

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

September 26, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:30 p.m. and a regular meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on September 21, 2018, and published in *The Register-Guard* on September 28, 2018.

ROLL CALL

BOARD MEMBERS:

Alicia Hays, Chair (excused)
Anne Marie Levis, Vice Chair
Eileen Nittler (excused)
Judy Newman
Evangelina Sundgrenz
Jim Torrey
Mary Walston

STAFF:

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 Legal Counsel
Steve Menachemson, Director of Technology
Ryan Spain, Director of Facilities
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Associate Director of Finance
Jeff Johnson, Federal & Instructional Programs Administrator

STUDENT REPRESENTATIVES:

Claire Shepard, Churchill High School
Crystal Finnerty, ECCO
Jane Brinkley, IHS (alternate)
Zoe Chihorek, IHS
Hannah Mitchell, North Eugene High School
Ainsley Abraham, Sheldon High School
Tiffany Huang, South Eugene High School

MEDIA: KRVM, Register Guard.

OTHER: Sabrina Gordon, Eugene Education Association.

I. WORK SESSION: STUDENT REPRESENTATIVES ORIENTATION

Board Vice Chair Levis opened the work session at 5:39 p.m.

Ms. Walston introduced an ice-breaker activity for the Student Representatives Orientation. Students and their “board buddies” paired up and discussed the following three topics:

- Their high school mascot
- Favorite elementary teacher (why?)
- Plans for next 12 months
- Best vacation experience

Each pair reported answers back to the group.

Ms. Walston wanted to cover documents included in the agenda packet. One page included an organizational chart. She explained how school boards gained authority from the state and clarified that the school board was the policy making body for the district. There were other committees that acted as advisory groups for the board, such as the budget committee.

Ms. Sundgrenz further explained the role of the board and student representatives. Some students were appointed, while others were elected. Student representatives were conduits between 4J high schools and the board. Ms. Sundgrenz said they acted in an advisory capacity and offered nonbinding recommendations. Student reports were very valued.

Ms. Sundgrenz referred to a document entitled, “*Student Representative Board Orientation*,” included in the agenda packet. She explained board leadership, individual roles of board members, committee assignments, the roles of student representatives and back-ups, and guidelines for student representatives. Students had the same rights as board members during discussion; however, they could not raise concerns about personnel or students, make decisions and or attend executive meetings. Work sessions were optional and students would sit in the audience.

Ms. Mitchell asked what parts were broadcasted on the radio. She was told work sessions and regular meetings; executive sessions were closed to the public.

Ms. Newman learned the previous year that student representatives were not always part of student government. She wondered how representatives communicated back to the student body. Ms. Walston said the previous year, Mr. Jackson Ohlsen-Johnson connected to leadership and read a report through the school administration. Ms. Mitchell spoke with her principal prior to meetings. Many other representatives were part of leadership class.

Ms. Shepard responded there was a new advisor for leadership, so they were reworking through their communication process. As president, it was a priority of hers to connect the student body and the school board.

Ms. Walston shared the calendar included in the agenda packet. Meetings fell on the first or third Wednesdays of the month. Sometimes the board held work sessions on the second and fourth Wednesdays.

Ms. Walston asked Ms. Fjordbeck if student representatives received a copy of board working agreements. Ms. Fjordbeck responded the agreements were posted online.

Ms. Levis explained how regular meetings worked. She emphasized all comments and points of view were encouraged. If students were absent, board buddies were happy to provide a report on the representative's behalf.

Ms. Sundgrenz said getting coffee or lunch with a board buddy was useful to do once a term. Ms. Chihorek added board buddies were truly interested in school workings and culture. It was a great experience for them to further understand some topics presented during meetings. Ms. Newman agreed; in fact, she attended an ASB meeting at Churchill High School and found it valuable.

Ms. Walston provided a brief tour of the meeting room while the board transitioned.

The board transitioned into the regular meeting at 6:45 p.m.

II. REGULAR MEETING

Vice Chair Levis called the regular meeting to order at 7:00 p.m.

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Ms. Levis led those present in the pledge of allegiance.

IV. AGENDA REVIEW

There were no changes to the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. Introduction of Student Board Representatives and Oath of Office

Dr. Balderas led newly appointed student board representatives through the oath of office.

2. Recognition of 2019 Oregon Teacher of the Year: Keri Pilgrim-Ricker

Dr. Balderas recognized Ms. Keri Pilgrim-Ricker, a teacher at Churchill High School, who was named Oregon's 2019 Teacher of the Year.

Ms. Pilgrim-Ricker thanked the board, the district, and community members for supporting her nomination. She expressed appreciation for the board; 4J was the only district she had taught in where board members actually came into classrooms and connected with kids. Ms. Pilgrim-Ricker was thankful to be part of the CTE program as well. She looked forward to representing Oregon and 4J as she moved forward in the national campaign.

Dr. Balderas shared there had been a great start to the academic year. He expressed thanks to Eugene Police Department and staff for their quick responses to a lock out incident at Monroe Middle School the previous day.

Dr. Balderas attended the fall state board meeting where they approved instructional hour flexibility. It would act as an asset for the district.

Finally, Dr. Balderas reported it was an exciting time for North Eugene High School as its enrollment grew and approached 1,000 students.

VI. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Ms. Ainsley Abraham reported Parent Night occurred September 25, 2018. On October 1, 2018 the school would offer an opportunity for students to participate in the Mid-Willamette College Fair at the University of Oregon (UO) and the rotary youth exchange program, a program for students interested in study abroad. In addition to study abroad, another student was competing for Team USA at the World Cycling Tournament in Switzerland. Finally, Friendly Thursday was a new weekly activity, where ASB members welcomed students with flyers on upcoming events and important dates in order to support a more inclusive atmosphere

Ms. Crystal Finnerty said the first two weeks had gone well. There were some new resources for students, such as a credit recovery program, and new Criterion Referenced Competency Tests (CRCT) pathway programs kicked off that academic year. In other news, ECCO was with UO to build grants, one being the Oregon child abuse and neglect prevention study. Students would be working with teachers by collecting information for the study. Another project assigned every student a laptop and teachers were creating a Google Classroom, which students could access off campus.

Ms. Hannah Mitchell said North Eugene High School was very busy at the moment. There were 250 freshmen, and as Dr. Balderas noted previously, North Eugene High School enrollment was growing. Ms. Mitchell provided a brief sports update; the volleyball team lost a close match, and the girls soccer team is undefeated. She concluded Spirit Fair would be held that Friday which showcased student clubs and opportunities to get involved in school. Additionally, feeder middle schools were invited to the event to provide a glimpse of high school life.

Ms. Tiffany Huang shared South Eugene High School had a new principal who came with lots of regional and national experience. In addition, an open house would be held the following evening to introduce parents to South Eugene. Ms. Huang reported the women's locker rooms were renovated, and student government was busy with fall fest and club day approaching. In conclusion, fall sports had begun and homecoming week would commence the following Monday.

Ms. Claire Shepard reported the school year had started off busy, with students thinking about colleges and financial aid. The first financial aid and scholarship information night had been the previous night, and there was an open house for parents and students the following week. Ms. Shepard said the student leadership and government system was being reworked due to a new advisor. As student body president, she knew there were some great things in the works.

Ms. Zoe Chihorek presented on behalf of herself and Jane Brinkley. They were excited to be provided an opportunity to continue sitting on the board. She explained to the audience how IHS was across all three campuses. In addition, a new lead teacher transitioned into the role, and a new Spanish immersion teacher was on board. In other recent events, parent night, an annual IHS assembly, and an open house had been planned. Ms. Chihorek addressed the district schedule change and how the adjustment caused IHS seminar times to be on Fridays after school. Most students appreciated the change. Finally, the student government application and interview process have already begun for the academic year.

VII. ITEMS RAISED BY THE AUDIENCE

There was no public comment.

VIII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, Vice President of Eugene Education Association, provided a report. As a whole, EEA congratulated Ms. Pilgrim-Ricker on her recognition, and they welcomed new student representatives. Ms. Gordon explained the elementary level report card scoring had changed. It was part of a collaborative process, negotiated into the EEA contract with 16 out of 20 schools adopting the new method. The report card was more engaging and gave more ownership to teachers. It wasn't quite finished and roll out would be critical; after trying out the reporting method, EEA and staff might reflect and then tweak as needed.

Ms. Gordon noted the district worked hard to implement a new schedule for that academic year. Students and staff were now living the schedule and noticing some things. It was an important time for the board and administration to reflect on the schedule and notice how it was going. The student day was increased, which, also increased meetings for teachers. Already, some contractual limitations were being hit.

IX. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey attended the mid-autumn moon festival at the Chinese Immersion School. He said it was a great event, packed with attendees.

Ms. Newman addressed the bond, and thought it was wonderful to finally be in the action, rather than the planning stage. When speaking to community members, she heard strong support for safe and good learning environments.

Ms. Walston welcomed student representatives and appreciated their first reports. She looked forward to visiting with Ms. Shepard, her board buddy. She welcomed staff to the new year, and congratulated Ms. Pilgrim-Ricker for her recognition. In addition, she was at Holt Elementary during the recent lock-out and thought staff handled the situation very professionally. Ms. Walston recommended board members undergo ALICE training to understand expectations of staff during lock downs. In other news, she attended the Adams Elementary School jogathon fundraising, and the Oregon Black Education Foundation event.

Ms. Sundgrenz also attended the Oregon Black Education Foundation Event, and she thought it was wonderful to meet recipients of past scholarships. In addition, she attended the event celebrating Ms. Pilgrim-Ricker and was struck by the quality of staff in the school district. It was wonderful to see a celebration of a teacher and other CTE educators. They were keeping students engaged and helped propel them into graduation. Ms. Sundgrenz then explained her daughter was present at the lockdown and as a board member and a new 4J parent, it felt very personal. Safety and security were for everyone – students and those who dedicated their careers and profession to education. Teachers had the most important careers and she wished society would hold up the teaching profession to the same rank as others.

Ms. Levis was also thrilled to be at the celebration for Ms. Pilgrim-Ricker and all teachers. She was struck by Governor Kate Brown's commitment to education and students. Recently, Ms. Levis attended an event for the nonprofit, Positive Community Kitchen, which provided students opportunities to cook meals for those recovering from cancer treatment. Ms. Levis attended a meeting with Lane County Medical Director of Food Matters to discuss the importance of nutrition in schools. She was struck by the connection of health issues students were facing and

nutrition. There were unintended costs of students eating less healthy food. She also attended the Stanford Children's kickoff over the weekend to learn about campaign season, specifically for the bond. It was important to have groups endorse the bond, and many already had, such as EEA, EEF, the Eugene Chamber of Commerce, the NAACP, the League of Women Voters, and several neighborhood groups. Ms. Levis reiterated there were no other ways to fund improvements if bond wasn't approved. The district had historically been supported in past bonds, which was so appreciated. She hoped support would continue.

X. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Meeting Minutes from August 15, 2018 Regular Meeting and Board Retreat

MOTION: Mr. Torrey moved, seconded by Ms. Sundgrenz, to approve the Consent agenda.

VOTE: The motion passed unanimously, 5-0.

XI. ITEMS FOR INFORMATION

1. Receive an Update on Summer Programs

Dr. Charis McGaughy and Mr. Jeff Johnson updated the board on summer programs offered by 4J. The pair presented a PowerPoint entitled, "*4J Summer Programs Update.*"

Kids in Transition to School (KITS):

- KITS strengthened school readiness skills in the form of social-emotional, self-regulation, pre-literacy, and pre-numeracy skills. Parent groups were held once a week
- Partnerships with OSLC, United Way and EEF
- 53 pre-k students enrolled 3Xs/week for 7 weeks
- Held at Chávez, Holt and Howard Elementary Schools

Title I Summer School:

- Goal is to provide a safe, supportive environment to improve reading skills and increase reading at home
- Differentiated skill-based and targeted instruction in reading. Transportation and meals were included.
- 293 K–4 students enrolled for 4 weeks
- Held at Chávez Elementary School

Migrant Education Summer Program:

- The program is a partnership with Lane ESD and districts across the county with an academic focus on reading, writing, math, enrichment, and parent partnerships. Transportation and meals were included.
- Served 214 students in pre-k through 8th grade at Holt Elementary School for one month.
- Served 111 students through grade 12 in online learning

Extended School Year (ESY):

- Provides summer program for students identified as needing an extended school year by an IEP team
- Academic focus on reading, math, writing and social skills.
- 93 K–12 students enrolled for 4 weeks with meals and transportation provided

- Held at Howard Elementary School and Kelly Middle School

Summer Bridge:

- Program focused on reading, math and study skills for incoming freshman who would benefit from supported transition and academic boosters
- 320 students participated with meals and bus passes provided for two weeks
- Held at Churchill, North Eugene, Sheldon, and South Eugene High Schools.

Credit Recovery Summer School:

- Programs for high school students who were credit deficient; all subjects offered
- 62 high school students enrolled, priority given to seniors; ongoing availability throughout summer
- Held at Churchill and Sheldon High Schools

Ms. Newman asked who was able to attend Title I Summer School. Mr. Johnson replied the district looked at students served in Title I schools, and then provided a certain number of slots for each school. Students whom staff felt could benefit from additional reading support were invited. Ms. Newman wondered if there was a method to track the impact of summer services. Mr. Johnson said with KITS, staff started to identify students who participated early on to make future decisions. With Title I summer school and migrant education, staff conducted pre- and post-measurements with Easy Curriculum Based Measurement (ECBM) to look at efficacy.

Mr. Torrey noted credit recovery used the term “senior.” He wondered if they were talking about seniors from the previous year with insufficient credits to graduate, or incoming seniors already identified as credit deficient. Dr. McGaughy responded both; the district offered the program for incoming 10-12th students who were off track. The definitions of “on track” was six credits per year. Those with less were offered the opportunity.

Ms. Walston wondered if there was an application process or if there was outreach. Mr. Johnson said it was more of an outreach process to students who may need additional supports. Ms. Walston followed up by asking whether the program was short enough for students to have a summer vacation. She was told it was.

2. Receive an Update on Program Moves

Ms. Keri Delf and Dr. Balderas provided an update on program moves. There would be a more in-depth update during the first October meeting.

Dr. Balderas said YG would move to Kelly Middle School, but it was yet to be determined exactly where. Corridor would move to North Eugene High School; the Chinese Immersion School and the EWEB Science Program would move to Kennedy Middle School and take two pods. ECCO would go to Bailey hill as had been discussed during the 2017-2018 academic year. The Natives Program planned to stay at the Bailey Hill site for the interim, and the Eugene-Springfield Youth Orchestra could locate to River Road el Camino del Rio.

Dr. Balderas explained district administration provided information to school staff and had been in communication with the community over spring 2018. The district continued to schedule outreach meetings. Staff was aware that parents, staff and students wanted concrete answers to where they would be located. Dr. Balderas explained that due to the design process, moves and any potential construction would not likely begin until 2020 or 2021. Once there was more

certainty, staff would work with specific school sites and would also return to the board. The district appreciated everyone's patience.

Ms. Delf added some program moves were needed no matter what happened with the bond measure. For instance, ECCO didn't have a lease and needed to move by the fall of 2019. Design work was already underway for Bailey Hill renovations. Ms. Delf explained, if the bond measure passed, it would impact North Eugene High School and the Silver Lee building, which housed YG and Corridor School.

Ms. Walston had canvassed in the Camas Ridge area, and there was more than one person unsure about where kids would go during the rebuild. Ms. Delf said if the bond measure passed, it would provide for the reconstruction of Edison and Camas Ridge Elementary Schools. The Edison site was very small, so a swing school would be needed. In that case, conversation with the community was needed. At that point in time, the district had not invested a great deal of time or money and wouldn't until, and if, the community passed the bond.

Ms. Levis appreciated staff time dedicated to the bond. She reiterated that although moves had been discussed over the past year, nothing was certain. The community wanted to know the district was considering what would be done and wanted to reach some certainty; however, the bond needed to be passed in order to begin design work, and more.

3. Receive an Update on the Revision of Elementary Report Cards – A Collaborative Process with EEA & the District

Ms. Brooke Wagner, Ms. Erin Gaston, and Ms. Rebecca Boyd presented a PowerPoint entitled, *"New Elementary Report Card."*

Ms. Wagner provided a brief introduction. The new report card was a collaborative effort with EEA and the district; the goal was to develop a guiding purpose for the new report card.

Ms. Boyd said the entire effort was a team approach. She explained the process:

- Team of administrators and teachers selected by EEA and district staff;
- Representatives from most elementary schools;
- All decisions made by consensus of entire team;
- Divided into grade level teams to create specific report cards
 - Administrator and three teachers per team.

Ms. Gaston said the team needed to determine audience for report card. Rationale template questions considered:

- Who was the major audience for the elementary report card?
- Why do we have report cards for our stakeholders?

Ms. Gaston explained report cards impacted students, teachers, and families. So, the committee determined the following goal:

- To design a report card template that is for FAMILIES (designed for teachers) to understand their students' overall progress and areas of growth.

Ms. Wagner added staff wanted to ensure the report was in family friendly language. The previous report card had a plethora of education language, that was not "family friendly."

Consensus models within the team were used to reach a final report card system. Additionally, report cards from around the state were considered.

Ms. Gaston explained the new redesign included:

- Use of parent-friendly language - by far, reports were for parents.
- 26 grading areas (down from about 56 in the old design)
- Standards tied to each grading line in reading, writing, and math
- Learner Characteristics replaces Behavior
- Simplified 4-Point Performance Key
- Reduction of workload for teachers
 - Common rubric, standards aligned to each area
 - Comments reduced
 - Fewer clicks

Learner Characteristics:

- Replaced by “Behavior” grades
- Grades 1-2 included “Demonstrates self-control”
- Kindergarten included additional “social emotional development” characteristics
- Used same 4-point rubric as academic grading

Ms. Wagner shared Common Performance Key:

- No longer separated by behavior and academics
- All categories graded on a 4-point scale
- Common rubric to help with grading
- Shift to standards focus, so mastery of standard (or a 3) is the target! The goal is for students to earn 3s!

Ms. Wagner wanted to call out 3 as the target because 4 was above grade level expectation, which was one unique piece of the report card. Some things throughout the year may have been taught but not assessed, or reached yet.

Ms. Gaston presented the performance key rubric. It was a generic template for any line of a report card, used to determine a student’s grade. In part, the rubric was created to clarify grading for teachers across the district. The rubric included both academics and behavior, as well as some guidelines.

Ms. Wagner shared some next steps. She highlighted teachers would be surveyed February 2019 on what was successful and what was not.

Mr. Torrey complimented staff on their efforts. He thought the report cards were made so parents could understand how their child was progressing.

Ms. Levis asked how the team who worked on the project was put together. Ms. Wagner said administration was strategic when asking participants, and made sure every grade level was represented. All participants were volunteers. Ms. Levis thought it was important to have something that helped both teachers and parents.

Ms. Newman wondered if the report card reading level was checked. She also wondered if it would be translated into other languages. Ms. Wagner said the report card would be translated. Staff knew it was made user friendly but could confirm using Lexile.

4. Receive an Update on State Assessments

Dr. McGaughy and Dr. Loureiro provided a summary of the 2018 OAKS score in 4J, and presented a PowerPoint entitled “*2017-18 Results of the Oregon Assessment of Knowledge and Skills (OAKS)*.” The 2017-2018 school year represented the fourth year of administration of the Smarter Balanced Assessment in grades 3-8 and 11 in reading, writing and math. These new state tests are more rigorous and aligned to college and career readiness.

Dr. Loureiro explained OAKS was a federally mandated annual state assessment.

- The elementary and Secondary Education Act (ESEA) mandates annual assessments in English Language Arts (ELA) and Math in grades 3 to 8 and once in high school (grade 11 in Oregon) plus Science assessments in 3 grades (5th, 8th, and 11th in Oregon)
- The ELA and Math OAKS changed in 2014-15 and are now provided by the Smarter Balanced Assessment Consortium.
- The 2015 ESEA reauthorization, called Every Student Succeeds Act (ESSA) didn’t change these mandates.

Dr. McGaughy commented that science scores went down slightly in 2017-18 after a large gain in 2016-17. She explained new standards were adopted 2013-14; however, the test aligned to the new standards would not be administered until Spring 2019. Additionally, the board adopted a new science curriculum and was in year 2 of implementation. The state assessment didn’t align to state standards, but the curriculum did. There was a gap between what students were being taught and what was being tested, but the district was ahead.

Dr. Loureiro explained 4J overall results:

- Proficiency rates in ELA and Math were higher in 4J in 2018 than in 2017 while proficiency rates in Science were lower.
- Proficiency rate=percentage of students who reached performance levels 3 or 4 (“met” or “exceeded” in Science).

4J Participation Rate in the 2018 OAKS:

- 4J’s OAKS participating rate increased in 2018 for ELA and Science but decreased in Math
- 4J’s participation in OAKS is lower than some other school districts in Oregon
- Parent-requested opt-outs account for most but not all non-participation.

However, the opportunity and achievement gap persisted:

- Opportunity and achievement gaps persist and mirror those in Oregon and the U.S.
- Some groups of 4J students reached their highest proficiency rate of the last 4 years in both ELA and math
 - Economically disadvantaged students
 - Students in special education
 - Students in the Talented & Gifted Program
 - Native American Students

Compared to other districts, 4J students again outperformed the Oregon average in every grade and subject in 2018. Among Oregon's 10 largest districts, 4J had the 4th highest proficiency rate in 2018 in all three subjects (up from 5th) and 4J's proficiency rates improved the most in ELA, second most in math. Among Lane County districts, 4J's proficiency rates were the highest in ELA and math, second highest in science.

Dr. McGaughy explained what the district was doing to continue growth in student achievement. The Vision 20/20 Strategic Plan Summary Instructional Initiatives for 2018-2019:

- Goal 1: Educational Excellence with Equitable Access and Outcomes for Every Student
- Goal 2: Multiple Pathways to Student Success
- Overall objective is to improve all Vision 20/20 KPIs: board work session on November 5, 2018

She clarified there was no plan to teach specifically to the test. Smarter balance was used as snapshot in time to help measure the system over time.

Dr. Loureiro shared Instructional and Behavior Frameworks Implementation highlights.

- Elementary Schools:
 - PLCs to improve formative feedback and assessment in math (I.F. Dimension 2: Student Engagement)
 - Implementing culturally responsive PBIS and new Second Steps social emotional learning curriculum (I.F. Dimension 5: Classroom Environment & Culture and B.F. Universal Supports)
- Secondary Schools
 - Implementing rigorous curriculum design and unit level analysis (I.F. Dimension 1: Purpose)
 - Intensive professional development for standards alignment and differentiation in Math for grades 6 and 9 (I.F. Dimension 3: Curriculum and pedagogy)

Dr. McGaughy explained there was a change in reporting proficiency rates in Oregon Department of Education (ODE) report cards. She understood there would be questions from the community surrounding the change.

- That year, ODE would start reporting proficiency rates in ELA and math in a new way in the district and school report cards.
- The main difference will be that non-participating students above the 5% threshold will be counted as being non-proficient.
- The new rule would have a large impact on what would appear in the report cards on October 25, 2018 for the district and some schools.

Ms. Sundgrenz asked why there was a difference between state subsidized testing and the assessment standards. Dr. McGaughy said there was an implementation lag. The State adopted the standards, and then it took a few years to develop an aligning assessment. Ms. Sundgrenz asked if that was to be expected whenever there was a change. Dr. McGaughy responded yes.

Ms. Walston noted ODE would calculate non-participants. She hoped staff would make it very clear to parents and community members. It was a bad time for the report to come out, with the upcoming bond.

Mr. Torrey followed up that public would see poor results, due to the change of the reporting system. When that happened, the district lost the community's support. The change would hurt the district and would negatively impact students. He wondered if the district was impacted by the state if they didn't reach 95% participation. Dr. Loureiro said the reports were used by ODE to decide what schools needed targeted support. Mr. Torrey wondered if that meant additional funding. He was told no; the district would simply be classified differently.

Dr. McGaughy said the issue came up at state panels as well. Opt-out was prevalent in a small handful of districts including Springfield, Lake Oswego and Portland Public Schools. However, it was a state issue in that ODE developed ESSA plans submitted to Washington D.C. with a new provision. This was during the same time that the legislation made opt-out easier. There was a divide at the state level in terms of making participation a key element of its accountability plan. Looking at the issue from an equity lens, South Eugene High School had the highest rate, but did not need additional support.

Ms. Newman appreciated Dr. McGaughy's passion. She wondered if the requirement was federal or a state made decision. Dr. Loureiro said different states had different requirements.

Ms. Newman thought the district should explore different communication avenues to explain the report card to the public, such as a visual. She was upset because the data was meant to tell the public how schools were doing, but it was misleading and a poor use of data. Ms. Delf said the district communicated the report card to the public, specifically to parents. Staff would include an explanation along with any communication, however it was challenging to communicate it differently.

Ms. Levis wondered if there was a plan in place for board members to be proactive about the state report card. She struggled with the overuse of testing in schools; in fact, her son opted-out. Ms. Levis wondered if some higher profile schools could make a stand proactively and band with other school districts. She was concerned about the misuse of information by ODE and the success of the bond. She hoped to brainstorm more solutions in the future.

Ms. Walston suggested the legislative committee review the issue. There would be a way to advocate to the Governor in the long term.

XII. ITEMS FOR ACTION

1. Approve Updates to Board Working Agreements and Guiding Beliefs and Values for 2018-2019

Ms. Levis introduced updates to Board Working Agreements and Guiding Beliefs and Values for 2018-2019. The board had not reviewing the guiding beliefs and values. Ms. Walston suggested pulling that section, but approving the working agreements.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to approve the Board Working Agreements, and move approval of Guiding Beliefs and Values to a future meeting.

VOTE: The motion passed, 5:0.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider a Board Resolution in Support of City of Springfield Affordable Housing Programs

Ms. Erin Fifield and Ms. Liz Butterfield presented on behalf of the City of Springfield. The City was currently working on building additional affordable housing and was seeking board support.

In 2016, the City created a housing strategy. One aim was to create more units affordable for low-income households. The City identified a state statute enabled tool to exempt property taxes for low income rental properties. The exemption was for 20 years and rents were available to households no more than 60% AMI.

Ms. Fifield included a map in the agenda packet. A small portion of the City was within the 4J district which was why they were before the board. Ms. Newman asked if the exemption only applied to new units. Ms. Fifield said it was how the program currently work, but City Council may consider changing the program later.

Ms. Walston asked if the exemption applied for both public or private development. Ms. Fifield said the exemption was open to any developer. It was not for any specific projects, but just specific areas.

2. Consider Approving the Revisions to Board Policy “BDDH” Public Comment at Board Meetings

Ms. Nesbit addressed the board about proposed revisions to board policy “BDDH.” The district wanted to delete language that limited reference to staff members. Several cases across the nation showed it was not a legal restriction.

3. Consider Adopting the Revisions to Board Policies in “Section F” Facilities Development

Dr. Balderas explained the item was a first read. There were no questions or comments.

4. Approve Request for State Revenue from Lane Education Services District (ESD)

Ms. Belz said the 2019-2020 budget season was approaching. Lane ESD approached member districts to confirm funding decisions. Over the last several years, the district requested up to 50% as a cash payment to fund services at district level. The remaining 50% stayed with ESD and was used for purchasing services and programs.

XIV. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING

Ms. Levis requested a follow up on the ODE state report card at the next meeting.

XV. ADJOURN

Ms. Levis adjourned the meeting at 9:09 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair