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

June 16, 2010

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 6:15 p.m., followed by a regular board meeting at 7 p.m. on June 16, 2010, at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on June 11, 2010, and published in The Register-Guard on June 14, 2010.

ROLL CALL

BOARD MEMBERS:
Craig Smith, Chair  
Alicia Hays, Vice Chair  
Beth Gerot  
Anne Marie Levis  
Jim Torrey  
Mary Walston

STAFF:
George Russell, Superintendent of Schools and District Clerk  
Barbara Bellamy, Chief of Staff and Communications Director  
Susan Fahey, Chief Financial Officer  
Celia Feres-Johnson, Director of Human Resources  
Carl Hermans, Assistant Superintendent/Chief Academic Officer  
Christine Nesbit, Associate Director of Human Resources  
Randy Bernstein, South Eugene High School Principal/District Bargaining Team

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:

BOARD MEMBERS:
Jennifer Geller – arrived during the regular meeting

STAFF:
Jon Lauch, Director of Facilities Management  
Sara Cramer, Director of Elementary Education  
Laurie Moses, Director of Secondary Education  
Kerry Delf, Communications Coordinator  
Caroline Passerotti, Financial Analysis and Budget Manager  
Marilyn Williams, Technology and Learning Specialist  
Amy Tidwell, Madison Middle School Assistant Principal  
Jan Cagle, Madison Middle School Staff Development Specialist  
Rick Gaultney, Madison Middle School Principal
STUDENT REPRESENTATIVES:
None present, end of the year

OTHERS
Merri Steele, Outgoing Eugene Education Association Co-President
Paul Duchin, Outgoing Eugene Education Association Co-President
Dayna Mitchell, Incoming Eugene Education Association President
Stephanie Cannon, 4J Administrators’ Association

MEDIA:
KRVM

REGULAR BOARD MEETING

CALL TO ORDER AND FLAG SALUTE

Board Chair Craig Smith called the regular meeting of the School District 4J Board of Directors to order and led those present in the Pledge of Allegiance.

AGENDA REVIEW

No changes were made to the agenda.

INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent George Russell welcomed the guests who were present, and in particular the staff members and students. He said there were a number of items on the agenda related to bargaining agreements and ratification. He wished to acknowledge the collaboration and teamwork of the bargaining teams. He appreciated their working together through difficult times to come up with solutions, some of which required sacrifices. He also extended his appreciation to Paul Duchin and Merri Steele, Eugene Education Association Co-Presidents, who were now retired, and to recognize them for their dedicated service to the students and employees of the district. He said they would be missed.

Superintendent Russell also wished to recognize all of the people who were retiring from district employment this year.

Superintendent Russell stated that it was the end of the school year. He felt they had been through many challenges and had faced difficult times. They struggled with finances and continued to find ways to make things work with less. He acknowledged that the impacts were ones they would prefer not to see. He knew that all of the board members and many staff members had participated in the graduations. The graduations had reinforced for him why they were there; it was for the differences they could make in the lives of students and children. He was impressed with the quality of students they saw graduating. He underscored that students today had to meet higher standards than when he and others of his generation had gone to high school. He extended his congratulations to all of the graduates and to all of the teachers and staff who helped make it happen. He said they would have to continue to figure out how to navigate the challenges that lay ahead but he felt they were not insurmountable.
COMMENTS BY STUDENT REPRESENTATIVES

There were no student representatives present because it was after the end of the school year. Mr. Smith wished them good luck in their future endeavors.

ITEMS RAISED BY THE AUDIENCE

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

Mekhala Dissanayake, Sheldon High School graduate, stated that she was the National Honors Society president and Debate Team captain and would be attending the University of Oregon in the fall. She wanted to commend the excellent teaching of Irene Alderman and pointed to the student support that was present to speak on her behalf. She explained that Ms. Alderman had been transferred from teaching Advanced Placement (AP) European History and an Economics class to night classes and remedial teaching. She asked the board’s help to reinstate her to her original capacity to maximize her ability to prepare high achieving students for college for which she asserted Ms. Alderman was uniquely capable. She believed that this move unintentionally created the phrase no child gets ahead. She said Ms. Alderman had a teaching style that was conducive to communicating complex ideas and an extensive background in graduate level work. She declared that there were numerous educators in the district who could raise up the low end of the achievement gap, but there were few who could maximize the potential of dedicated students.

Lily Bussel, student at the Honors College at the University of Oregon and 2009 Sheldon graduate, also spoke regarding the cutting of the AP European History class at Sheldon. She had finished her freshman year at the University of Oregon with a junior class standing because of the AP College Now classes she had taken at Sheldon. She had saved thousands of dollars in tuition costs. She said Sheldon currently had seven AP classes and cutting the history class would reduce that number to six. In the face of rising tuition costs, she felt that AP programs were crucial. She said they also prepared students for college level expectations. She had seen many students fall behind because they had not been prepared for the amount of reading, writing, and critical thinking required of students in their freshman year of college. She stated that AP classes prepared students for study abroad. She also objected to cutting AP European History because it left only AP American History and provided students with only a U.S.-centric focus on American history. She had felt fortunate to have been able to take the European History class while at Sheldon.

Erin Lashway, 2010 Sheldon High School graduate, stated that she would be attending Seattle University in the fall. She had been the 2010 AP European History Student of the Year. She related that they had talked to teachers of the Student Academy and that they felt that moving Ms. Alderman to the academy was not the correct thing to do. She said they believed that the current teacher in the academy was a better fit there and that Ms. Alderman should remain in her current position. She questioned why they would mess with success. She underscored that many of Ms. Alderman’s students excelled in college classes. She had taken both AP European History and Economics from Ms. Alderman and this had inspired her to take more economics classes.

Joel Chapman stated that he would be attending Stanford University in the fall. He had been president of the Dublinaires and the Senior Man of the Year at Sheldon High School. He related that he had thought he was a good writer through grade 10, but when he wrote his first essay for Ms. Alderman’s class she had deemed it substandard. Through three terms of class with her,
he had added to his capabilities and he had scored 770 on the SAT writing test. He believed that Ms. Alderman had helped him achieve success and had helped him to be accepted into Stanford. He noted that a friend who had taken her classes had been accepted into Harvard, and had written an essay about Ms. Alderman’s class as part of her application. He felt that Ms. Alderman should be recognized for her gift by maintaining her in her current position.

**Daniel Gardner**, 2009 Sheldon High School graduate and Outstanding Male Student of the Year, explained that he was now a pre-med student in Clark Honors College at the University of Oregon. He declared that Ms. Alderman’s AP European History class had prepared him for college and had changed him academically. He felt blessed to have attended Sheldon, which he felt was a great institution, but Ms. Alderman’s classes were particularly beneficial because of her high expectations. He related that they had large amounts of reading and were required to write an essay every week. He considered the tests to be grueling and noted that 75 percent was often an excellent grade. He had learned how to prioritize his readings and how to read quickly and extract pertinent information. He found Ms. Alderman’s lectures engaging. He believed that her class had taught him the skills he needed for college and had also opened up a new world of academia to him.

**Jandee Todd** had graduated from Sheldon High School in 2009 as Outstanding Social Studies Student of the Year. She said she would be attending the Honors Program at Oregon State University in the coming year majoring in history. She commended Ms. Alderman’s class and teaching style. She related that due to a sports injury she had not been able to take the college board test when it was administered. She said Ms. Alderman had called the board up and persuaded them to grant her a two week delay. She related that over those two weeks Ms. Alderman had met with her every morning to help prepare her for the tests. She stated that Ms. Alderman’s AP class had a test participation rate of nearly 100 percent and the passage rate was more than 80 percent. She stated that Ms. Alderman’s focus was not on passing the test; it was to prepare students for life by teaching students to analyze, write, and synthesize information. She asked them not to weaken Sheldon’s academic standing by moving Ms. Alderman.

**Cammisha Manley**, Sheldon High School graduate, had also taken Ms. Alderman’s Economics class. She hoped the board would take the time to listen to the future adults that were before them. She requested and advised that they restore Ms. Alderman to her teaching position. She stated that the school system was created to provide the best learning environment for their students. She felt it was in the best interest of future students to keep Ms. Alderman at her current post. She thought there should be a better alternative than to move one of the most influential female teachers at Sheldon. She related that Ms. Alderman had motivated her to work harder and had taken time to see what else was going on in her life. She had gone through a rough year and without Ms. Alderman’s help she might not have graduated.

**Debbi Eberle** stated that she had taught at Sheldon High School for 20 years. She was concerned about the involuntary transfer. She recalled that Ms. Alderman had spoken out before the board during the previous year and wondered if her transfer was a coincidence. She wanted the board to ask themselves what was really best for all of the kids.

**Michael Frank and Tyler Hesson** wanted to share that they were both students at Kelly Middle School who would be attending North Eugene High School in the coming year. They wanted to advocate for Allie Franz, a physical education teacher who had recently been laid off. Mr. Frank stated that Ms. Franz had impacted the school in a great way. Mr. Hesson related that Ms. Franz was a great teacher because she took time to get to know students and interacted with
Mr. Frank said Ms. Franz used technology to help them learn and he appreciated that.

Mr. Hesson presented a petition signed by 329 students in support of retaining Ms. Franz as a teacher.

Helen Haberman said she had been a social studies and Rachel Carson science teacher at Churchill High School for the past 11 years. She was deeply concerned about the cuts to four key Churchill teachers. She asked all of the people from Churchill present to show their support by standing up. Approximately 30 people did so. She emphasized the devastation the cuts presented to Churchill. She said the mood at Churchill was not good; staff and students feared the worst. She stated that the very essence of Churchill, its culture of collaborative teaching and learning through Small Learning Communities (SLCs), was being torn apart by laying off key Churchill staff members, Nina Herbst, Kelly Dahlgren, Melanie Morrison, and Noah Glusman. She wanted to make clear that the students would bear the brunt of the disruption of the school’s programs. She stressed that those four teachers were the heart and soul of half of the SLCs and academies at Churchill and all of them worked with some of the more marginal students at CHS. She declared that the energy the four individuals gave to their students was irreplaceable. She stated that staff understood that 4J schools were under pressure to make ends meet with less and less and that staffing decisions were complex and bound by contracts, but they sincerely believed that the proposed staff cuts at Churchill would undermine and devastate the SLC and academy work they had worked to develop over 11 years. She read out loud the school district goals regarding increasing achievement for all students and providing prudent stewardship of district resources. She stressed that Churchill had the greatest number of students on the free and reduced lunch program, the highest number of students on Individual Education Plans (IEPs), and a significant number of students of color. She said Churchill was being asked to sacrifice the most of all of the high schools. She underscored that district-wide layoffs totaled just under 6 Full Time Equivalent (FTE) staff people, and of that Churchill was being asked to take a 1.87 FTE cut. She stated that this was 31 percent of the district-wide layoffs. She acknowledged that it was tough for all schools but felt that these cuts demonstrated that the schools with the most affluent students and the least number of IEPs also had the most senior teachers and enjoyed the greatest stability in times of trouble. This struck the Churchill staff team as unfair and incongruous with the broader district goals of reaching out to marginalized students and working to ensure their success. She related that the SLCs and academies did that and with proven results; recent data showed Churchill to have the highest graduation rate of the four high schools for the past two years. They urged the board and district administration to reconsider the decision to lay off their teachers. She said if the board could provide any reprieve or breathing room, they would help to find a different way to balance financial realities while still supporting their programs and students.

Leah Dunbar, Language Arts teacher at Churchill High School and teacher of the Minority Students Achievement Network (MSAN) class, spoke about the impact that the staff cuts would have on her program. She stated that the SLC programs at Churchill were unique and special and they had spent time and resources designing the programs to engage all learners. She said Ms. Morrison, Ms. Herbst, and Mr. Glusman had been engaged in the work with her. She stated that they had spent two years building and planning their SLC arts program. She related that SLC work was collaborative, demanding, effective, and equitable. She felt that in light of the budget cuts over the past years there were few programs left that specifically addressed kinesthetic, marginalized students, and at-risk learners in the way that their program did. She said her program had a higher percentage of the students that the district and board wanted to ensure achieved an equitable outcome. She felt that the dedication and expertise of these teachers could not be overstated. To lose these four key players in her program would be personally devastating and she knew that the students shared that feeling.
Al Villanueva said Churchill High School had worked hard to develop the SLC programs. He related that in addition to the standards professional development, more than $1 million in federal grant money had been invested in specialized training of SLC program teachers and leaders. He stated that the four teachers that were being considered for cuts were some of the most vital, irreplaceable, and well-trained recipients of the investment. He observed that most teachers were hard to replace under any circumstances, but he believed losing these individuals would be devastating to the SLC initiatives they had invested in so heavily. He said each of the teachers had spent time training for their programs with training consultants and the loss of the financial investment in this training would be indefensible in the eyes of anyone who took a close look at what they do and how they had been trained to do it well.

Board Member Jennifer Geller arrived.

Bob Hart wished to speak in support of preserving Civic Stadium. He saw lessons in history concerning stewardship; in the Great Depression people had come together as a community and built the stadium. He felt that now they were in the Great Recession and everyone was trying to learn how to do more with less. He related that Joe Blakely had written a letter to the editor of the Register Guard suggesting that a group of community powerhouses be appointed in order to administer a more long range solution for the stadium. He observed that it was not a good time to sell property. He felt that waiting would net a greater return and the community would retain an asset. He supported Mr. Blakely’s solution. He declared that Civic Stadium does matter, even in a time of economic stress.

COMMENTS BY EMPLOYEE GROUPS

Paul Duchin stated that this would be the last time to address the board as president of the Eugene Education Association (EEA).

Merri Steele, (EEA), noted that it was also her last time to speak before the board.

Dayna Mitchell, incoming EEA President, said she would be taking over as the spokesperson for the EEA.

Mr. Duchin stated that without the sacrifice of the teachers of the EEA, the administrators of 4JA and the classified employees of OSEA, they would be talking about a much larger cut of staff. He said it had been difficult for him and Ms. Steele to see the dismantling of the 2007 collective bargaining agreement. He considered it to have been a template for the state as it added professional development, planning time, and stabilized much of the erosion of programs and added program staffing. While they were glad there was an agreement, they were extremely sorry that they had not been able to resolve one issue: The issue of not being whole. He underscored that 6 FTE were being cut; 11 teachers would not be with them in the coming year. He believed there were ways to address this.

Ms. Steele said when they had found out that they were not going to be left whole, they had gone through the budget line by line. She conveyed their belief that there were things that, though painful, would not be people and could be moved and changed and used to apply to maintain a program that could be lost. She thanked the board members for their work. She acknowledged that they had a hard job and appreciated their generosity in giving their time and energy.
Mr. Duchin said he would miss their work with the board and the collaborative efforts the EEA had with the district. He introduced Ms. Mitchell, the new president of the EEA.

Ms. Mitchell stated she looked forward to working with the board and continuing the good relationship the association had with the board.

Stephanie Cannon, Co-President of the 4J Administrators’ Association (4JA), commended the board on the tough work they had done this year. She wanted to convey that 4JA members recognized that the decisions they had made were difficult, given the hard economic times. She stressed the importance of not losing sight of the mission to educate students and prepare them for post-high school success. She said the administrators would continue to do the best to manage the schools with the resources available and to provide a quality education for the students. She acknowledged the members of 4JA for their willingness to take cuts in salary in order to save teacher positions.

ITEMS FOR INFORMATION

**Progress Monitoring at the Middle School Level**

Instructional Intervention Progress Monitoring (IIPM) has been an instructional priority in 2009-10. It is being implemented as a way to attain the board goal of increasing achievement for all students as reflected in increases in the percentage of students meeting OAKS benchmarks and in the percentage of students graduating from high school.

Progress monitoring measures growth in student learning over time. It gives teachers a sound basis for adjusting classroom instruction and for utilizing interventions so that all students meet learning standards.

At the middle level, the district is implementing a district wide system, rather than site-based changes, to develop and use the practice of progress monitoring in a common, coordinated way. Key to this approach at the middle level are building-based staff development specialists (0.4 FTE at each middle school) who work together to create common ways of training teachers for using progress monitoring and implementing interventions.

Director of Secondary Education Laurie Moses and Marilyn Williams, who coordinates the work of staff development specialists, introduced progress monitoring and presented an overview of the district's work with it at the middle school level. Rick Gaultney, Principal at Madison Middle School, and Jan Cagle, Staff Development Specialist at Madison, described how the middle level staff development specialist and IIPM have changed the school’s ability to meet the needs of students.

Ms. Williams stated that there had been a significant commitment at the middle school level to the IIPM program. She provided a handout that outlined how the Progress Monitoring worked and highlighted it. She explained the three tiers of IIPM and how they determined who needed the additional instruction and intervention and the kinds of instruction and intervention that needed to take place for those students.

Principal Gaultney said in the past few years they had access to literacy and math equity money and this had allowed them to create interventions. They had put together a model over the past year that would work for middle schools.
Amy Tidwell, Madison Middle School Assistant Principal, stated that during the past year they had started the Intensive Positive Behavior Support (IPBS) at their school. She said IPBS was very proactive and had replaced the Student Support Team (SST) model. She explained that when a staff member or parent referred a student to the IPBS team, it was because they were concerned about the student. She said the IPBS facilitator let them know which student had been recommended and came prepared to the team meeting with the student’s test scores and other data. She related that their team had what they needed to look at a student’s academic or behavior needs and make a decision about which intervention would be the best fit. She said the Staff Development Specialists (SDS) were integral to ensuring that students’ needs were met. She noted that they had 150 students out of 465 in a range of interventions over the past year, the results of which were that they were truly meeting individual student’s needs. They had reviewed the data on 6th and 7th graders whose scores were in the bottom 20 percent to ensure they started the next year with the appropriate interventions in place. She believed this was helping them close the achievement gap student by student, and no one would be able to slip through the cracks.

Ms. Cagle had worked in the district for ten years and now served as the SDS for Madison Middle School. She explained that she supported teachers, administrators, counselors, and students by providing data for important decision-making regarding student achievement, placement, best practices, and technology. She attended weekly IPBS meetings and gathered data on the students. She described the meetings they engaged in and how the teams worked together. She provided professional development to the teachers regarding testing technology and intervention. She said they were preparing for the incoming 5th graders by screening them and identifying the ones that could need potential intervention.

Principal Gaultney considered the program to be a safety net. He appreciated that they now had a system in place that would identify the kids that needed intervention and help track them. He said the challenge lay in funding – some of the programs had come out of targeted funds. He stated that to do progress monitoring effectively it had to be systemic; it needed someone to coordinate, manage, monitor, and provide information and instructional support. He felt to do it right, it needed someone’s attention, such as Ms. Cagle.

Ms. Geller remarked that it sounded like they were optimistic. She asked how long it would take to accumulate data that indicated that it was working. Mr. Gaultney replied that they had data already; there were two tests that they took in the fall and the spring. He said OAKS scores indicated that they kids had done really well.

Board Member Anne Marie Levis was familiar with the model at the elementary level. She asked how the staff specialists were trained and how they could get consistency on a system-wide basis. Mr. Gaultney replied that the meeting they held every Tuesday helped people to talk about work that was happening at the other schools and what worked the best. Ms. Williams concurred. She stated that schools were able to learn from each other. She felt that considering this idea on a system-wide basis had been beneficial.

Board Member Jim Torrey asked how the relationship with what they were doing and parental communication was going. He wondered if the parents were accepting or if they were concerned about some of the extra time students were expected to spend on schoolwork. Mr. Gaultney replied that the parental response had been positive; they were appreciative of the help their kids were receiving.
Mr. Smith asked if the data is available to parents. Laurie Moses, Director of Secondary Education, responded that staff was beginning to use a new tool that would allow access to the data and that would generate reports that would be easy for Ms. Cagle to create for families.

Mr. Smith thanked them for the presentation.

Mr. Smith reopened the floor for one more speaker.

**ITEMS RAISED BY THE AUDIENCE (Continued)**

**Nathan Ammann** stated that he was a Churchill High School student. He thanked the board for listening. He saw a lot of propaganda about fairness and treating people right, but he did not see a lot of fairness in how the teachers who were being laid off were being treated. He understood the money troubles, but this was on a bigger scale and it affected many more people. He asserted that the teachers impacted hundreds of students. He felt there were many brilliant ideas to raise funds so that teachers like the ones at Churchill would not be laid off.

**ITEMS FOR ACTION AT THIS MEETING**

**Ratify Contract with Eugene Education Association for 2010-13**

The district and Eugene Education Association (EEA) representatives have reached tentative agreement on terms for a three-year agreement beginning July 1, 2010 through June 30, 2013. The primary economic terms for the first year of the agreement are: cutting seven days (six instructional days and one non-instructional day) from the 2010-11 calendar (with a possible add-back of up to five, depending on funding); 50% funding of step increases during 2010-11; a 1% COLA increase to the annual salary schedule; and a $65 increase in health insurance ($1,090 per month), which would rise to $75 ($1,100 per month) by July 1, 2011. The contract is a three year agreement, with reopeners on the major economic articles in years 2 and 3. A more detailed description of the proposed Tentative Agreement was included in the board packet.

Superintendent Russell introduced Christine Nesbit, Associate Director of Human Resources, and asked her to speak to the contract.

Ms. Nesbit highlighted the main points of the contract.

In response to a question from Mr. Smith, Ms. Nesbit explained that the agreement left reduction in force language intact. She said there was a change in the flexibility to hire both internally and externally and those changes were to move from a four-week exclusive period to a three-week exclusive period.

Mr. Smith asked what the rules were for reductions in force. Ms. Nesbit replied that the rules are that they take seniority into account, however by statute and by the contract, competence and merit were also to be considered.

Mr. Smith asked if the changes in staffing that the board had heard about from Sheldon and Churchill High Schools had been driven by that provision. Ms. Nesbit affirmed that it was. She said staffing changes had been made as a result of declining enrollment and the budget. She stated that the reduction had been approximately 25 FTE, but a lot of that had been covered by attrition.
Mr. Smith asked how the reductions happened at a school level. Ms. Nesbit responded that the principal through an elaborate process with parents and faculty developed a staffing plan for each school. She stated that they were very site-specific.

Ms. Gerot asked how the issue of licensure played into this. Ms. Nesbit replied that there was a complex process that ensured that people with proper licensure had the correct assignment. Celia Feres-Johnson, Human Resources Director, added that licensure was considered along with seniority when considering who would get bumped.

In response to a question from Mr. Smith, Dr. Feres-Johnson defined bumping as the action of one employee with specific required licensure and higher seniority when moving another employee with a similar licensure, but less seniority out of a position.

Mr. Torrey asked if a teacher who had seniority but was not highly qualified could still take a position because of seniority or would they be required to provide support to teachers who were not highly qualified to prepare them to be highly qualified and over what time period. Dr. Feres-Johnson replied that there was a legal requirement that all teachers be highly qualified.

**MOTION:** Ms. Levis, seconded by Ms. Gerot, moved to ratify the contract with the Eugene Education Association for 2010-13.

Board Vice Chair Alicia Hays indicated that she would recuse herself from the vote as she had a conflict on this item.

**VOTE:** The motion passed; 6-0-1, with Ms. Hays abstaining.

### Approve Addendum to District-4JA Statement of Understanding

Representatives for the district and the 4J Administrators Association (4JA) have tentatively agreed on the terms of an Addendum to the Statement of Understanding between the district and 4JA. The Addendum provides that all members covered by the Statement will have their work year assignments reduced by nine (9) work days, with up to a maximum of five (5) days to be restored, depending on funding. The Addendum also provides for increases in the district contribution toward insurance of $65 per month (for a total of $1,090 per month), which will increase to $75 by October 1, 2011; for a 1% cost of living adjustment; and a one-time reduction of step increases by 50%.

The superintendent recommended approval of the Addendum to the District-4JA Statement of Understanding.

Ms. Nesbit highlighted the Statement of Understanding terms.

**MOTION:** Ms. Levis, seconded by Ms. Geller, moved to approve the Addendum to the District-4JA Statement of Understanding.

**VOTE:** The motion passed unanimously; 7-0.
Approve Memorandum of Agreement with Oregon School Employees Association, Chapter 1 Concerning the 2010-11 Work Year and Fund Transfers

Representatives for the district and the Oregon School Employees Association (OSEA) have tentatively agreed on the terms of a Memorandum of Agreement to reduce the work assignment of all OSEA members, other than those with student-contact day assignments, by seven (7) work days, and to reduce the work assignment of OSEA members with student-contact day work assignments by six (6) days. Up to a maximum of five (5) days may be added back, depending on funding. The agreement also provides for a one-time transfer of $100,000 from the classified insurance reserve fund to the district general fund, and for a reduction of $25,000 in the district’s allocation to the classified professional development fund. The net result is an estimated savings to the district of approximately $845,000 during 2010-11.

The superintendent recommended approval of the Memorandum of Agreement.

Ms. Nesbit said this Memorandum of Agreement represented the compensation cuts to the OSEA following the financial forecast. She reviewed the cuts.

MOTION: Ms. Levis, seconded by Ms. Hays, moved to approve the Memorandum of Agreement with Oregon School Employees Association, Chapter 1 concerning the 2010-11 work year and fund transfers.

VOTE: The motion passed unanimously; 7-0.

Ratify Contract with Eugene Association of Substitute Teachers

Representatives for the district and the Eugene Association of Substitute Teachers (EAST) have tentative agreement on terms for a two-year agreement beginning July 1, 2009, through June 30, 2011. The primary economic terms were a 0% annual salary increase for 2009-10, and for 2010-11, an increase in the base daily rate of $156.00 to $159.47. $159.47 is the statewide substitute teacher minimum pay rate computed by the Oregon Department of Education. EAST members ratified the tentative agreement on June 10, 2010.

The superintendent recommended ratification of the tentative agreement.

MOTION: Ms. Levis, seconded by Ms. Gerot, moved to ratify the contract with the Eugene Education Association of Substitute Teachers for 2009-11.

VOTE: The motion passed unanimously; 7-0.

Approve Revised 2010-11 School Year Calendar

The board adopted the 2010-11 school year calendar at its April 21, 2010 meeting. The superintendent has recommended revisions of the adopted 2010-11 calendar because of teacher work year changes in the district/Eugene Education Association (EEA) contract that had been recommended for ratification on June 15, 2010. The changes are: seven (7) days to be cut from the 2010-11 calendar with a possible add-back of up to five (5) days, depending on funding. These changes result in a school year calendar of 185 instructional days with the teacher work year beginning on Tuesday, August 31, 2010. The last student attendance day would be Thursday June 16, 2011 with the last day for teachers being Friday, June 17, 2011.
The complete proposed revised 2010-11 calendars for elementary, middle (semester), middle (trimester), and high school were included in the red folders.

The superintendent recommended approval of the proposed revisions of the 2010-11 school year calendar.

Ms. Nesbit explained that the calendars before them reflected the changes in labor agreements to meet budget reductions.

**MOTION:** Ms. Geller, seconded by Ms. Hays, moved to approve the Revised 2010-11 School Year Calendar.

Ms. Gerot emphasized that this represented a huge disinvestment in the district’s students. She found it difficult to cut this many days.

Ms. Levis said in this horrible economic time, the board is appreciative of the employee groups helping out in this way.

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

**Adopt Proposed Findings of Fact Regarding the Sale of the Civic Stadium Property and Approve the Superintendent’s Recommendation for Disposition of Civic Stadium through a Request for Proposal (RFP) Process**

**Background:** On February 3, 2010 the board received a summary report from the district’s real estate consultants regarding the Civic Stadium property. The report included two recommendations: 1) That the district pursue a zone change for the property north of the 20th Avenue right-of-way (from R-1 to R-2) and to market the two lots for sale; and 2) that the district use a Request for Proposal (RFP) process to solicit proposals for the disposition/acquisition of the larger stadium parcel.

On February 17, 2010, upon the superintendent’s recommendation, the board initiated the Land Use Process for the sale of the Civic Stadium property. The schedule was modified to provide a 60-day delay to the process in order to allow Save Civic Stadium approximately 90 days to conduct a feasibility study for potential re-use of the stadium and property. The superintendent’s recommendation and board approval departed from the real estate consultants’ recommendation to immediately market the north lots for sale, but instead elected to include the lots in the RFP process with the larger stadium parcel.

On February 17, 2010 the board approved moving forward with a zone change request for the north lots from R-1 (low density residential) to R-2 (medium density residential). The zone change was approved and will go into effect on June 1, 2010, providing that no appeals are made in the interim.

A community meeting was conducted on February 25, 2010 to gather input from the neighborhood and to collect feedback in response to the consultants’ report and recommendations. In addition, an online comment form was posted on the district web site for one week (February 25 – March 5). The results from the community meeting and web comment form were summarized at the regular board meeting on March 17, 2010.
On May 19, 2010, the board received a summary presentation of the proposed Findings of Fact regarding the sale of this property. The board was provided with printed copies of the proposed findings on May 5, 2010 and the report was posted on the district’s web site on May 6, 2010. District need for the property, impact to the surrounding neighborhood, land use, fiscal considerations, and alternative property uses were evaluated in developing the proposed findings.

The board conducted a public hearing on June 2. Adjacent property owners and public agencies have been notified regarding the proposed sale and the schedule for the Land Use Process.

**Discussion:** A summary of the proposed findings was presented at the May 19, 2010 meeting. The proposed findings are based upon the evaluation criteria approved by the board and listed above. The board received a printed copy of the proposed findings and supporting documents. The proposed findings along with all appendices are available for viewing and download from the district’s web site.

**Rationale:** As established in the Proposed Findings of Fact, the School District makes the following findings of fact with respect to the district need for the property, impact to the surrounding neighborhood, land use, fiscal considerations, and alternative property uses:

**a) School District Need for the Property:** With the installation of the synthetic turf athletic fields, the Civic Stadium site is no longer needed for high school football. While it is beneficial to have access to the Civic Stadium field for high school baseball and fall soccer, there are adequate facilities, especially after improvements are effected, on the South Eugene High School (SEHS) site to accommodate high school athletic needs on par with, or at a higher level than other 4J high schools. The parking area on the stadium property is not needed to meet the parking needs for SEHS operations. Access to the stadium property, if available, for event parking would be beneficial, so future joint-use parking agreements should be considered. Storage functions currently located on the property can be reduced/eliminated, or relocated. The property is no longer needed to support student transportation operations.

**b) Impact to the Surrounding Neighborhood and Community:** Continued use of the property and stadium as status quo, or with similar use to that of the Eugene Emeralds, is likely to have a no-change impact on the neighborhood. Alternative use of the property and structures will have some impact on the neighborhood. Whether the impact is positive or negative will depend upon individual perspective and upon what that final use becomes. Community recreation or services, such as an expanded homeless shelter, or YMCA facilities would also have positive benefits for the community. On the other hand, given its prime location and proximity to major thoroughfares and commercial enterprises, mixed-use development of the property, with an emphasis on medium density housing, is a possibility. Development of the property within the urban core would fulfill an identified need for additional commercial, residential, and/or mixed-use land in Eugene. Future development of the site could require realignment of northbound Willamette Street to Oak Street which would have a positive benefit for commuter (and perhaps neighborhood) traffic and could help resolve access issues with adjacent privately-owned residential properties. Redevelopment of the site without retention of the stadium structure and ball fields would result in a sense of loss for the local neighborhood both for the historical connections and the community sports/entertainment venue.
c) **Conformity with Applicable Land Use Plans:** A decision to offer the property for sale to another public agency, or to a non-profit organization established primarily to provide public uses allowed under the PL zoning designation does not affect zoning, and, therefore would be consistent with applicable land use plans. Sale of the property for private use would require zone change for areas currently zoned PL.

d) **Fiscal Considerations:** It is in the district’s best financial interest to sell the property in order to reduce ongoing maintenance costs, significant and looming capital costs, and other risks of ownership. There are immediate district needs toward which the proceeds could be applied. It is not in the district’s interest to invest in the existing structures with regard to restorative efforts since the question of preservation remains to be answered at the present time. Current market conditions indicate potential interest in the property for affordable housing, homeless shelter and related services, mixed-use development, recreational facilities such as the YMCA, and other potential community uses yet to be clearly defined. The feasibility study commissioned by the Save Civic Stadium organization provides additional information regarding potential uses and users so that a target audience can be identified for distribution of marketing information. The intent of the successful purchaser will determine if existing structures are demolished or retained. The potential also exists for a ground lease where the district would be free from financial liabilities of operating, capital, and development costs, while maintaining ownership of the property. This could generate an income stream to the district, and the district would own the improvements at the conclusion of the lease. Depending upon use and change in ownership, the property could potentially generate property tax revenue in support of the district.

e) **Property Uses Considered:** Sale of the property on the open market will be the prime determinant of future use. Using the RFP process is expected to allow for the broadest range of proposed uses, including potential preservation of the stadium grandstands. If it is not possible to achieve a reasonable market rate value appropriate to a mixed-use application, the district could consider re-zoning to R-2 prior to selling the property, or the option to offer the property for other purposes. Marketing the property now with the buildings intact provides the greatest level of flexibility for the property.

**Options and Alternatives:** The board may accept the findings of fact as submitted, or reject the findings or modify them to reflect additional staff or community input. The board may also reject or revise the superintendent's recommendation to dispose of the property; or, determine other options for sale, lease or trade of the property.

**Budget/Resource Implications:** Board policy provides that net proceeds from the sale or lease of facilities will be placed in a district capital improvement fund and used to acquire and develop land and/or upgrade and improve district facilities unless the board decides otherwise for compelling reasons. The district’s current financial situation is one in which a disposition of the Civic Stadium site without some revenue realization is not a prudent option. Some of the proceeds from disposition of Civic Stadium will need to be used to provide for a suitable facility for SEHS baseball and soccer use.

**Board and Superintendent Goals:** Disposition of Civic Stadium property will support the board goals related to prudent stewardship of district resources and implementing a sustainable budget by eliminating ongoing capital costs associated with operation and maintenance, and providing revenue that can be used to support unfunded or underfunded facility needs.
Recommendation(s): The superintendent recommended disposing of the Civic Stadium property and marketing the property for sale, long-term lease or trade using a Request for Proposal (RFP) process.

MOTION: Board Member Mary Walston, seconded by Ms. Hays, moved to adopt the Proposed Findings of Fact regarding the sale of the Civic Stadium property and to approve the superintendent’s recommendation for disposition of Civic Stadium through a Request for Proposal (RFP) process.

Ms. Levis asked Superintendent Russell to comment on the testimony provided earlier in regard to Civic Stadium. Superintendent Russell said he did not agree with the gentleman who had testified. He had talked with consultant Marshall Glickman earlier in the day about where they were in terms of process and timeline. He thought they were fully prepared to respond to an RFP process. He had also heard from the YMCA. He underscored that the district had tried to be as accommodating as possible, but he thought it was time to move on. He found it somewhat difficult to grasp, given the context of people testifying about the impacts of staffing reductions and the cuts the district was taking, that some people thought there should be a proposal to invest in spending more money to maintain the district’s ownership, maintenance and upkeep to a stadium. He said they were talking about trying to find $20-some million in reductions for the next year. He did not think they could drag this out any longer. He welcomed a response to the RFP involving a commission of some sort, but he wanted to move forward on this.

Mr. Torrey concurred. He related that he had been asked the question of whether the board had a moral responsibility with regard to the grant received years ago for the property to ensure that the community benefited from it. He thought the RFP process provided the opportunity for the best possible ending for the community. He said if it were to be sold as a non-sports facility, the money that the district would receive would be in most instances used to make sure there were recreational facilities throughout the entire community. He looked forward to seeing the RFP creation and speaking to the items within it and making the best decision with regards to the needs of the community.

Ms. Geller clarified that as they entered the RFP process, the board would have a chance to review it. Mr. Lauch affirmed that this was the intent.

VOTE: The motion passed unanimously; 7-0.

Approve a Resolution Adopting the 2010-11 Budget, Making Appropriations, Imposing and Categorizing Taxes

Background: On May 10, 2010, the Budget Committee unanimously approved the proposed budget as presented by the superintendent and amended to include two items: 1) a $1 million transfer to the District Retirement Fund to supplement the PERS reserve, and 2) an additional $200,000 to mitigate the effects of licensed staffing reductions. The approved budget totaled $297.4 million, an increase of $7.0 million or 2.4% from the 2009-10 adopted budget. This primarily represented increases in the general fund as contingencies and ending fund balance were brought up to board policy levels, and the insurance reserve fund grew due to increased health care costs. Smaller increases occurred in the debt service and fleet and equipment funds. Offsetting the increases were declines to the capital projects fund due to fully expending bond proceeds in 2009-10 and the federal, state and local programs fund as American Recovery and Reinvestment Act funding sunsets.
General Fund - Approved
The approved budget was built based on a $6 billion 2009-11 state K-12 education funding level which was finalized during the February 2010 special legislative session. The approved general fund operating budget of $146.1 million (excluding contingency and unappropriated ending fund balance) increased by $2.3 million—or by 1.6%, which is not sufficient to maintain current service levels. Reserves are being drawn down to fund services and plan for additional sustainable reductions. Changes include $136,000 in funding for intervention training which was previously paid with grant funds and $140,000 for additional bus routes. Budget reduction areas consist of using $5.1 million of reserves as a short term strategy, and on-going reductions in central office and administration of $1.2 million and an additional $1.2 million in school-based staffing. The specific list of service level changes approved by the budget committee is found on page 19 of the 2010-11 Proposed Budget.

General Fund - Update
On May 25, 2010, based on an updated state economic forecast, the State of Oregon announced a $577 deficit shortfall largely resulting from weak personal income tax collections. Governor Kulongoski directed state agencies to develop plans to implement cuts of approximately 9% for 2010-11. The effect on district revenues is a drop of $351 per average daily membership, weighted, or $6.8 million.

To address the resulting general fund budget shortfall, on June 2, 2010 the budget committee discussed the following options:

- Increase the general fund beginning fund balance by $2 million, as a result of eliminating the 2009-10 PERS reserve transfer and reducing the fleet fund transfer;
- Eliminate the 2010-11 PERS reserve transfer; and
- Adjust the Contingency and Ending Fund Balance to reflect lower requirements, based on lower revenues and expenditures.

The above items reduce the $6.8 million deficit by approximately 50% and are included in the budget that I am recommending be adopted at the meeting. The committee discussed covering the remaining deficit using employee compensation strategies given the fact that 85% of the district’s budget is comprised of staffing related expenditures.

In addition, on June 10, 2010, the district and Eugene Education Association representatives reached a tentative agreement in employee contract negotiations. The agreement includes a reduction of seven days. Given the terms of the agreement, I am recommending the following budget changes be included in the adopted budget:

- Reduce salary and benefit accounts by the equivalent of seven days for all employees;
- Lower school and department discretionary accounts by 10%; and
- Drop the Contingency to 1.8% from the 2% target in board policy.

Estimated reserves, including the Ending Fund Balance and projected underspending, remain at the board target of 5% of operating revenues.

With these changes, the adopted general fund budget totals $136.6 million, 5.0% below the 2009-10 adopted budget. It is important to note that this budget follows the 2009-10 budget, which resulted in a 9.2% decrease from the prior year.
As in prior years, the superintendent recommended changes regarding school Targeted Funding FTE. Each year schools receive a staffing allocation and a discretionary budget for materials and services. Part of that discretionary budget is a targeted funding allocation that can be used for either staff or materials and services. Much of the $2.2 million in targeted funding is used to fund teachers and instructional assistants. For the adopted budget, the superintendent proposes to increase licensed FTE by 8.27 and classified FTE by 15.09 to more accurately reflect staffing funded through targeted funding. Final staffing may differ from these numbers, but as noted at the last meeting the amount appropriated will not change.

Discussion:

**Rationale:** Oregon Revised Statute (ORS) 294.435 requires that the board approve a resolution formally adopting the budget, making appropriations and imposing and categorizing taxes. This must occur once a budget hearing has been held and public comments received, no later than June 30. Without an adopted budget and proper appropriations, the district has no legal authority to spend money. Any spending in the fiscal year without proper appropriations violates the law and, under ORS 294.100, members of the governing body are personally liable for any unlawful expenditure.

**Options and Alternatives:** ORS does not provide for any alternatives to this process. Board action could be deferred to a later date but must occur on or before June 30, 2010.

**Budget/Resource Implications:** Adoption of the budget is required to establish legal spending authority and certify to the assessor an ad valorem tax rate for the fiscal year beginning July 1, 2010.

**Board/Superintendent Goals:** This item is related to the board goal to provide prudent stewardship of district resources to best support student success, educational equity and choice.

**Recommendation:** The superintendent recommended that the board adopt the 2010-11 budget as amended to increase general fund beginning fund balance by $2 million, eliminate the 2010-11 PERS reserve transfer, reduce salary and benefit accounts by the equivalent of seven days for all employees, lower school and department discretionary accounts by 10%, adjust the Contingency and Ending Fund Balance to reflect lower requirements, drop the Contingency to 1.8% from the 2% target in board policy, and include targeted funding FTE. The superintendent recommended approval of a resolution adopting the budget, making appropriations, and imposing and categorizing taxes. A copy of the resolution was included in the red folder.

Susan Fahey, Chief Financial Officer, stated that a public hearing on the budget was held at the last meeting. She reviewed the budget.

**MOTION:** Mr. Torrey, seconded by Ms. Gerot, moved to approve a resolution adopting the 2010-11 budget, making appropriations, imposing and categorizing taxes.

Ms. Geller said it had been an extremely difficult budget process that would impact teachers, staff, and students.

Ms. Walston underscored that they had not taken the budget process lightly. They understood that it had a negative impact but there had been no choice.
Ms. Levis felt they had looked everywhere for money and done everything they could to avoid cuts. She noted that school budget work had been one of the reasons she had run for a position on the school board. She appreciated all of the good minds that had looked at the budget and contributed to it.

Ms. Gerot noted that the Governor had given a ten-year projection that did not look any better than the current situation. She emphasized that the district would have to continue to look at how it did business.

Mr. Torrey echoed Ms. Gerot’s concerns.

Mr. Smith expressed concern that because they had looked under every barrel to find money for the budget process there would not be a lot of options for the next budget process. He pointed out that they had stayed away from the classroom ratio thus far.

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

**Approve Revisions to Board Policy ECB-Landscape Management and Policy KG-Community Use of School Buildings**

**Background:** The proposed changes to Board Policy ECB-Landscape Management and Policy KG-Community Use of School Buildings are made for clarification and consistency with Administrative Rules updated in 2008-09. Copies of the current policies with proposed revisions are included in the board packet.

**Discussion:** The revisions are proposed in order to gain consistency in language and cross-referencing between Board Policy, Administrative Rule, and Department Guidelines and Procedures. Leaving the policies unchanged may create some confusion due to the current inconsistencies. There are no budget or resource implications associated with the proposed updates. There are no specific board or superintendent goals directly related to the proposed revisions.

**Recommendation:** The superintendent recommended approval of the revisions to Board Policy ECB and Policy KG as proposed.

Mr. Lauch stated that the two policy revisions were grouped together because they were insignificant housekeeping changes.

**MOTION:** Ms. Gerot, seconded by Ms. Levis, moved to approve revisions to Board Policy ECB-Landscape Management and Policy KG-Community Use of School Buildings.

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

**Approve Revisions to Board Policy DFDB-Disposition of Property**

**Background:** The proposed change to Board Policy DFDB-Disposition of Property, is made for clarification and consistency with current and past practice. Current policy suggests that a Request for Proposal (RFP) process will be used for most long-term leases, sales, and trades. While the RFP process is appropriate for most long-term leases, it is not the general practice of the district to utilize the RFP process for a sale and it is unlikely that such a process would ever
be used for a trade. The proposed revision would clarify that an RFP process would be used for most long-term leases, and could be utilized for a sale. A copy of the current policy with proposed revisions was included in the board packet.

**Discussion**: The RFP process has not been used for the six property sales that have taken place between 2003 and 2007. Current language can be misleading and is not consistent with practice. Leaving the policies unchanged may create some confusion due to the current inconsistencies. There are no budget or resource implications associated with the proposed updates. There are no specific board or superintendent goals directly related to the proposed revisions.

**Recommendation**: The superintendent recommended approval of the revisions to Board Policy DFDB as proposed.

Mr. Lauch stated that this was also a housekeeping change.

**MOTION**: Ms. Geller, seconded by Ms. Hays, moved to approve revisions to Board Policy DFDB-Disposition of Property.

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

**Approve Revisions to Board Policy EEA-Student Travel**

**Background**: There are two proposed changes to Board Policy EEA-Student Travel. The first change clarifies the communication path, training, and confidentiality around student medical and behavioral protocols. The second change modifies the language regarding transportation between schools and day care facilities, limiting such transportation to that approved by the Oregon Department of Education and for non-approved transportation that does not add significant cost to the district. The change eliminates language referring to added-cost transportation services that would be reimbursed via use agreements. A copy of the current policy with proposed revisions was included in the board packet.

**Discussion**: Since the first change (regarding student information) is basically housekeeping, the discussion below pertains specifically to the proposed change to policy around transportation between schools and day care facilities.

**Rationale**: Current language suggests that the district could enter into use agreements to provide transportation on a cost-reimbursement basis. Deleting the language will discourage such requests which otherwise would require district staff to conduct evaluations, draft agreements, and put billing and reimbursement mechanisms into place. Current resources are such that staff time is not practically available for such efforts. According to current district collective knowledge, provisions under this clause have never been utilized; at least not in the past 20 years.

**Options and Alternatives**: Leaving the current language intact is possible, but could result in encouraging requests for cost-added transportation services requiring staff time for evaluation and response. In addition, providing for-fee transportation services for businesses (even for not-for-profit businesses) could be in conflict with law that prohibits publicly funded transportation from competing with private transportation enterprises.
Budget/Resource Implications: Current policy allows for reimbursement of costs for transportation services. However, allocation of staff resources for evaluation and response to requests is not practical at current staffing levels.

Board and Superintendent Goals: The proposed policy revisions support the board goal to provide prudent stewardship of district resources to best support student success, educational equity and choice, and will help to maximize administrative and operational efficiencies by precluding the potential added work associated with evaluating and responding to potential requests for non-cost-neutral transportation services.

Recommendation: The superintendent recommended approval of the revisions to Board Policy EEA-Student Travel as proposed.

Mr. Lauch said this revision involved two changes, one that was only housekeeping and one that would deal with the current policy which suggested that they would provide transportation to daycare facilities if reimbursed for the costs. He stated that the change would eliminate that language with the exception of transportation to daycare that was reimbursed by the state through the Department of Education or those that would not add costs to the district’s operations.

MOTION: Ms. Levis, seconded by Ms. Gerot, moved to approve revisions to Board Policy EEA-Student Travel.

VOTE: The motion passed unanimously; 7-0.

Approve Revisions to Board Policy KJA-Distribution of Materials and Policy JEFB-Released Time for Students

Action Proposed: Approve two policy revisions to align board policy with case law regarding distribution of religious information in schools and with current U.S. Department of Education Guidelines for Religious Expression in Schools.

Background: A 2003 court decision, Hills v. Scottsdale Unified School District (9th Cir 2003) held that schools must treat the distribution of religious literature provided by non-school groups or other students on equal terms and conditions as other written materials. Schools may impose reasonable restrictions on the time, place and manner of distribution. The same restrictions must apply to both religious and non-religious literature.

The district’s Student Rights and Responsibilities Handbook and administrative rules require that all materials distributed or posted within a school must identify the name, mailing address, and telephone number of the sponsoring individual or group. No materials may be sent home with students except those related to school or district activities, unless approved by the principal. Other materials may be placed in a central location for interested students or parents.

Discussion: The proposed revision to Board Policy KJA deletes language that prohibits the distribution of written materials provided by a non-student group that advocates religion or a particular religious teaching.

The proposed revision to Board Policy JEFB-Released Time for Students, adds language to clarify that students have the right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other non-school sponsored literature.
There are no budget or resource implications. These policy revisions are not directly related to a board or superintendent goal. The proposed policy revisions were included in the board packet.

**Recommendation:** The superintendent recommended approval of Board Policy KJA-Distribution of Materials and JEFB-Released Time for Students, as revised.

**MOTION:** Mr. Torrey, seconded by Ms. Walston, moved to approve revisions to Board Policy KJA-Distribution of Materials and Policy JEFB-Released Time for Students.

Ms. Geller said she would support the motion, but there had been concerns raised about a part of the second paragraph. When she read the policy change as a whole it seemed clear that what they were trying to do was to treat religious material the same way they treated other materials that students would distribute to other students.

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

**Approve Revision to Board Policy JGAB-Use of Restraint and Seclusion**

**Action Proposed:** Approve a revision to Board Policy JGAB to correct an error in a reference to another board policy.

**Background:** On March 3, 2010, the board approved a new policy, Board Policy JGAB-Use of Restraint and Seclusion.

A sentence in the policy says: *The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlines in Board Policy KL and KL-AR*. The policy reference was incorrect. The correct policy is Board Policy KLD-Commendation and Criticism of Employees. The proposed policy revision was included in the board packet.

**Recommendation:** The superintendent recommended approval of Board Policy JGAB-Use of Restraint and Seclusion, as revised.

**MOTION:** Ms. Walston, seconded by Ms. Levis, moved to approve a revision to Board Policy JGAB-Use of Restraint and Seclusion.

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

**Approve Revisions to Board Policies DI and DJCA-Delegated Authority for Purchases Under $150,000**

**Background:** Board Policy DI-Financial Management Policies, was originally adopted on January 17, 1990. The policy has been revised ten times, most recently on August 2, 2006. Board Policy DJCA-Personal Services Contracts, was originally adopted on July 2, 1973, and has been revised five times, most recently on August 16, 2006. Copies of the current policies with proposed revisions were included in the board packet.

**Discussion:**

**Rationale:** In both policies, there is an identical section entitled, Delegated Authority for Purchases Under $150,000 which grants authority, in specified positions, to sign all contracts,
contract amendments, and change orders under $150,000, except those that are for public improvements. Staff would like to revise the title of one position on this list to reflect the reorganization of the Finance and Support Services Department. In order for the Financial Analysis and Budget Manager to carry out his/her duties, it is necessary to extend signing authority to this position.

**Options and Alternatives:** The board can reject, modify or accept the proposed revisions.

**Budget/Resource Implications:** There are no budget or resource implications associated with the proposed updates.

**Board and Superintendent Goals:** This recommendation addresses the board goal of providing prudent stewardship of district resources to best support student success, educational equity and choice.

**Recommendation:** The superintendent recommended approval of the section entitled, Delegated Authority for Purchases Under $150,000 found in Board Policies DI and DJCA, as revised.

**MOTION:** Ms. Gerot, seconded by Ms. Levis, moved to approve revisions to Board Policies DI and DJCA-Delegated Authority for Purchases Under $150,000.

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

**Approve Revisions to Board Policy DJCA-Personal Services Contracts**

**Background:** Board Policy DJCA-Personal Services Contracts, was originally adopted on July 2, 1973, and has been revised five times, most recently on August 16, 2006. A copy of the current policy with proposed revisions was included in the board packet.

**Discussion:**

**Rationale:** District staff recommended revising Board Policy DJCA to address changes in purchasing laws and regulations. The recommendation has been discussed with district legal counsel.

**Options and Alternatives:** The board can reject, modify or accept the proposed revisions.

**Budget/Resource Implications:** There are no known budget or resource implications associated with the proposed updates.

**Board and Superintendent Goals:** This recommendation addresses the board goal of providing prudent stewardship of district resources to best support student success, educational equity and choice.

**Recommendation:** The superintendent recommended approval of Board Policy DJCA-Personal Services Contracts, as revised.

**MOTION:** Mr. Torrey, seconded by Ms. Gerot, moved to approve revisions to Board Policy DJCA-Personal Services Contracts.

**VOTE:** The motion passed unanimously; 7-0.
CONSENT GROUP – ITEMS FOR ACTION

Set the Tuition Rates for the 2010-11 School Year

Background: Each year a number of non-resident students pay tuition to attend our schools, and other districts contract with us to provide general and special educational services. The board sets tuition rates for students in kindergarten, elementary school, middle school, high school, and special education. The following rates are proposed:

Rates for General Education Students
- Kindergarten: $5,445 or $605 per month (nine months)
- Grades 1-5: $7,515 or $835 per month (nine months)
- Grades 6-8: $7,110 or $790 per month (nine months)
- Grades 9-12: $6,930 or $770 per month (nine months)

These rates represent no increases for Kindergarten through grade 8, and a $40/month increase for grades 9-12.

Rates for Students with Special Needs
- Elementary Learning Center: $9,498 plus the cost of related services
- Elementary Regional LC: $14,807 plus the cost of related services
- Middle School LC: $10,386 plus the cost of related services
- Middle School Regional LC: $14,644 plus the cost of related services
- High School LC: $11,124 plus the cost of related services
- High School Regional LC: $15,889 plus the cost of related services

These rates represent no increase for elementary and middle school learning centers and a 15% increase at the high school level.

Discussion:
Rationale: The district receives no reimbursement for non-resident students from the state. General education tuition rates are calculated based on the most recent actual audited cost by level and adjusted for subsequent year budget changes using 2010-11 projected enrollment. Rates for students with special needs are calculated based on the December special education census and 2010-11 projected case loads, staffing allocations, and salary rates.

Options and Alternatives: The board may approve the proposed tuition rates or amend the rates.

Budget/Resource Implications: The district receives approximately $20,000 for general education tuition and $60,000 tuition for students with special needs.

Board/Superintendent Goals: Setting tuition rates is related to the board goal to provide prudent stewardship of district resources to best support student success, educational equity and choice.

Recommendation: The superintendent recommended approval of the tuition rates as proposed.
Set School Lunch and Breakfast Prices for the 2010-11 School Year

Background: Nutrition Services has continued their efforts to implement healthier meals which includes a focus on whole grain products and fresh and local products. These improvements combined with rising food and compensation costs have resulted in higher program expenses. Nutrition Services management also analyzes other district meal prices and recommends any pricing adjustments for the following year. The following prices are proposed:

### Paid Breakfast

<table>
<thead>
<tr>
<th>Level</th>
<th>Proposed Price 2010-11</th>
<th>2009-10 Price</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>$1.20</td>
<td>$1.20</td>
<td>$0.00</td>
</tr>
<tr>
<td>Middle</td>
<td>$1.35</td>
<td>$1.35</td>
<td>$0.00</td>
</tr>
<tr>
<td>High</td>
<td>$1.55</td>
<td>$1.55</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

In 2009-10, the National School Lunch Program eliminated the cost for reduced price breakfast. Reduced breakfast price will remain at zero for 2010-11.

### Paid Lunch

<table>
<thead>
<tr>
<th>Level</th>
<th>Proposed Price 2010-11</th>
<th>2009-10 Price</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>$2.25</td>
<td>$2.15</td>
<td>$0.10</td>
</tr>
<tr>
<td>Middle</td>
<td>$2.50</td>
<td>$2.50</td>
<td>$0.00</td>
</tr>
<tr>
<td>High</td>
<td>$2.60</td>
<td>$2.60</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Reduced price lunch would remain at $0.40, and the a la carte price for milk will remain at $0.50.

Even with the proposed increase, elementary paid lunch revenue is below that received for students qualifying for free or reduced price meals.

### Elementary Lunch Revenue by Level of Subsidy

<table>
<thead>
<tr>
<th>Level</th>
<th>2010-11 Federal Subsidy (projected)</th>
<th>Meal Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>$2.77</td>
<td>$0</td>
<td>$2.77</td>
</tr>
<tr>
<td>Reduced</td>
<td>$2.37</td>
<td>$0.40</td>
<td>$2.77</td>
</tr>
<tr>
<td>Paid</td>
<td>$0.25</td>
<td>$2.25 (proposed)</td>
<td>$2.50</td>
</tr>
</tbody>
</table>

Discussion:

Rationale: In keeping up with current inflation of the cost of goods, including food and disposable products, it is necessary to adjust pricing. To ensure the reasonableness of prices, approximately 50 school districts were surveyed. The proposed paid elementary lunch price would put the district in the top 30% of districts surveyed. Other districts with elementary lunch prices at or above $2.25 include: Ashland, Beaverton, McMinnville, Redmond, Tigard-Tualatin, and West Linn. Most of these school districts, like Eugene, have a relatively low percentage of students qualifying for free or reduced meals and rely more on revenue from paid students.
Options and Alternatives: The board may approve the proposed lunch increase or amend the increase.

Budget/Resource Implications: Nutrition Services staff projects that an additional $25,578 in revenues would be received as a result of this increase. Staff does not anticipate that participation will be adversely effected.

Board/Superintendent Goals: Setting school lunch and breakfast prices is related to the board goal to provide prudent stewardship of district resources to best support student success, educational equity and choice.

Recommendation: The superintendent recommended approval of the lunch price increase as proposed.

Approve Resolution No. 4 Making Appropriations Resulting from Transfers

Background: Budget appropriations established in the adopted budget determine the district’s spending authority for that year. The district is required to stay within appropriation limits unless the board adopts a resolution permitting the transfer of budget authority within a fund from one existing appropriation category to another.

Discussion:
Rationale: Due to the changing needs of the district since the adoption of the 2009-10 budget, it is necessary to transfer budget authority from appropriations established in the adopted budget to those which create sufficient spending authority to align with projected expenditures.

Options and Alternatives: Should the board decline to approve the proposed appropriation transfers, expenditures would exceed legal spending limits and violate state law, per ORS 294.100 and 294.435(4). Public officials spending funds in excess of approved amounts or for a purpose other than provided by law are held civilly liable for the return of those funds.

Budget/Resource Implications: For 2009-10, the following transactions are proposed:

General Fund
Increase the Instruction appropriation by $1,600,000 and decrease the Supporting Services by the same amount to align budget appropriations with projected expenditures.

Increase the Transfers appropriation by $974,229 and decrease appropriations for Instruction by $589,710 and for Supporting Services by $384,519, to create authority to transfer potential budget savings to the Fleet and Equipment Fund for reserves to purchase textbooks and equipment.

Capital Projects Fund
Increase the Supporting Services appropriation by $200,000 and decrease the Facilities Acquisition and Construction appropriation by the same amount to establish sufficient spending authority for projected expenditures.
Nutrition Services Fund
Increase the Supporting Services appropriation by $10,000 and the Enterprise and Community Services appropriation by $50,000, and decrease the Operating Contingency appropriation by $60,000 to establish spending authority sufficient to cover projected expenditures.

District Retirement Fund
Increase the Supporting Services appropriation by $500,000 and decrease the Operating Contingency appropriation by a like amount to ensure sufficient spending authority to cover projected expenditures.

Board and Superintendent Goals: This recommendation addresses the board goal of providing prudent stewardship of district resources to best support student success, educational equity and choice.

Recommendation: The superintendent recommended adoption of Resolution No. 4 making appropriations resulting from transfers.

Approve Alternative Education Options Contracts

Action Proposed: Approve contracts with Northwest Youth Corps, Wellsprings Friends School and Looking Glass Youth & Family Services Inc. for alternative education options, subject to the expiration of the protest period following notifications of award.

Background: In February of 2009, High School Services performed a comprehensive study of the effectiveness and efficiency of district and private alternative programs. In response to recommendations made in the report, a needs assessment of students in private alternative programs was performed to determine which service delivery methods best fit their needs. It was determined that a solicitation for alternative education options would specify these services as well as establish performance measures which would ensure that acceptable retention and completion rates are achieved. Seven program areas for middle and high school students were identified: Project Based Learning, Middle School Intervention, Outdoor School, Career Transitions, Teen Parents, Homeless Students and Expelled Students.

Discussion: Rationale: To ensure an efficient use of district resources and maximize positive outcomes for students, a Request for Proposals was issued April 28, 2010, soliciting responses locally and nationally for the provision of alternative education options. It provided for one-year contracts with an option for four additional annual renewals.

Responses were received from five companies: Looking Glass Youth & Family Services Inc., Northwest Youth Corps, Creative Minds Alternative School, Inc., Center for Appropriate Transport (CAT), and Wellsprings Friends School, all located in Eugene, Oregon.

An evaluation team representing the Instruction, Educational Support Services and Financial Services departments assessed the responses. The table below shows the program areas responded to and results of the team evaluation. Scores represent average points assigned out of 100 points possible for each program. Bolded items indicate programs recommended for receiving awards.
There were no proposals submitted for Middle School or Expulsion programs. Students needing services in these areas will be accommodated in other programs.

Although this recommendation does not include awards to Creative Minds or CAT, it is expected that students will continue to be referred to those programs under existing contracts, to maintain continuity for current students.

**Options and Alternatives:** The district has created an assessment and referral process that places middle and high school students appropriately into the available seats in these programs. Should the board not approve these awards, options for these students would be severely restricted. It is considered to be cost prohibitive for the district to create specialized programs for such small groups of students.

**Budget/Resource Implication:** Payment to alternative education providers is the actual per pupil cost of the provider’s program or an amount equal to 80% of the district’s estimated current year average per pupil net operating expenditure as defined in OAR 581-023-0041, whichever is less, under ORS 336.635. Eighty percent of the net operating expenditure for 2009-10 was calculated to be $6,164 (80% of $7,705, the district’s estimated net operating expenditure). Assuming a total annual district maximum ADM of 113 for all programs, the cost of this award would be approximately $700,000 in 2009-10. The district’s estimated net operating expenditure for 2010-11 has not yet been calculated but is expected to be lower than in 2009-10.

**Board and Superintendent Goals:** The key motivation for this recommendation is to increase achievement for all students and close the achievement gap. It also proposes an efficient use of district resources, which responds to the board goal of providing prudent stewardship of district resources to best support student success, educational equity and choice.

**Recommendation:** The superintendent recommended awarding contracts for alternative education services to the following programs: Wellsprings Friends School, Project Based Learning; Northwest Youth Corps, Project Based Learning and Outdoor School; and Looking Glass Youth & Family Services Inc., Career Transitions, Teen Parents and Homeless Students. This award is subject to the expiration of the protest period following notifications of award.

**Approve the Establishment of Eugene Education Options School**

Beginning with the 2011-12 school year, the district would like to consolidate the current three alternative education high schools into one single high school. The three current alternative high schools to be consolidated are North Eugene Alternative High School, Churchill Alternative High School and Opportunity Center. The new high school will be called Eugene Education...
Options. An application will be made to the Oregon Department of Education to request a new Institution ID number be issued in preparation for this new school.

**Approve Annual Ratification of a Class of Contracts Under a Certain Dollar Amount, Including Purchase Orders, Contract Amendments and Change Orders**

Board Policy DI-Financial Management Policies and Board Policy DJCA-Personal Services Contracts provide for Delegated Authority for Purchases Under $150,000, which authorizes and fully empowers the superintendent and designees to award and execute all contracts, except for contracts for public improvements (including but not limited to purchase orders), and contract amendments, and change orders for all contracts under $150,000, pursuant to all applicable public procurement rules and board policy, subject to annual ratification of the contracts, in general terms, by action of the board.

Board Policy DI-Financial Management Policies and Board Policy DJCA-Personal Services Contracts also authorize and fully empower the superintendent and designees to award and execute all contracts for public improvements (including but not limited to purchase orders), and contract amendments, and change orders for all contracts under $100,000, pursuant to all applicable public procurement rules and board policy, subject to annual ratification of the contracts, in general terms, by action of the board.

Based on this authority, the superintendent recommended that the board adopt a resolution ratifying all district procurements under $150,000 per item procured under Policies DI and DJCA, Delegated Authority for Purchases Under $150,000, for the fiscal year 2009-10. A copy of the resolution was included in the board packet.

**Approve Expenditures for April and May 2010**

Summaries of the district’s expenditures for April 2010, totaling $20,846,335.88 and May 2010, totaling $17,168,475.16 were included in the board packet.

The superintendent recommended approval of the April and May 2010 expenditures.

**Approve Grant Application: Energy and Water Education Grant**

Staff from the Instruction Department submitted a grant application to the Eugene Water and Electric Board (EWEB) for $296,253. Since 1996, EWEB has provided the district with a grant to fund water and energy education. The grant has provided support in the district’s educational efforts focusing on energy, water, local watersheds, conservation, recycling, and the environment. This grant will allow the district to continue these important efforts.

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

**Conduct Routine Business**

a. **Appoint Clerk and Deputy Clerks for Fiscal Year 2010-11**

Statutes require the board of directors to designate persons to serve as custodians of school funds and to officially sign contracts and other legal documents on behalf of the district.
The superintendent recommended appointment of George Russell as District Clerk and Barbara Bellamy, Susan Fahey, and Carl Hermanns as Deputy Clerks for the 2010-11 fiscal year. A resolution authorizing them to sign legal documents on behalf of the school district was included in the board packet.

b. **Appoint Executive Officer and Budget Officer for Fiscal Year 2010-11**

The state budget law requires the board of directors to appoint an Executive Officer and a Budget Officer for the school district each fiscal year.

The superintendent recommended that George Russell be appointed as Executive Officer and Susan Fahey be appointed as Budget Officer for the 2010-11 fiscal year.

c. **Adopt Resolution Authorizing Interfund Borrowing**

From time to time, receipts for specific budgeted fund categories are not received as expected; for example, grant funds may not arrive on time or food services receipts may be delayed. Oregon law allows loans to be made from one fund to another, so long as loans are repaid no later than the end of the ensuing year.

The superintendent recommended adoption of the resolution, included in the board packet, authorizing the district to utilize interfund borrowing during the 2010-11 school year.

d. **Designate School Depositories for Fiscal Year 2010-11**

It is necessary for the board of directors to designate depositories for the 2010-11 fiscal year. A copy of the resolution designating depositories for Lane County School District 4J, effective July 1, 2010 through June 30, 2011, was included in the board packet.

The superintendent recommended adoption of the resolution designating depositories for School District 4J, effective July 1, 2010 through June 30, 2011.

e. **Appoint Legal Counsel and Auditor for Fiscal Year 2010-11**

General legal services are being provided for the district by the law firm of Luvaas Cobb. Financial auditing services are being provided by the accounting firm of Grove, Mueller & Swank, P.C.

We continue to be satisfied with the services we receive from both firms. The superintendent recommended that Luvaas Cobb be retained as legal counsel for the 2010-11 fiscal year. The superintendent further recommended that Grove, Mueller & Swank, P.C. be appointed to conduct the 2009-10 annual audit, during the 2010-11 fiscal year, as required by Oregon statute.

**Approve Board Meeting Minutes**

The superintendent recommended approval of the minutes from the April 21, 2010 and May 5, 2010 regular board meetings. Copies of the minutes were included in the board packet.
**Approve Personnel Items**  (Staff: Celia Feres-Johnson)

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 desired to do so. ORS 192.660 (2) (a).

Ms. Gerot pulled Item 10 - Approval of Board Meeting Minutes from the consent agenda.

**MOTION:** Mr. Torrey, seconded by Ms. Walston, moved to approve the consent items with the exception of Item 10 - Approval of Board Meeting Minutes.

**VOTE:** The motion passed unanimously and the consent items were approved with the exception of Item 10 – Approval of Board Meeting Minutes; 7-0.

Ms. Gerot said the last paragraph of the minutes from the meeting held on April 21 spoke of the ExEL work. She wished to change the language so that it referred to “our district” and not “their district.” She also preferred that the minutes speak in terms of “we” and not “they” so that it was clear that it was School District 4J and not another district.

**MOTION:** Ms. Geller, seconded by Ms. Levis, moved to approve the minutes from the May 5, 2010 meeting of the School District 4J Board and the minutes from the April 21, 2010 meeting, as amended.

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

**ITEMS FOR ACTION AT A FUTURE MEETING**

**Organize the Board of Directors for the 2010-11 School Year**

As the first order of business at the August 4, 2010 board meeting, the board will need to take the following action:

a. **Elect Board Officers**

   (1) **Chair:** The Board of Directors, as its first order of business on August 4, 2010 should elect the chair for the fiscal year ending June 30, 2011.

   (2) **Vice-Chair:** The Board of Directors should then elect the vice chair for the fiscal year ending June 30, 2011.

b. **Authorize the Chair and Vice Chair to Sign for the District During the 2010-11 Fiscal Year**

The names of the newly elected board officers will be added to a resolution at the August 4 meeting.

The superintendent will recommend approval of the resolution authorizing the board officers to sign for the district during the 2010-11 fiscal year. A copy of the resolution was included in the board packet.

Superintendent Russell stated that the items were scheduled for the first meeting in August.
Ms. Walston had attended four high school graduations and it had been uplifting to see the end result. She felt the district had outstanding students as well as some outstanding teachers. She had also gone to the reception for Colonel Dutton, the astronaut who graduated from Sheldon High School. She had attended a meeting of the graduation requirement committee. She congratulated Mr. Duchin and Ms. Steele for the great work they had done. She expressed appreciation for the unions and staff. Additionally, she wanted to thank the Eugene Water & Electric Board for the grants given to the schools of almost $300,000. She said it was great to see the community stepping up and working together.

Ms. Geller had attended graduations, which had been nice after all of the hard work they had done. She had visited Spring Creek, Howard, and Crest Elementary Schools and had enjoyed the visits. She was planning on attending the Equity Committee meeting scheduled for the following week. She noted that she had attended the Roosevelt Middle School promotion earlier in the evening. She related that the principal had talked about the high number of harassments that had been recorded at the beginning of the year and how they had taken a number of actions and reduced the number from over 40 to 2. She liked that they had worked to create an environment that was fair to everyone. In closing, she thanked the employee groups. She underscored that they would not have been able to balance the budget without their help and sacrifice.

Ms. Gerot had gone to the retirement party for Mr. Duchin and Ms. Steele. She noted that Mr. Duchin had been president of EEA the whole time she had served on the board and she had worked with him on a number of occasions. She valued their friendship and would miss both him and Ms. Steele. She had also attended the reception for Colonel Dutton at Sheldon High School. She had gone to the North Eugene Alternative High School and Opportunity Center graduation on the previous night. She found them uplifting because she recognized the challenges that some of the students had faced and what they had achieved. She had gone to the Student Advisory Panel and had been intrigued to listen to their perspective. She related that one of them, Allison O’Hanlon, planned to serve as a student representative to the board in the next year. She related that she had attended the GANAS assembly at Kelly Middle School. She noted that the program was designed for the Latino students at Kelly and she had been impressed by their poise and self-confidence. She stated that the annual Oregon School Boards Association (OSBA) retreat was held over the past weekend. They had heard about the state of online learning in Oregon and there had been a speaker regarding what Education Service Districts were doing and what decisions were facing the board about online learning. She said they had also done some goal-setting, not unlike the goal-setting that the school board engaged in. She related that they had decided to do some equity work at each of their four meetings during the year.

Ms. Levis stated that the Eugene Education Fund had met earlier in the day. She related that their big event for raising funds would be held on October 7. She said this would be a critical piece that would fund projects at local schools. She also attended two graduations, for South Eugene and Sheldon High Schools. She had been overwhelmed by the talent of the students. She also wanted to congratulate all of the retirees from the district and to thank them for all they had done. She appreciated Ms. Steele and Mr. Duchin as well. She gave a shout out to Martha Moultry, principal at her children’s grade school, who was retiring after this year. She thanked everyone for the comments earlier in the evening, especially the students who had spoken so
eloquently. She said they were moving into even tougher times, but she appreciated the passion and the thoughtfulness that everyone put into their comments.

Mr. Torrey related that he had the opportunity to represent School District 4J at three days of discussions regarding the city’s urban growth boundary (UGB) and whether or not it should be expanded. He had been struck by the consistency of comments regarding ensuring that education in the community would not be negatively impacted. He commented that those were easy words to say, but the challenge lay in making sure that the districts told them, as administrators of 4J and Bethel, how their decisions could impact the schools. He said he had pointed out that compact development in the core of the city was primarily for single or relatively wealthy people. He felt that if that was how the decision would be made for addressing the need for 20 years of housing, it would have a negative impact on the school district.

Additionally, he wanted to recognize a young woman who had remained for the entire meeting after testifying during the public comment period. He advised her that the fact that she had the stick-to-itiveness to stay through the meeting spoke well of her.

Ms. Hays found this time of year to be interesting because they had to deal with a budget that was cut and that they felt terrible about and then they went to graduations and felt really good about them. She echoed her colleagues’ thoughts in thanking everyone involved in the bargaining teams on both sides. She also welcomed the new leadership in the unions. She suggested that they have lunch meetings.

Mr. Smith also wanted to thank Mr. Duchin and Ms. Steele for their service to the district and their constituency. He had attended graduations for Churchill Alternative and North Alternative High Schools and had been struck by the number of students from the latter who were going on to college. He said it spoke well of their program

ADJOURN

Mr. Smith adjourned the regular meeting of the school board at 9:15 p.m.

_____________________________   _____________________________
  George Russell     Craig Smith
  Superintendent     Board Chair

(Recorded by Ruth Atcherson)

Attachments to Official Minutes:
1. District/EEA Tentative Agreement
2. Addendum to District/4JA Statement of Understanding
3. District/OSEA Memorandum of Agreement
4. 2010-11 Revised School Calendar
5. Resolution No. 5 Adopting the Budget, Making Appropriations and Imposing and Categorizing Taxes for the 2010-11 Fiscal Year
6. Board Policy ECB-Landscape Management
7. Board Policy KG-Community Use of School Buildings
8. Board Policy DFDB-Disposition of Property
9. Board Policy EEA-Student Travel
10. Board Policy KJA-Distribution of Materials
11. Board Policy JEFB-Released Time for Students
12. Board Policy JGAB-Use of Restraint and Seclusion
13. Board Policies DI and DJCA-Delegated Authority for Purchases Under $150,000 and Personal Services Contracts
14. Resolution No. 4 Making Appropriations Resulting from Transfers in the 2009-10 Fiscal Year
15. Resolution Ratifying Procurements Under a Certain Dollar Amount for the 2009-10 Fiscal Year
16. Summary of Expenditures from April and May 2010
17. Grant Application Form: Energy and Water Education Grant
18. Resolution Authorizing Clerk and Deputy Clerks to Sign as Legally Qualified Officers
19. Resolution Authorizing Interfund Borrowing for the 2010-11 Fiscal Year
20. Resolution Designating Depositories for School Funds for the 2010-11 Fiscal Year
21. Personnel Action Items