

Board of Directors Meeting
School District 4J, Lane County
200 North Monroe Street
Wednesday, March 19, 2008 - 7 p.m.

TO: Board of Directors

FROM: George Russell
Superintendent of Schools

RE: Reports and Recommendations

VII. ITEMS FOR ACTION AT THIS MEETING

1. Approve Superintendent's Revised Recommendations and Alternative Options for Shaping 4J's Future: Setting a Strategic Direction for 2008-2013

Background

In response to the alternative school review report, the board directed in February 2006 that the district begin developing a process for larger review of enrollment patterns, school boundaries, alternative school relocation, school closure and consolidation, and possible new school construction or renovations. Included with that direction was the charge to reassess the placement of learning centers, regional learning centers, and ESD programs serving special education students.

As a result of that direction, the Shaping 4J's Future process was initiated in 2006 to address the following strategic question:

“What services and facilities will be needed to support the district's future instructional programs in order to increase achievement for all students and close the achievement gap?”

The process was underpinned by the school board's three instructional goals: (1) increasing achievement for all students; (2) closing the achievement gap; and (3) providing equal opportunities for all students to succeed. In answering the strategic question, I have considered the factors of declining enrollment, regional enrollment patterns, placement of special education programs, the location of alternative schools, and potential strategies such as boundary changes, grade and school configurations, and school closures and/or expansions.

The Shaping 4J's Future process built upon ongoing instructional planning and previous district plans. It focused on critical long-range facility and service options that arose from enrollment and student population trends and from related issues that were not fully resolved from the Schools of the Future Report of 1999, School Closure and Consolidation Report of 2001, and the Access and Options Report of 2004.

In Shaping 4J's Future Part I report, I tried to provide the background and context that helped shape my recommendations for Shaping 4J's Future. As part of that report, I said that our focus should be on how to provide both equity and choice in a system of excellent schools that provide excellent education for all students. The challenge, I suggested, is how to do that in an environment of declining enrollment and diminishing resources, especially in a system that seems to foster competition and opportunity. In Part I, I also suggested that the core values of excellence, equity and choice should

guide our decisions for the future. At that time, I provided my definitions of excellence, equity and choice and then posed some goals and principles to help in guiding my deliberations around the challenges we're trying to solve. These were shared with the board as a part of the report the board received on January 30. At that meeting and in a subsequent work session, the board had considerable discussion about the proposed goals and principles, and suggested some revisions that were subsequently incorporated into Shaping 4J's Future Part 2.

Discussion

In Part 2 of Shaping 4J's Future, I presented a scenario for the board to consider that could be vetted within the system and throughout the community. I noted at the time that I did not expect that those recommendations would necessarily play out as recommended, but that it was important they be considered and discussed as the next stage of the process. That prediction has clearly played out over the past two months as staff, parents and the community have had the opportunity to weigh in with their opinions and viewpoints regarding the various scenarios presented in January and February. Through the course of board work sessions and public hearings, the multitude of meetings, emails and other correspondence and communication received by the board, hundreds of people have expressed their support, concerns, objections, and in some cases, disdain for the recommendations as presented or revised. While many may not agree, for me this public discourse has demonstrated the process is working as intended. And while in the end not everyone will be happy with the outcomes, I do believe that the process has given more than adequate opportunity for the voices to be heard.

At the end of January, I recommended moving Eastside to the Willard building. This option would have displaced the Village School from Willard and potentially required the move of the Natives Program from Bailey Hill to make space available to Village School. That recommendation was predicated on not closing a neighborhood school for 2008-09. The board requested that they have the opportunity to consider an Eastside recommendation in the larger context of the Shaping 4J recommendations when presented in February. The February scenarios were far more extensive and recommended a variety of actions over the next few years that would affect a number of schools and programs. Taken together, they were intended to help us move in the direction of realizing many of our Shaping 4J goals and principles as we strive to achieve the appropriate balance of excellence, equity and choice.

The actions proposed in my February 13 recommendations were grouped into the following categories: a) school closures and consolidations, b) program alterations, c) alternative school relocation, d) proposed boundary adjustments, e) enrollment management, and f) transportation. As some of the recommendations were subsequently modified or altered in response to board, staff and public feedback over the next several weeks, a set of alternate or revised recommendations was put forth on March 5 for the board's review and consideration.

Recommendations

Based on the discussion at the board work sessions on March 8 and March 12, there appeared to be support emerging around a number of the recommendations. However, there were also some recommendations where the board expressed a desire to see some alternate or revised options that could be considered as well. Alternate options, developed since the initial recommendations were presented in February, are presented in addition to the recommended action in case the board wishes to adopt one of these alternatives.

All recommendations and alternate options remain open for further board discussion, with board action scheduled for the March 19, 7 p.m. board meeting.

District-wide Strategies

1. Recommendation 1: Differentiated staffing allocation:

Implement a differentiated staffing ratio based on the percentage of free-and-reduced lunch students, English Language Learners, and special education students (excluding students receiving only speech and language services). Schools serving higher percentages of these students would receive more staffing than other schools.

2. Recommendation 2: Limit transfers for middle and high schools:

Each middle school could accept up to 5% of the middle school students residing within the boundaries of another region. No middle school could accept transfers that would result in a student enrollment that exceeds the middle school size maximum enrollment target of 600 students. Each high school could accept up to 7.5% of the high school students residing within the boundaries of another region. No high school could accept transfers that would result in a student enrollment that exceeds the high school size maximum of 1500 students. IHS transfer students would be included in the 7.5% maximum; IHS transfer enrollment would be pro-rated to reflect the ratio of IHS students to regular program students in the receiving school.

3. Recommendation 3: Boundaries:

Staff review of existing school boundaries in 2008-09 and make any suggested revisions by February 2009 for 2009-10. Key considerations when redrawing boundary lines should include:

- Keep bus route no more than 45 minutes, one way.
- Current attendance area islands and optional areas should be reduced whenever possible and new ones not be created.
- Avoid creating schools with high concentrations of low income families.
- Keep geographically and historically defined neighborhoods together.
- Consider the proximity of students to school when redrawing boundary lines, closing or consolidating schools.
- Minimize impact to current students and families, particularly those directly impacted by recent school closure and boundary change decisions.
- Consider ways to “grandfather” current students attending schools affected.

4. Recommendation 4: Transportation:

Study the possibility of adding transportation to all elementary schools within each region, including the possibility of adding transportation to alternative schools within the region only, or to neighborhood school transfers from within the region only, and consider developing a pilot project to test a new approach. There may be some additional transportation costs related to any boundary adjustments and possible school consolidations.

North Region

5. Recommendation 5: Howard and River Road:

Maintain existing schools and locations.

Churchill Region

6. Recommendation 6: Adams program alteration:

Explore program alteration options at Adams, which might include a dual language immersion with cluster services for English Language Learners or a Chinese Immersion school and implement new program beginning in 2009-10.

7. Recommendation 7: Family School:

Move the Family School grades 1-5 to share the facility with the Arts and Technology Academy at the Jefferson building. Postpone a decision to move grades 6-8 from Spencer Butte to the Jefferson building until after a review of middle school alternative programs in 2008-09. This review will carry out the board's policy of regularly reviewing alternative schools and programs to ensure that alternative schools continue to meet board and district goals and perform consistent with board policy and expectations. By June 2008, the superintendent will develop a process and specify the criteria for the middle school alternative school review.

South Region

8. Recommendation 8: Harris and Eastside:

Relocate Eastside Alternative School from Parker into the Harris building for the 2008-09 school year. During 2008-09, direct and support Harris and Eastside to develop a school consolidation plan for consideration by the board no later than February 1, 2009. Establish the following guiding conditions for consolidation:

- School will be one school with one administrative structure and instructional program/model;
- School will have one budget, one site council; and
- Enrollment priority will be given to students from within the Harris neighborhood boundary, then South Region boundary and then all other students.

If the board approves a Harris and Eastside consolidation proposal, then strategies to manage enrollment among elementary schools in the South Eugene and the Churchill region should be implemented in order to ensure that all schools have sufficient resources to offer strong programs and to address a diversity of student needs. These strategies might include setting a cap on each school's enrollment based on building or program capacity and the need to balance student populations, a limit on transfers into a school, and/or boundary adjustments.

Alternative option:

- a. Superintendent's initial recommendation on Feb. 13: Close Harris Elementary School for the 2008 – 2009 school year and redistribute students to Edison and Parker elementary schools. Redraw the attendance boundaries for Edison and Parker. Relocate Eastside Alternative School from Parker into the Harris building for the 2008-09 school year. During 2008-09, make additions to the school that will allow it to accommodate adding the French Immersion school for the 2009-10 school year.*
- b. Alternative recommendation 2: If discussion of consolidation is not successful or if a consolidation proposal is not approved by the board, then both Harris and Eastside will be considered for closure in June 2009.*

9. Recommendation 9: Charlemagne French Immersion:

Close the Fox Hollow building and move the French Immersion School for 2010-11 or after. Consider potential sites that are more centrally located to provide greater access to a demographically diverse student base, such as Willard, Bailey Hill,

Roosevelt, or other potentially vacant schools, or to Harris for 2009-10 if the proposed consolidation with Eastside fails. The move to Roosevelt would create a K-8 French Immersion program. Ensure adequate space to place regional learning center or other special education services at Charlemagne.

Alternative option:

- a. *Superintendent's initial recommendation on Feb. 13: Move Charlemagne French Immersion to share Harris building with Eastside beginning in 2009-10, and declare Fox Hollow site surplus in 2010.*

10. Recommendation 10: Willard Building:

End lease of the Willard building to charter schools after June 2010. Decommission building for possible sale, new school construction, or possible remodel, if relocating French Immersion to the site.

Sheldon Region

11. Recommendation 11: Coburg:

Postpone decision on closing Coburg until February 2009. Direct district staff to work with City of Coburg to develop an intergovernmental agreement (IGA) whereby the city offsets additional costs associated with continuing to operate Coburg Elementary School as a small neighborhood (community) school.

12. Recommendation 12: Meadowlark and Buena Vista:

Retain Meadowlark at current site as a small neighborhood school and move Buena Vista Spanish Immersion program and students to another site in the Sheldon region by 2012-13. Meadowlark would then become a K-5 stand-alone school at the Meadowlark site. Consider redrawing Meadowlark boundaries to balance neighborhood school enrollment in the Sheldon Region. Buena Vista could add kindergarten after moving to new site. Locate regional learning center or other special education services at new site with Buena Vista.

Alternative option:

- a. *Superintendent's initial recommendation on Feb. 13: Move Meadowlark students to a new school at the Kinney Loop site in 2011-12. Buena Vista would then become a K-5 stand-alone school at the Meadowlark site.*

A chart showing the time line for these recommendations is included in your packet.

The superintendent recommends approval of recommendations 1 through 12 as provided above, or as the board may determine to adopt any of the alternative options identified above or as otherwise modified upon discussion of the board.

2. Request for Annexation of the Kinney Loop Property (Staff: Jon Lauch)

As part of the Shaping 4J's Future process, the superintendent has recommended that consideration be given to including a new school in the next capital bond measure to be built on the Kinney Loop property. The board has asked staff to provide a time line for property development and school construction in order to determine when a school could be ready for occupancy. While there are many variables and a few uncertainties, staff believes that the soonest practical completion date for the potential/proposed school is fall of 2012. Staff will be available at the meeting to answer any questions about the annexation.

There are a number of critical path planning items that must be addressed in order for this schedule to be possible, the first of which is annexation to the City of Eugene. Even should the board decide not to include construction of a new school at the Kinney Loop site in the 2010 bond measure, it seems prudent to proceed, as annexation of the property is required prior to any development of the property.

The superintendent recommends requesting annexation of the Kinney Loop property into the City of Eugene in order to move the property forward in the planning process so that it is closer to a point that the property can be developed.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. **Approve Grant Application: Eugene New Teacher Mentoring Project** (Staff: Tom Henry)

Staff in the Instruction Department and the Eugene Education Association submitted a \$40,000 grant application to the Oregon Department of Education/Title II. The district, with partners Oregon Education Association, Eugene Education Association, the University of Oregon College of Education, Pacific University College of Education, and Northwest Christian College Teacher Education Program are proposing to expand and enhance the 4J teacher mentoring program by: 1) Incorporating Charlotte Danielson's Framework for Teaching into mentor, mentee, and administrator training; and 2) Providing specific in-depth workshops on topics requested by mentees including special needs students, licensure, diversity, professional issues, and district technology programs.

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

2. **Approve Alternative Education Programs for 2008-2009** (Staff: Londa Rochholz)

In accordance with ORS 336.631(3) and Board Policy IGBHA, the district must annually evaluate and approve each alternative education program it contracts with to provide services to students. During 2007-2008, Eugene School District 4J contracted with board-approved contractors to provide educational services to district students.

The programs were evaluated on several criteria. The primary factors examined were the type of service provided, the age and number of students enrolled and maintained in the program, the ability of each program to address the educational and other pre-identified needs of the students enrolled. A site visit component is also included as a part of the annual evaluation process.

Participation in the Oregon State Assessment is required of all alternative education providers under ORS 336.637, so continuation of contracts with programs is dependent upon compliance with the required assessment of students placed with outside alternative education contractors.

Contracted Service Providers

- Center for Appropriate Transport (ages 11-19) Grades 6-12
- Creative Minds School (ages 11-18) Grades 6-12
- Northwest Youth Corps OutDoor School (ages 14-21) Grades 9-12
- Looking Glass: Riverfront School & Career Center (ages 14-21) Grades 9-12
- Lane Metro Youth Corps (ages 14-19) Grades 9-12
- Teen Parent Program (ages 14-21) Grades 9-12
- New Roads School (ages 14-21) Grades 9-12
- Lane ESD: MLK, Jr. Education Center (Court School) (ages 11-19) Grades 6-12
- Lane Community College (GED Prep only) (ages 16-18) Grades 10-12
- Wellsprings Friends School (ages 14-19) Grades 9-12

Eugene School District 4J

Alternative Education Contracted Service Providers 2007-2008

Center for Appropriate Transport, 455 W. 1st, Eugene

Programs provided that offer hands-on opportunities for students ages 12-19. Classes include instruction in bike maintenance and repair, journalism, design, CAD/CAM and industrial sewing. CAT provides GED preparation for students 16 and above.

Target Group: Middle and High School students, who are referred by the school district, of all academic abilities, particularly those who are not experiencing success in a traditional school setting.

Creative Minds Alternative School, 1115 Pearl Street, Eugene

Program is designed for middle school/high school students who are not succeeding in the regular school setting. One-to-one and small group tutoring concept is used for teaching academic skills. Social skills and community service are also stressed in the program.

Target Group: Students in grade 6-12, who are referred by the school district, who are not functioning well in the middle school/ high school setting.

Lane Community College - Main Campus 4000 East 30th Avenue, Eugene

GED Prep/Testing. Also a "testing only" option is available for students who feel they are prepared.

Target Group: 16-18 year-old students, who are referred by the school district, who would benefit from an off-campus program for GED prep.

Lane Metro Youth Corps (Riverfront School & Career Center) – 1475 Franklin Blvd., Eugene

Program provides a hands-on approach to learning. Small group setting. Students will combine classroom academics with experience in a variety of service projects in the community. Program's focus is natural resources.

Target Group: 14-19 year olds, who are referred by the school district, particularly those who are not currently attending school and would benefit from a hands-on program.

Looking Glass Teen Parent Program, 2885 Chad Drive, Eugene

Program provides specialized academic and parenting/life skill education. Referrals come from the school district and the State social worker. Primarily for GED preparation.

Target Group: 14-20 year old pregnant or parenting students.

MLK Jr. Education Center – 2727 MLK, Jr. Blvd, Eugene

Provides education services for middle and high school students referred by the courts. School credit or GED options are available.

Target Group: Middle and high school students with DYS involvement, who are referred by the probation officer or judge.

New Roads School – 941 W. 7th, Eugene

Through a partnership with the district, educational and support services are provided for students who are homeless or in transition.

Target Group: 14-21 year old homeless youth who are not currently enrolled in school.

Northwest Youth Corps OutDoor School - 2621 Augusta Street, Eugene (former Laurel Hill Elementary)

Program combines classroom work with field experience. Students spend approximately half of their time in the classroom on course work and half of their time in service projects such as trail and/or wetland restoration. Field projects are designed to provide service learning and an extension of their classroom experiences.

Target Group: 14-21 year olds, who are referred by the school district, particularly those who are not currently attending school.

Riverfront School & Career Center – 1475 Franklin Blvd., Eugene

Program provides educational assessment, basic skills instruction, GED preparation and completion, completion of a high school diploma, vocational assessment, career exploration, pre-employment training (paid & non-paid), work experience, hands-on training in manufacturing, culinary arts, health occupations, natural resources, teen parent program and special education program services. Full day and half-day options are available.

Target Group: 14-21 year olds, who are referred by the school district, particularly those who are not currently attending school and would have a difficult time completing their diploma on schedule.

Wellsprings-Friends School - 3590 W 18th Ave, Eugene

Program provides students the opportunity to participate in small group setting. Individualized programs developed cooperatively with teachers, parents and students.

Target Group: 14-19 year olds (grades 9-12), all academic abilities, who are referred by the school district, particularly those who are not experiencing success in a traditional school setting.

The superintendent recommends approval of the Alternative Education Programs for 2008-2009.

3. Approve Board Meeting Minutes

The superintendent recommends approval of the minutes from the following regular board meetings: November 7, 2007, November 28, 2007, December 12, 2007, December 19, 2007, and January 9, 2008.

4. Approve Personnel Items (Staff: Wally Bryant)

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

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. Approve Memorandums of Agreement with the Eugene Education Association

(Staff: Ted Heid)

District and Eugene Education Association (EEA) representatives have negotiated four Memorandums of Agreement. The superintendent recommends board approval of the four agreements.

- Contract section 10.1.7.b provides kindergarten teachers an option for release time for parent conferences and is silent on similar release time for part-time one session kindergarten teachers. This memorandum amends this section to include a similar option to receive eight hours of pay for part-time kindergarten teachers who select the two full days of release.
- The frequency and number of retired district teachers who are rehired in EEA bargaining unit teaching positions, is a continuing concern of the EEA. In this agreement, the district agrees to consult with EEA when a retired district teacher is rehired beginning with the second consecutive year of rehire and every consecutive year of rehire thereafter.
- Contract section 8.1.11.f. describes terms for the sick leave bank. This memorandum deletes text which created an exception to the maximum seventy (70) consecutive days of eligibility for a teacher. The deleted text is “unless the member has been denied long-term disability or PERS disability benefits.”
- District and EEA representatives at times have disagreed on what is an appropriate FTE for a particular part-time teacher workload. This agreement describes criteria for making the part-time FTE determination. The criteria are “assigned weekly student instructional minutes divided by assigned weekly student instructional minutes of a similar 1.0 FTE assignment at the same site.”

The superintendent will recommend approval of the four memorandums. Copies of the memorandums are included in the board packet.

2. Ratify Contract with Eugene Association of Substitute Teachers for 2007-2009

(Staff: Ted Heid)

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

- The daily pay rate increases from \$146.96 to \$151 for 2007-08 and then to \$156 for 2008-09. Except substitute teachers who choose to continue to receive the district monthly \$360 insurance contribution will be paid at the state minimum rate beginning 2008-09.
- As an incentive to accept district substitute assignments, new differential pay rates of five and ten percent are available based on the number of substitute days worked in the prior year. Substitute teachers who work 50 or more full or half days in the prior year are eligible for an additional 5% of the daily rate and those who work 80

full days, or a combination of full and half that equals 80 full days in the prior year, are eligible for another 5% or a total of an additional 10% of the daily rate.

- Retired 4J teachers hired as substitutes and difficult to find special education substitutes are eligible for the 10% differential without meeting the minimum days worked standard.
- The current district monthly insurance contribution of \$360 does not change for the term of this contract. The current twelve eligible substitutes will continue to be eligible next year if they substitute a total of 80 days this year and other substitutes will be eligible for 2008-09, if they substitute 100 or more days this year.
- The total increase in the base contract cost from 2006-07 to 2008-09 is 8.99%.
- Other language changes were made to describe current practice, collaboration on the move to OEBC insurance, and end of the joint benefits committee by June 30, 2009.

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

3. Approve Wage Increase for Certain Transportation and Custodial Employees to Remain Competitive with the Relevant Labor Market (Staff: Ted Heid)

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

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

The Transportation Department has similarly experienced increasing difficulty in hiring and retaining qualified bus drivers during the last several years. Consequently, the district conducted a market survey of bus driver positions. District bus driver wages are

competitive with other school bus drivers in Lane County, but are not competitive with other public and private sector driver or similar positions. Many positions in the Transportation Department require the incumbent to have bus driver experience as well as the ability and a license to drive a bus when necessary. Therefore, all bus driver and related bus driver positions are recommended for a one pay grade increase.

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

4. Approve the 2008-2009 School Calendars (Staff: Ted Heid)

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

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

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

The superintendent will recommend approval of the school calendars for the 2008-09 school year. Copies of the school calendars are included in your board packet.

5. Approve Revisions to Special Education School Board Policies (Staff: Larry Sullivan)

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

Required Policies

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

Special Education - Personnel (IGBAC) - *New policy*

Special Education - Participation in Regular Education Programs (IGBAE) - *New policy*

Special Education – Individualized Education Programs (IGBAF) - *New policy*

Special Education – Procedural Safeguards (IGBAG) - *New policy*

Special Education – Evaluation Procedures (IGBAH) - *New policy*

Special Education – Private Schools (IGBAI) - *New policy*

Special Education – Free Appropriate Public Education (IGBAJ) - *New policy*

Special Education – Public Availability of State Application (IGBAK) - *New policy*

Special Education – Services for Home-Schooled Students with Disabilities (IGBAL) -
New policy

Special Education – Discipline of Disabled Students (JGDA-JGEA) - *New policy*

Student Records (OSBA = JO) – **See comments below** – *Replaces current Board Policy JO*

Student Records (OSBA = JO)

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

The superintendent recommends approval of the revised special education board policies. Copies of the revised policies are included in your board packet.

X. Comments and Committee Reports by Individual Board Members

XI. Adjourn

CALENDAR FOR BOARD MEMBERS

MARCH

Wednesday, March 19 Board meeting

7 pm

APRIL

Wednesday, April 2	Board meeting	7 pm
Wednesday, April 16	Board meeting	7 pm
Tuesday, April 29	ACE Awards at Hult Center	5 pm

MAY

Wednesday, May 7	Board meeting	7 pm
Wednesday, May 21	Board meeting	7 pm

JUNE

Wednesday, June 4	Board meeting	7 pm
Wednesday, June 18	Board meeting	7 pm