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

November 3, 2010

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an Executive Session at 6:30 p.m. and a regular board meeting at 7 p.m. on November 3, 2010, at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on October 29, 2010, and published in The Register-Guard on November 1, 2010.

ROLL CALL

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

STAFF:
George Russell, Superintendent of Schools
Barbara Bellamy, Chief of Staff and Communications Director
Susan Fahey, Chief Financial Officer
Carl Hermanns, Assistant Superintendent/Chief Operating Officer
Christine Nesbit, Associate Director of Human Resources

Executive Session: Under provisions of ORS 192.610 – 192.690, Open Meeting Laws, the Board of Directors conducted an Executive Session for the following purpose:

To conduct deliberations with persons designated by the governing body to carry on labor negotiations, pursuant to ORS 192.660 (2) (d)

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

STAFF:
Caroline Passerotti, Financial Analysis Manager

STUDENT ADVISORY PANEL MEMBERS:
Sun Sun Gan and Lydia Tam, Churchill High School
Jenny Koh, South Eugene High School
Karen McGhehey, IHS, All Campuses
Tobiah Meinzen, North Eugene High School

OTHERS:
Dayna Mitchell, Eugene Education Association President
Paul Duchin, former Eugene Education Association Co-President
Peter Tromba, Principal, Monroe Middle School
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 at 7 p.m. He led those present in the flag salute.

AGENDA REVIEW

There were no adjustments to the agenda.

INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Russell noted that most of his report would be covered under Items for Information.

COMMENTS BY STUDENT REPRESENTATIVES

Karen McGhehey, International High School (IHS), All Campuses, stated that the IHS dance would take place in Agate Hall.

Tobiah Meinzen, North Eugene High School IHS, stated that his school was putting together a Public Service Announcement against hate language. The school had recently held a pumpkin carving, and all of the proceeds went to benefit breast cancer research.

Lydia Tam, Churchill High School, said that the volleyball team would be playing in the playoffs. The school had started to sell t-shirts. She distributed order forms to the board.

ITEMS RAISED BY THE AUDIENCE

Mary Leighton introduced herself as the director of Network Charter School. She stated that the board had before them a request to extend the school’s charter for one more year. She explained one of the reasons why the school wanted another year, saying that 17 students were enrolled in advanced math (there were 100 students in the whole school, in six grades). This was the highest number of students ever enrolled in advanced math in the school. She said that some students did not have the skills to be enrolled in advanced math, but did not want to be sent to the lower-level math class. She thought teachers needed another year to show how far they could get students, every one of whom started at Network Charter School below the expected achievement level for their age, grade and intelligence. She thought the state standard could be met, given more time.

COMMENTS BY EMPLOYEE GROUPS

Dayna Mitchell, Eugene Education Association (EEA) president, stated that she had just received a phone call from 4J’s lead negotiator, Christine Nesbit. She announced that 4J and the EEA had a tentative Memorandum of Agreement (MOA) regarding the budget reduction days. EEA would immediately begin their process to ratify the agreement.
Ms. Mitchell said that there were many uncertainties and questions, and she expected to get more questions from teachers the next day. Many teachers felt unsure of their future at 4J. Many wondered what the future held, with increased class sizes and reconfiguration of schools. She mentioned Superintendent Russell’s preliminary school closure/consolidation recommendations. She said that it was important that, if there were plans for transfers or layoffs of teachers, EEA was a partner in the process and teachers’ options were clear. Change was difficult and needed to be handled with great care. Change of this magnitude required even more attention, given the personal and professional stakes involved. She encouraged those present to keep in mind the many teachers who cared for students on a daily basis as they considered Superintendent Russell’s recommendations.

Mr. Smith said that the MOA Ms. Mitchell mentioned would be discussed at the board meeting the following week.

Peter Tromba, Principal of Monroe Middle School and Kim Finch, Principal of Churchill High School, introduced themselves.

Ms. Finch stated that she and Mr. Tromba understood the gravity of the 4J’s severe economic situation. As leaders in the District, they stood ready to implement the difficult decisions the school board and the superintendent would make. Their commitment was to continue to do what was best for staff and students in all schools.

ITEMS FOR INFORMATION

Receive a Report on the Results of the October Public Input Regarding the Sustainable Budget Strategy

Ms. Bellamy explained that 2,400 community members had participated in the Sustainable Budget Survey, including staff members, parents, students and community members. Most respondents were parents (about 1,700 parents participated). Staff and parent responses were analyzed separately to find similarities and differences between the groups. She said that the input was gathered online, and did not comprise a randomized sampling. She acknowledged that some community members did not have access to the internet. About 650 staff people participated in the survey. 4J also held four regional forums. About 50 people attended each forum with representation from each school. The forums were meant to gather new ideas about the budget situation.

Ms. Bellamy reviewed the web survey responses from parents, students and community members, and from staff.

Ms. Geller thanked Ms. Bellamy for her work in collecting information, especially during the public input sessions. She asked if the survey results could be found online.

Ms. Bellamy noted that the survey results could be found online.

Receive the Superintendent’s Sustainable Budget Preliminary Recommendations, Including School Closure/Consolidation Proposals

The board had a goal to “provide prudent stewardship of district resources to best support student success, educational equity and choice.” The goal stated that “the board will direct
district resources to support the instructional core and to provide educational equity and choice while maximizing administrative and operational efficiency with a sustainable budget. The district must also respond to declining enrollment, regional enrollment patterns, a student population with more diverse needs, uncertain revenue streams and escalating costs.”

The superintendent’s goals provided that he would “develop strategy options for achieving the board’s sustainable budget goal and present a proposal to the board and Budget Committee by February 2011.”

At the November 3, 2010 board meeting, the superintendent presented his sustainable budget preliminary recommendations, including school closure and consolidation proposals. At a meeting set for November 10, 2010, the board would hold a work session to review and discuss the preliminary recommendations and possible options.

Superintendent Russell thanked Ms. Bellamy for her presentation. He explained that the board’s sustainable budget goal drove the recommendations he brought forth. The goal stated that by 2013, 4J would implement a sustainable budget. The board had asked the superintendent to come up with a strategy recommendation by February 2011. He said that he would present recommendations that reflected the nature and the gravity of the 4J's financial situation. 4J had a general fund budget of about $142 million, with most of the budget invested in classrooms and schools, and little money outside of this area. Nine percent of the budget was used for principal’s offices (including support staff and assistant principals). He was not sure what the impact of the election would have on the state budget and the approach the legislature would take over the next few months. The state had a significant resource problem, which was passed on to schools and other state agencies. 4J continued to have declining enrollment, and continued to support operations by dipping into savings accounts to try to mitigate impacts.

Superintendent Russell explained that eighty-five percent of the budget was spent on people costs. Therefore, the recommendations included the possibility of reducing personnel or compensation, or both. The forecast called for a 20-27 percent shortfall, and $27-38 million in cuts for next year. These were on top of the cuts already made over the last couple of years ($21 million in FY ’08-’09 and $15 million in FY ’09-’10.) The future forecast assumed each year’s budget would be balanced by making sustainable budget cuts that continued into the future. If the budget was cut by only $20 million, with a $27 million shortfall, the shortfall in FY ’12-’13 would be $7.2 million. The budget issues did not look like they would be resolved anytime soon. The question was how 4J would continue to deliver the quality education expected by the community while reducing expenses by $20-$30 million for next year, and into the future.

Superintendent Russell stated that since 4J’s core services were delivered through people, it was impossible to cut expenses without affecting the people who worked for the system. The question that consistently came up was reducing employees versus reducing compensation and benefits. Over the past few years, 4J had done both. 4J employees had sacrificed tremendously to help the system move forward through periods of declining resources. The difficulty in reducing employees or in reducing compensation was that it put 4J at a competitive disadvantage as they tried to recruit and retain quality staff to maintain high standards the community expected and demanded. In coming up with these recommendations, he had to be cognizant of the significant role teachers and staff played in the success of 4J students and to continue to achieve a balance that was fair and equitable. Without doing this, 4J would find itself in the position of sacrificing the futures of 4J's students on the altar of expediency.
challenge was how to do this in an era of significant scarcity and maintain 4J’s unwavering focus on student success through its allocation of resources of people, time and money.

Superintendent Russell reported that he tried to keep in mind identified priority areas as he came up with his recommendations. There was still a lot to be determined, including the specific details of programs and services, but his recommendations included areas where he thought savings and reductions could be found. In developing his recommendations, Superintendent Russell indicated that he found it useful to focus and reflect on 4J’s mission and adopted values. The mission statement was one 4J had tried to adhere to during past financial difficulties as 4J made hard choices about where to reduce the budget. He noted that the strategy options he presented should be familiar to the community, as they had been discussed in meetings as the future was discussed. He reminded those present that some of the options he recommended were subject to contract negotiations and would require discussion and negotiation with 4J’s labor organizations.

Superintendent Russell explained that the preliminary scenarios he presented look at each of the strategy option areas previously identified and proposed reduction strategies or scenarios within each. Option A scenarios were the reduction strategies he believed would provide ongoing sustainable savings that could carry 4J into the future, and assumed that 4J was willing to transform the system by doing some things dramatically different. Option B scenarios identified some one-time or shorter-term strategies that could be used to bridge some of 4J’s educational programs and services into the future, while at the same time 4J sought to find other, longer-term solutions that might require more time for 4J to develop. Not all strategy options had an Option B, and some were overlapping or redundant because of the causal connectivity of one with the other. Unfortunately, because most expenses were in the people who provided instructional and support services and programs, there was virtually no way to find significant savings without affecting jobs and the people who held them. None of the recommendations were good choices. The challenge was to find something people could coalesce around that simultaneously moved 4J forward on achieving a sustainable budget and continuing to do what was best for students. He noted that he found all of the recommendations distasteful and hard to swallow, but it needed to be done. He emphasized that the recommendations were preliminary, and he expected considerable discussion and debate about them. There would be some modification before the process was complete, but it was important that the community, staff and system had the opportunity to debate and discuss them.

Superintendent Russell presented a PowerPoint titled Sustainable Budget Strategy Options. The options fell into the following categories: Revenue Enhancement, Fewer School/Work Days, Reduce Staffing/Services and Programs, School Closures/Consolidations, Shared Services/Contracting Out, Materials and Supplies/Services, School/Instruction Redesign, Non-Instructional/Student Support Programs, Reserves/One-time Funds, Compensation/Benefits, and Other Options. Schools proposed for closure were: Meadowlark, Coburg, Family School, Crest Drive, Twin Oaks, and Parker. Charlemagne French Immersion would move from the Fox Hollow building to Parker.

Mr. Smith thanked Superintendent Russell for his presentation. He explained that this was the first time the board has heard the report. He stated that at the November 10 meeting, the board would have had the opportunity to absorb the information and would be ready to continue the community conversation.

Ms. Levis stated that she was stunned by the presentation, and by the enormity of the $30 million amount. She appreciated how the presentation showed what the $30 million reduction
would look like. She mentioned that the surveys reflected feedback from staff and parents. She noted that in the staff survey results, only 32 percent of respondents strongly supported closing one or more elementary schools. She asked Superintendent Russell if there was a scenario he examined that took closing schools off the table. If not, she asked why he thought that with declining enrollment, a restructuring needed to happen.

Superintendent Russell stated that there had been scenarios that did not consider school closures, but none of them made much sense to him. Part of the struggle was that if the staffing ratio needed to go up even further, by even three or four (rather than the recommended two to three), small schools would be unable to provide viable programs. Cutting one FTE teacher from a school with four or five teachers rendered these schools unable to provide strong programs. Part of the recommendations came from trying to figure out how to have more flexibility for instructional programs in the elementary schools, particularly for small schools. Meadowlark Elementary School, for example, was not originally discussed for closure. However, if the school of 200 students had to lose two or three staff people, the program would not be viable. Despite the survey results, staff believed it made sense long-term because of the instructional program that could be provided in each school given recommended staff cuts.

Failing to close schools would mean continuing to raise the staffing ratio or continuing to cut work days and compensation. He did not think this was a realistic option.

Mr. Hermanns preceded his comments with a note that the issue would be explored in much more depth at the November 10 work session. With the continuing decline in enrollment, the budget shortfalls and the resultant potential staffing reductions outlined by Superintendent Russell, it became apparent that the small schools would reach a tipping point where their resources became constrained and they did not have enough staff to present an effective, comprehensive program. These schools would struggle as a result, and students and teachers would bear the brunt of this struggle. This was discussed at length and the 4J administration realized how heart-wrenching it was to close a school. How to close smaller elementary schools in a way that would best support teaching and learning now and in the future was discussed. Discussions with different constituencies revealed that the idea of pre-K-3 schools got the most energy across constituencies. There was a lot of research about this, and it was reflected in the new Oregon K-12 literacy standards, which defined early literacy as K-3 and adolescent literacy as starting in fourth grade. Even with a bond measure, new schools would not come online for at least two years, but the budget implications were already hitting the district. Therefore, recommendations that fit within current schools and that made sense needed to be found. The Pre-K-3 and 4-8 configuration would result in healthy K-3s with enough room in buildings to include, for example, a Head Start or EC CARES or Early Education Programs (EEP). This would allow a real focus on students across the developmental trajectory. This configuration would also allow enough classrooms per grade level that it would give teachers the ability to work with one another and to flex how students were grouped. These practices were also developmentally appropriate. Grade 4-8 schools also made a lot of sense because it took away the disconnection that occurred between fifth and sixth grades, and would allow a more seamless alignment in terms of the Language Arts and Math curricula as well as progress monitoring. The administration’s first concern was pedagogical, and they wanted to position 4J to continue to provide great education in spite of budget constraints.

Ms. Levis asked if the focus would also be on closing the achievement gap.

Mr. Hermanns said that it would.
Ms. Walston asked about the North region, noting that she counted six elementary schools and two middle schools that fed into the three high schools at North.

Mr. Hermanns explained that there had been a lot of thinking and debate that had gone into the recommendations. The Churchill region was the first to be examined, because it was the region that was the largest conundrum in terms of school size and buildings. There were several schools in the South region that would reach the small school tipping point. Originally, the Sheldon region was going to be left alone because at first glance, Buena Vista and Meadowlark together made a large enough building enrollment. In addition, the amount of changes that could be tolerated was considered. However, upon closer inspection, it was determined that Meadowlark would struggle next year. At this time, there were no schools in the North region that would hit the tipping point described. Therefore, school closures did not make sense in that region, especially considering the amount of changes already proposed.

Superintendent Russell hoped that board members would identify more questions as they examined the recommendations over the following week. The intent of the Work Session was to be able to start to flesh out some of those concerns and discuss the viability of the recommended changes.

Ms. Hays noted that the printed material provided related to school closures took up three pages. However, what was driving those closures was reflected in one slide in Superintendent Russell’s power point. She thanked Mr. Hermanns for his further explanation, and encouraged the board to keep in mind the increased staffing ratio recommended as well as the impact it would have on staff and students, particularly at the affected high schools. She feared the focus would remain on school closures rather than the relationship between teachers and students that would be stretched. Some students would not get the support they needed, which would affect the community as a whole. She stated that the North region would be affected despite the fact that no schools in the region were recommended for closure. She said all schools were doing a great job, and that the district had to look at this as a district-wide issue that involved teachers, parents, the community and businesses. She asked how the excellent education provided would be maintained, and stated that it would require change.

Ms. Gerot was interested in looking at “new ways of learning” outlined on the slide titled “Impacts/Implications.” She asked how the new ways of learning listed, including “blended online and teacher-delivered instruction, dual credit options and credit by proficiency” would be cost-efficient and still maintain goals around student achievement. She also referred to the staff impacts/implications listed, including “New school/work teams resulting from: school closures and reconfigurations and staff reductions and bumping.” She said she was very concerned that 4J continue to provide teachers with the support systems they needed to be able to do their jobs. She encouraged administrators and board members to bring thinking about this to the November 10 work session discussion.

Mr. Hermanns said that he would.

Mr. Torrey said that he had spent the day at an Envision Eugene meeting, during which the group had discussed expanding or not expanding the urban growth boundary. One of the points that continuously came up in that group of about 60 community members was how to help 4J. The discussion consistently came up against the fact that fewer children were enrolling in the school system, and that there were fewer housing opportunities that were affordable for young families with children. The urban growth boundary could not be expanded with development because the transportation plan was not sufficient, by state law, to allow this. Infill was most
appropriate for younger, transitioning people and seniors. More students were needed, but housing for their families was not available.

Ms. Levis thanked those who attended the meeting, and invited them to come back to future discussions with their friends. She said that everyone in the community was needed to share their thoughts about the issue, because additional input was needed. She reiterated Ms. Hays’ statement that board members listened to community members and read emails from them. She asked that the large room at the Education Center be made available again for the November 10 work session meeting.

Superintendent Russell said that it would be.

Mr. Smith said that the discussion would also take place in larger forums in the future.

Ms. Levis stated that this was a community problem, and required a community solution and conversation.

Mr. Meinzen noted that as a senior at North High School, larger classes were a problem, as was the inability to access classes needed for college admissions. He said he had many friends in the international baccalaureate (IB) program who were unable to complete their programs because they could not access needed classes. He stated that about half of the students who started the program the previous year had had to drop it for this reason. Some students were put in situations where they could not graduate with the credits they needed to attend the universities they wanted to attend. He reminded Superintendent Russell that he had noted at the beginning of his presentation that 4J’s priority was the quality of the education provided. To him, the quality of his education came down to accessing classes he needed to continue his education after high school. He thought these issues should be noted under Impacts/Implications.

Ms. Geller stated that one of the aspects of the presentation that was most surprising were the recommended grade configurations. She asked Mr. Hermanns to provide information about districts that had tried similar configurations. She confirmed that the conversation around the issue was vigorous, but noted that some members of the community might not be aware of this or aware of the fact that many people felt new grade configurations needed to be examined and could potentially impact student achievement in a positive way.

Mr. Smith noted that Superintendent Russell’s statement that the board had committed to maintaining four high schools was accurate. He asked what the implications would be if this commitment were altered.

Mr. Hermanns said that this was not a consideration when the administration was examining the conundrum around the issue of more schools than students, and the issue of small schools hitting the tipping point described. The administration was looking at the small schools, and how to best make programs work with the existing buildings.

Mr. Smith said that this meeting began the conversation, and hoped many members of the community could participate.

Ms. Walston noted the dates of the public hearings: Nov. 10th at 7 p.m. at the Education Center, Nov. 16th at 6:30 or 7 p.m. at TBA, and Nov. 17th at TBA. She encouraged members of the public to check 4J’s website or call the office at 541-790-7737 for more information.
CONSENT GROUP - ITEMS FOR ACTION

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

VOTE: The motion passed unanimously, 7:0.

Approve Board Meeting Minutes

The superintendent recommended approval of the minutes from the August 4, 2010 regular board meeting and the work session held September 20, 2010. Copies of the minutes were included in the board packet.

Approve Personnel Items

The superintendent recommended approval of the personnel items included in the board packet. These covered 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)

ITEMS FOR ACTION AT THIS MEETING

Extend the Term of the Charter School Contract for the Network Charter School and Approve an Addendum to the Charter School Contract

Action Proposed

Extend the term of the Charter School Contract for the Network Charter School (NCS) by one year to June 30, 2012, and approve an Addendum to the Charter School Contract.

Background

In July 2003, Eugene School District commenced a three-year charter contract with Network Charter School. The contract was originally scheduled to expire on June 30, 2006. On December 16, 2005, the district and the charter school agreed to extend the term of the contract by one year, to June 30, 2007, to permit the charter school additional time to demonstrate its ability to implement a comprehensive educational program. In 2007, the 4J board approved Network’s charter for another four years based on the charter school’s satisfactory performance. This contract expires June 30, 2011.

The Charter School Contract permits extension of the expiration date of the contract if requested no later than October 31, 2010. On October 20, 2010, the NCS board requested a one-year extension to permit the charter school to show extended progress on achieving school improvement goals. A copy of the letter was included in the board packet.

Network Charter School serves between 120 and 130 students in the 7th through the 12th grades through a network of small businesses and non-profit organizations: Eugene Glass School, Le Petit Gourmet Culinary Arts Program, MECCA (Materials Exchange Center for Community Arts), Nearby Nature and Peace Village. Its instructional program was designed to address the needs of students seeking a more hands-on, individualized educational program than is generally available in traditional schools. Network attracts a student population of non-
traditional learners and a disproportionately high percentage of high needs students. Approximately one third of the student body receives services under individualized education programs (IEPs), and between 70% and 80% qualifies for free or reduced price meals. Seventy-four percent of students resided within 4J boundaries last year.

Network Charter School has been given an “In Need of Improvement” rating by the Oregon Department of Education for the last two years. This persistently poor rating has now placed the school on the list of seventy-six schools in Oregon with this status. While Network Charter has made progress in reading and writing performance in the last year, mathematics scores were lower than the previous year. The cohort graduation rate for the class of 2009 was 20.6%, significantly lower than the 65% target rate.

Discussion

1. Rationale: Network Charter School is focusing its efforts on improving math instruction and achievement and raising graduation rates. In addition, they are actively searching for a new location for the 2011-12 school year. Leadership is implementing initiatives which are expected to yield significant results in the coming year. District staff believes the results of these efforts will materially inform the charter renewal process and supports granting a one-year extension of the current charter contract.

2. Options and Alternatives: Should the board deny the request for a one-year contract extension, Network Charter School is requesting renewal under the district’s Charter Contract Renewal Process.

3. Budget/Resource Implications: Extending the existing charter contract for one year has no additional material budget or resource implications beyond staff time dedicated to administering the contract renewal process. A copy of this process was included in board packets.

4. Board and Superintendent Goals: Continuing to work with Network Charter School to serve a largely high need student population addresses the board goal of increasing achievement for all students and close the achievement gap.

Recommendation

The superintendent recommended that the board extend the term of the Charter School Contract for the Network Charter School (NCS) by one year to June 30, 2012, and approve an Addendum to the Charter School Contract.

MOTION: Mr. Torrey, seconded by Ms. Walston, moved to extend the term of the Charter School Contract for the Network Charter School (NCS) by one year to June 30, 2010, and approve an Addendum to the Charter School Contract.

VOTE: The motion passed unanimously, 7:0.

COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Levis explained that the Eugene Education Fund had their grant night on November 1 and examined proposals. They were able to achieve quite a bit through the community support of the Eugene Education Fund. These would be announced the following week. The 4J school
board did not want the recommendations to occur, but saw it as an opportunity to work with the community to figure out what the right decisions were for the district. She thanked all who were concerned about it.

Ms. Gerot said that the recommendations were sobering and revealed the need to collaborate with unions, the community, and the state. She encouraged all to be involved in the legislative process, and to find ways to work collaboratively together. She acknowledged the 4J school principals present, and expressed her appreciation for their work. She also thanked Springfield School Board members Gary Weber and Nancy Bigley for attending. She noted that she would not attend the November 10 Work Session because she would be in Portland for the Oregon School Boards Association convention (she would join in via telephone). One of the topics at the convention would be reasons for making transformational change in the way school districts did business.

Ms. Geller encouraged finding new ways for community members to participate in the school board process, such as volunteerism and donations. She acknowledged the community’s desire to help. She stated that Stand for Children would hold a breakfast in Portland on November 10 where two students would be presented with $10,000 Beat the Odds scholarships (for students who achieved in school while overcoming difficult life situations). She mentioned the Relief Nursery’s breakfast, held that morning. The judge who spoke there mentioned that the lack of investment in students’ lives insured higher penal system costs. She noted that both penal and education funding came from the state budget, and this issue was part of a larger state conversation.

Ms. Walston thanked Ms. Geller for her comments. She echoed Ms. Gerot’s comments and thanks to the school principals in attendance. She also echoed Ms. Levis’ comments that the board did not want the recommended changes to occur. She mentioned a letter from Cesar Chavez School, thanking the board for participating in the school’s garden project. She said this was a good volunteer opportunity for community members to be engaged with schools. She encouraged community members to read to their children, and thanked survey respondents.

Mr. Smith noted that one of the things that impacted 4J’s finances was the lower local option collections. The revenue was generated based on the difference between the fair market value of a property and its assessed value. The fair market value of most properties had declined, and the portion of property value subject to the local option had gone down. The result was the tax burden for the local option had gone down for many property owners, and in some cases had been eliminated. He thanked members of the community for attending, and encouraged them to continue participating.

ADJOURN

Mr. Smith adjourned the meeting at 8:40 p.m.

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George Russell     Craig Smith
District Clerk      Board Chair

(Recorded by Katie Dettman)

Attachments to Official Minutes
1. Personnel Items