MINUTES OF THE REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

October 16, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a board work session at 5:00 p.m. and a regular board 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 October 11, 2019, and published in *The Register-Guard* on October 16, 2019.

I. WORK SESSION

1. Interview Budget Committee Applicants

Chair Levis called to order at 5:02.

There are two open positions on the 4J budget committee. The terms of committee members Dan Williams and Lyn Jost expired on June 30, 2019. Members with expired terms may reapply.

The application period was September 19–October 9 at 5 p.m. State law requires that to be eligible to serve on the budget committee, candidates must live within the school district boundaries, must be registered to vote, and may not be a district employee.

The budget committee openings were published on the 4J website, sent to news media, reported in the Register-Guard, and publicized through other communications. Previous applicants for board and budget committee openings were notified directly.

Twelve district residents submitted applications by the deadline. Each candidate was scheduled for time during this work session to be briefly interviewed about his or her interest and qualifications to serve on the budget committee.

In the order of the scheduled interviews, the 12 candidates were:

Juan Carlos Valle
Mellani Ocampo
William Fritz
Stephen Parac
Ryan Collay
Maya Rabasa
Gregory James Fornero
Barry Meyers
Camille Pincock

Eli Ruth-Cheff
Beth Ball
Ericka Thessen

At the next regular board meeting on November 6, 2019 the board would ballot to select two candidates and take action to appoint them to the budget committee. The two budget committee members appointed this fall would serve three-year terms that run through June 30, 2022

Each candidate had seven minutes to answer the following four questions:

1. Please give a brief description of your experience or training that you believe qualifies you to serve on the budget committee.
2. What are some of your particular interests or priorities regarding public school budgets?
3. What is your understanding of the role of the school district budget committee under Oregon budget law?
4. What do you think you can personally contribute to the budget committee if you are appointed?

Chair Levis assigned Ms. Shabram, Ms. Newman and Mr. Torrey the task of asking questions of odd numbered applicants; even numbered applicants were assigned to Mr. Lafer, Ms. Hays, and Ms. Walston.

Ms. Walston asked if Chair. Levis would allow for short clarifying questions. She was told yes.

Mr. Lafer arrived at 5:07 p.m.

Candidate Interviews:

Juan Carlos Valle

1. Mr. Carlos Valle was pleased to be a part of the interview process and thought it was important for folks to provide input, as well as volunteer within the district.

   Mr. Carlos recognized that board members were all volunteers and knew they were there to invest in the district. He wanted to do so too. It was a crucial time in students' lives. In addition to responses in his application, Mr. Carlos Valle shared some of his academic and hands-on experience. He has a background in public policy, and experience in quantitative methods, policy analysis, nonprofit financial management, and budget administration. Additionally, in his position as chair of the Eugene Police Commission (PC), he was often asked to review specific budgets for the PC work plan. He also assisted in the budgetary process for Lane Regional Air Protection Agency (LRAPA).

Mr. Carlos Valle's current and past volunteer experience included the City Club of Eugene, the Relief Nursery, and Centro Latino Americano. Other experiences were within his application. In sum, the district needed to find ways to allocate money to programs and initiatives, which required collaboration, thoughtful conversations, and courage.

2. Mr. Carlos Valle had many interests but three were at the top. First, he wanted to secure public involvement and feedback on budget recommendations so the board could make well informed and community-oriented decisions. He strongly believed in asking each other to help in order to better serve students and families. Second, Mr. Carlos Valle wanted to help students from low-income families, because their academic success depended on the district's direct investment and ultimately the board's guidance. Third, he wanted to assist the board in ensuring the public, parents, students, and educators provided input regarding the Student Success Act (SSA).

3. Mr. Carlos Valle stated his understanding of the budget committee's role was to review a proposed budget. He understood the Superintendent reached out to department heads to gather feedback, then presented that budget to the committee. After committee review, the draft budget was forwarded to the board for adoption.

4. Mr. Carlos Valle would connect with community members that may not be reached often. He could help bridge those gaps.

Mellani Ocampo

1. Ms. Ocampo stated her experience started as a child, learning to balance a checkbook. Now, as a parent, she planned her family's budget. Ms. Ocampo was also employed by Pacific Continental Bank for 21 years and was fortunate to have been able to attend bankers' school where she was intimately involved with financial statements.

2. Ms. Ocampo primarily came from a place of curiosity. She believed firmly that one should not complain unless they had a suggestion or solution to bring forward. Thus, she wanted to be educated about the things she asked for as an advocate for families and students in 4J. She wanted to speak confidently to community members about possibilities within 4J as where money was spent indicated what was valued.

3. Ms. Ocampo responded the budget committee was responsible for reviewing a budget that came from Dr. Balderas and staff, and perhaps suggest revisions.
4. Ms. Ocampo would contribute curiosity. She was a learner by nature, so hopefully she would ask questions that caused the committee to be thoughtful. Ms. Ocampo also hoped to simplify some of those answers, so community members not involved could understand what was being discussed. One of her skills was being able to distill information in easily digestible ways.

William Fritz

1. Mr. Fritz responded that he had been an educator over the past 25 years. During his career, he worked as a teacher, superintendent, and administrator. Mr. Fritz was quite familiar with school district budgets and had created budgets in the past. He was familiar with how to analyze budgetary information. Mr. Fritz also had experience in educational equity within systems to serve needs of students. He thought the district's work was about support student needs, so decision makers needed to keep that fact in mind. Additionally, he was a parent of a 4J high schooler.

2. Mr. Fritz stated equity in regard to budgets was a top interest of his. He explained that he didn't view equity and equality as the same. Equity was ensuring people had what they needed to be able to succeed, even if those needs differed, while equality was addressing all students' needs the same way. He understood resources were limited and demands were broad, so decisions needed to be made around needs and efficiencies. Additionally, Mr. Fritz looked at budgetary decisions from multiple perspectives, including a parent, student and school employee perspective.

3. Mr. Fritz understood that the budget committee was meant to review and advise on the budget. The committee needed to approve the draft budget in order for the board to act. Another part of the budget committee was to hear community perspectives via public comment and public hearings.

4. Mr. Fritz was a quick learner and was able to read and understand district budgets fairly easily. Secondly, he was able to recognize budget patterns and systems within a school district; his undergraduate degree was in mathematics. Likewise, in his professional capacity, Mr. Fritz recognized divergent opinions and worked on understanding those differences. Mr. Fritz told the board he was available for the January 2020 budget committee meeting. Previously, on his application, he indicated he would not be able to attend.

Stephen Parac

1. Mr. Parac graduated from the University of Oregon (UO) with a degree in economics with a focus in accounting. That led him to the professional role he was currently in, which was running a tech company. Mr. Parac explained that in his dual role of Chief Operating Officer (COO) and Chief Financial Officer (CFO), he was responsible for reviewing financial statements as well as strategic initiatives. In sum, Mr. Parac thought his education and professional experience prepared him well for the position.

2. Mr. Parac was eager to hear from community members. He knew there had been some opportunities already and hoped they continued. He added it was important to him that they communicate to students and parents effectively – he had a few ideas to contribute. He thought students came first, and it was important to reach out and hear from them in particular. Mr. Parac added that, although the budget committee didn't set agenda items, he was very interested in graduation rates and literacy by 3rd grade as there was a strong correlation between the two. He knew that not every student learned the same

way, so he supported the district funding multiple educational pathways. Finally, he was a strong advocate for equity, but not necessarily equality.

3. Mr. Parac said his understanding was to review the proposed budget, as well as the strategic goals for the district and the 2020 Vision Plan for guidance. The budget committee certified the budget and ensured it was reflective of those goals. Additionally, the committee heard public comment. Mr. Parac explained the budget committee did not set salaries, benefits or policy; decide upon staffing levels; or decide upon which programs were funded.

4. Mr. Parac had a passion for education had brought with him curiosity. He had a desire to learn and hear from community, as well as participate in any way possible to improve the greater community. Mr. Parac also brought forth integrity – he honored commitments, and valued compromise. He was a parent of 4J students and involved in the Parent Teacher Organizations (PTO) and was a business leader who served on multiple boards (such as TAO, EEF, and Lane Workforce Partnership), in order to gain perspective and to give back.

Ryan Collay

1. Mr. Collay worked at the Oregon State University (OSU) as director of the Science and Math Investigative Learning Experiences (SMILE) program, which worked with 17 different school districts in Oregon. SMILE supported equitable access to undergraduate programs and specifically focused on science and math. As director, he managed budgets of around $700,000 and frequently worked with partners. Prior to his current position, Mr. Collay worked as a science and math educator for 21 years.

2. Mr. Collay thought measuring success in budgets was critical. Money needed to be spent against some goal, which needed to be understood by the budget committee as well as community members. Mr. Collay passed out a document outlining a tool he used as director of SMILE, to help communicate successes. It was not all about test scores; it was important to engage teachers and enrich all students in ways that mattered to them. The tool was essentially a compass.

3. Mr. Collay understood the budget committee approved an initial budget to forward onto the board. Underpinning that main purpose was community connection. One thing Mr. Collay knew from running statewide programs was that teachers and students could be reached easily, but the toughest part was engaging parents and members of the greater community. He thought having a more regular conversation about why certain items were funded would be helpful.

4. Mr. Collay wanted to be part of a team of folks helping the district. He had children who were alums of the district, as well as family members teaching in the district, and appreciated the work being done. Mr. Collay knew it was a team effort to make change and wanted to assist in that effort.

Maya Rabasa

1. Ms. Rabasa spent the past two years sitting on the board of a local charter school, and while the budget was not comparable in terms of numbers, it was in terms of expressions of values and tough decisions (i.e. whether to cut administrators, programs, teachers). The experience had informed her how she saw the decisions made in 4J as a whole. To the public, those decisions often seemed clear cut; however, they were decisions that were hard to imagine one making until faced with it. Often times, there were repercussions and people were unintentionally impacted due to budget constraints. Ms. Rabasa noted, despite the district receiving more money with SSA, the district still had constraints. Ms. Rabasa explained she also had a different kind of training than many folks on the budget committee. She had extensive training in cross-cultural communication and through her work she had expanded that into experience. She thought it was important to consider things through a different lens when formulating budgets. Having space to seek, receive and digest information from community members was essential, and she could assist in accomplishing that goal.

2. Ms. Rabasa realized many folks talked about focus and target of particular areas. It made a lot of sense when discussing class sizes, for example. However, it was important to ensure the budget targeted students most at risk, most underrepresented, and most in need of support (financial and otherwise) when there was data demonstrating certain communities in schools were falling behind.

3. Ms. Rabasa said the budget committee listened to public input, asked questions (which was an important aspect of the role), and approved a budget for recommendation to the board. She also understood what the budget didn't do, which was a place where folks possibly became confused. She explained the committee came together only to look at things and ask questions prior to the budget's final approval, rather than decide upon specifics (i.e. salaries).

4. Ms. Rabasa explained her perspective, which was that a budget was an expression, and manifestation, of values. That meant not just the budget itself, but also who was at the table making decisions. Ms. Rabasa thought her training made her potentially unique. Additionally, she had spent thousands of hours in schools as a volunteer. Daily, she saw how the impact of the district budget came into play in schools, whether it was in the staff room, the coffee room, or while delivering instruction. The immediate, everyday perspective afforded her a window that could not be made opaque and ignored; it was reality for her.

Gregory James Fornero

1. Mr. Fornero stated that throughout his professional career, he helped build and adjust budgets. He also sat on committees that decided upon the best ways to spend additional dollars and avoid negative impacts. Now as a financial advisor, he worked with companies and individuals to build budgets and accomplish goals efficiently.

2. Mr. Fornero had two young children within the district, so he had a personal stake in the district budget. Additionally, Mr. Fornero was not from Eugene and had recently moved

there, so his perspective was slightly different than others in the community. He had interest in seeing some expansion in support services. His son was in special education (SPED), so he had interests in that area, too. Finally, Mr. Fornero prioritized equity and ensuring that no historically marginalized student groups were left behind.

3. His understanding was that the budget committee received a budget from the Superintendent, reviewed the budget, and then provided feedback. Members worked together and the board to carry the budget to adoption. He also thought it was important to take time and familiarize oneself with 4J processes and procedures prior to, or early on after, accepting the position to ensure simple questions didn't take away from the overall process.

4. Mr. Fornero was a problem solver with a high attention to detail. If something arose that would not work, he could often dig through the weeds to find an efficient solution. His background in finance lent him the skills to explain complex models and situations in ways that were bite sized and understandable.

   Mr. Fornero had time left after answering the standard four questions and chose to answer Ms. Newman's question about where he would cut funding from if needed. He thought it would boil down to where costs could be removed in order to free dollars, or where the district could cut dollars with the least amount of impact to the least amount of people. Mr. Fornero couldn't say one particular thing he would cut, but that was the process he would use.

Barry Meyers

1. Mr. Meyers had a career of almost 50 years in project management, project controls, and construction management. Throughout much of that time, he facilitated teams of various sizes and project execution. As such, he understood how budgets worked, as many teams had to fit within a particular budget. If something went wrong, the team needed to figure out an alternative solution while staying on budget. Part of this work was to mitigate risks and keep on course.

2. Mr. Meyers said for him, the priorities were simple. It was about being agnostic and looking at the budgets presented, then working within the committee to shepherd through the vision of stakeholders and what was presented by the Superintendent. He thought it was an objective role, and he wouldn't bring forth subjective feelings or opinions.

3. Mr. Meyers' understanding was the budget committee looked at the budget presented by the Superintendent and worked with other members to see that the budget was consistent with the vision of the school district. The committee was also charged with gathering comments from the public in a forum context. Mr. Meyers noted it was important to be able to advise the board on the budget, along with what had been discussed and presented during budget meetings. He also knew there was a requirement to become knowledgeable of laws and regulations that governed the

committee as well as understand and be trained in processes used by the school district when approving budgets.

4. Mr. Meyers was retired so he had extra time. He was looking for an opportunity to share experiences from his career and bring that knowledge to the community. Because of his experience in project management working with large groups of stakeholders, he learned how to be agnostic and not bring forward what he thought the decision ought to be. If he was a facilitator for stakeholders, then he would act as such – it wasn't his role to be set on a single position.

Camille Pincock

1. Ms. Pincock responded that first and foremost, she had four kids attending school within the district. Secondly, Ms. Pincock had a bachelor's degree in education, and used to be a teacher as well as a band director in Idaho. Past and presently, she sat on several boards such as Emergency Medical Services (EMS) medical boards, which often discussed budgets, as everyone had to work within certain confines.

2. Ms. Pincock was not from Oregon and had previously lived in Idaho, where schools were funded via multiple forms. She lived in a rural, low-income area and saw how that affected budgeting. Later, she worked in a resort community, where the budget was based on property taxes, and there were completely different priorities. As for funding in 4J, Ms. Pincock noticed a deficit in the Talented and Gifted (TAG) programs. Additionally, music programs were not funded nearly as much as she was used to seeing. On the other hand, the district offered charter schools, International Baccalaureate (IB), and other amazing programs. Ms. Pincock was aware of SSA funding coming to the district and wanted to ensure it was apportioned responsibly.

3. Ms. Pincock stated that in Oregon law, all public institutions required community input. She liked that the district proposed having a committee based with the school board and the community to correlate ideas. She thought compared to other states that had progressive budgeting model…the committee's job was to work with the board, stakeholders, and the Superintendent to determine goals and how to align those with dollars efficiently.

4. Ms. Pincock personally lived on a budget, as she was a single mom of four kids. When she was a teacher, she often had to pay for school supplies out of pocket. Currently, she worked full time and sat on medical advisory boards reviewing budgets. She explained she had real world knowledge, as well as common sense. Ms. Pincock thought the district could do a lot with what they had if done correctly.

   Mr. Lafer asked if Ms. Pincock could provide any detail around her comment (within her application) that she didn't feel her tax dollars were being spent efficiently. Ms. Pincock explained for a larger district, she found the arts relatively underfunded. Additionally, in her kids' previous schools, they could play after school sports beginning in 7th grade, all funded and based at school. She thought Kid Sports was difficult. She also thought the district wasn't as great in fostering advanced or slow learners.

Eli Ruth-Cheff

1. Mr. Ruth-Cheff stated his most relevant professional experience over the past six years was working at the Center for Equity Promotion at the UO. It was a research center funded on soft money meaning he was familiar with the triage of a budget, and how to make the most of one. Additionally, Mr. Ruth-Cheff had experience working on grant proposals and implementation of projects. One of most important and meaningful lessons learned through that process was that one could easily get lost in the sprawl of a spreadsheet. However, through community based participatory research he had been able to see how a number on a spreadsheet turned into tangible impact in families' lives. Within his profession, he worked with immigrant and underserved communities, so he had the opportunity to see humanization of data sets and budgets.

2. Mr. Ruth-Cheff was particularly interested in service delivery to underserved communities. Service, meaning anything from an extension of free and reduced lunch, to accessibility, increased cultural competency, etc. He noted some schools lacked multilingual staff and resources, as well as bi- or multi-cultural staff, who could serve as brokers for families who may not be as familiar with these systems, as they historically failed to serve populations in meaningful ways. Essentially, Mr. Ruth-Cheff would prioritize employment of diverse educators and services.

3. Mr. Ruth-Cheff's understanding of the budget committee's role was that it was charged with reviewing and approving budgets, while working with Dr. Balderas and also acting as a conduit to community. He knew it was already stated that personnel and salary were not part of the committee's purview, but he thought the committee did contribute to those decisions in some way, when taking a systemic view. For example, if the district invested in services targeted toward families of lower socio-economic statuses, they were increasing the chances of providing opportunities for success to students who had been historically marginalized. Those types of decisions fostered an environment where students could become leaders of the future.

4. Mr. Ruth-Cheff would personally contribute a fresh perspective. He lived in the school district for nearly his entire life. He went through 4J schools and saw folks in his cohort directly affected by budgetary decisions. Despite the laudable intentions by folks making decisions, many students still fell through the cracks. Mr. Ruth-Cheff thought it was important to recognize how those decisions had effects in the real world. He also wanted to highlight his commitment to using an equity lens in all his work – both personal and professional. There was always room for improvement, and the district needed to ensure every single student was served.

   Mr. Ruth-Cheff was unsure of how much say the budget committee had in regard to SSA dollars, as he knew they were funneled through ESD, but he underlined his hope that some of the money was used to serve Native communities, African American students, members of the Latinx community, and English language learners.

Beth Ball

1. Ms. Ball said that, as president of Content Strategy, she worked with budgets daily. The work included cash flow, forecasting, financial projection, profit planning, pricing of services, pay rates, and negotiating for freelance employees. Additionally, Ms. Ball looked at data and analyzed it. She also looked at the monetary value of words and how those words could help businesses grow online.

2. Ms. Ball thought she represented parents who were more fiscally conservative as she heard many folks didn't currently feel represented. Also, she knew many people who were born and raised in Eugene, like she was, and she wanted to represent them. Ms. Ball also wanted to ensure the district used all current and new funding for programs and resources that worked. It was important not to throw money at something that wouldn't have solutions.

3. Ms. Ball stated it was pretty basic. She had gone through some modules online in order to better understand the law. She knew the budget committee reviewed and approved the budget. Ms. Ball concluded that she really wanted to represent taxpayers and thought, overall, taxpayer values aligned with her values.

4. Ms. Ball responded she could contribute fiscal conservativeness and critical thinking. She would ensure funds were used responsibly and wisely so schools were able to provide safe and quality education, with support to every student. She wanted to represent herself, and parents like her, who were concerned about new SSA funding.

Ericka Thessen

1. Ms. Thessen explained her relevant experience. She worked with schools and had been involved in site councils for 13 years. In volunteerism, she worked with Planned Parenthood to put on fundraisers and complete budgeting tasks. Ms. Thessen also helped in dog rescue; the nonprofit had to budget and ensure animals were served. Finally, Ms. Thessen was a single mom and the sole income provider, so she had to budget daily.

2. Ms. Thessen's interests and priorities included transparency, as well as making decisions that provided for the most underserved students all the time. It was important to make decisions that created the maximum amount of benefits for the maximum number of students. With SSA, she was interested at looking at options and allocating those funds in specific areas.

3. Ms. Thessen responded that initially, the budget committee position sounded scary to her, and overwhelming. But now, she realized the position was not so intimidating. The budget committee received a draft budget from the superintendent, got feedback from the community, and then funneled those together.

4. Ms. Thessen worked in health care, so she worked with objective data daily. However, it was still important to look at those numbers with empathy. She was able to see humanity

within hard numbers and would bring that skill to the committee. Ms. Thessen explained line items were not just numbers – programs and children were affected.

Ms. Thessen was the final interviewee.

Ms. Delf shared next steps. She sent an email with an online link, so members could provide input. It was not a formal vote but would still act as informative input. Ms. Delf stated the next board meeting was on November 6, 2019. There was an item for action in which the board would ballot to select its top two candidates out of the 12 interviewed. Once two candidates had majority support, one board member would take action and there would be a vote.

Chair Levis closed the work session at 6:42 pm

ROLL CALL
BOARD MEMBERS:
Anne Marie Levis, Chair
Mary Walston, Vice Chair
Alicia Hays
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
Ms. Brooke Wagner, Director of K-8 Education
Mr. Andy Dey, Director of Secondary Education
Ms. Kat Lange, Director of Student Services
Mr. Kyle Tucker, Chief Operations Officer
Ms. Cydney Vandercar, Assistant Superintendent for Administrative Services
Ms. Christine Nesbit, In-House Counsel
Mr. Jeffry Johnson, Director of K-8 Education
Mr. Oscar Loureiro, Director of Research & Planning
Ms. Lisa Fjordbeck, Executive Assistant/Board Secretary

STUDENT ADVISORY PANEL MEMBERS:
Nick Clendenen, Churchill High School
Joel Sadofsky, IHS
Hannah Mitchell, North Eugene High School
Kassidy Hampton, Sheldon High School

MEDIA:

OTHER: Sabrina Gordon, Chuck Areford, Stephanie Birmingham, Daniel Denton, Mary Bauer, Kori Kunz, Larry Lewin, Roscoe Caron, Jane Cramer, Ericka Thessen, Ashlee Dixon, Tanya Bunson, Jeff Davis, and Leila Schuck.

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

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

II. Agenda Review

There were no changes made to the agenda.

III. Introduction of Guests and Superintendent's Report

Dr. Balderas said that at the moment their focus was on the community and the Student Investment Account (SIA). He mentioned that he wanted to see those in the community that had not spoken up in the past make their opinions known. He thanked the Eugene Education Association (EEA) for doing their part in hosting forums with the community on the Student Success Act (SSA). Dr. Balderas himself had met with the League of United Latin American Citizens (LULAC) and the Native Parent Committee to talk about what they wanted from SSA funding. He said that they would continue to host forums throughout the process as a way to gauge community interests.

IV. Comments by Board Chair

Chair Levis welcomed everyone to the meeting and mentioned that at the work session before hand they had interviewed twelve highly qualified candidates for the budget committee. She thanked the candidates for their time and wonderful answers.

Chair Levis talked about SSA funding and the needs assessment coming up. She mentioned that members of the board have been attending forums on the topics and that 4J was lucky to have such an engaged community supporting it. Ms. Levis stated that throughout her whole career on the board, and even before, she had never seen the community give so much feedback. She only wished that they could afford everything that the community wanted. EEA would be giving a presentation later on the feedback they had received from the community at their own SSA forums.

Chair Levis said that the land acknowledgment they had at the beginning of the meeting would now be a formal part of all their meetings. The acknowledgment recognizes those who lived on the land before them, and honors those who had worked the land for centuries. It is important, Ms. Levis stated, for them to remember the origins of the land.

V. Receive Reports from High School Student Representatives

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

Kassidy Hampton, representing Sheldon High School, apologized for a misunderstanding on something she said at the last meeting. She had talked about the drama department needing

money to replace things like a stage curtain, but that was just an example that she gave and not something they actually needed to be replaced. Sheldon homecoming was the upcoming weekend and on October 24, 2019 they would have a meeting for students of color to talk about what needs of theirs are not being met. She urged board members to come to the meeting if available.

Nick Clendenen, representing Churchill High School, said that their homecoming was the weekend prior and they had around half of the school attend. They tried something new and had various food trucks available on location so students could buy refreshments. Churchill had also had their open house, club fair, and post graduation readiness days. Mr. Clendenen hoped that they would be able to continue to encourage more student school spirit.

Joel Sadofsky, representing IHS, said that they had their $5 sale on old merchandise the week before, and would be holding a contest for new designs soon. That day was the end of early registration and extended essays would be due in exactly one month for seniors and then juniors started their projects. Internal assessments had started for Math, Economics, and Physics.

Hannah Mitchell, representing North Eugene High School, said that their homecoming dance was that upcoming weekend. That day at school Sophomores had taken the PSAT, and next week would be the north region band festival where kids from Kelly and Madison Middle Schools get to visit North Eugene and see what their band program is like.

VI. Items Raise by the Audience

Chair Levis read the policies related to speaking at meetings or filing complaints. She also thanked Ms. Shabram for the implementation of pronunciation guides on the comment cards.

Chuck Areford had two sons who graduated from 4J, and currently has a grandson in the first grade. He also worked at Lane County behavioral health for twenty-two years. During the climate strike him and a small group provided lunches for students, since they would be missing their usual lunch period. Mr. Areford said that there is so much pressure on the students shoulders, and the board needs to step up to help carry the load. He was happy with the climate resolution that they passed, but wanted to see more action. Mr. Areford emphasized that with things getting worse, they needed to prepare for what they were headed towards. With that being said, he thought that they had a good turn out for the climate strike.

Stephanie Birmingham works at Kelly Middle School. She was concerned with the merge they would undergo with Yujin Gakuen. The staff felt completely in the dark and uninvolved in the process. They had been told, on multiple occasions, that decisions had been made, and then a week later told by someone else that the decision had not even been voted on. Ms. Birmingham said that staff was given a survey to fill out on the Yujin Gakuen merging, but only had a couple days to fill it out. All this combined made students and staff feel like they were an afterthought. For example, the district's final decision was emailed out during standard service, a time when staff is supposed to be off their emails. Ms. Birmingham asked the board to come to Kelly Middle School before their next meeting to see the spatial issues they face.

Daniel Denton is a teacher at Kelly Middle School. He was there to speak about the inequitable treatment of the Kelly Middle School students. Mr. Denton believed that the north and south regions of the districted were treated very differently. For example, some of his classes have forty students or more in them. He hoped that with Kelly already being overcrowded the board would change their decision to move in Yujin Gakuen. Mr. Denton had heard many of his

students talk about wanting to go to high school at one of the southern schools in the district, since they were thought to be better.

Mary Bauer is a K-8 teacher, who started teaching in 1975, and a mother of a 4J student. She mainly taught math, which at that point was very research based and built on a solid foundation. Ms. Bauer believed that when CPM was introduced into middle school and high school math classes, students lost their mastery and belief in themselves on the subject. CPM was passed without teacher approval, and because of that never got fully accepted. Ms. Bauer wanted to see the 4J math department restored to its former glory with a new program.

Kori Kunz is a librarian at Sheldon High School. She had sent in a proposal to hire more librarians, and hoped that the board had time to read it over. Ms. Kunz emphasized the importance of elementary school librarians to the educational upbringing of students. Librarians do more then just reshelve books; they help students understand how to research, and are there when students need help or guidance. By having access to librarians students have more opportunities. Ms. Kunz said that she was looking forward to her meeting with Dr. Balderas.

Larry Lewin is a retired 4J middle school teacher. He had written a letter to the editor for the *Register Guard* about the Oregon Assessment of Knowledge and Skills (OAKS) test scores dropping in 4J. He understood that test scores increase and decrease all the time, but believed that standardized testing was not the way to see a student's progress or success. When the tests are low the board says they do not matter, but when they are high the board praises them. Mr. Lewin said that the board needed to call out that the scores are useless. He also said that the system does not protect underserved students.

Roscoe Caron is a retired 4J elementary school teacher. He did not envy the district for what they were having to go through with the SSA funding. Mr. Caron said that the SSA model makes districts across the state jump through hoops and have repeated testing if they want to get funding. Obviously they had to do what was necessary to get funding, but it seemed futile for 4J to produce so many reports and data on testing. Mr. Caron said that the Oregon Department of Education (ODE) was currently hiring for people to implement the law before funding is given out. He believed that more testing just increases the amount of pressure on their students, which could only hurt them. Mr. Caron hoped that the board would speak out on the issue.

Jane Cramer teaches at the University of Oregon and has had three children go through the 4J system. Her oldest started in 2002 and her youngest is currently a sophomore. Having spent so much time in the district, Ms. Cramer believed she had seen the decline of 4J. The issue she has heard the most about was class sizes. Her daughter has one class that has forty-nine students in it and her husband, who works at Camas and she emphasized she is not speaking for, has twenty-nine first graders. Her husband continues to work because he loves it, but she sees how he struggles daily with so many young students. Ms. Cramer asked the board to survey teachers to get an idea of what they need to help students succeed in the classroom.

VII. Comments by Employee Groups

Sabrina Gordon, president of EEA, said she did not want to take up too much time since the Student First Alliance would be presenting later. She mentioned that it is always difficult to pick what to say to the board, since there are so many topics to pick from. Ms. Gordon thanked the board for allowing the Student First Alliance a place to talk at their meeting.

VIII. Comments and Committee Reports by Individual Board Members

Ms. Shabram brought up that indigenous peoples day was earlier that week on October 14, 2019 so it was a good time for them to start having the formal land acknowledgement at the beginning of their meetings. She mentioned that day was national pronoun day, and stated her pronouns as she/her. Ms. Shabram urged any board members who felt comfortable to also share their pronouns, and they should all remember to ask people for their preferences. She said that usually it is the small things that make a big impact.

Ms. Walston announced that the Oregon School Board Association (OSBA) had a meeting on October 3, 2019. They recapped the legislative session and talked about SSA funding and the politics behind it. She also attended a Lane Council of Governments (LCOG) meeting that talked about the April 1, 2020 census. Ms. Walston thought that they needed to get information on the census out to the community, so they are sure to be in town when it happened. In response to climate change, she thought they should do more than pass the resolution. Ms. Walston put forward the idea of converting all their buses to electric. She addressed the Kelly Middle School Yujin Gakuen issue, and said that they needed to figure out how to make it work, and that she wanted to have a community meeting to talk about it. On the subject of schools, she thought there was no preferential treatment based on if a school was located in the north or south of the district.

Mr. Lafer thanked the teachers who spoke earlier and said he wanted to visit Kelly Middle School. He hoped to see the district work more with teachers on what programs or policy should be adopted, since they are the people in charge of following through with the boards decision. Mr. Lafer pointed out that two years ago, the board said it would look into the time and cost data of standardized testing and asked if there was any plan to act on that. He wanted to state his annoyance with the hold up on his free menstrual product policy, and thought that the board should spend less time on presentations so they had more time to talk amongst themselves. The board is held back by the fact that they cannot have any conversations outside of work sessions and board meetings.

Ms. Newman said that the SSA requirements made by the state is a small price to pay for the benefit they receive. She stated that the board needed to stay accountable to the legislature while still being true to the community that they serve. Ms. Newman thanked the community for all the feedback they received on SSA funding, and hoped they would continue voicing their opinions. She also thought that they should be open to alternatives to testing, and asked the community to put forward any ideas that they had.

Mr. Torrey was impressed with the twelve budget committee candidates that they interviewed and how focused they were on helping underserved children. It meant a lot for him to see, since his focus, as a board member is to help students in need. Mr. Torrey talked about a third grade class he observed at Howard Elementary School. There was a new student present who had never been to school before then, and they were struggling. Mr. Torrey said that the student had a behavioral aid, and without one he did not know how the teacher would have gone on with class. He stated that class size was not the issue, since there were only twenty-four kids. Mr. Torrey understood that they could not fund everything, but he thought they needed to prioritize giving teachers the assistance they need.

IX. Consent Group – Items for Action

1. No Consent Agenda Items for this Agenda

X. Items for Information

1. **Receive a Guest Report from Eugene Education Association/Student First Alliance on Student Success Act Community Conversations**

Ericka Thessen, Ashlee Dixon, Tanya Bunson, and Jeff Davis approached the board. Mr. Davis said that he would be filling in for Chelsea Whitney.

Mr. Davis talked about how the Student First Alliance was formed a little after May 8, 2019 when SSA was accepted. He remembered the excitement in the community when it was passed, and how hopeful everyone felt about the money that would be coming in. The Student First Alliance is a group made up of educators, parents, and community leaders that want to help create the schools that Eugene students deserve. Ms. Thessen announced that at their first meeting in August they had almost a hundred participants show up. They used that time to talk about SSA, what it is, and how it worked. Their second meeting, in October, was more specialized and they tried to keep they conversations collaborative and realistic to the funding.

Mr. Davis said that their focus is on SIA; since it is the part of the funding that they can have influence over. He listed out the two purposes of SIA: meeting students' mental and behavioral health needs, and increasing academic achievement and reduce academic disparities for historically underprivileged students (students of color, students with disabilities, emerging bilingual students, students navigating poverty or homelessness). Mr. Davis emphasized that they made sure to get in touch with members of the underprivileged communities. He also said that they had four ideas for SSA: reduce class size/case loads, more mental and behavioral health help, giving students access to a well rounded education, and making sure teachers can give quality instructional time. All of these practices, he said, should have culturally responsive practices weaved into them.

Ms. Bunson spoke about large class sizes. She said that large classes make differentiation difficult, prevents meaningful student/teacher relationships, exacerbates behavioral challenges, and impacts many other issues. Their suggestion is to reduce class sizes K-2 and transitional grades 6 and 9, and recruit and retain diverse educators. Ms. Bunson works at Edgewood Community Elementary School and over the years has witnessed several times extra teachers getting hired after the school year had started. While it might seem like a good idea on paper, she said that it interrupts the bonding that is done at the beginning of the year and confuses students. Ms. Bunson talked about her experience with her high schooler who is in a science class of thirty, many of whom have an Individualized Education Plan (IEP) and need more help learning. Another one of her kids is in an AP Math class with forty-five other students and found that the teacher is not able to help their individual needs.

Ms. Dixon spoke on students receiving a well-rounded education. She said that they need to keep students engaged which would in turn impact graduation rates. Ms. Dixon said that everyday she asked her children what their favorite class of the day was and they often said either lunch or recess. When she asked why, they say it is because they are allowed to get up and move around. Their suggestion is to increase middle school and high school electives, create music and physical education and art opportunities for all, and get licensed librarians in all schools. Ms. Dixon said that by giving students more electives to choose from they can find what areas they shine in. She also volunteers at her children's school library and understands the need that they have for a licensed librarian. Ms. Dixon acknowledged that before volunteering she did not see the need for licensed librarians, but now knows that they offer so much to a kid's education. They promote reading, help teach proper research techniques, and help students understand how to use technology to their advantage.

Ms. Thessen spoke on student health and safety. She said that currently the level of help that students need is causing staff burnout, and that there are really long waiting lists for student services. They suggested hiring more staff. This means teachers, nurses, mental health professionals, and more. Mr. Davis mentioned that when his students found out he was speaking in front of the board they told him they wanted more counselors.

Mr. Davis spoke on the need for more instructional time. He said that providing teachers with more collaboration time, more prep time, and more unscheduled availability for students could help improve the quality of teaching. In the past the district had increased class time, but that is not always helpful since it takes time away from planning. They suggested balancing instructional minutes with shorter student days and longer school years. Mr. Davis said this would help solve teacher burn out and they could probably figure it out without using any funds.

Mr. Davis said that they were currently collecting their SSA survey data, but that EEA would share it with the board when it was available.

Ms. Hays wanted to talk about the first meeting the Student First Alliance had. She understood that it was an invite only meeting, and wanted to know how they choose what teachers to invite. Mr. Davis said they pulled from all areas and even reached out to their union to get in touch with people over the summer. He said that while their first meeting was chosen teachers, the second was open to everyone. Ms. Hays replied that she heard that some teachers felt left out of the first meeting and that she was glad to hear the second was more open.

Mr. Torrey imagined that if he was a part of the group he would want a break down of all the costs for ideas like extra school days or adding/cutting one student from a class. Mr. Davis agreed, and said it was easy for them to sit there and say what they wanted when they did not know the costs.

Dr. Balderas pulled up a graph that showed the break down of 4J students and the areas that they wanted to target. SSA is title funds, which means it needs to cover specific groups of students. Dr. Balderas pointed out that the marginalized groups in 4J are the same across the nation, and they will be held accountable for making sure those groups are helped with the SSA funds. He emphasized that he was one of those marginalized groups in the school system, and that he is passionate about making life and school easier for those students. 4J as a district could not continue to fail their students, and they needed to work together as a board and as a community to figure out a solution. Dr. Balderas appreciated all feed back given, and broke down that it costs $2,400,000 everyday for every student in the 4J district K-12, each licensed staff costs $110,000 a year, and that each day of school is $650,000.

2. Receive an Update on Student Success Act

Kerry Delf and Chairs McGaughy approached the board. Ms. Delf reminded everyone that the goal of SSA funding was to help close achievement/opportunity gaps in the system. They valued all feedback that had been given to them. Ms. Delf said that in October they would continue to have forums with targeted groups, and that they were working on processing the data they got from over two thousand comments and ten thousand lines of survey feedback. She said that the data they get for that will lead the district's need assessment.

Ms. Delf mentioned that the continuous improvement plan is being worked on, and will need to be submitted to the state between November 1 and December 6.

Mr. Torrey asked if the board and the public will be notified to give feedback once the strategic plan is finished. Ms. Delf responded that since they are getting feedback from the community before the plan is made, that they will not be open for more. Mr. Torrey asked what the state expected them to provide and by when. Ms. McGaughy replied that in November they would come in front of the board for approval of the needs assessment, their analysis, and the Oregon Integrated System (ORIS), which would then be submitted, to the state. They would also submit their vision 20/20 strategic plan as their continuous improvement plan.

Mr. Lafer wanted to know if the district would give out a costs template, and if the board would be given a draft budget before it was submitted. He also wanted to know how the updates given at their meetings would change after November. Dr. Balderas replied and said that they would not provide a draft of their budget, just the needs assessment. He notified Mr. Lafer that the meetings after November will be very similar to when they were cutting programs, but this time they will be adding. This meant that presentations will be given and looked at for approval by the board. Dr. Balderas said that presentations would be very detailed, since the district will be held accountable for it's funding. With that being said, that would not go into affect until March, with the budget hopefully being presented to the board in January.

Ms. Hays thanked Dr. Balderas for his passion in closing the achievement gaps. As a board member, she has always fought to help close those gaps and is excited to see them finally making steps in the right direction. She said that they need to make sure to manage community expectations, since they do not want anyone to be disappointed.

3. Receive Update from School/Program: Fox Hollow

Lelia Schuck, Kat Lange, and Chairs McGaughy approached the board. Ms. Schuck introduced herself as the principal of the Fox Hollow program. Fox Hollow opened four years ago to meet the demands of students with behavioral issues or with specialized learning plans. It is located in the hills of South Eugene, and has a beautiful open campus. Ms. Schuck said that they are a small school, but because of that they are able to meet the needs of all their students. She said that one of their goals is to make everyone feel safe in who they are. Fox Hollow always has different school schedules for each kid, so they can experience life outside of the school day. Ms. Schuck said that they are a small school, with a small staff that is committed and there for the right reasons.

Ms. Schuck said that they have three programs available at their campus. The first one is the Fox Hollow program which is a classroom with a licensed teacher and behavioral aides. The second is their home instruction program, which allows them to meet students where they are. Ms. Shuck explained that the program can meet students on or off campus and requires a referral from a neighborhood school. The third and last program is their Lane Education Service District (ESD) program which helps teach life skills. Ms. Schuck said that Lane ESD has its own building on the Fox Hollow site. She also said that they just began partnering with Roseburg Mental Health Services.

Before ending the presentation Ms. Schuck wanted to give a shout out to their transportation and facilities departments for always making sure things run smoothly.

Ms. Walston said that she was able to visit the campus last year and was impressed with the variety of student needs they were able to met. She was impressed with the work that the staff did. Ms. Schuck said that sometimes working with the kids can be a lot to handle, but their staff is amazing and focused on forming relationships with their students.

Ms. Newman thanked Ms. Schuck for hanging in while they got the program running, and she loved that it was successful.

Chair Levis acknowledged the poster that the Fox Hollow staff brought. It had “I like Fox Hollow because...” with responses from students written under it. She also wanted to say that she is familiar with the site and knows that it might be difficult to work with the woods. Ms. Schuck said that it is actually very exciting for a lot of the kids, since they have wild animals that wander through. They make sure to teach the students how to be safe and not go into the woods or approach the animals. She said that a lot of their students like the open space they have to walk around and be alone in.

Dr. Balderas appreciated the hard work and dedication shown by Ms. Schuck, Ms. Lange, and the whole Fox Hollow staff.

4. Receive an Update on State School Profile Reports

Kerry Delf, Oscar Loureiro, and Chair McGaughy approached the board. Ms. Delf said that Oregon has required annual report cards to be made for all schools and districts in the state since 1999.

In 2018 there was a redesign of the report card that made the information easier to digest, while also including new data. The report cards were renamed At-A-Glance district profiles and showed selected metrics on students, staff, and curriculum. For all schools it shows: student enrollment numbers, the demographics they serve (race & ethnicity, English language learners, languages spoken at home, students with disabilities, and economically disadvantaged), immunization rates, and school staffing. Ms. Delf said that the staffing metric now includes librarians.

Ms. Delf said that for elementary schools and middle schools they have specific data. This data include: average class size, attendance, student learning growth, state tests of learning standards, and selected measures by student group. There is also usually data on science, but a new test was started in the 2018-2019 school year and they do not have the data back yet.

Ms. Delf said that the data they collect for high school is very similar, but has some differences. The data includes: average class size, attendance, 9th graders on track to graduate, on-time graduation rates, five-year completion rate, and selected measures by student group. New to the data that year was the rate of students going to college. Also, just like in elementary schools and middle schools, there was a new science test that was created for the 2018-2019 school year, and they did not have the data back on it yet.

Ms. Delf wanted to inform everyone on the data they collect for the district as a whole. That data is: demographics, staffing, state tests of learning standards, student learning growth, 9th graders on track to graduate, on-time graduation rates, and selected measure by student group. New this year are the categories: student mobility, psychologists, librarians (licensed only), and non-binary students.

Ms. Delf said that along with the At-A-Glance reports there is an additional Every Student Succeeds Act (ESSA) accountability detail sheet. These sheets give a more thorough break down of demographics and testing rates. The federal requirement says that 95% of students have to participate in assessments. Ms. Delf said that 4J is usually below that number because Oregon counts no-participants beyond 5% as non-proficient. This means that students who opt

out count as having taken tests and score a 0%. Ms. Delf said that many 4J schools have an unusually high rate of opt-outs.

Ms. Delf notified the board that the report cards would be coming out the next day, October 17, 2019. They could be found on the district website or at news outlets. Parents would also be emailed the report cards at the latest by the middle of January.

Ms. Newman said that if she remembered correctly when they went through the report cards last year they had not reflected 4J results with negative impact, but that the federal report did. Ms. Delf responded that they show the assessment results of students that took the test, and that statewide there are other misleading calculations that they have to do.

Mr. Torrey asked if there was any focus on 3rd grade reading success on the report cards. Mr. Loureiro replied that they are currently discussing putting data for that on, but have not decided. Mr. Torrey thought it would be helpful to see the numbers and know what they could be doing better, since 3rd grade reading levels are a big part of SSA funding.

Mr. Lafer wanted to know if the students being counted for 0% were at a state level, and if that being recorded affected they funding. Ms. Kerry replied that the 0% is recorded at a state level. Ms. McGaughy added that ESSA targeted one school in the district that needed more support, but that was the only school affected, so there is some impact on funding.

Ms. Walston said that the state made the calculation but that it was also the one that created the opt out, because of that she believed it should be a part of their the legislation priorities.

5. Discuss Priorities for 2020 Oregon Legislative Session

Ms. Newman asked board members at the last meeting to email her a list of their legislative short session priorities for 2020 and 2021 priorities. All bills would be drafted by November 22, 2019, so they needed to get a good idea of what they wanted. Ms. Newman had compiled a list and wanted feedback on it.

Ms. Newman had found six priorities that three or more board members had emailed her about. The first one is to eliminate the essential skills test as a requirement for graduation. Ms. Newman was almost positive that a bill on that would be involved in that session, and that they would support it if it was. The second one was for 4J to find stable funding outside of SSA funds. The third one is to continue to support SSA. Ms. Newman said that they would probably be asked to give some metrics of success and the impact the money had made. The fourth one was to limit costs of SSA made by the ODE. Ms. Newman said that they would continue to support this, and want all money to be accountable. The fifth priority is to be vigilant about any education bills that are dropped. Ms. Newman said they would need to look at them as they come up, but there are usually a lot of education bills in legislative sessions. The last one was to reduce all standardized testing. Ms. Newman said that they should work with organizations to try and come up with ideas to replace the testing.

Ms. Shabram wanted the rest of the board to know that at the committee meeting, Ms. Newman, Mr. Torrey and her talked about all priorities that were sent in. They found that while some priorities would show up in bills, others would be conversations they would need to start with legislatures.

Mr. Lafer wanted to say that since they wanted to focus on eliminating the essential skills test, they should use the OSBA meeting as a way to find support. Ms. Walston thought that they

could, and because of that said that they should vote Ms. Newman to be their OSBA representative for November 6, 2019.

Ms. Newman wanted to talk about some other priorities that were brought forward by individuals. She told board members if they wanted to support any priorities moving forward to let her know so she could move it to the main list. The first priority would be getting free menstrual products in all middle schools and high schools across the state. The second would be getting funding for carbon reduction practices, like getting electric buses. The last one would be to align early learning and K-12 systems with supportive comprehensive community services and supports. Mr. Lafer said that he did not understand the last one, and wanted to know if they could receive a short description of it in an email. Ms. Levis wanted to clarify that any of these points moved forward would be the for the 2021 legislative session. Ms. Newman said that she was correct and she would email the board members the list of priorities and they would reply with which ones they wanted to move forward. She added that they could vote for all of them or none of them.

XI. Items for Action

1. Approve the Initiation Process for 6-8 Mathematics Curriculum Adoption

Charis McGaughy and Brooke Wagner approached the board, filing in for Sue Wilson and Krista Hocker. Ms. McGaughy said that she presented on the information last week and just needed a recommendation.

> **MOTION:** Mr. Torrey moved, seconded by Ms. Hays, to approve the 6-8 mathematics curriculum adoption. Ms. Levis, Ms. Walston, Ms. Newman, and Ms. Shabram voted aye. Mr. Lafer voted nay. The motion passed.

Mr. Lafer wanted to discuss his issue with adoption. He thought that teachers should be involved in the final voting process, since they are in charge of actually teaching the material. Mr. Lafer said that because teachers had no say he could not support its adoption. He also thought that they should have a few programs available for teachers to pick from, so they have options based off of their teaching style or classroom need.

2. Approve and Adopt the Revisions to, and Deletion of Board Policies

Christine Nesbit approached the board. Ms. Nesbit said that she presented on the policies at the last meeting. She wanted to group the policies together by those being adopted, revised, or deleted when voted on.

Ms. Nesbit wanted a motion to approve the adoption of policies CPA and IBDJA.

> **MOTION:** Ms. Walston moved, seconded by Mr. Torrey, to approve the adoption of policies CPA and IBDJA. The motion passed unanimously.

Ms. Nesbit wanted a motion to approve the revision of policies BA, BBA, BCF, ECAB, GBDA, JECB, and JGAB.

> **MOTION:** Ms. Walston moved, seconded by Mr. Torrey, to approve the revision of policies BA, BBA, BCF, ECAB, GBDA, JECB, and JGAB. The motion passed unanimously.

Ms. Nesbit wanted a motion to approve the deletion of policy JHFDA.

MOTION: Ms. Walston moved, seconded by Mr. Torrey, to approve the deletion of policy JHFDA. The motion passed unanimously.

XII. Items for Action at a Future Meeting

1. Board Working Agreements

Ms. Walston said that the agreements should be ready for finalization after she had the agenda set. She tried to give a good run through of how items get put on the agenda, but wanted feedback on what others thought of it.

Chair Levis said that she had a couple changes she wanted made to the document. One of the bullet points on page 78 had a period at the end of it, which does not match the rest of the bullet points. Also she felt that the sixth bullet point on page 80 under "communications by board members" needed more clarification and detail. Ms. Levis said that a notice did not have to go out when a board member talked to media, but just an email to other board members letting them know it happened. Lastly, under agenda planning it said that if a board member wanted more information they could ask for an item for future information. Ms. Levis said that in the past they could either ask for an item for future information or an item for future action. By including item for future action as well, she said that they could move things along faster.

Ms. Hays said that she found the process of agenda planning to be very confusing and thought there were some gaps. She said that if someone wanted information and got three votes, it would move on and then if they wanted more information that initial individual could ask for a work session. To her the process seemed like a lot for staff to do quickly and she wanted to know if leadership staff had any power to make a judgment call to block information from moving forward if they found it unnecessary or repetitive. Ms. Hays said that they have so many issues to focus on as a board, and that they should not over complicate their schedule if unnecessary.

Mr. Lafer said leadership should not gate keep, but just schedule out the agenda. He believed that the board members should have trust in each other's common sense to not ask for information on a topic that is not worth their time. If there are three members that vote on something and want more information, then it should move forward. Ms. Newman agreed with Mr. Lafer, but clarified that she thought Ms. Hays meant they should vote again once they received initial information before going into a work session.

Chair Levis thought that as a whole they needed to be more clear on what they talked about at the end of a meeting. Since it is late sometimes they rush through things and when they leave they are confused.

Mr. Lafer thought that at every stage of the agenda process something should have to get three votes to move forward. Ms. Levis pointed out that doing that would slow everything down even more, which is something that Mr. Lafer had complained about in the past. Mr. Torrey added that he thought there should be separate votes, since asking for information on a topic does not mean they want a whole work session on it.

Ms. Hays asked Ms. Walston if she could work to hammer out the details. Ms. Walston replied that she would try and clarify the process more.

Ms. Shabram said that she is often confused when they vote on something by nodding their heads and wanted to know if they could make those votes more verbal. She also asked if they could have more wording at the end of a discussion, to let everyone know what they had

decided on. Ms. Levis thought that would be a good idea, since there are some new board members who might not know the process of things.

Ms. Shabram mentioned the idea of giving the public access to their working calendar so they knew when meetings important to their interests were happening. Ms. Levis said she would consider that idea, but would not want the calendar released in its current state.

Mr. Lafer stated that he was confused on the language used in the board communications section. He thought they had discussed changing it so that board members could meet with staff inside of school. Ms. Walston responded that they had been in agreement at the retreat that board members should not be able to just go into schools and talk to any staff they wanted.

Ms. Hays expressed her confusion on how to move forward with this process since there were a few board members who did not agree with wording used in the agreement. She asked if they should go paragraph by paragraph and vote on approving them as they went. Mr. Lafer said that his main issue was with the board communication portion, since he wanted to operate as he wished while still complying with the board agreements. Ms. Hays said that they should not be able to just walk into a school and convene with teachers when they wanted. She thought acting like that was an abuse of their power and disrespectful to the staff. Ms. Newman clarified that she thought Mr. Lafer meant to only do that if it was easier for the staff. She added that while that might be well intended, not anyone could just walk into a school so they should not be able to.

Chair Levis said that she could not support what Mr. Lafer wanted and that the board agreements were rules that they must all adhere to, even if they do not agree with them. She expressed that they cannot just hold out on rules that they want changed for their own personal gain, and they need to be able to compromise with the rest of the board if they are in the minority. Chair Levis added that there are many ways to meet up with teachers so what Mr. Lafer wanted seemed unnecessary.

Ms. Shabram thought they should end the conversation and pick it up again later, since the issue seemed to be a simple misunderstanding. Mr. Lafer said that all he wanted to be able to do is talk to teachers in the same way he does with people before and after school board meetings. He added that teachers might not always be able to show up at other places so if it is easier for them to meet at school he would want to do that.

Ms. Walston said that she would work on the next draft, but that they might need another work session on the agreements so they are all on the same page. Chair Levis put the idea of a work session to vote. There were three votes (Mr. Torrey, Ms. Shabram, and Ms. Walston) to move forward. Chair Levis said that leadership would work to figure things out.

2. Consider for Adoption the Revisions, Deletion and Addition to Board Policies

Christine Nesbit approached the board.

She said that she forgot to have them vote on the revision to policy JFC last time she was in front of the board.

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

Ms. Nesbit thought she gave a good written description of all the policies being put forward for adoption, revision, or deletion to board policies. She asked anyone if they had any questions. Chair Levis said that she thought she did a good job explaining them.

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

1. **Meeting Dates:**
   October 23, 2019 – Work Session
   November 6, 2019 – Work Session and Regular Board Meeting
   November 20, 2019 – Regular Board Meeting

Mr. Lafer wanted to submit for either an item for action or a work session a discussion on religious holidays. Ms. Hays wanted to know what exactly they would be discussing. Mr. Lafer said he wanted to talk about the scheduling of tests and the opportunity for students of faith to miss classes for religious holidays. Chair Levis asked who would support getting more information. The idea got three votes (Ms. Shabram, Ms. Newman, and Mr. Lafer). Ms. Hays thought they were starting to stack a lot on staff and the budget, and they might not be able to get to this idea until the Spring. Ms. Walston agreed, and said she did not know how important it was to talk about at the moment.

Ms. Shabram wanted to talk about SRO policies and how they are working with EPD in their schools. Chair Levis asked if she wanted information from the superintendent or a work session. Ms. Shabram said she just wanted more information and did not care what format it came in. Ms. Walston asked if she meant all school monitors or just SROs. Ms. Shabram replied just SROs. She said that she wanted information on when SROs question students without an adult present. Chair Levis called for a vote, the idea received two votes (Ms. Shabram and Mr. Lafer) so it would not move forward. Chair Levis informed Ms. Shabram that she could email her questions to board members who might be able to answer them.

Mr. Lafer said that he would have to leave the October 23, 2019 work session by 7:00 p.m.

XIV. Adjourn

Ms. Levis adjourned the 4J board meeting at 10:20 p.m.

(Work Session Minutes recorded by Marina Brassfield)

(Regular Board Meeting Minutes recorded by Lydia Dysart)

_____	_____
Dr. Gustavo Balderas	Anne Marie Levis
District Clerk	Board Chair