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

October 20, 2010

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an Executive Session at 6:30 p.m. and a regular board meeting at 7 p.m. on October 20, 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 October 15, 2010, and published in The Register-Guard on October 18, 2010.

ROLL CALL

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

STAFF:
George Russell, Superintendent of Schools
Barbara Bellamy, Chief of Staff and Communications Director
Carl Hermanns, Assistant Superintendent/Chief Operating Officer
Susan Fahey, Chief Financial Officer
Celia Feres-Johnson, Director of Human Resources
Larry Sullivan, Director of Educational Support Services
Christine Nesbit, Associate Director of Human Resources
Charlie Smith, Administrator and Bargaining Team Member

MEDIA:
Anne Williams, Register Guard

Under provisions of ORS 192.610 – 192.690, Open Meeting Laws, the Board of Directors conducted an Executive Session for the following purpose: To consider records that are exempt by law from public inspection, pursuant to ORS 192.660 (2) (f) and to conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant to ORS 192.660 (2) (d).

The regular meeting convened with the above people present, along with the following:

STAFF:
Sara Cramer, Director of Elementary Education
Laurie Moses, Director of Secondary Education
Kerry Delf, Communications Coordinator
Sally Huling, Administrator
Brad New, Administrator
Kerri Sage, Coordinator for the Talented and Gifted Program
REGULAR BOARD MEETING

CALL TO ORDER, ROLL CALL AND FLAG SALUTE

Board Chair Craig Smith called the regular meeting of the School District 4J Board of Directors to order. He led those present in the flag salute.

AGENDA REVIEW

There were no changes to the agenda.

INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Russell read the following prepared remarks:

"Tonight I want to update the board, our staff, our parents and our community about the status of our conversations with our employee union leadership regarding the potential restoration of school/furlough days this year. Because of the potential prospect that the district might have to add back school days this year without funds to pay for those days, due to a disagreement over contract language, the district sent notices of potential layoff to more than 100 staff members last week. This was a sad and upsetting event for all concerned and one that underscores the gravity of our financial situation and the impact of the national recession here in Oregon. Over the last week, we have continued our conversations with our employee groups in an earnest and heartfelt effort among all parties to resolve this issue. A copy of the District's most recent offer is available on the District's website. Through my remarks tonight, I hope to put this issue to rest and to let the board, our staff, and our community knows how I am instructing the organization to proceed."
First, I am committed to doing whatever is within my means to avoid laying off teachers this year. That requires us to maintain our current schedule of school days rather than restoring school days and furlough days this year.

- The reason for reducing school and workdays was to avoid deeper layoffs and preserve jobs by sharing the pain across our workforce. Since our bottom line is not better off than it was last June, we cannot afford to restore days without laying off staff. Therefore, we will not restore days and we will not proceed with layoffs in mid-December unless we are forced to do so. I believe that this is consistent with the intent of the agreements we made last June.
- Our economy is still fragile. State tax revenues are falling below expectations, causing state funding reductions for schools this year.
- I cannot foresee our financial future, nor do I know whether we will receive even more bad news from the state later this school year. Therefore, without knowing whether further state funding reductions are ahead for us this year, I cannot absolutely guarantee that we will not have to make mid-year layoffs, even though that is the last option I would recommend to the board.
- I can guarantee my strong commitment to avoiding teacher layoffs this school year, and promise to look at every other option, including spending more reserves, reducing other positions, or shortening the school year should that become necessary. While I cannot give, or recommend that the board give, an unconditional guarantee of no mid-year layoffs, I am absolutely committed to preserving instructional programs for our students and avoiding the tremendous disruption that would come to classrooms and schools if we had to do so. Avoiding layoffs was the very reason for agreeing to a shortened school year last June.

Second, in an effort to meet the EEA half-way, it is my intent to honor the EEA’s request to convert two professional development days to teacher planning and school collaborative days.

- The EEA has asked for this in light of concerns about excessive teacher workload. I believe that we can accommodate this change without impacting our students and time for student learning.

While we may not have agreed upon language with the Eugene Education Association yet, I am prepared to move ahead with this commitment as soon as possible to put to rest the anxiety and questions about layoff, furloughs and school days for the 2010-11 school year. So, unless I receive instruction from the board to proceed differently, I wanted you to know of my intention in this regard."

Superintendent Russell stated that board folders contained a letter for the board to consider at the next board meeting from the Network Charter School requesting a postponement of the renewal review for one year and said that they planned to show extended progress on school improvement goals.

Superintendent Russell also noted that he had the opportunity to attend the dedication of the study center at Sheldon High School to be named in honor of PFC Erin McLyman, who had been killed in Iraq. He wished to extend his thanks for allowing him to participate and make this honor in her name.

Continuing, Superintendent Russell highlighted items contained in the board folder, which included a *Washington Post* opinion piece entitled *How to Fix Our Schools: A Manifesto by Joel Klein, Michelle Rhee and Other Education Leaders* and a letter from Dr. Arlene Ackerman to Urban Superintendent Program colleagues regarding the piece. He noted that Dr. Ackerman
was also a member of the National Alliance of Black School Educators Superintendents Council. He had wanted the board to see both perspectives as Dr. Ackerman had felt that the op-ed piece had not represented her views. He related that she believed that a collaborative approach to working with the unions and school employees was the only way to make progress to find success for students.

Superintendent Russell said packets also included an invitation for school board members to participate in a viewing of the *Waiting for Superman* documentary. He noted that Ms. Geller would participate in a panel discussion afterward, which Bethel School District Superintendent Colt Gill would moderate.

Superintendent Russell acknowledged that there had been considerable attention paid to bullying and harassment because of recent suicides. He had included copies of a joint press release by the National Parent Teacher Association and the AASA on the importance of redoubling efforts to stop bullying.

Superintendent Russell shared a short video on Kindergarten through 12th grade literacy provided by the Literacy Leadership State Steering Committee (LLSSC), which had been appointed by the Governor and the State School Superintendent.

Superintendent Russell said he had been pleased by the feedback heard at the regional meetings. He included a piece of an interview with Jerry Wiest in board packets regarding what they were doing in Montgomery County to address socio-economic difference. He related that they found that if you can put kids from low-income backgrounds in middle class schools their test scores improved.

**COMMENTS BY STUDENT REPRESENTATIVES**

Sun Sun Gan, Churchill High School, reported that Churchill had won its homecoming game. She said the Homecoming Dance, held on the following night, had been attended by more than half of the student population making the night successful and fun. She said it had raised money. She related that the different classes were competing to see which class had the most school spirit. She added that there would be a blood drive at Churchill in November. Lydia Tam stated that Churchill had testing for all freshmen, sophomores, and juniors the previous week. She said Churchill planned to hold a club fair on October 26 to help acquaint all of the students to the wide variety of clubs available to them. She noted that student leadership was now focusing on elections and trying to get more freshmen involved.

Jenny Koh, South Eugene High School, said they had been having tailgating at the ball games to encourage sports participation. She related that they were holding a Breast Cancer Awareness Day on October 22 and everyone was asked to wear pink for the occasion. They were also selling wrist bands and apple butter to raise money for that cause. She stated that a dinner for Latino families was planned for the following day.

Britta Rasmussen, North Eugene High School, reported that the school was doing outreach on in support of Gay Rights during the third week of October. She said almost the entire school had worn purple in honor of that. She stated that kids would be trick or treating for change for UNICEF on Halloween.
Karen McGheehey, International High School, All Campuses, said IHS had held freshmen elections and there had been good turn-out. She stated that there were no events coming up in the near future but they looked forward to the fall fundraiser.

Liz Gray, Sheldon High School, stated that the Best of the Irish showcase event had been successful, with about three times the people attending as had attended in the previous year. She had participated in a couple of games. She said the theater department was mounting a production of Romeo and Juliet in two weeks and tickets had gone on sale.

**ITEMS RAISED BY THE AUDIENCE**

Kendra Lodewick stated that she was a parent of an Edison Elementary School student. She related that Edison parents appreciated all the work that was going into negotiations with staff. It sounded to her, based on Superintendent Russell's statement, that a resolution to the situation was coming. She said Edison parents wanted them to know that they all shared the goal of having the strongest, most consistent and empowering learning environment for kids. She felt mid-year staff layoffs were in direct conflict with that goal. She averred that furloughs were an issue that would keep coming up, but mid-year staffing changes were too disruptive.

Carrie Ann Naumoff was pleased that the school board was listening to the community. She related that she and her fellow teachers had been "shocked and dismayed" to learn that three of their colleagues would be laid off in December. She related that they had been informed that approximately 120 other staff members would also receive the same notices. She said even though they recognized that the district found itself in a challenging financial situation, they believed it was an unacceptable action to lay off many teachers and educational support staff at this time. She averred that these actions would have an extremely negative impact on the schools throughout the district. She felt the layoffs contradicted the board's mandate to employ its resources in order to maximize the educational achievements of all students. She asked that the board members ask themselves what was truly at the heart of a school. She felt they would find anywhere they went in the world that the heart would be teachers, students, and families. She noted that it had been clearly stated in the recent workshops on diversity and equity hosted by School District 4J that in order to close the achievement gap students needed to build strong, viable relationships with teachers and staff. She declared it to be a simple truth that the district could no longer afford to lose anymore staff and maintain a viable education environment. She said the option to institute furlough days due to the budget reduction program was unfortunate, with huge loss of instructional time for students and earnings for teachers, and the possibility of a school district that could no longer function. She declared that it could threaten to bring achievement for all students to a close. She asked, on behalf of herself and 15 Edison Elementary staff people who signed the written statement, that the board recognize the importance of the teacher/student relationship as well as the necessity of the excellent support staff they currently had in the schools. She asked the district and board to do the right thing and agree to no layoffs.

**COMMENTS BY EMPLOYEE GROUPS**

Dayna Mitchell, Eugene Education Association (EEA), conveyed the association's great concern with the layoff notices to 82 licensed and 24 classified employees. She called the layoffs "extreme and unnecessary" and said they had caused havoc and chaos. She related that it had undermined teacher morale and this impacted the important work of educating students. She said EEA had discussed this with the district for several weeks and had exchanged several recent proposals. She stated that the EEA was prepared to sign off on its most recent proposal,
which would provide some "much needed" work load relief and would declare that there would be no more layoffs for the present school year. She listed the specific components of the proposal:

- No budget reduction days will be added back during the current school year;
- On the March 28, 2011, professional planning day the district will provide full-time union members with 7.5 uninterrupted hours of planning time;
- On April 15, 2011, the district will use the 3.75 hours reserved for professional development for site administrators to facilitate collaborative planning for the following school year, with the preceding prorated for part-time members;
- The district will not lay off unit members during the current school year;
- The agreement would not set a precedent nor would it change any of the status quo conditions of the working agreement.

She had a memorandum of agreement (MOA) with her that could be signed. She said they had heard many times from the district that they were all in this situation together and that everyone should collectively shoulder the burden of the future. She had often wondered in the past week how the displacement of teachers and classified workers demonstrated a sharing of the burden. She asked them to consider how much more the teachers, specialists, and classified employees could sacrifice. She averred that signing the MOA would allow everyone to return to the important work of educating students.

ITEMS FOR INFORMATION

**Receive a Report from the Oregon Small School Initiative Project**

Since their formation, the small schools at North Eugene High School have been part of the Oregon Small Schools Initiative (OSSI). The OSSI is a multi-year statewide initiative that has provided leadership and technical assistance to selected Oregon schools, including North Eugene High Schools, for implementing a small schools model. Kathy Campobasso, the OSSI's Project Director, and Barb Gibbs from the Meyer Memorial Trust, which helps to fund the OSSI, were present to report on key findings from across the state.

Laurie Moses, Director of Secondary Education, acknowledged the North Eugene High School leadership members who were present.

Ms. Campobasso thanked the board for inviting her to present so that it coincided with the presentation of the North Eugene High School (NEHS) progress review. She said the OSSI project had closed at the end of the summer and the reports were starting to be completed on the project. She said they hired Education Northwest to comprehensively analyze the data on all of the schools. She hoped the information would cast the small schools in a positive light, not just because the students liked the schools but because they were achieving.

Ms. Campobasso discussed some of the results extrapolated from the data, noting that the first schools had begun planning for the change to small schools six years earlier and most schools had been open for four years. She reported that absences were down and reading, writing, and mathematics skills had improved. She said graduation rates were higher in small schools. She stated that the cost per student was relatively even with the other schools in School District 4J. She shared a chart that showed students in the OSSI schools meeting and exceeding state benchmarks. She also shared a narrative, a report that had some of the academic achievement growth and some of the graduation rates and included interviews with students, parents, teachers, and administrators. She said, regarding the latter, that there were some personal
stories of students who had benefited from the small school structure. She stated that at the height of the OSSI there had been 38 schools participating and this year there were 34.

Continuing, Ms. Campobasso related that she had brought a busload of Portland Public School Board members to the NEHS campus. She said they were interested in looking at a model that was akin to NEHS for Roosevelt High School, and would be a hybrid. She stated that Newberg High School had converted to four small schools and had also landed on a hybrid conversion that was not completely small schools but not comprehensive either. She said small schools should not attempt to do or be everything; they could not be little big schools, but they should be unique to students. She stated that they were only just now seeing the results, which had pleased the funders, and Meyer Memorial Trust and the Oregon Business Council had committed to continue to track the data for at least three more years to determine whether the improvements that had occurred were an anomaly or if they were "really on to something."

Ms. Levis asked, regarding the Education Northwest chart on page 2, if the results were what was predicted and were they at the level they had hoped to achieve. She also asked if they had seen that the second and third waves of small schools will follow some of the same patterns with time. Ms. Campobasso replied that this was what they assumed, but it was important to note that the second and third waves had started at a little bit higher level of student achievement than the first wave. She said they had not known what results to predict, though the small schools work had been taken up by many other states prior to Oregon. She noted that they had actually heard some "bad news" about the model from other states, saying that small schools and conversion schools were closing especially in Washington. She credited the Meyer Memorial Trust for having faith in OSSI and extending funding. She thought that the results had been a little bit pleasantly surprising, adding that this information would be provided to school districts all over the country.

Ms. Walston related that she had attended the day-long conference on OSSI that had been held in Portland in April. She was glad they had presented the data around relative costs. She said the goal in high school was a diploma and small schools were perhaps more economical in generating that result.

Ms. Campobasso noted that the student/teacher ratio was the same for small schools.

Ms. Geller asked if there were other states that were seeing positive results. Ms. Campobasso responded that the report provided to the board had referenced a couple of recent reports, one of which had come out of New York City that showed very positive results. She said another report, called Dollars and Sense, provided a good cost analysis.

Ms. Gibbs, Director of Policy and Strategy for Meyer Memorial Trust, said she had come to thank the school board, the building leaders, and teachers who she considered to be the "heroes of the story." She related that she had never worked closely with public education until she had become involved with the OSSI and the $13 million investment by the trust over seven years, along with a $15 million investment by the Gates Foundation. She had become an admirer of all of the people who did this kind of work in this difficult climate. She said the Meyer Memorial Trust was "thrilled" with the results. She underscored that Meyer would not make such an investment without doing the due diligence first and had spent a year researching the model.

Mr. Smith thanked her and thanked the trust for the support.
**Receive a Report on the North Eugene High School Small Schools Progress Review**

Last year the board requested that a review of progress be conducted in regards to the small schools at North Eugene high School. The district contracted with Education Northwest to conduct the review. Annie Woo, who is Senior Program Advisor for Education Northwest, was present to provide the review and findings.

Ms. Moses introduced Ms. Woo, who reviewed the findings with power points.

Ms. Woo discussed her methodology, which included interviews with the principals, a teacher focus group, a student focus group, and a parent focus group, along with an online survey. She highlighted the data that had come out of the interviews. She said graduation rates had increased and attendance had remained stable. She reported that the reading and math assessment scores had increased from the baseline year. She concluded that for the success of the small schools, personalization for the students was important because it made it a safe school. She said college preparation, teacher collaboration, and positive outcomes were some of the successes of the small schools, as well as some of the challenges. She stated that there was some danger of teacher burnout, because they were expected to do some of the administrative tasks as well as teaching, advising, mentoring, and counseling students. She related that some parents and students stated that the limited amount of electives available presented a disadvantage for being a small school.

Mr. Smith commented that the report had been very thorough.

Ms. Woo shared that of the schools she had assessed, not every school was as successful as North Eugene High School. She was excited about the results.

**Receive a Report on the District’s Three-Year Plan for Services to Talented and Gifted Students**

The Eugene School District Talented and Gifted Program has developed and submitted a Talented and Gifted Plan for 2010-13 in accordance with the Oregon state mandate requiring a district plan. In addition, the plan was developed for the 4J School Board in response to a recent TAG complaint.

The goals for the 2010-13 TAG Plan support and expand on practices and procedures currently in place for each of the five TAG Program components:

1) Identification
2) Delivery of Services
3) Curriculum and Instruction
4) Professional Development
5) Parent and Community Involvement

These goals serve as targets against which the district will evaluate its growth and development. Staff will provide an overview of the plan and discuss how to move the plan forward.

Larry Sullivan, Director of Educational Support Services, introduced Kerri Sage, Coordinator for the Talented and Gifted Program, who reviewed the report on the three-year plan for services to Talented and Gifted (TAG) students, with power points.

Ms. Sage stated that they planned to continue training teachers and administrators in the identification process and they wanted to talk to parents about what kinds of things they could look for in their student. She said they were going to look at the English as a Second Language
(ESL) population and other segments of the school population and were considering whether there needed to be more screening in middle school.

Ms. Sage stated that each building would be asked to have a building plan and each student would have an individualized plan at the elementary school level. She said at the middle and high school levels, individual student plans would be per parent request. She noted that a TAG training for TAG coordinators and principals would be held on the following day.

Ms. Sage discussed some of the present TAG activities, which included University professors teaching a class at Roosevelt Middle School and 35 students who come early to debate and talk about current events. She said they had created a TAG brochure for parents, which provided a process for them to be involved. She stated that the website had been updated.

Ms. Levis liked the part of the plan regarding parent input. She asked if they had heard input from both supportive parents and parents who had criticized the program in the past. Ms. Sage replied that they had not conducted a formal survey, but they had talked with between 100 and 200 parents over the past two years. She said they were in the process of putting together a parent survey.

Mr. Torrey asked if the progress monitoring programs in place also worked for TAG. Ms. Sage responded that there were similar assessments. She said they talked about moving the high end kids up as well as the low end of the spectrum kids. She explained that if a fourth grader was reading at a seventh grade level, they could give a seventh grade assessment to monitor progress.

Ms. Geller asked who was responsible for seeing that the TAG plans were implemented. Ms. Sage replied that there are new TAG plans, one for elementary and one for 6-12. She said when teachers sit down with parents at conferences, they go over the TAG plan and that they all sign off on it. Then at reporting time, teachers would provide updates on how the plan was going along with additions to and deletions from the plan.

**CONSENT GROUP - ITEMS FOR ACTION**

**MOTION:** Mr. Torrey, seconded by Ms. Hays, moved to approve the Items in the Consent Group.

**VOTE:** The motion passed unanimously, 7:0.

**Approve Board Meeting Minutes**

The superintendent recommended approval of the minutes from the August 18, 2010, regular board meeting. Copies of the minutes were included in the board packet.

**Approve Personnel Items**

The superintendent recommended approval of the personnel items included in the board packet. These cover employment, resignations, and other routine personnel matters. The board could adjourn to an executive session for matters dealing with employment if it desired to do so. ORS 192.660 (2)(a).
ITEMS FOR ACTION AT THIS MEETING

Approve the Board's Goals and Annual Agenda for 2010-11

Action Proposed: Approve the Board's goals and annual agenda for 2010-11.

Background: School Board Policy BA requires that the board adopt an annual agenda to demonstrate how the board will provide "leadership and direction for the district." The superintendent and staff have prepared an initial draft of the proposed 2010-11 Annual Agenda, and Goals for 2010-11, which was discussed at the October 6 board meeting.

Discussion: These 2010-11 goals will be approved in a time of serious financial challenge. The district has, over the past two years, cut about $36 million from its operating budget. Without significant changes in the way the district conducts business in the coming years, the district will be unable to sustain a strong educational system and move ahead aggressively on the achievement of these goals and key results. The district remains strongly committed to its guiding values and beliefs, and it is through these goals and key results that the district will continue to move forward and embrace excellence, equity, and choice.

The board discussed the Annual Agenda for 2010-11 and Goals at the present meeting at the October 6 board meeting. The revisions suggested during the board meeting and subsequent conversation with staff were incorporated into the final draft presented for approval.

Recommendation: The superintendent recommends adoption of the 2010-11 Board Goals and Annual Agenda. Upon approval of the board goals and annual agenda, the superintendent will develop goals for implementation in 2010-11.

Barbara Bellamy, Chief of Staff and Communications Director, highlighted the changes made based upon board discussion, all under key results:
- Key result 3 included a base year, 2007-08, for OAKS benchmarks and goals for reading, writing and math and key result 4 included a base year, 2008-09, for graduation.
- Staff had expanded on why the district would develop and implement a more rigorous evaluation system for its employees and what the expected outcome would be in key result 5.
- Under the stewardship of district resources, they had discussed key result 1 which had focused on a capital bond measure and staff had rewritten it so that the bond itself could not be perceived as a goal and that the board would establish a timeline for the bond measure.
- Under the stakeholder engagement goal, key result 3 had been worded more around the superintendent search process, and had broadened the key result.

Mr. Torrey suggested, regarding the key result on a more rigorous evaluation system, given what they were facing in the coming budget they look to find best practices from elsewhere in the country as opposed to creating something from scratch. He was concerned that waiting for three years to 2012-13 to deal with underperforming staff members was akin to throwing the "kids under the bus."

Celia Feres-Johnson, Director of Human Resources, stated that HR had already begun the process of changing evaluations, and would be sending communication to its steering committee and the focus groups they had put together, which included a broad group of...
stakeholders. She expected that they would have a draft of a process and a tool developed before the end of this year. She did not think they would be able to implement it by the end of this school year, but it would certainly be ready by the beginning of the next school year.

Ms. Bellamy ascertained from Ms. Feres-Johnson that the language could be changed from 2012-13 to 2011-12.

Superintendent Russell remarked that they could start down that path and then be usurped by the State Legislature.

The board agreed to change the year referenced in the draft to 2011-12.

In response to a question from Ms. Gerot, Ms. Bellamy affirmed that the evaluations would include principals, too.

**MOTION:** Ms. Levis, seconded by Ms. Gerot, moved to approve the Board's goals and annual agenda for 2010-11.

**VOTE:** The motion passed unanimously, 7:0.

**Approve Policy Revisions Regarding Board Member Ethics, Conflicts and Nepotism**

**Action Proposed:** Approve board policy BBFA Board Member Ethics and Conflicts of Interest as revised and board policy BBFB Board Member Ethics and Nepotism. Copies of the proposed policies were included in the board packet.

**Background:** The 2009 Legislature revised and clarified Oregon's ethics laws governing public officials to:

- change the definition of "public officials" and "candidates;"
- remove "domestic partner" from the statutes because the legislature now considers the term spouse to encompass domestic partners;
- define "legislative and administrative interest;"
- clarify that certain gift limits apply when the source has a legislative or administrative interest in the public official, and not in the public official's agency;
- clarify that gift limits do not apply to gifts from private employment or volunteer work of the public official or relative when given as part of the usual and customary practice, and bearing no relationship to the public official's holding of public office;
- clarify that officials may attend receptions or meetings when they are representing a governmental entity;
- remove a ban on entertainment, making entertainment subject to gift limits, and change various reporting requirements.

Over the last year, the Oregon Government Ethics Commission adopted new Oregon Administrative Rules to implement the legislation. The Oregon School Boards Association (OSBA) then issued new board sample policies that align with the revised ethics law and administrative rules.

**Discussion:** The board's existing policy, BBFGA Conflicts of Interest of Board Members, has been revised to mirror the OSBA sample policy. OSBA also recommends adoption of policy BBFB Board Member Ethics and Nepotism.
There are no budgetary and resource implications. Adoption of the policies as proposed assures that district policy is aligned with current Oregon statute.

**Recommendations:** The superintendent has recommended approval of revised policy BBFA Board Member Ethics and Conflicts of Interest and Policy BBFB Board Member Ethics and Nepotism.

**MOTION:** Ms. Geller, seconded by Ms. Walston, moved to approve the revised policy BBFA Board Member Ethics and Conflicts of Interest and Policy BBFB Board Member Ethics and Nepotism.

**VOTE:** The motion passed unanimously, 7:0.

**Approve a Resolution Supporting Common Core State Standards**

Several district school boards in the state, including Bend, Portland, Beaverton and Salem-Keizer, have or will be adopting resolutions encouraging the State Board of Education to adopt the Core Standards for common curriculum and assessment. A draft resolution has been prepared by staff for board consideration and adoption at the present meeting.

The superintendent has recommended approval and adoption of the resolution supporting common core state standards as drafted.

Superintendent Russell stated that the Bend/LaPine district had sent the resolution out. He said a coalition of groups that included Stand for Children, Chalkboard, COSA, and a number of the OSBA had asked the State Board of Education to adopt this.

**MOTION:** Mr. Torrey, seconded by Ms. Levis, moved to approve and adopt the resolution supporting common core state standards as drafted revised policy

**VOTE:** The motion passed unanimously, 7:0.

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

Ms. Levis thanked those who testified. She also thanked the student representatives for their contribution to the meeting. She reported that the Budget Committee meeting had featured the presentation on a sustainable budget provided by Superintendent Russell. She commented that each time she saw the presentation she was "stunned" at what they would have to do with the budget in the next year. She reminded the public of the survey on the budget that was on the 4J website. She said they really needed the community's best thinking. She related that the Eugene Education Fund (EEF) had met and discussed the recent successful fundraiser. She said 320 people had attended and the event had been chaired by Dave and Lynn Frohnmayer. She stated that the event raised more than $80,000 and the next step was the grant process, for which there were 149 proposals. She said grant awards would be announced in the first week of November.

Ms. Levis stated that the superintendent search committee had met twice in the past two weeks. She reported that they had reviewed the feedback from the community events and meetings and had looked at the qualities they were seeking in the next superintendent. The second
The meeting had focused on the qualities and they had walked through what they planned to present to the board.

Mr. Torrey reported that he and Ms. Hays had participated in the CP process. He had been struck by the number of people who talked about the impact choice had on the ability of the communities of color to access an equitable education. He felt they needed to give a lot of consideration for that. He had participated in two of the three meetings that Ms. Bellamy had organized around the budget and he wanted to compliment her on them. He thought one mother had brought out an important point by stressing the importance of not forgetting that not everyone in the community had access to a computer. He said he could not agree more with the literacy framework presentation that Superintendent Russell had made. He believed that literacy was the "trump card" in the sustainable budget discussion.

Additionally, Mr. Torrey had attended a trade skills program. He hoped they could find a way of allowing good access to these types of events for 4J students who were looking for post-graduation opportunities in the various trades.

Ms. Hays wanted to thank her tablemates, the teachers she spent time with over the two-and-a-half day process. She recommended the CP process to her colleagues on the board. She had been disappointed that only she and Mr. Torrey had been able to attend, but had enjoyed the time spent one-on-one with educators.

Ms. Walston echoed Ms. Levis' comments to the student representatives. She related that the Churchill High School student representatives, Ms. Tam and Ms. Gan, had spent the day with her at her work. She said Ms. Tam had also joined her at the EEF fundraising event. She reported that she had attended regional discussions on the budget at Sheldon, South Eugene, and Churchill High Schools. She said the Charter School Council had met, though she had not been able to attend; the letter to the board was part of what they had talked about. She related that all three were having space issues. She stated that they had met the administrators for Village School and for Ridgeline Montessori School.

Ms. Geller had also attended three regional budget discussions. She agreed that it was a good experience. She said this was part of the initial public input process and they next would receive initial recommendations from Superintendent Russell and they would have another series of public input opportunities. She had found it helpful to hear some ideas that they had not considered yet. She also felt it would be interesting to hear the conversation after the viewing of Waiting for Superman. She said they lived in a community in which they were striving to do better and in many ways they were successful. She observed that the district had committed teachers who really did try to do the best for their students.

Ms. Gerot noted that the EEF event had occurred the night after Superintendent Russell had given his presentation on the sustainable budget to the board. She had felt very discouraged by the report. She said seeing the support at the EEF dinner had been very encouraging. She reported that she had attended regional OSBA meetings in eastern Oregon. She said it had been informative; they had spoken a lot about the budget shortfalls and it had been beneficial to hear the perspectives of some of the smaller districts. She related that some of the students that live more rurally had long travel distances to get to schools which could be increased should some schools be closed for budgetary reasons.

Mr. Smith had attended the EEF gala. He clarified that the meeting held at Churchill had been different in that they were seeking to quell rumors that Churchill might be considered for closure.
He reiterated that they had not made any decisions about school closures at this point. He related that he and Superintendent Russell had gone to Salem and met with the superintendents and some board members of the Salem and Portland School Districts to talk about issues of common concern. He said one thing that had become clear was that the three districts were not reporting data the same way, particularly as they projected the shortfall for the next year. He explained that School District 4J had projected a 5 percent decline in revenue from the state and the Portland district was projecting that it would remain flat. He said they had suggested that they “get on the same page” and correlate their planning.

ADJOURN

Mr. Smith adjourned the meeting of the School District 4J School Board at 9:34 p.m.

_____________________________   ___________________________
George Russell     Craig Smith
District Clerk      Board Chair

(Recorded by Ruth Atcherson)

Attachments to Official Minutes
1. Personnel Items
2. Board Goals and Annual Agenda 2010-11
3. Policy BBFA – Board Member Ethics and Conflicts of Interest
4. Policy BBFB – Board Member Ethics and Nepotism
5. Resolution – Supporting Common Core State Standards