

**MINUTES OF THE WORK SESSION AND REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

November 6, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30–6:30 p.m. and a regular board meeting at 7:00 p.m. at the 4J Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on November 1, 2019, and published in *The Register-Guard* on November 6, 2019.

ROLL CALL

BOARD MEMBERS:

Anne Marie Levis, Chair
Vice Chair Mary Walston
Alicia Hays
Gordon Lafer
Martina Shabram
Judy Newman
Jim Torrey

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
Andy Dey, Director of Secondary Education
Cheryl Linder, Director of Educational Support Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

Zoe Chihorek, IHS
Hannah Mitchell, North Eugene High School
Kassidy Hampton, Sheldon High School
Noa Ablow-Measelle, South Eugene High School

MEDIA: KRVM

OTHER: Ginni Canavan, Roscoe Caron, Posey Chiddix, Scott Collins, Laura Dahill, Kira Elliott, Sabrian Gordon, Kami Hendrix, Larry Koenigsberg, Holly Langan, Jason Miller, Violet Neal, Nabikshya Rayamajhi, Jenn Scott, Maureen Sherman, Linda Smart, Kathy Sterbank, Rose Wilde, Bobbie Willis, Matthew Yook, Colleen Young, Janet ()

I. WORK SESSION

1. Superintendent Goals

Chair Levis called to order at 5:34 p.m.

Ms. Hays attended the meeting via conference call.

Dr. Balderas explained the board previously approved the superintendent evaluation process. That evening they would discuss specific superintendent goals he would be evaluated on. He wanted to walk the board through each draft goal, although they would be approved at a later date. Under each goal, the superintendent would be evaluated on strengths and accomplishments, as well as areas for improvement or focus.

Throughout the superintendent's presentation, the document "Eugene School District 4J – Superintendent Evaluation Format 2019-2020 Academic Year" was referenced and discussed.

Goal one focused on educational excellence and outcome for every student part of the district's strategic plan. Dr. Balderas stated the four objectives were fairly broad.

Objectives:

- Objective 1
Support student learning with rigorous, relevant, consistent curriculum and clear expectations for teaching and learning.
- Objective 2
Provide instructional supports and systems to meet the needs of all students.
- Objective 3
Support struggling learners with interventions, resources and training.
- Objective 4
Streamline assessment system to provide effective, efficient, meaningful assessments to inform instruction and maximize time for learning.

In regard to Objective 1, Dr. Balderas thought there was good discussion around how ethnic studies fit in to adoption processes. Additionally, the middle school mathematics curriculum adoption process had been recently approved by the board; however, the district was still a bit short on curriculum for math.

The district also had music and health curriculum adoptions to complete. Dr. Balderas stated the district wanted to do all adoptions well and may need to slow down in some areas. He would keep board abreast on amount of adoptions possible due to staff bandwidth. He added the two core curriculums being adopted for the middle school level (math and social studies) truly impacted secondary education. Many adoptions at the elementary level had been completed in recent years.

Key Actions:

- Initiate and work to complete the social studies curriculum process.
- Initiate and complete the middle school mathematics curriculum process.
- Continue to implement K-12 intervention programs for reading and math.
- Review the special education department to assess areas of improvement.
- Begin the assessment pilot process to support students.
- Restructure of English Language Learner (ELL) Program
- Continue implementation of Behavior Framework:
 - Positive Behavior Interventions and Supports (PBIS)
 - Social Emotional Learning (SEL)

Dr. Balderas addressed the Behavior Framework and stated the district wanted uniform implementation the same across levels to ensure there was a cohesive social emotional learning program with schools.

Additionally, administration wanted a review of the special education department to assess areas of improvement. He anticipated the assessment being completed and findings being presented to the board in Spring 2020.

Dr. Balderas noted there was an increase of English Language Learners (ELL) students attending school within the district, so leadership was working to restructure the ELL program to ensure there were the correct supports for students and families. Karen Pérez-Da Silva was leading the project.

Dr. Balderas covered Goal II, Multiple Pathways to Student Success:

- Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.

Objectives included:

- Objective 1
 - Provide rigorous academic programs in both neighborhood and alternative (magnet) schools.
- Objective 2
 - Provide equitable educational opportunities at all comprehensive secondary schools.
- Objective 3
 - Provide strong and varied career and technical education programs.
- Objective 4
 - Support student engagement in alternative educational settings.

Key actions:

- Continue to articulate the immersion programs.
- Develop and implement the High School Success Plan (Measure 98) with full funding:
 - Equal Opportunity School
 - 9th Grade on Track
 - Expand Career Technical Education (CTE)
- Transition the ECCO school site to the district office and continue to enhance the experience for students for them to find success.
- Continue to implement the Eugene Online Academy to ensure that students have more options for their education.

- Begin process for PK-K alignment in Eugene.
- Continue to expand AVID Advancement Via Individual Determination to elementary schools.

Dr. Balderas specifically addressed equal opportunity schools. He explained staff conducted an audit of advanced placement courses to understand enrollment patterns for kids of color, and the systemic barriers those students faced. They would also look at how to eliminate barriers.

Dr. Balderas noted staff was excited to explore expanded CTE options, particularly for 9th grade while a main focus was sustaining current programs, staff would consider building additional programs such as manufacturing as there would be space at the new North Eugene High School.

Dr. Balderas thought a visioning session may be appropriate when looking to align pre-k and kindergarten programs, in order to work with community members. Ideally, Dr. Balderas would like to have a preschool at all elementary facilities.

Finally, Dr. Balderas reported AVID expanded to two elementary schools. AVID provided skill sets to kids, to improve academically. It worked for kids, and supported development of skills such as note taking and public speaking.

Dr. Balderas moved onto Goal III, Communication and Connection with Community:

- Foster proactive and positive communication, engagement and partnerships with stakeholders

Goal III Objectives:

- Objective 1
 - Implement a comprehensive communication strategy that provides timely, family-centered, two-way communication.
- Objective 2
 - Strengthen connections between our schools and our community.
- Objective 3
 - Support active school–family communication and engagement.
- Objective 4
 - Provide multiple pathways to engagement.

Key Actions:

- Hold monthly community meetings with the superintendent/board.
- Continue to improve our website to provide easier access to information for the community.
- Hold meetings and provide avenues for communication with staff/community to discuss/inform the Student Investment Account and how to budget additional dollars.
- Continue to provide and continually improve parent and public communications about district initiatives, issues, news and events.
- Communicate with community regarding bond updates.

Dr. Balderas shared detail on Goal IV, Diverse World-Class Workforce:

- Ensure that every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.

Goal IV Objectives:

- Objective 1
Attract, hire and retain high-quality, passionate and diverse staff.
- Objective 2
Elevate the professional capacity of our workforce to meet the needs of today's students.

Key Actions:

- Implement 4J's diversity hiring plan.
- Continue to expand 4J's hiring timelines to include pool hiring in the early spring.
- Develop a long-range strategic plan for onboarding staff.
- Continue to improve retention procedures (affinity groups, mentoring programs)
- Continue to work to expand relationships with colleges and universities and their pre-service programs.
- Implement and complete the equity pay study and provide recommendations to future issues.

Dr. Balderas stated the district was working with two associations – EEA and OSEA – to support Goal IV efforts. He noted doing so was a cost to the district.

He moved onto explaining Goal V Stable, Sustainable Stewardship:

- Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission.

Objectives:

- Objective 1
 - Optimize efficiencies and improve effectiveness.
- Objective 2
 - Provide transparent, accountable financial management.
- Objective 3
 - Allocate resources in an equitable manner to meet every student's needs.
- Objective 4
 - Develop a sustainable budget aligned to district goals, strategies and objectives.
- Objective 5
 - Provide safe, secure, sustainable learning spaces that meet educational needs.
- Objective 6
 - Optimize technology to meet instructional and operational needs.

Key actions:

- Implement the Business Plus program to help support the basic functions in finance.
- Continue to allocate resources based on the District Vision 2020 Strategic Plan.
- Implement additional safety protocols/procedures and develop a long-range plan for this area.
- Continue to implement our Districts Technology Plan.
- Transfer and implement 4J's nutrition program effectively.

Finally, Dr. Balderas moved onto the final page of the document and explained the evaluation on administrative performance. He noted there was an expectation to be involved in community and stated he was currently on 14 boards locally and within the state, such as the local chamber of commerce, the PeaceHealth board, and the Early Learning Alliance advisory committee. Dr.

Balderas was especially honored to be the superintendent representative for the state board. He concluded that it was important to have a voice in the greater community.

Dr. Balderas reiterated the Eugene School District: 4J Superintendent Evaluation Format, 2018-2019 Academic Year was a draft for board consideration. Some work was already being done.

Chair Levis asked how Dr. Balderas factored in work on SSA with the greater goals and objectives, along with his daily duties. Dr. Balderas said goal 3 really focused on SSA. He thought the work would be pressing in Spring 2020. It was important to host community meetings and be explicit on how to create intentional change with the \$13 million provided.

Chair Levis thought SSA needed to be factored into goals and objectives as more than a sub-bullet. Dr. Balderas agreed, SSA would impact many areas.

Ms. Newman commented that many key actions and priorities fit under strategies and goals. Dr. Balderas thought so too.

Mr. Torrey addressed Goal I, social emotional learning. He called school districts across the state and inquired what actions were being taken to train teachers on social emotional issues. Most stated they were not doing a good job in that specific area. He thought there were ways to approach the issue that weren't being implemented and estimated that 50% of kindergarteners had never been in a classroom before, which led to some behavioral concerns.

Dr. Balderas said that was one reason to align preschools with kindergarten programs and SE learning. It was important to consider how to continue and provide supports for kids needing additional resources. He thought there would be opportunities to use SIA dollars to train some 4J teachers, as well as expand partnerships with local agencies and mental health providers.

Ms. Newman addressed social emotional education. She thought the district could bring improvement in the area by implementing the recently adopted Second Steps curriculum with fidelity. Currently, not all teachers were trained. She thought if some current actions were done to scale, it would make a difference.

Ms. Shabram asked to what degree the district situated trauma informed principles into classrooms. She thought SE learning was essential but noted there were other goals and key actions that were related, such as safety planning. She concluded there was not one thing they needed to do to ensure schools were trauma informed; it required looking at everything systemically.

Mr. Torrey addressed Goal II and specifically brought up the new CTE and educational pathways. He noted some kids would benefit from CTE but were blocked from enrolling in those courses due to credit recovery requirements. He wondered if there were ways to infuse CTE classes with standard courses like math, English, and social studies like the Salem School District did.

Additionally, the district would design a new NEHS. Mr. Torrey encouraged staff to consider creating a manufacturing program there. Such a program would need elements like high ceilings and more.

Dr. Balderas explained the schedule implemented by Salem was an A/B schedule. He thought they could do something similar with the current 4J schedule. As for a manufacturing program, the district had discussed the possibility; however, he wanted to take into account that manufacturing across the nation was decreasing, while in Oregon it was increasing due to new technologies such as CAD programming.

Mr. Lafer thought the list of actions and goals was impressive and ambitious. As for CTE programming, he thought construction and healthcare were two career areas to focus on. The disciplines offered well-paying jobs for folks who didn't attend college. He saw a huge opportunity for the district.

Mr. Lafer was also very interested in articulation of immersion programs, from elementary to high school. Finally, he wondered if home visits could prepare pre-kindergarten students prior to entering the classroom.

Dr. Balderas addressed construction of the new North Eugene High School building. He said a main focus regarding CTE programming was how to better utilize Lane Community College (LCC) as a partner. LCC had built out an excellent facility, so one consideration was how to transport kids there so they could partake in CTE courses not offered at 4J schools. He was working with the current president to ensure there was alignment.

Secondly, Dr. Balderas explained the district discussed how to expand affinity groups across the system. Articulation to different regions would allow for more connectedness and student engagement.

Ms. Newman thought the district would be well served to expand the KITS program, to help kids transition into kindergarten. IT was more in depth than a home visit and allowed kids to practice SE learning skills.

Ms. Shabram addressed updates of the 4J website. There were a few things she would love to understand, such as what the Superintendent and district were doing to make information more accessible. She also wanted to ensure they invested in website features the community would find helpful - she knew what she struggled with, but was unsure what community members thought. Finally, Ms. Shabram thought they could find ways to engage youth in creating the website. It could be an exciting opportunity. To avoid security issues, students could build a spec site, or work on public facing aspects only.

Ms. Walston addressed Goal IV. She fully supported the strategic plan for improving staff cultural competency. She thought it was critical to have staff reflect the population served.

Mr. Torrey noted the district's compensation level was too low to attract diverse individuals for EA roles. He wondered if there was a way to proactively develop a strategic program in order to look for candidates. For example, LCC could possibly offer a course to prepare graduates to become EAs.

Dr. Balderas agreed that the district could be more proactive in identifying potential EA candidates. Ms. Hays thought the district needed to implement an equity study, in order to understand the levels of pay that would attract EA applicants.

Mr. Lafer added it may be valuable to work with OSEA in regard to EAs. Potentially, the district could create some sort of position, such as a "teacher in training." There were also some issues

not involved with bargaining – specifically, he was interested in understanding barriers to the position.

Dr. Balderas had worked with OSEA in past years to eliminate barriers for certain folks who expressed interest. Overall, he thought it would be important to look at student teaching differently in order to attract EAs.

Ms. Walston asked about timing for the overall review process. Dr. Balderas thought conducting the review in February 2020 would be fine. He noted the board would see a revised version for consideration prior to the evaluation.

Chair Levis closed the work session at 6:35 p.m.

I. Call to Order, Roll Call, Flag Salute, Land Acknowledgement

Chair Levis called the 4J school district regular board meeting to order at 7:00 p.m.

II. Agenda Review

Chair Levis said that since they had twenty people scheduled for public comment so they would limit speakers to two minutes each.

III. Introduction of Guests and Superintendent's Report

Dr. Balderas mentioned that the board had spent some time at their last couple of meetings talking about religious holidays. He felt that they had a diverse school district and should not be playing favorites. To make things more equal, Dr. Balderas said that teachers should make sure that there are no tests, quizzes, or any other important school activities that go on during days of religious significance. He also stated that any students who miss those days should be given an excused absence.

Dr. Balderas talked about how the school board would be visiting Kelly Middle School within the next two weeks. He told the room that the Yujin Gakuen/Kelly merger project had been in progress for the last two years, and that while it might be a tough time on staff, it was something that needed to happen. Kelly Middle school was built to fit seven hundred and fifty students in it, and at the time of the merger with Yujin Gauken it would have four hundred and fifty, meaning there would be enough space for all the students. Dr. Balderas stated that the design process would be focused on saving as much space as possible.

Dr. Balderas said that at their last meeting members of the community talked about the treatment of the North and South regions of the district, and how they believed they were treated differently. He understood the issue, since equity was key, but reassured everyone that decisions were made solely on what made the most sense.

Dr. Balderas talked about the 4J adoption of the Kindness Campaign and how he was looking forward to seeing more kindness throughout the district. He thought the board should have a discussion with their student representatives about what more they could do.

Dr. Balderas had heard the requests made for more baseball fields in the south region of the district. He said that two years ago they undertook a title nine audit of the district and found that there are some areas in need across the district. He said that for equitable reasons they needed to create more softball fields as well as women's locker rooms. Dr. Balderas said that one was already in the works to be added to North Eugene High School. He added that at the time they

were not looking to add any more baseball fields, but that he was willing to meet with anyone to talk about it.

Dr. Balderas mentioned that the board had wanted to know the cost for some of the assessments. The Easy CPM was \$1.80/per student, the MAP was \$9.50/per student, and FastBridge was \$8.50/per student.

IV. Comments by Board Chair

Chair Levis said that the board had done a lot since their last meeting, and thanked the rest of the board members for all the countless hours they put in outside of meetings.

Chair Levis mentioned that the board had set their goals at a retreat in August. They were to: use the Student Success Act (SSA) funds to help the underserved, improve graduation rates, revise policy and practice for assessments, and to improve their communication with the community. She wanted to make board meeting information more accessible to the public, so people know the topics that will be discussed beforehand. Ms. Levis said that they would talk about religious holidays in their first February meeting, since SSA and budget conversations would continue for the rest of the year.

V. Receive Reports from High School Student Representatives

Ms. Levis opened the floor to the student advisors to speak.

Zoe Chihorek, representing IHS, stated that their student government had their welcome meeting and counted fifty members total: the largest group in three years. As a result of their growth, they were hoping to add more projects. Ms. Chihorek said that last years school apparel was all for sale for \$5 and there would be a design contest soon, and that they were looking to add more products to their store. IB test score confirmation slips were passed out to make sure all students who wanted to take the tests were already signed up. Seniors got their extended essay drafts back and the final would be due on November 18, 2019.

Noa Ablow-Measelle, representing South Eugene High School, said that two weeks ago they had their fall fest/club day and that last week they held their blood drive. November 7, 2019 would be elections for Freshmen government. Ms. Ablow-Measelle mentioned that all their sports teams were having a good fall season and that their Women's Soccer team was second in the state. She added that the drama department would be performing Bright Star.

Hannah Mitchell, representing North Eugene High School, said that the school had underwent a twenty minute lockdown that day. She stated that even though it was a scary situation, students were able to stay calm. Ms. Mitchell relayed that the drama department would start their productions of Shakespeare in Love next week. Friday November 15, 2019 would be North's Indigenous Peoples' Day, which they would celebrate by having a half day of school and then a panel present to talk to. North's Project Give would also begin December 9, 2019 and was a food drive to help feed families over winter break.

Kassidy Hampton, representing Sheldon High School, said that the OSC leadership conference where Oregon ASB groups got together to talk about ways to make their schools better. She said that the drama department would begin their production of Jack the Ripper Monster of White Chapel next weekend.

Ms. Walston read a statement on behalf of Nick Clendenen of Churchill High School. The week before Churchill had a very festive Halloween, which included a costume contest and leadership

passing out hot chocolate at lunch. Their Thanksgiving food drive had begun. The Churchill drama department would start their production of *The Curious Incident of the Dog the following week*. Lastly, the Japanese exchange program went well and the Churchill students would be leaving for Japan on December 7, 2019.

VI. Items Raised by the Audience

Nabikshya Rayamajhi is the vice president of the Eugene chapter of PERIOD, which is a non-profit that advocates for and provides free menstrual products. She talked about the idea of period poverty and how some people cannot afford products because of their high price. Ms. Rayamajhi stated that everyone should have access to these sanitary products. She urged 4J to add free products to all of their bathrooms, and if not all then single use bathrooms so those who cannot go into the women's bathroom also have access.

Rose Wilde wanted to speak to the board about the OSBA legislative committee elections that would happen soon. She shared some comments from the National School Board Conference's old president. In California the population is 40% Hispanic, and yet representation is only 15%. Ms. Wilde informed everyone that HB 3310, which prohibits school district elections that impair those in a protected class from running on equal ground, was now available in Oregon and should be used to keep a level playing field.

Roscoe Caron, a retired 4J middle school teacher and member of the Community Alliance for Public Education (CAPE), spoke to the board about standardized testing. Oregon was one of two states that still did the Partnership for Assessment of Readiness for College and Careers (PARCC) tests, and one of seventeen that still did the Smarter Balanced Assessment Consortium (SBAC) test. He felt that 4J continued to do unnecessary testing on its students. The state school profile report presentation that was given at the meeting on October 16, 2019 showed the negative affects that testing has had on students. Mr. Caron felt that continuing on in that way was madness, and that they needed change.

Violet Neal, vice president of the Women's Empowerment club at Churchill High School, spoke that night for all individuals in the district that identify as women. She stated that menstrual products should be provided throughout the district for free in all bathrooms. 4J needed to show that they viewed all their students as equal.

Posey Chiddix, president of the Women's Advocacy group at Sheldon High School, pushed for free menstrual products across the 4J district. She said that access is a right, not a luxury.

Kira Elliott, president of Women's Empowerment club at Churchill High School, said that they needed to focus on creating safe spaces and equal opportunities for everyone. She said that they should end the stigma around menstruation. Ms. Elliott stated that young women around the world are missing out on their education based off of their periods. The current policy, she noted, relied on students going to staff and asking for menstrual products, however not everyone is comfortable doing that. Ms. Elliott urged 4J to make education an access to all by providing free menstrual products.

Kathy Sterbank, a parent of a gifted autistic student, wanted to talk to the board about being inclusion and the concept of universal design. She thought that 4J should implement professional development for staff with the Student Success Act (SSA) funds. Ms. Sterbank described universal design as the concept of including features (closed captioning, auto-opening doors, technology, etc.) that are beneficial to all. She said that when everyone's needs are met everyone benefits. Ms. Sterbank's son's teacher, Nick Van Bloem, at Corridor

Elementary did an amazing job of helping her son feel included by treating all his students the same as he did her son.

Jenn Scott, a South Eugene High School English teacher, read out to the board a “The Onion” like article that one of her students wrote called “New Report shows Prep SAT Testing inadequate”.

Ginni Canavan, a member of the Eugene/Springfield chapter of Showing Up for Racial Justice (SURJ), applauded the district for focusing on trying to hire more staff, specifically teachers of color. However, Ms. Canavan was upset to see that they did not add a diverse member to the board when they had the opportunity. Teachers, she said, should also be trained to teach a more diverse and inclusive curriculum. Ms. Canavan also hoped that the board would support student union and empowerment groups. She had given a letter to the board that gave more in-depth information, and hoped that they would take the time to read it.

Maureen Sherman wanted to speak about the need for new baseball fields in the South region of the district. She said that South was in need of a new junior varsity field since the existing fields are too small for the students. Ms. Sherman noted that 4J had sold some land recently, and felt that that land could have been utilized for more fields. She thought that Willard, Camas, and Spencer Butte could have baseball fields included. The past ten years, Ms. Sherman stated, 4J has gone without adequate fields, even though the students have done fundraising and the community has supported the idea. She stated that because of these issues students are leaving sports.

Scott Collins, a volunteer coach and 4J parent, spoke on the decline of student athletics linked to not having adequate baseball fields. He had spoke with parents about this lack of drive and they had noted that nothing was being done at a higher level to fix the issue. Mr. Collins urged the board to think about giving funds to South Eugene sports.

Jason Miller, a Kelly Middle School teacher, questioned the equity of the merger with Yujin Gakuen. He noted that Edison and Corridor were being given new buildings while their schools were being built, but that Yujin Gakuen and Kelly students were being squeezed into one building. Mr. Miller said that the discrimination between the North and South schools in the district was clear. At the beginning of the meeting Dr. Balderas said that Kelly was able to hold seven hundred and fifty students. Mr. Miller stated that with Kelly and Yujin Gakuen students the building would be at seven hundred and ninety, which is forty students over capacity. He did not understand how they could possibly meet the demand of all the students in such a small building. Mr. Miller asked the board to visit Kelly Middle School as it is now, and see what it looks like between classes. He said that it is already so packed, and it would be hard to imagine what it would be like with more students.

Larry Koenigsberg wanted to discuss the draft minutes from the board meeting on September 18, 2019. In the minutes it said that he “was disappointed in the results by the recent board elections and asked for greater transparency in board elections”. Mr. Koenigsberg said that his statement was inaccurate, since he was referring to the majority selection of Mr. Torrey, not his election. He said that he had made several points. One, that the board which had been working towards more diversity, had ignored an opportunity to add to its own diversity. Two, that one or two board members did not want to give an appointee a leg up, had received help of their own when appointed. Three, that one or two board members violated their Democratic Party of Lane County indorsements, ignored them and choose a candidate that voters had not wanted. Mr.

Koenigsberg wondered why his statement was miswritten and left his written statement with the board.

Colleen Young, a teacher of fifteen years, said that the district said they would work with the community and keep them updated on the bond programs. She said that that all sounded good, but that in the end the community was left in the dark. By the time they were asked for feedback, Ms. Young said that the decision seemed to already have been made. She added that the Yujin Gakuen/Kelly merger survey only received nineteen replies out of four hundred and fifty.

Laura Dahill, a parent of twin boys in 4J, said that one of her sons has autism and was excited for SSA funding. Growing up she had always encouraged her children to follow their dreams, and that to do that they needed a good education made up of a rich curriculum and the company of his peers. However, she found that most teachers seemed unprepared to help all students. Her son, testing very highly, was often asked to go into special education classes. Ms. Dahill voiced that her son, or any other student with special needs, should not have to prove himself to be where everyone else starts.

Janet Ayres, who worked transportation for the district, wanted to talk to the board about some issues. She said that buses required plug-ins, and that drivers had talked to the board about providing J hooks to hang plugs on so they were not left on the ground, sometimes in puddles. Janet also said that the bus areas are poorly lit and could use a fresh coat of white lines. She also said that it would be nice to have a shelter to stand under when waiting for the buses to fuel, since it is often raining, and that there is no adequate break room. Janet hopes to have an additional conversation with the superintendent regarding these concerns.

Bobbie Willis had two kids go through Yujin Gakuen, and wanted to talk about the merger with Kelly Middle School. She thought that the Camas Ridge and Edison swing school was shown off, while Yujin Gakuen was pushed under the rug. Ms. Willis said that assurances were made when the bond first became available, but now it seemed to her that both programs were stuck. She was looking forward to seeing how the district would address the issues that have been presented over the last few meetings.

Linda Smart used to teach at Kelly Middle School and was happy to see so many staff and families of Kelly at the meeting that night, but was also sad that they were put in a position where they had to show up. She said that zip codes matter and that access for schools change between them. She said that Kelly is a small school, and she could not imagine that it would be comfortable for all the students.

Matthew Yook, a graduate of the 4J district, said that he did not remember much from before high school, but he did have a memory of a day in science class where they passed around a ball of yarn that represented a food web. He said that the web showed how energy was passed down through living things, and how when one organism was taken out of the web, others lost access to it. Mr. Yook felt like something similar had been happening currently with math and science classes. He thought that now, more than ever, science needs to be taught. With climate change a threat to everyone, they need not only address the problem, but teach it.

VII. Comments by Employee Groups

Sabrina Gordon, president of the Eugene Education Association (EEA), wanted to focus on the importance of educator voice. She emphasized that teachers speak out on issues that matter, and that there is a big difference between hearing, listening, and implementing what they are

saying. The Yujin Gauken/Kelly merger has been something that a lot of teachers had spoken out about, and Ms. Gordon urged the board to show their listening skills and make the district implement another plan based on the feedback. She said that teachers work hard everyday, and they are not being given the time to do their jobs correctly. With that being said, when teachers do speak out on an issue (student health, special need case loads, etc.) the board needs to listen.

VIII. Comments and Committee Reports by Individual Board Members

Mr. Lafer thanked the students from the Women's Empowerment club for showing up, and told them that they would be talking about free menstrual products later in the meeting. He had attended a parent's meeting for Ganas, which is a group for Latin students at Kelly Middle School. Mr. Lafer noted that the nations report card had come out last week and that it seemed that the national center for education statistics said that no progress had been made for reading or math, and the students at the bottom are doing worse. He thought that classes focused too much on assessments and only taught the information relevant to them. Mr. Lafer understood that some assessments were needed for equity and funding reasons, but many seemed to just profit their investors.

Ms. Shabram thanked all the community members that spoke, and said that it is important for the board to hear feedback on their experiences. She had spent the last couple of weeks since the last meeting researching School Resource Officers (SRO). Ms. Shabram said that SROs and their presence have led to increases in risks and also coordinated with lower testing scores, specifically among students of color. She had noted that some students had been questioned by SROs without parent permission, and wanted to know more about that process. To do that Ms. Shabram spoke with Kari Skinner, the districts safety officer, about how the district was trying to be more proactive in moving in a better direction.

Mr. Torrey visited the Best After School Program at River Road and thought that it was very well done. He also pointed at that Kassidy Hampton had recently been selected to sing at Carnegie Hall.

Ms. Newman was the board's representative for the Eugene Education Fund (EEF), and said that they were taking a stance on early student literacy. She was grateful to Eric Shoeman, a teacher at North Eugene High School, who invited board members to his tenth grade class on genocide, and Ms. Newman was impressed with students and what they were able to do in just one class. She felt that the curriculum was on the right track. She had went to the superintendents coffee event and was impressed with all those who showed up to speak. Ms. Newman was excited to see the Kindness Campaign was passed and how it would affect their district. She wanted to highlight that schools in Anaheim were the first schools to adopt the initiative. Ms. Newman wanted to talk later about the possibility of working closely with the equity committee in some way.

Ms. Walston attended the League of United Latin American Citizen (LULAC) meeting along with Dr. Balderas and Ms. Levis, where they talked about how the board needed to reach out and make more of a difference in that community. She also visited Ridgeline charter school and talked about how they had no nutrition program, which they should talk about when they come back to renew their charter. Ms. Walston was excited for the Kelly Middle School PTO meeting on November 19, 2019. She had also attended one of Eric Shoeman's genocide classes, and learned a lot. Ms. Walston thanked Dr. Balderas and the rest of the staff for keeping everyone updated on the issue near North Eugene High School's campus.

Ms. Hays thanked all the community members that spoke, and agreed with Ms. Gordon that they needed to practice listening, not just hearing. She also thanked Ms. Shabram for the research she did into SROs. Ms. Hays supported Ms. Newman's idea to meet more regularly with the equity committee, and thought they should have a joint meeting at least twice a year. She thought that they might also benefit from a retreat with the equity committee like the board did in August.

IX. Consent Group – Items for Action

- 1. Approve the Purchase of School Buses**
- 2. Approve Minutes from Board Listening Session and Work Session on September 11, 2019**
- 3. Approve Minutes from the Board Retreat on August 14, 2019**
- 4. Approve Minutes from Board Meeting on September 18, 2019**
- 5. Approve Minutes from Board Meeting on October 2, 2019**

MOTION: Ms. Walston moved, seconded by Mr. Lafer, to approve the consent agenda. The motion passes unanimously.

X. Items for Information

- 1. Receive Student Success Act Update: Needs Assessment and Continuous Improvement Process**

Ms. McGaughy and Ms. Delf approached the board. Ms. Delf acknowledged that they had given many presentations to the board on SSA, but just wanted to keep the information fresh and available to the public.

Ms. Delf said that SSA funding would be focused on helping students who are underserved in the district. She said that they had created a roadmap for the Student Investment Account (SIA) and that in 4J they choose to have multi-phases of community feedback. Soon, Ms. Delf stated, they would start the conversation on how to spend the money, which will be based off of data and community feedback. She announced that the staff forum had been moved from November 7, 2019 to November 13, 2019 because of parent-teacher conferences.

Ms. McGaughy said that staff was moving forward on finalizing the Community Improvement Plan (CIP) as well as the needs assessment. She stated that they needed to be submitted to the state by December 6, 2019 and would both be presented on at the next board meeting. Ms. McGaughy clarified that at that meeting no action would be needed by the board and that it would be solely informational. She said that the listening sessions and forums were used to help identify priorities for the community and district, and that they would put out more surveys in the following week. Ms. McGaughy stated that in March they would submit both to the Oregon Department of Education to be presented on April 15, 2020 so they can receive funding by August 2020.

Mr. Lafer said that at previous meetings staff said they would provide funding information to the board and at community forums, and wanted to know when that would be available. Ms. Delf informed him that cost estimates would be given at forums starting the following week. Mr. Lafer followed up and asked when they would pick local metrics. Ms. McGaughy replied that they were submitting CIP and using the six measures already listed in the plan. Mr. Lafer wanted to know the process if a board member wanted to add another local metric. Ms. McGaughy answered that they would just need to notify staff before it was submitted. Ms. Delf noted that the actual growth targets are not finalized until the Spring.

Mr. Torrey stated that SSA will have its own budget alongside the district normal budget, but wanted to know how the normal budget would be affected by SSA. Dr. Balderas said that the SSA money was best viewed as entitled dollars, used for specific groups. They would speak with the state superintendent to target the underserved. He stated that ODE was expecting a quick turn around in results. Dr. Balderas said that the normal budget could be affected, but that they needed to focus on spending and making sure they put the SSA funds towards metrics that needed it. Ms. Delf added that SSA fund would be submitted before the normal budget was presented, so they would be aware of all possible changes.

Chair Levis mentioned that at the LULAC meeting that she attended with Dr. Balderas and Ms. Walston they had talked about how the district had made promises in the past and still not followed through. She said that they needed to make sure that the funds made the impact on those that they are supposed to. While twelve million dollars might seem like a big addition, Ms. Levis reminded everyone that it is only 5% of their budget. She acknowledged that the school system is broken, and that twelve million in no way would fix it, but that they needed to do everything in their power to push them in the right direction. Ms. Walston agreed and added that several people at the meeting said that the system was not designed for the marginalized and they were urged to use the money to fix that.

2. Receive an Update on Nutrition Services

Ms. Langan and Ms. Vandercar approached the board. Ms. Langan reminded the board that last March they were given the go ahead to start self operating.

Ms. Langan said that they cannot serve just anything and that they have to follow USDA and my plate guidelines. By following the USDA guidelines they get a reimbursement of 70% of their revenue. She also stated that USDA provides commodity foods at no cost (equally a little under three hundred and fifty thousand dollars), and that the Department of Defense Fresh programs provides fifty thousand dollars in fresh fruits and vegetables.

Ms. Langan said that they currently serve thirty four sites, thirty two of which are in 4J. Last year they served six hundred and twenty five thousand breakfasts, which equated to three thousand and six hundred a day. Last year they also served one million, eighteen thousand lunches, which equated to five thousand nine hundred a day. She said that they were on track to serve about the same numbers this year. They also had ninety-six workers in their kitchen, all of whom are wonderful and work with a passion.

Ms. Langan said that last year the biggest request they got was to include more Community Eligibility Provisions (CEP). She was excited to announce five new CEPs: ECCO, Eugene Online Academy, Fox Hollow, Holt, and Kelly. Ms. Langan reminded everyone that their program means students getting meals for free with no question, no application, no identification. Ms. Vandercar added that along with the five already listed, ATA, Chavez, Howard, McCornack, and River Road get free breakfasts and lunches. Ms. Langan said that their other programs get free breakfast.

Ms. Langan said they had received many questions on how they design menus. She said that they maximize fresh, local foods while reducing highly processed foods. When creating a new item they consider these five things: appeal to students, expansion of nutritional literacy, staff cost (time), staff training (complexity), and food cost. With that being said, Ms. Langan stated that food cost is not currently their primary focus, but they hope for it to be soon. When testing new items she said it had been hard to keep costs low. Ms. Langan announced that there is

something for everyone, and that they make sure they are improving choices to meet dietary preferences and needs for all.

Ms. Langan said that at the moment they make all the food at their production kitchen and then ship it out to be finished on location. There are mainly things that they produce themselves in order to bypass bad ingredients. For example, they make their own orange sauce, since it is usually made with corn syrup.

Ms. Langan wanted to talk about the small wares and equipment that they use. She said that they have new salad bars, new trays (which are all blue now so students do not fight over them), reusable utensils, and used and new small wares. Ms. Langan said that they bought over ten thousand reusable forks as a way to produce less plastic waste. She also said that before they started they took all small wares from kitchens, gathered them up, and split them up so all kitchens received both new and old equipment.

Ms. Langan addressed some things going well with the program: they have fresh fruit and vegetables daily, have expanded their scratch-prep menu, have reduced packaged products, and have felt a lot of support from both the community and staff. Also, she addressed the things that they are working on: infrastructure (procedures and systems), training for staff (culinary literacy), warehouse systems, and composting stations. Ms. Langan said that they have had to reorganize their warehouses since it is used to storing packaged foods. So far, she voiced, they have been great and accommodating to the changes. Ms. Langan told the board that they also have four big trucks, which are great, but that they wanted something else that would work for smaller runs.

Ms. Newman said that she was ready to manage her expectations, but had been very pleased with the feedback from students and parents so far.

Ms. Shabram announced that she had enjoyed all the meals she had eaten at schools, and that the community seemed very excited. She wanted to know if they provided a list of ingredients for parents/staff/students, and what producers they have to limit or stop contamination. Ms. Langan responded that they had all meal information available online and that the menu is live so it accounts for any changes that might have happened that day. Ms. Shabram was happy to hear that, but thought they should still have a conversation around trauma informed principals concerning wording around food at a later date.

Ms. Walston voiced her amazement at the amount of work the staff was able to accomplish since March. She said that she eats one meal a week at a school and has enjoyed all of them so far. With that being said, she did not believe there was enough time given for students to eat, and that it creates more waste and often times children do not eat enough and get hungry later.

Mr. Torrey thought the staff had done an amazing job, and was glad that five years ago the board decided to follow Ms. Levis when she pushed for this issue.

Mr. Lafer was glad to see that CEP schools were doubled, and told Ms. Langan that if they needed more money to account for that to let the board know so they could resubmit a budget item to help them. Dr. Balderas added that more money would always be needed, and that they want to be able to feed all their students. He said that he was working with staff to help with how they qualify schools for the program.

Chair Levis thanked Ms. Langan and all staff involved for their commitment and passion.

XI. Items for Action

1. Appointment of Budget Committee Members

Ms. Delf approached the board. She announced that there were seven members of the budget committee with two empty seats. Ms. Delf said that they had twelve candidates apply and one dropped out. The board participated in an online survey that gave their preferences.

Ms. Delf said that a candidate would need a majority of four votes to be voted in, and that they would continue voting until they had two candidates with four or more votes.

Ms. Hays voted for Maya Rabasa and Juan Carlos Valle. Ms. Levis voted for Stephen Parac and Juan Carlos Valle. Mr. Lafer voted for Ryan Collay and Maya Rabasa. Ms. Newman voted for Stephen Parac and Juan Carlos Valle. Ms. Shabram voted for Maya Rabasa and Eli Ruth-Cheff. Mr. Torrey voted for Stephen Parac and Juan Carlos Valle. Ms. Walston voted for Maya Rabasa and Juan Carlos Valle.

Ms. Delf announced that with the first vote they had two candidates with four or more votes. Maya Rabasa had four votes and Juan Carlos Valle had five.

MOTION: Ms. Hays moved, seconded by Ms. Newman, to approve both Maya Rabasa and Juan Carlos Valle for the budget committee. The motion passed unanimously.

Chair Levis said that all the candidates were good and could have done the job, and encouraged everyone to continue applying to committees that interest them.

2. Adopt the Revisions, Deletion, and Addition to Board Policies

Ms. Nesbit approached the board. She wanted to quickly go over all policies that will be voted on. AC-AR (discrimination complaint procedure) had a key revision that prohibited the use of Native American mascots. Ms. Nesbit also talked about IKF (graduation requirements) which they amended to make their graduation requirements meet the states laws. It also allowed for ELL students to demonstrate proficiency in their language of origin. JFCJ (weapons in school) removed preference for student driving. KL (public complaint) revision talked about the type of complaint that could be given.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to approve the addition of policy AC-AR and the revisions of policies AC, IKF, JFCJ, and JFCF. The motion passed unanimously.

Ms. Nesbit approached the board again and said that she forgot to list policy KL so they would need a new motion.

MOTION: Ms. Walston moved, seconded by Mr. Torrey to approve the revision to policy KL. The motion passed unanimously.

3. Set Board Priorities for the 2020 Oregon Legislative Session

Ms. Newman said that they had all been in agreement at their last meeting on what their priorities were, but that she would go over them anyway.

The first one is to eliminate the essential skills test as a requirement for graduation. The second one was for 4J to find stable funding outside of SSA funds. The third one is to continue to

support SSA. The fourth one was to limit costs of SSA made by the ODE. She said that they would also be vigilant about any education bills that are dropped.

Ms. Newman said that at their last meeting they had talked about adding three other priorities and that she had sent out a poll so board members could vote on them. She explained that each idea would need three or more votes to move forward. The free menstrual product mandate received two votes, the carbon reduction idea received five, and the early learning priority received four. With that being said the last two would be approved and added.

MOTION: Mr. Torrey moved, seconded by Mr. Lafer, to add carbon reduction and early learning to their priorities list. The motion passed unanimously.

XII. Items for Action at a Future Meeting

1. Consider Revisions to Board Policy JHC Student Health Services to Include the Provision of Menstrual Products

Ms. Nesbit approached the board and said that policy JHC related to health services. She wrote a proposal to the policy that would allow for free menstrual products for grades six through twelve. Ms. Nesbit explained that there would be a twenty-nine thousand dollar up front cost and after that it would be six thousand dollars a year.

Ms. Walston thought that they were already doing that in schools, but the young women who talked in front of the board made it seem like that was not true. Dr. Balderas clarified that at the time they were available at the main office, but that this policy would make them available in bathrooms.

Ms. Shabram was glad to see that the policy would include gender neutral bathrooms. She understood that it would not make sense to put menstrual products in all grade school bathrooms, but that they might want to consider having them available to fifth graders in some way. Ms. Wagner clarified that currently they have products available at grade school main offices.

2. Election of OSBA Board of Directors (Regional)

Chair Levis said that the board would be voting on one Board of Director's Position 6 and one LPC Position 6 for OSBA. She explained that together as a board they would pick one candidate for each position.

For Board of Directors Position 6 there were three candidates: Sherry Duerst-Higgins, Mark Boren, and Linda Hamilton. For LPC Position 6 there were three candidates: Leonora Kent, Judy Newman, and Guy Rosinbaum.

Chair Levis asked each board member to think about who they would want to vote for, since they will be deciding at their next meeting.

Chair Levis asked if they would be voting by ballot or motion. Ms. Delf replied that a motion would work, but either would be fine. Mr. Torrey thought they should vote by ballot like they did for the budget committee candidates. He worried that, otherwise, whoever was named in the first motion would just be approved. Chair Levis agreed that that was a good idea and would also help with transparency.

XIII. Suggestions by the Board for Consideration of Items at a Future Meeting

1. Meeting Dates:

November 20, 2019 – Regular Board Meeting
December 4, 2019 – Work Session and Regular Board Meeting
December 18, 2019 – Regular Board Meeting (Student Recognition)

Ms. Newman wanted to talk about getting reports or having a joint meeting with the equity committee. She thought they could either talk about how to do that as a group or have leadership give them a proposal. Dr. Balderas said that the joint committee was a good idea and that they would discuss it at the next equity committee meeting, since at the end of the day they report back to him. Ms. Newman just wanted to open up that lane of communication so the board can be more equitable. Dr. Balderas voiced that they needed to be careful about saying one person represents everyone in that group. He also said that the equity committee could give the board their agenda so at the very least the board knows what the equity committee is talking about. Ms. Walston appreciated Dr. Balderas's caution, but agreed with Ms. Newman that opening up that communication would be necessary when discussing SSA. She thought it would be nice at the very least to receive the minutes from the equity meetings.

Mr. Torrey said that leadership had talked about moving the regular board meetings forward so they did not start and end so late. Chair Levis said that they had talked about it, but might not have time to get back to it until January 2020.

XIV. Adjournment

Chair Levis adjourned the 4J board meeting at 9:41 p.m.

(Work Session Minutes Transcribed by Marina Brassfield)

(Regular Meeting Minutes recorded by Lydia Dysart)

Dr. Gustavo Balderas
District Clerk

Anne Marie Levis
Board Chair