

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

September 6, 2017

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held executive sessions at 5:15 p.m. and 5:30 p.m.; a work session at 6 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 September 1, 2017, and published in *The Register-Guard* on September 6, 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
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
Dr. Cheryl Linder, Director of Student Services
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: Tad Shannon, Eugene Education Association (EEA) President; Ray Martin, OSEA President

I. EXECUTIVE SESSIONS

At 5:15 p.m., the board convened in executive session to conduct deliberations with persons designated by the governing body to carry on real property transactions, pursuant to ORS 192.660 (2)(d).

At 5:30 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. WORK SESSION: NORTH VISION UPDATE

Board Chair Nittler opened the work session at 6:06 p.m.

Dr. Balderas said that staff were there to give results of a recent survey distributed to the North region of the school district.

Dr. McGaughy explained that the survey was the first part in a visioning process for all four of 4J's comprehensive high school regions. The goal is to know what key stakeholders are interested in for the future of their region. She began a presentation about a study that was conducted to determine the needs and desires of students, parents, 4J staff, and community members who live and/or go to school in 4J's North Eugene district. These four key stakeholder groups responded to surveys catering to their group. This four-stage process began last school year.

The first stage was data collection. Mr. Loureiro, shared a packet of information that summarized the quantitative data from what is known about the North region, and then they put out a survey to gather more information.

At first, they surveyed a wide range of people, which received a high response rate. However, Dr. McGaughy said North Eugene region was generally underrepresented. They wanted to hear from North parents, students, and staff, and parents who send their kids to North Eugene High School but do not live in the North region

Dr. McGaughy continued to give a summary of the highlights of the survey. She went over the four stages of the process—data collection, strategic visioning process, awareness and communication campaign, and then deep implementation planning.

Mr. Torrey asked if awareness and communication only relates to the North district? Dr. McGaughy said this presentation was for the North region, but they can replicate that in the other 4J regions.

Mr. Loureiro said the company Lexicon & Line gave the survey, in English and Spanish, online and on paper. They surveyed students, staff, parents, and community members. The survey participation rates were really high among staff and parents and community members. However, participation was very low among students, so they are going to redistribute the survey to students again in order to get a good sample and those results would not be presented in that day's work session. Administrators, licensed staff members, and North Eugene High School staff members were overrepresented, as well as white and female parents. Low-income families

were underrepresented. He said 56 percent of the students in the North region received free or reduced-price lunch. Of the respondents, he said 72 percent were female.

In the next section, Dr. McGaughy said they asked the question “how important to you is it that schools offer certain types of classes.” Parents, community members, and staff members gave similar answers. Respondents said their highest priorities were advanced core courses, service learning and career skills courses. The lowest scoring courses were school newspaper, yearbook, service learning, and athletics.

When asked, Dr. McGaughy explained to Mr. Torrey that service learning included things like community service, etc.

Dr. McGaughy went on to explain that what parents valued most was college and technology courses. Community members really wanted career and technical classes. Staff said almost all of the classes were important. Dr. McGaughy referred to a chart in the presentation that showed the courses ranked highest and lowest for these groups.

Mr. Torrey asked how staff, the community, and parents felt in regards to career and technical education courses. Dr. McGaughy said for community members, they ranked it as number two. Staff ranked it number one. Parents ranked it at number seven.

Mr. Loureiro gave the highlights of Section 3: Other Programs for Students in the North Region. He said that includes all of the programs besides courses. When they combined the results from all stakeholder groups, Library and College and Career Planning Centers received the highest scores. The lowest scoring programs were Kindergarten-8th Grade School Programs, Early Learning Programs, and Online Learning. None of the groups put International Baccalaureate or International High School in the top nine priorities. The staff specially valued After-School Programs. He then showed a chart that displayed how each stakeholder group ranked each program.

Dr. McGaughy clarified for Ms. Walston that Library, which ranked number one among all three groups, was meant as a service that students could access.

Dr. McGaughy said she hoped that the information from this survey would be helpful when crafting a bond measure for the school district.

Dr. McGaughy clarified for Ms. Sundgrenz that they didn’t survey the age 0-5 parent group. The purpose of this survey was to gather information from stakeholders in the Kindergarten through 12th grade group. However, she said one of the key findings for ELL (English Language Learner) parents was that early childhood learning was one of their highest priorities.

Ms. Newman wanted to know who made up the communities group. Mr. Loureiro replied they were people living in the North region. Lexicon & Line gathered contact information based on Census data, and then sent postcards to those addresses, asking for their participation in the survey. Some of those residents included people who did and did not have children.

Mr. Loureiro went on to explain that the language immersion program was important to parents whose students were in the ELL program and those who lived outside the North region, referencing the PowerPoint presentation.

Ms. BJ Blake, Director of Secondary Education at 4J, summarized Section 4 of the PowerPoint presentation--Desired Career and Technical Education Programs. She said she was very excited when she saw that a lot of the programs at North are right in line with what stakeholders desired to be offered in the schools. Those programs included architecture and construction, audio-visual and technical education, early childhood education, health sciences, information computing, and manufacturing. She said STEM (Science, Technology, Engineering, and Math) was found in all of North's programs. She showed a chart that displayed the results of how stakeholder groups ranked those programs.

Dr. McGaughy said Section 5 of the survey covered desired school services for students and families. She said schools could do outreach in these areas. Across all stakeholder groups, responses showed counseling and mental health as the highest priority. She said she was surprised about this consensus. The lower priorities were legal assistance and neighborhood and economic development programs. Parents also valued violence prevention. Community members also valued support services for families of children with special needs. Lastly, staff members also valued basic living needs services (students having access to food, housing, and clothing).

Ms. Nittler asked what the students said their top desired school services were. Dr. McGaughy said they were going to redo the sample from students this month. They received a full sample of survey results from students at Madison Middle School, but not Kennedy Middle School and North Eugene High School. They plan to redistribute the survey at those two schools.

Mr. Loureiro continued the presentation by explaining the results from Section 6: Other Questions. This section asked stakeholders what their top five factors were for selecting a school. Those reasons were

- 1) Strong student and staff relationships
- 2) Close to home
- 3) Strong academic reputation
- 4) Welcoming school climate
- 5) School safety

They wanted to determine why some students were transferring out of the north region of 4J and into a different region and why some weren't. Mr. Loureiro said there were many differences in the results among the stakeholder groups.

Ms. Newman asked what Mr. Loureiro thought about the respondents who are outside of the north area but still attended north schools. Mr. Loureiro replied that being close to home was their number one reason for attending a school in the North region.

Dr. McGaughy referred to appendix A in the packet given to the Board. She said modes of transportation had big differences in responses. The one that struck her was they were desegregated by the parents' education levels, such as no college education vs. graduate degrees. They valued being close to home, strong student-staff relationships, safety, and family. Parents who had graduate degrees valued strong relationships, then strong academics, being close to home, and then language immersion programs. The survey also analyzed results by race and other demographics. She told the Board that if they want to go deeper into the demographic results, there was all kind of analysis available in the survey result materials.

Mr. Torrey asked if the presenters were surprised at the low support level of the International Baccalaureate (IB) Program.

Ms. Blake said when she spoke with parents of middle school and elementary school students about the IB program; they did not know what it was. She said IB is a program of college-level courses where students can earn them college credits. She said some parents did not know difference between AP and IB.

Mr. Torrey asked if this was a marketing issue. Ms. Blake said it was. She said the parents she spoke to were excited to learn about IB. She said according to current data, NEHS students were passing IB courses at a high rate.

Dr. McGaughy said these survey results provided necessary information to execute awareness campaigns for programs such as IB. She said results showed confusion about International High School (IHS) and IB. She said all students at NEHS could access IB courses. Other respondents said they did not know the difference between IHS and IB.

Ms. Blake said survey responses also showed that the district should clarify to stakeholders the definition of career and technical education—that it includes STEM. The top programs were Career Technical Education (CTE) programs, life skills and career programs and career tech, Ms. Blake said we need to increase high tech manufacturing programs, with help from industry groups, Lane ESD, and state STEM groups to increase training and interest in construction jobs, computer programming and tech sector jobs. She said students were preparing for those kinds of jobs at NEHS with the new equipment that the district bought for the school.

Ms. Blake told Ms. Sundgrenz that the drafting software Solid Works (an industry standard program) was available to students.

Dr. McGaughy presented the future steps of this project. They will resurvey Kennedy Middle School and NEHS students. Then those results will guide their strategies for drafting future bond measure surveys, messages to the community, and other program decisions. After that, they will invite stakeholders to see and give feedback on the next set of results.

Answering Mr. Torrey's questions, Mr. Loureiro said the questions in each stakeholders' version of the survey was written to be clear and understandable.

Mr. Torrey remarked that the Latino community did not respond as much as other groups and wanted to know what could be done to make them more comfortable with responding the survey.

Dr. McGaughy said they are working with the Latino community to determine ways to increase their response rate. They have strategies to do this. They said they made a lot of direct phone calls to people to encourage them to respond. She said they would do more than they did for the survey, if that is what the board wants.

Ms. Hays said it is important in the Latino community to build trust.

Dr. Balderas said the Latino community relies on word of mouth to find out about things like 4J survey.

Ms. Newman agreed that it is worth the Board's time to pursue the Latino community's participation in the survey.

Ms. Sundgrenz suggested working with Latino community centers such as Centro Latino Americano and LULAC (League of United Latin American Citizens).

Ms. Hays said Dr. Balderas could ask for suggestions from the 4J Equity Committee.

When Ms. Newman asked if the survey was offered online. Mr. Loureiro said the survey was online, mobile device compatible, and on paper. Dr. McGaughy said the survey was also offered in Spanish.

Ms. Blake added that when respondents from the surveyed schools were Latino leaders, they asked their neighbors to answer the survey. That built a coalition of trust, and that people throughout the North region are continuing to build that trust.

Ms. Nittler thanked the speakers for their presentation.

Dr. McGaughy said she was going to read a summary of the results for the public during that night's regular school board meeting.

The work session ended at 6:50 p.m.

III. REGULAR BOARD MEETING

IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Board Chair Nittler called the regular meeting to order at 7:01 p.m. Ms. Hays led everyone present in the Pledge of Allegiance.

V. AGENDA REVIEW

There were no changes made to the agenda.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

There were no invited guests.

Dr. Balderas made a statement regarding recent federal moves to dismantle the Deferred Action for Childhood Arrivals (DACA) program. He reassured families that the 4J School District will not change how it welcomes students. He said 4J schools would remain open and welcoming for all students, regardless of immigration status, and would not tolerate discrimination in its schools.

Dr. Balderas also shared a few items that were handed out at the new Chinese immersion school on the first day of school that displayed Chinese characters that represented the school's values of Respect, Happiness, Harmony, Ambition and Benevolence.

Due to the smoke in the air from the nearby wildfires that day, Dr. Balderas said schools held recess and P.E. class indoors and several after school activities and athletic events were cancelled. He expressed appreciation for the firefighters who are working to put out fires across the state of Oregon.

Dr. Balderas thanked the board for outlining the board's vision for the year at a recent retreat. He said the board also wrote a letter to the Oregon Student Activities Association (OSAA) in regards to feedback on a proposal, which they hope to have a resolution on later this month. He also said the annual back to school event at South Eugene High School was well attended.

VII. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Sundgren thanked Dr. Balderas for his support for the district's multicultural efforts.

Ms. Walston thanked Dr. Balderas for his comments about DACA. She wanted to know if the board would sign off on in support of his statement. She visited Cesar Chavez Elementary on the last day of summer school. She also attended Churchill High School's 50th anniversary celebration. She toured River Road School and attended the recent board retreat. She went on a tour the new Lane Transit District (LTD) West EmX bus route. She hopes the board can work with LTD to make that service more available to students. She mentioned last year's student representative from Churchill High School, Lauren, had posted messages at the school, saying that CHS welcomed students of all backgrounds. She passed out copies of Lauren's message to board members.

Mr. Torrey said the Policy Subcommittee is continuing to update various policies, which he said is a long, ongoing process.

Ms. Hays welcomed new and returning 4J staff. She attended a rally that week at the courthouse in response to possible changes to the DACA program.

Ms. Newman thanked Dr. Balderas for his comments about DACA. She was interested in signing off on his statement. She appreciated that staff undergo training to mitigate bullying in schools.

Ms. Nittler asked if the board would like to sign off on Dr. Balderas' statement on DACA. The board agreed, and Dr. Balderas gave his permission.

Dr. Balderas said staff and counselors were planning an informational meeting to discuss DACA, tentatively scheduled for the following Monday at 6:00 p.m. at River Road /El Camino del Rio Elementary School, in partnership with CAUSA, a Latino immigration rights organization.

VIII. BOARD CHAIR'S UPDATE ON CURRENT ISSUES

Ms. Nittler met with the North Eugene Retiree Association, which volunteers and raises money for North Eugene High School and for scholarships for students. She also went to a NEHS football game and dance performance.

IX. ITEMS RAISED BY THE AUDIENCE

Larry Lewin, a retired 4J teacher, welcomed the new board members, Ms. Newman and Ms. Sundgrenz. In reference to an article published in *The Register-Guard* recently about the back-to-school event where Dr. Balderas spoke. He approved of Dr. Balderas' stance on DACA. He also thanked the superintendent for his honesty about the state testing audits. He urged the board to consider doing an audit on the number of tests and true cost of the tests, which include total cost and time spent giving the tests.

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

There was no response from the board.

XI. COMMENTS BY EMPLOYEE GROUPS

Mr. Ray Martin, Oregon School Employees Association (OSEA) President, said he is advising staff to pace themselves in their jobs and ask for help in order to do their jobs the best way that they can. He said employees showed good teamwork while adapting to the challenges of the recent smoky weather.

Mr. Tad Shannon, Eugene Education Association (EEA) President, said he was also at the DACA rally in Eugene that week. He appreciated Dr. Balderas' statement about DACA. He said the EEA was considering a resolution about DACA students. He wants the board to make sure the district continues to protect students. In regards to employee negotiations, they are concerned about things that interfere with their rights as staff. He wants to come to decisions quickly about their concerns. He said he's concerned about Item 15 on the agenda—board policies about staff discipline and dismissals. He said it is difficult to know what is being changed and the details of the proposal are not outlined yet. He said it appears administrative rules are not subject to approval by the board. He urged transparency in discussions.

XII. ITEMS FOR INFORMATION

I. North Vision Update

Dr. McGaughy and Mr. Loureiro gave results of phase one (data collection) of the four-phase process. The North Region Visioning survey was given to parents, staff, community members and students in the North region. Lexicon & Line performed the survey and received a large response from stakeholders, except for the students. The vendor will redistribute the survey to students at Kelly Middle School and North Eugene High School within the next month in order to get a 95 percent compliance level. The sample was overrepresented by whites and females. They will work to increase responses from the Latino community.

The board packet included the survey questions, the results, how those results ranked by stakeholder type, and by priority. The sections of the survey results presented included demographics, teaching and learning, other programs for students, desired career and technical education programs, desired school services for students and parents, and other questions.

Ms. Hays appreciated how helpful the results would be. She was eager to learn how the district and the vendor will increase responses from Latino community. She believed that it was important to inform and educate stakeholders what programs the district offers, such as IB, AP, and career technical programs.

Ms. Blake said the results were affirming the decisions that they have been making in Career Technical programs, such as adding a health occupations program at North Eugene High School (NEHS). The feedback has also given them clear guidance with how to spend school funds.

Mr. Torrey was impressed with what Ms. Blake learned about people's perceptions about IB and AP. He believed that the district should continue to use simple language to explain what these programs are and how they can benefit students.

Ms. Blake gave a brief description of the IB and AP, which she also explained in the work session. She summarized how many students' parents were not aware that students have the opportunity to earn college credit by taking IB and AP courses. She said NEHS is a full IB high school and also offers AP classes.

XIII. CONSENT GROUP – ITEMS FOR ACTION

MOTION: Ms. Walston moved, seconded by Ms. Hays to approve the minutes from the Regular Board Meeting on July 7, 2017.

VOTE: The motion carried unanimously, 6:0.

XIV. ITEMS FOR ACTION

1. Approve Revisions to Board Policies Regarding School Choice and Interdistrict Transfers

Ms. Delf, and Dr. Wagner requested that the board consider revisions to policies about school choice and school transfers. They said the changes would help streamline the process, as well as improve some housekeeping details. For example, if approved, the district would change the school choice lottery application deadline for district residents in order to better align the timelines of school transfers and school staffing level adjustments.

MOTION: Mr. Torrey moved, seconded by Ms. Walston to approve revisions to board policies regarding school choice and interdistrict transfers.

VOTE: The motion carried unanimously: 6:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Adopting Proposed Revisions to Board Policy – Discipline and Dismissal of Licensed Staff (First Read)

Ms. Nesbit said the proposed plan would streamline board policy so that the district could take a look at the revisions. The district would collaborate with the Oregon School Boards Association (OSBA) on an administrative role that makes more sense. In some cases, Ms. Nesbit said most of the existing rule is redundant with the law, which is extremely detailed in the area of license dismissals. However, it doesn't sufficiently describe the process that they have to give.

Mr. Torrey asked Ms. Nesbit to speak to the question about transparency. She said the administrative rules are passed by the superintendent. However, they would give prior notice to the EEA to discuss the procedures for discipline and dismissal of staff, order to maintain a transparent process.

Ms. Nesbit clarified to Ms. Nittler that the policy would be shorted from two pages to one sentence.

Ms. Nittler thanked Ms. Nesbit for her presentation.

2. Consider Adopting Approval of the 2017-18 Superintendent Evaluation Process (First Read)

Dr. Balderas said the evaluation process is similar to last year's process. It has the same areas of evaluation which include student achievement, staff capacity, building stewardship and district resources, stakeholder engagement, relationship with the board, and leadership and professionalism. In August and September they would create goals. After January, they would have a mid-term performance review. In February and May, the board would begin the evaluation process. Then by the end of May, the board would complete the evaluation.

Dr. Balderas summarized his goals for the year in those areas.

Ms. Walston appreciated that Dr. Balderas explained those goals in public session.

Ms. Levis entered the meeting: 7:42 p.m.

Ms. Nittler thanked Dr. Balderas for his remarks. She also welcomed Ms. Levis to the meeting.

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

Ms. Nittler excused Ms. Hays and Mr. Torrey from attending the next school board meeting.

Mr. Torrey expressed interest in a report being made in the future about how many people are taking advantage of free breakfast program for students.

In response to a Mr. Lewins comments made earlier in the meeting, Ms. Nittler wanted to know if an audit could be done on standardized testing in terms of staff time.

Dr. Balderas said they needed to touch base with staff on the amount of staff time and capital being spent on state tests. He also wants have the assessment audit conducted so that the district is strategic and thoughtful in the number of assessments students are given during the year.

XVII. ADJOURN

Ms. Nittler adjourned the meeting at 7:52 p.m.

(Recorded by Laura Campbell)

Dr. Gustavo Balderas

District Clerk

Eileen Nittler

Board Chair