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

December 8, 2010

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a special board meeting at 7 p.m. on December 8, 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 December 3, 2010, and published in The Register-Guard on December 6, 2010.

ROLL CALL

BOARD MEMBERS:
Craig Smith, Chair
Alicia Hays, Vice Chair
Jennifer Geller
Beth Gerot (participating by telephone)
Anne Marie Levis
Mary Walston

BOARD MEMBERS ABSENT:
Jim Torrey

STAFF:
George Russell, Superintendent of Schools
Barbara Bellamy, Chief of Staff and Communications Director
Susan Fahey, Chief Financial Officer
Jon Lauch, Director of Facilities Management
Sara Cramer, Director of Elementary Education
Larry Sullivan, Director of Educational Support Services
Kerry Delf, Communications Coordinator
Christine Nesbit, Assistant Director of Human Resources
Peter Tromba, Principal of Monroe Middle School
Larry Soberman, Principal of Twin Oaks Elementary School
Carmen Urbina, Parent, Family, and Community Coordinator

STUDENT ADVISORY PANEL MEMBERS:
Jenny Koh, South Eugene High School
Liz Gray, Sheldon High School

OTHERS:
Dayna Mitchell, Eugene Educators Association

MEDIA:
KRVM
CALL TO ORDER, ROLL CALL, AND FLAG SALUTE

Board Chair Craig Smith called the meeting of the School District 4J Board of Directors to order. He noted that Mr. Torrey was unable to attend the meeting and Ms. Gerot was participating by telephone. He led everyone present in the Pledge of Allegiance.

AGENDA REVIEW

There were no changes to the agenda.

ITEMS FOR INFORMATION

Receive the Superintendent's Sustainable Budget Revised Recommendations, Including School Closure/Consolidation Proposals

The board has a goal to "provide prudent stewardship of district resources to best support student success, educational equity and choice." The goal states 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 provide that he will "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/or consolidation proposals.

The Superintendent's preliminary recommendations offered a strategy for achieving a sustainable budget that balances operating costs with projected revenues for the long-term. The district's five-year financial forecast shows a 19-27 percent operating deficit for 2011-12 and smaller but ongoing deficits in future years due to increasing costs and decreasing resources.

The preliminary recommendations included:

- Reducing staff, services and programs for $12.2 million in cost reductions, including reducing nearly 100 teaching positions and more than 60 administrators and classified staff across the district;
- 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 annually;
- Closing six elementary schools for $1.2 million in cost reductions and reconfiguring some schools as K-3 and 4-8 schools;
- Sharing services or contracting out services for $500,000 in cost reductions;
- Reducing athletics and extracurricular activities by 25 percent for $500,000 in cost reductions, and
- Spending reserves and using some of the proceeds from selling surplus properties to help balance the budget in the short-term.
At the work session on December 1, 2010, the board provided the superintendent with some additional guidance. Also, the ongoing feedback from staff, parents and community, including the on-line survey, have helped reshape the superintendent's thinking regarding the preliminary recommendations. As a result, the revised recommendations reflected some of the comments and suggestions received from a variety of stakeholder groups, including principals, and attempted to capture a sense of direction based upon what was heard at the board's work session. The superintendent still planned to deliver the final recommendations at the January 12, 2011 board meeting. Additionally, the board planned to seek more stakeholder input before arriving at a final decision on January 25, 2011.

Copies of the superintendent's revised recommendations were provided at the present meeting.

Superintendent Russell began his presentation by offering congratulations to the University of Oregon Ducks on their recent victory. He related that he hoped to attend the BCS Championship game but if he was able to go he would be using furlough days and not taking paid vacation time for the event.

Superintendent Russell read the following Revised Recommendation for the Sustainable Budget proposal into the record:

"Last month I presented to you my preliminary recommendations for a balanced and sustainable budget, in the face of increasing costs and decreasing revenues. This offered a first-draft strategy for achieving a sustainable budget to implement the board's goal to balance operating costs with projected revenues for the longer-term.

My revised recommendations include some revised assumptions as well. I have made several significant changes to my recommendations, based on these revised assumptions and the public input we have received so far. Those revised assumptions are the following:

1. **Our financial shortfall, the most important assumption:** The preliminary recommendations were based on a target of $30 million. The district's five-year financial forecast, which assumed a reduction in state funding, showed a 19-27 percent operating deficit for 2011-12 and smaller but ongoing deficits in future years. I am now basing the revised recommendations on an assumption of status quo funding from the State for 2011-12, or about $5.7 billion for the biennium, for a revised shortfall target of $22 million. There is some risk to this assumption and therefore retaining a reasonable and prudent reserve is necessary as a hedge for any additional cuts that might occur in the State budget. It will be some time in January before we know what the new governor proposes for K-12 funding. At this point, based on the current governor's reset report and our recent conversation with local legislators, it appears that anything more than status quo should not be anticipated.

2. **Adjusting our target date for achieving a sustainable budget:** The second assumption is that the board is willing to adjust the board goal for achieving a sustainable budget by 2012-13 to a revised date of 2014-154. Board members' comments and much of the public commentary regarding the preliminary recommendations focused on whether our district has the capacity for so much change in one year, and on the lack of a clear plan and roadmap for reconfiguration.

3. **Setting a course for change:** Another assumption is that when you approve final recommendations in January, it will set the district on a course for change. You have asked for a three-year sustainable budget plan that shows where we're heading, and we've tried to provide that. Once you settle on a final scenario, there will still be a
legislative session and district budget process to go through in terms of particulars and a negotiations process with labor organizations that may not give us clear answers until well into the spring. The final sustainable budget scenario that you adopt in January will point us in the appropriate direction for both developing the 2011-12 budget and knowing what steps we need to take as a district.

4. **Grade reconfiguration needs more time and thought:** While staff may understand the necessity for some kind of school reconfiguration to get to a more sustainable future and maintain a viable instructional program in the years ahead we have just not done a good enough job of articulating our reasons for the proposal -- it is clear that the board and our community are not convinced. Yes, we are the professionals and our expertise and knowledge should be given substantial weight when making decisions about teaching and learning-- but as I've said before, these are not my schools or the staff's schools, they are the community's schools. If we expect the community to continue supporting and trusting in our public schools, we must give due consideration to their wishes and expectations. Thus, while we cannot realistically meet every community member's expectations, the reason they elect a school board to represent them is to ensure that their voice is heard and considered. I have tried, within reason, to do just that.

5. **Proposed staffing ratio change is too great:** Much of the conversation about school closure and reconfiguration has been a distraction from the significant implications of changing the staffing ratio. As I've looked at the numbers and the impacts on specific schools, it's become clear to me that a ratio change of 4-5-6 for next year as proposed will be just too devastating for schools and programs. One of the benefits of revising the forecast downward is that it allows me to propose a smaller increase in the staffing ratio for next year. For now, I'm suggesting two options: an increase of 2 at elementary and 3 at the secondary level; or an increase of 3 at elementary and 4 at secondary. This "either/or" approach will require schools to develop two staffing plans. Included in your red folders are some preliminary projections of staffing impacts under the different ratio scenarios. Which staffing ratio increase is implemented will depend on how the other scenarios (especially those that will involve labor negotiations or voter approval) play out. Long-term, this adjustment may mean that we have to further increase the staffing ratio for the following year (2012-13), unless something changes.

6. **School closures and consolidations are necessary:** 4J's enrollment has shrunk by more than 1,350 students since the last time we closed a school building. I understand that no community wants to see its neighborhood school closed, but staff in our smallest schools understand that there comes a point when staying open just doesn't make good instructional or financial sense. Closure of Coburg, Crest Drive, Twin Oaks, and Parker will result in savings from eliminating the ongoing operational costs of four schools, in addition to the instructional reasons for closure. Closing the Meadowlark program without closing the building will not necessarily save any dollars; the reasons for this proposed closure is strictly about the instructional viability of the school. Even under the less drastic staffing ratio increase of 2, Meadowlark would lose close to 1.5 positions (full time equivalent/FTE). After consolidation with Willagillespie, the combined school would have far more flexibility in both staffing resources and facilities.

7. **Language immersion and alternative schools must be reconsidered for the longer-term:** Te revised recommendation is to continue the language immersion schools as K-5 elementary schools for now. I am still recommending moving the Charlemagne French Immersion K-5 program to a more centralized location at the Parker site. I suggest revisiting this topic in 2011-12, taking another look at Corridor and Family School to determine the future of non-language alternative schools in the district and whether they remain sufficiently distinctive in their approach as provided in the board's alternative
school review criteria. Although we have closed or merged some alternative schools over the last few years, we need to periodically explore this question as district enrollment grows smaller. We also need to examine whether there is a way to provide a second language experience in all or our neighborhood elementary schools.

8. **Anticipated bond measure and additional operating revenue:** My revised recommendations incorporate the assumption that the board will place on the ballot and voters will pass a capital bond measure of about $130 million in May 2011. We also hope that the efforts of many education supporters in our community to explore some kind of new revenue source will prove fruitful.

I have been trying -- as much as possible, and within our fiscal realities -- to respond to and consider all the varied feedback and input received through the public processes, correspondence and meetings to this point.

Tonight I will be presenting my revised recommendations. My revised recommendations are intended to:

- place highest priority on maintaining programs and services that value learning, excellence and equity;
- increase our system’s ability to maintain quality programs as enrollment and resource decline, through larger and consolidated schools;
- support teaching and learning through redesign of the instructional delivery model for the future;
- ask employees to share the pain by sacrificing through compensation-related adjustments; and
- move toward a sustainable budget while using reserves and one-time funds to bridge toward the better times and possible additional sources of revenue we hope we will see in 2013-14 and beyond.

The revised recommendations include:

- Reducing staff, services and programs for $7.7 million in cost reductions, including reducing 62 teaching positions and 43 administrators and classified staff across the district;
- Reducing the school and work year to achieve $4.0 million in cost savings;
- Negotiating a freeze on pay and benefits contributions to achieve $1.5 million in savings;
- Reducing materials, supplies and contract services by 15 percent for $1.1 million;
- Revenue enhancements totaling $1.2 million annually, including a bond measure to fund critical capital projects and allow us to shift some technology and facility costs out of the operating budget;
- Closing a total of five elementary schools (four buildings) by June 2012 for $1.2 million in long-term cost reductions;
- Sharing services or contracting out services for $500,000 in cost reductions;
- Reducing athletics and extracurricular activities by 25 percent for $500,000 in cost reductions; and
- Spending reserves and using some of the proceeds from selling surplus properties to help balance the budget in the short-term.

My revised recommendations do not propose that we reconfigure schools in 2011-12. I still believe some kind or reconfiguration will be necessary in order to maintain strong programs into the future if we are to keep four viable regions and four high schools. The K-3 and 4-8 model that was initially recommended was based on some assumptions about the benefits to teaching and learning that would allow for greater flexibility in staffing and providing instruction. It also would have allowed for maintaining a school district with the four regions and a four
comprehensive high school model. However, at this point there is not common ground even within the district about reconfiguration and the best model for moving forward into the future.

We’ve met with the principals from each of the regions and heard their thoughts on the preliminary recommendations. Included in the board’s materials is a position paper from the elementary principals group sharing some of their thoughts on the current situation, as well as information about the potential staffing impacts from the middle and high school resource principals. Starting this week, I will be holding regional meetings with teachers to hear additional thoughts and concerns from staff regarding the revised recommendations to help me consider the final recommendations to be brought forward in January. While nothing is cast in concrete at this point, it is important for staff to get some sense of what would be acceptable to the board and what would not.

A lot of what we’ve heard is "don't close our school" and "we don't like the proposed 4-8 configuration." We've also heard that students and some staff don't like the proposed K-8 language immersion schools. More recently I've heard concerns about the proposed cuts in the staffing ratio and the impacts that it will have on class sizes and the ability to offer strong instructional programs for students. I am grateful to those who have been willing to offer alternative suggestions, including other kinds of configurations. Many of those suggestions have been very helpful and have been considered as I've developed the revised recommendations, including the feedback from the board we heard the other night.

On December 15th the board will have a joint work session with the budget committee to discuss these revised recommendations and provide additional direction to the superintendent. The board is scheduled to conduct a final public hearing on January 5th and I plan to deliver a final recommendation at the January 12th board meeting. The board is then scheduled to take final action on January 25th."

Superintendent Russell walked the board and audience through his Sustainable Budget Strategy Options with power points, hard copies of which were available to all present. He underscored that state funding was still unknown at this time. He said, too, that some strategies were dependent on other strategies in order to move forward. As an example, he cited that one school closure would not be possible without approval of the capital bond measure. He noted that his recommended reduction for Materials & Supplies/Services had been changed from 20 percent to 15 percent. He said staff was already digging in their own pockets to buy supplies and to reduce it further would be to ask them to pay for more of the supplies.

Superintendent Russell stressed that cutting the Non-Instructional/Student Support Programs was contrary to the district's values and goals. He did not know if they could take more from the students.

Regarding the Impacts/Implications, Superintendent Russell added that another impact to consider was the potential loss of valued staff that could leave for other employment.

Superintendent Russell asked for the board's feedback on the presentation. He noted that while Mr. Torrey was not able to attend, he had provided notes for the board and had sent a number of text messages to the superintendent throughout the day.

Ms. Hays expressed her appreciation for all of the work that had gone into the recommendations. She believed it reflected that the board and superintendent had been
listening. She understood that there had been discussion among members of the public on why the district was considering closing Meadowlark and moving it to Willagillespie and was not considering closing Buena Vista and doing it the "opposite way." She also wondered whether, if both Buena Vista and Charlemagne became a K through 8th grade school, there would be additional room in the buildings or if they would be at capacity.

Mr. Smith noted that the board had planned a work session for the following week and staff could address board questions then. He added a request for a review of the district's reserve accounts and what the board could and could not control.

Ms. Levis asked what would happen to the target cut amount if the reserves were removed from the recommendation. She noted that she would not be able to attend the meeting scheduled for the following week.

In response to a question from Mr. Smith, Superintendent Russell affirmed that everything in the recommendation assumed that some revenue would come in.

Ms. Gerot asked where the dual immersion program at River Road Elementary School and the Howard Technology Alternative Program fit into the plan regarding immersion and alternative schools. She also wanted to know where the first place would be that the superintendent and staff would recommend for further cuts if the state funding was less than anticipated.

Mr. Smith commented that he had a similar question. He said there were three things to affect the revenue for the next school year: negotiated agreements with employees, the flat funding from the state, and potential approval of a bond levy or another revenue measure.

Ms. Gerot asked, regarding school closures, how the district would support teachers making transitions to other schools so that it created the least amount of impact for students. She also wanted to hear a little on staff's thinking on redefining the instructional delivery model for secondary students and what that might look like. She added that she would like to know if there was some money available for the transition to the new superintendent.

Ms. Geller asked staff to talk a little more about the considerations in the Churchill High School region. She observed that when looking at a map, it seemed the school closures were imbalanced in that there were more in the Churchill feeder region. She also wanted to know if there had been any consideration given to a more centrally located school for Charlemagne.

Ms. Walston thanked Mr. Russell for the effort. She echoed Ms. Gerot's request regarding secondary education. She was interested in learning more about the Churchill feeder schools, too, and wondered if boundary changes would be necessary. She asked what the timeline was. Superintendent Russell responded that he had asked principals to come up with two scenarios. He said when the board made its decision early in the new year it would at least inform where the district was heading in terms of the staffing ratio.

Ms. Walston asked how the changes were anticipated to affect special education programs.

Mr. Smith wanted to know the timeframe for the stakeholder group that was to be convened to consider reconfiguration.
Ms. Levis thought they should be thinking of this in the context of the superintendent search, as
they were looking to hire someone before the spring break. She thanked the principals and staff
who put together the information on staffing ratios.

Mr. Smith echoed thanks to the district staff and superintendent for the hours of work they put
into the recommendation.

ITEMS RAISED BY THE AUDIENCE

Marshall Peter, chair of the district's Equity Committee, acknowledged the members of the
committee who were present. He averred that the opportunity gap experienced by students of
color, GLBTQ, and other vulnerable students was being exacerbated by funding cuts. He said
negative outcomes for these students included lower academic achievement, disproportionate
likelihood of suspension and other disciplinary sanctions, and increased likelihood of bullying
and harassment. He stated that in times like these it was important that schools take strong
measures to ensure that students who were not meeting the critical benchmarks received
services and supports that would provide the same level of access to future opportunities as
their peers. He asked, on behalf of himself and the committee, that the district use its guiding
beliefs and values for the basis to make the difficult budget decisions they faced. He called out
specifically that the district's values stressed that a student's success should be independent of
factors such as race, ethnicity, gender, socio-economic status, disability, native language,
religion, and sexual orientation. He declared that they all must hold themselves and each other
accountable for the achievement of all students and that it was critical for the board and staff to
plan and direct resources consistent with its beliefs and values. The 4J Equity Committee
offered the following recommendations:

- The district should maintain its commitment to see through taking up the training related
to GLBTQ training;
- The district should continue to invest in IIPM, IPBS, and school time and assessment
and improvement activities;
- The district should maintain its current investment in equity and diversity support
systems;
- The district should consolidate smaller schools into large schools that can be balanced
for race, socio-economic status, and could leverage specialized staffing increasing the
ability of the system to respond to the needs of all students;
- To the maximum extent possible, the district should work to ensure that physical
classroom space was sufficient to accommodate increased class size;
- The district should partner with collective bargaining units to maintain the commitment to
highly qualified, culturally proficient and diverse staff and to minimize the negative
effects that could come as a result of staffing reductions as much as possible;
- The district should develop a clear mechanism for directing increased financial and
instructional resources to students who were not meeting instructional benchmarks and
who were at risk of not meeting graduation requirements;
- The district should centralize decision-making to increase the district's capacity to
implement equitable practices and other equity initiatives more uniformly, including
accountability for the fidelity of implementation of efforts such as the IIPM and IPBS;
- The district should create transition plans that would allow all stakeholders to come
together, in order to minimize disruptions and to support the best possible outcomes
during complex school consolidations.
He said the district should consider what demographic compositions would result from changing school configurations and whether the plans would increase racial and socio-economic segregation. He also asked the district to consider whether the reductions would perpetuate or increase the negative outcomes some students were experiencing whose needs were not being met in the present educational system. He stated that the committee found hope, in these "terrible times," in the district's longstanding commitment to elevating educational opportunities to students who were not succeeding in the current educational system. He thanked the board and staff for their courage and commitment to making the best possible decisions in this challenging time.

Mr. Smith thanked the Equity Committee for their efforts on behalf of equity in the district.

Keith Evans stated that his daughter attended middle school. He urged the board to take a leadership role as the community looked for ways to address the funding crisis they faced. He trusted the board and staff to make the best decisions they possibly could for the sake of the children and the city. He referred to an op-ed piece written by Eugene Mayor Kitty Piercy in which she said "the fate of the public schools matter to everyone in Eugene regardless of whether you're a parent, whether you're a business owner or manager, whether you're a university administrator, or whether you're a retiree." He related that she had stressed that when schools excelled, the community was made better, and when they declined the community suffered. He said the board's role in the community was critical because they were not just charged with putting together and approving a budget. He believed the City Council and the voters needed to hear soon that additional revenues were needed and were essential for the public schools. He declared that they could not continue to cut teachers and classrooms and do more with less. He urged them to take the lead and be the children's strongest advocates in seeking some sort of new temporary tax that would ask everyone but the poor to chip in to meet the immediate needs of the students and the community as a whole.

Joan Obie saw the priorities and goals that Superintendent Russell had shown with his power points and it had emphasized that the students were the priority. She found it somewhat incongruous that the board was now leaning away from reconfiguring schools and was considering closing as few schools as possible. She did not see that keeping buildings open was more important than keeping teachers in the classroom. She said they had very little control over other aspects of the budget such as negotiations with employees groups and revenue generating bonds and tax measures, but the board did have control over closing and consolidating schools, the number of school days, and the student/teacher ratio. To her, the priority would be maintaining school days and the current ratio and the least important to her would be to keep half-empty school buildings open. She declared that schools were not schools or communities until they put the people in them. She said by not closing some schools, the district would be taking options out and schools would have fewer choices and fewer teachers.

COMMENTS BY EMPLOYEE GROUPS

Dayna Mitchell thanked Superintendent Russell on behalf of the Eugene Educators Association (EEA) for working with them to provide forums for teachers' and specialists' input on the revised recommendations. She said they hoped their members would attend one of the regional meetings on December 9 and 14 in order to ask questions of and provide comments to Superintendent Russell. She also thanked Superintendent Russell for agreeing to visit the EEA Rep Council meeting scheduled for the following week. She encouraged any and all EEA members to attend. She understood that the revised recommendations were based, in part, on the considerable amount of feedback the board and staff had received. She hoped they would
continue to weigh the impact of the impending decisions they would make. She asked that if they closed schools, they make certain to keep the EEA involved in the process in order to support staff. She asked them to think of the implications and the potential unintended consequences as change happened. Additionally, she thanked them for taking reconfiguration off the table for the time being.

Ms. Mitchell was happy to see the early retirement incentive included as one of the options for consideration. She reiterated the EEA’s feeling that this provided a way to maintain job positions. She thought they could consider a step incentive based on the total number of employees retiring. She looked forward to hearing discussions in the next board work session and the meetings with EEA members.

**COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS**

Mr. Smith asked the student representatives to speak during this portion of the meeting.

Liz Gray, Sheldon High School, said the winter sports season had started. She reported that both the girls and boys basketball team, as well as the swim team, had "dominated." She invited the board to the girl’s game on December 10. She related that student leadership had begun its Snowflakes of Joy event in which they collected donations to buy presents for over 50 kids in local schools. She noted that they were not the only group in Sheldon that were doing this. She listed some of the others that were involved in raising money to help families in need. She stated that the Mr. Irish pageant had begun and the contestants had been chosen, as well as the coordinators. She said they were raising money in jars at local businesses and there would be a fundraiser on December 13 at Track Town Pizza.

Jenny Koh said South Eugene High School had started its Mr. Axeman contest. She related that they had not chosen their contestants yet but they had held a meet and greet and a fashion show for all the people who were planning to run. She reported that the school started its annual food drive and was holding a competition between first period classes; whoever brought in the most canned food would win a free breakfast. She said South's winter sports season had also begun and for the next basketball game students who brought two cans of food would receive a raffle ticket to win prizes. Their goal was gather 5000 cans of food, which was 1000 more than the previous year.

Mr. Smith called for comments and committee reports.

Ms. Walston thanked the students. She commented that she was always impressed with the student representatives and what went on in the high schools. She noted that North Eugene High School was engaged in a similar food drive. She said approximately one in five children in Lane County lived in poverty. She felt that having students step up was wonderful and she was really impressed by them. She reported that she would be attending the Lane Council of Governments (LCOG) meeting on the following night as Mr. Torrey's substitute and they would be discussing the Regional Voice document, which was a regional legislative agenda. She noted that revisions to the local option levy were included in the document. She said she would, with the board's permission, let them know that the Oregon School Board Association (OSBA) had talked to the League of Oregon Cities about some modifications to that and also Measure 50.

The board agreed that Ms. Walston should share this information at the LCOG meeting.
Continuing, Ms. Walston stated that she had gone to North Eugene High School with State Representative Nancy Nathanson, who had been interested in learning more about the career and technical options in District 4J. She related that they had visited the culinary arts class and the metal and foundry shops at the school. She had been very impressed by it. She said they also visited the Career and College Center. She intended to visit the Mayor’s forum on December 14; she was interested in hearing what the public had to say. She had some concerns about the equity of the tax, given that the district was not co-terminus with the city and also because of the economic times the city was in. She concluded by sharing a quote from Michelle Reed, former Chancellor of Public Education in Washington, D.C., regarding the difficulty in closing schools. She had read the quote in an article about Ms. Reed in *Newsweek*.

Ms. Geller thanked Superintendent Russell and the district staff. She said in addition to processing a huge amount of public comment, they were doing a lot of work in preparing for the meetings. She also expressed appreciation for the work of the Equity Committee. She felt they did a good job of identifying the core questions and issues. She stated that she would be participating in the Mayor’s forum and would be providing a short piece on how schools were funded in Oregon. She was interested in having a conversation about how to build strong schools and how to change the fiscal policies and legal framework in the state.

Ms. Levis echoed Ms. Geller’s praise of the Equity Committee. She was honored to be a part of the group and thanked Mr. Peter for his leadership and for coming before the board with the committee’s input. She also thanked Carmen Urbina for her work with the Equity Committee, adding that the district was lucky to have her. She apologized for being unable to attend the meeting scheduled for the following week.

**ADJOURN**

Mr. Smith adjourned the meeting of the School District 4J School Board at 8:28 p.m.

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George Russell      Craig Smith
District Clerk       Board Chair

*(Recorded by Ruth Atcherson)*