

Eugene School District 4J Sustainable Budget Public Input Wall Comments — Nov. 16–17, 2010



1. Revenue Enhancements

A. Bond measure for \$100–\$150 million — Refer to May 2011 Election Ballot

\$1 million new revenue

- *Requires voter approval.*
- *Pay for critical facility improvements, technology and new schools with funds from a bond measure.*
- *Shift \$1 million of annual technology and equipment costs out of the operating budget. Use bond measure funds instead.*
- *By law, bond measure funds can be used only to build new facilities, improve facilities and purchase some equipment.*

PROS or HOPES:

- We need a statewide funding solution. Everything we can do in 4J is just a finger in the dike.
- Please use reserves to buy time for us to get behind a bond measure or tax increase. Eugene will not abandon its children even in hard times.
- Let's get behind a local measure to fund our schools. If we use a bond to build or improve what we have then we can use reserves to fund the programs within the schools.
- We need a bond measure to build bigger K–5's. The 4–8 model is not based in research.
- Bond money used to make Crest a larger boundary school.
 - ↳ Yes!
- Yes, a reasonable solution for interim support prevents some further erosions of ed system.

CONS or FEARS:

- Local bonds cannot be used to run schools.
- Solution must be bigger than an equipment bond.
- The “no new taxes” crowd might discourage new bond measure.
- If the community is alienated by the K–3/4–8 config, they may not pass the bond measure.

QUESTIONS or INFO NEEDED:

- Can bond funds be used by fleet costs like books and curriculum? Technology can be software.
- What if this fails? Option B.
- Why would we want to build new facilities when we are closing others?
- Where can we sign up to help this pass??
- Rainy day funds should be utilized ASAP.
- Might this strategy compromise our chances of passing a more significant revenue measure that could make bigger dent in the deficit?

B. Increase community user fees for building use by 20%

\$20,000 additional revenue

- *Increase rental rates.*
- *Add fees for local youth activity groups who now use school facilities for little or no cost.*

PROS or HOPES:

- Not ideal, but an important revenue source to offset worse cuts.
- Yes. Every bit helps.
- Yes, increase user fees! Will help offset, every little thing will help!
- Yes
- This would definitely help!
- And advertise! Just learned that parents can use facilities for b-day parties. More would do so if they knew they could.
- Publish advertising flyer like Parks and Rec?
- Outside the box
- Draw and maintain state and federal funding per student by maintaining choice and options for parents in 4J district, not by decreasing quality of programs!

CONS or FEARS:

- Such a small amount cost deferral to programs such as sports. – Great idea!
- Adds to burdens those groups already face.
- Not enough revenue to impact adversely other programs that serve kids – this is “sub-optimal”
- What if users move? Then revenue lost.
- Have small enrollment fee for all grade levels.

QUESTIONS or INFO NEEDED:

- Increase opportunity for facility rentals.
- Idea: Chip Kelly, get UO football players to sign Pac 10 Champ or Nat’l Champ hats and sell for 4J. Or get UO to donate some money from football success.
- UO needs strong 4J schools for facility recruiting and for future student quality pipeline investment.
- Live Aide E Time Show. To benefit 4J. Are there celebrity 4J graduates who might fundraise on behalf of 4J?
- Would UO football publicize the need for suggested new taxes? Who can galvanize general public interest in raising needed revenue?

C. Lease closed schools to charter schools and other organizations, and increase lease fees.

\$200,000 additional revenue

- *Increase rates for leased buildings.*

PROS or HOPES:

- Much needed source of additional funds
- Voluntary tax on those utilizing district property.
- Yes, we need to find more money somehow.
- Yes, find more!
- Absolutely!
- Be resourceful. Lease as many buildings as you can as soon as you can. Why wait?
- Charter schools are public schools; they are part of 4J, slightly different, but still an educational setting educating Eugene children.

CONS or FEARS:

- Leasing closed schools to charter schools only drains our neighborhood schools even more.
 - ↳ Agreed. And that means fewer \$ in district coffers. Look at the Adams example to understand impacts.
 - ↳ But more charter schools mean you can shrink the size of the district staff!

QUESTIONS or INFO NEEDED:

- Do we really want to be in the landlord business?
- Isn't Network Charter School searching for a building???
- An income stream is an income stream. If money can be made from leasing without much risk, then lease and do it quickly.

D. New tax for school operations

Revenue = ? (not known)

- *City income tax or other local tax dedicated to schools for 2012–13 or after.*
- *Voter approval would likely be required.*

PROS or HOPES:

- Repurpose existing taxes, or discuss with state reps.
- Tax alcohol, tobacco or gas.
- Soda tax
- High priority. Could be made income weighted (progressive). Tax properties above \$1 million. Increase income taxes on families making over \$250,000.
- We need a state tax!
- 1% sales tax (or more) to schools
- 1–5% restaurant tax (food and beverage) — see Ashland model used to support public safety.
- Maybe it is time to try the designated sales tax again?
- Change in revenue is the only long-term, sustainable solution. Please let me pay more for my schools.
 - ↳ I agree! Let us pay for schools.
- Small sales tax dedicated to schools.
- Sales tax for schools!
- Sales tax

- I hope the community will pass any progressive and administratively efficient tax. My personal preference is an income tax.
- Don't let a galvanizing moment like this pass. Let the community know what we are facing. Do we want to provide for the future of our children and our community? Let's pass a 1% sales tax to support 4J schools.
- Yes, we need the money.
- Yes, must provide critical support. Truncated education system is difficult/impossible to reverse. Impacts community long-term.

CONS or FEARS:

- No new taxes!!
- Timing is bad — this is a longer-term fix.
- I fear the community won't be willing to pay for what we're asking for.
- I'm pro tax/pro school, but new taxes can be COSTLY to implement.
- You need the community on your side to have a chance to pass this.
- Would further prevent families (with kids) to move in and increase enrollment.
- Marketing failure.
- Part of the reason for declining enrollments is the cost of living in Eugene. New taxes exacerbate this problem.

QUESTIONS or INFO NEEDED:

- We need to focus on highly probable revenue sources and not waste time advocating for the impossible.
- Are school districts across the state facing similar cuts? Can we galvanize the legislature?
- Better marketing of tax to voters. Get local celebs like Chip Kelly to support?
- Advertise in schools?
- No....
- How about a NIKE sponsorship for 4J?!
- What do "Envision Eugene," the city council, the business community, and the UO have to say about this?
- I'd like this option explored. Bond measure? Sales tax? Local schools tax? How much would it be per year?

E. Short-term or one-time funding: Sell Civic Stadium, Willard and other vacant properties, putting 50% into reserves and spending 50% on school operations.

Revenue = \$3 million one-time revenue for operations.

PROS or HOPES:

- Bring the Ems back to Civic Stadium after updating it. Civic is an integral part of our community's culture and shared history.
- Sell the dang thing and put the money toward the children.
- Why not sell? Money needed and put to good use.
- Sell the stadium. It's vacant and needs thousands in repairs. It's a waste of resources!!
- Sell Civic and put the funds towards the kids.
- Sell all available properties to educational institutions. Release the district of liability and allow for educational use of unwanted or not needed buildings.

CONS or FEARS:

- Create community blight as sale of Santa Clara Elementary did (sort of)
- One time revenue will only help one time.
- Might get us through to 2012–13 and we could pass a bond for next year.
- Not the time or market.
- Lousy real estate market right now, better to rent it out.
- If you sell Civic Stadium you risk losing a treasure. Soon to be listed on National Register of Historic Places.

QUESTIONS or INFO NEEDED:

- Isn't Civic Stadium worth more?
- Can we work with education researchers at the U of O, OS, Port. St. to obtain grant funding for our schools? Springfield does it! Why not Eugene?
- Possible to get kickback from UO based on % of students coming out of 4J into UO?
- Washington schools got significant federal energy/sustainability grants for maintaining properties. Why is Oregon not getting any of this money?

2. Fewer School/Work Days

Option A: Long-term school and work year reductions

Cost reduction = \$5.7 million

- *Reduce the traditional school year by 6 days (keeping the same number of instructional days as in 2010–11)*
- *School-based staff: Reduce the work year by 10 days (6 instructional days and 4 non-instructional days)*
- *Non-school staff: Reduce the work year by 10–20 days or more*

PROS or HOPES:

- 4 days/ week at either end — (Mon or Fri) of week so facilities are shut down for 3 days in a row.
- 4 days would offer more consistency to parents and students for planning. Also allows to maintain resources like staff/schools. Big savings!
- No more random furlough days for working families. Cut the cost of millions that could go towards maintaining existing programs, more time for out of classroom activities and learning that is as beneficial as in class learning. Hopefully this would also allow more teachers to maintain jobs.
- Budget reduction days should only be a temporary solution our kids need the longer school year 192 or more.
- When kids need the stability of school more than ever (families losing jobs and houses), we are proposing on limiting access to the one safe place they can depend on. We need to make these changes in ways that minimize the impact on them.
- No more 4 day weekends!
- More equitable across programs — impacts all staff rather than targeting some or diluting program quality.
- Reasonable short term solution, easy to add back days as funds are available.
- Two days gone a year = 1 million. Large amount of money saved with only 2 days.

- Cuts should come from the district level and not the classroom.
- Instead of cutting days, do 4 day school weeks with longer days. No more random furlough days. If we have to have them, put them where they make sense.
- 4 day work weeks would cut teacher pay by 20%. Not a good idea. It's not a living wage.

CONS or FEARS:

- Students lose valuable time in the classroom.
- Long term fix to short term problem when economy recovers.
- If spread through school year, AP & IB test taking students lose valuable time to prepare — need to cut END of year.
- It feels like our kids are already out of class so much. More days would make it harder for students to learn and meet benchmarks.
- Less days of the school year going to less pay, less teaching time, and less learning. This leads to lower levels of education and lower test scores.
- We are already below state minimum number of days/hours. How few days/hours are we willing to go to?
- How can our students expect to compete globally when we are cutting educational days?
- If you must cut school days, put them at the end of the year rather than spaced out.
- How low can we go?
- When our children leave 4J for the wider world they discover that they aren't as well prepared for college as their peers. Our own state higher ed system does not work to keep our best and brightest in Oregon. I'm worried about the direction we are taking and I fear that my MS aged child will get the short end of the stick.
- Fewer days of school impact the ability of parent to earn income, which pays the taxes to support the schools. It also decreases the competitiveness of our future work force to get good jobs, pay taxes and support the schools. Vicious cycle.

QUESTIONS or INFO NEEDED: (for both Option A & B)

- Are we currently out of compliance with/for accreditation? If so, how can we return to compliance if we cut more school days? Don't our schools need to be accredited?
- Missoula, Montana schools have a M,T, R, F full day, and ½ on Wednesday to save on costs. Has worked out well. They also have a K-5 & 6-12 district.
- Can we ask UO or other ed programs to send student teacher volunteers to cover some missed school days? Parent or community volunteers?
- Can we implement internship & distance learning opportunities so that students can be learning while not in school? Check out existing schools that have implemented these approaches at Facebook "4J Forward."

Option B: Temporary furlough days

Cost reduction = \$4 million temporary reduction

- *Reduce the traditional school year by 6 days (keeping the same number of instructional days as in 2010-11)*
- *Reduce the work year by 10-20 days for all staff, but only on a temporary basis*
- *To restore the days in future years the district would need to make other cuts or find other revenue*

PROS or HOPES:

- Avoids thinning the personnel soup by thinning more of the work force.
- Sleeping in + more rest.
- Short term/major solution — seems like it matches short term/major problems.
- Quality or quantity
- Increase length of winter and spring breaks instead of 4 day weekends – 3 day weeks = no homework weeks = less learning.
- Maintains lower class size.
- If days are reduced it should be after May 15 to avoid time high school students have to prepare for AP testing. Our year starts later than many schools in other parts of the country thus reducing number of days possible to instruct & teach AP curriculum. Tests are completed by mid May so any days cut should fall after that time.
- Would rather see fewer days with sustained services and staff.
- Eliminating days gets people's attention. Perhaps we'd then be more likely to vote for a tax increase. I feel my child's education would suffer less by shortening days instead of the whole day eliminated.

CONS or FEARS:

- You never add back days.
- Degradation of living wage jobs during hard economic times.
- How will we meet academic standards with fewer work days and larger class sizes? There will be same or higher expectations of teachers with less pay. This is big!
- Subs are expensive.
- Extra expense, not a good response to a community where families are struggling.
- Random furlough days create economic & scheduling problems for working families.
- On furlough days some kids go to museums, but many play video games all day. This does not help to close the achievement gap.
- Kids lose academic ground unless teachers can assign work to be completed independently on days off.
- If days are spread out, teachers can't get unemployment. We need good teachers.
↳ OK, but group them at the end of the year.

3. Reduce Staffing, Services and Programs

Quick facts about 4J staff:

4J's general fund staff full-time equivalent (FTE) is now about:

- 827 teachers and other licensed staff
- 581 classified and professional staff
- 77 administrators and supervisors

The student-to-teacher ratio is now about:

- 24:1 for K–grade 3
- 26:1 for grades 4–12

Class sizes are often larger than this staffing ratio, because schools allocate some staff to specialist positions as well as to classroom teaching positions.

A. Reduce administrative and classified staff by 10% (62 full-time positions).

Cost reduction = \$3.5 million

- *Restructure and consolidate central service departments*
- *Reduce classified and administrative staff*
- *Further reduce administration*

PROS or HOPES

- Cut the superintendent's 6 figure salary and bonuses in half!!!
- I think there's a lot of waste in the downtown office. Please look at administration placements. Cut in that department.
- Our SI should not make 70% more than the lowest paid employee in all of 4J. This has worked well in the private sector. ☺
- Review the large number of staff working at the district office. Ten directors are an example of district waste.
- Cuts in bureaucracy before teachers.
- Reduce superintendent's bonus. Aside from the savings, it's a bad show of faith in the teachers and students who are sacrificing for his bonus.
- The Ed Center needs to go on a fast, reduce staff, get rid of bonuses.
- Do it now and start the savings to help next year's budget.
- Would like to see the cuts made at the district office. Stop hurting the schools.
 - ↳ There is no one left at the district office!!
- Have administrators taken the same pay cuts as teachers?
 - ↳ YES!

CONS or FEARS:

- Getting an IEP or 504 plan is hard enough now, taking funding away and including more transitions will only make things worse.
- Class sizes are already fairly large; it's hard as a student to get enough individual time with teachers.
- Classified staff have already been cut in our building and the rest of the classified staff have intense schedules and barely have time to breathe.
- Many teachers rely on classified staff daily to provide the best education. How are teachers supposed to offer a solid education to more students with less resources?
- Classified staff need to be retained, we teach class, support students academically and are the ones who ensure all students get the attention they individually need.
- How will these cuts impact students with special needs? IEP's and 504's?
- Keep the arts!
- There isn't enough central staff to support schools now.
 - ↳ So true!
- Sudden transitions for our special needs students need to be well developed and supported. Cutting trained staff will hurt this process and our students.
- Achievement gap will increase.
- Teachers & building administrators need help from Central Office. If not, more work needs to be done at the building level. Be careful.

QUESTIONS or INFO NEEDED:

- What % of the 62 are classified? What % administrative?
- Explain what classified staff means! We teach classes, support students and teachers.
 - ↳ Classified staff means not teachers, not admin. Secretaries, bus drivers, custodians and a whole lot more!
- What is special assignment staff?
- Need clearer understanding of what Central Services includes/does, otherwise we have no place evaluating it. ☺
 - ↳ Ditto for “Program Staffing Model.”
- How will the district decide which positions to cut? This is ambiguous. Classified staff could mean many things.
- Operate with 2 high school principals for all 4 schools. One person ½ time at Churchill and ½ time at South. One person ½ time at Sheldon and ½ time at North.
- Is there any way to reduce the need for subs, at least at the high school level, by using a study hall staffed by classified?
- Is it possible to share vice principals between schools?
- Cut out vice principals. At smaller schools just have head teachers.

B. Reduce teachers and other licensed staff by changing the student-to-teacher ratio (98 full-time positions)

Increase the student-to-teacher ratio by:

- **6 at the high school level**
- **5 at grade 6-8**
- **4 at grades K-5**

Cost reduction = \$8.2 million

PROS OR HOPES:

- This could be a way to make lemonade if 4-8s; K-3s have program staffing requirements that accomplish the goal of more robust educational offerings through greater size.
- For high schools, look for out-of-the box ideas — can we do larger lecture classrooms for some subjects (help prep for college) and then smaller for others.
- More online options/distance learning
- Partner with LCC and U of O to allow college level classes to count toward HS requirements.
- Research has proven the most effective class size is 18:1. We are way over that now.
- We can help teachers deal with larger class sizes. If we give them the right tools: Technology / Cooperative learning / Internships / Service learning / Peer tutoring
 - ↳ Already built into Family School structure — 1-3 classrooms. Also family involvement very high at Family School — a value actually. School district leverages free on-site adult help/supervision @ Family School. Keep Family School model — somewhere in the district.
 - ↳ Schools already pay for professional development)
 - ↳ Funding for the right tools?
 - ↳ See the research at Facebook “4J Forward”
- Family School is prepared for this with parents supporting the classes.
 - ↳ Not with 35 students/class!)
- Encourage parent classroom involvement in all schools

CONS or FEARS:

- 4J will need careful implementation to avoid creating inequities in staffing through combined ratio @K-5 vs. combined ratio of 4-8s. The uneven enrollment patterns could make for unintended consequences.
- Larger classroom sizes = more curriculum materials need. Where would that money come from?
- High school science — major safety and efficacy issues w/such large classes.
- High level students are already impacted by large class sizes. Teachers have to spend a higher % of time with struggling students. The greater class size means less time to teach or challenge all students.
- Teachers will not be able to teach efficiently with another increase in class size. Classes are already too big.
- No - more behaviors with less support — no space in classrooms.
- More students with already not enough time to prep. Daily prep — what is that?
- What about Sp. Ed kids, are we going to have to move them out of the classes because they can't deal with less help?
- Really would hate to see larger class sizes!
- We absolutely need to keep the teacher:student ratio 1:30 or lower...hearing a lot of talk about >30/room. No way!! Prefer 25:1 or less.
- Do whatever we can to keep student:teacher low!
- Yikes — this is the proposal that should be of greatest concern. Larger class sizes will have much greater negative impact than any reconfiguration!
 - ↳ I agree!
 - ↳ Me too. An increase of 6 will make the School of IDEAS 1-to-1 computer to student ratio nearly impossible.
- Increasing class sizes will negatively impact how children learn and the relationships teachers have with kids.
 - ↳ Relationships at school are what some kids come to school for!
- Online school programs are not rigorous enough. Many students need face-to-face instruction to stay engaged. I've taken several online courses and it's too easy to skirt by and check out and not stay as focused as in-person classes.
- Children are coming to school with more needs. An increase in numbers plus these special learning and social needs will put teachers over the edge.
- All schools will be affected as teachers are forced to move around — more instability to our schools.
 - ↳ Agree
- More students + less teachers = poor education!!
- All research indicates an increase in class size directly and proportionately impacts student achievement. Larger classes will guarantee a larger achievement gap.
 - ↳ Exactly
- I already have 27 first graders with absolutely no classroom support. How am I supposed to keep 31, 32, and 33 6-year-olds safe, let alone provide them with an excellent education?
- What kind of society do you want to live

QUESTIONS OR INFO NEEDED:

- How do 4J ratios compare for peers? What does this mean for TAs/IAs?
- How many students @ h.s. level don't carry a full load of classes? How many more will take only classes to meet graduation, but not get a full day's education? Is the pattern different in 4J than elsewhere?
- What will happen with Title I? I fear a pattern that limits Title I funds to elementary and disadvantages middle (like Madison/Kelly) schools and 4-8 (like ATA).

- What is the cost trade of days to ratio change? How many more furlough days do we need to reduce the ratio. Ratio cuts never come back and seem invisible.
- What actual # of new children will be in the classrooms? For example, kinder @ McCornack last year had 24 kids to 1 teacher. This year, it is 16 kids to 1 teacher. 5 more would be 21, which is not too bad. But added 5 more to 24 would be way too many.
- You can't reduce ratios and produce a quality product. You will only help demonstrate that public education does not work. Change the school year to 6 days — no holidays for 6 months. Students attend for 6 months each year. You can close ½ of old schools.
- Why is the ratio varied by level? Are we to assume that the students entering high school are ready for classes of 40 or more? Are we to assume that the maturity level of all 9th grade students can handle little to no individual attention in lecture style classes?
- No cuts are proposed in school administrators, yet many new schools don't have administrators and are run by the teachers. Can this idea work in Eugene?
- Define the categories of licensed staff. If you have approximately 16,000 kids, 26/class, that is 620 teachers — who are the other 207 licensed staff?
- Why are people not outraged that we are forced into such awful choices? Can we motivate legislators to address the real problem?
 - ↳ Yes!
- You can't save yourself to success – address the real problem. Cancel PERS benefits, break the contracts. Prioritize for students and recent staff over retirees — why is this not proposed/discussed?
 - ↳ This is not the answer. Those teachers served students who are now adults and do not deserve this.

C. Eliminate or reduce teachers on special assignment and staff development specialists. (6 full-time positions)

Cost reduction = \$500,000

PROS or HOPES:

- All school districts band together and force the state to solve the PERS problem. Don't let them push the problem aside and force school districts to pay the price.
- Our school doesn't need testing specialists — Cut!
- Don't reduce teacher to student ratios. We have to provide a quality product. The folks who don't want to have public education are using the failing schools as evidence that public schools don't work, because across the board cuts create failure at every level. Focus on core activities properly funded for success.

CONS or FEARS:

- My fear as a student is that teachers who will be eliminated based on seniority and not on their skills in the classroom.
 - ↳ I agree
- My daughter is in special education. She needs help with social skills. I'm afraid she'll be lost in the school with less helpers.
- Student/teacher ratio is more important than less days.
- Eliminating all TOSA will negatively impact the district's equity work.

QUESTIONS or INFO NEEDED:

- Explain what these positions are — they sound like they accomplish strategic/fill in activities.
- What are these services?
- I am also unclear what these services are?
- What is this?
- If we do part c, would it be relatively easy to re-initiate the program later, if/when funding improves? Staff development matters in the long run.
↳ YES!

4. School Closures & Consolidations (cost reduction = \$1.2 million)

A. Close 6 elementary schools and 4 school buildings.

PROS OR HOPES:

- We could maybe keep some programs alive.
- I would not like to see schools closed at all, but if we have to do it, let's do it with a plan! All options must be considered such as money spent on reconfiguring buildings, parking lots, playgrounds, school equipment. Make it work and be successful! I do also feel that by closing schools you are forcing many families to leave 4J by either choosing to home school, attend private schools and/or charter schools. Finally, if schools are closed, please keep your student/teacher ratio low!
↳ & Springfield!
- If schools close, many parents w/ children w/ disabilities look forward to adding Head Start and EC Cares to the K-3 because it eliminates the very painful and difficult transitions for children with developmental disabilities. This would be an amazing bonus to many families in the district. Thank you!
- We need to think about keeping schools well staffed with the programs and resources to meet kid's needs.
- Schools that are very small are extremely difficult to staff; music & P.E. fall by the wayside, grades have to be constantly blended and re-blended.
- Consolidate our resources. Put schools where the kids are; the attachment to a particular building distracts from solutions.
- Closures are realistic; reconfiguration is too much, too fast. Provide stability. First priority, keep class size small, please!
- My child with non-verbal learning disability does not adapt to change well at all. This wouldn't be good.

CONS or FEARS:

- Closing schools eliminates a sense of community. Larger schools can swallow up young minds. More students per classroom means not only less time per student in general....but time spent with students with more emotional or educational needs than others increases the time spent not teaching the whole class.
- Needs to be equity among all schools in district.
- Eliminates community centers and focuses the pain of the budget issues on a single segment of the student population.
- Stress of children when moved to unfamiliar areas.
- Each transition lowers student achievement
- Larger schools mean less face time with teachers
- Closing highest performing schools in the Churchill district will unfairly punish this area.

- Less teacher and more students does not equal a quality education.
- Student/teacher ratio = decreases in quality education. Elementary school is where our kids first develop values & create bonds.
- Proposed savings miniscule in an already ponderous budget based on shortfall.
- Loss of teaching teams.
- Loss of community.
- People will jump ship as soon as possible to get into more stable schools.

QUESTIONS or INFO NEEDED:

- Do a high school review to close a high school.
- Look at 4 high schools to 3 K-8's per region.
- Where's the data to support your conclusions? Show your work!!!
- If K-3, 4-8 is so vital for the kids, why are only a few schools going to this?
- What would the cost savings of an extended 4-day school be?
- Two schools gone = \$1 million. Now you can take the closure reconfig off the table.
- Has the board considered closing middle schools and transitioning all students to K-8 programs on elementary campuses?
- What research supports a 4-8 model with what is best for kids?
- I'm concerned that the data used to make closure decision is not accurate. Example: the information concerning certain school capacities is not correct.
- What about school choice? How will our son follow his cohort when he could be bounced from Parker -> ATA -> Roosevelt?
- What would the increase in busing be? Would new buses be required on Storey & Crest Drive, since current buses are deemed unsafe?
- What happens when the economy rebounds? And it will!
- Why not do a K-6 & 7-12? Move 6 to elem and 7-8 to high. It worked for me! 7-8 could work and might actually do better. Give 6th graders more time to mature and grow.

B. Reconfigure some schools as K-3 schools and grade 4-8 schools.

PROS or HOPES:

- If it would protect class size and quality of education.
- If not now, when? My hope is that the closures happen sooner than later. Why wait? Yes, show your data. Answer questions of those with fears. Remember is it the teacher that makes a difference in a child's education.
- Great idea, helps eliminate transitions. Gives older students a chance to be mentors to younger students. Gives advanced students chances to go to higher level classes. It's the fear of the unknown. I am a 4J employee and parent of a child @ a K-8 school. It's a wonderful community!
- This gives students who are at the advanced academic level in subject an opportunity to be taught at their level in 4th and 5th grade. For example — taking pre-algebra in 4th or 5th grade.
- K-3 allows an increased focus on literacy — keep mission clear, have kids ready to succeed.

CONS or FEARS:

- Even if you attempt to separate 4-5 & 7-8, what do you do to protect the 4-5 when they walk to/from school?
- That mergers/consolidations can't happen well/right. How much energy can we invest in the face of all the other changes at this time? Consider how much work went into the Harris/Eastside merger.

- Concern for logistics of moving all these classrooms at one time. Concern for interfering with the teaching and learning process.
- Too many schools will spread out parents with large families or children with higher age spreads. Complicates transportation, extra-curricular events, etc., and prevents forming cohesive parent communities.
- Has the cost of the move been factored into savings?
- Even if this was backed up by data, it's not going to work in many Eugene middle schools because you can't adequately separate 4-5 & 7-8.
- Studies show small schools are more successful.
- Taking away social and emotional support in addition to all the other changes are not beneficial to students learning or staff teaching environments.
- How will younger students (4/5th) physical, emotional and social needs be met? What about recess & playground equipment in a middle school setting?
- Idea #4 supposedly saves on 3-4% of the \$30 million. Is the disruption worth it? Use reserves instead to buy time — float a revenue measure. Meanwhile, leave our communities intact to weather the rest of the storm.
- Closing and reconfiguring schools will pull people away from 4J resulting in even less students and less money for the district.
- I fear for the safety and self esteem of my 3rd grade son.
 - ↳ As a 4th grade teacher, I agree with above statement!
- The commitment of all the various school communities is a huge asset for 4J. I fear it will be lost for a while.
- 4th & 5th graders are not ready for middle school.

QUESTIONS or INFO NEEDED:

- Alternative: possible to merge 2 middle schools instead? Spencer Butte and Roosevelt? Keeps same age kids together and increases availability of electives and tiered instruction.
- Why are changes not equitable across the district? Change only some — why? Schools w/higher SES — Cal Young, Roosevelt — get special treatment.
- How will it be addressed if the costs associated with the reconfiguration are much higher than expected? I think this is a good possibility and could lead to a sense that a difficult choice was a bad choice.
 - ↳ Yes, are dollars to consolidate a part of equation?
- What happened to our previous commitment to K-8?
- What assessments have been done regarding closing costs? How will 2 warehouse people move all the schools and teachers?
- How much reserve \$\$ do you have to work with?
- Why not keep K-8 that we have?
- K-8 better than 4-8. I understand that 8th graders moderate their behavior when young kids (K-2) are present, but do not do the same because 4th and 5th graders are present. True? Any research re: 4-8 model?
- How does this proposal compare with consolidating to a K-8 model? Will we install playground equipment at the 4-8 schools? The 4-6th graders need it.
- When \$ gets tight again, how do we know our 4th-8th graders will still be kept separate?
- Small students and minds in a large world. Are they ready for that?
- Are you sure you know what you're suggesting? Really thinking about what this means for 4th graders in particular — not to mention staff, curriculum infrastructure, etc.
- How does the reconfiguration lower costs? Not much, if any, bang for the buck?
- How could a staff divide student/grades on buses, in bathrooms, hallways?

C. Change the French and Spanish immersion schools to grade K-8 schools.

PROS or HOPES:

- K-8 schools lead to better educational outcomes — this is a plus for the immersion schools.
- Great idea, but not moving or closing buildings — stay in our own buildings.
- Great way to “test” the K-8 model — learn lesson that can inform future.
- Make stronger language programs. Save more students?
- K-8 could well be a good direction to head. I am all for it.
- Resource teacher should/must stay available.
- Allows for continuity of education, diversity of learning environments and encourages children to learn to work together as they are together for years. (Not able to just “change friends” if there are disagreements — learn to be civil to those with differences.)

CONS or FEARS:

- Lack of facilities to support 6-8 students.
- The elite and wealthy win again at the expense of the majority of the children in the district.
 - ↳ Yes.
 - ↳ Not everyone in an immersion school is wealthy — it’s a lottery system in a public school.
 - ↳ Certainly not me!
- Immersion schools for a few versus lower scores for the majority? No brainer.
- Immersion schools should close before other schools. We have to fund the basics before we fund “extra” programs.
- Attrition, they would have small class sizes at expense of neighborhood schools.
- Widens achievement gap — only those who can transport kids are able to attend alternative schools.
- Takes strong supportive parents out of shared schools, leaving fewer volunteers and money.
- Kids in small class do become elitist — need the mix they get in middle school.

QUESTIONS or INFO NEEDED:

- What happens to the students who want to study languages in grades 6-12, but did not “win” the immersion school lottery?
- During this difficult time with the budget in crisis the district should evaluate if this is an appropriate time for them to continue offering the elective type of immersion schools when they can’t afford to fund the basics.
- Will language immersion schools have guaranteed entrance to a particular high school?
- Will language immersion schools serve Lifeskills or special ed kids?
- How much would be saved by closing immersion schools?
- Why would the immersion schools be different than the others? Wasn’t the original concept that they couldn’t cost any more to run than other schools — implication being all are equal?
- Is it fair to have immersion schools (where ability to learn a language is by lottery)? Why not close them all? Why not eliminate choice altogether?

4a. Close Twin Oaks elementary school.

McCornack would become a K-3 school.

Kennedy would become a grade 4-8 school.

PROS or HOPES:

- My hope is that the calculation for savings is figured for the long term. I hope decisions made today will benefit the students of 4J through our recession and into the next 50 years.
- No close
- My hope is you (board) will think far into the future.
- Expand this school and the boundary
- Is there more data to support K-8 than 4-8?
- My hope is that consolidation will go hand in hand with program-based curriculum for all 4J schools, meaning optimal levels of music/arts/science/project-based-learning opportunities at same levels at all schools regardless of values or demographics of that catchment area.

CONS or FEARS:

- Why are we closing high-performing schools? Are we trying to fix what is not broken?
 - ↳ Help our community recognize which schools are high-performing for all students — which schools close the achievement gap best (Adams, Chavez, Yujin Gakuen)
- Will cost more to reconfigure these schools than the \$1.2 million savings.
- Makes no sense!
- We will lose people who come from all over to have their children attend small schools. Teachers will find other places to teach that appreciate their value.
- Bus rides will be longer.
- Kids need transportation.
- Twin Oaks serves a widespread geographical community of students. Is it fair and equitable to remove the only school that is in our community area when other areas of the district have numerous schools to “choose” from in their area?? Why cluster all the schools in town when town isn’t where all the kids live!
- I live way out Lorane Hwy — how long will my kid ride the bus?
- Why are high/good performing schools the ones targeted? What sense does that make? Is it because they are outlying schools?
- Kids need 5 days of school. Keep schools how they are, big kids will fight small kids.

QUESTIONS or INFO NEEDED:

- Need info/data on K-3, 4-8 schools — short-term / long-term effects.
- Move Crest students to Twin Oaks
 - ↳ Agree!
- Could Crest & Twin Oaks combine at Twin Oaks?
- How will McCornack handle these extra students?
- How will 4th graders/5th graders “blend” with 8th graders?
- We need more information regarding the 4-8 model.

4b. Close Crest Drive elementary school.

Adams would become a K-3 school.

Arts & Technology Academy would become a grade 4-8 school.

PROS or HOPES:

- Expand Crest and its boundary to fit the larger model the District’s after.
- Give us the encouragement to succeed — not the fear of failure!

- No close
- Transition to new schools is too hard on students and families.
- I hope you see that putting 4th–8th grades together will not only be a negative for the students who stay, but will drive a large part of our community to seek an environment that is safer and more committed to education...i.e. private or other districts.
- Straight K–5 merger of Crest into Adams instead?
- Keep top performing schools open with broader boundaries to allow for more students.
- Closing top school is a race to mete...[illegible]
- I hope that if you move forward with a K–3/4–8 model, you will find a way to do it more comprehensively and equitably. You must make Roosevelt a 4–8 school for this to work.
- Don't leave Adams/Roosevelt neighborhood families hanging. Change Roosevelt too.
- Crest can accommodate up to 300 kids — give us more!
- Crest has proven we can do more with less — let us continue to prove this!
- I hope the district will find ways to discourage the divisive nature of this process. It is sad to see schools feeling that they must put down other schools or programs to “survive.” Success in one school does not = failure in another. We should celebrate what is successful.
- Allow individual sites to face their own shortfall. How could the Crest community stay intact during this recession? Community partners, volunteers to fill gaps. It seems a waste to close a school steeped in tradition due to funding. Funding will improve. We need to get through this!

CONS or FEARS:

- Plan is too ambitious — too much upheaval without sufficient time and money to do this well and consider all details/consequences.
- I appreciated the point made that the current proposal would close the highest performing elementary schools in the Churchill region — and in fact at least one of the highest-performing schools in 4J — in favor of a school configuration (4–8) which is largely untested and for which there is no apparent scientific study as to its effectiveness or merit.
- Eugene is a wonderfully diverse place! With our district as is, there is a school for everybody! All of our schools have a different flavor, with different strengths. We are not a cookie-cutter city — we do not want cookie-cutter schools! Don't take away our choices!
- How do you propose keeping the 4th & 5th graders apart from the older middle schoolers while boasting that it offers 4th & 5th graders a chance to take higher courses? What about busing? My 4th graders with 8th? No thanks!
- What about safety?
- Why trade excellence with the unknown? Our neighborhood schools are working — rated “outstanding” despite cuts while our bigger schools are rated only satisfactory.
↳ WOW!
- Don't add instability to an unstable community/recession.
- No time to plan such a huge reconfiguration and is dangerous for our 4th & 5th graders.
- These schools have had so much change already — why punish the survivors? This is too hard on families and children and the community.
- I fear we will make bad irreversible decisions based on misinformation. We need to bridge the achievement gap by giving the highest performing schools more children. Give more children great opportunity. Help our community be great...don't pull us apart.
- Will break up a well-functioning team at Crest, hurt all students by disrupting their education, and it will be years before a new stable community develops, if ever.
- What about kids zoned for Adams/Roosevelt/SEHS?

QUESTIONS or INFO NEEDED:

- Increase Crest Drive's attendance boundary. Our building can hold 330 students.

- ↳ We can do it Yes We Can!
- What criteria was used in choosing to close schools? Why did you choose to close the better performing higher attendance school and keep open smaller poorer performing school? Why with only a 60% success rate at 8th grade would you make ATA the middle school and not an elementary school combined with Adams?
 - ↳ Adams test scores are higher than Crest's.
 - ↳ Smaller size sample. District whitepapers Crest outperforms.
 - ↳ Do all demographic groups outperform? Or is it partly that Crest's population is very privileged?
- Why close all the border schools and consolidate a majority of your offerings in an 8–10 block radius? Does this not create a problem for further growth? And busing!
- Show us your data on K–3/4–8 configurations!!!
- Move Twin Oaks to Crest
 - ↳ Yes!
- Why is the Churchill area taking such a hit?
- What is the monetary cost of such a reconfiguration and how does that offset perceived savings?
 - ↳ Agreed
- Put the schools where the kids are.
- What if we redid boundaries so that more kids could attend Crest? Crest could take up to 360 kids if all classrooms were fixed up (really!)
- Where will Roosevelt neighborhood kids go? K–3 at Adams, then 4–5 at Jefferson, then 6–8 at Roosevelt? That's just silly. Please figure out this area.

4c. Close Family School.

Chávez would become a K–3 school.

Grade 4–8 students would merge into the Arts & Technology Academy.

PROS or HOPES:

- Chávez is well equipped with technology and could easily transition into/with ATA.
- 3rd grade — please consider our feelings!
- Churchill region maintains enrollment by maintaining an alternative program drawing 250 students from around the district.
- Correct model of Family School (K–8) will bring more people to live in the region.
- Find a way to keep Family School open for our kids.
- Family School has always been a gem — doing more with less, encouraging parents and teachers to work together educating a “whole child,” recognizing the importance of healthy social relationships, accepting all children — including special ed students — as unique, valuable, classroom and school community members. All respected, all loved. Not all schools — probably just a few model this. Keep Family School forever!
- Keep Family School program open. Possibly by raising cap of students (with appropriate staffing) at the current location of ATA.

CONS or FEARS:

- Students may leave 4J due to forced entry into an unsatisfactory neighborhood school and loss of their lottery location in Family School.
- I am scared of being in a 4–8 grade school. 3rd grade!!
- Afraid my SPED child will not be able to integrate into a larger class or deal with change well. Afraid she'll be moved to all SPED and taken out of “average” class.

- Students will leave 4J.
- Preliminary surveys from our school indicate a significant number of families will home school or leave the district.
- 3rd grade. That will close my school!!
- Losing the ability to educate in multi-grade classrooms and benefit student learning needs.
- Interrupts 3 thriving, growing, diverse school communities.
- Impact on highest needs students (in regional SpEd programs) and specialized programs.
- These schools attract more people to the neighborhood!
- Expecting Family School K-3 to fill the Chávez space vacated by their 4th/5th is not reasonable. Many families will not do so.
- 4-8 bad for younger student to be with older students.
- Why undo time/effort/money used to create 2 effective K-8 programs?
- K-3 model has been proven to adversely impact at risk students ie 50% or more free and reduced.
- It will take time for students to adapt to the new school environment and that means bad performance.
- Too many students to less teachers lowers performance as well.
- I love my school and I do not want it to close!!!! 4th grader.
- Family School and ATA are already thriving and sharing. Why close something that is working?

QUESTIONS or INFO NEEDED:

- Why return to a previous blended location that did not work when the current blended location is effective?
- Did you ask Family School if they wanted to close?
- How much money would a 4-day school week save?
- Remember a couple of years ago when Family School had to come up with a new mission statement that actually distinguished it in some way?
- Why are some schools becoming K-8 and other K-8's are being chopped up? What is best for students?
- Where is the money savings in this idea?
- Special services still offered? Summer school? BEST? Speech therapies? ESL? SPED?
- Didn't Family School get moved from Chávez at considerable expense?
- Can students still request in-district school changes?
- What do you think will happen??
- For years Family School has done more with less! How could closure of such a sustainable program benefit the 1.2 million deficit?
- Proposal: Raise cap for Family School and maintain the program across 2 campuses (K-3 @ Chávez, 4-8 @ ATA) Retain Family School program at the new proposed teacher to student ratio either by raising the cap or reducing staff.
- Why not make larger K-5 schools rather than 4-8 schools? Concern is that older kids are into drugs.

4d. Close Parker elementary school.

Edgewood would become a K-3 school.

Spencer Butte would become a grade 4-8 school.

PROS or HOPES

- Extended curriculum options for 4-5 grade

- More kids at a space equals more staffing.
- Children with known staff for a long period during tricky middle years
- More parent involvement in mid-years
- Create Community School in S.E. that blends strengths of 6th–8th graders, while allowing for safety and social support.
- Please don't close my school!!! 3rd

CONS or FEARS

- That there would not be adequate divisions between more mature 8th graders and 4/5 graders
- Parker has suffered enough. 3 principals in 7 years — tension sharing space with Eastside leading to a loss of students. Only 1 remaining full time teacher from 6 years ago.
- Bullying of younger students is already a problem with 6–8.
- Parker was asked to grow so it did, and now it might be closed. Why does 4J have sacred cows? Edison, Camas Ridge and Roosevelt? Why won't they be touched?
- The timeline for this restructuring is inconceivable. Schools that have different curriculums and emphasis merging, communities merging — this all takes time, thinking and long term planning.
- Need \$ support for transition planning — facility changes.
- Is the \$1.2 mil worth causing so much stress for so many families? At best, you might just alienate your parents. At worst they might leave...
- Lack of evidence or support re change to 4–8 model (Socially and academically). Is there \$ for staff training, building remodels, playground to actually make a true 4th–8th grade?
- The close of Parker would lose so many dedicated parents and community members that give their time and energy to the school because it is their community school and they love it!
- Close Parker.

QUESTIONS or INFO NEEDED:

- How would this move affect lottery/transfer students?
- How does this work for kids from Roosevelt area but attend Parker (4/5 graders next year) ?
- What research supports this model?
- Can we look at building new/bigger K–5s? We know we need to restructure to maintain programs but our K–5's are working well. What about two larger K–5's and one middle school in the South region?
- Can you configure K–5 neighborhood schools and then figure out where to put Charlemagne? Perhaps K–3 in 1 building and 4–8 in another.
- Co-location is preferable to closing schools.
- Will some of the Parker staff go to Spencer so there is some continuity?

4e. Make Charlemagne French immersion a K–8 school in the Parker building.

PROS or HOPES

- Will make a stronger language program

CONS or FEARS

- Puts a school with a smaller population in a 400+ capacity building.
- Students in the elementary program who aren't thriving benefit from the mix when they go to middle school.

- Who will teach science and math that is currently covered by co-schools?
- Can full range of middle school academic choices be offered to prepare for transition to HS? (given budget/staffing cuts)
- It's unlikely that older grade-age students will have enough French background to join the French school. Class sizes shrink as grades advance. Why promote an exclusionary school model over public access for all school-aged kids?
- Charlemagne will have a bigger facility and likely class sizes smaller than neighborhood schools. It doesn't seem fair.

QUESTIONS or INFO NEEDED:

- Could alternative schools be closed with encouragement and assistance to be charter schools? Offer guaranteed leases thereby creating a revenue and retaining FTE.
- Why not keep it where it is and save some \$?
- Will this ensure greater language proficiency? Will it lead to the adoption of proficiency standards/goals/standardized language assessment?

**4f. Close Coburg elementary school.
Students would move to Gilham.**

PROS or HOPES

- This sounds like a consolidation, not a restructure, and is long overdue.
- Move Coburg students to Meadowlark.
- Charter school in place of current school — to serve community and connection to City of Coburg. Would also reach families currently home schooling.

CONS or FEARS

- Loss to community
- Coburg Elem is located in its own city. Merged with the district in 1962. The educational presence of a school in its own city cannot be stressed enough.
- Can City of Coburg fund its own school? If so they should keep it open and split from 4J.

QUESTIONS or INFO NEEDED:

- If we don't want to serve Coburg or the portion of Springfield within the boundary, should we release boundary to other districts?

**4g. Close Meadowlark elementary school.
Holt would become a K-3 school.
Monroe would become a grade 4-8 school.**

PROS or HOPES

- Meadowlark is centrally located near High School and Sheldon Community Center.
- Ferry Street Bridge needs a neighborhood school to maintain a family atmosphere. Keep Meadowlark open!

CONS or FEARS

- What about Cal Young Middle School?

- Would require significant moving money.
- Is reconfiguration more about how to better educate our children or saving money?
- We are creating another have/have not.
- Safety for the 4th-5th grade students.
 - ↳ Buses/bathrooms/halls/cafeteria/before-after school.
- Loss of connection for children who attend the neighborhood school.
- Loss of leadership opportunities on K-5 campuses for 4th-5th graders
- What does an “Ele-Middle” school campus look like? What are the costs of revamping Monroe to accommodate 9-10 year olds? Playgrounds?

QUESTIONS or INFO NEEDED:

- What will the impact be on Sped (regionalized at Holt)?
- Have all the costs of reconfiguration been considered in the proposal?
- Such an enormous change in the location of so many students should require its own process separate from budget considerations.
- Where is the data supporting 4-8 grade concentration been studied compared to K-8?
- Is this only reconfiguration or will it require costly modification?
- Exactly how much money is saved by reconfiguration vs. closing schools?
- How would this affect Title I status?
- What about the Springfield students that are currently within Holt boundary? Release to Springfield district?

4h. Make Buena Vista Spanish immersion a K-8 school in the Meadowlark building.

PROS or HOPES

- Re-draw boundaries
- Move Buena Vista K-8 to Monroe and then redraw boundaries to have a 4 strong elementary schools in Sheldon area.
- Change immersion schools to charter schools
- Big score for Buena Vista

CONS or FEARS

- Are we valuing choice over an equitable excellent education?
- Too many transitions into school
- This would worsen middle school attrition — Kids would prefer a 6-8 MS

QUESTIONS or INFO NEEDED:

- Why do immersion schools stay and the neighborhood school close?
- Will class size rise for immersions?
- Why not make immersion schools charter schools?
- Do we have a financing standard/goal for language schools?
- Move Buena Vista (K-8) into Willagillespie, Meadowlark absorbs Willagillespie.

5. Share Services or Contract Out

A. Transfer some services to Lane Education Service District. Determine additional services that Lane ESD could provide.

- *This might include professional development for teachers or additional special education services.*

Cost reduction = \$500,000

For 2012–13 and beyond:

B. Explore sharing services with other school districts.

C. Look at contracting out some services.

PROS or HOPES:

- Why does Eugene/Springfield need 3 school districts?
- It might offer better communication for things like breaks and no school days.

CONS or FEARS:

- The loss of dedicated adults for transient contractors will further diminish schools and the savings is peanuts.
↳ Agreed!
- Do not contract out our building custodians they are a vital part of our staff!
↳ Yes!
- Do not outsource jobs of hard working custodians and bus drivers. Slashing living wage jobs and farming public services to profit-driven private firms is not going to solve this crisis.

QUESTIONS or INFO NEEDED:

- How much money would be saved by ending district school bus system entirely? What benefits to neighborhood schools?
- Is transportation subsidized?
- What are you planning for special ed?
- Special ed is required by law
- Which services specifically are you proposing to transfer?
- Discontinue all food services.
- Would you offer current employees who fill the positions the option of becoming independent contractors to reduce the cost of training, etc?

6. Materials, Supplies and Services

Reduce spending and budgets for supplies, materials and services (except for telephones and utilities) by 20%.

- **Quick fact:** *Telephones and utilities make up nearly half of 4J's materials, supplies and services expenses.*

Cost reduction = \$1.5 million

PROS or HOPES:

- Turn the building lights off at night.
- Are motion sensors to control lighting implemented to the extent that they could be?
- Grant writer — find monies to support/reduce costs.
- Freeze purchase of all new technology.
- Get families to pay for more supplies. This allows them to put their \$ where their interests lie.
- Work to become a green school district.
- Call Phil Knight, he donated \$100 million for the new arena @ UO.

CONS or FEARS:

- This means more strain on lower income families — careful to avoid exacerbating inequity.

QUESTIONS or INFO NEEDED:

- What, you mean like the complete boondoggle with the recent math curriculum change/acquisition? Math doesn't really change that often.
- Will you give ATA more money for more technology tools if you force them to reconfigure?
- Does this include field trips?
- Where in the budget is spending on testing? How much do we spend on testing? Can we save in this area?
- Look for alternative ways to produce energy on tops of school buildings.
- What savings could come from ditching the current curriculums? Use books and materials already at hand. No more small glossy pamphlet/books.
- School uniforms with logos? ☺

7. School and Instruction Redesign

A. Develop and expand online learning options at high schools.

B. Expand ways for students to earn credit outside the traditional classroom setting.

C. Expand ways for students to earn dual high school/college credit.

Costs or cost reduction = ? (not known)

PROS or HOPES:

- Partner with LCC and U of O to allow credit to be gained at colleges. Allows student to be better prepared if they choose that route.
- Use instructional assistants/TAs to assist with larger classes. Distance learning is rarely economical if it's a quality program because of economies of scale.
- Online learning is a benefit for self-directed learners
- Might be able to increase student/teacher ratio without having student feel intimidated by class size
- Teleconferencing should be considered as class sizes increase.

CONS or FEARS:

- How is "instructional redesign" in the school board's expertise set?

- K-3/4-8 model affects at-risk students (ie 50% free and reduced) even more. (Barber, Grade Span Study, 2006)
- Large lecture method courses are not effective. U of O got a \$3 million grant to move away from this method of teaching. High schools should also move away from it.
- No research to support 4-8 schools!
- Student teacher is key to learning.
- If there is online learning, why keep your child in school at all? Why not home school? The social benefit to classroom learning is enormous!

QUESTIONS or INFO NEEDED:

- Has the option of closing middle schools and creating K-8 schools across the district been researched and considered? This closing of 6-8 buildings saves money and children benefit from fewer transitions.
- Innovations in education can save money and enrich the student experience: project based learning, cooperative learning/peer tutoring, distance learning via technology, internships/service learning. Why have these ideas not been considered? More info and research: Facebook "4J Forward"
- Math book adoption suggests redesign isn't a well understood process.
- Has anyone considered scanning textbooks and making them available via iPad/computers to reduce costs of texts/upgrading texts? Most school websites could be updated with virtual texts for home access.

For 2012-13 and beyond:

D. Consider revising the school calendar to have longer breaks during the year and shorter summer breaks.

E. Consider a 4-day school week.

F. Consider moving to a program staffing model with a classroom staffing allocation and a specialist staffing allocation.

Costs or cost reduction = ? (not known)

PROS or HOPES:

- Could improve breadth of curriculum at K-5 level
- If you do year-round school year, do it in all schools.
- Capital levy to expand capacity of Crest or Twin Oaks to accommodate the more "Ideal" size the district is after. Help prevent disruption.
- 3 weeks at Christmas, 3 weeks at spring, 2 fewer weeks in summer.
- Convert to an alternative year-round calendar. Reduces drop-off in student skills.
- 4-day school weeks do not adversely affect special ed students' retention of learned info.
 - ↳ Are we sure about this?
- Having a different school calendar than family and friends adversely impacts relationships. Let's consider the same calendar, but with shorter school days.
- 4-day work week if the school year is year-round!

- Would much rather 4-day week to maintain resources/staff/schools/etc. Strong option that should be explored.
 - ↳ Big savings
 - ↳ A 4-day week with longer day so as to not impact teacher and student learning!!
 - ↳ Being done well in other local districts!
 - ↳ Done well in Eastern Oregon!

CONS or FEARS:

- Will it be implemented well? The math book adoption has not inspired confidence that the scaffolding matches the vision.
- 4-day school week w/ longer days
- What about using volunteers or lower salaried personnel to administer the testing (state, local, etc) that consumes so much of teachers' time?
- Please remember that children in "shared custody" situation can have difficulty with year-round school changes.
- If we are trying to fill a hole, why worry about the future for such unknown benefit?
- Please provide a better definition of "4-day school week." Will less time in the classroom really help?

QUESTIONS or INFO NEEDED:

- What "program" staffing is currently allocated at K-5 school? Help us see how it varies by school and what circumstances ensure its current presence. Program staffing is not well understood in 4J — very different model than Bethel or Springfield.
- Why not go to 4 days a week year round?
- Can we implement internships and online learning opportunities so that students can keep learning even when they not onsite at school? Other schools have done this. Some examples at Facebook "4J Forward"
- Are there properties that can be sold?
 - ↳ Civic Stadium
- Go to a split year. Close half the schools, create a six month semester. No holidays. Saturday school. One half of the students go to school for 6 months, then the other half.
- Can we somehow market opportunities to the general public to volunteer in our classrooms and/or mandate or strongly encourage parents and families to volunteer on a regular basis?

8. Non-Instructional and Student Support Programs

A. Reduce athletics programs and other extra-curricular offerings by 25%

B. Specialists and other student support programs will be reduced as part of other staff and service reductions

Cost reduction = \$500,000

PROS or HOPES:

- Extracurriculars are important but academics are more crucial and we need all the resources possible in the classrooms.
- Charge small admissions fees for events and support programs before reducing.
- I hope possibly the community will step up with scholarships.

- Merge with Bethel/Springfield. North, South, East, West. Kidsports, Boys & Girls, AYSO.
↳ Yes!
- Farm out music programs to businesses that specialize in that area.

CONS or FEARS:

- Reducing athletics means a loss of community spirit.
- If you reduce athletics, you reduce the motivation of many students to do well and stay away from drugs and alcohol. –student
- For some students, athletics and other activities keep them in school. We need to find ways to keep them involved.
- Clubs and athletics serve as a “protective factor” for kids at risk. Lots of data on this.
- Athletics make it possible for some kids who otherwise won’t be able to go to good colleges.
- Students need sports!
- Keep sports in house (city boundaries). Don’t play games in Portland.
- Music and drama are not non-instructional!!
- Students/families already pay so much to have their child play, makes sports inaccessible to so many.
- The cost benefit for such a reduction seems to be little compared to the benefit these programs provide for some kids. Success in sports, music, etc is the only way they have to boost their self-esteem.
- Colleges still look at athletic participation as a positive. Must continue and if we can’t afford it then people with clout need to raise money for scholarships.
- Keep music and drama programs intact. Our cultural well-being depends on it!!
- We need our extra programs such as music, drama and sports especially since so many electives have been cut and/or limited in choice.
- Students who do not have the ability to participate in extracurricular activities tend to get themselves into trouble. Athletics as well as the arts are a wonderful outlet for people, especially students.
–parent of 3

QUESTIONS or INFO NEEDED:

- Any chance of student athletes volunteering with sports facilities or local businesses to “earn” money for chosen sport or team or club? (e.g. drama and music)
- Could we pay to play?
↳ Pay to play tied to school lunch program. Free lunch = free play, reduced = reduced, bring your own = bring your own equipment.
↳ Good idea
- Schools’ number 1 priority is academics. If sports and activities need to be cut, please preserve the one purely academic activity – Speech & Debate. Music & Drama should be the next priority. Start cuts with JV level and if needed limit/cut sport offerings.
- People are often willing to support/pay for sports, i.e. fundraising, etc.

9. Reserves and One-Time Funds

Option A: Long-term strategy

Use no reserves for operations. Maintain reserves at board target levels.

PROS or HOPES:

- Time to spend is now! When it may have the greatest benefit

- Spend!!! It!!!
- It's raining!
- Aren't reserves for times like these?

CONS or FEARS:

- Seems like this is the point of reserves
- Rainy day funds are for when there are showers and when there are downpours. Open the umbrella!!
- What are we waiting for?
- How will we replace the reserves for future rainy days?
- This is not the new normal. There will be a recovery.

Option B: Short-term strategy

Revenue = \$5.7 million one-time revenue.

- ***2011-12: Use up to \$5.7 million from reserve funds.***
- ***2012-13: Use up to \$3 million from the sale of surplus property.***
- ***2013-14: Achieve board targets for reserves (assumes there is new federal, state or local revenue to support operations)***

PROS or HOPES:

- Use reserves to avert the \$1.8 million school changes for at least one year.
- Dip further into the reserves (\$1.2 million) and don't move forward w/ reconfiguration.
- This is the perfect use of reserves. Saving our education during short-term crisis! Yes!
- If shortfall has a projected end, use reserves.
- Please use reserves to soften the blow and give us time for more problem-solving. This is the crisis we've been anticipating/fearing for a decade.
 - ↳ Yes.
- Sell surplus property!
- This is a rainy day fund. It's raining pretty hard.
- Yes, use reserves now!
- Yes, use reserves now and come up with a clear long-term plan that is proactive and not reactionary; one that looks at the whole district and how families move around within a district.
- It's "raining" pretty hard now.
- The downpour is getting bad.

CONS or FEARS:

- Not a long-term solution. What if we need them more later?
- This is what reserves are for, but perhaps we should draw less on reserves to be able to extend them.

QUESTIONS or INFO NEEDED (for both Option A and Option B):

- How much is currently in the reserve fund?
- Why aren't other districts with less in their reserves having the same problems? Why are they not talking about laying off teachers? Closing schools? Etc.?
 - ↳ Please address this

- How many reserve fund accounts are there? Balances? If this is a time of “need,” when will they be used?
- What is the five-year budget prognosis? Spend reserves!
- State tax! For education!

10. Compensation and Benefits

Option A: Long-term budget impact

- **Negotiate pay freeze, including no step or column increase for experience or education level.**
- **No increase for benefits costs.**

Cost reduction = \$1.5 million

PROS or HOPES:

- Prefer to keep staff and accept temporary reduction in days or pay.
- Asking district employees to take a cut is no different than what many local businesses have had to do. If the environment is good, teachers will stay.
- Cut your salary by 50% — you would still be making more than most Eugene people
- Everyone is facing hard economic times, time for the district to feel them too, personally.
- Yes, and let’s not forget how teachers have already been sacrificing for the last couple of years. Furloughs and pay reductions.

CONS or FEARS:

- A pay freeze and no column increase is like a punishment to teachers who already work so hard and give so much and try to make up for \$ cuts.
- Don’t discourage continuous improvement, self-education. Cuts against our goals.
- Don’t want to lose our best teachers.
- Want teachers to feel adequately compensated.
- One or the other! Some full timers can’t make ends meet now!
↳ Agreed!
- Likely cause loss of staff to other districts.
- Teachers have harder time supporting families as health insurance costs increase.
- You should choose the way that teachers will have to “tighten the belt” by either cutting salaries through furlough days and school days shortening, or through benefit loss. Both is asking too much.
- Very poor treatment of our committed teachers. Demoralizing.
- Married staff (i.e. both being district employees) will be hit doubly hard by these reductions. Could we soften the blow by allowing one of them to take their benefit contribution as salary?

QUESTIONS or INFO NEEDED:

- If 40% of teacher compensation is benefits, then could we change the health care portion to National Health Care? Could we have volunteers or lower pay scale person perform some of the drudgery tasks such as administering tests, talking about fundraisers and other massive wastes of instructional time — and thereby keep the teachers teaching?

- Negotiate for the future. What teachers/staff give up multiplies over time, “temporary” reductions are hard to achieve.
- How much does it cost to run the 4J Health Center? Can it be reduced or eliminated to save on costs? It’s a great perk, but is it necessary?
- Well, is this \$ deficit really a long-term problem? It’s a projection, right?
- How much does it cost to educate a child for 1 year? What \$ do you get from the feds for each child?
- How much is the monthly cost for health insurance for teachers? Can it be higher?
- The structure of the insurance benefits needs to be re-worked to make the benefits more equal (i.e. less or no tiers for classified). Everyone pays the same for the same; district contributions for non-covered staff go back to the general fund; no more free TSA contributions — you get matched w/ what you contribute; on and on...
- Maybe we need to stay within the budget for a new superintendent and not pay a “Clackamas” or “Beaverton” type. This district can’t afford it.
↳ YES!

Option B: One-time or short-term strategy

- **Negotiate salary reduction of 5% across the board**

Cost reduction = \$4.4 million short-term

- **Eliminate half of the PERS retirement 6% pick-up for employees**

Cost reduction = \$1.8 million short-term

PROS or HOPES

- Make PERS like corporate 401K matching plans by only matching funds, not guaranteeing a minimum return. !!!!!
- Increase teachers’ contributions.
- Bonus staff/teachers — I understand there is a federal grant that is studying this idea \$4m/year.
- Why has nothing been said about administrative cuts in pay/benefits?
↳ Administrators do take cuts along with everyone else, or even more!!!
- Do we know what teachers pay already?
- Corporations are hiring highly educated workers in countries like India and China — as engineers, financial services, high tech and bio-medical research. Why? Because in those countries teachers are highly paid and greatly revered for the work they do. Fellow citizens — wake up! Invest in education — love your schools and the people who teach our children.

CONS or FEARS:

- Likely result in loss of quality teaching staff to other districts.
- PERS pickup was originally negotiated in lieu of salary compensation — violates spirit of original agreement.
- Doesn’t put our money where our heart is.
- We are not overpaid.
- Just try to find “teacher” on any “best jobs in America.”

- To remember — there are still instructional staff that earn just over what is considered poverty level. We love and care for our students but need to be able to survive also. Thank you. (5% decrease in pay.)
- Do not mess with retirements.
- Our teachers have given up too much already and work far beyond contract hours/days. We need to pay for quality. –a parent
- If we are leading by example for our children what does this say to them about the value of education?
- RIGHT ON!
- My fear is this: Teachers spend so much of their own money for classroom supplies, don't take away from their pay and retirement. These people are teaching our future! Perhaps 401K's are a better way to go. I want to keep college kids interested in pursuing teaching, not scare them away.

QUESTIONS or INFO NEEDED:

- How does 4J total compensation package compare to other similar districts? Help benchmark.
- Offer to cash out insurance package, employees can buy their own.
- Companies across Eugene have made 20% wage cuts and lost no employees.
- If teacher layoffs are unavoidable, how do we work with the union to retain the best, making decisions on criteria beyond seniority.
- YES, great for teaching since otherwise we lose a generation of teachers.
- Why are benefits for already retired people not retired? Break PERS contracts. Prioritize for current teachers and students. Cancel all Tier 1 PERS benefits.