

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

September 18, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a community forum at 5:30 p.m., an executive session at 6:30 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 13, 2019, and published in *The Register-Guard* on September 18, 2019.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent of Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director K-8 Instruction
Jeff Johnson, Director K-8 Instruction
Andy Dey, Director of Secondary Education
Kat Lange, Director of Student Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Kyle Tucker, Chief Operations Officer
Ryan Spain, Director of Facilities Management
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Director of Finance

STUDENT REPRESENTATIVES:

MEDIA: Register Guard, KEZI

OTHER: Sabrina Gordon, Eugene Education Association President; Casey Tiemann, Human & Civil Rights Committee Chair

I. Work Session

Board Chair Anne Marie Levis brought the 4J district board work session to order at 5:31 p.m.

Chair Levis informed the room that a presentation called “Diversifying the 4J Teaching Workforce” would be given to the board.

Dr. Balderas appreciated that the board and administration present took the time to come and listen to the presentation. He asked the board to hold all there questions until the end. Karen Hardin and Rob Hess, from 4J Human Resources, introduced themselves. Ms. Hardin let the board know that with each year 4J has become more diverse, but that there is still more they could do.

Mr. Hess outlined 4J’s diversity goal, which is to increase the number of diverse teachers by 100% within five years. By doing this they would achieve a balanced ratio of teachers to students. Their 2020 stretch goal is to have a total of twenty-two diverse new hires; in 2021, thirty diverse hires; and in 2022, thirty-five diverse hires. Mr. Hess said that the goal of proportionality in Eugene would be 30% diverse teaching staff. He emphasized that behind Portland, Eugene has the best diversity among staff, and that is a statistic they should be proud of. In order to continue in the right direction and break down more barriers, they will be working with Oregon’s Teacher Standards and Practices Commission (TSPC).

Ms. Hardin and Mr. Hess outlined the different strategies that would be used to increase diverse hires in the 4J school district.

Strategy A: Create a 4J Teaching Pathway program for current educational assistants (EA’s). Ms. Hardin said that they had identified the potential in EA’s to become teaching candidates in the school system, and that developing a policy and procedure to support them in that transition might be in the best interests of the district. By creating partnerships with OSEA and EEA they could support EA’s and be more flexible. As a final task, they would create an application process that recruited and supported diverse educators who are already 4J employees.

Strategy B: Implement an Education CTE Pathway Program for high school students. Mr. Hess outlined that Educator Rising could help them develop an articulate pathway for students in 4J. By working with bilingual students and students of color at the high school level they could identify exceptional teaching candidates. From there, Mr. Hess explained, they would work with the local CTE coordinator to create an educator CTE pathway for 4J students.

Strategy C: Create a district hiring pool to support the goal. Ms. Hardin detailed how they could meet with an Affirmative Action expert to explore their options in achieving their goal of more diversity by creating a hiring pool. The hiring pool for 2020-2021 would open February 1, 2020. The process of the pool would be to have a group of viable and approved candidates to hire for when there is a vacancy. Ms. Hardin said that having a pool would help them be in front of hiring needs, and fill spots faster.

Strategy D: Develop a process to assess and hire diverse student teachers. Mr. Hess said that they would create a system to track all student teachers in the district, and invite them to Fall and Winter social events in order to build relationships. 4J would then visit the classrooms of the student teachers, and other cooperating teachers, across the district and encourage diverse candidates to apply for the district hiring pool. 4J administration would work with principals to develop a system to assess student teacher performance before they are hired on.

Strategy E: Increase recruitment strategies to attract diverse candidates. Ms. Hardin explained that they would continue their practice to obtain HB-1 and J1 Visas for potential teaching candidates while they developed a spring recruitment schedule with the authority to hire high-

quality candidates. Through this strategy they would continue their partnership with the regional pathways program.

Strategy F: Increase support to retain diverse candidates. Mr. Hess said that they would determine a retention calculation for their diverse teaching force. They would continue the practice of exit surveys for all employees leaving the district, continue working with ECC, and continue to support educators of color with monthly social events and activities. 4J would expand its mentoring programs with EEA and REN to support teachers. The district would also explore the idea of an induction training for its teachers, to help bridge any gaps, while continuing new employee orientation meetings.

Strategy G: Work with state partners to recruit, train, develop, and support teaching candidates of color. Ms. Hardin outlined how they would partner with the EAC and their local REN to build a model of recruitment, hiring, and support. 4J would continue its work with TSPC in removing barriers for educators of color and help those from other countries obtain licenses to meet the needs of the district. They would continue working with ODC to place diverse candidates from the Oregon Teacher Scholar program and the Visiting Teacher Programs that help them hire out of Mexico and Spain.

Ms. Hardin and Mr. Hess asked the board if they had any questions or comments.

Ms. Levis was interested in partnering with unions on mentoring, since it has been proven to be helpful. She wondered if they could elaborate on what they have already done with the mentoring program, and what they planned on doing. In order to pair up new teachers with a mentor they collect data to try and figure out who would work well together. The current process only allows for new teachers to get a mentor, but they hope to expand the program to include anyone that would want one. They estimated that it would take around a year to get their new mentoring program up and going. Ms. Hardin added that the program went away for awhile, and with the help of EEA they were able to bring it back. Mr. Hess said that teachers now only get nine hours of mentoring total, which is not enough. They want mentoring to go on for as long as someone required it. They hoped that Title 2A will bring in more money to allow for the program to grow.

Ms. Shabram addressed that they talked about exit interviews, and that they talked about hiring strategies, but that they never mentioned anything about taking care of staff that they already had. Ms. Hardin mentioned that they talked about having 'stay interviews' throughout someone's career to help the district know why staff is staying. As of right now they do not have good data on retention, but they want to get better at recording it.

Ms. Walston wanted more information on what they plan to do to make the mentoring program more robust. Ms. Hardin responded that they would want mentorships available for all teachers, not just new ones. Mr. Hess added that mentors are usually retired teachers or current full time teachers, and sometimes do not have time to give mentees the time they need. They would want to get full time mentors who can focus on helping teachers in the district. Ms. Walston asked if it was possible for the district to set aside money to help with the mentoring program if they wanted. Dr. Balderas answered that they could help in any way they wanted.

Ms. Newman thought that the idea of implementing a hiring pool was a good idea, since they have been slow at hiring in the past. She wanted to know if the goals for hiring diverse teachers for 2020-2022 were cumulative or for each year. Mr. Hess let her know that they are cumulative,

so in 2020 they want to have 22 diverse hires, and in 2021 they want to have 30 total, so they would hire eight new diverse teachers that year.

Mr. Lafer thought that the strategies presented just seemed like a plan for a plan. He was excited to see the final idea and to see the data on retention when available. Dr. Balderas informed him that all these plans have more details, they just presented the surface level details. Ms. Hardin said that the action plan that was submitted has a lot more details. The district will be leaning on its partners and discussing what works and what does not. Mr. Lafer mentioned that the board is currently trying to figure out how to spend money, so if Ms. Hardin and Mr. Hess wanted to advocate for funding they should come in front of the board officially with a proposal in November. Ms. Hays said that that might be a more internal decision.

Mr. Torrey thought that they should focus on EAs. He said that they have talked about working with EAs in the past, but it has never gone anywhere. EAs are not aware of the opportunities that they have, and Mr. Torrey hoped that they would follow through with the plan to help them become student teachers.

Ms. Hays appreciated how much work was put into the strategies and what they have already done to help raise diversity in the district. She hoped to see them surpass Portland in the student to teacher diversity ratio. Mr. Hess let her know that they were going to get in contact with other districts and try and figure out what other schools in Oregon were doing. Dr. Balderas added that although they led diversity in Oregon, there are always things that they could do better to help retain staff and build relationships with teachers.

Ms. Levis thought that the strategies were very comprehensive and hoped that they would work with their partners to continue raising diversity. She wanted to know how they would track progress as the strategies developed and make sure that they were actually executed. Mr. Hess replied that they would have an action plan with set dates to keep them accountable and they would be able to track diversity yearly as they hire teachers. Dr. Balderas said that if staff felt supported and safe, more people would join the district. They need to build up relationships with their teachers and have an ongoing dialogue.

Ms. Shabram asked if they had any plans to help support teachers who are working towards acquiring student loan forgiveness. She explained how many people her age struggle with student debt, and that the process of applying for forgiveness is very complicated. Ms. Hardin thought that it would be a good idea to help their staff with the process, since it can be very confusing. She would look into putting that idea into action.

Ms. Walston quoted the phrase “measure twice, cut once” in relation to hiring teachers, and wondered what administration currently does and what they could do to get more involved in the process. Ms. Hardin responded that with the current process HR looks at the applicant pool, sends applications to administration who then reply with who they want to interview, then they are hired. The candidate pool is already approved by the district, so it is easy for schools to pick someone. Dr. Balderas added that there is three million dollars in the budget for additional staffing because of their district growth.

Ms. Newman said she was happy to hear about the mentoring program and how they hope to build stronger relationships with staff, but wanted to know what their broader wellness retention plan would be to make teachers feel supported. Ms. Hardin let her know that they would have a cohort program from new teachers that would act as a built-in community.

Mr. Lafer mentioned that diverse staff members are usually asked to be on a lot of committees in order to have diversity. This can be overwhelming, and by hiring more diverse staff they can get rid of the problem. Dr. Balderas agreed with Mr. Lafer, and said that stability for teachers is all about the system. He said that they should require a Spanish speaking individual in all of their school front offices, so that Spanish speaking teachers are not put in charge of all building communications. Ms. Newman wanted to know the number of classified staff they have that speak Spanish.

Mr. Torrey asked if teachers not new to the district would be allowed into the mentor program. Ms. Hardin replied that they would be, and that the goal for the program is to have it available to anyone who felt like they needed help at any time for any reason.

Ms. Levis wanted to be kept updated on the progress of the strategies as they worked them. Dr. Balderas let her know that the board would be kept up-to-date. Ms. Levis also wanted to know if the district was partnering with its local partners. Dr. Balderas said that they have been in collaboration with Lane Workforce, Lane Community College, and the University of Oregon on how they could all increase diversity.

Ms. Levis adjourned the work session at 6:35 p.m.

I. REGULAR BOARD MEETING

II. CALL TO ORDER ROLL, ROLL CALL, AND FLAG SALUTE

Chair Levis called the meeting to order at 7:00 p.m. and led those present in the pledge of allegiance.

III. AGENDA REVIEW

Vice Chair Walston asked to add an agenda item for information concerning the upcoming global climate change strike.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas stated that they needed to gain input on how their community wanted to use their future dollars from the new corporate tax from the Student Success Act. He emphasized that they needed to focus on students that had been traditionally underserved in schools. He added that they needed to involve a number of stakeholders in the decision, and highlighted that there were deep needs in 4J due to the disinvestment that had occurred over the last thirty years.

Dr. Balderas shared that on Friday there was a Global Climate Strike in 4J. He noted that the school district policy was to mark students absent that were not in class, and shared that he was willing to review this policy if the board wanted.

V. COMMENTS BY BOARD CHAIR

Chair Levis announced that everyone on the board was in attendance at back to school events around the district. She shared that they were up about 280 new students in their district. She noted that this was both exciting and stressful for new students as well as teachers.

Ms. Levis said that the Board had recently spent time doing outreach in efforts to increase their transparency. She shared that the board had just held their first listening session, and were

working on finding ways to let the community know when there were listening sessions as well as board meetings.

VI. ITEMS RAISED BY THE AUDIENCE

Chair Levis read the district and board policy on providing public comment. She asked the Board for permission to hear all twenty audience members wishing to speak for two minutes each.

Johanna Alely said she had a first grader in a 4J school, and was disappointed to see how much time and resources were put into standardized tests just a few days into the school year. She found the tests to be disruptive and wondered who they were benefiting. She shared that she spent time volunteering in her child's class and was disheartened to see how little time was spent on art and social interaction. She asked the district to stop the use of excessive testing.

Larry Koenigsberg said he was disappointed in the results of the recent board elections, and asked for greater transparency in board elections.

Nabikshya Rayamajhi said she was currently a sophomore that was part of a group called Period. She shared her group's goal was to educate schools about period poverty. She asked the Board to add more period products into middle schools and high schools. She said that period products were comparative to toilet paper and relatively inexpensive. She shared that most middle schools do not often have menstrual products in stock in the bathrooms.

Posey Chiddix said she was a student at Sheldon High School. She shared that she ran a non-profit chapter of an organization called Period in Eugene. She asked the board to put menstrual products in all school bathrooms. She highlighted that students should not miss school because of their period or need to go to a school nurse to ask for period products.

Deanna Chappell Belcher said that she hoped the board would not forget that they voted in June to make the school district a law enforcement agency. She shared that she believed the board did not fully understand what they were voting on and did not know what questions to ask. She cautioned that they did not understand that they had opened the door to increased surveillance and additional criminalization of their students. She highlighted that it would disproportionately target black and brown children.

Larry Lewin said he was a retired district teacher and grandfather of an eighth grader. He urged the board to reconsider the absence policy with regards to the global climate strike walkouts on Friday. He also called on the board to study the effects of standardized testing.

Roscoe Caron said he was a retired 4J middle school teacher. He directed the board to the list of standardized tests within the district he compiled. He noted that it was difficult to make the list of all standardized tests as information was hard to come by. He highlighted that the board had acknowledged there was too much testing, but no one had done anything substantial to address the issue of testing.

Sharon Docherty said she had two children at Arts & Technology Academy Middle School. She wanted to talk with the Board about staffing in school libraries and equity in school libraries. She shared that when she volunteered in the library, she noticed the books were outdated and

largely missing. She asked the board to allocate more FTE staffing to libraries as well as providing funding for more Spanish language books.

Holly McRae said she was the mother of a freshman who was currently in Washington, DC advocating for politicians to address climate change. She asked that if students wished to strike, that 4J school district would excuse their absence. She referenced a resolution passed by the board in May that addressed climate change, and asked that they put this resolution to work.

Chloe Morales said she was a junior at Churchill High School who was helping organize the climate strike. She shared that she was worried about her future because of climate change. She shared that she was also concerned they would not get as many participants in the walkout because students feared having an unexcused absence on their school record.

Maya Rabasa said she was a 4J parent. She said she believed that marking students as unexcused was punitive even though the school policy claimed it was not. She shared that school districts across the county had chosen to excuse students.

Tyee Williams said he grew up in the 4J schools. He believed they were not leaving their students much of a future because of the threats of climate change. He urged the Board to excuse any students that chose to participate in the global climate change walkout on Friday.

Jesse Hubbe said he was a graduate of 4J and Lane Community College. He shared that he was there as a member of the Sunrise Movement, one of the groups working to organize the global climate change walkout. He asked the board to excuse the absence of 4J students walking out on Friday.

Sarah Ruggiero said she was a teacher at Churchill High School who had been teaching about Environmental Science for more than 25 years. She shared that the choice the board made about excusing students' absence in the walkout on Friday would have a large impact. She added that it would also make a statement statewide as 4J was the second largest school district next to Portland.

Rose Wilde said she was a parent of a 4J student. She shared that she had volunteered to inventory thousands of books without staff support in her child's school library. She asked the board to pay more attention to teacher support, specifically teacher retention.

Teresa Mueller said she was there to praise everyone who went out to strike on Friday. She shared that she had taught in 4J for 10 years and was now subbing. She said she thought they needed to find another way to give the students who chose to walk out credit for the day, and suggested students write paragraphs in reflection of their participation in the climate strike.

Robin Detmer said she was a parent of three kids in 4J. She raised the concern that there were not enough options for students who were academically advanced in the school district. She noted that she did not believe her children who had been identified as Talented and Gifted were adequately challenged and had become bored. She added that extra homework should not be seen as a solution to challenge students as it often feels like punishment to be given extra work.

Joey Carlson said he was there to speak about his experience at the library. He recognized that volunteer work was often necessary in public schools, but cautioned that the volunteers did not have the authority to process the books they had catalogued. He said there was currently only one person on staff to assist volunteers.

Janesta Donman said she was a parent who had been thinking about her children's education for a long time. She shared that she wondered who benefitted from standardized tests, and asked the board to look into why there were more standardized tests.

Chair Levis read Leah Rosin's comments into the record: The Student Success Act funding needs to be directed to fund: More teachers and smaller class sizes, more counselors and librarians at all schools, more staff of color to provide more faces that students can relate to, and not to testing or curriculum.

VII. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, president of Eugene Education Association (EEA), acknowledged the number of parents, educators, and community members at the meeting who were there to discuss the Student Success Act. She said many of them had just attended the first meeting of the Students First Alliance. She said EEA urged parents and educators to stay involved in the process.

Casey Tiemann, Human & Civil Rights Committee Chair, read a statement about this week's Global Climate Strike:

To the members of the 4J School Board:

Youth in the Eugene area are planning to participate in a variety of actions on Friday, September 20 as part of a youth-organized Global Climate Strike. Potentially, hundreds of 4J students are joining the effort to demand that transformative action be taken to address the climate crisis before it is too late. Eugene Education Association's Representative Council urges the board to support this effort by allowing students to take the lead in exercise of civic and democratic right to participate in such action. EEA recognizes students' participation in this action as an authentic educational activity aligned with the goals of our district for student learning. According to 4J's own resolution on climate action dated May 1, 2019, "The global impact, urgency and magnitude of this challenge of addressing climate change requires leadership in all sectors of society and across all levels of government." Our nation is currently facing a lack of leadership in the climate crisis and young people are stepping up and taking charge. Eugene Education Association recognizes that educators need to lead in part by supporting students who choose to take peaceful action around this issue. Therefore, we further call on the 4J Board to allow educators the opportunity to support our students and their families who wish to participate on September 20 without fear of discipline or retribution. Climate change is not a partisan issue, it is an urgent multigenerational, social justice, and human rights issue that requires action before it is too late.

Respectfully, Eugene Education Association Representative Committee and Human Rights Council.

VIII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Shabram recognized the indigenous land on which they stood, particularly in light of the discussions on climate change.

Mr. Torrey asked if a student who was well beyond his or her peers in class would be able to move to the next grade level.

Dr. Balderas replied that it was rare as it was best practice to keep students in their peer group.

Mr. Lafer said he was glad to have campaign funds left over after the election, and had donated those funds to school programs in 4J. He hoped they could find a way to excuse high school students. He said they would have a listening session to learn more about libraries and how they could find adequate funding for libraries. He shared that the Board had made it one of their top goals this year to study how much standardized testing was happening in the district. He shared that he thought there should not be any new standardized tests or piloting of standardized tests happening in the district while they were studying the issue.

Ms. Newman thanked the student leaders that testified earlier in the meeting. She shared that the superintendent had allocated funds to deal with the unexpectedly large increase in students this year.

Chair Levis clarified that they had not finalized doing a separate library listening session.

Ms. Hayes thanked those who were planning to protest in the global climate change walkout. She said she would ask how to put an acknowledgement that they stood on indigenous land into the agenda for all following meetings.

IX. CONSENT GROUP - ITEMS FOR ACTION

MOTION: Ms. Walston, seconded by Mr. Torrey, moved approval of the Consent Group, including Minutes from the Work Session on August 5, 2019; Memorandum of Agreement with Eugene Education Concerning Substitute Teachers; and Personal Actions.

VOTE: The motion passed unanimously, 7:0.

X. ITEMS FOR INFORMATION

1. Update on Global Climate Change Strike

Ms. Walston said she would like to see ways the district could reduce its carbon footprint.

Ms. Shabram said she could not think of a more profound experience in her education than when she applied what she learned in school to her activism. She shared that she was concerned by the student's comments earlier who expressed that students were nervous about unexcused absences. She shared that she and Board Member Gordon Lafer had prepared a statement in support of student who chose to walk out.

Mr. Lafer said he was in support of the strike, and wondered if they could treat this strike as an exception as school policy classified climate change as a science issue, not a political issue.

Ms. Newman said she would like to make the request to revisit the unexcused absence policy as a district. She said she would like to have a policy that recognized issues that were clearly aligned with district values.

Ms. Levis shared that she supported the strike and would join in the afternoon on Friday.

Mr. Torey said he was prepared to sign the statement of support, but was not prepared to change district policy as members of the community with differing beliefs did not have the opportunity to come out to share their opinions.

Ms. Shabram read the Statement of Support for Students and Staff Engaging in Democratic Action, September 18, 2019 into the record:

In light of the Global Climate Strike planned for September 20th and in keeping with Eugene 4J School Board Resolution 2019-14, which states our belief that climate change is one of the greatest threats facing communities throughout the world and that creating change relies on leadership from all sectors of society and across all levels of government, we the undersigned express our support for the Global Climate Strike.

We trust young people to be leaders and are committed to working in partnership with youth. We understand that engaging in the democratic process is a constitutionally protected right of all members of our community and that engaging in the democratic process is a profoundly educational and instructional experience.

We respect that members of our community hold differing beliefs and have the right to feel safe to express those beliefs in ways that do not harm others. We affirm that students and staff may engage in speech and actions protected under the US Constitution.

We therefore hope that all those advocating for action in response to climate change can use this strike as an opportunity to learn, grow, and deepen their understanding of the world.

Ms. Shabram noted that they could add an addendum to the clause that specifically referenced their wishes to have students' absences be excused.

Ms. Hayes asked if she was signing as a school board member or community member. She said she was not comfortable signing the document as a board member as the district legal counsel had not had an opportunity to review the document. She urged that they remain consistent with district policy.

Dr. Balderas said he cautioned bringing something like this directly to a board meeting as staff would not have the opportunity to see it first.

Chair Levis asked if they could sign the statement as individual community members.

Dr. Balderas replied that he believed they would be able to sign the statement as board members as he did not see any legal issues with the statement as it expressed much of what was already in a resolution passed by the board.

Ms. Newman said she was concerned about excusing students whose parents did not want them to be excused from school.

Dr. Balderas said they would take precautions by grade level. He recommended that the board work with staff to develop a few options on policy changes for days of action that also aligned with curriculum.

Ms. Walston wondered whom the statement was going to. She expressed that she wanted legal counsel to review any changes to the policy beforehand.

Ms. Shabram asked those who felt comfortable signing to sign the document, and let everyone know that it was something she would send to the Register Guard to publish.

2. Receive an Update on Summer Programs

Ms. McGaughy shared that they were able to offer many different summer programs this year. She added that they also served free breakfast and lunch to the community as part of these programs, and was able to do it in a way that was essentially revenue neutral.

Mr. Johnson stated that one of their programs was Kids in Transition to Schools (KITS). KITS was an evidence-based school readiness program focusing on building children's self-regulation, social-emotional, and early literacy and numeracy skills just prior to entering kindergarten. He added that KITS included 12 parent group sessions.

Mr. Johnson said the Title 1 Summer School is a program that they had done for many years in Eugene, and it served their K-4 students to improve their reading. This year, the program served 284 students. He said they saw increases each year in students reading comprehension and students personally felt like they were better readers after attending a summer school program.

Mr. Johnson shared that the Migrant Education Summer Program had an academic focus on reading, Science, Technology, Engineering, Arts and Mathematics (STEAM). He said it was a month-long program.

Mr. Dey shared that Summer Bridge program was designed for incoming freshmen students and this year 209 students attended. He noted that they incorporated a unit on quality decision making, and exposed students to the CTE programs in the district.

Mr. Dey shared that priority for the Credit Recovery Summer School program was given to seniors and ninth grade students, and there was an academic focus on reading, math, writing and social skills.

Mr. Walston asked if anyone could attend the Migrant Education Summer Program.

Mr. Johnson said they were part of a consortium, but they also recruited 4J students to participate. He said that it was created for children of parents who worked in agriculture, fishing, and mills and were relocated because of those jobs.

Ms. Hayes asked if the summer programming had been successful.

Mr. Dey replied that it had been critical to many students, and highlighted that students would not be well served to see if the programs go away.

Mr. Walston asked if part of their plan was to do Fuel Ed all year.

Ms. McGaughy replied that Fuel Ed was the online curriculum that was used for multiple purposes. She said they were looking at a supplementary adoption this year looking at what online learning they would like to use in the future.

3. Update on Student Success Act Planning

Ms. Delf said there would be a grant process, but it was noncompetitive. She said they were expecting to receive over 12 million per year. The process for allocating funds would include community engagement, data review, needs assessment, and an investment plan. She noted

that there were three key phases in developing the investment plan, and the first phase was a needs assessment. She stated that there was a survey online, and they would be holding staff and community forums as well as forums for underserved community stakeholder groups.

Ms. McGaughy said they had shared a list of some of the targeted outreach they were doing. She highlighted that they had been going to events where underserved populations were, and she predicted that their highest participation in the survey would come from students.

Chair Levis asked if they could find a way to get more staff input.

Dr. Balderas said they had been discussing how to incorporate a feedback process into staff meetings. He said that principals would invite staff to complete the online survey during a staff meeting.

Mr. Lafer asked if the public would be provided with a costing template as well as a tentative spending plan from the district.

Dr. Balderas said they would provide some cost counts, but many would be difficult to provide. He said they would come to the board with more information, but did not know if staff would be ready by November to provide the board with their spending plan. He shared that he believed that community members were interested in spending the additional funds on the most impacted kids.

Ms. Shabram asked if there was a process for anonymizing staff input in the surveys or forums.

Ms. Delf replied that they had this opportunity by using the anonymous survey.

Dr. Balderas said he wanted to manage expectations and emphasized that the targeting of dollars would be important in this process.

4. Receive an Update Personal Hygiene Products Available in Middle and High Schools

Mr. Dey said they had surveyed all schools, and they were able to determine that all but two schools had period products available for free. He stated that the two schools that did not have period products, now have access to products. He shared that they had a quote for what it would cost to install a dispenser.

Ms. Shabram asked about access in all-gender and single-gender bathrooms.

Mr. Dey replied that they currently had baskets in single-gender bathrooms.

Mr. Torrey asked if they had looked at best practices in other schools.

Mr. Dey said he did not believe there was a documented best practice because it just involved installing additional dispensers.

Ms. Walston wondered if there was an opportunity to get donated products.

Ms. Hayes expressed support of including dispensers in general-neutral bathrooms.

Mr. Lafer asked leadership to include this as an item for action at the next meeting.

5. Board Working Agreements

Chair Levis asked if the Board would be willing to push this item to another agenda, and email feedback to Vice Chair Walston.

No one objected.

XI. ITEMS FOR ACTION

1. Nomination Process for OSBA Legislative Policy Committee

Ms. Walston recommended the nomination of Board Member Judy Newman to serve as a representative on the OSBA Legislative Policy Committee.

MOTION: Mr. Walston moved, seconded by Mr. Torey, to recommend the nomination of Board Member Judy Newman to serve as a representative on the OSBA Legislative Policy Committee

VOTE: The motion passed unanimously, 7:0.

2. Approve Oregon School Board Association (OSBA) Membership for 2019-20

Dr. Balderas recommended renewing the annual membership dues to the Oregon School Board Association (OSBA) for 2019-20.

MOTION: Mr. Torrey moved, seconded by Ms. Walston, to approve Oregon School Board Association (OSBA) Membership for 2019-20.

VOTE: The motion passed unanimously, 7:0.

3. Approve the 2019-20 Superintendent Evaluation Process

Chair Levis recommended that the Board approve the 2019-20 Superintendent Evaluation Process. She stated that the evaluation of the superintendent would align with the major goals of the strategic plan, including educational excellence with equitable access and outcomes for every student; multiple pathways to student success; communication and connection with community; diverse, world-class workforce; and stable, sustainable stewardship.

Ms. Shabram asked if there would be a district climate survey this year.

Ms. Levis replied that there would be.

MOTION: Mr. Torrey moved, seconded by Mr. Lafer, to approve the 2019-20 Superintendent Evaluation Process.

VOTE: The motion passed unanimously, 7:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Board Goals

Chair Levis read the Board Goals of the year into the record:

Implement the components of the Student Success Act. Improve communication and transparency with the community. Address policies and practices on student assessments. Improve graduation rates and third grade reading results.

MOTION: Ms. Walston moved, seconded by Ms. Shabram, to approve the Board Goals from the 2019 Board retreat.

VOTE: The motion passed unanimously, 7:0.

2. Budget Committee Appointment Process

Ms. Delf stated that there were openings on the Budget Committee each year because, under Oregon State Law, approximately one-third of members' terms expire. She shared that there were two openings on the Budget Committee to be filled this fall. She stated that the earliest timeline they could take would be to post the openings on Friday, September 20. She said the board had previously interviewed candidates in a work session. She noted that the proposed timeline would mean the board would interview candidates on Wednesday, October 16.

Ms. Hayes asked if there would be an information session for applicants.

Ms. Delf said there had not been an information session in the past, but they did provide information in the posting and to applicants after they applied.

Chair Levis said she would be willing to be a presenter in an information session.

Mr. Torrey asked if the Board needed to vote on the timeline.

Ms. Delf replied that they did not need to vote on the timeline.

XVI. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETINGS

1. Meeting Dates:
 - a. October 2, 2019 – Work Session and Regular Meeting
 - b. October 16, 2019 – Work Session and Regular Meeting

Ms. Hayes suggested amending the language that referenced staff in the Statement of Support for Students and Staff Engaging in Democratic Action, so she would feel comfortable signing onto the statement as Board Members.

Mr. Lafer agreed that he would prefer to remove the reference to staff and have everyone sign the statement given that they would be addressing district policy on excused absences in subsequent board meetings.

MOTION: Ms. Shabram moved, seconded by Mr. Torrey, for the entire Board to sign the Statement of Support with the amendment made to remove all references to staff.

VOTE: The motion passed unanimously, 7:0.

Chair Levis asked the board to consider starting the meetings earlier.

Ms. Shabram suggested they also consider changing around the agenda to better accommodate students and community members who wished to speak.

Ms. Levis asked for leadership to schedule work sessions that addressed the Board Goals from the August 2019 meeting. She stated that she would like to have a discussion about how to appoint Board Members in the future.

Ms. Shabram asked leadership to look into acknowledging indigenous land as a part of future board meetings.

Mr. Lafer asked about identifying particular groups, such as librarians, to hear from with regards to Student Success Act funding.

Mr. Torrey cautioned that they would not be able to accomplish everything they wanted to do, and suggested they be honest with the public and let them know what the costs are.

Dr. Balderas clarified that the Board was responsible for review of the plan, not creating the plan. He said he would provide the Board with additional information on October 2.

Mr. Lafer asked if leadership could come up with a short list of topics that they could use to gather more information in the community meetings.

Ms. Walston said she did not believe they should meet with particular constituent groups.

XVII. ADJOURN

Chair Levis adjourned the meeting at 10:06 p.m.

(Work Session Minutes recorded by Lydia Dysart)

(Regular Board Meeting Minutes recorded by Erin Hagen)

Dr. Gustavo Balderas
District Clerk

Anne Marie Levis
Board Chair