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**5:00 PM**  
**5:00 p.m. Board Work Session and Regular Board Meeting**

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	<u>June 2021:</u> Wednesday, June 2 & Wednesday, June 16	
XV.	Adjourn	

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## ITEM FOR INFORMATION – WORK SESSION

**Date**

September 16, 2020

**Title**

Board Development Work

**Presenter**

Mary Walston, Chair and Margot Helphand, Facilitator

**Background**

At the board retreat the role of the board came up during the board self assessment and the work on the goals for this year. Board leadership was tasked with coming back to the board with a plan for a further conversation. Margot Helphand will facilitate that conversation. Margot is a recognized expert on school board governance policy and has worked with the 4J many times in the past.

# Eight characteristics of effective school boards: full report

More than 90,000 men and women are members of local school boards in the United States, all serving as important trustees of the nation's public education systems. According to the National School Boards Association, these public officials serve on 13,809 elected or appointed boards in the U.S.

Most of the public knows that school boards do things like set the budgets, establish school boundaries and set school policies. But does school boards' work affect student achievement? The higher media visibility of teachers and principals in the push for better learning, while important, has led some to question whether school boards matter.

From a research perspective, it's a complex question. Isolating what makes an effective board – that is, one that impacts student achievement -- involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the answer is: Yes, they do. In this research brief, NSBA's Center for Public Education looks at indicators of school board effectiveness. From this research, it is clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. In the most dramatic examples from this research, scholars compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance. In many cases, these differences included the approaches taken by local school boards.

So what do these boards do? Here are some examples:

- Boards in high-achieving districts are more likely to engage in goal setting and monitoring their progress.
- They are increasingly data savvy – identifying student needs and justifying decisions based on data.
- Board members possess detailed knowledge of their district, including initiatives to jump-start success.
- Board members have crafted a working relationship with superintendents, teachers, and administrators based on mutual respect, collegiality and a joint commitment to student success.

For the full list of eight characteristics of effective school boards, keep reading.

## Background on the Studies

Despite the pivotal role of school boards in the nation's educational framework, comparatively few studies focused on the practices and effectiveness of elected or appointed boards. As Sam Stringfield and Deborah Land noted in their 2002 study, *Educating At-Risk Students*, "quantitative and qualitative studies of board effectiveness are virtually non-existent," (Land and Stringfield, National Society for the Study of Education, 2002). Nonetheless, while there may be no 'magic bullet' to assess boards comprised of individuals with divergent views, there is a consistent body of research examining the characteristics and practices of effective school boards. (For the purpose of this paper, "effective" boards are those operating in high-achieving districts, particularly those that are making significant strides despite serving large numbers of disadvantaged students.)

Much of the research cited here focuses on school board / district practices and approaches gleaned through interviews, surveys, observations and qualitative measures rather than in-depth quantitative information. Several studies also date back to the early 2000s or earlier; as a result, the data have limitations.

Nonetheless, the research base now includes notable studies comparing the practices of boards in high-achieving districts and contrasting those with practices of boards in lower-achieving districts. Several of these include detailed case studies exploring the evolution of districts from low performing to high achieving – a process that includes discussion of the school board role. In addition, scholars have used quantitative methods to assess the effect of district leadership on student achievement; often, this assessment includes data and trends related to school board operation, thus providing rich details on the evolution and, in some cases, transformation of local boards.

Taken together, these reports provide a sound basis to explore the role played by school boards in student achievement. The pertinent studies for this paper fall into three general areas:

- Meta-analyses of education research, with a focus on<sup>4</sup>the practices of boards, superintendents, and other school leaders;

- Case studies of high-achieving districts, with a focus on the evolving role of school boards; and
- Studies that compare school board practices in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

*Meta-Analysis:* In 2006, J. Timothy Waters and Robert Marzano of Mid-Continent Research for Education and Learning (McREL) examined 27 studies since 1970 that, they concluded, included rigorous quantitative methods to assess the effect of school district leadership on student achievement. Their analysis, *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement: Meta-analysis of Influence of District Administrators on Student Achievement*, looked at more than two dozen studies covering more than 2,800 districts and 3.4 million students. Of the 27 studies examined, 14 had information about the relationship between district leadership and average student academic achievement.

*Case Studies:* Several studies on district leadership focus at least in part on board activities. The Learning First Alliance study, *Beyond Islands of Excellence*, (Togneri and Anderson, 2003), examined the practices in five school districts with high student test scores despite moderate to high student poverty levels. Districts in the study were Aldine, Tex., Independent School District; Chula Vista, Calif., Elementary School District; Kent County Public Schools in Maryland; Minneapolis, Minn., Public Schools in Minnesota, and Providence, R.I., Public Schools.

Also, a study of 10 districts in five states, *Getting There from Here* (Goodman, Fulbright, and Zimmerman, 1997), sought to identify the effect of quality governance on student achievement. Included in the analysis was an examination of the relationship between school board and superintendent and characteristics of effective board leadership. Researchers selected the districts to reflect diversity in size, geography, student achievement, graduation rates, dropout rates, board/superintendent relations and race/ethnic factors.

*Studies with Comparison Districts:* One of the richest data sets available is the Lighthouse I study of the Iowa Association of School Boards (IASB). Looking at similar districts with either unusually high or unusually low records on student achievement, the project examined the role of boards and how they relate to student achievement. In studying Georgia districts, Lighthouse I contrasted the knowledge, beliefs, and actions of school board members from high- and low-performing districts. Since conducting this original study in 1998-2000, IASB has expanded the project into an action research approach, identifying pilot districts in Iowa for further testing of this concept (Lighthouse II) and launching a multi-state project focused on board leadership (Lighthouse III). Multiple Lighthouse research papers were cited in this report, including *The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement* (Iowa Association of School Boards, 2001), *The Lighthouse Research: Past, Present and Future: School Board Leadership for Improving Student Achievement* (Iowa School Boards Foundation, 2007) and in the Thomas Alsbury-edited *The Future of School Board Governance: Relevancy and Revelation* (2008).

In addition, *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement* (MDRC for Council of Great City Schools, 2002) examined what it termed "fast-moving" urban districts and compared them with slower-moving districts of similar size and demographics. In selecting the districts, researchers looked for cities with improvement in reading and math in more than half of their grades through spring 2001. Districts also had to achieve growth rates faster than their respective states and narrow racial achievement gaps. The project ultimately focused on Charlotte-Mecklenburg Schools, the Houston Independent School District, the Sacramento, Calif., United School District, and a subset of New York City schools known as the Chancellor's District. One key research question was to examine district-level strategies used to improve student achievement and reduce racial achievement disparities. Several of these strategies involved school boards.

Finally, a 1993 report on school leadership in British Columbia, Canada, *The Politics of Excellence: Trustee Leadership and School District Ethos*, concluded that districts with a productive "ethos" produced higher-than-expected student achievement and lower-than-expected costs over time (LaRocque and Coleman, 1993). The role of the board was part of this district "ethos."

### **Eight Characteristics of an Effective School Board**

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain

In reviewing these studies, it is reasonable to conclude that school boards in high-achieving school districts look different, and that they often feature characteristics and approaches that differ, from those in lower-achieving districts.

## **Eight Characteristics of “Effective” Boards**

### **1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.**

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing “non-negotiable goals” (that is, goals all staff must act upon once set by the board) in at least two areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction;
- Using resources to support achievement and instruction goals.

“Publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement,” they said. Typically, they adopted the goals with specific achievement targets and benchmarks. “The board ensures that these goals remain the top priorities in the district and that no other initiatives detract attention or resources from accomplishing these goals.” The districts also provided professional development to board members and examined the effectiveness of such training.

In *Beyond Islands of Excellence*, Togneri and Anderson (2003) provided examples of the positive effects of goal setting. In its case studies, the majority of high-achieving districts adopted specific goals and boards adopted policies to consistently support them. At three case study sites – Kent County, Md., Minneapolis, and Providence – boards adopted broad strategic plans that contained both goals and the action steps needed to attain them. To assess progress on a regular basis, Kent County and Minneapolis also added indicators of success to the plan so board members could review gains or address challenges.

Each district also adopted what Togneri and Anderson termed a simply stated vision of student success. For goals on student achievement, board members identified brief, one-line vision statements such as “All our students will achieve on grade level” and used them in public and staff presentations. Significantly, the report said, school boards and superintendents also carefully examined how to stretch limited dollars to focus sufficient funding on the goals.

The Lighthouse I studies (2001, 2007) also offer important details about the importance of identifying goals. In high-achieving districts, board members adopted goals and had detailed knowledge about their relationship to curriculum, instruction, assessment and staff development. As a result, these public officials could identify not only the purposes and processes behind school improvement initiatives but also the board’s role in supporting these efforts. By comparison in low-achieving districts, board members were “only vaguely aware of school improvement initiatives,” researchers noted. “They were sometimes aware of goals, but seldom able to describe actions being taken by staff members to improve learning.”

Notably, these differences extended down to the staff level. In high-achieving districts, staff members could link the school board’s goals to building-level goals for student learning and explain how the goals impacted classrooms. “Staff members identified clear goals for improvement, described how staff development supported the goals, and how they were monitoring progress based on data about student learning.” By comparison in the low-achieving districts, “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level.”

### **2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to**

resources, such as professional development, to meet district goals.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

## teach all children at high levels.

In the Lighthouse I studies (2001, 2007), board members consistently expressed their belief in the learning ability of all children and gave specific examples of ways that learning had improved as a result of district initiatives. Poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. Comments made by board members in Lighthouse were indicative of the differences. In a high-achieving district, one board member noted, “This is a place for all kids to excel.” Another board member noted, “Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system.”

Yet in low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. Board members often focused on factors that they believed kept students from learning, such as poverty, lack of parental support, societal factors, or lack of motivation. Board members expected it would take years to see any improvements in student achievement. For these board members, the reasons for pursuing change often were simple ones – to meet state mandates (and avoid sanctions) and a desire to not “have the lowest test scores” in the state.

In addition, board members in low-achieving districts offered many negative comments about students and teachers when they were interviewed by Lighthouse researchers. Said one, “You can lead a horse to water but you can’t make them drink. This applies to both students and staff.”

In one low-performing district, teachers made 67 negative comments about students and their parents during Lighthouse interviews. In a similar number of interviews in a high-performing district, there were only four such comments.

### 3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

According to Goodman, Fulbright, and Zimmerman (1997), another characteristic of quality governance is the ability to focus on student achievement while spending comparatively little time on day-to-day operational issues. In interviews with hundreds of board members and staff across the districts, they found that high-performing boards focus on establishing a vision supported by policies that target student achievement. Yet poor governance is characterized by factors such as micro-management by the board; confusion of the appropriate roles for the board member and superintendent; interpersonal conflict between board chair and superintendent; and board member disregard for the agenda process and the chain of command.

Case studies of individual districts in other studies support many of these findings. In Chula Vista, Calif., the board took its policy role seriously and developed policies that supported instructional reform. As profiled in Togneri and Anderson (2003), the focus began when top administrators recognized a need for a new cadre of exceptional principals and asked the school board for help. In response, the board approved a policy with higher salaries for principals, giving the district more leverage to attract quality candidates to the district. Later, the board granted the central office greater flexibility to provide principal raises and bonuses. Members also supported the superintendent in dismissing principals who did not meet performance standards; this smaller but still significant action reflected the policy and partnership approach adopted earlier by the board.

Other case studies in this report were replete with examples of board commitment to policy and accountability, something often reflected through visions and strategic plans. In Aldine, Tex., board members made sure to adopt strategic plans that placed children’s learning needs front and center. As one Aldine board member explained, “Everything we do is based on what’s best for the children, period. Whether you are dealing with an administrative issue or a student issue, we ask, ‘What’s best for the children?’”

With everyone on board to promote achievement, boards encouraged their staffs to tackle difficult issues and seek innovative solutions. As a result, the districts engaged in a collegial policy-making process that emphasized the need to find solutions. An administrator in Kent County, Md., summed up the board’s work as follows: “The board recognizes its role as a policymaker. [Board members]

are very professional. They never humiliate each other. They have no hidden agendas. The goal is what is best for the children.”

Boards held the superintendent and his or her colleagues

#### A Dozen Danger Signs

While this paper did not specifically focus on characteristics of ineffective school boards, it may

accountable for progress but did not engage in the daily administration of schools. Explained one board member: “I am not a professional educator....[The superintendent and her staff ] are the professionals, and we say to them, ‘These are the results we want to see; you are in charge of how to do it.’”

Likewise, Snipes, Doolittle, and Herlihy’s case studies (2002) include similar findings. The groups concluded that fast-moving districts had developed a consensus among board members and other leaders on the identification and implementation of improvement strategies. This required a new role for the school board, which focused on decisions “that support improved student achievement rather than on the day-to-day operations of the district.”

In Lighthouse II (2007), researchers identified five pilot school districts and provided technical assistance and support to the boards based on research findings documented in Lighthouse I. Results from this study also showed that districts made gains when they were able to focus on achievement rather than administrative issues. In the majority of districts, boards spent more than double the amount of time on policy and student achievement than they did prior to Lighthouse II. It was also common for these districts to schedule additional work sessions on student achievement. (More information on Lighthouse II is in the sidebar below).

#### **4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.**

The Lighthouse I studies are particularly relevant in conveying this theme. Looking across high-and low-

achieving districts in Georgia, school board members in high-achieving districts had strong communication between the superintendent, staff, and each other. They received information from many sources including the superintendent, curriculum director, principals, teachers and sources outside the district. While the superintendent was a primary source of information, he or she was not the only source. In addition, findings and research were shared among all board members. By comparison, in low-achieving districts, board members expressed concern that not all information was shared or shared equally. As a result, researchers said, “Some felt left out of the information flow.”

In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and were able to identify concrete ways they promoted this involvement. Likewise, staff members in these districts described the boards as supportive, noting that these public officials “would respect and listen to them.” In interviews, board members were quick to note how they communicated actions and goals to staff. One strategy was to schedule post-board meetings to provide teachers and administrators with in-depth briefings on policy decisions.

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By comparison, school boards in low-achieving districts were

be helpful to review some of the descriptions of ineffective boards mentioned in the research:

1. Only vaguely aware of school improvement initiatives, and seldom able to describe actions being taken to improve student learning
2. Focused on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation
3. Offer negative comments about students and teachers
4. Micro-manage day-to-day operations
5. Disregard the agenda process and the chain of command.
6. Left out the information flow; little communication between board and superintendent
7. Quick to describe a lack of parent interest in education or barriers to community outreach
8. Looked at data from a “blaming” perspective, describing teachers, students and families as major causes for low performance.
9. Little understanding or coordination on staff development for teachers
10. Slow to define a vision
11. Did not hire a superintendent who agreed with their vision
12. Little professional development together as a board.

#### **Converting Research to Action: Lighthouse II**

Building on the success of Lighthouse I – which identified the different knowledge, beliefs and actions of school boards in high-achieving districts – the Iowa Association of School Boards expanded the initiative to begin embedding these ideas in other jurisdictions.

Under Lighthouse II, from 2002 to 2007, IASB identified five pilot districts in Iowa and offered technical assistance and support to the board, superintendent, and, at some sites, district leadership teams. The goal was to move entire districts from one set of assumptions, beliefs and practices to another: the set possessed by the high-achieving districts in Lighthouse I. After five years of work, the project showed significant gains:

- In three of the five districts, the time spent on policy and student achievement during regular board meetings increased from 16 percent to 37 percent.
- By the end of the project, boards in all five

likely to cite communication and outreach barriers. They were quick to describe a lack of parent interest in education; in fact, they were able to list only a few efforts to solicit community involvement. Compared with board members from high-achieving districts, they frequently noted frustration with the lack of community involvement and said there was little they could do about it. As for relationships within the district, staff members from the comparison low-achieving districts contacted for the research often said they didn't know the board members at all.

While such findings perhaps could be limited to high- and low-achieving districts in Georgia, other research highlights similar findings. Similar factors were evident in Waters and Marzano's 2006 meta-analysis of 27 studies. In this study, the authors found that high-achieving districts actively involved board members and community stakeholders in setting goals.

While individual board members did pursue their own issues, the researchers said, there was a reluctance to place these issues at center stage. "When individual board member interests and expectations distract from board-adopted achievement and instructional goals, they are not contributing to district success, but in fact, may be working in opposition to that end." School board members realized, the authors noted, that these issues can be a distraction from core district goals.

## **5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.**

In the Lighthouse I study, board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. In addition, board members were not shy about discussing trends on dropout rates, test scores, and student needs, with many seeking such information on a regular or monthly basis.

By comparison, board members in low-achieving districts tended to greet data with a "blaming" perspective, describing teachers, students and families as major causes for low performance. In one district, the superintendent "controls the reaction of the board to recommendations by limiting the information he gives to them." The Lighthouse I study contrasts this with the policy of a high-performance district, where the superintendent "believes sharing information will get them to react and encourage engagement." Board members in this district view data as a diagnostic tool, without the emotional response of assessing blame.

Board members in lower-performing districts also provided little evidence of considering data in the decision making process. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. In many cases, the study noted, "The board talked very generally about test scores and relied on the interpretation made by the superintendent." As a result, board members believed the superintendent "owned" information, leaving it to the top administrator to interpret the data and recommend solutions.

Togneri and Anderson (2003) also emphasized how effective school boards embraced data. Boards in high-achieving districts were not afraid to confront negative data and, in fact, used it as a basis to improve teaching and learning. In Minneapolis, a renewed emphasis on data has helped drive improvement. Yet back in the mid-1990s, the district showed a wide achievement gap between white and minority students and posted a high school graduation rate barely above 40 percent. When the city's Chamber of Commerce failed to support the school board's request for a tax increase, the board began a fundamental rethinking based on goals and data. It hired a new superintendent with a strong foundation in instructional improvement. Together, the board and superintendent developed goals and performance indicators to rank and monitor school progress. This process ultimately helped build trust among school and community leaders, eventually leading to district progress and, later, successful new tax proposals beneficial to schools.

Minneapolis was typical of the report's study districts, which "had the courage to acknowledge poor performance and the will to seek solutions." With the board, superintendent and community supporting the new process, the district developed

districts regularly scheduled extra time for boards to focus on student achievement.

- Four of the sites showed significant increases – some as high as 90 percent – in the number of staff and board members who could consistently describe the district's school improvement goals.
- At all sites, 83 percent to 100 percent of all staff and board members reported a clear, district-wide focus on improving literacy.
- All districts, by year 3 of the project, agreed strongly that local school boards can positively affect student achievement.
- By year 3, significant gains on a measure of reading comprehension were seen at every grade level in one district. In addition, in the fourth year of the study, four of the five sites showed statistically significant gains in student reading and/or math for at least two grade levels on the statewide norm-referenced measure of achievement.

Starting in 2008, IASB launched the Lighthouse III project, through which the association is working with several states to outline best practices for school boards and state school board associations.

a vision focused on student learning and instructional improvement with system-wide curricula connected to state standards with clear expectations for teachers.

## **6. Effective school boards align and sustain resources, such as professional development, to meet district goals.**

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty. One leading example is in providing professional development for teachers, administrators and other staff. According to LaRocque and Coleman (1993), effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. “To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint,” they wrote in *The Politics of Excellence: Trustee Leadership and School District Ethos*.

Lighthouse I researchers (2001, 2007) also identified research-based professional development for staff as one of seven “conditions for improvement” typically evident in high-achieving districts. From the board’s perspective, members did not simply provide funding for such professional development – they could cite specific examples of activities and their link to improvement plans. “In high-achieving districts, board members described staff development activities in the district and could describe the link between teacher training and board or district goals for students,” the study noted. “Board members described a belief in the importance of staff development activities focused on student needs.”

In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification. “Board members knew there was a budget for staff development but were unsure whether there was a plan for staff development,” the study noted. In fact, board members frequently made “disparaging remarks” about staff development, calling it an ineffective strategy.

Lighthouse II, as noted in Alsbury (2008) further reinforced this point. Boards not only took an active interest in professional development but also provided the infrastructure for such programming to succeed. “For most boards, this required significant changes in the allocation of resources (people, time and money) and would not have happened without a clear understanding of the characteristics of quality professional development and a belief in the importance of improving the knowledge and skills of educators in order to improve student outcomes.”

Additional evidence is available in the Snipes, Doolittle and Herlihy’s 2002 analysis of high- and low-achieving districts. In high-achieving districts, the board and superintendent support uniform professional development built on curriculum. In lower-achieving districts, professional development may vary extensively from school to school. One example was in Sacramento, Calif., where teachers received at least 18 hours of in-service training per year based on uniform curricula. New teachers also received six full days of instructional training, and teachers had common planning periods to encourage collaboration on lesson plans and strategies to address student needs. In the Charlotte-Mecklenburg, N.C., schools, weeklong seminars for Advanced Placement teachers, leadership retreats for principals and financial support for attaining national board certification were among effective strategies by the district to improve curriculum.

Waters and Marzano (2006) also touts the importance of professional development. While not specifically examining the school board role in this process, this study on leadership notes that “a meaningful commitment of funding must be dedicated to professional development for teachers and principals. This professional development should be focused on building the knowledge, skills and competencies teachers and principals need to accomplish a district’s goals.”

## **7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.**

In *Getting There from Here*, Goodman and colleagues (1997) concluded that those with a strong board/superintendent relationship had greater student achievement as measured by dropout rates, the percentage of students going to college, and aptitude test scores. Goodman’s review of characteristics of quality governance included several that were directly related to school boards and their relationships:

- A trusting and collaborative relationship between the board and superintendent;
- Creation by the board of conditions and organizational structures that allowed the superintendent to function as the chief executive officer and instructional leader of the district;
- Evaluation of the superintendent according to mutually agreed upon procedures; and
- Effective communication between the board chair and superintendent and among board members.

Likewise, Snipes, Doolittle and Herlihy (2002) also emphasizes the importance of these factors. In successful districts,

boards defined an initial vision for the district and sought a superintendent who matched this vision. Nowhere was this truer than in Sacramento, Calif., one of the case study sites. In 1996, a mayor's commission concluded that the city schools, beset with high superintendent turnover and other problems, had "a lack of accountability and deplorable building conditions." A group of individuals focused on progress won seats on the school board, and they quickly bought out the contract of the old superintendent and hired one sharing their views. The new superintendent and board sought input from thousands of community stakeholders and ultimately adopted an action plan with specific achievement benchmarks based on student assessments such as the SAT-9. The board and superintendent also established seven "vital signs" of success, including high rates of kindergarten readiness; a student attendance rate of at least 95 percent; increased proficiency of English Language Learners; and objectives that at least 90 percent of students attain math and reading proficiency and graduate high school. Within four years, the district saw consistent gains in math and reading plus a drop in the disparity between white and Hispanic student achievement.

In contrast to this "moving" district, comparison districts had no such impetus to work toward success. Boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform. The differences between the districts only increased over time, as boards and superintendents in high-achieving districts jointly refined their visions over time, assessed district strengths and weaknesses and had all signs of a stable relationship. By comparison, less successful districts featured boards and superintendents that were not in alignment, as the superintendent "may develop solutions without board involvement." Such boards also may not hold superintendents accountable for goals.

## **8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.**

Board member development and training is a clear theme within this research base. In high-achieving Lighthouse I study districts (2001), school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board members said they did not learn together except when the superintendent or other staff members made presentations of data.

Other studies focused on this subject as well, sometimes within the context of the responsibilities of an effective superintendent. In the 2006 Waters and Marzano meta-analysis, for example, one key goal for superintendents is to produce an environment in which the board is aligned with and supportive of district goals. The study suggests that supporting board members' professional development is one of several ways that superintendents can help realize this goal.

In their study on effective governance, Goodman and colleagues (1997) emphasized in detail the importance of formal training for board members. They recommended orientation workshops for new members soon after their election. Their "sample policy statement" on orientation included a commitment by the board and administrative staff to help all new members learn board functions, policies and procedures. Chief responsibility for orientation should reside with the superintendent and board chair, they noted, but this work should include meetings with top administrative personnel to examine services, policies, and programs. As a guide, the report cited policies in Kentucky requiring a specific number of hours of training for board members based on their experience. This ranged from a high of 12 hours of annual training for board members with zero to three years experience to four hours a year for those with at least eight years of board service. Emphasizing the importance of the board/superintendent relationship, the study also recommended that superintendents participate in orientation and development workshops alongside their board members.

Elsewhere, two of the effective districts in the Togneri and Anderson (2003) study utilized formal training and professional development for school board members. In Kent County, Md., the board adopted the Baldrige in Education process, which created a strong working relationship among the central office, board, principal and teachers. In Minneapolis, the school board engaged in the Carver method, which emphasizes the board's role in establishing goals, setting indicators, aligning resources to goals, monitoring progress, and communicating with the public.

Finally, LaRocque and Coleman (1993) illustrated the value of both formal and informal learning activities for board members. According to these researchers, effective school districts in Canada offered a mixture of learning activities for their board members, or "trustees," including retreats, special meetings, work sessions, school visits and even social events. As a result, the trustees had a "willingness to meet regularly with the professionals in the district to discuss what was happening and what should be happening." This commitment conveyed to staff the importance of district goals and the importance of the staff members' work in supporting them. In addition, they noted, "The successful boards did not just rely on district staff reports... They obtained information about programs in different ways and from different sources, and sought opportunities to interact directly with administrators and teachers."

### **Related Finding: Stability of Leadership**

In the 2002 Snipes *et. al* study, researchers noted that fast-moving districts had political and organizational stability, as evidenced by low rates of school board and superintendent turnover. Goodman's research echoed all of these points, concluding two characteristics of high achieving districts were long tenures by superintendents and school board members and regular retreats by senior staff and board members for evaluation and goal setting purposes.

Similarly, Togneri and Anderson (2003) note the long tenure of board members and superintendents in high-achieving districts. "They set their courses and stayed with them for years," the study said. Among the five successful districts profiled, superintendents in three districts had been at their jobs for at least eight years. In most of those profiled, the majority of board members had been serving in that capacity for 10 or more years. "That continuity allowed superintendents and boards to grow together in their approaches to change and to better understand each other's work."

## **Conclusion**

During the past 15 years, a number of research studies have begun to document the value that school boards and their members add to the development of an effective public education system. This fledgling base of research provides a foundation for boards and other policymakers. The research also is timely, since it coincides with a period in U.S. public policy that has focused substantially greater attention on accountability in public education. Much of this research has contrasted boards in low-performing and high-performing districts, thereby providing best practices for new and veteran board members nationwide. While there is a need for additional research – a study on boards in districts with mid-range achievement might be one useful step – it is increasingly clear that board members in high-performing districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts.

Based on the studies included in this report, it is clear that school boards in high-achieving districts hold a high, shared vision about the capabilities of both students and staff—they believe that more is possible and are motivated to improve results for students. They are policy and accountability driven, focusing their time and energy on governance-level actions related to student achievement and classroom instruction. They engage in goal-setting processes that can drive action in the district to improve. They align resources—including staff professional development—around those goals. They are data savvy—using data to both diagnose problems and to monitor and drive continuous improvement efforts. They communicate with and engage staff and community and work well together as a team and in collaborative leadership with their superintendents. And, they commit to their own learning, building the knowledge and skills it takes to govern during a period of educational reform.

In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for boards in lower-achieving school districts nationwide.

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## Effective School Board Member Characteristics

Research findings on school board effectiveness can be applied to individual board member characteristics and beliefs. More specifically, studies give us a clue as to the individual characteristics that are seen in stable and more effective school boards. The point of importance is that more stable school boards with less turnover, experience less superintendent turnover, more stable principals and teachers, and higher student performance. While change is sometimes needed to improve a board, frequent turnover and contentious relations among board members are counter-productive. The following table lists the board member characteristic, a brief description, the preferred (stabilizing) disposition, and a practical description.

Board Member Characteristic	Brief Description	Stabilizing Characteristic	Practical Description
1. Understands Role Boundaries	Understands the difference between the role of <b>oversight</b> and <b>micromanagement</b> .	<b>Oversight</b> with knowledgeable critique and advocacy.	If confronted by a parent in the store, the board member can explain school needs, applied interventions, and current success data. Avoids generalities or playing the role of cheerleader or critic.
2. Trustee vs. Delegate	A <b>trustee</b> speaks for themselves and assumes a personal mandate due to their election. A <b>delegate</b> speaks for all stakeholders and maintains constant, open communication with a broad constituency.	<b>Trustee</b> With the ability to shift to Delegate in times of chaos	The board member seeks out input from multiple and varied stakeholders and seeks open dialogue. However, when conflict arises, the board member has the wisdom to maintain order by discouraging contentious communication tactics.
3. Interest- vs. Position-Driven	A <b>position</b> is often polarizing and identifies “friends” and “enemies”. An <b>interest</b> is often hidden and needs to be discovered. Often one solution can satisfy multiple interests.	<b>Interest-Driven</b>	The board member avoids declaring allegiance to named organizations or ideologies, but seeks to understand multiple and conflicting interests of all constituents and seeks a solution that can satisfy multiple interests.
4. Broad Student Concern	A stated responsibility to insure <b>all students are afforded social justice</b> . Avoids focused justice for single categories of students or needs.	<b>Social justice for all students</b>	The board member avoids focusing only on a narrow agenda of student issues and needs. Board member avoids focusing only on particular student demographic groups and issues.
5. Contextually Minded	The understanding that the local school district, and each school has <b>unique and shifting needs</b> ; often requiring <b>non-standard solutions</b> .	Recognizes <b>Contextual Need</b> Supports <b>Creative, Non-standard Solutions</b>	The board member avoids reacting to national education issues and focuses on identifying local needs. The board member avoids promoting standardized solutions and prefers to design a solution to fit the unique need of each school as supported by data evidence.
6. Understands Visibility & Influence	The board member understands they possess <b>no individual authority</b> . Power rests in the board as a group only.	<b>School board entity influence</b>	The board member avoids communicating directives or interests to individual school district employees. Visits to schools are unobtrusive, informational, and as part of established

			activities (sports, open house, school events).
7. Use of Voice	Does the board member use their voice to <b>tell and sell</b> their position or do they seek to listen, understand interests, and discover <b>resolution and reconciliation</b> ?	Uses voice to <b>listen, resolve, and reconcile</b>	The board member avoids over-talking to promote their own interest. They do not see communication as a competition. They promote civil dialogue with a goal to listen and discover a resolution that serves all interests.
8. Perception of Power	<b>Power Over</b> is using your position to get your own way through threat or reward. <b>Power With</b> is using your position to ensure all voices are heard and collaborative solutions are guaranteed.	<b>Power With</b>	The board member uses their power to ensure that all needs are heard and that solutions meet multiple interests. They would not attempt to push only their own solutions or highlight only their own needs and interests.
9. Preferred Decision-making Style	Decision-making can be done <b>individually</b> and quickly or can be done <b>collaboratively</b> with and through others.	<b>Collaborative</b>	The board member seeks to evaluate data to confirm issues and needs, then ensure that proposed solutions and measures fit the stated needs and goals.
10. Motivation for Service	Board members can serve for <b>personal</b> or for <b>altruistic</b> reasons.	<b>Altruistic Service</b>	Board members do not run for reasons of personal ego or prestige, a need for involvement, to correct a personal concern, to replace particular school employees, or as a step to future office. Board members run to serve the community, to fulfill a democratic responsibility, and to serve all students and all needs.

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Education Writers Association  
SPECIAL REPORT

Effective Superintendents, Effective Boards

# Finding The Right Fit

**“School boards are looking for God — on a good day.”**

*Atlanta-based superintendent recruiter, as quoted in the New York Times*

**“The hero-superintendent is an ideal seldom realized. The whole governance structure is tilted against strong executive leadership.”**

*From “School Boards,” a report by Paul Hill*

## OVERVIEW

*Just what should the public expect from the leadership at the school district level?*

*Why does it seem to be eternally controversial in many places, especially in urban districts? What difference could achieving “the right fit” between superintendents and school boards make in the learning of children?*

Currently, most of the attention on reforming schools focuses on classrooms. The reasoning is that dedicated, well-qualified teachers can boost student achievement despite the chaos swirling outside their classroom doors. Ideally, they work under a principal who provides them with the right mix of support and autonomy.

Reform efforts that rely solely on the work of individual teachers or even exemplary principals, however, are not enough. For most of the past two decades of change in K-12 education, researchers and policymakers also have acknowledged the importance of the system — the district and the state — to moving reforms ahead. Systemic change may have been background noise for all the attention to teacher quality and high standards, but it never left the agenda of education researchers and policy gurus. The knowledge base about what makes for good district leadership is expanding. The quality of leadership provided — or not provided — by local superintendents and school

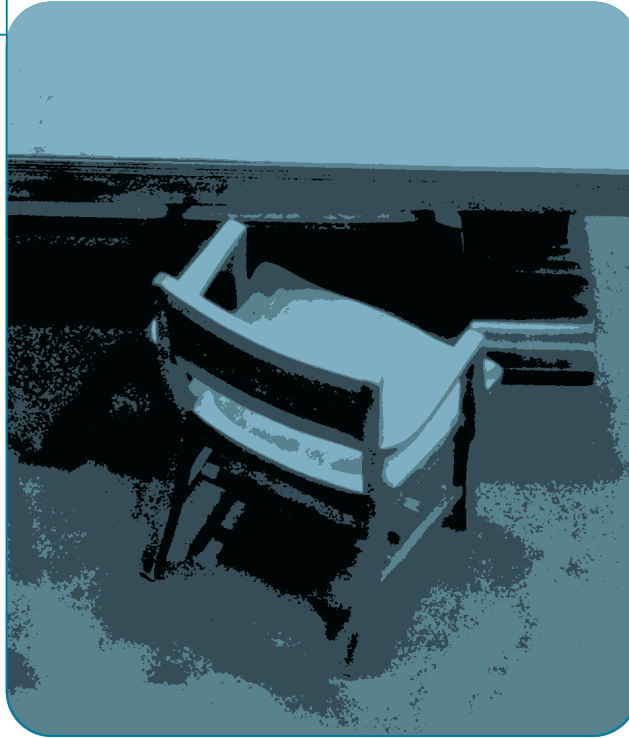
boards can be explored with more than anecdotes and war stories.

“School reform ultimately has to happen in the classroom,” says Paul Hill, acting dean of the Daniel J. Evans School of Public Affairs at the University of Washington. “But the odds that you’re going to get spontaneous improvement in the classroom without changing the broader, regulatory environment are pretty low. Classrooms are the way they are in large part because of what happens at the district level.” That point is not always appreciated by the public or in reporting about schools. The public and parents probably don’t yet associate better outcomes for students with what a superintendent or school board does, points out Marla Ucelli, director of a district redesign effort for the Annenberg Institute for School Reform. Similarly, in recent years states have tended to make an end-run around districts and deal directly with school sites. They rarely consider, she says, “the impact of districts beyond their potential to do harm.”

# A TRADITION on Trial

**T**his questioning of the role of local leadership has not always existed. For most of the history of K-12 education in this country, school boards enjoyed close ties with parents and smooth relationships with superintendents. In the early history of the education system, families and neighbors banded together to pay for the education of their children. In the early 1800s, they agreed to pay taxes for the education of all children in a community, provided control remained in local hands. School committees, then boards, were created to make important decisions. When the number of schools began to grow, school committees organized into districts or county systems. The role of administrator grew from “principal teacher” for each school, hence the term “principal,” to an overall administrator, the superintendent.

The role of the superintendent during the early years of districts and county systems was almost entirely instructional and tightly controlled by the school committees. Some education leaders, particularly Horace Mann and Henry Barnard, argued for even greater centralization, especially in the cities, partly to wrest control of schools away from ward politics. This was accomplished by the early 1900s. Centralized city school boards were run more like corporate boards of directors, with



board members responsible for setting overall policy, and professional superintendents – resembling corporate chief

**“What you have are traditional, superintendent-run districts with supportive school boards working very much in the background and a strong community consensus to keep it going. They’re getting good results, and it’s because of the quality of the district leadership.”**

*Mike Kirst, Stanford University*

administrative officers – responsible for the district’s day-to-day operation, according to Deborah Land, a post doctorate fellow at the Center for Organization of Schools at John Hopkins University<sup>17</sup> and author of a

report on the role of local school boards. In non-urban areas, school districts adopted the same management model, but the smallness of most schools and districts kept the organization more personal.

Even though consolidation of schools and districts began in the 1870s, at the middle of the 20th century there still were almost 84,000 separate school districts in this country, each usually with at least five school board members. Today, there are fewer than 13,500 districts; the National

School Boards Association claims more than 95,000 members, a far cry from the several hundred thousand citizens involved in schools when there

were more than 200,000 schools or districts with separate boards. Other than small, rural districts, most now are more bureaucratic than community-based. Many are mired in relationships that often pit local lay leaders against

## Superintendent leaders say their role is in a state of crisis

Findings of a survey of 175 superintendents judged nationally by their peers to be outstanding:

- **71 percent** agree that the superintendency is in a state of crisis.
- **93 percent** say they have a collaborative relationship with the school board
- **88 percent** feel their board is effective
- **30 percent** believe the current model should continue as it exists (52 percent believe it should be seriously restructured; 16 percent say it needs to be completely replaced.)
- **37 percent** report that insignificant, time-consuming demands limits their effectiveness.
- **35.1 percent** say they would be more aggressive in pursuing school reform initiatives if given six-year contracts.
- **29 percent** feel they were hired because of their ability to be an instructional leader.

— Education Commission of the States survey of superintendents, conducted by **Thomas Glass**, *University of Memphis*

professional managers. Sometimes this works. Sometimes the arrangement is so controversial that some policymakers, researchers and members of the public are calling for new structures.

Dissatisfaction with the way many local school districts are governed — by an elected school board and an appointed or elected superintendent — runs deep. In fact, 52 percent of superintendents judged to be outstanding by their peers and polled by the Education Commission of the States, said the model needs to be “seriously restructured,” although they did not specify how it should change. Another 16 percent called for the model to be replaced. A national survey by Public Agenda found that nearly seven of 10 superintendents say their boards interfere where they shouldn’t, and two-thirds believe “too many school boards would rather hire a superintendent they can control.”

Yet, despite the dissatisfaction with the school board/superintendent model, Michael Kirst, Stanford University education professor, says it can be effective. “Of course it can work,” says Kirst. “There are districts

out there where school boards have chosen good superintendents and stuck with them. And where, as a result, classroom instruction has improved in a large number of schools. That’s my measure of success, and it wouldn’t happen without good leaders.” Kirst cites school districts in Long Beach and Elk Grove, Calif., as examples. “What

you have are traditional, superintendent-run districts with supportive school boards working very much in the background and a strong community consensus to keep it going,” says Kirst. “They’re getting good results, and it’s because of the quality of the district leadership.”

## School Board presidents say system works

Findings of a survey of 2,096 school board presidents from across the country:

- **64.2 percent** reported turnover of three or more superintendents in the past 10 years.
- Boards were dissatisfied with the performance of the previous superintendent **42.7 percent** of the time.
- **73 percent** said that at least half of the applicants were “well-qualified.”
- **One-third** claimed their board works well together “all” of the time
- **60 percent** believe their board works well together “most” of the time.
- **30 percent** said they would not run again for a board position.
- Nearly **75 percent** say there is no need to change the present model of school board governance.

— Education Commission of the States survey of school board presidents, conducted by **Thomas Glass**, *University of Memphis*

# What is EFFECTIVE LEADERSHIP?

**T**he heightened interest in school district leadership comes at a time when demands on local school leaders — superintendents and school boards — have never been greater. This, at a time when the majority face budget shortages, growing numbers of at-risk students, and federal and state mandates — frequently unfunded — that determine much of what happens in the classroom. The need for enlightened policymaking stretches the capacities of school boards, which are, after all, voluntary jobs. Except in urban districts, board members rarely receive compensation. At the same time, superintendents are expected to be efficient managers and instructional leaders.

The issues at the district level are more demanding than ever. District leaders must distribute resources according to equity and fairness without alienating major constituencies. They must be good data analyzers. They must push good practice and eliminate what isn't working. They determine how capacities to deliver high-quality instruction can be boosted. The federal No Child Left Behind legislation has placed specific deadlines on district leadership for getting all of these things done in ways that assure that all children achieve at high levels. District leaders are under pressure to align local standards for teaching and learning with state standards. The federal law makes school district leadership transparent. The public must be informed regularly of progress under the Act's requirements.

All of this points to a more urgent need than ever to clarify just what

defines an “effective” superintendent and “effective” board, and how their roles and responsibilities can mesh so that entire districts perform at the levels demanded.

## Effective Superintendents

Effective superintendents, according to Mike Kirst, have a vision of what good instruction is and know how to execute programs that will improve teaching and learning. “It’s not about getting a bond issue passed. It’s about improving classroom instruction.” Still, research on superintendent effectiveness “remains sparse and leaves much to be desired,” says Janet Thomas, a researcher with the Center for Social Organization of Schools at Johns Hopkins University. Studies of the role of school districts’ chief executive officers, she adds, offer vague suggestions of effective leadership characteristics and have not linked leadership styles to district or student performance.

One study, however, made a connection between attributes of superintendents and improvement of student test scores. George Petersen of the University of Missouri collected data from superintendents, school boards, and principals in five California districts that had the largest percentile growth on state assessments in the late 1980s (they were mid-sized districts, with 5,500 to 9,500 students). The superintendents showed instructional leadership by:

- articulating a vision for children’s education and weaving that vision into the mission of the districts;
- organizing support for that vision through personnel moves, shared

decision making, board member involvement and use of key instructional strategies; and

- evaluating and assessing personnel and programs.

All of the superintendents in the study were highly visible in their districts, visiting classrooms regularly and reporting their observations to principals. They kept the focus on the districts’ goals for students, putting a high premium on intensive staff development that supported the goals. Petersen also found an organizational structure supporting the superintendents’ leadership. The superintendents could replace principals and other administrators, the districts had fiscal stability, and the school boards gave the superintendents latitude to make decisions.

The new and unfamiliar challenges facing public education today require school leaders to be flexible and collaborative, rather than authoritative, says Ron Heifetz, founding director of the Center for Public Leadership at Harvard’s Kennedy School of Government. “Authority relationships function beautifully until the environment changes.” But confronting complex and often unanticipated problems calls for flexible thinking, collaboration and shared decision-making. Broad-based leadership can also help districts maintain the impetus for reform even in districts experiencing high rates of superintendent and/or school board turnover. And the more people who are involved in formulating a district’s reform agenda, the more people there are with a stake in its success, Heifetz says.

Paul Houston, executive director of the American Association of School Administrators, summarizes the changing roles and expectations of superintendents this way. Superintendents once were considered successful if they could manage the “B’s” of district leadership: buildings, buses, books, budgets and bonds. Today, he says, the challenge is to shift the focus of district leadership to the

## What Kind of School Board Do You Have?

— By Anne Lewis

*Reporters can look at this criteria to determine how well their school boards operate.*

### FUNCTIONAL

Focused on clear set of beliefs, a plan to carry them out, and constant monitoring

Established process to orient new board members, provide continuous training, and build collaboration

All about improving student achievement of all students

Differences are never personal in public and are about important issues related to student achievement and well being

Members work together to represent the whole district; do not play interest group game

Board keeps regulations to a minimum

Board does work through the superintendent

Board operates in the open, involves community in decisionmaking

Board communicates as one body and works with the media in an ethical manner

Board shares expectations with community before hiring a superintendent, sets goals, monitors and provides feedback frequently

### DYSFUNCTIONAL

Disagreement among members on goals and process

No coherent orientation for new board members, no investment in training for board members

Unfocused agenda that wastes time on unimportant, peripheral issues

Disagreements get personal in public

Members represent special interest groups or only certain areas of the district

Board over manages with regulations, petty matters

Board members play to other district staff, go around superintendent

Board avoids transparency, prefers to make big decisions in closed committees

Board plays favorites with press

Board hires superintendents under unclear expectations, then changes its mind frequently

“C’s”: “things like connection, communication, collaboration, community building, child advocacy, and curricular choices,” that lead to academic progress for all children.

### Managing The Politics

The current clamor may be for “instructional leadership,” but district leaders also must effectively manage change in highly complex, politically charged and often contentious system. If they are to survive and thrive in their role as superintendents, they need to understand, and be adept at, the politics of these jobs.

A former superintendent, Houston contends most of his colleagues enjoy their work and find it challenging. Still, “there is much about the current role that is dysfunctional,” he says. “Expectations and resources are mismatched. Accountability and authority are misaligned.” The work is now conducted in an environment that over time has grown increasingly political and downright abusive.

A study commissioned by ECS found that 71% of superintendents surveyed believe the superintendency itself is in a state of “crisis,”<sup>20</sup> characterized by poor school board/superintendent

relations, long working hours and stressful working conditions. Some former superintendents explain why. Ronald Ross, who served as superintendent for four years in Mt. Vernon, N.Y., was always “walking a tightrope, having to play politics.” Now a senior fellow at the National Urban League, he retired primarily because of the major reason for superintendent turnover: a poor relationship with his school board. Spence Korte resigned in the summer of 2002 after three years in the Milwaukee superintendency out of frustration with a politically fractured school board. “The reality is, you have to think about urban schools within a context that’s largely political,” says Korte. The dissension “makes it impossible for leaders to be effective.”

Other superintendents see negotiating the political complexities of a school board as part of the job. Pascal “Pat” Forgione, superintendent of the Austin, Texas, school district, attributes his success in earning the superintendency to his willingness to campaign for it. School leaders must be political players, he says. “Leadership has to be effective within a political context,” according to Forgione, who is Austin’s seventh superintendent in 10 years. “You have to design your leadership for your district’s politics.”

### Effective School Boards

If many school superintendents, urban in particular, are working under stress, so are many school boards. Although still vested with financial oversight and policy-making authority, today’s board members are far less responsive to local community values than their predecessors, according to Jim Cibulka, dean of the School of Education at the University of Kentucky. Especially in large districts, local control has been eroded by a combination of voter apathy and growing state and federal influence over school issues, Cibulka says. Board members also lack sufficient information or are too divided politically to effectively set

school district policy or priorities, he says. As a result, boards often are dominated by superintendents or special interest groups. The boards, says Cibulka, “are not setting the reform agenda.”

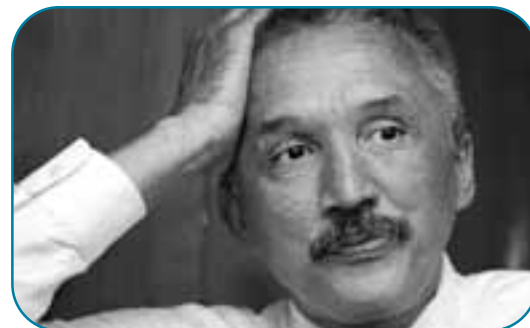
In smaller communities, however, school boards still retain their traditional roots. In most such communities, residents consider their school boards important, according to Christy Coleman, president of the Illinois School Boards Association and a member of the rural Geneseo, Ill., school board. She notes that the vast majority of school board members are unpaid, and therefore, “really have no agenda other than to make local schools better, which in turn makes their local communities more attractive and valuable.” Coleman concedes, however, that not all school board members are effective though most try to put a high priority on student achievement.

Nothing is more predictable than annual panels of school board and superintendent leaders at their respective national conferences, exchanging compliments and pledges to get along. They write policies and statements to guide local leadership, which, if followed, would seem to assure respectful relationships. School boards need to be convinced to focus on achievement, contends Deborah Land of Johns Hopkins University. A survey by the National School Boards Association found that only 21 percent of superintendents believed it was very important to hold school boards accountable for raising student achievement, but if they accepted this responsibility, their effectiveness would improve, she predicted.

High-performing urban districts almost always have strong boards, in the opinion of Donald McAdams, president of the Center for Reform of School Systems and former Houston school board member. He cites as examples Charlotte-Mecklenburg, N.C., and Houston, Texas. McAdams dismisses the image of superintendent heroes “who ride in on a white horse with

**Ronald Ross, (right) former superintendent of Mount Vernon, N.Y. and senior scholar at the National Urban League**

**Pasqual "Pat" Forgione, (with kids below) superintendent of Austin Independent school district,**



shining armor and overcome local politics where these wretched school board members are just screwing things up.” As a former member of the much-praised Houston school board, he says the dynamic of district leadership is much more complicated. The Houston school board, for example, adopted a detailed statement on beliefs and visions and decided on a brief plan for a new district structure, directing the superintendent “to initiate a process for the development of a plan to implement the beliefs...” For instance, board members set as a priority improving overall achievement of students, declared the dropout rate as unacceptably high and stipulated that schools were overly regulated.

Another urban district that is managing to avoid superintendent turnover and major controversy is Boston, according to Marla Ucelli of the Annenberg Institute. The superintend-

ent, Tom Payzant, accepted the position only after an agreement from the mayor, who controls the school system, that he would be given at least five years to enact reforms. The average tenure of all public school superintendents is about seven years. Yet, most prominent urban districts like New York City, Dallas, and Kansas City made at least three or four appointments between 1992 and 2002. Thomas Glass of the University of Memphis says chronic superintendent turnover, or “churn,” is indicative of a board’s inability to function effectively, and that the results of bringing a new superintendent on board every few years can be disastrous. “It not only confuses and discourages district staff, but also conjures up a public image of a district in turmoil,” he says. Often overlooked is how superintendent turnover usually derails ongoing reform initiatives — initiatives that generally take four to five years to take

effect and bring about results, he notes. (Payzant completed the five years and was given a new contract.)

Although little, if any, statistical evidence exists to prove that the leadership quality at the district level affects student achievement, Glass believes a strong link exists. For example, in districts where superintendents and

principals know their boards are going to support them, they are more likely to take risks aimed at bringing about reform. But superintendents unsure of what their board members want or insecure about how they will respond to controversy, are reluctant to stick their necks out in an effort to bring about change.

One of the few attempts to study the link between school board performance and student achievement was undertaken by the Iowa Association of School Boards in 2000. The association's *Lighthouse Study* compared school boards and superintendents in unusually high- and unusually low-achieving districts of similar size. The study controlled for differences in the districts' demographics.

The study found that board members in both the high- and low-achieving districts maintained good relationships with their superintendents and had positive opinions of them. Board members in all the districts studied also exhibited a caring for children. However, in the high-achieving districts, board members and superintendents consistently said their job was to "release each student's potential." They also were constantly seeking ways to improve the district and viewed social or economic problems as challenges. In the low-achieving districts, board members and superintendents were more likely to simply accept shortcomings in the students or in the district. Their emphasis was on managing the district rather than changing or improving it.

Board members in the successful districts also knew more about school reform initiatives and the board's role in supporting them than their peers in the low-achieving districts. And in the high-achieving districts, board members' knowledge and beliefs were translated into initiatives at the classroom level.

This study is reinforced by other research. Richard H. Goodman, project director at the New England School Development Council, examined 10 school districts in five states. He found

that well-run districts had lower dropout rates, a higher percentage of students going on to college, and higher aptitude test scores than poorly run districts. For the purposes of the study, "quality governance" included a focus by the board on student achievement, a positive relationship between the board and superintendent, and the ability of the superintendent to function as the CEO and instructional leader. "Poor governance" was characterized by micro-management by board members, conflict and poor communication between board members and the superintendent, and confusion over their respective roles. (See sidebar on p. 9)

The most recent study by MDRC, released in 2002 and commissioned by the Council of the Great City Schools, shows similar results. Once again, a shared vision was key for the more successful urban districts among the case studies. Student achievement was the highest priority as well as focusing on achievable goals and the lowest performing schools. The districts reformed to serve and support schools. In comparison, the typical districts lacked consensus among their leaders, lacked concrete goals and took little responsibility for improving instruction.

Glass provides clues as to other behaviors that indicate an ineffective school board: members who ran on a platform reflecting narrow interests or special interest groups; boards that are out of touch with the electorate; and boards that lack experienced leaders from other sectors in the community such as business and civic groups and who do not understand the process of consensus building.

The traditional district governance model needs a redesign, not a replacement, according to Goodman and fellow researcher William Zimmerman. Advised by a broad-based board in a year-long study, they developed a consensus on the roles of school boards, superintendents, and board/superintendent teams that ought to be established in state law.



## SPECIAL REPORT

A publication of the Education Writers Association.

This EWA Special Report was produced with support from The Wallace Funds and its Leaders Count initiative.

The findings and recommendations of this report are solely the responsibility of EWA and its authors.

The Education Writers Association, founded in 1947, is the national professional association of education reporters and writers.

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### Photography Courtesy of:

Austin American-Statesman,  
*The (Westchester, N.Y.) Journal News*,  
and the Johnson Foundation.

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Published May 2003

Design by Rabil & Bates Design Company.

Printing by Camera Ready.



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# Trying SOMETHING DIFFERENT

**W**hile the vast majority of public school districts in this country are not ready to throw out the traditional governance structure, some are turning to alternatives. These are strategies to watch:

- In districts that practice site-based management, principals, teachers and parents are given some of the authority for decision-making that has traditionally rested with school board

members and superintendents. Chicago was an early example of the shift to individual school control after it was named the worst school system in the nation in 1987 by then-U.S. Education Secretary William Bennett. It has since reverted back to a more centralized model. Many districts have adopted versions of site-based decision-making.

- Charter school legislation allows teachers, parents or other citizens to open and operate their own public

schools under “charters” that free them from the constraints of traditional school district policies and regulations.

- Under school choice programs, the traditional role of the school board is eliminated as parents send their children to any school they wish and funding follows each child. A panel put together by Education Commission of the States recommended a model where school boards contract with every school instead of running entire systems themselves. Paul Hill of the University of Washington has proposed that districts operate charters for each school and that both the school board and the charters meet performance standards or lose their authority.
- Some have proposed that local schools be incorporated as a separate municipal or county

**Richard H. Goodman, William G. Zimmerman,**

## From New England School Development Council

### Responsibilities of Board/Superintendent Team:

- Having as its top priority the creation of teamwork and advocacy for the high achievement and healthy development of all children in the community
- Providing education leadership for the community, including the development and implementation of the community vision and long range plan, in close collaboration with principals, teachers, other staff and parents.
- Creating strong linkages with social service, health and other community organizations and agencies to provide community wide support and services for healthy development and high achievement for all children.
- Setting districtwide policies and annual goals, tied directly to the community’s vision and long-range plan for education.
- Approving an annual school district budget, developed by the superintendent and adopted by the board
- Ensuring the safety and adequacy of all school facilities.
- Providing resources for the professional development of teachers, principals and other staff
- Periodically evaluating its own leadership, governance and teamwork for children.
- Overseeing negotiations with employee groups.

### Responsibilities of School Board:

- Selecting, working with and evaluating superintendent
- Serving as advocates for all children teachers, and other staff by adopting “kids-first” goals, policies and budget
- Maintaining fiscal responsibility and fiscal autonomy, with the authority to appropriate local funds necessary to support the board-approved budget
- Delegating to the superintendent the day to day administration of the school district, including student discipline and all personnel matters

### Responsibilities of Superintendent:

- Serving as chief executive officer to the board of education, including recommending all policies and the annual budget.
- Supporting the board of education by providing good information for decision-making
- Overseeing the educational program
- Taking responsibility for all personnel matters
- Developing and administering the budget
- Managing business and financial matters, bids and contracts, facilities, transportation, etc.
- Developing and supporting districtwide teams of teachers and other staff working to improve teaching and learning and supporting local school councils of staff, parents and students
- Taking care of day to day management and administrative tasks including student discipline and personnel issues.

department, or run by a group that would oversee comprehensive education, health and social services for children and families.

Some reforms focus on the superintendency itself, with boards opting to hire leaders with corporate or military experience rather than educational expertise. It is a trend gaining momentum, with Seattle, Chicago, Los Angeles, and New York City as prime examples. In still other cases, the traditional superintendent's role has been divided up, and its duties split between a chief executive officer, generally a non-educator, and chief educational officer. In San Diego, for example, Anthony Alvarado has served as chancellor for instruction with Alan Bersin, a former federal prosecutor, as chief education officer, although he planned to resign in September 2003 and scaled back his work with the district to part-time recently.

A big innovation to watch is mayoral control of school districts. Beginning in the mid-1990s, states have turned over at least partial control of urban school districts to mayors in Chicago, Philadelphia, New York City, Cleveland, Detroit, Oakland, and Boston.

Mayoral takeovers can be good for students and in the mayors' own best interests, according to Thomas Glass of the University of Memphis: "Large cities struggling hard to retain businesses, renew Although core areas, and attract new investments hardly need a highly publicized, failing school district." There is no evidence mayoral takeovers have yet increased student achievement, he believes school boards appointed by mayors are more stable than elected boards, and the districts they oversee, more efficiently managed.

Stanford University education professor Michael Kirst agrees that the model has potential. "These are typically school systems mired in bureaucracy with boards that cannot establish a clear directive for improvement," says Kirst. "What they need is a quick, large jolt,

and mayors have been able to deliver that in some cases." Kirst says mayors who take over schools need to have a lot of confidence in their leadership ability. "You have to be a pretty bold person to say, 'I'm willing to be held accountable for this system with all of its problems that's hard to turn around.'"

Schools in Chicago, Boston and Cleveland, where residents recently voted to continue mayoral control, have improved, according to Kirst. "They're not really high quality, but are on the right track," he says. The reason mayoral control has failed in cities such as

Detroit and Oakland is that the mayors there were not given, or were not willing to accept, full control, he says.

A study comparing mayoral-controlled school districts, completed in 2002, found different results but, in all three, no perceptible change in student achievement. Similarly, Baltimore changed its governance *from* mayoral control to a partnership between the state and the district, and only after more than four years and three superintendents (plus one interim) were there signs of improved student achievement.

## Check the EFFECTIVENESS of the COMMUNITY

**J**ust as schools depend on district leadership, districts depend on the strengths of their communities. "If I were thinking about reforming a school district, the first place I'd look is to the community," Glass says, noting that very few effective schools are found in what he calls "disorganized" communities — places where citizens fail to agree on major social and educational issues. "I'd ask, 'Does the community know where the district is in terms of achievement and program effectiveness? What are the community's educational priorities? What does the community want the school district to do? Is there support for those things? Are people willing to pay for them? To participate in the process?'"

The MDRC study notes that successful urban districts engage the community. Not only must the school board and superintendent agree that improved

student achievement is the top priority, but so must community leaders. The general public should be providing feedback as well, it concludes.

In his book, *Leadership Without Easy Answers*, Heifetz says that leaders "must challenge their communities to face problems for which there are no simple, painless solutions." And, successful reform efforts require long-term, committed support from outside the school system, says Hill in his book, *It Takes A City: Getting Serious about Urban School Reform*. "Superintendents are good sources of day-to-day leadership, but given their short tenures, their efforts are not enough," according to Hill. "Leadership must come from a longer-lasting source and one that is both more deeply rooted in the community than a superintendent and less protective of the status quo than a school board or central office."

# Conclusion: LEADING for LEARNING

**T**he ability of a superintendent or a school board to engage in community building and shared decision-making, or, for that matter, to adroitly navigate a school district's often-turbulent political waters, is meaningless unless such efforts improve student achievement.

The goal must be to become true instructional leaders focused on providing a school environment in which quality teaching and learning can flourish. How to get there? Demand that school board members and school

superintendents measure their own effectiveness by one and only one measure: according to how well their students achieve.

Focusing on school leadership without addressing other issues – i.e., the social conditions that put children at risk of doing poorly in school, teacher quality, or inadequate school financing – is indeed shortsighted. Yet, the emerging research suggests that improving student achievement across a district will only occur under leaders who are collaborative rather than confrontation-

al and know how to use politics to bring about change. Those leaders need a vision and plans to achieve that vision. Their decisions must be based on hard data rather than conjecture. And they must have the political will and personal commitment to stay the course rather than succumb to the lure of a quick fix.

Although no one is minimizing the impact that gifted teachers have on student performance, the Institute for Educational Leadership says teachers alone can't make better learning a reality for all students in a school system. "Real learning seldom takes place without sensitive yet forceful guidance from those who fill education's leadership positions – leaders who focus on the importance of developing high-performing organizations, enlightened public attitudes, and a realistic set of priorities."

## Sources

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Effective  
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Effective Boards

Finding  
The  
Right Fit

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---

**[board] Board meeting 6/17/20 - SRO's**

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**From :** THE ALAN BAKERS Mon, Sep 14, 2020 09:46 PM  
<dabakers@yahoo.com>

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Board meeting 6/17/20 - SRO's

**To :** board@4j.lane.edu

**Reply To :** THE ALAN BAKERS  
<dabakers@yahoo.com>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

To the board,

I was in disbelief to return to work and find that the school district voted against continuing its contract with EPD and thus removing SRO's from schools. I took the time to listen to the recorded meeting and am left confused. I repeatedly heard "this model isn't working" - what does this mean?? Why is it

not working? National data means little to me - you can't compare apples to oranges, we are Eugene and the data needs to reflect such.

Why were statements made such as "Safety of staff and students should be our number one concern" and "this is the biggest decision we've had to make on the board and we need to take the time to really consider this" but in the end, the two newest board members pushed to make the decision urgently and in haste. How oppressive it feels to have others making hasty decisions that affect the safety of myself, my children and so many more but NOT the decision-makers themselves.

4j board members don't work in school buildings, you could never grasp all that is done by an SRO. My job is unique in that it requires me to be in a different 4J school building each day of the week and there have been weeks that I have seen officer Nick each day - in Elementary, Middle, and the High school. The duties that I witnessed officer Nick, in the North region, perform were too many to list. The relationships he works to establish with staff, students, 4j families, homeless people who are regularly present in our region, local business employees, etc. is invaluable. He's grown familiar with how to work best with each of these community members and it is irreplaceable. He values and puts in extra effort for community outreach and establishing positive relationships with all students. Calling 911 for support can escalate a situation that Nick would have known how to deescalate. What a disservice to our schools and community that you have devalued! I would love to hear what ideas you have that you believe will replace this position.

I am a 4j employee

I am a mother of 2 current and 2 graduated 4j students

I am a Eugene community member since birth

I am a property taxpayer

I am afraid to see the results of this decision that doesn't affect those involved with making it. I am afraid for the safety of my children, their classmates, myself, and my fellow staff members.

I hope I can feel "heard" as was appreciated by Martina at the end of this board meeting.

Monika Baker

---

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**Zimbra****fjordbeck\_l@4j.lane.edu**

---

**[board] Public Comment**

---

**From :** Harry Sanger  
<harry.j.sanger@gmail.com>

Wed, Sep 16, 2020 03:01 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public Comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear 4J Board Members,

I continue to be disappointed in 4J's lack of response to parents that wanted an in-person option to begin the school year. The district continues to defer to public safety but as more information about Covid-19 comes out, the governor's response does not seem commensurate with the threat to our children. As school districts reopen, I am seeing firsthand reactions from parents across the country whose needs are not being met by remote learning, similar

to our experience in 4J this past spring. Our family considered removing our child from the district in favor of homeschooling, but did not want to distance her from friends and are giving 4J the benefit of the doubt that you can better execute remote learning this fall. If you are unable to begin in-person classes in a timely manner, I fear that our children will be the ones who suffer. Please show that you are considering their learning, special needs, and mental health. Please open a dialog with parents who want an option to send their children to school and demonstrate that you believe our voices are important to hear.

Thank you,

Harry Sanger

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public comment**

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**From :** Katrina Stewart  
<katrina@theologybooks.com>

Tue, Sep 15, 2020 08:56 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] Public comment

**To :** board@4j.lane.edu

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Greetings,

We hope this finds all of you well during this difficult time.

As you know, Eugene is facing multiple major crises, especially an epidemic of poverty and homelessness.

We want to encourage 4J to allow the City of Eugene, Lane County, and our local nonprofits to use 4J land underutilized facilities for housing the unhoused beginning immediately and until such time<sup>32</sup> the City of Eugene has

significantly more housing options for the unhoused.

Citizens in our community are dying from poverty. We beg 4J to make underutilized facilities available until the City of Eugene/Lane County ramp up their housing options for the unhoused.

Thank you for considering our request.

Peace to all,

Tyler and Katrina Stewart  
Ward 2, South Eugene

---

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**[board] public comment**

---

**From :** Maya Rabasa  
<mayarabasa@gmail.com>

Wed, Sep 16, 2020 03:51 PM

**Sender :** board <board-bounces@4j.lane.edu>

**Subject :** [board] public comment

**To :** board  
<board@4j.lane.edu>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Board of Directors,

I hope this email finds you safe and well.

I am looking forward to being able to see the meeting take place. This will be tremendously helpful in making meetings more accessible and feeling connected to you. I appreciate the efforts made to put this in place.

Related to this pursuit of accessibility and connection, please move the statements from board members back to the beginning of the board meetings. For many people, it's not feasible to sit through the whole board meeting to hear where our district leadership stands on district and community issues as well as reports on recent events attended. Keeping the community connected to board members is imperative and hearing your statements every two weeks is a meaningful medium for connection. Moving the statements to the end of the meeting will make it very difficult for a large section of our community to regularly hear from you all.

Thank you,  
Maya Rabasa

---

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**Zimbra****fjordbeck\_l@4j.lane.edu**

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**[board] Public Comment**

---

**From :** serenitystar80@aol.c Thu, Sep 17, 2020 04:22 PM  
om

**Sender :** board <board-  
bounces@4j.lane.edu  
>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

**Reply To :** serenitystar80@aol.c  
om

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Dear Board Members of 4J School District,

I am a parent of a child who has been a part of 4J Schools for years and this year I had really hoped to move her to an online virtual charter school. We have been on the waiting list for that school for 2 years. I haven't seen an update on where the 4J School district stood in terms of allowing these requests to be made so I am reaching out to you asking that you please allow these requests to happen.

I've been notified this week that Oregon has a 3% cap rule on transfers to out of district online virtual charter schools and some districts have

reached that cap and are considering the requests on a case by case basis.

Please understand that I would never have made the request if it wasn't in my daughters best interest to have a different learning format. I just put in my 'intent to enroll' letter to you and hopefully will receive a positive result. Otherwise I will have to appeal because there are very real reasons for this request that I don't want to discuss in this letter unless I have to.

Sincerely,  
Valerie

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**[board] Public Comment**

---

**From :** Tyler Stewart  
<wylertay@icloud.com  
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Tue, Sep 15, 2020 09:33 PM

**Sender :** board <board-  
bounces@4j.lane.edu>

**Subject :** [board] Public  
Comment

**To :** board@4j.lane.edu

**Cc :** Katrina Stewart  
<katrina@theologyboo  
ks.com>

**STOP. THINK. VERIFY.** This message is not from a 4J address. Stop, think, and verify the source before you click links, open attachments, or respond. Never share passwords or confidential information.

Subject: Encouragement for 4J to allow use of school facilities and property for the unhoused

Greetings,

I hope this finds all of you well during this difficult time.

38

As you know, Eugene is facing multiple major crises,

especially an epidemic of poverty and homelessness.

I want to encourage 4J to allow the City of Eugene, Lane County, and our local nonprofits to use 4J facilities and property for housing the unhoused beginning immediately and until such time the City of Eugene has significantly more housing options for the unhoused.

Citizens in our community are dying from poverty. It is absolutely heartbreaking. I beg 4J to make underutilized facilities available until the City of Eugene/Lane County ramp up their housing options for the unhoused.

Thank you for considering our request.

Peace to all,

Tyler and Katrina Stewart  
Ward 2, South Eugene

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## ITEM FOR ACTION – CONSENT AGENDA

### Date of Meeting

September 16, 2020

### Title

Approve Personnel Actions

### Presenter

Karen Hardin, Director of Human Resources

The superintendent recommends that:

### 1. *The following teachers and licensed employees listed below be elected for the 2020/2021 school year:*

Name	Title	Location	FTE	Hire Date
Karyn Bayer	Immersion Classroom Teacher	Buena Vista Elementary School	1.0	09/01/2020
Beth Brex	Facilitating Teacher	Gilham Elementary	0.5	09/01/2020
Garrett Bridgens	Principal	Charlemagne French Immersion	1.0	07/28/2020
Gloria Carbajal	Classroom Teacher	River Road/El Camino del Rio Elementary	1.0	09/01/2020
Allan Chinn	Principal	Holt Elementary	1.0	07/28/2020
Katelin Downes	Immersion Classroom Teacher	Buena Vista Elementary	1.0	09/01/2020
Haley Ellis	Immersion Classroom Teacher	Buena Vista Elementary	1.0	09/01/2020
Misael Flores Gutierrez	Equity, Instruction and Partnerships Administrator	Instruction Dept.	1.0	07/13/2020
Erin Gaston	Principal	Howard Elementary	1.0	07/28/2020
Stuart Grenfell	Radio Station Operations Manager	KRVM	1.0	07/08/2020
Joseph Hadley	Assistant Principal	South Eugene HS	1.0	07/24/2020
Xiaowen Jensen	Immersion Classroom Teacher	Chinese Immersion	1.0	09/01/2020

Courtney Leonard	Principal	Roosevelt Middle School	1.0	07/24/2020
Skye Lipson	Classroom Teacher	Gilham Elementary	1.0	09/01/2020
Kimberly McManus	Student Success Coordinator	Holt Elementary	1.0	09/01/2020
Lavinia Page	Principal	Gilham Elementary	1.0	07/28/2020
David Pete	Classroom Teacher	Family School	1.0	09/01/2020
Stephanie Randall	Assistant Principal	Gilham & Willagillespie Elementary Schools	.50/.50	07/28/2020
Lauren Reed	Classroom Teacher	Twin Oaks Elementary	1.0	09/01/2020
Siqin Taoli	Immersion Classroom Teacher	Chinese Immersion	1.0	09/01/2020
Nicole Thorburn	Classroom Teacher	Charlemagne French Immersion	0.5	09/01/2020
Mark Watson	Assistant Principal	Cal Young Middle School	1.0	07/24/2020
Regina Wilde	Assistant Principal	Madison Middle School	1.0	07/24/2020

**2. The following resignations be accepted:**

<b>Name</b>	<b>Title</b>	<b>Location</b>	<b>Reason</b>	<b>Effective Date</b>
Chava Beinin	English Language Arts Teacher	Roosevelt Middle School	Retirement	09/01/2020
Juan Cuadros	Principal	Kelly Middle School	Resignation	08/14/2020
Diane Downey	English Language Arts Teacher	North Eugene High School	Retirement	09/01/2020
Patrick Hawke	Computer Teacher	Sheldon High School	Resignation	07/31/2020
Tiffany Jeanette	Classroom Teacher	Family School	Resignation	07/31/2020
Melissa Landis-Padron	Classroom Teacher	Gilham Elementary	Resignation	08/17/2020
Dani Lang	Nurse	SSD	Resignation	08/17/2020
James Lanier	Visual Arts Teacher	Sheldon High School	Retirement	09/01/2020
Qianying Luo	Classroom Teacher	Family School	Resignation	07/31/2020
Brittany Nelson	Math Teacher	Kelly Middle School	Resignation	07/31/2020
Kimberlee Pelster	Secondary Special Education Consultant	SSD	Resignation	08/21/2020
Adrienne Pierce	Social Studies	Roosevelt Middle	Resignation	08/04/2020

	Teacher	School		
Ashley Robinson	Math Teacher	ECCO	Resignation	07/31/2020
Michelle Squires	Classroom Teacher	Twin Oaks Elementary	Resignation	08/07/2020
Aubrey Slaeker	Classroom Teacher	Twin Oaks Elementary	Resignation	07/31/2020
Megan Sullivan	Special Education Teacher	Cal Young Middle School	Resignation	08/04/2020



## ITEM FOR ACTION – CONSENT AGENDA

### Date of Meeting

September 16, 2020

### Title

Approve Agreement with EEA on Compensation and Other Conditions of Employment

### Presenters

Christine Nesbit, General Counsel

### Background

The Eugene Education Association, representing licensed employees, and the district are parties to a collective bargaining agreement that expired on June 30, 2020. Representatives of the parties have exchanged proposals and have reached tentative agreement on a proposed agreement. The proposed agreement:

- Extends the 2017-20 collective bargaining agreement through June 30, 2021
- Increases the district's monthly contribution towards health insurance by \$30
- Provides a cost of living increase of 1.75%
- Requires a work group of labor and management representatives to study and identify solutions to ensure pay equity in leadership stipends with a goal of reaching tentative agreement on proposed resolutions.
- Freezes the athletics extra duty salary schedule at 2020-21 levels and provides up to six years for current licensed coaching staff to be transitioned to a new salary schedule. Requires a labor management work group to develop a new salary schedule for future adoption.
- Provides, with respect to each of the labor management work groups, a mechanism for the parties to seek the assistance of the state conciliator.

EEA members have voted to approve the agreement.

EEA and district representatives continue to negotiate about working conditions unique to distance learning and the district's implementation of ODE state guidance. The results of these negotiations will be presented to the board for approval at a future meeting.

### Budget/Resource Implications:

The proposed MOA increases costs for licensed staff by \$1.8 Million over present levels.

### Recommendation

The Superintendent recommends approval of the proposed Memorandum of Agreement with EEA on Compensation and Other Conditions of Employment

**MEMORANDUM OF AGREEMENT**  
**BETWEEN**  
**EUGENE EDUCATION ASSOCIATION**  
**AND**  
**EUGENE SCHOOL DISTRICT 4J**

1. Except as modified in this Memorandum of Agreement, or other written agreement ratified by the parties, the Eugene Education Association (EEA) and Eugene School District 4J (District) agree that the terms of the 2017-20 Collective Bargaining Agreement are extended through June 30, 2021.
2. The parties agree to modify the CBA as follows:

2.6 EFFECTIVE DATE:

- 2.6.1 This Agreement shall take effect upon its ratification date, and shall be implemented on that date except when another date is specifically designated.
- 2.6.2 This Agreement shall remain in full force to and including June 30, ~~2020~~2021.

4.1 PROFESSIONAL SALARY PLAN:

The professional salary plan for all unit members, except as herein provided, shall be as described below.

- 4.1.1 The ~~2017-18, 2018-19, and 2019-20~~ 2020-21 professional salary plans shall be as in Appendix A. The ~~2016-17~~ 2019-20 salary schedule shall be increased by ~~two and one tenth percent (2.1%)~~ one and three quarters percent (1.75%) effective ~~August 27, 2020~~ July 1, 2017. ~~The 2017-18 salary schedule shall be increased by one and eight tenths percent (1.8%) effective July 1, 2018. The 2018-19 salary schedule shall be increased by two percent (2%) effective July 1, 2019.~~
- 4.1.2 The amount of each horizontal and vertical step on the professional salary plan shall be three and seven-tenths percent (3.7%) greater than the immediately preceding step.
- 4.1.3 Step 16, only for columns MA+45 and MA+90, is three percent (3%) greater than the preceding step. Step 16, only for the first five columns, and Step 17 for the last two columns, is two and three quarters percent (2.75%) over the prior step.

6.1 INSURANCE: FULL TIME:

The District's monthly insurance contribution for each full time equivalent (FTE) unit member is ~~one thousand two hundred dollars (\$1,200)~~ one thousand two hundred and thirty dollars (\$1230) per month for the period October ~~2017~~ 2020 through September ~~2021~~. ~~There will be a one-time transfer~~





## ITEM FOR INFORMATION

### Date of Meeting

September 16, 2020

### Title

Receive Update on District Plan for Return to Learning

### Presenter

Cydney Vandercar, Superintendent

### Background

School districts across Oregon are preparing to return to learning in the 2020–21 school year, with plans to support students' well-being and academic progress while protecting students and staff from the spread of COVID-19. Eugene School District 4J's return-to-learning plan has been established in alignment with state requirements issued by Gov. Kate Brown, Oregon Department of Education and Oregon Health Authority, including ODE guidance *Ready Schools, Safe Learners: Guidance for School Year 2020–21* and *Comprehensive Distance Learning*.

The McKenzie Fire near Eugene–Springfield has had impacts including thick wildfire smoke causing hazardous air quality for a prolonged period, which has prevented the distribution of technology to about half of the students in the district. The board on September 10 approved revisions to the school calendar to delay the start of school by a week, make up some school days later in the year, and balance the trimesters. Winter break, spring break, and the end of the school year have not changed; the last day of school for students is still Thursday, June 17.

4J students will return to learning on Monday, September 21, one week later than previously scheduled. During the week of September 14–18, schools will distribute student learning devices, students can pick up grab-and-go school meals at no charge, and teachers and staff will continue to prepare to get teaching and learning off to a great start in the new school year.

School will be a hybrid of online and on-site learning over the course of the school year. 4J schools will begin the school year with teaching and learning online, in the instruction model identified by the state as "Comprehensive Distance Learning." While students are learning online, there will be some limited on-site instruction and supports for individual students or small groups, but not regular classes or full grade levels attending school on-site.

Most students will engage in comprehensive distance learning with their regular school. Parents were given the option to elect for their student to remain 100% online and stay connected with their current school, when schools begin on-site learning in a hybrid model. The parents of about 10,000 students indicated they plan to return to school on-site in the hybrid model when it begins, and about 3,000 students will continue learning online. Nearly 1,000 students, some from every school, have opted to enroll in the Eugene Online Academy, an alternate option for 100% remote learning.

At a later point, when public health conditions allow, students will resume on-site learning in a "Hybrid Learning Model," with students attending school on-site and online in alternating weeks. With other school calendar changes, the potential start date for hybrid learning has been changed to January 5, after winter break. The district will decide and announce before winter break if on-site learning can begin in January.

Health and safety measures for on-site instruction in compliance with state requirements are articulated in the district's COVID-19 Communicable Disease Management Plan and Operational Blueprint for School Re-Entry—Comprehensive Distance Learning, Limited On-Site Instruction & Hybrid Learning. Schools will be prepared to transition back to all off-site learning if needed based on public health circumstances.

Staff will provide an update on the district's plan to return to learning for the 2020–21 school year.



## ITEM FOR ACTION (Second Read)

### Date of Meeting

September 16, 2020

### Title

Consider Approval of Board Resolution 2020-04 Supporting the City of Eugene's Low-Income Rental Housing Property Tax Exemption (LIRHPTE) Program

### Presenter

Andrea Belz, Director of Financial Services

### Background

The City of Eugene is requesting that the Eugene School District 4J Board adopt Resolution 2020-04 supporting the State of Oregon's and the City of Eugene's policy that allows the City to grant 20-year property tax exemptions to low income rental housing providers in Eugene (the LIRHPTE program). Pursuant to ORS 307.519(2), the 4J Board's written concurrence with the LIRHPTE program is necessary in order for the County Assessor to exempt eligible low-income rental housing providers from all property taxes.

In order to facilitate the development of affordable housing for low income Eugene residents, the Eugene City Council added Sections 2.937 – 2.940 to the Eugene Code, adopting the State's Low Income Rental Housing Property Tax Exemption policy (ORS 307.515 to 307.523). The City's LIRHPTE program provides the process and approval criteria for granting 20-year property tax exemptions to eligible owners of low income rental housing properties.

The 4J Board of Directors has previously expressed support for the LIRHPTE program. In 2009 the Chair of the 4J Board of Directors wrote a letter to the Oregon State Legislature in support of extending the enabling legislation for the program, and a resolution was passed by the Board on March 14, 2018, continuing support for this program.

When LIRHPTE tax exemptions are granted, the City and other local taxing districts forgo revenue. Pursuant to ORS 307.519(2), the tax exemption is limited to the City's tax rate, and does not exempt applicants from other property tax rates (e.g. schools, county) unless the 4J School District adopts a resolution supporting Eugene's LIRHPTE program. If the 4J Board adopts resolution 2020-04, eligible low-income housing providers will continue to be exempt from all property taxes. Without the full tax exemption, it is far less likely that developers will undertake development of low-income rental housing in Eugene.

The Oregon Legislature recently extended the deadline for filing low-income rental housing property tax exemption applications until July 1, 2030. On May 26, 2020, the Eugene City Council adopted an ordinance extending Eugene's LIRHPTE program in accordance with state law. Therefore, based on ORS 307.519(2), the City of Eugene is requesting that the 4J Board adopt resolution 2020-04 in support of the extension of Eugene's LIRHPTE program to allow low-income property tax exemption applications to be filed until July 1, 2030. In the past, the State Legislature has typically extended application deadlines for periods of ten years. The previous deadline was January 1, 2020.

**Options and Alternatives**

Ellen Meyi-Galloway, a representative of the City of Eugene Planning and Development Department, presented additional information regarding this program at the September 2, 2020, Board of Directors meeting. She answered several questions posed by the Board, and promised to provide written answers to two questions before the next Board meeting. Her response has been included with this report as Attachment A.

The Board may adopt the Resolution in support of the LIRHPTE program, or choose not to do so at this time. Continued acceptance of the program promotes the development of low-income housing in the district, but does result in lower tax revenue receipts to support district operations. For the fiscal year ended June 30, 2019, acceptance of this tax exemption program reduced tax revenue receipts by \$487,843.

**Recommendation**

The Superintendent recommends adoption of Resolution 2020-04 in support of the LIRHPTE program in support of affordable rental housing in Eugene.

Attachment A

Ellen Meyi-Galloway  
City of Eugene Planning and Development

- The 4J Finance report estimated that 4J forgoes approximately \$500,000 in tax revenue annually because of the 30 affordable housing developments receiving LIRHPTEs in the 4J district . The question was how much does the City of Eugene forgo in taxes related to the LIRHPTE program? Maurizio Bottalico, Sr. Finance Analyst with the City of Eugene, provided this reply:

Lane County Assessment & Taxation puts together an annual report regarding tax abatement programs including LIRHPTE, MUPTE, Enterprise Zone, and a couple of others. You can find these reports here: <https://lanecounty.org/cms/One.aspx?portalId=3585881&pageId=8524710>.

The “Summary” provides a high-level overview of each program and the “Report” provides the details that you are looking for. If you click on the 2018-19 Report a spreadsheet will open up. Then click on the “By Exemption” tab and look for the exemption type called “Housing for Low Income Rental - ORS 307.517”, which I’ve copied below. This shows the actual 2018-19 (FY19) taxes imposed on LIRHPTE accounts from each taxing district and what the taxes would be without the exemption. Therefore, the difference between the two right-hand columns represents the revenue impact to each taxing district from LIRHPTE. I believe this is where 4J got their number.

Please note this data represents a simplified view of our complex property tax system. In reality, the figures below can be further subdivided into revenue that is truly foregone vs. revenue that is actually shifted to other taxpayers (i.e. not foregone by the taxing districts). However, it sounds like this data will suit your purposes of determining the relative impact of LIRHPTE among the various taxing districts. Let me know if you would like to learn more about revenue loss vs. revenue shift.

Taxing District	Exemption Type	# of Accounts	2018-19 Taxes	Taxes Without Exemption
BETHEL SCHOOL DISTRICT 52	Housing for Low Income Rental - ORS 307.517	6	0.00	12,980.03
CITY OF EUGENE	Housing for Low Income Rental - ORS 307.517	73	5,429.22	539,728.12
EUGENE SCHOOL DISTRICT 4J	Housing for Low Income Rental - ORS 307.517	67	5,129.50	492,972.82
EUGENE URBAN RENEWAL DOWNTOWN	Housing for Low Income Rental - ORS 307.517	73	231.54	22,705.82
LANE COMMUNITY COLLEGE	Housing for Low Income Rental - ORS 307.517	73	553.87	55,061.05
LANE COUNTY	Housing for Low Income Rental - ORS 307.517	73	1,189.57	118,257.09
LANE EDUCATION SERVICE DISTRICT	Housing for Low Income Rental - ORS 307.517	73	145.90	14,505.09
			12,679.60	1,256,210.02

2. There was a question about the eligibility rules around the program. I responded at the meeting that the LIRHPTE is provided for rental housing that is affordable to households earning no more than 60% of area median income (AMI). It is possible (though rare) for owners of multi-family property to receive partial exemptions if some of the housing units are for higher income levels, or if there is a commercial component of the development that cannot be exempted. A follow-up question was, what are the rents that are affordable to households earning 60% AMI? Below are two charts that are published annually by the US Department of Housing and Urban Development (HUD) for the Eugene-Springfield area. The first shows the 60% AMI income levels adjusted for household size. The second shows the approximate rent plus utilities that are affordable to households earning 60% AMI, based on unit size. Although LIRHPTE is a local program, Eugene requires HUD published 60% AMI income tables to verify eligibility of tenants, and uses the High HOME rent table as a guide for maximum rent plus utilities. As I discussed in the presentation, owners must demonstrate annually how the LIRHPTE savings are applied directly to lowering rents.

2020 - HUD INCOME LIMITS – EUGENE/SPRINGFIELD, OREGON							
Persons in Household	1	2	3	4	5	6	7
60% AMI	29,400	33,600	37,800	42,000	45,360	48,720	52,080
2020 - HUD HOME RENTS (includes utilities) – EUGENE/SPRINGFIELD, OREGON							
Unit Size	Studio	1-Bedroom	2-Bedroom	3-Bedroom	4-Bedroom		
High HOME Rent (60% AMI)	773	833	1002	1149	1263		

Eugene School District 4J  
School Board Resolution 2020-04

***Resolution agreeing to the policies of providing tax exemptions for low-income rental housing properties under ORS 307.515 to 307.523 and Sections 2.937 – 2.940 of the Eugene Code, 1971.***

WHEREAS, in 1990, the City added Sections 2.937 – 2.940 to the Eugene Code, 1971, adopting the State’s Low-Income Rental Housing Property Tax Exemption policy under ORS 307.515 to 307.523 (LIRHPTE); and

WHEREAS, the LIRHPTE enables governing bodies to grant 20-year property tax exemptions to qualified low-income rental housing properties that file exemption applications before July 1, 2030; and

WHEREAS, these tax exemptions facilitate the development of affordable housing for low income Eugene residents; and

WHEREAS, pursuant to ORS 307.519(2), if a taxing district’s rate of taxation, when combined with the rate of taxation of the governing body that adopted the exemption policy, equals 51 percent or more of the total combined rate of taxation on the property granted the exemption, the local taxing district’s governing board must agree to the exemption policy in order for the County Assessor to exempt the property from all property taxes; and

WHEREAS, ORS 307.519(2) is applicable to the Eugene School District 4J and, therefore, before the County Assessor will completely apply the tax exemptions to properties granted exemptions by the City, the 4J Board must concur with the policy of exemption;

**NOW, THEREFORE, BE IT RESOLVED THAT** the Eugene School District 4J Board agrees to the policy of providing property tax exemptions for low income rental housing properties as provided in ORS 307.515 to 307.523 and Sections 2.937 – 2.940 of the Eugene Code, 1971. This Resolution takes effect upon adoption.

Passed by the Eugene School District 4 J Board the 16th day of September, 2020.

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Mary Walston, Chair



## ITEM FOR ACTION

### Date of Meeting

September 16, 2020

### Title

Approve Oregon School Boards Association Membership for 2020–21

### Presenter

Kerry Delf, Chief of Staff

### Background

The board annually renews membership in the Oregon School Boards Association (OSBA), participation in the OSBA Legal Assistance Trust, and subscription to OSBA policy update and web hosting services.

OSBA services are utilized by district staff as well as the board, and membership is required for the district to continue to purchase policy services and the BoardBook paperless system for board meetings and materials. The OSBA annual membership fee, based on the number of students in the district, is \$10,823. OSBA has not increased membership rates for several years.

OSBA's Legal Assistance Trust is a financial resource to school districts, community colleges and ESDs facing costly legal battles that have statewide education impact. A case accepted by the Trust typically receives 50 percent reimbursement for legal fees. The annual subscription cost for the OSBA Legal Assistance Trust for the 2020–21 school year is \$3,200. The regular rate for a district over 10000 students is \$4,000, but the Trust voted in 2017 to reduce the cost of dues by 20% and has kept that rate reduction in place in succeeding years.

OSBA policy update and web hosting services are purchased at an additional cost of \$1,095 per year and relieve the district of significant costs that would otherwise be incurred. The district must be an OSBA member in order to purchase this additional service. OSBA services include:

- *Legislative analysis and recommended policy updates:* OSBA analyzes new legislation, identifies board policies that need to be revised or created, and provides sample policies. There is no known alternate vendor that provides a similar policy service for Oregon school districts.
- *Web hosting:* OSBA hosts and maintains 4J's online board policy manual. Once the board approves a policy change, OSBA updates the policy online and ensures that legal reference links are active.
- *Information and advice:* Staff contact OSBA for information and advice regularly during the school year. If OSBA consultation services were not available it would incur additional staff time to conduct research and additional costs for guidance from external legal counsel.
- *Publications and training:* OSBA offers annual training for board secretaries and board members, and publishes an annual calendar that is an important reference for required board actions by month.

### Recommendation

The superintendent recommends renewing annual membership in the Oregon School Boards Association, OSBA's Legal Assistance Trust, and Online Policy Manual Hosting Services for 2020–21.



**Make Checks Payable To: Oregon School Boards Association**  
**1201 Court St. NE, Suite 400**  
**Salem, OR 97301**

EUGENE 4J  
 200 N MONROE ST  
 EUGENE, OR 97402-4278

Invoice No: 0019318  
 CRM No: 02097  
 Invoice Date: 08/05/2020  
 Acct Code: 20.004  
 PO#:

*Please quote invoice number  
 when making payment. Thank you.*

## 2020-2021 ANNUAL DUES INVOICE

<i>Invoice Item</i>	<i>Qty</i>	<i>Rate</i>	<i>Extended</i>
District Membership Dues 10 (10000-25000)	1.00		\$10,823.00
2020 District Member 10 (10000-25000) - Eugene 4J			
		Sub Total:	\$10,823.00
		Shipping:	
Reported ADMr: 16,353.0		Amount Paid:	\$0.00
		Balance Due:	\$10,823.00

\*As reported to the Oregon Department of Education. If your district has a charter school within its boundaries, your ADMr has been reduced by the 12/31 ADMr reported for your charter school(s).

For billing questions call Chris Davidson at (503) 588-2800.



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**Make Checks Payable To: Oregon School Boards Association**  
**1201 Court St. NE, Suite 400**  
**Salem, OR 97301**

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EUGENE 4J  
200 N MONROE ST  
EUGENE, OR 97402-4278

Invoice No: 02454  
Sage No:  
Invoice Date: 08/12/2020  
Acct Code: 20.004  
PO#:

*Please quote invoice number  
when making payment. Thank you.*

## INVOICE

<i>Invoice Item</i>	<i>Qty</i>	<i>Rate</i>	<i>Extended</i>
LAT District Dues 05 (above 10000) 2020-2021 Subscription Year	1.00		\$3,200.00
		Sub Total:	\$3,200.00
		Shipping:	
		Amount Paid:	\$0.00
		Balance Due:	\$3,200.00



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**Make Checks Payable To: Oregon School Boards Association**  
**1201 Court St. NE, Suite 400**  
**Salem, OR 97301**

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EUGENE 4J  
200 N MONROE ST  
EUGENE, OR 97402-4278

Invoice No: 0018917  
CRM No: 01616  
Invoice Date: 07/29/2020  
Acct Code: 20.004  
PO#:

*Please quote invoice number  
when making payment. Thank you.*

## INVOICE

<i>Invoice Item</i>	<i>Qty</i>	<i>Rate</i>	<i>Extended</i>
Policy Update - OSBA Web Hosting 2020-2021 Subscription Year	1.00		\$1,095.00
		Sub Total:	\$1,095.00
		Shipping:	
		Amount Paid:	\$0.00
		Balance Due:	\$1,095.00



**ITEM FOR ACTION (Second Read)**

**Date of Meeting**

September 16, 2020

**Title**

Approve Proposed Board Policy JHH – Student Suicide Prevention

**Presenter**

Christine Nesbit, General Counsel

**Background**

Senate Bill (SB) 52, also known as Adi’s Act and passed by the 2019 Legislature, directs districts to adopt a policy requiring a comprehensive plan on student suicide prevention for students in kindergarten through grade 12.

The law is prescribes subjects that must be included in the suicide prevention plan, and the policy proposed mirrors those requirements. It is recommended that the board adopt Board Policy JHH – Student Suicide Prevention as required by Oregon Revised Statute (ORS) 339.343.

**Recommendation**

The Superintendent recommends adoption of proposed board policy JHH – Student Suicide Prevention.

# Eugene School District 4J

Code: JHH  
Adopted: 09/XX/20

## Student Suicide Prevention\*\*

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
  - a. Youth bereaved by suicide;
  - b. Youth with disabilities, mental illness or substance abuse disorders;
  - c. Youth experiencing homelessness or out of home settings, such as foster care; and
  - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
  - a. When and how to refer youth and their families to appropriate mental health services; and
  - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis<sup>1</sup>; and
8. A process for designating staff to be trained in an evidence-based suicide prevention program.<sup>2</sup>

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

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<sup>1</sup> "Behavioral health crisis" as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual's mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual's mental or physical health.

<sup>2</sup> ODE will provide a list of available programs.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)



## ITEM FOR ACTION

### **Date**

September 16, 2020

### **Title**

Select Superintendent Search Firm Finalist(s) for Interviews

### **Presenter**

Christine Nesbit, General Counsel

### **Background**

The services of a consultant are needed to assist the school board with the search plan and recruitment process for a permanent superintendent of schools.

The district received four proposals in response to the RFP. At the September 16 meeting, the board will be determining which firms are the finalists to invite for an interview.



## ITEM FOR FUTURE ACTION

**Date**

September 16, 2020

**Title**

Appointment of Budget Committee Members

**Presenter**

Kerry Delf, Chief of Staff

**Description**

By statute, each school district in Oregon has a budget committee composed of the school board and an equal number of district residents appointed by the board. By law, budget committee members must reside within school district boundaries and be registered to vote; district employees are not eligible to serve on the committee.

The role of the district's budget committee is to hear the budget message, review the proposed budget, listen to comments from community members, then declare the tax rates and approve the budget totals to forward to the school board for adoption.

The budget committee's appointed positions have three-year terms, staggered so that approximately one-third of members' terms expire each year. There are three openings on the budget committee to be filled this fall: The terms of budget committee members Joshua Burstein, Bob Chandler and Merri Steele expired June 30, 2020. Committee members with expired terms may apply for reappointment.

The board's established process to fill budget committee openings has been to have the district solicit applications from community members interested in serving on the committee; invite applicants to speak briefly at a school board meeting or in more recent processes to be interviewed by the board in a work session; indicate initial preferences via an online survey; and then take action to select and appoint committee members at a following board meeting.

Recommended budget committee appointment process and timeline:

- Thursday, September 17 – Openings announced
- Wednesday, October 7 – Applications due
- Screening process if a large number of applications are submitted
- Wednesday, October 14 – Board interviews candidates in work session
- Board members complete online poll to indicate initial candidate preferences
- Wednesday, November 4 – Board ballots to select three candidates (may ballot multiple times if needed to achieve majority support), then takes action to appoint the selected candidates to the budget committee



**ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

**Date**

September 16, 2020

**Title**

2020-21 Board Goals

**Presenter**

Mary Walston, Chair

**Background**

The board reviews, affirms or revises Board Goals each year.



**ITEM FOR ACTION AT A FUTURE MEETING (First Read)**

**Date**

September 16, 2020

**Title**

Consider Approval Board Working Agreements

**Presenter**

Mary Walston, Chair

**Background**

The board annually reviews, affirms or revises Board Working Agreements.