

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

February 19, 2020

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:15 p.m., and a regular session at 6 p.m. at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on February 14, 2020, and published in *The Register-Guard* on February 19, 2020.

ROLL CALL

BOARD MEMBERS PRESENT:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of K-8 Education
Andy Dey, Director of Secondary Education
Kat Lange, Director of Student Services
Kyle Tucker, Chief Operations Officer
Cydney Vandercar, Assistant Superintendent of Administrative Services
Christine Nesbit, General Counsel
Oscar Loureiro, Director of Research and Planning
Jeffrey Johnson, Director of K-8 Education
Andrea Belz, Director of Financial Services
Tia Holliday, Curriculum Administrator
Lisa Fjordbeck, Executive Assistant/Board Secretary
Karen Hardin, Director of Human Resources

STUDENT ADVISORY PANEL MEMBERS:

Nick Clendenen, Churchill High School
Joel Sadofsky, International High School
Kassidy Hampton, Sheldon High School
Noa Ablow-Measelle, South Eugene High School

MEDIA: KRVM

I. WORK SESSION: Student Success Act – Student Investment Account (SIA) Plan

Board Chair Levis opened the work session at 5:15 p.m.

Dr. Balderas, Ms. McGaughy, and Ms. Delf offered the Board a report and Power Point presentation on the Student Investment Account plan.

The 2019 Oregon Legislature approved the Student Success Act (SSA) to invest more funds in public schools, to be implemented with authentic stakeholder engagement, equity, and shared accountability for student success. When fully implemented this act is expected to invest approximately \$1 billion per year for early learning and K–12 education, about half of which will go directly to Oregon school districts and eligible charter schools through the Student Investment Account to increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students' behavioral or mental health needs.

Eugene School District 4J expects to be able to access a total of \$13.4 million per year (approximately \$12.9 million for the district, and \$440,000 for charter schools). This represents about 5% of the district's current general fund budget, and will begin in 2020-2021. Each school district must develop a plan for how to invest this additional education funding, with meaningful community engagement including input from staff, students and families from historically underserved communities. Funds may be spent in some or all of four key areas for improvement:

- Reducing class size ☐
- Increasing instructional time ☐
- Addressing health and safety needs ☐
- Ensuring a well-rounded education

Mr. Torrey asked how a Behavioral Health Specialist was different than a Psychologist. He also asked if the district was putting enough money into the hiring of psychologists, who could in turn train others on behavioral health issues.

Dr. Balderas offered there was currently a variety of models to help students, which were made possible through community partners, and 4J was continuing to expand its community partnerships in an effort to properly help students with behavioral issues.

Mr. Lafer said he was in favor of a longer work session on this topic, due to the density of material within it. He expressed disappointment at not seeing librarians mentioned in the presentation, especially after all the evidence the district received on their impact not only on third-grade reading, but on middle school students as well. Mr. Lafer also said he would need to see actual classroom size reduction numbers, and he did not mean the ratio of adults to children, but rather the actual number of children in classrooms, as the public had previously specified. Finally, he pointed out there was no mention of lessening standardized testing.

Ms. McGaughy offered that staff was working in Instruction on a recommendation to bring to the Superintendent about how to decrease time spent on standardized tests. She added staff would be happy to come back before the Board to discuss specifically these recommendations for reducing the time spent on standardized testing.

Ms. Shabram echoed Mr. Lafer's concern over not seeing librarians mentioned in the report. She offered that librarians and library spaces were essential for kids' reading.

Vice Chair Walston wondered if staff was planning on creating some kind of dashboard and/or check-ins about the SSA. She offered the State would definitely want to see some metrics involving SIA funds and how they are being used.

Ms. McGaughy said she had not heard of the State providing a dashboard for SSA, but 4J staff would be tracking that data using an internal data collection system. She added that after data collection, and metric(s)-setting with the Oregon Department of Education (ODE), the final agreement with ODE will be available to the Board on June 4, and the Board will vote on it at their second meeting in June (6/18).

Ms. Newman said she was excited about the proposals to improve third-grade reading, and she would look more into the librarians piece brought up by her colleagues. She expressed sadness at seeing where 4J is with inclusion as compared to the rest of the state, and she was happy 4J was focusing so intently on inclusion.

Ms. Hays appreciated the emphasis on mental/behavioral health in the presentation, and she was in favor of hiring different classifications of mental/behavioral health professionals instead of just psychologists.

Chair Levis wondered when the next work session on this topic would be; she pointed out Wednesday, February 26 had been previously set aside for this purpose.

Both Ms. Newman and Ms. Hays said they would be away on February 26, but they both said they could most likely call in and join the work session via teleconference

The work session was adjourned at 5:47 p.m.

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGMENT

Board Chair Levis called the regular meeting to order at 6 p.m., and led everyone present in the pledge of allegiance. She then acknowledged the land on which the meeting was taking place was the Traditional Homelands of the Kalapuya People, who have been stewards of the land for approximately 14,000 years.

IV. AGENDA REVIEW

There were no changes proposed for the agenda.

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT: SCHOOL BOARD APPRECIATION

Dr. Balderas thanked the Board for their work during his tenure; he asserted that his national recognition was the culmination of the work put in by 2700 staff members who are dedicated to the 16,000+ students.

Dr. Balderas reported that, in the last six years, the district has closed the achievement and opportunity gaps within the school system, and the overall 4J graduation rate has risen 12 percentage points.

He mentioned the general obligation bond, and some community questions and concerns surrounding it. Dr. Balderas stated the bond was being used for many new builds, including elementary schools, and the first new high school being built in the north region in 50 years. Mentioning specifically the KMS/YG merger, he asserted he would continue to work with staff to mitigate this contentious issue—especially the loss of student and teacher spaces.

Dr. Balderas offered that although SIA funds were being utilized to reduce core middle school class sizes, he was a proponent of further reducing those class sizes, especially at ATA, KMS, and Madison.

VI. COMMENTS BY BOARD CHAIR

Chair Levis applauded Dr. Balderas on his recent recognition of National Superintendent of the Year. She offered the district has worked hard to have 4J staff represent the diversity of the community, and was proud to say that 40% of district administrators were non-white.

Chair Levis stressed the importance of the community feedback concerning the Kelly Middle School/Yujin Gakuen co-location; she said that with any change, there would be loss, and she wished to acknowledge publicly her empathy for those feeling that loss surrounding the Kelly Middle School/Yujin Gakuen co-location.

Finally, she recognized and celebrated the partnership between the Board, the Superintendent, and the district itself, and how crucial that partnership was to the students in 4J.

VII. RECEIVE REPORTS FROM HIGH SCHOOL STUDENT REPRESENTATIVES

Kassidy Hampton, representing Sheldon High School, reported that Sheldon's Choir Director, Nancy Anderson, and some choir members were preparing for a trip to Ireland, and they were leaving the week before Spring Break. She announced that Sheldon was gearing up for its spring show. Finally, Ms. Hampton announced she was honored to have recently taken a trip to New York City, where she performed at Carnegie Hall.

Nick Clendenen, representing Churchill High School, reported CHS had their Winter Assembly last Friday, and the theme was Beauty & Self-Worth. He offered there had been student conversations at CHS about the absence of field trips at the high school level. Finally, Mr. Clendenen reported CHS's

Lancer Pageant's next fundraiser was a dodgeball tournament to be held in Pleasant Hill on Sunday, February 23.

Noa Ablow-Measelle, representing South Eugene High School, announced that students at South bought Val-O-Grams, a form of candygram, to celebrate Valentine's Day. She reported South's winter pep rally/assembly was next week. Finally, Ms. Ablow-Measelle said the Axe Pageant had a successful fundraiser at Prince Puckler's, and had another fundraiser—in the form of a basketball game—coming up soon.

Joel Sadofsky, representing International High School (IHS) reported that currently, in the IHS Global Geography class, students were studying the impact of globalization on labor rights and ecological sustainability. He announced student government was planning the IHS celebration coming up at Oakway Center. Finally, he said IHS Juniors had recently taken the State-mandated English assessments.

Ms. Newman for Hannah Mitchell, representing North Eugene High School, announced there was recently a Health Expo at North, at which booths were set up to promote the health services provided in the community. Finally, she reported students at North bought Val-O-Grams, a form of candygram, to celebrate Valentine's Day.

VIII. ITEMS RAISED BY THE AUDIENCE

Nancy Willard of Eugene, addressed the Board concerning the recent Richard Wistocki presentations. She offered she was an internationally recognized authority on Internet safety. Ms. Willard said she knew the district was not at fault for bringing in Mr. Wistocki, and applauded them for acting quickly as soon as concerns were raised. She insisted district must shift to a student leadership approach to Internet safety in the district.

Daniel Denton teacher from Kelly Middle School, asked everyone to join him in a moment of recognition, as today was Japanese Internment Day. He said he was aware the district and its staff had no intention of putting any student in harm's way, and that he loved them for their work and dedication to the kids of 4J. He pointed to the lack of equity in schools within and without well-resourced communities, and pointed to the phrase "achievement gaps" as an incorrect explanation for this inequity.

Debbie Levy of Eugene, announced she was a teacher-librarian at CHS, and she applauded the district for their work toward the goal of getting public library cards for all 4J students. She stressed the importance of teacher/librarians to students' learning. She urged the Board, while working on the budget, to invest in school librarians; she mentioned \$330,000 would fund three elementary school librarians.

Larry Lewin of Eugene, and a retired 4J teacher, wished to eulogize a recently-deceased former 4J administrator Jim Slemp. He honored Mr. Slemp's tenure in 4J, saying that he had very high standards for teachers, students, and administrators (including himself). Mr. Lewin praised him for his dedication and involvement to the district when Mr. Slemp was in it.

Colleen Hunter of Springfield, thanked the Board for the letter they sent to the Oregon State Senate Education Committee in support of SB1572. She also thanked the Board for addressing the issue of student assessments.

Kori Kunz of Eugene, and the teacher/librarian at Sheldon High School, addressed the Board concerning the importance of elementary librarians. She stressed the value of teacher/librarians to students' learning, and cited studies that have shown librarians can increase reading scores by 35%.

She urged the Board to invest in school librarians; she mentioned \$330,000 would fund three elementary school librarians.

Amy Page of Eugene, and a 4J district librarian, addressed the Board concerning the importance of elementary librarians. She stressed the value of teacher/librarians to students' learning, and cited studies that have shown librarians can increase reading scores by 35%. She urged the Board to invest in school librarians; she mentioned \$330,000 would fund three elementary school librarians.

Justin Potts of Eugene, and a psychologist in the employ of the district, spoke to the Board about school psych positions, and the confusions surrounding them. He cited several problems in the hiring of three new psych positions within 4J, and he blamed the district's lack of communication to the potential hires for those problems. Mr. Potts said that his own tenure in the district had been rife with poor communication, and a lack of proper tools with which he could do his job.

Julie Vignoul of Eugene, and librarian at South Eugene High School, addressed the Board concerning the importance of elementary librarians. She stressed the value of teacher/librarians to students' learning, and she urged the Board to invest in school librarians; she suggested three elementary school librarians to be placed in the elementary schools with the greatest need for literacy support.

Amary Taylor of Eugene, and teacher/librarian at North Eugene High School, addressed the Board concerning the importance of elementary librarians. She stressed the value of teacher/librarians to students' learning, and she urged the Board to invest in school librarians. She concluded that libraries were a good investment that benefited all students, and asked the Board to use some of the SSA funds for librarians.

Lara Kimball teacher at Kelly Middle School, spoke to the Board concerning the KMS/YG merger. She advocated for more space at the merger site, in the form of eight portable classrooms. Ms. Kimball offered that while it looks like there was plenty of space on paper, in reality, that is not the case at all. She asserted it was wrong on the part of 4J to ask and expect the Kelly Middle School/Yujin Gakuen staff to do so much without proper resources.

Julie Weise of Eugene, spoke to the Board about the issue of religious observances. She said she hoped that by the time her children start in 4J schools, this issue would be resolved, and her kids will not be expected to choose between Jewish holy days, and a scheduled school activity. Ms. Weise, citing other, similar school districts around the country, shared suggestions for ameliorating the issue in 4J.

Jefrey Leigh of Santa Clara, and a parent of a YG student, addressed the Board about the Kelly Middle School/Yujin Gakuen merger. He offered that certain Board members seemed purposely flip-pant and dismissive when discussing the merger, and the inequity between the north and south regions. Mr. Leigh implored the Board to finally address the inequity between the two regions of the district.

IX. COMMENTS BY EMPLOYEE GROUPS

Sabrina Gordon, President of the Eugene Education Association (EEA), addressed the Board concerning the religious holidays issue. She said EEA was happy the conversation was being had, and encouraged it to continue. Ms. Gordon invited 4J to partner with EEA to consider strengthening policies and practices surrounding the religious observances issue.

Ms. Gordon then spoke to the Board about SSA funds. She said there were several pieces in the original presentation that EEA was excited about: class-size reductions, full schedules for grades 9-12, regional care teams, and expansion of the NATIVES program. Ms. Gordon said also that EEA

would have questions concerning: eight Student Success Coordinators to examine data, but no new librarians, only one additional nurse, and, as far as the Well-Rounded Education investment was concerned, the focus was one reading, but, Ms. Gordon asserted, reading must be culturally responsive and developmentally appropriate.

X. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Mr. Torrey said he believed the State Legislature would end up forming a broad committee designed to look at the unintended consequences of the Essential Skills test. He reported that he had attended a recent meeting at KMS about the merger with YG, at which a prevalent question arose concerning extra space after the merger, such as portables; Mr. Torrey said he was not personally opposed to adding extra space there if it were truly needed.

Ms. Newman offered the Board a report on SB 1572. She offered there were three new amendments to the Bill, which drastically changed the intent of the whole piece of legislation. She said these amendments called for the formation of a 19-member subcommittee to look at the Bill in the interim. Ms. Newman reported she recently had the pleasure of attending an elementary Oregon Battle of the Books (OBOB), she was pleased to see the enthusiasm for reading from the kids in the OBOB.

Mr. Lafer said he was in support of using SSA funds to hire more teacher/librarians to help 4J kids—especially third graders—with reading. On religious holidays, he offered the district should strengthen the policy they now have for the seven major religious holidays, plus add Epiphany or Dia de los Tres Reyes Magos. Mr. Lafer was also in support of modulars or portables at Kelly Middle School. Finally, he reported teacher contract negotiations coming up in March.

Ms. Shabram said she was also in favor of portables at Kelly Middle School to help mitigate the loss of classroom size during the merger with Yujin Gakuen. She also spoke in favor of hiring three new teacher/librarians at the three schools where they were most needed. Ms. Shabram reported she had the privilege of tabling at the Teen Health Expo at North, and it was an amazing experience.

Vice Chair Walston said she agreed fully with Chair Levis about the need for the district to focus on student achievement. She wondered what would happen to Kelly Middle School and Yujin Gakuen in the next 5-10 years.

XI. CONSENT GROUP – ITEMS FOR ACTION

Information about the consent group items was included in the board packet.

- 1. Approve Personnel Actions**
- 2. Approve Minutes from January 15, 2020 Board Meeting**

MOTION: Vice Chair Walston moved, seconded by Ms. Shabram, to approve the items in the Consent Group as presented.

VOTE: The motion carried unanimously - 7:0.

XII. ITEMS FOR ACTION

- 1. Approve Revisions made to the Lane Education Service District Local Service Plan for 2019-2021**

Dr. Balderas asked if anyone had any questions on this action item.

Vice Chair Walston wondered if there was funding in the revision for the Brain Bowl.

Dr. Balderas answered yes

MOTION: Vice Chair Walston moved, seconded by Ms. Newman, to approve the revisions to the Lane ESD Local Service Plan for 2019-2021

VOTE: The motion carried unanimously - 7:0.

XIII. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider for Adoption Revisions to Board Policies:

JEA - Compulsory Attendance

JEC - Admission of Resident Students

EEA - Student Transportation Services

Ms. Nesbit offered the Board a report on the proposed revisions to the following Board policies: JEA, JEC, and EEA

XIV. ITEMS FOR INFORMATION

1. 4J Vision 20/20 Strategic Plan: Key Performance Indicators Update

Ms. McGaughy, Mr. Loureiro, Ms. Vandercar, and Mr. Tucker offered the Board an update and Power Point presentation on the key performance indicators (KPI) within the 4J Vision 20/20 Strategic Plan.

Mr. Lafer opined it would be more helpful if the student to teacher ratio was expressed as class size, and not the ratio of adults to students. He also offered that it would be helpful if the Board could get a breakout of staff attrition per teachers, classified staff, unclassified staff, etc.

Mr. Torrey said he would like to see Career and Technical Education (CTE) introduced before the kids are seniors in high school; he offered this was a main driver of his wish to get rid of the Essential Skills test.

Vice Chair Walston asserted she would like it if the Board would have access to a dashboard or like contrivance that they can use to check in on this project's progress.

Ms. Newman said that the issue surrounding LTD changing some of the routes which serve 4J schools could easily be an attendance issue in the future.

Chair Levis offered that her and 4J Budget Committee member Maya Rabasa had co-authored a letter to LTD about the proposed changes and the effects they will have on 4J students. She added that she had also penned a letter on behalf of the 4J Board to express their dismay at the proposed changes. Chair Levis said both letters would be submitted very soon.

2. Receive FY2020 2nd Quarter Financial Report

Ms. Belz and Ms. Vandercar offered the Board the FY 2020 2nd quarter Financial Report, accompanied by a Power Point presentation.

Mr. Lafer asked if the initial loss in Nutrition Services was due to the switch to in-house preparation, and the equipment and other up-front costs associated with switching to in-house. He also asked if this loss represented a one-time expenditure, and not recurring costs.

Ms. Belz replied that it was a combination of 4J staff training and experimentation with new recipes.

Dr. Balderas offered 4J would try to pull in more local foods, and he considered the cost associated with that goal a sound investment.

Ms. Newman said she thought there was State Legislation in the works which would expand public schools' nutrition programs.

Ms. Belz said there was currently a State Government focus on bringing the eligibility for free or reduced school meals up to 300% of poverty, and also ensuring 4J would receive funding during their transition to in-house Nutrition Services.

Ms. Shabram offered that food was equity, and she was very pleased with the way 4J Nutrition Services worked to secure access to food for people with disabilities. She said she was also happy to see the language of Nutrition Services being very inclusive as well.

3. Discuss School Board Meeting Schedule

Chair Levis offered that since there had only been three previous 4J Board meetings at the new six o'clock start time, that there might not be enough data to make a solid decision on whether or not the new start time would become permanent. She said she would love to gather as much feedback as possible from not only the Board, but the community as well.

Ms. Shabram said she would like the ways in which the Board receives feedback about the earlier start times to be more open-ended. She wondered if the Board could make it possible for community members to be able to easily send them feedback about the earlier start times.

Mr. Torrey wondered if the Board had received any unsolicited public feedback about the earlier meeting start times.

Chair Levis said not to her knowledge.

Ms. Newman posited that perhaps the Board could rearrange the format of their meeting agendas to facilitate more public interest and participation by students attending the Board meetings.

Ms. Shabram agreed with Ms. Newman, and said that was a conversation she would like to have in the near future. She said the feedback of students would be very beneficial to the Board and its decision-making, and she suggested the Board's student representatives be able to make advisory votes.

Chair Levis said she would email the board student representatives in an attempt to gauge their responses to participating more in Board meetings. She also said she would reach out to any members of the public who wished to offer feedback on the change in board meeting times.

4. Receive a Report from 4J Natives Program

Mr. Dey introduced Ms. Brenda Brainard, and recognized her 27-year service to the 4J Natives program, upon her upcoming retirement.

Several students of the Natives program offered the Board personal testimony praising Ms. Brainard's service, and the Natives program itself. They then shared handmade gifts with each board member, and Ms. Brainard offered Dr. Balderas a drum to signify his work with the Natives program.

XV. ADJOURNMENT

Chair Levis adjourned the meeting at 8:56 pm.

XVI. WORK SESSION: Annual Superintendent Evaluation Process and Timeline

Chair Levis called the Work Session to order at 9:04 pm.

Board Policy CBG, Evaluation of the Superintendent, states:

“The board will evaluate the superintendent at least annually as per the timelines set forth in the superintendent’s employment contract. The evaluation will be based on the job duties described in the superintendent’s contract, board policy and progress in attaining any goals for the year established by the board and/or superintendent.

The board will establish goals for the superintendent, to be evaluated annually. Such goals, and any additional criteria for the superintendent’s evaluation will be developed and approved in a board meeting open to the public.

The board’s discussion and conference with and about the superintendent and his/her performance will be in executive session, unless the superintendent requests that it be done in open session. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent’s personnel file”.

The process and timeline for the evaluation is as follows:

Process

Annually, board leadership will review the evaluation process and tool and if needed, schedule a work session to discuss and review proposed revisions. (It is recognized that over time there may be a need to refine and adjust goals and objectives arising from the Vision 20/20 strategic plan). Should revisions be necessary, board leadership will then schedule the approval of proposed revisions in a formal public meeting.

There is no numerical rating in this evaluation format. Instead each evaluation dimension is listed; under that are objectives for that goal from the Vision 20/20 plan. As these are embedded in the work plans for district staff, metrics have been developed. The feedback and comments from board members should be viewed as open-ended questions to elicit a deeper and richer assessment of the performance of the superintendent.

Board members will complete the evaluation individually. Board leadership will schedule at least one executive session to conduct the evaluation of the superintendent. During the executive session, board members will discuss the evaluation and assessment of the superintendent. Based upon this discussion the board chair or designee will prepare the final evaluation from the board to share and discuss with the superintendent at a subsequent executive session. The board will strive for consensus when developing the final evaluation, but in cases where consensus cannot be reached, the majority of opinion will be reflected in the final evaluation, with appropriate note of non-consensus.

In the spirit of transparency and open government, there will be a report on the outcome of the annual evaluation of the superintendent in a public meeting. This is to be developed and presented by board leadership.

Timeline

August-September 2019: ☐

Create and approve superintendent goals in a public session ☐

Finalize the tool for the evaluation of the performance of the superintendent ☐

Board leadership will assign the specific dates for the meetings and events noted below ☐ Superintendent will provide a calendar of these meetings in a summary in the “Friday Memo”

January 2020 ☐

Conduct mid-year performance review ☐

Superintendent’s mid-year report on progress toward goals in public session ☐

Mid-year performance review in executive session

March 2020 ☐

- Board members complete evaluation individually ☐
- Superintendent surveys leadership team ☐
- Superintendent provides a self-evaluation for board members which includes salient information from the survey of the district leadership team ☐
- Every other year, the district will perform a climate survey to learn how the district is perceived in the community

April 2020 ☐

- Board meets in executive session to review evaluation and develops final evaluation

May 2020 ☐

- Board conducts the performance evaluation in executive session with the superintendent

June 2020 ☐

- Final evaluation document is prepared for public distribution ☐
- The evaluation is given during a regular board meeting in June as an item for information

Ms. Shabram wondered if there were already questions in place for the individual Board member evaluations, or if the questions were predetermined.

Chair Levis replied the questions were from the form Board members had been provided for this evaluation.

Chair Levis adjourned the Work Session at 9:19 pm

XVII EXECUTIVE SESSION: The board convened in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations pursuant to ORS 192.660 (2)(d)

(Recorded by Rodney Cimburke)

Dr. Gustavo Balderas
District Clerk

Anne Marie Levis
Board Chair