TO: Board of Directors

FROM: George Russell
Superintendent of Schools

RE: Reports and Recommendations

(Dinner will be served)

5:30 pm WORK SESSION - Conduct a Work Session on Charter School Regulations and Relationships.

In 1999, the State Legislature approved a law permitting the establishment of public charter schools in Oregon. The intent was to create “a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system.” While charter schools are exempt from some of the laws and regulations that apply to traditional public schools and have increased school autonomy, they are subject to a comprehensive review of their instructional and fiscal practices and results each year.

Eugene School District 4J received its first charter school application in September 1999, the day after the new charter school law became effective, and approved its first charter contracts in July 2000. Presently, the district sponsors three public charter schools: The Village School, Ridgeline Montessori Public Charter School, and Network Charter School. Five-year contracts with The Village School and Ridgeline Montessori were approved in 2000 and renewed in 2005. These contracts expire June 30, 2010. A three-year contract with Network Charter School was approved in 2003, extended by one year in 2006, and renewed for an additional four years in 2007. This contract expires June 30, 2011.

At your December 3, 2008, work session, Randy Harnisch, from the Oregon School Boards Association, will present an overview of charter school law and provide historical background on charter schools in Oregon. He will address roles and responsibilities of boards of directors of school districts and charter schools. Members of the district charter school team, which provides oversight to the district's three charter schools, will address how Eugene School District charter schools operate and are distinguished from regular 4J schools. They will also be available to respond to questions from the board.

The following information is included in your packets:

- Oregon Revised Statutes Section 338 -- Public Charter Schools (2007)
- District Board Policy LBE Public Charter Schools
- District Charter Renewal Process.
VII. ITEMS FOR INFORMATION

1. **Receive a Report on Harris/Eastside Consolidation Planning** (Staff: Yvonne Curtis and Wally Bryant)

   At the March 19, 2008 board meeting, the board directed Harris and Eastside to develop a school consolidation plan for consideration by the board no later than February 1, 2009. The board also requested that they receive a status report on the consolidation conversion in November 2008.

   The following guiding conditions for consolidation were established:
   - School will be one school with one administrative structure and instructional program/model;
   - School will have one budget, one site council;
   - Enrollment priority will be given to students from within the Harris neighborhood boundary, then South Region boundary and then all other students; and
   - Both school communities commit to engage in this conversation with equal voice and to work in good faith toward a potential collaboration, recognizing that the stakes are equally high for both schools.

   At the time, the superintendent suggested that 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.

   Over the course of the spring and summer, Eastside Alternative school moved from Parker to Harris. A new principal, secretary and lead custodian were hired. Ten new teachers were hired between the two schools. During August and September, the staff focused on the start up of both schools at the collocated site. Conversations about the new merged school began in October and have continued in November with staff, parents and district facilitators. A representative team will be present at this meeting to give the board a progress report on the merger.

2. **Receive an Update Regarding an Intergovernmental Agreement with Coburg**
   (Staff: Carl Hermanns)

   At the March 19, 2008 board meeting, the board postponed making a decision on closing Coburg until February 2009. The board directed district staff to work with the 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. District staff has subsequently met twice with a team appointed by Mayor Volta to analyze the school’s ongoing operating costs and to negotiate the terms of the IGA. The completed IGA will be submitted to the superintendent in January 2009, and presented to the board for action in February 2009.
VIII. ITEMS FOR ACTION AT THIS MEETING

1. **Approve the Addition of a Kindergarten Program to Family School** (Staff: Kay Mehas)

   The parents and staff of Family School Alternative School have proposed the addition of a kindergarten program beginning in the fall of 2009. The addition of kindergarten would coincide with Family School’s move to the Jefferson building, which it will share with the K-8 Arts and Technology Academy.

   In considering this proposal, staff examined the impact of the addition of a kindergarten program at Family School on other nearby elementary schools, and it has been determined that it would not have a significant impact on the other schools. The pattern over the past three years indicates that the more serious impact has occurred when the co-located neighborhood school loses its kindergarten students to Family School at first grade. This is consistent with findings in the elementary alternative school review report.

   The Instructional Leadership Team (ILT) reviewed the proposal and supports the addition of a kindergarten program to Family School. It was also discussed with the elementary principals, the Churchill region principals, the region’s K-12 Learning Community, and ATA, all of whom support the proposal.

   There will be no additional costs, except the addition of a .5 kindergarten teacher for the first year; in subsequent years, staffing will be allocated per the usual staffing ratios.

   The superintendent recommends the addition of kindergarten to Family School beginning in the fall of 2009.

2. **Vote on Oregon School Boards Association Officers and Resolutions** (Staff: Barb Bellamy)

   The 2009 Oregon School Boards Association (OSBA) Board-Elect nominated the following candidates for the open officer positions:
   - Secretary/Treasurer – Dave Krumbein and Bobbie Regan
   - Vice President – Scott Pillar
   - President-Elect – Beth Gerot

   Officers will be elected by member boards with each board casting one vote for each office. Larger sized districts have more than one vote under the new governance model for votes on resolutions, legislative policies and priorities, constitutional amendments and officers. School District 4J has two votes based on the weighted formula. Officers serve one-year terms. President and past-president positions are filled automatically by the current president-elect and president respectively. Copies of the candidates’ questionnaires and resumes were included in the board packet for the November 19 meeting.

   The OSBA Board and Legislative Policy Committee have referred the following three resolutions to member boards for voting:
   - **Resolution 1** amends the constitution to make housekeeping changes in the language so that everything falls in line with the governance changes approved by members last November.
• **Resolution 2** amends the OSBA constitution to guide the board’s access to the endowment fund created when the OSBA Health Insurance Trust was terminated. It defines rules for accessing the endowment principal.

• **Resolution 3** is to adopt the 2009 OSBA Legislative Policies and Priorities that the Legislative Policy Committee has been developing over the past few months.

Voting in the 2008 OSBA Officer and Resolution Election opened on November 17, 2008 and will run through December 15, 2008. OSBA mailed copies of the Voter’s Pamphlet to all board members.

The board will vote on the OSBA officers and resolutions at this meeting.

**IX. CONSENT GROUP – ITEMS FOR ACTION**

1. **Approve Memorandums of Agreement with the Eugene Education Association**
   (Staff: Christine Nesbit)

The district and the Eugene Education Association (EEA) have negotiated three Memorandums of Agreement.

• **Memorandum of Agreement (MOA) Regarding Special Assignment.** The purpose of this agreement is to make clear that when a bargaining unit member is given a special assignment with the district for up to a year, he/she is to be returned to the same site he/she had at the time of assignment, with the understanding that the employee’s schedule may be adjusted based on the needs of the program. This proposed MOA supports the district’s goal of effective staffing for special assignments by providing employees who accept such assignments with the same right to remain in the building as they would have had but for the special assignment.

• **Memorandum of Agreement Regarding Internal Assessment Component of IB program.** The International Baccalaureate program has an internal assessment component. The purpose of the agreement is to recognize and compensate, for two years (i.e., until the expiration of the current collective bargaining agreement), the work required for completing required IB internal assessments. The financial impact of the proposed agreement during the first year is $23,340; during the second year, the financial impact is approximately $24,100.

• **Memorandum of Agreement Regarding Compensation for Credit Based on Proficiency (CBOP) responsibilities.** In 2007-08, the district agreed to compensate teachers with responsibility for a pilot program by which high school students receive credit based on proficiency. The proposed MOA would extend the terms of that agreement, with minor changes, through the 2009-10 school year, with the result that teacher mentors would continue to be compensated for CBOP coordination and oversight responsibilities. Staff used past utilization rates to estimate a financial impact of $12,650 through the 2009-10 school year. Were the program to be fully utilized, the estimated financial impact for 2008-09 is $61,850 and $63,861 for 2009-10.

The superintendent recommends approval of the three memorandums. Copies of the memorandums are included in the board packet.
2. Approve Resolution Adopting District Tax Sheltered Annuity 403(b) Plan  (Staff: Phil Scrima)

New Treasury Department regulations covering 403(b) programs (program) go into effect January 1, 2009. As a sponsor of a program, the district is addressing a number of issues to comply with the regulations including, but not limited to, universal availability notification, exchanges and transfers, timing of contributions, and post-termination deferrals. After December 31, programs that don’t comply could lose their tax-advantaged status.

The regulations require that a 403(b) program have a written plan document. The plan document must outline the responsibilities of the employer, the annuity contract issuer(s), other service providers, and participating employees regarding: eligibility, benefits, applicable contribution limits, available contract descriptions, hardship withdrawals, and the time and form under which distributions may be made.

District staff has been working closely with our third party administrator, Carruth Compliance Consulting (CCC) to develop the district’s plan. The plan was reviewed by district counsel and will be submitted to the Treasury Department for final approval. A copy of the plan and resolution are included in your packet.

The superintendent recommends approval of the resolution adopting the district’s 403(b) Plan Document.

3. Approve Grant Application: Twin Oaks Mobile Lab Grant  (Staff: Yvonne Curtis)

Staff from Twin Oaks Elementary School submitted a $25,599 grant application to the Invitrogen Corporation. The project involves the purchase of an Apple Mobile Learning Lab to enhance the school’s science education program. All Twin Oaks students will use these computers to learn about careers in science and to support existing science curriculum.

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

X. ITEMS FOR ACTION AT A FUTURE MEETING

1. Approve Superintendent’s Recommendation on Proposal for Spanish Dual Immersion at River Road/Camino del Rio and Technology Immersion at Howard Elementary Schools  (Staff: Yvonne Curtis)

At the June 4, 2008 board meeting, the board directed staff to work with appropriate stakeholders to develop a proposal by December 2008 to establish a neighborhood cluster that includes Howard Elementary School to support a Spanish dual-immersion school at River Road/Camino del Rio. The proposal would be for an expansion and modification of the neighborhood school consistent with the “academy school” direction to redesign the school with a particular focus, and could include a proposal for transportation within the neighborhood cluster. The proposal was to include strategies to manage enrollment between the two schools and ensure that both schools have sufficient resources to offer strong programs and to address a diversity of student needs.
A district facilitator engaged staff members from both Howard and River Road schools in designing this proposal between May and November. A leadership team that included the two principals and teachers from both schools wrote the proposal and obtained consensus from the staff at each school. Additionally, the proposal was shared with the Superintendent’s Staff and the North Region K-12 administration team. On November 18, the two principals shared their proposal with the Elementary Principals’ team.

At the board meeting on November 19, the principals from River Road/Camino del Rio and Howard presented their proposal to the board. The goals of the two schools working together in collaboration are to:
• Provide two strong immersion programs in the North Region;
• Continue the tradition of choice for all families; and
• Establish two blue-ribbon schools right next to each other in the North Region, allowing for more collaboration and partnership opportunities.

The specific goals related to the two-school partnership are to:
a. Stabilize the population at both sites and in the North Region;
b. Begin an effective dual immersion program for native Spanish-speaking students at River Road/Camino del Rio; and

c. Expand the cutting-edge technology immersion program at Howard Elementary School.

As part of the proposal, the following criteria were defined for each of the schools:
• River Road/Camino del Rio Spanish Dual Immersion
  a. Program will include an equal number of native and non-native English Speakers (goal);
b. Language majority and minority students will be grouped together; and
c. Core academic instruction will be provided to students in both languages – English and Spanish.

• Howard Technology Immersion
  a. Close the digital divide for students and families in poverty;
b. Continue to be a national leader in integrating technology as an instructional tool through project based learning; and
c. Foster continued professional development that allows for creativity and design in classroom instruction.

The proposal envisions two catchment zones for the two schools that are .7 mile apart and would include transportation to either school within the partnered catchments. Because Howard starts schools at 7:55 a.m. and River Road/Camino del Rio starts at 8:15 a.m., it’s projected that there would be sufficient time to enable two transportation drops. The projected first year additional costs for transportation are minimal. There may be no increase in the first year or one additional bus may be needed at a cost of $13,000. However, additional transportation costs could be incurred in the future as most students attending Howard and River Road/Camino del Rio are bussed.

Additionally, both River Road/Camino del Rio and Howard currently receive ‘academy school’ funds of about $30,000 for the 2008-09 school year, which I am recommending be continued for at least the start-up year, and if possible, through the entire 5-year transition process. (See caveat to this recommendation below).

The implementation would begin with kindergarten and first graders in the 2009-10 school year, with students within the two schools’ boundaries able to choose either
language immersion at River Road/Camino del Rio or technology immersion at Howard. To help ensure a viable language immersion program at River Road/Camino del Rio, native Spanish speaking students would be given priority to attend a River Road/Camino del Rio classroom at K and 1. River Road/Camino del Rio expects to start with three kindergartens and one or two first grades. Other grade levels would convert one grade at a time over the ensuing school years. Entry into both schools would be managed through a modified neighborhood hybrid enrollment process.

Superintendent's Recommendation:

The superintendent recommends approval of the proposal for the clustered pairing of River Road/Camino del Rio as a two-way Spanish Immersion School and Howard Elementary as a Technology Immersion School serving the combined attendance areas of both schools.

Caveat: I make this recommendation with the knowledge that the current economic situation in Oregon and the nation portends of potentially serious budget reductions for 4J over the next couple of years or more. Thus, while continuation of academy school funding could assist the schools in meeting their goals given existing circumstances, I am concerned that potential budget reductions applied to schools for 2009-10 may adversely affect their implementation efforts. And, without knowing the full scope of our financial exposure, I am unwilling at this point to propose that these two schools would be insulated from any potential cuts applied to elementary schools. Thus, proceeding to implementation should be undertaken with the understanding that potential budget reductions could impact all 4J schools and programs, including those at River Road/Camino del Rio and Howard.

XI. Comments and Committee Reports by Individual Board Members

XII. Adjourn

CALENDAR FOR BOARD MEMBERS

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>Wednesday, December 3</td>
<td>Board Work Session</td>
<td>5:30 pm</td>
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<td>Regular Board Meeting</td>
<td>7 pm</td>
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<td>Monday, December 15</td>
<td>Budget Committee Meeting</td>
<td>7 pm</td>
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<tr>
<td>Wednesday, December 17</td>
<td>Regular Board Meeting</td>
<td>7 pm</td>
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<td>Wednesday, January 7</td>
<td>Regular Board Meeting</td>
<td>7 pm</td>
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<td><strong>Wednesday, January 14</strong></td>
<td><strong>Regular Board Meeting</strong></td>
<td><strong>7 pm</strong></td>
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<tr>
<td>Monday, January 26</td>
<td>Budget Committee Meeting</td>
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<td>Wednesday, February 4</td>
<td>Board Work Session</td>
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<td></td>
<td>Regular Board Meeting</td>
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<tr>
<td>Wednesday, February 18</td>
<td>Board Work Session</td>
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<td>Regular Board Meeting</td>
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<tr>
<td>Wednesday, March 4</td>
<td>Regular Board Meeting</td>
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<td>Friday, March 13</td>
<td>Spring Board Retreat</td>
<td>Noon – 5 pm</td>
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<td>Saturday, March 14</td>
<td>Spring Board Retreat</td>
<td>8 am – Noon</td>
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Reports and Recommendations – December 3, 2008 7