

Eugene School District 4J

Sustainable Budget Regional Meeting

South Eugene Region – Oct. 12, 2010



Table Reports, Round 1: *What must we do? How can we reduce costs?*

Table 1

- Four-day week, extend the school day
- \$60 million bond, spread over 3 years
- Take a little money from every area
- Reconfigure schools
- Reduce or cut programs that serve small numbers of students
- Close schools, sell or rent property including the Willard property
- Program staffing, music/PE only
- Increase student/teacher ratio
- Close Ed Center for a few days

Table 2

- Raising funds, bringing money back into the district – e.g. bond measure?
- Sell properties — one-time income, but also saves costs on property maintenance
- School consolidations because of declining enrollment — what is really a small school, compared with elsewhere? How do we do this so we save on resources over the long run?
- We may not be able to get there all in one year, but we can grow (shrink) into our new budget realities. If we start sensibly scaling down right now, and make more changes over time, we can begin to fit into the resources we have.
- Aim for sustainable distribution of schools across the district — how do we look strategically at how many kids we have in each area, and how to have the right number and size of schools for our population at each grade level?
- Question: 14% for buses/buildings/food? Tell us more about that.
- Question: Construction excise tax possibilities?

Table 3

- Four-day weeks, longer days
- Japanese model: parents and students do more cleaning and other helping out at school
- Don't schedule furlough days in four-day weekends. If we have furloughs, add them onto holidays or vacations or make them three-day weekends — the four-day weekends are really hard on low-income families.
- Close central services over the breaks
- Look at selling the Willard and Dunn properties

Table 4

- Develop 4J endowment fund and use the interest (revenue) for operations
- Sell property
- Short-term income taxes
- Community businesses and how they can help the schools
- How do we make personnel cuts and still maintain the quality of our staff? This is a concern.
- Do the best we can to educate kids well, and fund the year as long as we can (higher quality / shorter year, rather than longer year with lower quality)

- Adjust school day and length of school.
- What does a 20% cut across-the-board look like?
- Look at ways to outsource some functions
- Extracurricular activities (sports, arts, etc.)
- Cap district contribution (to employee benefits – insurance and PERS?)

Table 5

- Cut all middle schools (*tongue-in-cheek*)
- Try to un-restrict capital funds so we can use them for operational purposes
- The group thinks there is a lot of potential in the Eugene area to implement an income tax for schools
- If we altered the school day/week/year — what would the design look like, and what would the impact be on student achievement and the budget?
- What would the impact on schools / student achievement be if we cut central office by 10 days?
- Have other staff or ??? do some of the tasks currently done by teachers and administrators
- Reconsider and restructure how we offer 9–12 education — more community-oriented and experiential?

Table 6

- How could we restructure schools or how we deliver services?
- Proficiency-based programs
- Different school structure, e.g. grades 7–8
- Change schedules so middle and high schools, or other school combos, can share resources
- 4J is a great place to work — how do we sell that? If we do work with the unions to decrease compensation/benefits, how can we increase the potential for happiness in our buildings? Morale boosters? What can we do and what can we offer (besides money) to intrigue potential recruits and retain valued staff?
- Four 10-hour days
- Cut a little of everything
- Family and community support

Table 7

- Move to more K–8 schools
- Look at other schools and districts locally and around the country that are already doing well with less money, and get ideas from them.
- Give administrators and teachers and students options — it’s not either/or, it can be some of everything: Some traditional-sized classrooms, some lecture halls, some online learning — give schools room to be creative around how to deliver instruction.
- Look at reducing benefits (38% is a lot)
- Maintain high-quality education and just fund the school year until the money runs out, then stop school year, after changing based on parameters
- Redo school year, spread out breaks/furlough days

Table 8

- Enrollment has been declining — can we capture back some of those students? (Some may just be demographic shift, aging population, but others are going to alternative or private schools or not moving to Eugene.) How do we attract them to our schools and really sell our program?
- Shortened day? Shortened week? Plan the yearly calendar strategically — if we do shorten the calendar, make sure we don’t just lop off the end of the school year and increase the time for academic regression over the summer. Do it in a way that ensures learning won’t be lost due to a long summer.

Table Reports, Round 2: *What's important to keep in mind, and what ideas should we explore around school closure and consolidation?*

Table 1

- We don't want to lose the programs that are good.
- Consolidate where it makes sense and helps retain strong programs — such as French immersion K-8 in one building.
- Look for schools with natural alignment to consolidate
- K-8 and other school configurations are intriguing.
- Possible grade configuration: K-3, and 4-8
- Look at enrollment – geography and capacity
- Consolidation and closures with construction
- Maintain neighborhood school options

Table 2

- We need to do some strategic planning around the long-term trends in some areas.
- If we do make changes, we need to go for it — we need to decide what's best for kids, and make it happen. No little changes around the edges — think strategically and then implement the big strategy.
- Don't chop schools up too much into K-3 and other little snippets. It's better to have more continuity and a lot more time with kids, so you can build relationships and help them gain self-confidence before they go off to a new school. Also lets you use the existing relationships with teachers they liked in an earlier year to help communicate with students and families and help solve problems.

Table 3

- K-3 or K-4 is a really positive configuration, it's harder to have it be as positive as a K-8 school unless it's a much bigger school.
- Rent Edison facility to McMenamin's in the summer ☺
- Work more aggressively to sell school sites like Willard, Dunn, etc.
- How is it that we still have three school districts in the metro area? New families are shocked when they learn that we have two school districts just in our city, and three districts of size in Eugene-Springfield. We should seriously look into consolidating districts.
- Consolidate French immersion K-8 and locate it within (“the new”) Roosevelt Middle School.
- Keep public informed with positive PR re: teacher compensation

Table 4

- It's interesting to look at the capacity chart and see where you could just tuck a whole school's student body into an existing building. E.g. if you took Edgewood, Parker and Spencer Butte in some configuration (or Parker and Spencer Butte), or other school combos, you could make a K-8.
- K-3 / 4-8 or other primary school configurations are intriguing — could this help a school get a head start, heading off the achievement gap?
- Are there some buildings or configurations, not just the physical plant but the configuration structure, that run more efficiently? Our table doesn't know the answer, but we find the question interesting.

Table 5

- We should look at the capacity studies and fill up our buildings based on capacity.
- But before we do anything, look at the long-term demographics. We could make some serious mistakes if we didn't look at the long-term demographic projections in an area and, for example, reduced capacity when a big influx of kids is coming in the near future.
- We should bring back co-location. It hasn't worked well in some cases, but we believe that it can work well, and the option should be back on the table.
- Change elementaries to different configurations, we like the K-6 structure or maybe 4-8.

Table 6

- "Just go for it."
- The time has come to close some schools — the decision just has to come down, and we need to go for it.
- If we do it, it needs to be district wide (region sampling?) and needs to affect all areas.
- We need to give our staffs some direction — when it's wide open it's harder on our staff. The district should take a strong leadership approach and tell staff what our expectations are and how things need to be done — then they can respond and adjust to a known quantity, not a frightening unknown.

Table 7

- Interested in a bond measure so we can have nice new buildings or spaces for kids, then close some schools and bring them all up to a reasonable size.
- 400 kids is a nice size for an elementary school. It's not too huge to feel good, and it lets you have staffing like PE and music teachers more often, and provides other kinds of support.
- We need to be talking to the community about the benefits of consolidation. Not just that they're losing their school, but what are they getting? What are the benefits?
- Consolidate IHS onto a single campus.
- Middle school is too short — three years isn't long enough to build relationships with families. If you have more time, like in a K-8 school, you can build powerful, insightful, important relationships with families that carry on. That's why I'm an advocate for the K-8 system or K-6 and 7-12 system.
- "Co-location again? Over my dead body." ☺
- Coordinated, long term funding solution; ballot measures, tax structure, etc.
- Need to stay involved in process, how do we do that?
- What would community support look like? Communication to public?
- How do we give staff the power to make their decisions?

Table 8

- We should be looking at changes that save money. There may be pedagogical advantages to certain reconfigurations, but at this time we need to focus on the ones that also will help the budget.
- We appreciate the family feeling of small schools, but the time has come to close some of them.
- If you look back in history, there is a lot of angst at the time a school closure is taking place, but a couple years down the road everyone seems to be happy with the new school they're in. How can we share that with families and staff who are facing a potential school closure, and help them understand that it all usually works out well in the long run?
- It would be ideal if we could pass a bond measure and create good facilities for kids — new buildings or otherwise quality buildings — to move into if we're closing their current school.
- Would it make sense to consolidate IHS onto one or two campuses instead of the three (or four if you include North IHS) it's on now?

- School closure may not save a ton of money each year, but it's a way to save money *sustainably* into the future, long-term savings, without significant teacher layoffs.
- If we reduce school district services, we need to carefully consider how to maintain services for the neediest kids.
- Intrigued by tax options...
- Increasing class size is a lesser evil than cutting programs wholesale

Individual Comments:

- Adjust school day and length of school
- Create an endowment and use the internet (revenue)
- What does a 20% cut across the board look like?
- Concerns that personnel cuts may not maintain the quality of the work force
- Look at ways to outsource, cap district contributions, extracurricular activities, sports, art, etc.
- With the cost of energy rising are we taking a close enough look at energy efficiency in our buildings? We have two great resources in the UO Architecture program and the LCC energy management programs.
- Suggestion about materials — include each school neighborhood's current school-age population on capacity handout
- Why is enrollment decreasing?
 - Fewer births?
 - Moving to different districts?
 - Moving elsewhere? (no jobs here?)
 - Homeschooling/private schools?
 - It matters!
- How much of the salary and benefits goes to folks who are no longer in the classroom? (retirees, etc.)
- I wasn't before, but now I'm almost sold on K-6, 7-12 or K-8. The key is BJ's comment: provide continuity for our students as they navigate those horrible 6-8 years.

Eugene School District 4J

Sustainable Budget Regional Meeting

Churchill Region – Oct. 14, 2010



Table Reports, Round 1: *What must we do? How can we reduce costs?*

Table 1

- Consolidating schools and looking at different models K–8, etc.
- Bring in federal \$\$ by adding an immersion school in Churchill region
- Put kids first. Let's come up with a decision and get behind it.
- CHS 7–12; Kennedy – combine Twin Oaks and McCornack; consolidate Crest and Adams – K–6; ATA, consolidate and reconfigure
- Look for lots of little pots of money
- Four-day school week with four 10-hour work days
- Retirement incentives; grants, salaries, ratio?
- Use some reserves, what is the minimum that we need?

Table 2

- Sell property
- Consolidate, look at more K–8
- Collapse smaller elementary schools
- Furlough days – add to winter and spring vacation rather than long weekends
- Not all levels need to be furloughed the same number of days
- Four-day weeks

Table 3

- Close and consolidate and reconfigure schools. Look at building capacity and maximize the enrollment.
- Increase the staffing ratio, but incrementally. For example, less increase at K–3, greater increase at higher grades
- Maintain core classrooms at the elementary level (reduce specialists).
- Furloughs & compensation strategies

Table 4

- Protect and keep a strong core curriculum
- Reduce school days – furlough of 10 or 12 days
- Bond measure to bridge us to the future
- Cut professional development
- Don't fund a superintendent search
- Sell surplus properties
- Protect quality of core subjects
- Reduce number of days
 - Accreditation for high schools?
 - State standards for best practices
- Class size
- Reduce nurses
- Reduce school choice? – you'd be able to predict movement
- Look at regrouping kids to reduce FTE
- After school programs (BEST?) – are any funded by district?

Table 5

- Oregon Sales Tax
- Reduce salaries and benefits by 10%
- Maintain current furlough days, four-day work week?
- Use 10% of all reserve funds
- Consult with other districts for ideas?
- Phil Knight elementary school?
- Cut athletics and extracurricular activities
- Increase teacher/student ratio by one (1)

Table 6

- 10% across-the-board reduction in salaries and benefits
- Fund sports and extracurricular activities with community fund-raising
- Use some reserves
- Look at other districts to get ideas for ways to reduce costs
- Students have to come first
- Align textbooks/curriculum across district
- Cuts in each area:
 - Principal's office
 - Central administration
 - Buildings/buses/food
 - Close central office for breaks
 - Close three elementary schools
 - Eliminate professional development

Table 7

- Eliminate administrators at the middle and high school level. For example, have a regional principal with assistant principals at the middle level.
- Furlough days – decreasing furlough schedule over several years. For example: 10 days in 2011–12, 7 days in 2012–13, 5 days in 2013–14.
- Increase staffing ratio by 5 (\$9 million)
- Cut remaining TOSAs (teachers on special assignment)
- Reduce 12-month staff to 10-month work year
- Postpone any textbook adoptions
- Sell Civic Stadium
- Increase class size by 5
- Decrease staff
- Utilize classified staff in classrooms
- Close 4 elementary schools
- Close 1 middle school
- Reduce elective classes

Table Reports, Round 2: *What's important to keep in mind, and what ideas should we explore around school closure and consolidation?*

Table 1

- Need to close some schools
- School size – minimum 350 students per elementary school
- Boundaries don't make sense – district boundaries and school boundaries
- Redraw boundary lines to strengthen neighborhood schools. Think about SES of neighborhoods
- How long will kids be on the bus?
- Reconfiguration is really big – how do we think about this now?
- Grades 5–8 schools
- Sell property
- Sales tax
- Reserves – what is necessary?
- High school surveys/non-important tests
- Transportation

Table 2

- Don't close a high school
- Change high school to 7–12
- Send Twin Oaks and McCornack to Kennedy as a K–6
- Crest and Adams K–6
- Twin Oaks and Crest are “way out” with large areas, transportation time is a concern if the schools close
- Build a new school at either Twin Oaks or Crest and merge the schools. Shift some students from McCornack to the new school
- Put kids first
- Transportation length
- Future consolidation with other districts
- Look at boundary readjustments to create viable concentrations to fill schools
- Close schools and restructure to have larger schools (K–3, 4–8, 9–12)
- Lack of inexpensive housing, how to resolve?
- Job and great school relationship
- Limit school choice and have strong neighborhood schools (promote)
- Instructional redesign: bring in Chinese Mandarin immersion federal \$\$'s
- Redesign cognitive programs
- ATA/Chávez/Adams – three schools in a three-block radius
- Outreach into communities for services (counselors, mental health services)

Table 3

- Takes a lot of time and effort to close a school
- New building has some excitement
- Close a school? Change boundaries
- Maintaining equity focus is very important

Table 4:

- Three Churchill elementary schools are located close together, Twin Oaks and Crest are further south and don't have much capacity
- Structure, building capacity, reasonable spacing of schools
- Weird boundaries – clean them up
- Don't close a high school
- Look at special education funding
- Pair schools and merge
- Look at corporate taxes, eliminate the corporate kicker. Direct \$\$ back into the schools
- Repeal Measure 5
- Equity and neighborhood schools are more important than choice schools
- Look at all areas: field trips, electives, energy use (e.g. appliances in the classroom)
- Would there be savings or advantages if all schools were on trimesters or semesters or on the same schedule across the district? For example, all core classes offered in the morning; students attend other classes in the afternoon. Could some classes (e.g. drama) then be offered only at some schools, and students could attend classes on another campus?
- Close some buildings – i.e. high schools are open year around

Table 6

- Look at sustainability and efficiency of buildings
- Reconsider Shaping 4J's Future recommendations: school size, four strong regions
- Growth potential of areas
- Reconfigurations K-6, 7-8 middle or 7-12 .
- Look at each region equally for consideration

Table 7

- Strengthen our high schools. Make high schools 8th-12th grade to make high schools bigger and able to offer more options for kids
- Equity: Why is it that the schools that have closed recently are poor? Appears that we just close poor schools.
- Facility, capacity, transportation time all need to be considered
- Retain regional sentiment by keeping high schools and a positive community effort
- Move 8th grade to high school, make middle school grades 5-7?
- Consider value of property of schools to close
- Combine and close elementary schools

Individual Comments:

- Year-long school. Spread furlough days throughout.
- Instructional design
- What is the data on the small schools model at North? Is it effective?
- What can teachers give up, now that they are being asked to do furlough days?
- As you think about closing/consolidating schools, consider things like how it will affect property values, that people choose where they live by schools, etc.
- Reduce vice principals.
- Utilize the local media for communications.
- Put choice on the table. I forgot to mention that in the group, and I did not hear that brought up in discussion. Keeping choice while closing neighborhood schools brings up big equity and boundary questions. It is obviously politically tough, but then so is everything else we are facing.
- Support neighborhood schools when considering consolidations so that those who are using "choice" to go out of their boundary come back to their neighborhood schools.

Eugene School District 4J Sustainable Budget Regional Meeting Sheldon Region – Oct. 19, 2010



Table Reports, Round 1: *What must we do? How can we reduce costs?*

Table 1

- Changing to K–8 schools could minimize some of the transitions for students and increase the number of specialists that would be available in each school.
- Transportation: Look at contracting out the services so we don't have to maintain buses and equipment. Charge students/families for transportation services (except families who qualify for free or reduced-price lunch)?
- Have community gardens: Work with the community and students to create project-based learning experiences through gardens. Include older students so that they get community service credit. Use the produce to provide high-nutrition food for students.
- Maintain salaries and retirement contributions but increase the amount that employees pay toward health insurance.
- Online courses should be incorporated into class offerings at high school. This could help us serve students who are currently homeschooled or not attending our schools as well as serve our current students.
- District negotiate for copier services
- Local tax on nonessential items
- Bond levy
- Sell property

Table 2

- What must we do: follow state policies and meet legal requirements
 - 900 contact hours
 - PE requirements
 - IEP requirements
 - TAG
- Revenue enhancements:
 - Use our properties to generate revenue for the district
 - Increase user fees and income from facility leases
 - Lease surplus property
 - Pursue grants
- Our must-haves:
 - Student achievement
 - Differentiation – IIPM
- Find foundation funding that will help us be on the cutting edge, changing the school system to develop a curriculum that really prepares our students for the future. What students need to know now is different than 10 years ago. This is a real opportunity area for us. Find a sponsor for this change effort.

Table 3

- Reduce health insurance costs by renegotiating to eliminate double coverage for our staff who are covered on a spouse's or partner's insurance policy. Could that reduce costs by \$4.5 million?
- Spend fleet funds to help balance the budget
- Reduce the central office by 10%.
- Reduce reserves by \$1 million
- Cut professional development by at least half
- Sell property
- Cut 20% in supplies budgets
- Repeat furlough days. Have administration take the same ratio of furlough days as teachers [administration took more furlough days this year]
- Increase the staffing ratio

Table 4

- Look at what we could lease to generate revenue
- Pursue more grants and federal funds to offset our costs
- Equity is a "must do"; we need to ensure equity
- Share services with other school districts, such as bus transportation
- Change athletic league structure to reduce travel
- Consider whether we can charge for specialists as an extra service
- Look at other districts that are bridging the economic gap successfully. Hold a focus group with another district or visit there to gather ideas rather than reinventing the wheel.
- Must do/continue SPED/IEP's/TAG
- Maximize instructional days -> 190 days
- Renegotiate PERS
- Partner up with businesses

Table 5

- Year-round schools: Reorganize schools, keep furlough days and change our school year schedule to have positive impact student learning and learning retention. Minimize long breaks.
- Reduce the front office staff at middle schools and high schools. Remove the restrictions on parent volunteers and allow them to help in the front office.
- Consolidate school districts.
- Review the costs and benefits of maintaining the employee wellness clinic. Consider reducing the clinic's hours to reduce costs.
- Consider a four-day school week.
- Look at bus transportation and consider having fewer buses or other ways to reduce costs.

Table 6

- Reduce administration and have classified staff assume many of these duties.
- Re-energize volunteer efforts. Hire a volunteer coordinator to recruit more volunteers to help serve students.
- Reduce funding for high school athletics and student clubs.
- Reduce equipment purchases.
- NO tax increases.
- NO outsourcing
- Mandatory recycling
- Community gardens to lower food cost
- STOP or reduce extracurricular/sports travel
- Sell property
- Increase community user fees
- More fundraising
- Less professional development (impacts teacher licensure)
- Reduce central office, share operations with other districts like finance and HR
- Reduce expenses of consumables
- Close Ed Center at spring and winter breaks

Table 7

- Provide a quality education for all students, recognizing that changes may occur and our view of how schools provide a quality education may change a bit due to our financial circumstances.
- Increase class size but try to spare the elementary level as best we can. Middle schools and high schools may be able to provide high-quality instruction with larger classes.
- Think about grade reconfiguration to have K-7, 8-12 schools.
- Reduce athletics, which is very difficult to suggest. At Sheldon, our athletes have a 3.4 grade point average — higher than those students who don't participate in athletics.
- Community outreach and partnerships could supplement what we can do.
- Look at ways to reduce cost of bus transportation, by sharing with other districts or contracting out.
- Sheldon created an alternative within our school to keep those students here, rather than in other alternative programs. Explore ways to keep more of these students in our own schools and programs.
- Consider recent research that shows that less advantaged students do better academically when they attend schools with students from middle class or higher-income households.
- Expand partnerships with community colleges and work with businesses to offer hands-on, vocational learning opportunities.
- Consolidate school districts in the metro area or within Lane County.
- Don't reduce professional development. When we are talking about possible school reconfiguration and reduction of 20% of our operating budget, reducing professional development would be a travesty. We need to learn how to do things differently and learn different strategies for teachers. It wouldn't be prudent to cut professional development.

Table Reports, Round 2: *What's important to keep in mind, and what ideas should we explore around school closure and consolidation?*

Table 1

- K-8 schools would mean fewer transitions for students, more specialists, and more aligned curriculum for students.
- Consolidate language immersion schools as K-12 schools.
- Negotiate technology and copy machine purchases district-wide to get better pricing.
- Would have library services
- Consolidate school districts in Lane County. We're all different personalities as school districts but it's something worth considering.
- Talk with city planners about future population distribution when considering school locations.
- Look at doing technology upgrades as a districtwide or multi-district purchase, instead of building by building.
- More effective support services

Table 2

- Is there a way to make use of all the school buildings that we have, considering the impact of financial constraints?
- If we consolidate schools, program staffing might be the way to go. We might be able to maintain specialists.
- Change boundaries if we close schools.
- Consider different grade configurations such as K-2 schools and grade 3-5 schools. Grade 3 is the point at which kids start using reading to learn and state testing also begins. This could allow schools to focus on students who have particular learning needs common to K-2. We could also consolidate some of our computers needed to support state testing at grades 3-5.
- Consider the impact on community/neighborhood if you close schools

Table 3

Important to keep in mind that consolidation and creation of a large school:

- Affects the ability to form relationships among staff and parents
- Enhances ability to differentiate instruction
- Creates concerns for safety, because it feels so big
- Kills administrators
- Closing all middle schools and moving to K-8 would cut down on transitions for students. Density of middle school students in a building would change. Older students would be models for younger students.

Table 4*Scenario 1:*

- Push 6th grade back to elementary with K-5 = K-6.
- Close Monroe and merge it with Cal Young, grades 7 and 8.
- Close Coburg

Scenario 2:

- Move Buena Vista to Monroe to create a K-8 Spanish immersion school.
- Close Coburg, redraw boundaries for Willagillespie, Holt, Gilham, Meadowlark.

Scenario 3:

- Close Coburg and Willagillespie and redraw boundaries.

Scenario 4:

- Close Coburg and Willagillespie; pass a bond measure to build a new building for Meadowlark.
- Year round school – is there a cost benefit?
- Go to junior highs and close all middle schools
- Close Parker, Coburg, Twin Oaks
- Consolidate Crest and Adams
- Close Churchill
- Combine Roosevelt and Spencer Butte middle schools

Table 5

- Make Coburg a K-8 school. Coburg neighborhood students currently attending Cal Young would go back to Coburg.
- Create an alternative school program that emphasizes hands-on learning opportunities.
- Consolidate Meadowlark and Buena Vista as a Spanish Immersion school. Parents could choose another neighborhood school in the Sheldon region if they did not want Spanish Immersion.
- Close an elementary school in each region.
- Look at some middle schools — might be able to close if we reconfigure and make boundary changes.
- Close Spencer Butte or reconfigure it into a K-8 school with Edgewood.

Table 6

- Reconfigure schools as K-7, 8-12 schools.
- Close the two oldest schools in each region. (Works in every region except Sheldon.)
- Have older students work with younger students. Locating a kindergarten and grade 1 in high schools or having K-12 schools would provide opportunities for older students to help younger students learn.
- Increase local economy and jobs
- Look for deep-pocket donors
- Keep quality education
- Keep students safe
- Keep well-rounded education system

Table 7

- Reconfigure schools within existing boundaries.
- Consolidate programs of choice. Do we have the luxury to have some of these programs? Could we expose all kids to a foreign language rather than have language immersion schools?
- Our school consolidations have been successful. Recognize that it's not the building that's important, it's the school community. Let's not cling on to what we've always had.
- Look at what the kids need. Kids need adult support for online learning and interaction with other students. We need to look at a new paradigm for our kids.

Individual Comments:

- Meadowlark is the neighborhood school and we will not accept integration into Buena Vista.
- Hire a couple of teachers per year to write curriculum for individual subject areas. If two or three people wrote the math or social studies, etc. textbooks, it could be owned by the district and an online version sold to other school districts, updated regularly. Would cost a lot less than company-produced textbooks.
- If there is a retirement age, why are there teachers 68–70 years old and still teaching? I feel a retirement age is so we can make room for younger teachers in the profession. If a teacher reaches retirement age and still wants to work, they should consider another career. Young teachers just starting out leave this profession and they are quality teachers leaving our district.
- Please consider all other options that were discussed tonight before deciding to close Coburg. Sell other properties and consider investments that could bring in money. Closing Coburg would be tragic to the community with little savings.
- Year-round school – what are the savings?
- Move Buena Vista to Monroe, K–8, close Coburg, move Meadowlark.
- As a 4J classified employee I know I am stretched to the limit by having my position as Program Coordinator assistant for the Learning Center cut by hours and days. I still have the same amount of tasks to perform to keep our students well served. This is a common story throughout our building. I balk at the suggestion of outsourcing classified jobs because I know that security-cleared, 4J-trained professionals are simply safer, better and more knowledgeable about what it takes to serve our kids in our schools. I know we are losing quality of education, especially in overloaded classrooms by cutting back support staff and cutting teaching spots. Classified positions are the most cost-effective staff to keep and have the most direct impact, aside from the classroom teacher, on your student's education. No more classified cuts, please.
- I have had conversations with many other 4J parents. I will share two commonly held viewpoints:
 - We have too much money going out to building administrators and district administration overall. These positions are expensive to maintain, too many in number and have little directly to do with effective education in the classroom. We could help students and save large amounts of funding by having less top-level leadership for a five-year period and more troops in the trenches for that same period.
 - Troops such as several instructional assistants as well as other cost-effective support staff could be installed (including their benefits) in the schools with funds that are being paid out to administration. The district should save money here, and increase support staff and it will save the money and return/maintain the quality of education in the classrooms.
- The majority of schools have taken all the hits they can in teachers and support staff. Classrooms are overcrowded and there are no longer enough offerings for the types of classes that keep kids coming to school. Art, Music and Vocational Studies are examples. My freshman is wandering the halls due to a free period where he could not find a class to fill his schedule, and with only four periods a day per term it is an upsetting introduction to high school.

Eugene School District 4J Sustainable Budget Regional Meeting North Eugene Region – Oct. 25, 2010



Table Reports, Round 1: *What must we do? How can we reduce costs?*

Table 1

- Shorten the school year — perhaps cut off the front end rather than the back.
- School year changes may need to be different based on the needs of the school or the region in question, rather than a blanket decision district-wide.
- Highest priority is keeping the services directly related to the instruction of kids — the front-line positions and services.
- Question: How many instructional days are required by Oregon? Where does Oregon fit, in length of year, in the U.S.?
- Lengthen school day, change the calendar
- Eliminate athletics
- Use LTD for busing
- Early retirement, change benefits
- Look into solar grants
- Must keep:
 - Lower class sizes
 - Length of school year
 - Staff directly involved in instruction
 - Counseling services for students
 - Support well-rounded students
 - Four regions, four high schools

Table 2

- Must keep class sizes down.
- Keep some semblance of specialists, so kids can experience art, music, etc.
- Go to four-day weeks, with each day longer than school days are now. One day every month, have one of the no-school days be a staff work day for teacher planning, school planning, staff development, etc. This would allow for planning and professional development without incurring expenses for substitute teachers or affecting instructional time.
- Close small schools.
- Reduce office staff, one principal per high school, begin principals' work year in late August.
- No buses for middle school

Table 3

- Keep a strong core curriculum.
- Four-day weeks, longer days, have artist-in-residence programs or similar with volunteers, retirees, local artists, etc.
- Would be interested in possibility of two shifts per day
- Keep math, reading, writing

Table 4

- Keep the people who are on the front line
- Cut costs in training — math adoption, for example
- Keep class sizes the same, go to a four-day school week
- Shorten school year

Table 5

- Focus on high-caliber classroom instruction
- Higher community engagement, work to help the community really understand what's going on in schools and with the budget
- Personalized learning that meets every student's needs
- Maintain an environment that is safe, supportive, resiliency
- Create aspiration for students' future

Table 6

- Keep making sure that we maintain high-quality public schools, keep people from fleeing to private schools
- Are there some specialist positions where duties could be picked up by classroom teachers, allowing us to reduce staff but maintain the student-teacher ratio?
- Keep low student-teacher ratio
- Reduce costs:
 - Add additional furlough days by extending vacations
 - Thanksgiving
 - Winter break
 - Spring break
 - Look at benefits/compensation
- Elementary schools become K-6, middles 7-8
- Close one middle school per region
- Close elementaries under 250 students

Table 7

- Must keep:
 - Maintain focus on essential skills, 3 Rs or 3 Ts (Thinking, Technology, Teamwork)
 - Keep addressing the achievement gaps
 - Keep small schools at NEHS
- Do differently:
 - Multitude of testing at elementary level
 - Four-day week, longer day
 - Smarter buildings
 - Opportunities for job-shadows
 - K-8 schools
 - Ask the community to step up
 - Lottery funds for schools
 - Have students clean schools, like the Japanese model

Table 8

- Preserve the integrity of what we have right now
- Look at reducing micro-expenditures — e.g. centralize supply purchasing, get bulk discounts
- Reduce limitations around fundraising to allow more creativity
- Recognize our community resources — e.g. Kelly Middle School partners with a volunteer team from Oregon Community Credit Union to staff the library one morning a week.
- Rely on volunteers to maintain arts programs, other programs
- Ask for a HQ waiver so we can rely on some artisan experts — who are skilled and experienced but don't meet the requirements to be "highly qualified" — to teach art.
- Surplus equipment — can we sell off some of the things we no longer use? This would help both the community and the schools, by providing inexpensive used items to purchasers in the community and making some money back for schools.
- Consider double-section days, at least at the high school level — half of a school's students attend class for a 4-hour block in the morning, half go for a 4-hour block in the afternoon. Could allow schools to add back some PE, music, art, etc.

Table Reports, Round 2: What's important to keep in mind, and what ideas should we explore around school closure and consolidation?

Table 1

- How expensive is school choice? How much money would it save to eliminate alternative schools and just offer neighborhood schools? (e.g. Camas Ridge, a school created by merging an alternative school and a neighborhood school, demonstrates that an alternative-to-neighborhood school conversion can be successful.)
- What about eliminating school choice entirely? Would changing the school choice policy drive some kids out of the district to private schools?
- Consolidate North region to have one middle school
- Change district boundaries between regions and schools

Table 2

- Possible grade configuration: K-6 & 7-12 (7-8 in separate wing so there's separation but also access to advanced or remedial work) — this would decrease transitions, increase access to academic options.
- Boundary changes will be needed if we do school closures and consolidations and/or grade configuration changes.
- What impact would reducing the number of schools have on families' ability to choose where they go to school?

Table 3

- Possible grade configuration: K-7, 8-12 — because K-7 works better developmentally, and it's better for kids to have fewer transitions
- Any changes should affect all schools, all regions — not disproportionately impact one region
- As we go through this process, keep in mind that some of the older schools are very expensive to maintain and even to heat — take building age and condition into account in school closure decisions.
- The possibility of school closures leads to some concern about losing school's / district's "choice allure."

Table 4

- No matter what choices are made, *someone* is not going to like the outcome. We have to just make the best decisions we can and not take the reaction personally.
- Look at closing older buildings
- Sell surplus property
- K-6 configuration

Table 5

- Elementary schools K-6; middle schools grades 7-8, one per region
- Is a school under 250 kids a viable school? (We know this is easy for us to say in the North region, where there aren't any, but considering the viability of very small schools it's a good place to start.)
- Be sustainable for the long run

Table 6

- Consider firming up neighborhood school boundaries. If families wish to have their kids attend a school outside their neighborhood, can we charge tuition as if they were coming from out of district or going to a private school?
- Close or merge older buildings, build new buildings
- Possible grade configurations: K-6, 7-8 (one per region), 9-12; or K-8, 9-12

Table 7

- K-8 schools, or K-7
- Consolidation — students go to school in their own region or pay tuition

Table 8

- Any reconfiguration we do needs to save money
- Needs to make sense and be sustainable in the long run
- Possible grade configuration: K-6 & 7-12

Individual Comments:

- It's really important to make district-wide changes — if regions start looking too different from each other, that will create issues.
- Buildings have to pay for their own special upgrades and maintenance; this is a challenge for school budgets.
- There has been transformative change at NEHS, and they don't want to go backward — other regions should be looking at what they've achieved there.
- Consider putting full K-12 school programs in single buildings — go small in the schools, and centralize library services and specialists and other service delivery in the regions (although there is power to selecting a book off the shelf).
- Stigma of North Eugene — the data is positive and needs to be shared. Reform for district possibly.
- More volunteers from the public must step up to help Eugene schools.
- Four-day week throughout the year
- Year-round school
- Students clean schools
- Consider regional center for Art, PE, Music, or Internet specialists
- Suggestions:
 - K-8 school, 9-12 high schools
 - Sell properties not currently used
 - Close Coburg school
- Four-day week (Mondays off to match government employees' day off w/ national holidays.)
- 44 weeks/year → go to year-round schooling!
- Students organize into four-person cleaning group where these groups clean a part of the school each day. It would reduce custodian costs. Look into the system in Japan.
- K-12 neighborhood schools with regional services e.g. PE, libraries, technology
- Libraries w/online databases maybe utilize public libraries.
- I like this time to get out to listen to the problems.
- I feel like we need to get more involvement with the community
- To have a centrally located library or other groups it is an opportunity to fail due to not getting a timeline to completion.
- District-wide configuration & restructure is an available alternative.
- Excellent idea to charge a fee for school choice!!
- Lecture class sizes = wrong
- Low class sizes
- Some "specialists" time
- Stop doing staff development the way we set up now
- Reduce office staff at North Eugene High School
- Four-day weeks, longer school days

Eugene School District 4J Sustainable Budget Discussion Equity Committee – Oct. 27, 2010



Table discussion reports:

Blue group:

- COLA freeze (no salary increases due to cost-of-living adjustments)
- Reduce non-instructional staff days
- Reduce training spending for administrators
- Furlough days across the board
- Student training is important – money should not be reduced
- Evaluate positions with 4J
- Close and combine schools
- Retirement – make offer to eligible retirees
- Reduce cost of state testing
- Evaluate contract programs receiving money
- Online courses

Green group:

- The priorities are:
 - Teachers
 - Equity (trump card)
- Eliminate site-based decision making
- Essential skills
- Consolidate schools and create small learning communities
- Increase facility fees
- More grant opportunities
- School operation tax
- Sell property
- Consider lengthening breaks
- Community/business increased impact

Red group:

- Add/transform professional development
- No middle school
- Consolidation: K–8, 9–13
- Super high school – one for 4J
 - New building (small schools within a larger school)
- Target number for school size that supports efficiency and student achievement
- Teachers stay with cohorts of students, match enrollment
- Sell property
- Open contract → benefits
- Look at athletics and student support
- Use some reserves now
- Partner with social services – e.g. PeaceHealth
- Contract out support services – e.g. nurses, counselors, library
- Share support with Lane Education Service District, Springfield & Bethel school districts
- COLA freeze
- Move away from site-based decisions on budgeting