

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

November 15, 2017

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held executive sessions at 6:00 p.m., and a regular meeting at 7 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 November 10, 2017, and published in *The Register-Guard* on November 15 2017.

ROLL CALL

BOARD MEMBERS:

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

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools (work session and meeting)
Dr. Charis McGaughy, Assistant Superintendent of Instruction
Ms. Kerry Delf, Associate Director of Communications
Dr. Brooke Wagner, Director of Elementary Education
Ms. BJ Blake, Director of Secondary Education
Ms. Monica Brown, Director of Finance
Ms. Cydney Vandercar, Director of Human Resources
Ms. Christine Nesbit, Associate Director of Human Resources
Mr. Harlan Coats, Director of Facilities Management
Mr. Steve Menachemson, Director of Technology
Mr. Oscar Loureiro, Director of Research and Planning
Ms. Lisa Fjordbeck, Executive Assistant / Board Secretary

MEDIA: KRVM, Register-Guard

OTHER: Heidi Warwick, Connected Lane County Executive Director; Tad Shannon, Eugene Education Association (EEA) President; Ray Martin, Oregon School Employees Association (OSEA) President.

I. EXECUTIVE SESSIONS

At 6:00 p.m., 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).

II. REGULAR BOARD MEETING

III. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Board Chair Nittler called the regular meeting to order at 7:00 p.m. Ms. Hays led everyone present in the Pledge of Allegiance.

IV. AGENDA REVIEW

Chair Nittler moved “Receive Information from Elevated Lane County” to the first topic under “Items for Information.”

V. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Dr. Balderas thanked Eugene Education Association for ratifying the contract with members. He thanked both bargaining teams for coming to a decision and noted it was a fair agreement that continued to support licensed staff with cost of living increases. It provided additional elementary prep time and additional supports for students.

Dr. Balderas thanked the board for the work session on Monday, November 13th. The board participated in an exercise to review the possible bond measure for 2018, and he thought it was great to see the board’s point of view. Dr. Balderas said the consultant shared the needs of the district to the board, and that future work sessions around the bond measure would be scheduled.

Dr. Balderas noted there were many community members at the meeting, many of whom were there to discuss behavioral concerns in 4J schools. He had talked to several peers across Lane County, the state, and the nation who were seeing an increase in complex behavioral problems. Dr. Balderas said the district’s top priority was to keep people safe, and protect the confidentiality of students and staff. He said the district needed to reinforce its commitment to supporting all students, and working together to provide inclusive learning environments. Dr. Balderas said the district had been working on this issue since he began as superintendent. Every student deserved a free and appropriated education, but there was a spike in behavioral issues across the nation. The district is aware there is an issue, and it is something they would continue to work toward. He said that above all, all students in 4J are their kids and are a valued

part of the district. Dr. Balderas said they needed to figure out how to work together to create a more inclusive environment for all students, whether they were in special programs or general education programs. He noted there were impacts on all types of students, and he was adamant the board and staff were there to support all kids.

VI. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Maya Treder shared that ECCO welcomed the return of their principal that week, who had been on maternity leave. ECCO was also in the process of transitioning a full-time mental health professional into the community. Ms. Treder noted that, as many high schools do, ECCO struggles with students' substance abuse and truancy or behavioral issues. Ms. Treder said Kelly McGhehey, a counselor at ECCO, has been looking for additional scholarship opportunities for students other than grade point average (GPA) based. She noted ECCO was in the final quarter of the semester, and 10 students were awarded General Education Development diplomas and 12 students were projected to graduate by the end of the trimester. As many as ten graduates would be entering community college or advanced training programs. Ms. Treder said there were several events across campus, such as the Lane Tour Day. Class registration began Thursday, November 16th and ECCO has outreached to prospective students. Ms. Treder said in advisory, students were observing transgender awareness week, and a panel of speakers. She said the goal was to increase the awareness of issues that affect the community at large, but also all students. It was part of an initiative to promote equity in advisory classrooms. Ms. Treder shared that staff was actively recruiting students for input on school activities, and some students were participating on a Culture and Climate Committee and an Advisory Planning Committee. Finally, Ms. Treder said on Wednesday, November 23rd ECCO would host a Harvest Feast for students.

Tiffany Huang, South Eugene High School, said seniors were currently working on presenting senior projects, which was a career-related graduation requirement. The project involves finding an interesting career path and getting 15 to 20 hours of work experience and then presenting on that experience. Ms. Huang then explained that junior projects were open to all students, and were based on computer-related exploration of careers. Student Government was working on club partnerships and club showcases, which entailed one club having a booth during lunch on every Wednesday, to spread awareness of extracurricular activities. In addition, student government was allowing clubs to advertise in a new digital flyer. Ms. Huang said the school was planning Axe of Kindness to raise donations for Axemen Angels, a charity that supports students at South Eugene. Celebrate South was on Saturday, November 11th, an annual gala at the Hilton Hotel that honored past Axmen, inspired current students and raised money. South Fork Catering was hosting its 12th annual global fusion dinner on Friday, November 17th, which was a semi-formal tasting event, prepared solely by students. All proceeds support CET programs.

Zoe Chilhorek, International High School, was presenting for herself and Jane Brinkley. She and Ms. Brinkley were starting a new project called Student Story. Part of the project was collecting stories from different campuses and grade levels. The pair began with prompts, but are hopeful that students will eventually submit stories on their own. Ms.

Chilhorek reported she had recently spoken with sophomores from the IHS South campus. She said they were interested in opportunities to connect with students from other campuses, such as educational IHS field trips, or IHS dances. Ms. Chilhorek said IHS student government was moving forward with their goals concerning community service. Each campus wants to complete one community service project per month. She noted they also had events planned for the IHS community, such as the apparel design contest, penny wars, a potluck and a dance. IHS head teacher Jessica Shautock wanted to share that International Baccalaureate (IB) testing registration was wrapping up, and teachers met one-on-one with each student considering IB testing. Ms. Shautock had said there was a slight increase in juniors and seniors who registered for individual course tests, and a slight decrease in seniors who registered for the whole IB diploma. Ms. Chilhorek added that the senior research paper was due on Monday, November 21st and the paper also doubled as the IB extended essay. Ms. Chilhorek noted that IHS is hosting evening information sessions at all three campuses for incoming freshman families, scheduled for January.

Jillian Peterson, student representative for Sheldon High School, reported that an equity team comprised of teachers is discussing the possibility of improving wayfinding design on campus. She explained they had noticed people were unsure of where to go upon entering the building. Ms. Peterson said they were in beginning stages of creating an advisory committee for the project. The group was considering murals, statues, and ensuring all components were multilingual so everyone was represented. They were also thinking of teaming with University of Oregon architecture students. Ms. Peterson said the equity team was considering revamping the unity assembly, and potentially having half day. During the half day, there would be different student clubs presenting workshops. Those clubs might include the black student union, the Asian student union, the gender sexuality alliance, and the Native American student union. Ms. Peterson reported that Sheldon recently had talent show, and there would be a fall art show until November 20, 2017.

Jack Ohlsen-Johnson, student representative for Churchill High School, reported that fall sports had wrapped up. Notably, Churchill had higher GPAs on its fall teams than other schools in the league. It was the only school in the league to qualify every team for post season, and the only school to have every team qualify for academic all-state. Mr. Ohlsen-Johnson said the student government was hosting a winter formal, and there was an upcoming clothing drive and a food drive.

Chair Nittler shared a written report on behalf of Claire Baboyan, student representative for North Eugene High School. Ms. Baboyan reported the girls' soccer team finished second in the state, and winter sports started the following week. In addition, the theater program was performing Legends of Sleepy Hollow from Thursday, November 16th through Saturday, November 18th. Ms. Baboyan shared that senior projects which are required for all seniors, would begin soon. Project Give was beginning soon, which is a way for students to help the community through friendly competition. Ms. Baboyan wrote that the school installed its second reusable water bottle filler, and that screens were being installed for morning announcements. All-in-all, the environment at North

Eugene was improving daily, especially with the administration connecting with students on a personal and educational level.

VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Levis passed so as to get to public testimony sooner.

Ms. Walston attended the Oregon School Board Association (OSBA) conference, and she found it to be particularly informative. Ms. Walston also said she appreciated the November 13th work session, which focused on a potential 4J bond measure.

Ms. Newman shared that the Oregon Department of Education came out with its 2016-2017 homeless student count, which was 22,540, up 5.6% over the past year and close to 20% over past three years. She thought it was another example of the challenges the community and families face. Ms. Newman knew 4J was feeling those challenges in schools, and wanted to keep in mind how broad the issue is.

Ms. Sundgrenz was excited because she met with one of her two student representatives. She was looking forward to visiting the IHS campus and a board meeting. Ms. Sundgrenz reported she was the new representative for the Eugene-Springfield OSBA Caucus of Color.

Ms. Hays also attended the OSBA conference and appreciated the last work session. Ms. Hays addressed the audience. She knew the most important thing around schools, for parents and guardians, was their students. She said as a 4J mother, she advocated for her son but when she became a board member, that changed and she thought more broadly about the community. Ms. Hays said she knew what many people were there to testify about and wanted to voice that the board was receptive. They understood what was happening and they were working with the superintendent and professional staff, however, there was not a quick fix. Ms. Hays wanted the audience to keep in mind that there were family members of students causing disruption at the meeting, and to be respectful of the pain and suffering of those parents. She said there was a school community, and what made it successful was taking responsibility for that community. Ms. Hays said public testimony was a one-way street, but that the board was paying attention. She knew it was a tough time and the board was looking for solutions. Ms. Hays wanted to be respectful, but she also wanted public comment to be respectful of others in the community.

VIII. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Chair Nittler did not have an update.

IX. ITEMS RAISED BY THE AUDIENCE

Chair Nittler said there were 27 people signed up for comment. Generally, testimony was limited to three minutes per person.

MOTION: Ms. Walston moved, seconded by Ms. Hays, to adjust public testimony to two minutes per person.

VOTE: The motion carried unanimously, 7:0.

Chair Nittler said the public could email the board as well at board@4j.lane.edu. She said the board reads every email it receives.

Heather Schulte introduced herself as a parent of two students at Edison and Roosevelt. She said she loved the schools, and each had a strong community with a diverse population, caring and committed staff, and engaged and passionate parents. Ms. Schulte said the school values were respect, inclusion, cooperation, compassion, and integrity. She had seen those taught and exemplified by students. Ms. Schulte said her children were not in the CLCB program, but she cared about the children that were and she knew plenty of other parents that did too. She said parents valued these children, and all children in the school. Ms. Schulte said parents were rallying to find and enact solutions to improve the school for everyone. She said that children and their behavior were not the problem, but a system in disrepair. Ms. Schulte identified three major flaws, which were accountability, stability, and suitability. First, there were concurrent staff turnover and instructional changes within the CLCB program and within the entire school, creating chaos for students. Second, she explained the school was too small, and there was not space for the current number enrolled in the program. Ms. Schulte thought the school must base programs on local ability to meet the needs, not random arbitrary numbers. Third, she thought accountability was missing and there was a major hiccup in management, which inhibited communication. She thought there was no local ability within the school to make changes, and noted only the district had the ability to make those decisions.

Kaylen (no last name was given on the public comment sheet or in the public testimony) was a parent and volunteer at Spring Creek. She was there to ask for more one-on-one support for students. Kaylen explained she was there to advocate for all students, because every student in the classroom was being affected, not only those in CLCB programs. She thought one-on-one instruction from a teaching assistant could help students that needed redirection, who maybe had trouble processing emotions. She thought it could free up teacher time for instruction. Kaylen said her daughter who was in second grade and came home and said she was scared at school. Hearing her daughter's fear concerned Kaylen. She had never experience that before, and had said she told her daughter it is okay to fight back if someone put their hands on her. Kaylen felt torn because saying it was okay to fight back was opposite of everything she had taught her daughter in the past, however, she did not want her daughter to become a victim at school.

Tasha Hennings was there to speak to the board regarding school safety. Ms. Hennings explained she was not there to complain about the district; parents who only wanted what was best for their children; staff who worked tirelessly in educating all students; or a vulnerable population who was in desperate need of more comprehensive care. Ms.

Hennings said there were students that the CLCB program worked for, and it was a privilege to watch their hard work and accomplishments. She said it was not about being unwilling to educated students with behavioral challenges; the issue was about being unwilling to go through the motions as students were unsafe. Ms. Hennings ensured the board that students were unsafe physically and mentally. She reported that several students had outpaced what CLCB could provide. Ms. Hennings said that at many times, teachers could not even keep students in the building. She said that sometimes the teacher's only goal was to protect students from hurting themselves and from hurting others, and during those times, that was as far as they could get. Ms. Henning said students should not be locked in a classroom, and staff should not fear retribution. She shared that many students were facing trauma due to violent situations they were forced into. Ms. Hennings greatly appreciate steps the district has taken, and knew the district was working hard. She reiterated her testimony was not a complaint, but a plea.

Jessica Henley introduced herself as a parent of an Edison student. She was there to share with the board and the community that she was deeply saddened and concerned about what was going on in the school. Ms. Henley said she loved the school culture, the families, and the students; however, general education instruction time was constantly interrupted and CLCB students do not seem like they are getting the support they need. She reported that when she visited Edison to volunteer, students were running through halls unsupervised, students were locked in or out of classrooms, and kids were afraid to be at school. Ms. Henley shared that her daughter wondered why the police were parked outside of school almost daily. She was committed to helping solve whatever underlying issues were going on. Ms. Henley asked for specific actions parents could take to support the district, school and staff.

Susan Dwoskin said she had taught for nearly two decades in 4J, so was able to observe the changes. She noted there were 400 children in a building designed for 300. Ms. Dwoskin explained that students with social and emotional challenges were taught in a room not designed for a behavior program. She said teachers saw young children act on impulses that often hurt themselves or others often in ways they cannot possibly understand. As teacher, she was not provided with tools to deal with children who act out. She said certainly the school was against personal injury, endangerment of staff and students, and defacement of school property, but teachers who were facing these challenges were wondering exactly what their role was, if they were not able to address the underlying problems. Ms. Dwoskin said she supported inclusive and welcoming classrooms where all children felt safe, nurtured, and appropriately challenged; she wanted students to receive the supports they required to effectively pursue their passions, and she supported appropriate differentiation and an inviting safe space to implement lessons and support that learning. Ms. Dwoskin envisioned an optimal learning environment where students could engage in meaningful learning opportunities. She shared that mindfulness was one way to interrupt noise and confusion that drive students to act in dangerous and destructive ways. In addition, on site mental health services needed to be an integral part of the CLCB program. She encouraged the board to explore other models.

Mike McCart introduced himself as a parent of three students at Edison, and as a clinical psychologist who worked with adolescents. He explained that he would address the board from both perspectives. Mr. McCart said he knew teachers and the board were aware of the challenges facing Edison. He wholeheartedly shared those concerns. He shared that he enjoyed working with children who have behavioral problems, because he knew they embodied enormous strengths and had all the potential for success. His observation was that the CLCB program was failing students and potentially causing them harm. Mr. McCart said there were students with behavioral challenges at Edison, and heard Dr. Balderas mention there was a national trend of escalating behaviors; however, behavior management was not a new concept. He said there were at least 50 years of research that demonstrated how to work with children with behavioral problems. There were well established protocols that were being implemented nationally and internationally, but it appeared those protocols were not being implemented at Edison, or perhaps implemented inconsistently. He said the result was chaos in classrooms and hallways. Recently, Mr. McCart learned that the board was aware of the challenges and had been working on solutions for two years; there was even a working group in place to address the problem. Mr. McCart said two years seemed too long.

Rachel Farkas said she had been at Edison for seven years as a physical education teacher, and was at the board meeting to read a statement on behalf of a coworker. The statement read, "My major concern now, and what has compelled me to give my notice to leave, is the level of violence that exists within building. Just recently, the CLCB teacher was so badly beaten by a student that an EMT had to arrive." The board stopped Ms. Farkas and repeated they were unable to hear direct complaints of personnel or students. Ms. Farkas restated that the teacher was unable to work the next day. Teachers believe in the care and nurturing of all students, they were there to teach all students. Ms. Farkas said her coworker felt it was difficult when a teacher or anyone had been injured. She reiterated that teachers were at a loss of what to do, but knew there was not a quick solution.

Janine Zimmerberg said she had taught at Edison for 14 years, so she had background on the school. She reported that she was part of the group who spoke to Dr. Balderas two years ago. Ms. Zimmerberg went through training on trauma informed teaching with staff, and wanted the board to consider the emotional wellbeing of all parties involved—meaning all students, school staff, and district staff. Ms. Zimmerberg said supports for CLCB were needed beyond what teachers could currently provide. She appreciated that the district had provided the school with additional instructional assistants, but wrap-around services and a safe space that supports students and families was needed. Ms. Zimmerberg said general education students were experiencing secondary trauma. She shared that her classroom was right above the CLCB classroom and there was consistent banging, but she was unable to explain to students what was going on. Ms. Zimmerberg was also concerned for the wellbeing of adults in the building. She said teachers were with the students more than their own families, and it should not hurt staff to go to school.

Grant Schoonover was a parent of an Edison child, who also volunteered at the school weekly. He said he was thankful to hear there was awareness of the situation. He wanted to echo what Ms. Hays and Dr. Balderas said, and wanted to communicate his deep concern for how children within the CLCB program were not being adequately supported. He said he was in the halls each week that year, and the atmosphere at the school was chaotic. Mr. Schoonover said it was hard to see how anyone, general education or CLCB, could thrive there. He wanted to ensure the board knew the issue, and said he was committed to better helping support students and staff.

Megan Dougherty introduced herself as a teacher at Spring Creek. She said recent trends have caused her to question her career choice. She was there to tell the board some ideas for possible solutions. Ms. Dougherty noted that the recent article published by the Register-Guard highlighted behavioral issues at Edison, which housed the CLCB program, but it did not mention that many of those same behaviors were occurring at all elementary schools in the district. She said at Spring Creek, there was not a CLCB program but there were students that may fit the criteria for those sorts of program. Ms. Dougherty explained that students exhibiting extreme behaviors needed additional support, such as one-on-one time. She said teachers work hard to correct misbehavior, and reinforce positive behavior. It can seem impossible to do that in a class of 26, with differing behavior and academic needs. Ms. Dougherty said teachers often met with specialists and other support staff to brainstorm interventions to support the individual student. The meetings result in a behavior support plan, which the teacher administers and collects extensive data for, while still teaching 25 to 30 other students. She noted those plans rarely worked the first time, and usually required subsequent meetings. Ms. Dougherty thanked the district for hiring a counselor to work in Spring Creek, and noted teachers thought that would mean social groups, anger management groups, and individualized counseling, but she said instead the counselor was often charged with chasing after students instead of implementing proactive supports. Ms. Dougherty said schools needed immediate help, and they needed help quicker. She thanked the board, and noted it was difficult to come forward due to fear of shame, blame, or retaliation.

Alfredo Burlando introduced himself as an Edison parent, and echoed what had been said during public testimony. He said he had a high achieving second grade daughter. Mr. Burlando described her as very happy and studious, and said she enjoyed school. Mr. Burlando said that year, everything had changed, especially since entering a new classroom with many children who had severe behavioral challenges with little support. He said her behavior had changed, and she was not the only one experiencing a stressful and, at times, abusive environment. Mr. Burlando reported children were being physically restrained and physically moved out of the classroom in chaotic situations. He said many parents had witnessed similar changes in their children. He said the situation in the classroom and the entire school was not normal or okay. Mr. Burlando said his daughter and many other students were suffering from situational distress and he thought it was entirely driven by the school environment. He urged the district to have a quick decision-making process to resolve the issue.

Dayna Mitchell introduced herself and said she also sent email to the board regarding school safety. Ms. Mitchell outlined her biggest concerns were about school safety and escalating student behaviors. She came that night to offer some possible short and long-term solutions. Elementary education had been her entire career, so she came from that viewpoint. The ideas offered immediate assistance to schools in the most need. She said the solutions were proactive ways to meet those student needs. Ms. Mitchell said first, increase the number of classified personnel who could act as assistants, in general and special education. Second, increase Full Time Equivalent (FTE) of nurses and the number of them available. Third, assign personnel to the neediest schools first and eventually have behavior specialists assigned to each region. She then suggested training personnel in specific strategies to address the needs of students; keeping the classroom size down; tightening individual behavior systems to be more efficient and proactive; and finally, providing wraparound services. Ms. Mitchell said she was passionate and skilled in early intervention, and she was willing to help.

Aronda Menzies introduced herself as a dedicated, highly requested guest teacher in 4J. She said for the past 18 years, she held numerous kindergarten through twelfth grade, both general and special education, positions. Those included some long term and some CLCB positions. Ms. Menzies reported that for the past week she was assigned to Edison. Upon arrival, several staff members shared information about severe behavior and major disruptions exhibited by students. She said instances included severe injuries to a staff member by a student, a student breaking a window, a student tipping over a metal filing cabinet, and the police being called. While on assignment, Ms. Menzies said students were running in the halls, climbing on bookshelves and filing cabinets, and a shoe box was thrown at a teacher. She said teachers asked her to report what she witnessed. Ms. Menzies said she called Human Resources and asked to be released from the position after being kicked in the leg. After that, a teacher asked her to teach her class for the week, because she had sustained injuries from a student and her doctor requested she work only half days. Chair Nittler said she appreciated Ms. Menzies service, but asked her to email the rest of her comments because it was beginning to feel she was disclosing information that would inform the public of staff or student identities.

Kathleen Brandt introduced herself as a third-grade teacher at Spring Creek. She said they do not have a behavioral program. Ms. Brandt said she took her job seriously, and cared deeply for students. She reported there had been over 45 room clears that year. She said teachers had escorted students out of classrooms due to violent behavior, such as throwing chairs and desks. Ms. Brandt said teachers were doing room clears for the safety of other students. She said room clears were time consuming, and explained the process of room clear. Ms. Brandt concluded the whole class loses around 15 to 30 minutes of instruction time for each room clear. She wondered what would happen if the pattern continued and became the new normal. She reiterated that Spring Creek did not have a behavior program, and noted the school was seeing more intense behaviors. Ms. Brandt said schools needed extra support in the classroom for their students.

Cary Simons said he had a son in the CLCB program, and noted his son had behavioral issues since kindergarten. Mr. Simons said his family was lucky, as he could leave his job and provide extra support for his son throughout first and second grade—until his son was provided a one-on-one aide. Mr. Simons said it was rough at first, but his son had made huge progress during the past four years. His son has had independent therapy, and they have emphasized trust-based relationships with teachers and peers. Mr. Simons explained that during spring break 2017, his son was in school full time on his own. His son was in class peacefully and using his coping skills effectively; however, the past few weeks had been hard. His son lost three of the people in school who were pillars of his support system. Mr. Simons said several factors seemed to be reoccurring such as staff turnovers, and too large of a population in the program. Mr. Simons said the past year, the district hired a consultant to review the CLCB program and he said a successful program had 5 to 8 kids. Edison had 12 or more. He wanted to ask the board to establish a districtwide group of parents to provide recommendations before the next meeting, and they wanted data on spending per capita. Chair Nittler said the board would have a work session in December regarding the issue and welcomed additional comments then or via email.

Tammy Young said she would email the board her prepared speech. Ms. Young told the board she had high achieving students who always wanted to go to school. Once the behavior program came to Edison, things changed. She said that was okay, because people are supposed to adapt to change and learn to make a good outcome either way. Two years ago, Ms. Young expressed, she was concerned about the safety of her daughter. Last year, her daughter was assaulted a few times. Her daughter didn't love to go to school anymore because a good day at Edison was when the police did not come, or when students were not locked in a classroom. She said students did not get to learn anything because they were worried for their own safety.

Reuben Medlock introduced himself as the 4J parent of fifth and fourth grade students at Caesar Chavez. He noted he was unaware of the events at Edison, but that it tied into his complaint. Mr. Medlock said he pulled his child out of school, and enrolled him into the private school where Mr. Medlock taught. He made this decision due to the bullying his child faced. His child was receiving major referral reforms, when the reality was that his child was being bullied. Mr. Medlock said referral forms noted the parent had been called and notified, when he had not been. He said he had still not heard from the principal or any administrative staff. Chair Nittler said he was approaching personnel complaints and thanked him for his comments.

Patricia Donohue said she worked with 4J since 1998 as an educational assistant. Ms. Donohue said she worked in special education the entire time, except for two years. She noted she was currently at Howard Elementary. Ms. Donohue said the district needed to keep people at all schools safe. During her time at Edison, she was threatened at Edison, punched, hit, pinched, hair pulled and spat on. She saw coworkers and teachers at Edison and, worse, young students receive the same treatment. Ms. Donohue reported that in November 2015, her doctor was appalled at the state of her body. In December 2015, she said she was attacked by a student and

brought the concern to the board and was told it was not her place to question the program.

Chair Nittler said she appreciated everyone who had brought forth public testimony.

X. BOARD'S RESPONSE TO ITEMS RAISED BY THE AUDIENCE

Ms. Levis honored what the public had said, and thanked them for being there. She said the board heard their complaints loud and clear. Ms. Levis said Dr. Balderas had been working on the issue, and she understood the complaint about the timeline. She ensured that they were not the only place struggling with these issues.

Ms. Sundgrenz thanked the public speakers, and acknowledge the trauma people were facing. She said it was important for the district to value and find ways to support everyone: students, staff and teachers.

Chair Nittler noted a work session was scheduled for December 13th at 5:30 p.m. to revisit the issue. At the work session, the board would share what the district had been working on to solve behavioral issues. She noted the board wanted to tour the facilities to gain a better understanding of the issues.

XI. COMMENTS BY EMPLOYEE GROUPS

Tad Shannon, president of the Eugene Education Association (EEA), noted the district and EEA ratified a three-year contract the previous evening. He said the process took a long time, and EEA was glad to have come to an agreement. Mr. Shannon said it allowed EEA to focus its full attention within the district. He explained EEA's focus emphasized graduation rates, and that the focus started at the elementary level. Mr. Shannon said if the behavior issue at the elementary level cannot be dealt with effectively, it would have an impact on children's outcome at the high school level. Mr. Shannon noted it was not a unique problem to Eugene, and said it was the number one topic at a recent presidents' meeting. Mr. Shannon noted that Oregon had been disinvesting in schools and social services over the past 30 years, so it was not entirely surprising. Mr. Shannon noted that Oregon Education Association (OEA) worked in the last legislative session to change some laws around educators, and he thought EEA needed to work with the school board. He would love to see a coalition of EEA and school board members to testify in Salem. Finally, he noted the board would be considering the change of schedules across the district at the elementary level, and one aspect of that change would be increasing class time. Mr. Shannon wanted the board to think about how that could impact the problems discussed that evening.

Ray Martin, president of OSEA Chapter 1, said that people were feeling divided and alone. He hoped the board would continue to take a leadership role and encourage community members to talk about these issues. Mr. Martin noted OSEA would also continue to talk about trainings, and would take the time to explore effective practices for the district. He said it was difficult for everyone to have to wait for solutions. He noted whatever the board could do to help was appreciated. Mr. Martin noted that for classified employees, transitions were destroying them, such as from the bus, to and from class, and to recess or lunch. Students were rushing from place to place, and it required a lot for teachers to calm students down. He said OSEA would get more specific information on trainings that could help the situation. Mr. Martin said it was a societal issue, and if people could not come together in Eugene, no group of people could.

XII. ITEMS FOR INFORMATION

1. Receive Information on Elevated Lane County

Heidi Larwick introduced herself as director of Connected Lane County, and as a 4J parent and volunteer. Kevin Harrington introduced himself as curriculum administrator who oversaw career technical education and college and career readiness. Mr. Harrington said he worked on the Elevate Lane County work group. Ms. Larwick gave a brief background on Connected Lane County, and shared that the organization formed about five years ago to increase high school graduation rates across the county. Ms. Larwick noted that the organization was looking at the entire kindergarten through twelfth grade spectrum, and where they could help create opportunities to help students reach graduation and be prepared for whatever they choose afterward. She explained there were work groups looking at all different types of transitions, such as entering kindergarten and elementary to middle school, middle school to high school, high school to college, and college to career. Ms. Larwick noted that she included a brief report in the agenda packet. Ms. Larwick said Connected Lane County's job was to bring people together to discuss problems in the county and develop some possible solutions. She explained that the organization was involved with all 16 school districts, as well as economic development agencies, secondary institutions, and several social service organizations.

Ms. Larwick said there were 193 partners engaged over the 2016-2017 school year. She said they had worked with high school counselors and career centers on professional development opportunities, and had worked in rural communities such as Oakridge with the Strive for Five program. What Ms. Larwick wanted to focus on that evening was Elevate Lane County. She said about a year ago, 25 representatives from different sectors came together to discuss challenges involved with the transition from high school into college and career. The issue that came up most often was the lack of

work-learning opportunities for students. Ms. Larwick explained that some schools had more resources to create those opportunities, but most did not have the capacity, so the organization wanted to help elevate those possibilities. Ms. Larwick said it was a pathway program so that elementary students might get someone in their classroom to talk about their job. Then in middle school, there would be a career fair. For high school, job shadows and industry tours were offered, as well as internships. Ms. Larwick highlighted 4J's participation. She noted they had reached over 3,000 students in nine months. Ms. Larwick said the organization selected sectors with the highest growth and highest wages projected for the next 15 years locally, including technology, health occupations and advanced manufacturing. Elevate Lane County began with the tech sector, as they were the loudest and were willing to support the organizations efforts. So, tours began in January with Experience Oregon Tech. Students went to three different companies, took a tour of each, met the CEO and other staff, and had a chance to ask questions. Next, Elevate Lane County launched Experience Oregon Manufacturing, where students were placed in job shadows and internships. Then, they hosted a middle school career fair across the county, which reached 2,500 students. Lastly, the other piece Elevate Lane County realized was they could provide the work experience to students outside of the classroom, but if the students didn't have the content to match the experience, the organization missed their opportunity. To address that issue, Elevate Lane County paid for 12 educators to spend their summers in externships in one of the sectors, and then return to their school to create a CTE course. Ms. Larwick said the final sheet included in the agenda packet was a 4J record of participation. She noted that would be done with all districts twice a year to see where students were headed. She noted they were fortunate to have Mr. Harrington involved in the planning process so that students were involved in every experience. Ms. Larwick shared that Elevate Lane County had their first intern from ECCO that past spring. She said he was a dynamic child but he did not know what to do after graduation. The organization placed him in an internship, and he received a paid one directly after. Following the second internship experience, he was hired.

Dr. Balderas thanked Ms. Larwick. He noted that she brought a connection between schools and different industries, which is something districts have struggled with in the past. Dr. Balderas said that Measure 98, which was a high school success plan, leveraged dollars so the programs would be expanding. He said their work ensured that education was meaningful for students.

Ms. Hays said the collaboration Elevate Lane County created was invaluable. She thought working across the county was beneficial for schools, as not every district needed their own program.

Chair Nittler asked what “advanced manufacturing” meant. Ms. Larwick responded that much of manufacturing was now tech-enabled. She noted manufacturing was still producing an item, but advanced manufacturing would use more technology for producing that same item. Chair Nittler clarified that computer science included more than coding or website design. Ms. Larwick said yes, and that the Experience Manufacturing tours went to Chocolate Alchemy, Euphoria Chocolate, Sno-Temp, and GloryBee.

Ms. Levis was impressed with Elevate Lane County. She felt there was tremendous momentum in the organization. She said the district partnered a lot with Technology Associations of Oregon (TAO) and that the organization did lots of great work. Ms. Levis said there were great synergies in Lane County that would create pathway for both kids who did or did not want to attend a 4-year college.

Dr. Balderas said Governor Brown came to Lane County specifically to see the work of Connected Lane County. In addition, they received dollars to expand the program. Dr. Balderas said Elevate Lane County was the model in Oregon for that type of program.

Ms. Newman said Elevate Lane County was an example for how to create connections in the community, as well as bring sectors together to create traction on an important issue. Ms. Newman thought the district could learn some things from the organization to address other issues. She thought it was important to create connections and relationships within the community, because schools could not solve their problems alone.

2. Receive Information on Project PASS Pilot Program

Gina Wilde, principal of Gilham Elementary, and Shannon Hitson, a Gilham parent, shared a PowerPoint presentation entitled “Project PASS: Positive Approach to Student Support.” Ms. Wilde said the program was creating positive change in the school. She noted that it started at Gilham as a pilot program, but was currently supported at four elementary schools including Gilham, Awbrey Park, Edgewood and Caesar Chavez. She said ATA would be coming on board as the first middle school partner.

Ms. Wilde shared the background and history of the program. She said a few years ago, Gilham saw a significant spike in primarily kindergarten and first grade behaviors. Specifically, they saw an increase in running and refusal behaviors, which presented a unique challenge when young students were unable to respond to verbal prompts from staff members. Administration diverted more support to kindergarten through first grade, but that gave the impression the school was providing less support for second through fifth grade, which led to frustrated teachers and families.

Based on options available to them two years ago, administration decided that they would utilize Positive Behavior Intervention Support (PBIS), which was a schoolwide system that supported all students universally as primarily preventative. Ms. Wilde said there was also an Intensive Positive Behavior System (IPBS) team that met every two weeks. Then, Gilham introduced a check-in and check-out program, which was a point card and was available at many schools in the district. Ms. Wilde noted that in the card system, students receive more frequent feedback. She said for students who need the most support, a specialized team was in place to create safety plans as needed.

The option they initially chose left administration feeling they had a barrier of two extreme outcomes. At one end, there were only the principal, the counselor and some teachers available throughout the day for extra support to implement the plan. She called this the “make do and muddle through approach” that sometimes worked great, but if it did not work, the student was often identified for special education, so it became a “push out model” and the administration did not want that outcome.

Ms. Wilde said they were looking to create a more supportive middle option, and Gilham felt they had found that in the PASS model, in combination with the partnership they developed with Looking Glass. She said the approach created a “push-in” support to coach students with lagging skills, and to collaborate with teachers on trauma informed support. She thought it helped keep kids in their neighborhood school.

Ms. Wilde explained the four phases of PASS. She said that Phase I was pre-placement, where students were identified as participants in the program. Phase II was the orientation and training phase, where students learned about how the program worked and what they could expect. Phase III was the intervention phase where students received intensive, hands on behavioral support and coaching. Phase IV was the after phase, where students graduated the program and became mentors for the new kids coming on board.

Ms. Wilde said there was a PASS Coordinator who circulated throughout the building to check on kids throughout the day. She had an iPad where she recorded live-time reports on Google doc. The coordinator marked each student blue, green, yellow, or red based on an indicator the teacher shared on their own name badge. It was a way to discreetly pass information on about a student’s behavior. Ms. Wilde said if the indicator was blue or green, the pass coordinator gave the student a high five and a brief celebration; if the indicator was yellow or red, it signaled to the PASS coordinator that they needed stay for a few minutes to provide in the moment coaching and extra support for student. She noted a teacher was often not able to do that with 25 students.

Ms. Wilde said graphing was one way to share data with a student at the end of the day. She said students responded well to pie graphs, because it allowed students to see that they were in control of their behavior. If students misbehaved at the beginning of the day, they could watch the red wedge get smaller and smaller as their behavior got under control throughout the day.

Ms. Wilde said PASS was better than other interventions because it brought check-in and check-out to the student. Additionally, it provided another caring adult to support both the parent and the student. PASS coordinators could provide in-the-moment coaching and feedback, and data could be shared in real time with no additional workload. Ms. Wilde explained the school could direct funds to direct support rather than data entry, since the PASS coordinator worked during the school day instead of afterward. She said that in tandem with the Looking Glass community partnership, it allowed the school to create a middle option and kept kids in their neighborhood schools instead of an alternative setting.

Ms. Wilde shared a screenshot of two-year comparisons on average referrals per day/per month for students. She said looking at specific student data, one could see a reversal in the trend of behavior referrals, once the student was enrolled in the program.

Ms. Wilde explained PASS was rolled into the teachers' weekly agenda for IPBS meetings. Every two weeks, teachers reviewed every students' data and adjusted their behavior plan as needed. Ms. Wilde shared this reduced some challenging and dangerous behaviors.

Ms. Wilde said the pilot program showed that teachers needed a high frequency of data points to mirror the students' behavior, so the teacher had to check in on their own iPad throughout the day in between PASS coordinator visits. Lessons learned led to goals for the 2017-2018 school year. Goals included training the entire staff in the PASS system; increase frequency of checks by 50% through a multi-observer approach; and plan data collection ahead of time at all four schools.

Ms. Hitson had a third-grade son with autism who attended Gilham. She explained he had some social misbehavior. Ms. Hitson said the PASS system had been vital and allowed him to feel more normal as PASS was discreet. She added he was very visual, so the graphing and tracking systems helped him monitor his behavior and challenged him to change it. For her as a parent, the system had been vital because she could log in at any time to see how he behaved throughout the day. Ms. Hitson was prepared and knew how to approach him after school at pickup time and work together as a family,

and it also allowed opportunity for the teacher to say specifically what happened. She said it was great that PASS not only saved time, but it allowed her to have open conversation with staff, and participate with the school as a partner. Ms. Hitson hoped PASS could be shared with kids in other schools.

Mr. Torrey said he wished the public speakers were present for Ms. Wilde and Ms. Hitson's presentation, to hear that positive things were happening. He wanted to point out that the board and district could learn from examples like this, as they do not know all the best practices. Mr. Torrey thought it could be beneficial to take PASS or a practice like it, and continue to improve on it.

Mr. Torrey asked Ms. Wilde how soon the program began working, and at what ages levels. Ms. Wilde said they saw success at all grade levels, but it worked particularly well with younger kids because they were not quite yet responsible enough to carry their own paper pass. Ms. Wilde said the school was initially concerned that PASS would not be "cool" enough for upper grades, but they ended up liking PASS since it was not as visually obvious as other behavior tracking systems.

In response to another question from Mr. Torrey, Ms. Wilde said PASS cost Gilham one 6-hour Educational Assistant (EA). While it did require an investment of one EA per school, she felt it saved money in the long term since it did not require one-on-one EAs or data entry. In addition, it allowed children to stay in their neighborhood school. Ms. Wilde said they were in the second year of the program. Mr. Torrey wondered how long it took for the EA to be trained, and Ms. Wilde responded that the EA hired already worked in the CLCB program, but then received additional specialized training. Ms. Wilde said the number of students increased for the 2017-2018 school year, so the school was still looking for a balance between wanting to serve more students but ensuring PASS was still effective for each student.

Chair Nittler noted the board would discuss a supplemental budget in December, which had \$167,400 allocated for four positions at .75 FTE. Chair Nittler asked how the next three schools were chosen. Dr. Balderas said the goal was to have a variety of schools in a variety of regions.

Ms. Walston asked what was case load. Ms. Wilde said the PASS coordinator served seven students during the 2016-2017 year, and would serve 11 throughout 2017-2018. Ms. Levis thanked Ms. Wilde for the great presentation and said there were tangible solutions included, which could be implemented throughout elementary schools. She liked how it engaged kids and gave them control. Ms. Walston thought getting rid of point cards was a good idea.

Ms. Newman said she recently visited Edgewood and saw an EA working with a student, but was unsure of what exactly was happening. She was impressed by how subtle the exchange was, and she was encouraged by how it could be effective at elementary levels. Ms. Wilde said Gilham saw many behaviors that were discussed that evening in previous years, and shared those behaviors did not completely disappear. She noted the program was more preventative than anything.

Ms. Sundgrenz thanked Ms. Hitson. She was struck by the individualized and holistic approach PASS took. Ms. Sundgrenz said it was powerful to have the notes throughout the day and the opportunity to check in with the child. It would better prepare the parent to help heal the misbehavior or continue the positive behavior from the day. She concluded PASS was a better tool for everyone and gave everyone power. The child, to be able to redirect themselves; the parent, to not feel helpless; and the teacher, to be more effective in their jobs.

3. Receive Information Regarding Nutrition Services Program Review for Request for Proposal (RFP) Development

Holly Langan introduced herself and said she was from support services, which partnered with finance services. She wanted to share progress made on the nutrition services program review that was started Spring 2016. Ms. Langan noted the draft was complete and would be shared with the audit and finance committee. She said the review was undertaken to prepare for a Request for Proposals (RFP) the district would release. It was an Oregon Education Department (OED) nutrition requirement that every five years the district goes after competitive procurement. Ms. Langan noted the district needed a new service provider by June 2018, so the RFP would be released in early December. She was hopeful for a successful bidder by March 2018. That timeline would allow for transition time for a new provider or model. Ms. Langan said a notable outcome from the report was that the district needed to develop common definitions for keywords throughout the program based on the United States Department of Agriculture (USDA) requirements and My Plate requirements. It was important that everyone was talking about the same things when using certain terms. Ms. Langan said the support services department was reviewing heavily processed items, and items with ingredients such as high fructose corn syrup, with the intent to eliminate or replace the ingredients. She said they were also looking for ways to expand feedback mechanisms for wellness policies and menus, and ways to connect with school garden coordinators. Ms. Langan concluded staff was focusing on tasks easiest to complete without a lot of change.

Ms. Levis was thrilled about the work being put into the nutrition services program and appreciated the thoroughness. Ms. Walston clarified the board would release a RFP in

December, so that meant contracting work out instead of completing the work in-house. Ms. Monica Brown said while the district tended to run contracts in a 5-year cycle, there were annual renewals. The district was approaching the end of a 5-year cycle, so they were bidding in March to be prepared to have a program in place for the following year. She reiterated they were on annual renewal in order to make changes as needed.

XIII. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes from Board Meeting September 6, 2017

MOTION: Ms. Walston moved, seconded by Ms. Hays to approve the consent calendar as presented.

VOTE: The motion carried unanimously, 7:0.

XIV. ITEMS FOR ACTION

1. Approve the Adoption of Resolution #2018-01 for Supplemental Budget No. 1 Making Appropriations for the 2017-2018 Fiscal Year (Second Read)

Monica Brown explained Resolution #2018-01 for Supplemental Budget No. 1. She added Project PASS was a part of the supplemental budget.

Chair Nittler noted the money was already allocated and being spent, and the board was officially formalizing it.

MOTION: Ms. Hays moved, seconded by Ms. Levis to approve the consent calendar as presented.

VOTE: The motion carried unanimously, 7:0.

2. Approve the Establishment of a Private-Purpose Trust Fund for Scholarships (Second Read)

Monica Brown explained the establishment of a private-purpose trust fund for scholarships at individual schools. She noted there had been complicated factors regarding public dollars and pass through funds. She explained that the fund increased transparency.

MOTION: Ms. Hays moved, seconded by Ms. Walston to approve the consent calendar as presented.

VOTE: The motion carried unanimously, 7:0.

3. Approve the Tentative Collective Bargaining Agreement between EEA and the District

Christine Nesbit and Cydney Vandercar explained the terms of bargaining agreement. It increased elementary prep time and included cost-of-living salary increases. It also eliminated site-based scheduling, and replaced it with a standardized district schedule. Ms. Nesbit then explained the board's options, which were to approve the agreement in its entirety or reject it. If the agreement was rejected, there would be further executive sessions and a state mediator may be called.

Ms. Levis said the agreement included many months of hard work, and she was thankful for the teachers' union coming to the table and compromising on many things. Ms. Walston thanked the EEA and the district for their hard work. She thought the real winners were the students.

MOTION: Ms. Levis moved, seconded by Mr. Torrey, to approve the tentative collective bargaining agreement between EEA and the district.

VOTE: The motion carried unanimously, 7:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. OSBA Elections to Vote for OSBA Board and Legislative Policy Committee (LCP) Representative(s) for our Region and Vote on One Policy Resolution

Dr. Balderas explained that in even numbered years, the odd numbered positions on the OSBA board were reelected. There were 21 elected representatives total. Dr. Balderas said it was for consideration at a later meeting. Chair Nittler asked if they voted as a board. Ms. Walston said that as a board, they got one vote so there would be a motion and a resolution.

XVI. SUGGESTION BY THE BOARD

Chair Nittler said there were a few work sessions were coming up. Ms. Levis said so many people that evening asked how to help from a school community standpoint. She wondered if that could be part of the work session on December 13th.

Ms. Walston said she thought the board talked about a work session with EEF. Dr. Balderas said EEF was not ready for a work session until January 2018. Ms. Newman said that an upcoming work session on December 13th was the second night of Hanukkah. Ms. Levis said she would hate for community members not be able to go. Ms. Hays asked if people could make Monday, December 11th. The board officially moved the work session to Monday, December 11th at 5:30 p.m.

XVII. ADJOURN

Ms. Nittler adjourned the meeting at 9:27 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas

District Clerk

Minutes approved February 14, 2018

Eileen Nittler

Board Chair