MINUTES OF THE EXECUTIVE SESSION, REGULAR MEETING, AND WORK SESSION
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

October 6, 2010

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 6:15 p.m. and reconvened following the regular board meeting at 9:30 p.m. and a regular board meeting at 7 p.m. on October 6, 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 1, 2010, and published in The Register-Guard on October 4, 2010.

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 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).

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
Celia Feres-Johnson, Director of Human Resources
Christine Nesbit, Associate Director of Human Resources
Jeralynn Beghetto, Human Resources

MEDIA:
Anne Williams, Register-Guard

REGULAR BOARD MEETING

Following the Executive Session, the board convened the regular board meeting with the above people present, along with the following:

STAFF
Susan Fahey, Chief Financial Officer
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 reported that the first meeting of the High School Student Advisory Council had been held on the previous evening. He said they had expanded the group to include five students from each high school and one student representative from each alternative education program. After their meeting, the students met with the Superintendent Search Committee. He understood that it had been an active meeting and the students had been very engaged in the discussion.

COMMENTS BY STUDENT REPRESENTATIVES

Liz Gray, Sheldon High School, announced that the Best of the Irish showcase event was planned for October 14 at 6:30 p.m. She explained that it was an event similar to an organized pep rally and was a showcase of many of the clubs and fine arts programs at Sheldon. She extended an invitation to the board members.

Lydia Tam, Churchill High School, reported that the parent open house held on the preceding evening had a great turnout. She thanked the board members who attended. She related that Ms. Walston had attended a day of high school, including lunch, prior to the open house. She stated that Homecoming was scheduled for the following week and the Churchill Lancers would be playing the Marshfield Pirates on the 15th and the dance was planned for the 16th. She said this year Churchill was offering Advanced Placement (AP) Statistics for the first time, taught by
Ms. Courtney Stitt, and students reported that they were enjoying the class. She related that Emily Brixey, a senior, was their nominee for the U.S. Senate Award. She added that the new school improvement program would be finalized this fall.

Karen McGhehey, International High School, All Campuses, said their opening assembly, with all schools attending, had featured guest speakers who had traveled to Africa and Argentina, among other places. She stated that the school would be having its freshman elections and they were looking forward to having new members in the school government.

Carolyn Conklin, North Eugene High School, reported that North’s open house had gone very well. She said the student body was working on possible fundraisers for the school year that would go to helping organizations throughout the community. She added that students were very excited about their Homecoming weekend, scheduled for the following week.

ITEMS RAISED BY THE AUDIENCE

Juan Carlos Valle thanked the chair and board for their service. He said he was speaking on behalf of the Centro Latino Americano, as a board member, and as a School District 4J parent regarding the formation of the Superintendent Search Committee. He noted that he also sat on the Police Commission. He considered the superintendent to be a key person to move the district forward to the next decade. He felt it was crucial that the process for selection of a new superintendent be transparent. It seemed to him that a significant number of groups that work with students and their parents were not considered. He cited Centro Latino Americano, Juventud Faceta, and Blacks in Government among others. He declared that this was about inclusion of people who were connected to the community. He averred that Centro Latino Americano families had an interest in being included in the process and would benefit it. He listed a few qualities he would recommend in a new superintendent:

- The best candidate should have the ability to understand population trends and the current and future make-up of the community.
- The superintendent would need to understand the importance of securing and/or facilitating social services, language services, and cultural services for Latino families.

Linda Hamilton stated that she was a parent and a member of many organizations, including the Human Rights Commission, the NAACP, and the Community Alliance of Lane County (CALC). She said she was a financial supporter for youth, Looking Glass Services, and for youth growth and development for this community. She indicated she was speaking as a parent at this meeting to ask that parents and students be more involved in helping the district be successful in areas of school dropout rates and closing the achievement gap. She also had reviewed the list of members of the Superintendent Search Committee but she could not tell who they were representing. She would have liked to have seen more teachers on that list and possibly representatives from the 4J Equity Committee. She had heard that teachers and administrators were getting training on diversity. She believed that people would learn more about diversity by interacting with students and their families that were having the problems. She trusted the teachers at 4J and she trusted Superintendent Russell to do a good job, but she also wanted to see more parent involvement. She noted that she had been the first in her family of 12 children to graduate from high school and go on to college, without the family support. She believed that family involvement would help reduce the high dropout rate, particularly for African-American students.
COMMENTS BY EMPLOYEE GROUPS

Tom Di Liberto, bargaining chair, read a statement written by Dayna Mitchell, Eugene Education Association (EEA). Ms. Mitchell stated that EEA and the district had held two discussion meetings about the contract language to restore five days to the school year. As stated at a previous board meeting, the EEA understood that the district had an obligation to honor the contract between the EEA and School District 4J. She said the district had asked the EEA to make concessions and the EEA had responded collaboratively. She conveyed the EEA’s feeling that it was now time for the district to meet the EEA “halfway” on this issue. The EEA heard from members that the biggest concern had to do with the loss of instruction time with the students due to the seven-day cut to the calendar. She related that AP instructors were concerned about being three weeks behind their counterparts on the East Coast and now they were losing another week to prepare for the tests in May. Elementary and middle school teachers were implementing a new math curriculum and adjusting instruction as needed for students, but at times a lesson planned for one day took more time. She averred that the shortened number of days was also a concern for reaching curriculum goals in all subjects. She said teachers also heard concerns from parents. She added that the EEA had also heard from its members that had been impacted by the loss of compensation, particularly those who were single parents with no second income. Increased benefits costs were also an extra burden. Additionally, the school year had been cut two years in a row and EEA members needed those days in order to meet the instructional goals of their students and programs. She pointed out that teachers were also striving to meet instructional goals set forth by the board but needed the time to do so. She said additional federal funding had been received; it would be in the best interest of the students to restore days to the calendar.

ITEMS FOR INFORMATION

Receive an Enrollment Report

Staff provided information on current district enrollment and took questions. Copies of the September 30 enrollment report and the figures that will be used to make enrollment projections for 2011-12 were included in the red folder at the board meeting.

Ms. Drummond summarized the written materials provided to the board. She made one correction: the over-projection for the larger-than-expected senior class had been 134 students, 122 of which were in alternative schools. She said overall enrollment was down 122 students from the 2009-2010 school year, with kindergarten students being counted as one. She noted however, that the district surpassed projections by 109 students, with current enrollment at 16,530. She related that the kindergarten class enrollment had exceeded expectations, especially at Adams and Twin Oaks Elementary Schools.

Mr. Torrey asked if the alternative enrollment was up because of the current employment situation. Mr. New responded that it was a combination of the early college students, advanced career technical students, and students that were going on for advanced studies.

Mr. Torrey asked if they knew what the student populations were for Bethel and Springfield School Districts. Ms. Drummond did not know, but indicated she would find out and email the answer to board members.

In response to a question from Mr. Smith, Ms. Drummond affirmed that Churchill High School had taken its total allotment of students from North Eugene High School. She noted that each
high school was allowed to take 7.5 percent of another school's students on its campus. She said approximately five North students were turned away by Churchill. She stated that they had similar transfer limits for the other schools.

Superintendent Russell asked if staff had an idea of why the kindergarten enrollment was up. Ms. Drummond replied that they were finding that families were moving in with other families, so that more children were living in a house than the district had been aware of. This made it harder to predict what the population would be.

CONSENT GROUP - ITEMS FOR ACTION

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

   VOTE: The motion passed unanimously, 7:0.

Extend Contracts with Looking Glass for a Variety of Services

Action Proposed: Approve the extension of the contracts with Looking Glass Youth & Family Services ("Looking Glass") to provide alternative education services in 2010-11, with potential contract extensions for two (2) additional years.

Background: The district contracts with Looking Glass Youth & Family Services to provide a variety of alternative education services, including special education services, under Board Policy DJCA Personal Services Contracts.

A three-year extension is allowed under board policy, as provided below, since the district has had contracts with Looking Glass since before the June 2001 board policy revision:

   • DJCA 8. Contracts normally shall be written for no more than three years; with the ability to renew the contract for another three-year period upon a finding that it is in the public’s best interest to do so, with a written statement addressing one or more of the following factors: financial implications, complexity of scope of the contract and the service provided, unique or technical nature of expertise that is delivered, value of on-going relationships, and any other applicable factor. The contract may be further extended for subsequent three-year periods, provided that before each such extension there is a written finding meeting the above criteria.

   • DJCA 9. Personal services contracts in existence prior to the adoption of this policy may be renewed for three-year periods, upon a written finding prior to each three-year period, addressing the criteria listed in #8 above.

Discussion:

1. Rationale: Looking Glass provides a broad range of highly specialized services that are appropriate to the needs of certain special needs students and represent cost-effective delivery methods for addressing those students’ needs.

For 2010-11, the following contracts and findings are proposed. Dollar amounts associated with each contract represent the level of 2009-10 expenditures; amounts to be paid in 2010-11 are expected to be comparable for most programs. The Intensive Treatment (residential) program is new this year. Depending upon student requirements, district expenditures for services may increase as the program expands to full capacity.
• **Residential Services: Pathways-Boys, Pathways-Girls and Intensive Treatment Services - $105,000**

Description: The Looking Glass Residential facilities provide an educational program designed to meet the individual needs of students. Pathways Boys and Girls students are in the custody of the State or Lane County and have been placed by court order. Intensive Treatment Services students will be placed by Lane County Mental Health or the Oregon Department of Human Services.

• **Center Point School - $263,000**

Description: The Center Point School Day Treatment Program provides educational and vocational services to students with severe emotional and behavioral disabilities, and is the only day treatment program in Lane County offering mental health and educational services to adolescents.

Findings: Students on an Individual Education Plan ("IEP") who require intensive treatment services not available in the district's regional learning centers or students who are transitioning from residential programs are placed at Center Point School for mental health and educational services. The school works collaboratively with district staff to provide a highly effective program and is the most appropriate and cost effective local service agency available.

• **Stepping Stone Program - $221,000**

Description: The Stepping Stone Program provides residential, long-term treatment for adolescents experiencing significant behavioral problems and who are at risk to the safety of themselves or others. The school offers a structured group living environment in Lane County and primarily serves students who are involved with the juvenile justice system.

Findings: Stepping Stone offers a highly structured program for youth needing individual, group and family therapy at a cost that is significantly lower than other residential programs within the state. The services provided by Stepping Stone School are extremely effective for youth at risk.

• **Tutoring - $12,000**

Description: A small number of district students with autism require special educational programs taught by tutors trained in Discrete Trial Instruction - a highly specialized approach to instruction that has proven effective in students with autism. These students generally receive tutoring services in the home, which may include a community program; the tutors are hired on an as needed basis.

Findings: Looking Glass is the hiring agency used by the district to ensure that a sufficient number of tutors are available when needed to provide the required tutoring services listed on a student's IEP. The district recruits, interviews and trains all tutors recommended for hire; Looking Glass provides hiring, fingerprinting, background check, and payroll services -- on a reimbursable basis, for tutors who have been
recommended. Essentially, the tutors are employees of Looking Glass. This relationship has proven to be both efficient and cost effective to the district.

- **New Roads School - $178,000**

  **Description:** New Roads School provides educational programs for runaway and homeless youth ages 11-21. Students collect credit for high school diplomas, prepare for GED tests, and gradually gain the skills they need to find jobs and prepare for adult, independent life. The goal is to stabilize students and then either transition them back into programs that grant high school diplomas or prepare them to successfully pass the GED tests.

  **Findings:** The district requested that New Roads establish a school for runaway and homeless youth because the New Roads staff was already working with these youth and it could operate the program at a lower cost than the district. District staff estimates that the per pupil cost of a district operated program would exceed the state’s General Purpose Grant per pupil.

- **Riverfront School & Career Center - $311,000**

  **Description:** Riverfront School & Career Center is an accredited alternative school offering education and vocational training for high school students 14-21 years of age in grades 9-12, who have a variety of at-risk factors and barriers to academic and workplace success. The program addresses these factors by providing small classes (up to 12 students per class), pre-employment training and work experiences, integrated education with hands-on natural resource projects in the field, on-site drug and alcohol counseling, parenting and life skill education, and coordination with other Looking Glass Programs.

  **Findings:** Riverfront School & Career Center offers a structured program for students residing in the district who have dropped out or are at risk of failing in a traditional school environment. Riverfront works collaboratively with district staff to provide the best option for the students on an individual basis and is a very cost effective local service agency.

1. **Options and Alternatives:** The district is obligated to provide highly specialized instructional services for students with a broad range of needs. To date, the district has contracted with Looking Glass to provide these services. Should the board not approve these extensions, 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.

2. **Budget/Resource Implications:** In 2010-11 the district paid $1 million to Looking Glass for this range of services. We believe amounts paid in 2010-11 will be comparable.

3. **Board and Superintendent Goals:** This item is related to the board goals to 1) increase achievement for all students and close the achievement gap and 2) provide prudent stewardship of district resources to best support student success, educational equity and choice.
Recommendation:
The superintendent recommended an extension of the contracts with Looking Glass for the 2010-11 fiscal year, with potential contract extensions for the two (2) additional years. Staff will continue to monitor these contracts on an annual program-by-program basis to ensure that the district is making the best use of its resources for special and alternative education and mental health services.

Approve Grant Application: Middle School Mentor Program

Staff from the Instruction Department submitted a grant application to the Juan Young Trust for $35,586. This project provides extended support to the Eugene Middle School Mentor Project, which currently serves 185 at-risk students at all eight (8) district middle schools. Mentors have lunch with students weekly and give personal attention, support and encouragement in an effort to increase self-esteem, school attendance and academic performance. The grant will provide support for two school coordinators to serve two of the schools for the 2010-11 school year.

The superintendent recommended approval of the grant application.

ITEMS FOR ACTION AT A FUTURE 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 included in the board packet.

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.

After the board discusses the Annual Agenda for 2010-11 and Goals at the present meeting and any additional revisions suggested during the meeting will be incorporated into the final draft to be presented for approval.

Recommendation: The superintendent will recommend adoption of the 2010-11 Board Goals and Annual Agenda at the October 20, 2010 board meeting. Upon approval of the board goals and annual agenda, the superintendent will develop his goals for implementation in 2010-11.

Superintendent Russell stated that every year the board adopted the goals and annual agenda. He said the copy provided to the board showed the strikeouts and additions and he highlighted the changes. He stressed that they were draft changes and that any revisions the board wished to make would be included in the final version.
Ms. Hays observed that, in regard to the superintendent search process and timeline, there was a lot of focus on the superintendent search committee. She felt the search committee was a small piece of everything the district was doing. She wanted to revise the wording so that the emphasis was not on the committee, which could not provide the broad representation for the community. She said the work they were doing in the community and outreach to the public was also a key element and wanted this called out more.

Mr. Torrey recommended that the final draft of the goals be included in all of the packets for interested applicants for the superintendent position.

At Mr. Torrey's request, Mr. Smith read aloud the language pertaining to teacher evaluation:

"By 2012-13, we'll develop and implement a more rigorous performance evaluation system for all district employees."

Mr. Torrey asked the superintendent if this was reasonable to do for the next year. Superintendent Russell responded that the district would likely see some state legislation that would require a state standard for something like this. He considered it to be a good goal, but he acknowledged that it would take work.

Mr. Torrey referred to the suggested bond measure for 2011 and said it sounded like if there was not a bond measure, they would not have achieved the goal. He was a little concerned about this in the face of current economic conditions.

Mr. Smith pointed out that some of the bond levies in place would expire and they would in essence be replacing these. He said if the bond went on the May election ballot, the district could say it would not increase the amount of money taxpayers were paying. If they waited until November, they could not say that.

Mr. Torrey was not opposed to discussing it, but he did not want to presuppose that they would go forward with it.

Ms. Bellamy said the language could be revised to reflect this.

Mr. Smith wanted to have a deadline for their decision on referring a bond measure. He also preferred to have a deadline for the development of the performance evaluation system that would allow implementation. He suggested they have it developed by June 30, 2012, and begin to implement it in the 2012-13 school year.

Superintendent Russell thought that 2012-2013 was probably reasonable, but his concern lay with who would do it and "who would be around to do it." He observed that it was two years away and potential legislation could require it to happen in 2012-13.

Mr. Smith considered it a budget strategy as well.

Ms. Geller asked if 'rigorous' was the right word. Ms. Gerot suggested that 'effective' would be a better word.

Mr. Torrey supported inclusion of this goal. He believed it to be reasonable to know what they expected the instructors and staff to achieve. He felt that they would have to make sure that when they had fewer people providing the service it was imperative that they do it well.
Mr. Smith said 1(3) and (4) needed to say what the base year was. He also thought 4 should indicate the date that the improvement of 8 percent should happen from.

**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.

Ms. Bellamy explained that some broad changes had been made to the ethics law. She said the OSBA had proposed two policies. She thought it was clearer than it had been two years earlier.

Mr. Smith ascertained from Ms. Bellamy that the reporting requirements did not apply to the board.

**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 its October 20 meeting.
The superintendent will recommend 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 the Common Core Standards.

WORK SESSION

Receive a Presentation of Initial Scenarios for Achieving a Sustainable Budget

The superintendent provided a general scenario framework for review, with power points. The framework was at a high level to show the magnitude of the budget shortfall and potential areas of disinvestment and reinvestment to attain a sustainable budget consistent with the board and superintendent's goals. The scenario framework will be used at the October regional meetings and in the web survey to engage our staff, parents, and community in understanding the magnitude of the financial and instructional challenges, initiate conversation about the future, and generate ideas and options before developing specific scenario recommendations.

Superintendent Russell stressed that development of a sustainable budget was "quite a task." He stated that 85 percent of the budget went to teachers, administration, and student resources. He said even though the district had lost less enrollment than projected, it still was a loss, and the district had lost over 1,000 students in the past five years.

Superintendent Russell discussed the Value to Impact Grid and stressed the importance of focusing on the most high value and high impact areas. He reviewed the Strategy Options, options to look at to find the needed savings. He underscored that there were no good and/or easy answers to the situation the district was facing and that the examples he was setting before them were illustrative only, with the intent of demonstrating what a $30 million cut would look like.

Ms. Bellamy discussed the public input process. She said they envisioned four regional meetings over the next several weeks, in which they would ask each school to send a principal and four representatives. She explained that this would be for brainstorming purposes and they were proposing two hour meetings. She stated that they also planned to have a web survey. She said they also had meetings with the student advisory groups, the Budget Committee, and the Equity Committee, but could probably schedule two more evening meetings.

Mr. Torrey asked if the representatives she was referring to included both staff and parents. Ms. Bellamy responded that they were thinking two staff and two parents, along with the principal.

Mr. Torrey noted that the public had heard rumors about consolidation, which the board had not begun to discuss at this point. He thought Superintendent Russell's presentation had been excellent because it laid out the information without drawing conclusions. He did not think a principal and four representatives were sufficient to have present for the input meetings.

Ms. Bellamy said at this point with over 200 people coming, this was a larger input process than they had engaged in to date that would have representatives from every school.
In response to a question from Mr. Smith, Ms. Bellamy affirmed that staff had envisioned the meetings to be invitation only. She explained that this was, in part, to be certain of how many people they were setting up for. She said the board could choose to add meetings open to everyone with the same format or to encourage a school to have a meeting for its constituency only.

Mr. Torrey understood that the Churchill administrators had been informing people that the meeting on October 14 was an open meeting. He said the three of the board members that had attended the Churchill Open House on the previous evening had encouraged people to attend.

Superintendent Russell asked if it would be possible to hold two meetings for Churchill. Ms. Bellamy said it would. After some discussion, they determined that Superintendent Russell, Mr. Torrey, Ms. Geller, and Mr. Smith would attend a question-and-answer session at Churchill from 4 to 6 p.m. prior to the scheduled meeting on October 14.

Ms. Hays commented that Superintendent Russell's presentation was not a shock, because the board had already seen what was coming. She said the district was in a "hard place;" the cuts were huge and the district stood to lose good staff people. She observed that promoting excellence while reducing staff was going to be a hard conversation to have.

Mr. Smith said they needed to discuss how to approach the legislature, as legislative mandates were cost drivers.

Ms. Gerot stated that the OSBA had put together a group around mandates.

Ms. Levis expressed concern about the time of the meeting and how soon it was planned for. She was also concerned that they had not gotten a big response from the communities of color, in terms of open meeting attendance. She wondered if they should hold these meetings more than once, maybe a couple of meetings at Churchill given that there seemed to be more rumors in that area. She noted that Lane Transit District was holding weekly lunchtime meetings for public input regarding its West Eugene EmX corridor options.

Ms. Levis related that she had attended an all-day seminar on public input on the preceding day and offered to provide some of the information she had been given. She underscored the importance of stressing to people that everything was on the table.

Ms. Geller said as they started talking about the cuts, they should be very specific about the cuts that had already been made. She wanted people to see the numbers from the last two budget sessions.

Mr. Smith wanted to be certain that the public understood the board's decision-making process.

Ms. Hays commended the Superintendent for his presentation, which she felt was very clear.

Ms. Walston wanted to ensure that people felt heard.

Mr. Smith asked Superintendent Russell if he wanted any input at the present meeting. Superintendent Russell responded that staff was not seeking any information at this meeting; the sustainable budget was a work in progress.
COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Levis reported that the Eugene Education Fund (EEF) dinner would be held on October 7 at Lane Community College. She said it had more tables than at its previous fund raising kick-off events. She also related that the Superintendent Search Committee had held meetings at the four different regions to gather input and they also had meetings with the consultants. She stated that they had met with groups, including the Equity Committee, the Chamber of Commerce, charter schools, and the League of Women Voters, among others. They also had the survey up on the web site. She said even though they had gotten a lot of information in the first phase, they wanted to get more and a group had met earlier in the day to talk about how to get more input.

Ms. Gerot noted that she would be attending the EEF fundraiser dinner. She reported that she had spent the previous week in Eastern Oregon attending the OSBA fall regionals. She said the format was the same as the one that had been held in Eugene, and included discussions of board goals, legislative priorities and policies, and an exercise on what key elements they would want to see maintained in their individual districts. She planned to attend more regional meetings in Southeastern Oregon in the next week and would not be able to attend the ATA meeting. She related that the Education Reform Task Force that she served on had met and she had joined them by phone. A lot of the discussion had centered on Education Service Districts (ESDs) and some concern was expressed about accountability. She said Umatilla/Morrow ESD Superintendent Mark Mulvihill had done a "great job" of explaining all of the different layers of accountability that ESDs had. She believed there would be some legislation in the coming session regarding ESDs. She stated that they also had a discussion regarding the recommendations/agenda from the superintendent's group that Superintendent Russell belonged to.

Ms. Hays planned to attend the EEF dinner. She said she would be attending a training with Mr. Torrey in the following week.

Ms. Walston was also going to attend the EEF dinner. She related that the two student representatives from Churchill, Ms. Tam and Ms. Gan, would be coming to work with her on the following day. She had been hosted by the two for a day at Churchill on the preceding day. She had enjoyed the visit. She thanked the board members who participated in the United Way Day of Caring project at Cesar Chavez Elementary School. She also had attended the luncheon at which Paul Tough, author of Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America, had spoken. She had been struck by the things that he talked about that she felt were already being done to a greater or lesser extent in the district. She had also attended the OSBA meeting, the Superintendent Search Committee meeting at South Eugene High School, and had heard some students present their projects at North Eugene High School on Columbus Day. She stated that she was serving on the Credit-Based on Proficiency Task Force, called CBOP, which allowed students to earn credit in non-traditional ways. She related that last year 29 students had been involved, with 19 teachers/mentors, and 20.75 credits had been earned. She considered it a great way to engage students and keep them in school and learning and she wished to publicly thank the teachers who participated in it.

Ms. Geller indicated that she planned to attend the EEF dinner. She stated that she and Ms. Walston were serving on the Graduation Requirements Task Force and they had met and looked over the results related to reading in the district, what the research said, where the gap was, and ideas for how they could get "from what is to what should be." She reported that the
consultants for the superintendent search had attended the Equity Committee meeting. She had talked to a parent from the Coalition for Better School Food. She said the coalition was aware of the budget situation. She noted, for the purpose of publicizing the meeting on the radio, that the first Budget Committee meeting was scheduled for October 18.

Mr. Torrey stated that he had attended the LCOG meeting. He hoped that leadership would talk to them about the United Front lobbying effort and the LCOG legislative priorities. He said one thing included in the legislative priorities was to extend the current local option levy from five years to ten years. He hoped they could place this item on the Consent Group so that they could forward a message of support on it. He reported that he would be attending another Envision Eugene meeting on the possible Urban Growth Boundary (UGB) expansion. He stated that there was no room outside the current UGB that would allow new housing for School District 4J, except for compact density such as high rise apartments. He averred that they needed to be concerned about that, because of the low-cost housing and lots where young families who could afford to build a home and young families with kids that would feed into 4J schools, would be forced to the exterior of the district. He thanked Ms. Gray for putting together a group of students that he had a chance to meet with on the preceding day. He urged the board members to get their “board buddies” and have a meeting like that in the schools. He related that there were some heartfelt discussions about the issues the district was facing.

In response to a question from Mr. Torrey, Ms. Bellamy explained that Bethel School District was able to opt out of the Oregon Employee Benefit Board (OEBB) legislatively because they were self-insured.

Mr. Smith noted that he also intended to go to the EEF dinner. He said he would be attending the superintendent search community meeting planned for South Eugene High School.

**ADJOURN**

Mr. Smith adjourned the regular meeting at 9:25 p.m. and reconvened the Executive Session at 9:30 p.m.

**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 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).

__________________________   __________________________
George Russell     Craig Smith
District Clerk      Board Chair

(Recorded by Ruth Atcherson)

Attachments to Official Minutes
1. Grant Description: Middle School Mentor Program