dependable data, particularly in regard to harassment, discrimination, intimidation, and bullying. He said the equity report card lost power when the data was not dependable and comparable.

Mr. Peter noted the relationship between economic disadvantage, ethnicity, and language skills, which complicated analysis. However, the committee knew that those factors had a direct relationship to reduced academic achievement and he did not offer them as an excuse for the lower academic achievement of those groups. Rather, he suggested that acknowledging these relationships could be an important step in changing the way the district invested its educational resources. The district needed to work to find a way to overcome those challenges to higher academic achievement in our schools and to avoid the tyranny of lowered expectations and standards that victimize students who come from challenging circumstances or experience the racism that remains a sad fact of life in Eugene.

Mr. Peter said most of his comments about the data related to the gap between White and Asian students and students who are Black, Latino, and American Indian. That data did not fully tell the story of how sub-populations within the larger Asian community were also struggling. He emphasized that important additional information could be gained from further analysis of the data.

Mr. Marshall shared the following bad news:

- As groups, African American, Latino, and American Indian students received significantly lower scores in reading when compared with their Asian and White peers.

- As groups, African American, Latino, and American Indian students get significantly lower scores in math when compared with their Asian and White peers. The news here appeared even worse than it was for reading achievement. In tenth grade, only slightly over half of American Indian students pass the math assessment and only about a third of Black and Latino students pass.

- Unacceptably high numbers of students, especially American Indian, Black, and Latino students, continue to receive out-of-school suspensions. There has been, however, a narrowing in the past three years in the disproportionate likelihood that students from these groups will be suspended. This narrowing, particularly if it continued, was a good thing. The committee would like to think that some of the improvement was a result of its focus on this issue and its encouragement to disaggregate suspension data by building.

Mr. Marshall said there are a few glimmers of hope in the data:

- Graduation rates were improving for all groups, except American Indians. Drop out rates were also improving for all groups.

- There was considerable basis for hope that the work done by Mr. Stiller and others in elementary schools on Positive Behavior Supports was translating to a reduction in harassment, discrimination, intimidation, and bullying. Beyond that, the data remained incredibly uneven in quality and it was impossible to draw conclusions about whether the district’s schools as a whole were becoming more or less friendly.

- The district was to be congratulated on the remarkable decline in expulsions.
• The district has had an increasingly diverse student body and that diversification will continue into the future, strengthening district schools as places of learning and Eugene as a place of welcoming for all peoples.

Mr. Marshall discussed possible next steps:

1. The district should map its equity investments to have a clear picture of what was happening in the district and also begin to catalogue the resources that could be available to implement a carefully considered equity plan. Such a plan might include several critical objectives, activities that would be pursued to accomplish those objectives, the responsible people and associated timelines. While Mr. Marshall appreciated that the district had contracted out the mapping process and that the scope of work was expanded to include a more comprehensive look and specific recommendations, he was disappointed that the “map” still was not available and that the district had not yet begun to develop and implement a specific equity plan.

2. As the district looked to implement improvement strategies, attention needed to be devoted to the relative benefits and costs of the present site-based management system. While the committee did not want to stifle innovation and excellence, it did want to strike a balance between centralized and site-based management that enabled it to hold schools accountable for clear performance-based expectations. The committee wanted to ensure that all district staff recognized that closing the racial achievement gap was an important part of their job.

3. The district should support not only those approaches that have the potential to raise all students but especially those that target kids who were not succeeding and can bring their performance closer to that of their successful peers. He cited the district’s Response to Intervention (RTI) as an example of an intervention that should be in place in all schools and not just limited to a few buildings.

4. The district should look for ways to stimulate commitment at the instructional level to eliminating the racial achievement gap. Disaggregating and publicly reporting achievement by schools may encourage improvements. As a first step, building administrators should be encouraged to review the equity PowerPoint with their staff members. Buildings should be required to complete their own equity assessments, modeled after the district version so that they can identify areas that need improvement and measure the progress that they are making. Setting the expectation that building level staff focus energy on closing the racial achievement gap and asking what they need to accomplish this is an important undertaking, one that will benefit from the involvement and support of the Eugene Education Association. This will require the district to cultivate individual responsibility for reducing the gap at the classroom level, create shared expectations regarding focused action at the building level, and hold the district accountable at all levels for results.

Mr. Marshall commended the board for its willingness to look at the data and search for solutions, and commended district staff for its hard work and commitment. He continued to believe the district could make meaningful progress on what sometimes seemed like an intractable problem. He looked forward to the committee’s development of the district-wide equity improvement plan.

Dr. Martinez thanked Mr. Peter and the Equity Committee members.
Dr. Martinez solicited board comments.

Mr. Torrey asked what the standard of performance ought to be for students and how the district could ensure they met the new graduation standards. He asked what parents could expect. He also asked what was inappropriate about the use of “under performing.” Dr. Martinez said that interpreting the data as students underperforming over-emphasized the test data. He wanted to avoid over emphasizing the relevance of a test score as indicative of the overall pattern of students because their performance was measured in many different ways as opposed to a “low-end, standardized test.” He thought that Mr. Torrey’s questions about the standards of performance deserved more discussion.

Speaking to the question asked by Mr. Torrey, Ms. Curtis said there were sets of standards, as well as college readiness standards and standards related to the new graduation requirements.

Mr. Torrey agreed with Dr. Martinez about test scores and the fact they did not show the student’s ability. He said that in regard to proficiency, no one seemed to be able to identify how students could demonstrate that proficiency so that in 2014 it did not end up in the same condition as the State of Washington in 2007 when 30 percent of students did not graduate.

Laurie Moses, Director of High School Services, said that in terms of proficiency, it was true that a score on a test did not indicate a student’s level of knowledge. The district was interested in identifying what it was a student would demonstrate that indicated they met a certain level of proficiency. In regard to essential skills, students must demonstrate proficiency in four of nine skills; the other five would be phased in as assessments for them when completed. State assessment committees were meeting to discuss how Oregon districts would assess students’ demonstration of proficiencies in those various areas. There were many ways of assessing performance without testing. She anticipated guidance from the state in the use of the assessment components.

Superintendent George Russell believed that it was fair to say the data in the report were indicators of performance for certain groups as compared to other groups. It would be naive not to recognize some groups were performing less well, and the question was how to change that picture. At some point, the district must be able to take the data from an earlier chart and overlay in with the data from a chart in 2007 to measure progress in closing the achievement gap between student groups. If 31 percent of minority students in the 10th grade were not performing at benchmarks, how could one realistically think the graduation requirements would be met by the students in those groups?

Mr. Torrey agreed with the remarks of Superintendent Russell. He commended the district’s work in how it approached the issue. He suggested the district approach the legislature for resources to assist it in how it identified students needing additional instructional assistance and what type of support they would need. He asked how a discouraged 10th grader could continue to be motivated to come to school.

Dr. Martinez said as the board thought about solutions, it should keep in mind that it was easy to explain away the differences by pointing to the students. He referred to the reading scores the board just saw and said when considering the variance in third grade, there were some outliers in data but the overall variance was low. By tenth grade, that changed. If one assumed that was due to being African American or Latino, one would expect that variance over time not to change, but instead the gaps got wider and wider. He thought it said less about student capacity but the student experiences in the system, and students not caught up in third grade
continued to struggle more and more at an accelerated rate. He said the district needed to think about what it did or did not do that made a difference in maximizing student achievement.

Mr. Peter again encouraged the public disaggregation of data by building. He thought that doing so for suspension data had created the reduction in disproportionate suspensions, and the data could motivate individual buildings to address some of the issues involved. Ms. Curtis said the RTI process was aimed at doing just that for individual students.

Ms. Curtis agreed that more state funding was needed. The district thought it had a workable model and found that interventions were working, but the buildings lacked sufficient funding. She said the district continued to address competing initiatives and was sort of stuck where it was. She said staff was developing a plan it hoped to see phased in, but she did not know if the necessary funding would be available in the future.

Board Member Alicia Hays said it was great to see the data and it continued to hit her in the same place and continued to bother her and make her sad. She said each statistic represented a child. As a member of the Equity Committee, she was committed to moving forward with a well thought out strategy based on what worked. She said that the current situation was not acceptable for the the community.

Jim Conaghan, Research and Assessment Coordinator, believed that the State of Washington planned to change its approach and a student’s graduation from high school would not rely on the passage of a single test.

Mr. Henry said the board should keep in mind that it should not use words like “failed” when a student did not hit a number score for a benchmark because that student might have made significant gains throughout the year and scored just one or two points below the benchmarks. He reminded the board that there were three flavors of benchmark: Meets, does not meet, and exceeds. He had hope for the RTI model because it would help the district track student progress and growth. He pointed out that while the gap in the third grade might be small, students must make more than a year’s growth in a single year but the opposite actually happened and they experienced less than a year’s growth.

Mr. Stiller said a number of studies had been done that showed when students did not make the third grade benchmark regardless of how measured, that student was highly unlikely to meet the benchmarks for the fifth grade, eighth grade, or tenth grade. A number of places had piloted RTI with a high level of success, and the district knew the essential components of that approach. He said that the number of increased instructional minutes was daunting, and the school district’s ability to provide that in the absence of extra money or teachers would be a major challenge facing the district.

Mr. Torrey reiterated the importance of working with other districts to secure additional state funding.

Mr. Torrey said he talked to a math teacher and asked her the biggest issue facing her in regard to her incoming students. She responded by asking why the district used a different terminology in the K-5 classes, 6-8 classes, and high school. Ms. Curtis said that the Math Task Force was recommending that all of the terminology be aligned. She agreed it had been a problem in the past.

Arbrella Luvert, Special Assistant to the Superintendent, maintained that RTI would not solve the problem because of the cultural disconnect with many of the students involved. Students
were being tracked out of rigorous classes, and that needed examination. She asked what the district was doing systemically that produced the same predictable results. She feared that new employees might not have the necessary skills to deal with the students involved. She suggested the conversation needed to be broader than RTI. Ms. Luvert thanked the board for its transparency.

Carmen Urbina said in her role as Parent, Family and Community Coordinator, she spoke to parents who were concerned and perceived the data as a crisis. They understood the achievement gap because their kids were involved. They were asking for support because their children were internalizing the problem. She believed the community was in crisis in regard to students of color.

Board Vice Chair Beth Gerot said the district needed to listen to parents and their children about their experience at school. She had some ideas she wished to discuss with the staff that might affect the culture for children and families. She hoped that the approval of differentiated staffing also made a difference as resources were an issue. She advocated for working with the legislature for increased funding.

Dr. Martinez said that at its upcoming retreat, the board would discuss student achievement more generally and try to become aligned in what that met. He thought the themes from today’s discussion were important to carry forward to that occasion. He observed that state and national data looked very similar to Eugene’s data, and he thought the district needed to get serious about taking action to avoid repeating the same conversation.

Ms. Hays suggested the Equity Committee be invited to provide recommendations about the mapping project, and what was and was not working. She called for future board discussion about how it could best use the Equity Committee. Dr. Martinez concurred.

Dr. Martinez adjourned the work session at 7:05 p.m. He called for a brief break. Mr. Smith left during the meeting break.

REGULAR BOARD MEETING

CALL TO ORDER, ROLL CALL, AND FLAG SALUTE

Dr. Martinez called the meeting of the School District 4J Board of Directors to order at 7:10 p.m. and led those present in the Pledge of Allegiance.

AGENDA REVIEW

Superintendent Russell noted item 4 in the Consent Agenda related to the modular buildings at Meadowlark Elementary School, and reported that installation of those buildings was accelerated by the Shaping 4J’s Future process.

Superintendent Russell asked the board to approve the modified list of staff associated with item 5, Personnel Items, included in the red meeting folder.

Dr. Martinez determined that board members and staff had no changes to make to the agenda.
INTRODUCTION OF GUESTS AND SUPERINTENDENT’S COMMENTS

Superintendent Russell thanked those who attended the work session. He recognized the Equity Committee for the hard work it did and the staff who prepared the presentation. He said the district had a lot more work to do and would have to make tough decisions about resource allocations in a more deliberate way to address those concerns or it would continue to see the same picture year after year. He was not willing to wait five to ten years to see the kind of progress that was needed.

COMMENTS BY STUDENT REPRESENTATIVES

There were no student representatives present.

ITEMS RAISED BY AUDIENCE

Henry Luvert referred to the earlier work session and said the data the board reviewed had been the same for many, many years. He had served on committees that researched different approaches. One thing that did not come up was the relevance of the education that students in the gap were receiving. He had served on a technology committee and learned that only 20 of 100 students would graduate from college; he asked what the district was doing for the other 80 students it was not preparing for college. He suggested that the education they were receiving was not relevant to them, particularly the African-American and Latino communities; they did not see models for them to emulate. He said that the district lacked the staff in place to help squeeze the gap down because the staff did not hold that value personally. He said that if the district could isolate the students involved, the administrators thought there were only a few, but they were all the children of the communities of color. Once included in the “big pot” they were watered down statistically. Those children were suffering, but did not receive reinforcement because no one was listening to them. He encouraged the board to find out what the students were saying. Children of color felt invisible and also felt like no one cared. He thought the district needed to demonstrate that it cared and do something, not just through money, but through how the students were treated in the classroom. He asserted that teachers placed students of color in the position of being Jim when Huckleberry Finn, an otherwise worthy novel, was discussed. Teachers did not know the harm they did in such instances.

COMMENTS BY EMPLOYEE GROUPS

Merri Steele and Paul Duchin, Co-Presidents of the Eugene Education Association (EEA) were present. Mr. Duchin said the CARE strategy was intended to be infused into other curriculums and was intended to increase self-esteem of students, which was a key element to student achievement. The CARE strategy was developed by the NEA under the direction of Dr. Sheila Simmons, the first AA instructor in her field at the University of Oregon. She had been working with the EEA to bring the project to Eugene. She was very involved in the tripod project. Ms. Steele had arranged for Dr. Simmons to come to Eugene. Ms. Steele described the trainings envisioned.

Ms. Steele said the EEA was working with the district on the ‘highly qualified aspect’ of the No Child Left Behind Act and she and Mr. Duchin were involved in the testing and were training that weekend.
ITEMS FOR INFORMATION

Receive an Update Regarding the New Synthetic Turf Athletic Fields

Jon Lauch, Director of Facilities Management, said the district could move ahead and construct the proposed fields as there appeared to be adequate funding for a 50-50 match from the City of Eugene for both the 4J and Bethel district fields. He anticipated a cost of about $3.4 million for the facilities involved with flexibility to absorb the cost of change-orders. The cost of the Jefferson track was affected by the cost of wetlands mitigation, but it appeared that Nike would provide a grant of about $70,000 that would serve as an offset to those costs.

Dr. Martinez commended the news. Mr. Lauch agreed, saying the facilities contemplated would be great facilities.

ITEMS FOR ACTION AT THIS MEETING

Approve Memorandums of Agreement with the Eugene Education Association

District and Eugene Education Association (EEA) representatives have negotiated four Memorandums of Agreement.

- Contract section 10.1.7.b provides kindergarten teachers an option for release time for parent conferences and is silent on similar release time for part-time one session kindergarten teachers. This memorandum amends this section to include a similar option to receive eight hours of pay for part-time kindergarten teachers who select the two full days of release.

- The frequency and number of retired district teachers who are rehired in EEA bargaining unit teaching positions is a continuing concern of the EEA. In this agreement, the district agrees to consult with EEA when a retired district teacher is rehired beginning with the second consecutive year of rehire and every consecutive year of rehire thereafter.

- Contract section 8.1.11.f. describes terms for the sick leave bank. This memorandum deletes text which created an exception to the maximum seventy (70) consecutive days of eligibility for a teacher. The deleted text is “unless the member has been denied long-term disability or PERS disability benefits.”

- District and EEA representatives at times have disagreed on what is an appropriate FTE for a particular part-time teacher workload. This agreement describes criteria for making the part-time FTE determination. The criteria are “assigned weekly student instructional minutes divided by assigned weekly student instructional minutes of a similar 1.0 FTE assignment at the same site.”

The superintendent recommended approval of the four memorandums, copies of which were included in the board packet.

Mr. Heid briefly summarized the contents of the four memorandums.

MOTION: Ms. Hays, seconded by Ms. Gerot, moved to approve the memorandums.
VOTE: The motion passed unanimously; 4:0.
Ratify Contract with Eugene Association of Substitute Teachers for 2007-09

District and Eugene Association of Substitute Teachers (EAST) representatives reached tentative agreement on a two year successor contract to the contract that ended June 30, 2007. EAST members have ratified the contract. The contract term is July 1, 2007 through June 30, 2009. The key economic changes are as follows.

• The daily pay rate increases from $146.96 to $151 for 2007-08 and then to $156 for 2008-09. Except substitute teachers who choose to continue to receive the district monthly $360 insurance contribution will be paid at the state minimum rate beginning in 2008-09.

• As an incentive to accept district substitute assignments, new differential pay rates of five and ten percent are available based on the number of substitute days worked in the prior year. Substitute teachers who work 50 or more full or half days in the prior year are eligible for an additional 5% of the daily rate and those who work 80 full days, or a combination of full and half that equals 80 full days in the prior year, are eligible for another 5% or a total of an additional 10% of the daily rate.

• Retired 4J teachers hired as substitutes and difficult to find special education substitutes are eligible for the 10% differential without meeting the minimum days worked standard.

• The current district monthly insurance contribution of $360 does not change for the term of this contract. The current twelve eligible substitutes will continue to be eligible next year if they substitute a total of 80 days this year and other substitutes will be eligible for 2008-09, if they substitute 100 or more days this year.

• The total increase in the base contract cost from 2006-07 to 2008-09 is 8.99%.

• Other language changes were made to describe current practice, collaboration on the move to OEBB insurance, and end of the joint benefits committee by June 30, 2009.

The superintendent recommended ratification of the two-year renewal contract with EAST.

Mr. Heid summarized the details of the contract, noting it included incentive pay for substitutes who accepted more assignments. The insurance option was also continued.

MOTION: Mr. Torrey, seconded by Ms. Hays, moved to approve the contract.
VOTE: The motion passed unanimously; 4:0.

Approve Wage Increase for Certain Transportation and Custodial Employees to Remain Competitive with the Relevant Labor Market

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.” District and Oregon School Employees Association (OSEA) representatives have mutually addressed the issue of competitive compensation with comparable public and private sector employers since the fall of 2003. Consequently, there have been numerous classified employee classification changes to a higher paying pay grade. Some of these changes came as a result of a market survey process jointly developed and implemented by district and OSEA representatives. The district initiated other pay grade increases as a solution for the inability to hire any qualified applicant for a vacancy. OSEA has
agreed to all these pay grade increases. As of July 2006, the continuing joint market survey process resulted in a list of several classifications that were slightly below to significantly below the relevant labor market average wage. Two of the classifications below the relevant labor market were custodian and custodial coordinators; there are 96 FTE in these classifications which presented the issue of a significant cost increase. A decision on implementation was deferred to obtain further market data and to consider impact on upcoming OSEA contract negotiations.

The new four year contract agreement with OSEA was reached in October 2007, and shortly thereafter, we returned to the issue of competitive market compensation for classified positions. The most recent market data for the custodian classification indicates the entry level custodian position wage at pay grade 5 is significantly below the relevant market average, while the custodian coordinator classifications are just slightly below the market average. The district has experienced increasing difficulty in hiring and retaining qualified entry level custodians over the last several years.

The Transportation Department has similarly experienced increasing difficulty in hiring and retaining qualified bus drivers during the last several years. Consequently, the district conducted a market survey of bus driver positions. District bus driver wages are competitive with other school bus drivers in Lane County, but are not competitive with other public and private sector driver or similar positions. Many positions in the Transportation Department require the incumbent to have bus driver experience as well as the ability and a license to drive a bus when necessary. Therefore, all bus driver and related bus driver positions are recommended for a one pay grade increase.

The superintendent recommended a one pay grade increase to pay grade six for the custodian classification and a one pay grade increase for the school bus driver and related Transportation Department classifications effective July 1, 2007.

Mr. Heid summarized the increases proposed and requested board approval.

MOTION: Ms. Gerot, seconded by Mr. Torrey, moved to approve the proposed wage increase.
VOTE: The motion passed unanimously; 4:0.

Approve the 2008-09 School Calendars

The 2008-09 school year calendars are similar to the current school year calendars, except most dates are two days earlier in the calendar year. The student school year starts the day after Labor Day on Wednesday, September 3, 2008 and ends on Wednesday, June 17, 2009. The teacher work year begins Monday, August 25, 2008 and ends Thursday, June 18, 2009. Winter break begins Monday, December 22, 2008 and students resume classes on Tuesday, January 6, 2009. Spring break continues to follow the University of Oregon schedule during the fourth week of March, Monday, March 23, 2009 through Friday, March 27, 2009. Students resume classes on Tuesday, March 31, 2009.

The most significant calendar change is combining most early release days to make full days without students when teachers have a half day for progress reports, teacher planning, staff development or a combination of these activities. These full days during the student year are: Friday, October 3; Friday, November 7 (full student day for elementary); Friday, December 12 (an early release day for elementary only); Monday, January 5; Monday, February 2; Friday,
March 6; Monday, March 30; Friday, April 10; and Friday, May 8 (full student day for elementary). The proposed calendar is supported by the Eugene Education Association.

The school calendar for the Arts and Technology Academy is expected to be ready in April. The Academy is reviewing its modified calendar which includes an extra week at winter and spring breaks and a two week later ending date.

The superintendent recommended approval of the school calendars for the 2008-09 school year, copies of which were included in the board packet.

Mr. Heid called attention to changes in the calendar.

**MOTION:** Ms. Gerot, seconded by Ms. Hays, moved to approve the calendar.

Dr. Martinez asked how the calendar changes impacted Jefferson. Mr. Heid said that Jefferson was looking at the same calendar with some modifications related to winter and spring break that pushed the end of the school year to July. The school was contemplating a two-year trial.

**VOTE:** The motion passed unanimously; 4:0.

Approve Revisions to Special Education School Board Policies

The Individuals with Disabilities Education Act of 2004 (IDEA 2004) is the federal special education law. This law outlines specific requirements for school board policies. The district’s school board policies are required to be updated by April 15, 2008. By this date, the district must submit to the Oregon Department of Education (ODE) an assurance statement that updated policies and accompanying administrative rules have been adopted. Districts were given the options of writing their own policies (requires ODE approval) or adopting the Oregon State Boards Association (OSBA) policies or the ODE special education policies and procedures. After researching options, Education Support Services (ESS) is recommending adoption of the OSBA policies. Policies covered by this requirement are listed below.

**Required Policies**

**Students with Disabilities (IGBA)** - *Replaces current Board Policy IGBA*

- Special Education - Personnel (IGBAC) - *New policy*
- Special Education - Participation in Regular Education Programs (IGBAE) - *New policy*
- Special Education – Individualized Education Programs (IGBAF) - *New policy*
- Special Education – Procedural Safeguards (IGBAG) - *New policy*
- Special Education – Evaluation Procedures (IGBAH) - *New policy*
- Special Education – Private Schools (IGBAI) - *New policy*
- Special Education – Free Appropriate Public Education (IGBAJ) - *New policy*
- Special Education – Public Availability of State Application (IGBAK) - *New policy*
- Special Education – Services for Home-Schooled Students with Disabilities (IGBAL) - *New policy*
- Special Education – Discipline of Disabled Students (JGDA-JGEA) - *New policy*
- Board Governance and Operations – Nondiscrimination (AC) – *New policy*
- Student Records (OSBA = JO) – **See comments below** – *Replaces current Board Policy JO*
Student Records (OSBA = JO)
The decision has been made to incorporate special education records requirements into current student records policy JO. OSBA is working with ODE to rewrite policy JO and potentially add policies JOA and JOB. At this time, the OSBA policy is not completed and is not available for review. As the district is required to adopt a policy that incorporates the special education records component by April 15, 2008, ESS is proposing that the district temporarily adopt Section 8: Student Education Records, Access, and Confidentiality of the ODE Policy and Procedures for Special Education. Once OSBA makes the Student Records policy available, it is the intent of ESS to request that the board replace Section 8 with the OSBA policy. The content of Section 8 and OSBA policy will essentially be the same, however formats may differ.

Larry Sullivan, Director of Educational Support Services, said the district was required by the state to update its policies. The district could develop its own policies, use the DOE sample policies, or use the Oregon School Board policies. He said that Educational Support Services (ESS) recommended that the board adopt the Oregon School Board Association policies.

**MOTION:** Ms. Gerot, seconded by Mr. Torrey, moved to adopt the policies.

Dr. Martinez asked how ESS reached its decision. Mr. Sullivan said the policies were very similar. He believed that it was because the coding was easier and because the OSBA used a format that was very easy to incorporate into district policies.

Dr. Martinez asked Mr. Sullivan to discuss the student records policy. Mr. Sullivan referred the board to the staff report and reviewed the rationale, stating a decision has been made to incorporate special education records requirements into current student records policy JO. OSBA is working with ODE to rewrite policy JO and potentially add policies JOA and JOB. At this time, the OSBA policy is not completed and is not available for review. As the district is required to adopt a policy that incorporates the special education records component by April 15, 2008, ESS is proposing that the district temporarily adopt Section 8: Student Education Records, Access, and Confidentiality of the ODE Policy and Procedures for Special Education. Once OSBA makes the Student Records policy available, it is the intent of ESS to request that the board replace Section 8 with the OSBA policy. The content of Section 8 and OSBA policy will essentially be the same, however formats may differ. Dr. Martinez anticipated the district would be asked to adopt the OSBA policy once revised.

**VOTE:** The motion passed unanimously; 4:0.

Vote on a Region 6 Representative for the Oregon School Boards Association Legislative Policy Committee

Barb Bellamy, Chief of Staff and Communications Director, said three candidates have been nominated by local boards for the Region 6 Legislative Policy Committee position: Laurie Adams, Springfield School District; Carol Horne Dennis, Lane Education Service District; and Andy Stahl, Applegate-Crow-Lorane School District. All Lane County school boards would cast votes for one candidate. She provided ballots for the three candidates.

Ms. Gerot commended all the candidates interested in offices and briefly reviewed their experience and background.
VOTE: Board members cast their ballots and Laurie Adams received votes from Dr. Martinez, Ms. Gerot, and Mr. Torrey. Ms. Hays cast her vote for Carol Horne Dennis.

CONSENT GROUP - ITEMS FOR ACTION

Approve Expenditures for February 2008

A summary of the district's expenditures for February 2008, totaling $18,277,715.70 was included in the board packet. The superintendent recommended approval of the February 2008 expenditures.

Approve Grant Application: Pod Squad

Staff at McCornack Elementary School submitted a $9,868.27 grant application to Qwest Grant. Staff intended to build excitement around reading, strengthening skills in phonics, phonemic awareness, fluency, vocabulary and comprehension with the implementation of integrated technology in the student's own home. The grant will provide struggling students the additional practice needed to bring them up to grade level and close the achievement grant. Lessons will be delivered via iPod, in their teacher's voice, which students will listen to nightly four times a week. Concepts taught during the regular school day would be reinforced on the iPod lesson. Students would be able to independently practice skills without having to rely on adult support at home. Initially, the pilot project would begin with 80 kindergarten, Title I and fourth grade students who were struggling readers. The superintendent recommended approval of the grant application. A copy of the grant description form was included in the board packet.

Approve Resolution #2, Making Appropriations Resulting from Transfers

When the board adopted the 2007-08 Budget, the General Fund was amended to increase the Operating Contingency by $5.8 million in order to provide budget authority for the $2.8 million School Improvement Grant and $3 million to implement employee agreements. Staff has analyzed expenditures and determined that the following General Fund transfers are required as a result of these items:

Appropriation Increases

- Instruction - $4,386,475
- Supporting Services - $1,409,098
- Enterprise and Community Services - $4,427

Operating Contingency will be reduced by $5.8 million.

The superintendent recommended adoption of Resolution #2, making appropriations resulting from transfers.

Approve Purchase of Modular Classroom Structure for Meadowlark Elementary School

At the regular school board meeting on March 19, 2008, as part of the Shaping 4J's Future process, the board decided to retain Meadowlark Elementary School at the current site as a small neighborhood school and expressed the desire to support the space needs of Meadowlark, prior to the relocation of Buena Vista, by providing additional classroom modular space for next school year.
Pursuant to a competitive solicitation for modular buildings, Beaverton School District No. 48 has prepared an Intergovernmental Cooperative Purchasing Agreement, available to the district. Under this agreement, the district would be able to utilize Beaverton’s contract to purchase a classroom modular structure directly from Modern Building Systems, Inc., located in Aumsville, Oregon. The projected cost of a two-classroom modular, equipped with restrooms and classroom sinks is between $250,000 and $300,000. Staff has been working with Modular Building Systems to define the scope of the project and will present a more accurate cost figure at the meeting.

The superintendent recommended approval of the Intergovernmental Cooperative Purchasing Agreement with Beaverton School District No. 48 and the purchase of the two-classroom modular, as described above, to be placed at Meadowlark Elementary School for next school year.

Approve Personnel Items

The superintendent recommended approval of the personnel items included in the board packet. These cover employment, resignations, and other routine personnel matters. The board may adjourn to executive session for matters dealing with employment if it desires to do so. Oregon Revised Statute 192.660 (2) (a).

**MOTION:** Ms. Hays, seconded by Mr. Torrey, moved to approve the consent items.

**VOTE:** The motion passed unanimously; 4:0.

ITEMS FOR ACTION AT A FUTURE MEETING

**Approve K-12 Health Education Instructional Materials Adoption for the 2008-2014 Adoption Cycle**

The district follows the Oregon Department of Education state instructional materials adoption schedule. An Instructional Materials Adoption Committee for Health Education was formed to review and recommend curricula for adoption. This committee was balanced by level and region. Representatives from grades K-12 were invited to participate. Our district process included: Development of guidelines to guide this process, approved by the Instructional Leadership Team; formation of health education instructional materials committee; review of criteria for adoption of health instructional materials developed by the Oregon Department of Education; and review of state adopted health education materials and materials included on the Healthy Kids Learn Better list of evidence based health curricula. Recommendations from the committee were presented to the Instructional Leadership Team and the Instructional Policy Committee. Parents and community members were invited to review all the health education instructional materials recommended by the health adoption committee through notices in the Register-Guard and on the district web site.

The superintendent will recommend approval of the K-12 Health Education Instructional Materials for the 2008-2014 Adoption Cycle. More information regarding the adoption process, guidelines, and criteria was included in the board packet.

Nancy Johnson, Safe and Drug Free School Curriculum Coordinator, provided a brief overview of the process used to review the instructional materials related to Health Education, which
resulted in the recommendation before the board. She noted the community review that had also occurred. Ms. Johnson offered to answer questions.

Responding to a question from Dr. Martinez about the public participation and feedback, Ms. Johnson said there was very little participation, which was typical. Four people reviewed the materials and the feedback received was uniformly positive. Dr. Martinez regretted the lack of public input as often such things became more controversial “after the fact.” Ms. Johnson said that she had done specific outreach to community residents.

Mr. Henry noted that some of the materials being recommended for adoption were not on the state list for approval.

**Approve Physical Education Instructional Materials Adoption**

Kay Mehas, Director of School Services, provided a brief overview of the process used to identify the instructional materials being recommended, Fitness for Life. Mr. Henry said that Jim Hart, PEP Grant Coordinator, was very excited about the commitment to a common curriculum, particularly at the secondary level.

Mr. Hart arrived.

Dr. Martinez asked if adoption of a common curriculum enhanced efficiency. Mr. Hart responded that was an added element. Currently some schools were implementing parts of the program, and for others it would be a new part of the standards curriculum. He said that buildings would have to consider priorities within their programs. The staffing and resources were there, but the district could not do business as usual and still accomplish the program.

Mr. Torrey asked how the district made it okay for disinterested children to become more involved. Mr. Hart said the district tried to address that through the federal grant just concluded, which was based on lifetime activity. The district was refocusing away from team competitive support to support of lifetime activity. The goal of the curriculum was to educate students as to the benefits of lifetime fitness activities. The program did not rely on traditional activities, but employed movement to reinforce concepts and to allow students to become self-managers of their own physical activity. Mr. Torrey strongly endorsed the program.

The superintendent will recommend adoption of the physical education instructional materials at a future meeting.

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

Ms. Hays reminded those present that the blue ribbon she wore was to commemorate April as Child Abuse Awareness Month.

Mr. Torrey noted his recent visit to Meadowlark School to read students *Yertle the Turtle*, which featured a small turtle named Mac, “at the bottom of the stack,” and said he received a thank-you note from the teacher, who told him that there was one small girl in class who now answered to the name “Mac.” He encouraged the board to read the book.

Ms. Gerot said she just returned from the National School Boards Association conference and would give a report at a future meeting.
ADJOURN

Dr. Martinez adjourned the meeting at 8:10 p.m.

__________________________________________  _________________________________
George Russell                             Charles Martinez, Jr.
District Clerk                             Board Chair

(Recorded by Kimberly Young)

Attachments to Official Minutes:
1. PowerPoint Presentation from District 4J Equity Committee
2. Four Memorandums of Agreement with the Eugene Education Association
3. School Calendars for 2008-09
4. Required Special Education Policy Updates 2008
5. Summary of Expenditures for February 2008
6. Grant Application: Pod Squad
7. Resolution #2 – Making Appropriations Resulting from Transfers
8. Personnel Action Items
9. K-12 Health Education Instructional Materials

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

EXECUTIVE SESSION: The board conducted an executive session under the provisions of Oregon Revised Statute 192.610 – 192.690, to consider the expulsion of a minor student pursuant to Oregon Revised Statute 332.061(1)(a).