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

December 1, 2010

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session and regular board meeting at 7 p.m. on December 1, 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 November 29, 2010, and published in The Register-Guard on November 30, 2010.

ROLL CALL

BOARD MEMBERS:
Craig Smith, Chair
Alicia Hays, Vice Chair
Jennifer Geller
Beth Gerot
Anne Marie Levis
Jim Torrey (participating by telephone)
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
Jon Lauch, Director of Facilities Management
Les Moore, Director of Computing and Information Services
Sara Cramer, Director of Elementary Education
Larry Sullivan, Director of Educational Support Services
Kerry Delf, Communications Coordinator
Randy Bernstein, Resource Principal, South Eugene High School
Jeff Johnson, Resource Principal, Arts & Technology Academy
Denisa Taylor, Resource Principal, Chavez Elementary
Caroline Passerotti, Financial Analysis and Budget Manager
Christine Nesbit, Assistant Director of Human Resources
Stephanie Cannon, Assistant Principal, South Eugene High School

STUDENT ADVISORY PANEL MEMBERS:
Karen McGhehey, IHS, All Campuses
Britta Rasmussen, North Eugene High School
Eric Davis, Sheldon High School

OTHERS:
Tom DiLiberto, Eugene Educators Association
Sabrina Gordon, Eugene Educators Association

MEDIA:
KRVM
WORK SESSION

Board Chair Craig Smith called the work session of the School District 4J Board of Directors to order.

Superintendent Russell stated that his preliminary recommendations offered a strategy for achieving the board's goal of a sustainable budget. He reiterated that the recommendations included decisions that were within the board's control, decisions that required negotiations with employee groups, and decisions the board could at least influence. He provided an overview of his proposal.

Superintendent Russell said preliminary recommendations included the following:

- Reducing staff, services, and programs by $12.2 million, including reducing nearly 100 teaching positions and more than 60 administrative and classified staff;
- Reducing the school and work year to achieve $5.7 million in cost savings;
- Negotiating a freeze on pay and contributions to benefits to achieve $1.5 million in savings;
- Reducing materials, supplies, and contract services by $1.5 million;
- Revenue enhancements totaling $1.25 million to the General Fund;
- Closing 6 elementary schools for $1.2 million in cost reductions and reconfiguring some schools as Kindergarten through 3rd grade and 4th through 8th grade schools;
- Sharing services or contracting out services for $500,000 in cost reductions;
- Reducing athletics and extra-curricular activities by 25 percent, for a $500,000 in cost reductions;
- Spending reserves and using some of the proceeds from selling surplus properties to help balance the budget in the short-term.

Superintendent Russell said some kind of reconfiguration would be necessary in order to maintain strong programs and to keep four viable high schools. He stated that the K through 3rd and 4th through 8th grade model was based on some assumptions about the benefits to teaching and learning that allow more flexibility in staffing and how instruction occurs. He explained that the thinking behind the model was, as follows:

- For K through 3rd grade, kids would get direct and explicit focus on early literacy and numeracy schools and
- Would allow fluidity of children between grades as a developmental opportunity and
- It allowed for teacher collaboration and team teaching with different kinds of groupings within and across the grades.
- For 4th through 8th grade, allows for teachers to work together across the grades to meet the needs of struggling students and to ensure the progress monitoring was seamless and that curriculum was aligned and
- It supported the applied learning for developing the skills and knowledge that students needed to be more successful in high school and beyond.

He noted that a more detailed analysis of the reconfiguration proposal was included in board packets.

Superintendent Russell showed the two notebooks of emails and correspondence the board and staff had received. He said many had expressed concerns and raised valid questions about school closures and reconfigurations. He expressed his appreciation to the community for all of the feedback. He related that he had met with the principals from each of the regions and heard
their thoughts on the recommendations and starting in the following week he said there would be regional meetings for teachers to hear additional concerns from staff. This was to help him consider the final recommendations to be brought forward in January.

Superintendent Russell said much of the input asked that the board not close their particular schools and/or expressed opposition to the proposal to reconfigure the grades. He had also heard students and some staff express their dislike of the proposal to create a Kindergarten through 8th grade language immersion school. He related that some had suggested eliminating choice and closing the immersion schools and many had expressed concern about changing class sizes.

Superintendent Russell raised the following questions for consideration:
- Does every region have to look the same? How should it look long-term?
- Was the district still committed to choice, to language immersion, to alternative schools, and to open enrollment?
- Were four high schools and four regions a long-term commitment?
- How open would the board be to a budget proposal that would not meet the goal of a sustainable budget by 2012-13, but would provide a three-year long-term plan?
- What was the board's view on reconfiguration?
- What other or different things should be considered as he developed revised recommendations?

Barb Bellamy, Chief of Staff and Communications Director, stated that the board had received 30 pages of notes from the public input sessions, transcribed from the wall charts that had been at the Wheeler Pavilion. She reviewed the results from the web survey, which had approximately 2,000 participants, 67 percent of whom were parents. She stated that the themes in the second survey were similar to those in the first. She related that people were very supportive of revenue raising strategies, opposed to reducing teaching staff, and preferred more temporary reductions in the school year versus long-term reductions. She underscored that the survey was self-selected and not random.

Superintendent Russell had asked the resource principals to attend the meeting to share the impacts the budget proposal under the preliminary recommendation would bring to their schools.

Mr. Smith suggested that they begin with a discussion of the recommendations that required negotiations with others. He reviewed the recommendations this entailed, noting that the district's ability to contract out services was somewhat limited by legislation.

In response to a question from Ms. Geller, Susan Fahey, Chief Financial Officer, stated that they were in the process of updating the forecast. She said currently it appeared that instead of $27 million that had been predicted, the district might have to cut between $25 million and $26.5 million. Ms. Geller commented that it was challenging to make a budget when the target number kept shifting.

Mr. Smith commented that not all districts were making the same assumption.

Ms. Hays observed that having a sustainable budget was a "great idea," but there was a point at which they could say they really liked the decision to have a sustainable budget but maybe it did not work to do so. She was concerned about reducing the number of administrative staff as she
questioned the ability of the district to make sweeping changes without administrative staff to facilitate them. She averred that the amount of people working in administration affected the kids as well.

Superintendent Russell said if they did not want one portion of the budget to be cut; they would have to find somewhere else to cut the budget to make up for it. He underscored that though much of the discourse was about school closures and reconfiguration, the biggest cut in the budget was related to the change in staffing ratio. He added that the first place he would adjust would be the staffing ratio so that the cuts did not affect the students as acutely.

Ms. Hays asked where they should make cuts to the budget if it was not possible to successfully negotiate a reduction in the staffing budget to gain $8 million in cuts. She said when one looked at the preliminary recommendations, it seemed to depend on being able to make all of the cuts and this did not seem doable.

Randy Bernstein, Resource Principal at South Eugene High School, provided copies of a paper outlining different scenarios after achieving a sustainable budget with the changed staffing ratios based on current enrollment numbers. He listed the following impacts:

- All of the upper level English classes would average 38 per class;
- There would be two sections of calculus with 50+ students in each;
- The regular geometry and algebra 2 classes would average over 40 students per class;
- High need math classes would average close to 30 students per class but it was preferable to keep those numbers lower;
- The library would be closed one day per week;
- Counselor caseloads would be 500:1;

He said a second scenario would be to only let students sign up for as many classes as would meet OUS standards. He explained that this would mean not allowing students to take a fourth year of science or math. He stated that this would keep the core classes at 32 or 33 students but electives would swell to 40 students. He underscored that students still needed 24 credits to graduate and these changes would make it more difficult. He stated that a third scenario would consider schedule changes. He said this would keep class sizes smaller and teacher loads approximately the same in terms of minutes and in terms of students, but the students would lose about 45 minutes per day in instructional time. He thought this could work well for some subjects but not for others and he did not think they could assume that students could start taking a lot of online classes and lecture-sized classes. He added that they did not have the classrooms to do the latter.

In response to a question from Mr. Smith, Superintendent Russell said he had tried to give some sense of what it would be like with fewer but larger schools. He underscored that as long as the district had four high schools with four high school regions they could not continue on this path.

Mr. Hermanns commented that a system that would offer a strong education to kids would have to involve specific teaching and learning and applied work in which kids learned about how they learned and how to problem solve in order to meet the essential skills of the Oregon diploma. He underscored that the challenge was that come next fall schools would look different because of the staffing ratio and they wanted the changes to happen with the least amount of impact to teaching and learning. He did think that whatever changes were decided upon, the district would have to use some reserves to aid in the transformation.
Ms. Gerot wondered if having three regions rather than four would be better for the district. Superintendent Russell responded that some people had raised that with him. He said there were not a whole lot of answers to the people who did not want to increase staffing ratios, close schools, or reconfigure without doing something that would make the district look very different in the future.

Ms. Walston said excellence and equity trumped choice for her. She thought they could discuss continuing with four regions in the long-term plan. She felt the sustainable budget was a "noble goal" but she was not certain they would be able to "get there" in the present year. She observed that people had a lot of angst about reconfiguration. She was somewhat troubled by school closure; it was difficult to close neighborhood schools which helped make strong cities. She said she had found one thing in that she realized what strong staff the district had and what great students and community support they had.

Ms. Geller thought the long-term plan was a critical piece. She acknowledged that staff had been working hard to answer board questions about the budget. She said she was not fundamentally against reconfiguring schools, but she had not heard enough about how it would be throughout the district and whether there were other configurations the district could use. She felt it might be easier to get community buy-in on a K through 8th grade model or even a 5th through 8th grade model. She was struggling with the proposal to make a big change in configuration without a long-term plan. She reiterated that closing a building was an ongoing savings and this was an important part of the sustainable budget conversation.

Mr. Torrey opposed a change to the four high school regions. He likened it to having four big neighborhoods. Regarding choice, he felt they had placed so much emphasis on choice that the district had reduced the capacity of two of the four regions to provide the same options for their students as Sheldon and South Eugene High Schools did. He underscored that choice allowed students to move around the district. He did not hold choice at the same level of importance as he did equity and excellence. He thought they needed to stabilize the budget process over the next three years and it would impact how they moved forward. He said there was a benefit in seeing what would happen in Salem over the next two legislative sessions. He underscored the necessity of balancing the budget. He also did not believe the district was at a point where they could implement reconfiguration. He said the dramatic cuts the district would have to make were, in itself, reconfiguration. He believed the district would have its "plate full" just dealing with that situation.

Mr. Torrey was opposed to selling property that could be used again. He strongly recommended that the district lease out closed properties, especially in the South Eugene area. He also recommended that the district retain ownership of Coburg Elementary School because Coburg was one place where the student population was likely to increase. As for using reserve funds, he wanted to know which reserves they would use and what the fallback would be. He added his feeling that some money would be coming in from Civic Stadium.

Mr. Torrey related that some people had asked him if there were things being provided in schools that did not need to be provided, such as more than a couple of foreign language options. He commented that he did not think the community had really "wrapped its arms" around the situation.

Ms. Levis expressed appreciation for all of the work that had gone into the budget process thus far. She commented that there was no way to "cut" the district's "way to excellence." She felt...
that now was the time to figure out how to innovate. When she had looked at the original proposals, she had appreciated the proposal to reconfigure schools because it demonstrated that the district was not just cutting things but trying to figure out different ways to do things. She was open to looking at keeping four high school regions or considering a change to the configuration there. She felt like the district was committed to excellence first over choice. She averred that whether the district had all of the options available for choice would not matter in the face of the focus on maintaining excellence in the district. She echoed that it would be difficult to reach a sustainable budget no matter when they achieved it. She said even if there were ways to reach sustainability within three years, they did need to balance the budget as soon as possible.

Ms. Levis had done some research regarding the K through 3rd grade configuration. She believed it would be a way to help struggling kids from the beginning.

Mr. Smith underscored that it was the district and board's responsibility to maintain an excellent education system for the kids into the future. He understood that choice was had been something that differentiated the district from other communities. He pointed out that it had brought some businesses to the community. He thought that each region should look the same in the long-term, but not necessarily in the short-term during the transition. He noted that the district had several applications from charter schools pending and choice would continue to be offered to kids whether the district provided it or not. He was also not committed to maintaining four high school regions. He thought the long-term vision was of a shrinking population that would not need four high schools. He said they needed to be sensitive of when that trigger would occur in the future. He also believed that some kind of reconfiguration would be needed to provide the best structure for the most number of kids to provide a good education.

Mr. Smith read the questions that had been submitted by Marshall Peter, on behalf of the Equity Committee:

- Have you considered the demographic composition that will result from changing configurations? All plans should be viewed in light of their potential to increase racial and socio-economic segregation.
- Will the reductions you are pursuing perpetuate or increase negative outcomes for students who are already struggling in the present educational system?
- Will the strategy undermine 4J's capacity to meet the needs of our increasingly diverse student body and our commitment to closing the educational opportunity gap?

Superintendent Russell asked for comments on school closure.

Ms. Geller was open to looking at more of a three-year budget process including the judicious use of reserves. She thought the $25 million goal for cuts was more consistent with December forecasts. In terms of choice, she averred that excellence and equity were important, but choice was a draw to the community. She believed they had a system in a place that allowed the option of the creation of charter schools.

Mr. Smith commented that he had been involved in significant number of school closures driven by declining enrollment, both buildings and programs. He said in the face of continued declining enrollment, the district would have to continue to take buildings out of the system.

Mr. Torrey said he had asked Superintendent Russell to close the schools he felt needed to be closed but to ensure that he explained why the individual schools had been selected. He believed this would be the most controversial of all of the budget actions they would take. He
understood the district had more capacity than it needed and he questioned whether this was in the best interest of the kids.

Regarding choice, Mr. Torrey wanted to make sure they asked if choice was making the system equitable for all kids and not just those who had the ability to get where choices were located.

Ms. Walston commented that as much as none of the board members did not want to do it, they were faced with an imperative to close some schools. She reiterated that only 21 percent of the families in the district had kids that enrolled in 4J. She indicated that she would be supportive of closing two or three schools for the next year and formulating plans for further closures so that people could plan and know what would happen next. She added that she was not anti-choice but in the face of the budget crisis they needed to weigh choice with everything else.

Ms. Hays feared that they might raise the student/teacher ratio because they had to and that they would close schools and ultimately they would end up "cramming more kids in class." She said they already knew that some kids in high schools had to sit on radiators or windowsills. She was concerned they would not do anything that would innovate or make it better because of the fears of reconfiguration. She underscored that the reason they had looked at reconfiguration was the positive that would come out of the negative. She thought maybe they could change the configuration proposal to K through 4th grade based on concerns that had been expressed, but they could not do the same thing they had been doing.

Mr. Smith concurred.

Ms. Gerot agreed with the comments regarding closures. She said she would also be interested in looking at different configurations.

The work session adjourned at 7:28 p.m.

REGULAR 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 everyone present in the Pledge of Allegiance.

AGENDA REVIEW

There were no changes to the agenda.

SUPERINTENDENT’S REPORT

Superintendent George Russell introduced Mark Baker from the Register Guard who would assume the duties of covering the school board for the local newspaper. He explained that Anne Williams was leaving. He called her to the podium and presented her with a gift from the school board and staff. He noted that she had covered the board for almost 12 years. He commended her for her great coverage of school district issues.

Ms. Williams received a round of applause.
Superintendent Russell called attention to items in the board's folders, including an article from the Oregonian regarding studies that indicated that Oregon trailed the nation in personal income. He noted that in Lane County, average income was lower than the state average. He wanted to call attention to this because the kinds of changes the district was looking toward making would put people out of jobs and would contribute to making things worse. The board had also been provided with a copy of the governor's recent cabinet update, which indicated that Governor Kulongoski had provided a six-step plan to reduce deficits in the 2011-13 budget. He explained that the governor had hoped to reduce the $3.5 billion deficit by two-thirds in the next biennium. He was not certain what the new governor would propose. He encouraged board members to review the plan.

Superintendent Russell said board members had received an email about the Students Speak Out event that had been held at the Education Center, sponsored by South Eugene students and the American Civil Liberties Union (ACLU). He related that it had included a presentation and a panel that involved a number of students. He felt they had done an excellent job, focused on student free speech. The student panel members were Rio O'Mary, Michelle Vered, Emily Rogers, Xenia Nava and Kainui Rapaport. He noted that Ms. Swenson-Harris had written a piece for the paper. He said it had been an excellent panel and they had done an impressive job.

COMMENTS BY STUDENT REPRESENTATIVES

Karen McGhehey, IHS, All Campuses, reported that the International High Schools had started their Penny Wars, with a trophy to be awarded to the school that collected the most pennies. Students also placed pennies in the jars labeled with other schools and this amount was subtracted from other schools' totals.

Brita Rasmussen, North Eugene High School, stated that the school had just begun Project Give. She said they were also having a little intra-school fund-raising competition between the three small schools.

Ms. Walston provided a report on behalf of Sun Sun Gan, Churchill High School. She related that Churchill's Downing Street Singers were available to sing the Duck or Beaver fight song for $40, a fund raiser for the choir program. She also said the drama department was currently presenting The Visit, a play, and the last show was scheduled for December 4 at 4:30 p.m.

ITEMS RAISED BY THE AUDIENCE

Blake Hutchins provided his alternative proposal for Family School. He noted that he had two kids attending the school and asked the board to please read his proposal. He appreciated the board's efforts in the budget process but thought there were possible negative aspects of the current proposal. He felt the results of the K through 3rd/4th through 8th grade reconfiguration were unproven. He alleged that if the board closed Family School approximately one-third of families had indicated they would return to homeschooling and another third indicated they would return to their neighborhood school or a charter school and this would cause a drop in funds available to the school district. He related that many felt they did not want their kids to be "subjected to an experiment" in terms of the reconfiguration. He thought the proposal could cause a "community buy out" on the proposed changes. He urged the district to look for solutions that could be rolled back without requiring massive dislocation.
Blaine Hlebechuk said he had submitted a long email to the board on the K through 8th grade model for education. He thought the problem with the K through 3rd grade configuration had to do with the size of each class. He felt children would become numbers and not just a name. He cited Bertha Holt Elementary School as an example and predicted that if it was configured to a K through 3rd grade there would be between 120 and 150 kids in each grade which he felt would be “just another impersonal school like middle schools.” He had looked at the budget proposal. He observed that the 10 percent cut in administrative staff would include classified staff. He thought there were other ways to provide the services such as cooperating to provide the services with the City of Eugene and other shared services. He would like to see a 20 percent cut. He thought such a cut to administrative staff could translate to a reduction in the number of teachers cut from approximately 90 to approximately 45. He predicted that switching to a K through 8th grade model that would result in the closure of middle schools would result in the savings of a million dollars per year. He did not think the community would benefit by closing neighborhood schools. He added that as a state employee he had received a 5 percent pay cut the previous year, which was actually 8 percent if one took into consideration the furlough days. He thought teachers might need to consider a 5 percent pay cut. He also added that he would consider a tuition as long as the district could guarantee no overcrowded classrooms.

Nancy Willard reiterated her feeling that school choice promoted inequity in the school district. She read aloud from a report written in 2001 regarding the perception of inequity between alternative schools and neighborhood schools. She declared that alternative schools had promised to become more integrated but this had not come to pass; there were still a high concentration of children who were on the Free and Reduced Lunch (FRL) at neighborhood schools. She urged the district to consolidate schools and not to “disrupt neighborhood schools” to support a “two-tiered” system.

Joan Obie did not believe the district should make a three-year budget plan because if it involved making a lot of changes, the district would not want to change things back after that period of time. She believed the recession would last longer than a couple of years. She noted that in her own business she had taken a loss the previous year, which they had written off, and this meant her business had not paid taxes into the system. She urged the board to look at long-term solutions. She underscored that if they did not close schools there would be smaller numbers of kids in the schools and less staff. She stated that programs such as physical education, libraries, and music were important and kept some kids tuned in. She said if they were looking to a levy or bond measure they needed to consider whether it would pass in the face of the current economy and if the measures passed they would ultimately not provide as much money due to the economy. She encouraged everyone who was concerned to show up and help pass such measures.

COMMENTS BY EMPLOYEE GROUPS

Tom Di Liberto stated that he was a Spanish Immersion teacher at Monroe Middle School and Eugene Educators Association (EEA) Bargaining Chair.

Sabrina Gordon said she was a teacher at Awbrey Park Elementary School and served on the EEA board as secretary.

Mr. Di Liberto said the EEA wanted to express concern with the proposed recommendation to raise the student/teacher ratio. He stressed the significant impact this change would have on students and teachers. He related that research indicated how vital teachers were for quality
The EEA members wondered how they could continue to provide a quality education with less i.e. fewer days, less funding, and less pay. He stated that they could not continue to do more with less, much less maintain the status quo. They believed that ultimately the students would pay the consequences for this change.

Ms. Gordon related that they understood the need for consolidation and some school closures and said the EEA wanted to participate in this process. She said they believed it important to provide the least disruption possible. She stated that the EEA had just initiated conversations with Superintendent Russell and they looked forward to his visit to the EEA representative council on December 13.

Mr. Di Liberto encouraged the superintendent and board to consider offering a retirement incentive for the present year as one way to mitigate the layoff of teachers and specialists.

Ms. Gordon observed that a layoff could be devastating to a single-income family. She related that some teachers were finding it already difficult to make ends meet. She suggested that a retirement incentive be attractive enough that people would choose this option and that there should be no limit on slots for a certain time period. She asserted that this would provide short-term and long-term savings.

Stephanie Cannon, representing 4J Administrators (4JA), agreed with Ms. Gerot's suggestion to talk with administrative staff in terms of what they thought about reconfiguration and what ideas they had. She encouraged board members to get out into the different regions to talk to some of the administrative staff. She thought they would hear their concern but they would also hear that they understood they would have to do "a lot with a little." She shared that there was also "excitement" and interest in how they could make this work and what would benefit the students.

CONSENT GROUP -- ITEMS FOR ACTION

MOTION: Ms. Levis, seconded by Ms. Gerot, moved to approve the Items in the Consent Group.

VOTE: The motion passed unanimously, 6:0. (Mr. Torrey had disconnected at the conclusion of the Work Session.)

Approve Board Meeting Minutes

The superintendent recommended approval of the minutes from the September 1, 2010, and September 15, 2010, regular board meetings. Copies of the minutes were included in board packets.

Approve Grant Application: Nursery Improvement

Staff from the Opportunity Center submitted a grant application to the Oregon Department of Education in the amount of $10,000. The nursery at the Opportunity Center has developed a list of projects with flooring as the top priority. The grant would allow staff to have laminate permanently installed for the safety of the children and workers. Grant description form provided gives more details.
The superintendent recommended approval of the grant application. A copy of the grant description form was included in the packet.

**Approve Personnel Items**

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

**ITEMS FOR ACTION AT A FUTURE MEETING**

**Approve a Resolution Adopting the 2011 OSBA Legislative Policies and Priorities**

**Action Proposed:** Approve the 2011 Legislative Policies and Priorities, as proposed by the Oregon School Boards Association.

A copy of the proposed 2011 OSBA legislative policies was included in the board packet.

At a previous meeting, the board indicated interest in defining more specific legislation that would be beneficial to schools, especially in light of state financial forecasts that predict significant and continuing resource challenges for Oregon schools and state-funded services over the next decade. A draft of possible 4J Board positions and legislation to monitor was attached. This draft was shared with Lane County legislators at a breakfast with the board on November 30. The board may choose to adopt these 4J priorities or simply use the draft document as a list of legislation that was of high interest to the board.

**Background:** Before every regular session of the Oregon Legislature, the Oregon School Boards Association (OSBA) drafts a set of policies and priorities that set direction for legislative advocacy and serve as a set of criteria against which to evaluate legislative proposals.

The OSBA has asked its member school districts to formally endorse these policies and priorities by approving a resolution.

The three proposed 2011 OSBA Legislative Priorities are:
- Student achievement,
- Shared accountability for student success, and
- Adequate and stable funding for schools, including state and local tax reform that would increase support for schools.

**Discussion:**

**Rationale:** By approving the OSBA Legislative Policies and Priorities, the board is choosing to join with other school boards throughout the state in defining and advocating for a common agenda that would benefit K-12 public schools.

By defining a set of 4J Board Legislative Positions, board members and staff can have more specific conversations with our local legislators about potential legislation.

**Options and Alternatives:** The board could decline to approve the 2011 OSBA Legislative Policies and Priorities. OSBA has asked member districts to cast a vote either in support or
opposition to the resolution. The board could formally approve the 4J Board Positions at its December 15 meeting or could choose to simply use this list in conversations with legislators.

**Budget/Resource Implications:** There were no budget impacts from approving the resolution.

**Board and Superintendent Goals:** This actions would support Board Goal #3 Stakeholder Engagement and the key result which states: "In 2010-11, the board will work with other local school districts, the Lane County legislative delegation, the Superintendent of Public Instruction, other elected officials, OSBA and other groups to secure adequate and stable state school funding for the 2011-13 biennium and to advocate for legislation in support of increased student achievement and local control of schools."

**Recommendation**
The superintendent planned to recommend approval of the 2011 OSBA Legislative Priorities and will make a recommendation on 4J Board Legislative Positions, should the board wish to take formal action.

Ms. Bellamy discussed the resolution and asked the board if it wanted to do more in terms of its legislative priorities.

Ms. Walston commented that the list was helpful, as was the discussion of the previous day. She felt the most they could do would be to hope for the best. She supported approval.

Ms. Geller ascertained that any changing of the language would happen at the next meeting.

**Approve Resolutions Amending the OSBA Constitution**

**Action Proposed:** Approve the following resolution, submitted by the OSBA Board of Directors to member districts:

- A resolution to amend the OSBA Constitution Article 7, Section 2, regarding the Legislative Policy Committee membership and Article 9, Section 1, describing the association.
- A resolution to amend the OSBA Constitution Article 4, Section 2, regarding membership, dues, and assessments.

The two resolutions were included in the board packet.

** Recommendation**
The superintendent recommended approval of the resolutions.

Mr. Smith did not think there was an urban Consumer Product Index and suggested that the language be changed to reflect this.

Ms. Geller requested more information, specifically about 2.3 regarding education services.

Ms. Gerot suggested that she either call or email Tricia Gates of the OSBA.
Approve a Revision to Policy JECC, School Choice

Action Proposed: Approve a one-year revision to Board Policy JECC School Choice to adjust the timeline for accepting school choice applications that would be considered in the lottery for the 2011-12 school year. This would postpone the school choice application period in 2011 to begin on Monday, February 7, 2011, instead of Monday January 3. The closing date for receiving applications to be considered in the lottery would be Friday, April 22, 2011 rather than Friday, March 18.

A copy of the proposed policy revision was included in the board packet.

Background: Board policy JECC describes the process for requesting enrollment at a district alternative school or a neighborhood school outside of the attendance area in which a student resides. Each spring, a lottery is conducted to establish a waiting list for each school for the next school year. The policy specifies that, in order for an application to be considered in the lottery, it must be submitted to the district "between the first working day in January and the Friday preceding spring break in March."

Discussion:
Rationale: The superintendent has proposed closing, consolidating and reconfiguring a number of schools as part of the preliminary recommendations for achieving a sustainable budget. Final recommendations will be presented to the board for action in late January. Due to the possible changes in schools and attendance areas, staff recommends postponing the timeline for school choice applications and the lottery that is conducted in 2011 for the 2011-12 school year.

Options and Alternatives: The board could maintain the existing policy and timeline for 2011 or choose a different timeline than staff has proposed.

Budget/Resource Implications: There are no resource impacts.

Board and Superintendent Goals: This policy revision does not directly support a board or superintendent goal, although it relates to the timeline for developing sustainable budget strategy.

Recommendation
The superintendent recommended approval of the one-year policy revision.

Adopt the 2010-11 Superintendent’s Goal Statement and Establish the Criteria for the 2010-11 Annual Evaluation

The contract between the superintendent and the board states that the board will evaluate the superintendent at least once each year based on the goals and objectives agreed upon by the board and the superintendent, and the terms of their contract. ORS 192.660 (2) (i) requires and School Board Policy CBB states that the standards criteria and policy directives to be used in evaluating the superintendent shall have been adopted by the board in meetings open to the public no later than January of each year.

Superintendent Russell proposed that the criteria to be used in his annual evaluation consist of the agreed upon goals, the contract between the superintendent and the board, the position description contained in School Board Policy CBA, and a Self-Evaluation Feedback form. A draft copy of his proposed 2010-11 goals statement, which was based upon the board annual
agenda and goals were included in the board packet. They will be subject to revision based upon suggested modification by the board, and further review by the superintendent's staff.

Superintendent Russell suggested to the board that they might want to reconsider the part regarding the sustainable budget goal.

COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Levis discussed the timeline for the Superintendent Search process. She said the application period would close at the end of the holiday break and the committee would review the applications. She stated that they were hoping to conduct the interview process with selected applicants in the last week of January to narrow down the field of applicants and then the consultant would bring this to the board. She related that she and Virginia Thompson were doing outreach to the community to invite them to be involved.

Ms. Levis thanked everyone for the feedback regarding the sustainable budget proposal. She acknowledged that there was some fear and worries in the community and wanted to assure people that the board was not taking the process lightly. She related that she had received an email from her son's teacher, who commuted from Salem every day to teach in the district. She underscored that they needed to remember the staff that the district had. She commented on the profound difficulty that laying off someone brought about on both sides and underscored that increasing the student/teacher ratio meant laying off people.

Ms. Hays thanked the legislators for joining them for breakfast the previous morning. She had appreciated the great amount of information that had been shared.

Ms. Walston thanked Ms. Gerot for the hours of work she did on behalf of the board at the OSBA. She related that she had attended the Instructional Policy Committee meeting two weeks earlier and they had discussed reconfiguration proposals. She also had attended the Harvest Lunch at Holt Elementary School. She had wanted to discuss graduation requirements because they were changing. She wanted to ensure that kids knew what to do.

Additionally, Ms. Walston had gone to McCormack Elementary School and read to a first grade class in the morning and had gone to Adams Elementary to observe technology use in class. She had observed a 3rd grade class that was learning Spanish with a clicker exercise. She concluded her report by thanking the community for the support and interest in the budget process.

Ms. Geller reported that the Budget Committee had met and the citizen members of the committee had been invited to join the next board meeting. She expressed pride in the district staff for all of their good work.

Ms. Geller stated that the OSBA convention had featured the Teacher of the Year. She related that the teacher had 160 students per day in a class that involved a lot of writing and if she wanted to give 10 minutes a week of feedback per student it would take 26 hours. The teacher said funding was not an excuse for not succeeding. She agreed that it was not an excuse, but it was an impact. On a positive note, some parents had urged the mayor to hold an education funding forum and it was planned for December 14 from 7 to 9 p.m. and would focus on how education was funded in Oregon and what tools existed to augment the funding.
Mr. Smith underscored that one thing that had been extrapolated from the legislative meeting on the previous day was that there would be no additional revenue for some time.

ADJOURN

Mr. Smith adjourned the meeting of the School District 4J School Board at 8:24 p.m.

__________________________   _________________________
George Russell     Craig Smith
District Clerk      Board Chair

(Recorded by Ruth Atcherson)

Attachments to Official Minutes:
1. Grant Description: Oregon Department of Education
2. Personnel Items